Home-School Collaboration to Support Student Behavior

WHAT?	Home-school collaboration occurs when a student's caregivers work with the teachers and staff at a student's school to best support a student's behavioral needs. This may include: ❑ Regular communication between both parties, ❑ Collecting data in a similar manner and reviewing it regularly, and/or ❑ Shared planning around the use of intervention strategies. What it's not: ❑ Communication that only flows one way (e.g., notes sent home about student behavior with no response or prior communication) ❑ Expectation that caregivers will collect data or follow through on providing consequences at home without prior communication

WHO?	❑ Student's caregivers: May include adults living at home with the student, after school caregivers, or others.
	❑ School team: Classroom teacher(s), paraprofessional(s), administrators, or others.
	  » For large teams, consider designating one person as the "communication lead" so that caregivers are not receiving messages from multiple team members often.
	  » Create a process for ensuring that all team members get messages to the communication lead by a given time point to be sent/passed to caregivers.
	  » Similarly, ensure that the caregiver only needs to communicate with one team member and that messages will be passed to all relevant team members in a timely manner.
	❑ Other care providers: School teams may benefit from communicating with community providers (e.g., ABA therapists, private therapists, employers, community programs).

WHY?	❑ Caregivers and school staff may better understand student behavior patterns when they are communicating clearly. It is difficult to fully understand a student's behavior with only a partial understanding of their day. ❑ Students may not be able to accurately report events at home or school. ❑ Events at home influence student behavior at school. ❑ Events at school influence student behavior at home. ❑ Autistic students often do best in consistent environments. When behavioral expectations and systems are similar across environments, they are more likely to experience success across settings.

CAUTIONS	❑ Some students, due to age, cognitive impairment, or memory challenges, may not recall actions earlier in the day that are associated with later consequences (e.g., if a student is given dessert after dinner at home for something that happened early in the school day, they may have trouble associating the reinforcement with the behavior). **For all students**, it is recommended teams start with short intervals between behavior and reinforcement and then gradually lengthen intervals to levels appropriate for each student (consider age, ability, and need). ❑ Relying on negative consequences (e.g., loss of a privilege) is not as effective as positive feedback at changing behavior. Whenever possible, caregivers and school teams should use student-specific forms of positive feedback (e.g., praise, attention, earned privileges) to encourage appropriate student behavior.
COMMUNICA-TION TIPS	It is best to set up a messaging process or system that contains the information all parties at home and school need and can be sent back and forth easily. Depending on the school team and family's needs, any of the following may work well: ❑ Written notes: Consider setting up a specific template (see examples) and using a notebook or folder. Stick to communicating facts and data. ❑ Electronic notes: Secure email or messaging platforms may be used (keep in mind that some information about student behavior may be covered by FERPA. Use caution when using text messages or other forms of messaging that may not be secure). ❑ Classroom behavior applications (e.g., ClassDojo) ❑ Verbal communication at drop-off/pick-up: » Verbal communication can lead to errors if messages must be passed between caregivers or between teachers and may lead to more frequent miscommunication or misunderstanding. » If verbal communication is the primary communication, the school team should keep notes on information communicated and the date of communication.
DATA COLLECTION TIPS	❑ Work as a team to define behaviors. Be sure to include examples and non-examples for all settings (e.g., across classrooms at school, at home, and in community settings). ❑ Determine key information that all team members need. For example, all team members likely don't need an exact frequency count of aggression at home. It may be sufficient to know if a student has been aggressive prior to coming to school each morning.
INTER-VENTION STRATEGIES	❑ Team members should be in regular communication about intervention strategies in use at home and school. ❑ Teams should rely on evidence-based practices when selecting intervention strategies to use with students with autism. For additional information, reference TRIAD's tip sheet on evidence-based practices.

Developing a System

Collaborate with your child's educators to develop a progress-monitoring system this is both informative and feasible. An **informative** measure gives us data that help us better understanding your child's use of specific positive skills and challenging behaviors. A **feasible** measure is one that is realistic to use in a busy classroom setting.

CONSIDERATIONS WHEN DEVELOPING THIS MEASURE INCLUDE:

What questions are most helpful to answer? For example…
❏ What skills did child work on?
❏ What strategies were used to support child?
❏ What three things did child do well?
❏ What rules did child have difficulty following and how can they practice them?

What behaviors will we monitor and how will we monitor them? For example…
❏ % of work completed
❏ Rubric summarizing level of prompting required to stay on task
❏ Occurrence of specific positive behaviors and challenging behaviors

When to monitor and record behavior? For example…
❏ During certain priority subjects/activities
❏ At the end of each period

Who will monitor and record behavior? For example…
❏ Student self-monitoring
❏ One specific educator
❏ Team of educators

How will we share this information with each other and with my child? For example…
❏ Child receives feedback at end of each period
❏ Home and school send summary sheet back and forth each day

Examples: Visual Monitoring Tools

Today I practiced: **Date:** _____

Asking for Help	Following Directions	Controlling My Body	Other: _____

Notes (What went well, what supports were helpful):

I needed some extra support on:

Asking for Help	Following Directions	Controlling My Body	Other: _____

Notes (What we can keep working on, how we can support those skills):

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Date: _____   **Goal:** I will stay on task and finish my work to earn 12 points

☺ Almost always (2 pts)   ☺ Mostly, with some reminders (1 pt)   😐 Needed frequent reminders (0 pts)

Activity	On Task?			Finished Work?		
Math	☺	☺	😐	☺	☺	😐
English	☺	☺	😐	☺	☺	😐
Science	☺	☺	😐	☺	☺	😐
History	☺	☺	😐	☺	☺	😐
	☺	☺	😐	☺	☺	😐
Point Totals	_____ +_____ = _____			**Goal met?** Yes No		

Examples: Text-Based Monitoring Tools

Date: _____

Things I did well today:	I could use extra support in
__ Finishing my work __ Following instructions __ Using my cool-down tools __ Using kind words __ Other: _____	__ Finishing my work __ Following instructions __ Using my cool-down tools __ Using kind words __ Other: _____
Notes (What went well, what was helpful):	**Notes (Ways to support these skills):**

- -

Date: _____

CLASS PERIOD/ ACTIVITY													POINT TOTALS
GOAL 1: Keep my hands to myself													
ALL of the time	2	2	2	2	2	2	2	2	2	2	2	2	_____
SOME of the time	1	1	1	1	1	1	1	1	1	1	1	1	GOAL 1
RARELY	0	0	0	0	0	0	0	0	0	0	0	0	
GOAL 2: Stay on task													
ALL of the time	2	2	2	2	2	2	2	2	2	2	2	2	+
SOME of the time	1	1	1	1	1	1	1	1	1	1	1	1	_____
RARELY	0	0	0	0	0	0	0	0	0	0	0	0	GOAL 2
GOAL 3: Do my work													
Finished ALL work	2	2	2	2	2	2	2	2	2	2	2	2	+
Finished SOME work	1	1	1	1	1	1	1	1	1	1	1	1	_____
RARELY did work	0	0	0	0	0	0	0	0	0	0	0	0	GOAL 3
If I meet my goal for the day, I can earn _____													=
If I meet my goal 3 days in a row, I can earn_____													_____ **TOTAL**

Daily Home to School Communication

Student Name: _____   **Date:** _____

Sleep:		
😄	🙂	😔
1- Slept really well	2- Slept OK	3- Did not sleep well

Mood:

😊 😊 😐 🙁 😠

| 1-Doing great | 2- Doing OK | 3- A little upset | 4- Pretty upset | 5- Really angry |

Breakfast: Yes   No

Notes:

Student Name: _____   **Date:** _____

Schedule	Points Earned			
Reading	0	1	2	3
Lunch	0	1	2	3
Math	0	1	2	3
Recess	0	1	2	3
Intervention	0	1	2	3
Science/Social Studies	0	1	2	3
Related Arts	0	1	2	3

Today I really liked: _____

Something new that I did was: _____

Things to remember: _____

Other notes: