2009-03-01

School-To-Home Notes: Getting Parents Involved in Teaching Social Skills

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Original Publication Citation
APBS Conference, Jacksonville, FL. (March 29)

BYU ScholarsArchive Citation
Womack, Sue A.; Shatzer, Ryan H.; Caldarella, Paul; and Adams, Michael, 'School-To-Home Notes: Getting Parents Involved in Teaching Social Skills' (2009). All Faculty Publications. 21.
https://scholarsarchive.byu.edu/facpub/21

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School-to-Home Notes: Getting Parents Involved in Teaching Social Skills

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Brigham Young University Positive Behavior Support Initiative (BYU-PBSI)

Research Aim:
Evaluate stakeholder perceptions of a school-to-home note program used to involve parents in teaching and reinforcing social skills as part of a universal level Positive Behavior Support intervention.

Setting and Participants
- This study examined a suburban elementary school in central Utah that is currently in its 6th year of PBS implementation.
  - 436 Students, K-6
  - Over 50% Free and Reduced Lunch
  - Ethnicity: 75% Caucasian
  - 21% Hispanic
  - 2% African American
  - 2% Other
  - 107 Parent Participants
  - 20 Teachers

Social Skills Program

Instructional Schedule
- Week 1: Social skill introduced by teacher in the classroom
  - Parent volunteer teaches social skill lesson in the classroom
  - Home notes are distributed to students
- Week 3: Librarian teaches social skill lesson using a library book

Sample Home Notes

Conclusion
- All stakeholder groups tended to rate home notes positively, with parents being particularly supportive. The use of home notes appears to be a feasible and acceptable approach to increase parental involvement and potentially improve generalization of social skills taught in schools as part of a universal level PBS intervention.
- Parents
  - Inform early about scope of the program
  - Consolidate across grade levels
  - Keep parents involved in the process
- Teachers
  - Get teachers more involved
  - Share what is learned
- Students
  - Integrate with homework assignments
  - Be consistent in procedures
  - Use activities that appeal to a broad age range