

Home-School Collaboration Guidelines

Classroom Observations, Collaborative Meetings, Sharing Data

Collaboration between home and school may take many forms including: regular communication between home and school via notebook or email; classroom observations; team meetings with parents; communication with private providers; and sharing data related to student progress. Parents and school staff members should select the most appropriate method of collaboration based on the needs of the student, while keeping in mind the impact on the overall instructional program.

Purpose

The purpose of home-school collaboration, including classroom observations by parents or guardians or private ABA providers, is to share information in order to facilitate consistency in home and school programming and to foster skill generalization and accelerated student progress. The guidelines listed below are intended to ensure that a productive collaboration and relationship exists between parents or guardians and school staff members for the benefit of the student.

Classroom Observations

Parents or guardians interested in conducting an observation in their child's classroom, or having a private provider observe the classroom, should contact the school principal to coordinate the visit. In an effort to establish uniformity across schools, we are asking that principals allow minimum of monthly visits for a period of approximately 30 to 45 minutes per visit. Sufficient time should be allowed for the observer to gather information needed to support the collaboration, while not inhibiting the learning process for the students and the teacher. If multiple visits will be requested throughout the year, parents or guardians and school staff members may establish a regular schedule of visits. It is strongly recommended that a member or representative of the school administration accompany the observing parent or guardian or private clinician. If a private ABA provider or ABA consultant is observing, the ABA coach should participate in the observation. A debriefing following the observation can be conducted based on the teacher's instructional schedule and should include the ABA coach who supports the classroom teacher in implementing ABA. The school administrator may also wish to participate in debriefing meetings.

Collaborative Meetings

Parents or guardians and school team members may choose collaborative team meetings. Team meetings can be scheduled on a regular basis (i.e. quarterly). These meetings provide another way to share information and review student progress. The ABA coach will be present at the meeting if the purpose of the meeting is to review a functional assessment or behavior intervention plan. The ABA coach may participate in other team meetings on an as needed basis.

Sharing of Data

School staff members are responsible for collecting data on a regular basis to measure progress on IEP goals and objectives. Data is gathered and analyzed to measure the acquisition of new skills and to assess the effectiveness of behavior plans. Teachers are asked to develop a plan to share data with families on a regular basis (i.e. bi-weekly). If there are questions about data or student progress, parents or guardians should contact their child's teacher. Data can also be reviewed at IEP meetings and at collaborative team meetings.