Family Involvement

Strategies to Promote Families to get Involved and Popular Models and their Implementation in Schools

An Honors Thesis (HONRS 499)

By

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(see reverse page)

Ball State University
Muncie, Indiana

May 2009

Graduation Date
May 9, 2009
Final Evaluation

I have supervised this creative-research combination project during the Spring 2009 semester. I have read and reviewed the various documents that compose the project. I approve the final product to be submitted to the Ball State University Honors College.

Dr. Lynn Staley
(printed advisor name)

[Signature]
(advisor signature) 5/4/09
(date)
Abstract

Family involvement is a critical predictor of student success in an academic setting, but many parents, teachers, and school communities are unaware of the benefits each party receives from the partnership. Involving families in education improves social skills, confidence, test scores, school attendance, and academic skills.

As a future educator, I have made it a career-long goal to encourage families to participate and become a part of my classrooms. I will seek out and provide a variety of diverse opportunities for various family members to become active members in my classrooms.

Initiating and establishing relationships with families from the onset of school is crucial to the success of family involvement. The sooner families become active members of the school community, the greater the benefits to all parties will be. An orientation packet is a great way to make families feel welcome in my classroom right away.

A letter introducing myself, a brief questionnaire allowing me to learn important information about my students from their parents, a survey about involvement, and the first newsletters are all instrumental tools I can use to take the first step in establishing important relationships with families.

Once relationships have been formed in individual classrooms, it is important to implement a school-wide family involvement program. Several popular programs such as Epstein’s Model, the FIT model, and the Levels of Family Involvement Model, are all great prototypes to use when creating and putting into action a family-involvement plan.
Acknowledgements

The topic of this project has been a passion of mine since being enrolled in Dr. Lynn Staley’s EDEL 231 course on the Ball State University campus. Her passion for extending teaching beyond the classroom and students to the families and the world has inspired me. Through her enthusiasm and fervor, I have gained an understanding of the impact involving families in my future classroom can have on the students’ progress both academically and socially.

Dr. Staley also advised this project. She spent time reading emailed documents, meeting with me off campus, and compiling additional resources for me to use. She was very flexible and understanding as I completed this project during a busy semester of student teaching.

I would also like to thank Ashley Watson, a close friend and high school Spanish teacher, for helping to translate the abbreviated welcome letter from English to Spanish. Her willingness to do so will allow me to open lines of communication with Spanish-speaking families, and it will enable me to demonstrate a willingness to do whatever I can in my power to effectively communicate with non-English speaking families.
Dear Families,

Welcome to kindergarten! I wanted to let you know how excited I am to have (student) in my class this year. I am looking forward to getting to know you, and I hope you are as excited for this upcoming year as I am.

About Me

I hope to learn a lot about you, and I want you to know a little bit about me. I graduated from Ball State University in 2009 with a Bachelor of Arts degree in Elementary Education. My concentration is in the kindergarten/primary grades, and kindergarten has been my favorite grade to teach. My favorite book is *The Kissing Hand*, and I look forward to sharing it with you.

I live in Fishers with my cat, Sox. He is two years old and very unique. Sometimes I think he thinks he is a dog. He loves to play fetch and curl up at my feet while I read a good book or watch a good movie. You will hear a lot about him, and you may even get to meet him!

Philosophy

I am a firm believer that all children can learn. I also believe that all children are unique and that each child has special talents and gifts that he/she brings to our class. My goal is to celebrate our differences and our similarities. I believe in a curriculum that is developmentally appropriate, and I hope that you see us put this into practice throughout the school year.

This year in kindergarten, we will be learning about letters, how they work together to make words, and how words make sentences. We will also learn to read and write our own stories. We will learn about numbers, patterns, sorting, shapes, and colors. In science, we will do a variety of hands-on experiments to explore the world around us. In social studies, we will learn about transportation, community helpers, and our neighborhood. For more specific information about the topics and concepts that we will cover in kindergarten this year, please visit [www.doe.state.in.us](http://www.doe.state.in.us) to view the state's academic standards.

Family Partnerships

I know how important (student) is to you and your family, and I feel honored to be able to be a part of her life. No one knows your son/daughter better than you, and for that reason, I am
looking forward to working with you. The partnership we form will provide (student) with a more positive about school, as well as better academic achievement. This relationship will also provide you with a more positive view of the school, access to resources, and many other benefits.

**Working Together**

The following is a list of ways I hope to encourage and promote positive relationships with you and your family.

1. **Friday Folder** → This will be sent home every Friday. In it, you will find a variety of work from the week, notes about upcoming events, the weekly newsletter, and a short note regarding (student)’s behavior and academic progress for the week. There will be a place on this report for you to write notes or questions back to me.

   Friday Folders should be returned on Mondays.

2. **Parent Volunteer** → I strongly encourage all caregivers to serve as field trip chaperones, room party helpers, readers, etc. I will send home notes asking for volunteers for a variety of activities, but feel free to let me know if you would just like to visit.

3. **Smiling Signatures** → In order to ensure you know what (student) is learning, he/she will bring home an assignment sheet each night that requires a signature. There will rarely be an assignment, but I want to ensure you are up-to-date with what we are working on each day. These sheets are to be returned, signed, the next day.

4. **Ice Cream Social** → At the start of the year, I like to have all of my students and families together. I try to schedule two parties to accommodate as many families as possible. You may attend either party, or both. I will be contacting you soon with more information.

5. **Parent-Teacher Coffee** → You’ve heard of parent-teacher conferences, but this is all about you! I understand the impact and influence you have on your child, and to better understand each student, I like to get to know their families. I will set up individual dates with each family to meet at a local coffee shop or restaurant to talk over coffee or a small meal. I look forward to getting to know each of you!

**Open Door Policy**

As I have mentioned before, I am looking forward to working closely with you and getting to know you. I encourage parents to visit our classroom whenever they would like. If you would like to set up a visit, or if you have any questions or concerns, please feel free to contact me by phone at (phone number) or via email at (email address).

**Looking forward to getting to know you!**

Miss Momcilovic
Dear Families,

Welcome to our classroom! I am looking forward to an exciting year, and I hope you are too! I am excited to get to know you, as well as your child.

I wanted to inform you that although I am not fluent in Spanish, I am willing to make every effort possible to ensure that you and your child are well informed about the events and activities in our classroom and around school.

If you have any questions, please feel free to contact me at (phone number) or (email). Also do not hesitate to stop by the classroom whenever you would like. We love visitors, especially families.

Sincerely,

Miss Momcilovic
Queridas Familias,

Bienvenidos a nuestra clase. Yo sé que vamos a tener un buen año. Yo estoy feliz de conocerles a Uds. y a sus hijos.

Quiero informarles que aunque no hablo español, voy a hacer un esfuerzo para asegurar que Uds. y sus hijos siempre tengan la información sobre los eventos y actividades en nuestra clase y nuestra escuela.

Si tienen preguntas, favor de contactarme. El teléfono es _______________ y el email es _______________. También, pueden visitar la clase si quisieran. Nos encantan huéspedes, especialmente familias.

Sinceramente,
Dear Caregiver,

No one knows your child better than you, but I hope that you will welcome me into your family for the next nine months. I will learn a lot about your child’s personality by spending time with him/her throughout his/her days in our classroom, and I will gain some important information from the office files. I know that there is so much more to a child than the information printed on an office card, however, so in the space provided, I would appreciate it if you would provide me with any information you think I may find helpful when working with your child. This information can include, but is not limited to, family roles, relationships at home, unique personality traits, past experiences, etc. I want to know as much about your child as possible, so I can provide learning experiences and a classroom environment that are most conducive to learning for all students. Thank you for your help and cooperation. I look forward to reading and learning about your child. If you would feel more comfortable talking to me in person, I would love to meet with you.

Thank you,

Miss Momcilovic
Kindergarten
Dear Families,

Please take time to fill out the short survey below. Your involvement in your child’s education is extremely important, and I want to help foster that relationship in every way possible. By answering these questions, I will be better able to determine how I can help, as well as how you would like to be involved in our classroom. Thank you for taking time to complete this survey. I look forward to reading your responses.

Sincerely,
Miss Momcilovic

For the first few questions, please place an “X” in the box that most closely correlates to your feelings/beliefs.

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<td>I feel welcomed at my child’s school</td>
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<td>I want to be involved, but I do not know how</td>
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<td>I feel I can make meaningful contributions to the school</td>
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Answer the following questions based on your personal beliefs and experiences. If you feel more comfortable speaking with me rather than writing your responses, I am more than willing to speak with you.

* What makes a classroom inviting to you?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

* What aspects of a classroom turn you off from wanting to visit?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

* What hinders your communication with your child's classroom teacher?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

* On a scale from one to ten, rate your involvement in your child's classroom and the school community. _____

* If you are involved, what kinds of activities do you enjoy the most?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
What hinders you from participating in the classroom community?

If you could be involved in any way, what would you like to do?

What kinds of activities do you enjoy doing with your child outside of school?

How do you help your child with his/her academics at home?

What can I do to help you be better able to help your child at home?
* Please feel free to use the lines below for additional comments or questions. The comments will help me to better understand you and your family, and I promise to answer any questions you may have to the best of my ability.

________________________________________________________________________
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Thank you again for taking time to fill out this survey. I look forward to working with you to make this year a successful one for your child and the entire class 😊
Welcome to Kindergarten Corner! Each month I will send a newsletter, much like this one, home with your child. Each issue will contain information about what we have been working on, what we will be working on during the current month (both of which will be linked to state standards), samples of your students’ work, information about community events, and other useful information.

Making Math Count

This month we will...

- Compare groups to determine more than, less than, and equal to (K.1.2)
- Count to 10 (K.1.6)
- Create and identify patterns (K.3.2)

For more information on the standards visit http://www.doe.state.in.us

Literacy Links

Looking ahead...

- We will learn concepts about print (reading from left to right) (K.1.1; K.1.2)
- We will learn our letters and the differences between letters and words (K.1.5; K.1.6)

For more information on the standards visit http://www.doe.state.in.us

AROUND THE ROOM

Let your imagination run wild in our dramatic play area! Complete with loft, kitchen, dress up, and a store.

Cozy up with a good book in our reading hut. The classroom library is full of books waiting to take you on adventures!

With a rainbow of letters hanging above your head, learning your ABC’s will be tons of fun!
United Way of Central Indiana
*United Way combines community resources and efforts to help families and individuals by providing funds for basic needs and healthcare services.
*301 E. Carmel Dr.
*Carmel, IN 46032
*317-815-4600

Goodwill Industries
*Goodwill helps people find jobs and provides services for people who want to work and those who want to improve their education.
*1635 W. Michigan St.
*Indianapolis, IN 46222
*317-524-4313

Preval Inc.
*Preval is a victim awareness and support program serving Hamilton and surrounding counties. They offer support for a variety of abuses and addictions.
*1110 S. 9th Street
*Noblesville, IN 46060
*317-773-6942

Wheeler Mission Ministries
*Wheeler mission is a social service organization that provides essentials to the poor and homeless in central Indiana.
*245 N. Delaware St.
*Indianapolis, IN 46204

Women’s Alternatives, Inc.
*Women’s Alternatives is a domestic abuse center that provides families with a safe haven, medical care, and legal support.
*PO Box 1302
*Anderson, IN 46015
*317643-0200

You Are Your Child’s First Teacher

For every child, learning starts at home. Children form their attitudes about school based on the attitudes of the adults at home, so it is important to be enthusiastic about school and education. The following are activities you can complete with your child to extend and encourage learning outside the classroom, as well as in the classroom.

- Ask your child to help you find letters on food labels, boxes, and signs
- Allow your child to help you sort dishes and silverware to practice distinguishing differences among size and shape
- Have your child create a grocery list along with you and let them find the items on their list during your next trip to the grocery store
- Encourage your child to make predictions by giving them various objects during bath time ask asking them if they will sink or float, then have them try it out

For more activities visit
www.nea.org/parents/power.html

Did You Know?

Childhood obesity and lack of exercise are becoming more prominent in America’s children. It is important we ensure that our children are getting the recommended amount of exercise.

Not only is exercise important for physical health, but the movements also allow children to develop their gross and fine motor skills. Recent studies have found that children should engage in at least 30 minutes of moderate physical activity daily. Some activities to encourage your child to participate in include biking, swimming, running, or walking briskly.

The benefits of getting the recommended amount of physical activity lowers the risk of colon cancer, increases bone density, reduces stress and anxiety, and increases self-esteem.

To encourage this behavior, here are a few books you may want to share with your child:

- Arthur and the Seventh Inning Stretcher
- The Berenstein Bears and Too Much TV
- The Busy Body Book

For more ideas visit
http://www.kidsresource.com/kidsresource/content4/promote.php/thml
Epstein’s Framework of Involvement

When teachers and families work together to ensure the success of children, dreams become more attainable and achievement is seemingly limitless, but families and teachers alike are not always sure how to communicate and cooperate with one another. What is the most effective way for a child’s home life and life and school to overlap without becoming too confusing?

Implementing a family involvement model in schools is essential to creating and maintaining school and family relationships, and there are a wide variety of pre-existing programs schools may choose from to model their own programs after, or even adapt. The basis for many of these programs is Dr. Joyce Epstein’s Framework of Involvement. This framework consists of three overlapping spheres (family, community, and school), six types of involvement (parenting, communicating, volunteering, learning at home, decision making, and collaborating with community) (Naperville Community Unit School District 203) and eight essential elements (strong leadership, good teamwork, annual written plans, well-implemented activities, adequate funding, thoughtful evaluations, strong collegial support, and continuous planning) (Guzman).

The three spheres, family, community, and school, overlap in Epstein’s framework. The depiction of the layering of the overlapping spheres demonstrates how all three major influences on a child are all connected. There are components in each sphere, which exist and occur independently of the other spheres, but there are many aspects from each sphere that overlap and intertwine with aspects from other spheres (Naperville Community Unit School District 203).

The overlapping spheres of influence are not a simple way for schools to claim that by placing the child in the center of them, that a given child will be successful. The partnership among the school, family, and community must be meaningful, engaging, and motivating. When
partnerships such as this are formed, students learn to self-motivate (Naperville Community Unit School District 203).

Many schools across the nation have taken the parts that best fit their community’s and families’ needs and created and instituted family involvement programs in their school systems. To successfully implement a family involvement model in a school, it is important to fully comprehend each component of Epstein’s framework.

The most prominent aspects of this structure are the six types of involvement. These components are based on years of studies and information provided by families and teachers alike, from all grade levels. They allow schools to create and implement a more complete program promoting and encouraging partnerships between families and the school community.

The first type of involvement is the basic obligations of parents. This component encompasses all of the responsibilities of the parenthood: health, safety, discipline, and guidance. It also includes the task of creating a positive attitude toward school, so attitudes toward education at home match those attitudes modeled at school (Epstein 701).

The basic obligation of schools is the next type of involvement. The extent to which schools make an effort to create one- or two-way communication with families is a key predictor of family-teacher relationships. This component stresses the importance of communicating children’s progress and behaviors with their families (Epstein 702).

Volunteering, the third type of involvement, includes inviting families to become overseers of activities in the classroom, chaperones on class outings, and audiences for academic and nonacademic performances (Epstein et al., 2002). Educators, caregivers, and administrators alike need to work closely together to ensure that volunteering in individual classrooms and in the school community is successful.
The fourth type of involvement in Epstein's model is learning at home. This aspect of involvement requires the teacher to provide and promote activities families and students can do together at home. Examples of these types of activities might include homework and other activities that promote curriculum goals (Naperville Community Unit School District 203).

Parent involvement in governance and advocacy is the fifth type of family involvement. This aspect extends beyond the classroom and allows caregivers to voice their opinions and partake in the decision-making process. Parents and guardians are encouraged to become active members of the Parent Teacher Organization (PTO) or Parent-Teacher Association (PTA) and other councils and committees at school. This type of involvement also allows parents to monitor school progress and help devise plans for school improvements (Epstein 702).

By inviting speakers and guests from around the community into classrooms, schools are partaking in the final type of involvement in Epstein's model, collaborating with the community. This component of involvement recognizes family members as productive, successful members of the community, and it invites them to share their knowledge and experiences with students, thus creating a partnership of community members, community agencies, and schools (Epstein 702).

By incorporating these various types of involvement, students, teachers, and families will receive great benefits. When parents meet their basic obligations, they are more self-confident, they understand child development better, and they feel a sense of security and support from the school staff and other families in the school. Students feel more secure, are more respectful, and they have an improved attendance as a result of a more positive attitude toward school. Schools gain a better understanding of family cultures and needs and acquire a mutual respect with families (Epstein 702-705).
When schools meet their obligations, parents better understand schools policies and the logic behind them, they are provided with more opportunities to seek out and support other families and teachers, and they are better able to monitor their child’s progress. Students who attend schools with great school-family communication are more involved and make better academic decisions. Schools who put in the effort to open the lines of communication with families are able to utilize families as a source for problems and progress and use families as a communication network (Epstein 702-705).

Parents who routinely volunteer in classrooms and schools have discovered a wide variety of benefits. They understand the teacher and her role in the educational process. They become more comfortable with and confident in their child’s teacher’s abilities, and they are able to encourage other parents to get involved. Students learn to better communicate with adults through increased one-on-one interaction. Schools gain an understanding of parent interest and willingness to help. They also learn about new ways to involve parents who may not be able to volunteer and get involved in traditional ways (Epstein 702-705).

By promoting learning at home, parents learn how to help their children with their academics at home, and they are able to facilitate and participate in their child’s learning. Students bring completed homework back to school more often, and they become more confident in their abilities, skills, and achievements. Schools give parents the same respect and appreciation parents give teachers, and teachers plan more meaningful homework activities (Epstein 702-705).

When parents are involved in making decisions that affect schools, they feel a sense of control of what their children are learning and the environment in which they are learning. They are able to form bonds and make connections with other families, and they become more aware
of policies at the various administrative levels. Schools benefit from the help parents provide in
the decision-making policies, and they curtail future discrepancies and disapprovals by allowing
families to voice their opinions and come to a general consensus (Epstein 702-705).

Regardless of which family involvement model schools choose, every model
encompasses several of these crucial components of Dr. Joyce Epstein’s framework. Schools
can adapt the various pieces to meet their individual needs, but to be successful schools must
look beyond its needs and consider the needs of its students and their families.
The Family Involvement Triangle (FIT)

The Family Involvement Triangle (FIT) was developed by Project Alexandria Preschool Intervention Program (APIP), and it has spread to other schools. This program, developed as an integrated family-school intervention program, encourages family participation and supports families in this endeavor (Department of Teacher Preparation and Special Education 1).

When creating this partnership model, Project APIP utilized assumptions compiled by the APIP staff about how school and family relationships impact the growth, development, and achievement of children. These assumptions serve as the base of the FIT model.

The first assumption recognizes the family system as the child’s primary social system. It acknowledges parents and families as a child’s main supports, and claims that children are more confident and feel more important when they know their families are involved in their academic lives.

The next assumption states that the family, as a system, is independent of all other systems to which a child belongs. It claims children are affected by the changes and alterations made to or by one member of the system, and the events which impact children, also impact the other members of the family, such as a child’s entrance into school.

Assumption number three is the unique characteristics of a school are created by compiling the strengths, interests, and dreams of the various families that comprise that school. Interaction among families and school staff helps support communication, and this communication allows children and families to form bonds and make connections over commonalities.

The final assumption claims that schools can function as a means to expand a family’s social network by providing opportunities for families to interact and engage with one another.
Through participation in school functions and activities, families have increased access to professional and personal support outlets (Department of Teacher Preparation and Special Education 6).

The FIT model acknowledges three systems that affect a child: the school, the family, and the network of school families. “The school staff creates with each family a customized plan for a school-home partnership that emphasizes three broad goals: actively involving parents and families in their child’s schooling; tailoring a plan to meet specific needs of each family for their child; and providing opportunities for parent-to-parent networking” (Department of Teacher Preparation and Special Education 7).

The creators of this model took a consumer oriented approach when thinking about family involvement. When looking at family involvement this way, the families are the consumers and involvement in education is the product which producers (teachers and school staff) are enticing them with. Just as producers rely on supply and demand data and statistics, educators must rely on listening and responding to families in order for any collaboration model to be effective (Department of Teacher Preparation and Special Education 10).

Using this consumer-oriented approach to create a family involvement model requires three important concepts. The first concept is common courtesy to the customer. The second key concept is listening to the customer’s needs and wants, and the final component is making decisions and redirecting strategies based on what is heard.

To institute the “common courtesy for the customer” concept in the educational system, teachers must throw out “thinly disguised contempt” (Department of Teacher Preparation and Special Education 10), which places blame on parents and families for any inadequacies that may occur in the classroom. Rather than pointing fingers and only acknowledging the negative
effects families have on their children, teachers should “support people as heroes” or “catch the families being good” (11). To foster positive, successful, effective relationships with families, it is essential that teachers celebrate, recognize, and acknowledge families’ efforts to be involved. Teachers should request that family members get involve, and educators need to empower families to feel that their participation and involvement are both appreciated and beneficial (11).

“Listening to the customer” is the second key concept of the consumer-oriented approach. In listening to families, educators earn trust and build relationships with them. It is crucial for teachers and other school staff to truly listen to what parents are saying. Too often teachers are too caught up in other thoughts or they are thinking ahead to a solution without ever really hearing the problem. By consistently providing families with solutions, we are depriving them of the right and the ability to become decision makers. It is more important to listen to families’ needs and issues and allow them to brainstorm their own solutions than it is just to give them what teachers think is the right answer. By allowing families to devise their own solutions, teachers empower them to become competent decision makers (11).

The final key concept of the consumer-oriented approach is “acting on what is heard.” After listening to parents and families concerns and issues and praises, it is crucial for teachers to internalize what they have heard and set personal, classroom, and community goals (11).

Once relationships have been formed, the next step in the FIT model is the stages of collaboration. These three stages serve as the basis for school staff to participate in meaningful action and achieve goals.

Stage I is building a relationship. In this stage, teachers and families and listen carefully to one another to learn about each other. They attend formal and informal gatherings and work together on classroom activities. Stage II is collaborative goal setting. In Stage II, parents voice
their opinions about how they would like to be involved in their child’s classroom and school community. Parents are given a voice at home, in the classroom, and in the school. The final stage, State III, is maintaining communication. Too often, teachers put forth an abundance of energy at the beginning of the year to create relationships, but they often become so involved in other activities that they let their family relationships slip. By maintaining strong relationships throughout the year, teachers ensure the goals set in Stage II are met. Families and teachers alike must remain consistent and somewhat predictable in maintaining this two-way communication (Department of Teacher Preparation and Special Education 12).

The FIT model, although originally constructed as an intervention program for pre-school age children, consists of components that are applicable to children of all ages and schools of all grades. Taking the time to listen to families, create relationships, maintain relationships, set collaborative goals, and work cooperatively to achieve those goals are all aspects of an effective school-family partnership that will allow families, teachers, schools, and individual children to participate and exceed far beyond original expectations.
Levels of Family Involvement Model

The National Council on Family Relations created the Levels of Family Involvement Model to implement in schools to help teachers better understand their students' families. This model consists of five levels organized as a hierarchy. Each level includes more family involvement and more family-school partnership than the previous level.

The first level of this model involves placing minimal emphasis on the family. Very little interaction occurs between the school and family, and when there is interaction, it is often centered around the school's needs with little regard for the family. Often, interaction is negative and only occurs when family cooperation is needed for legal or other practical, school-based needs (Doherty 14).

The next level incorporates information and advice, and it requires educators to be knowledgeable about the students in their class, their students' families, and child development. Teachers and other school staff must be willing to engage parents in ways that promote and encourage collaboration. Teachers must be able to communicate clearly and effectively, ask engaging, informative questions, engage families, make reasonable, practical recommendations, and provide information about pertinent community resources. At this level of the Levels of Family Involvement Model, teachers must be flexible and willing to adapt communication to each individual family (14).

In the third level, feelings and support become important aspects of teacher-family relationships. Teachers must understand each family and how they react to various types of situations, and they have to be aware and conscious of their personal beliefs, feelings, and emotions. Teachers become more aware of how parents express feelings and concerns, become empathetic listeners, provide comfort and support, engage parents in meaningful discussions, and
tailor recommendations and interventions based on unique traits of each family. This level extends beyond professional communication to a more personal connection by providing emotional support (14-15).

Brief, focused intervention is the fourth level in this model. Teachers and families must be conscious of the various systems with which they are dealing, including the family system, the teacher’s family system, and the system of the community in which the school is set. At this level, school staff more deeply explores family issues affecting the care and development of a child. The teacher then determines the best way to help the family. Such actions may include contacting and informing the school counselor or suggesting another professional best suited to help the family deal with the issues at hand (Doherty 15).

The fifth, and deepest, level of the Level of Family Involvement Model is family therapy. This level is much more intensive than the previous levels, and should therefore, only be reached by professionals (15).

This model is not as popular or well known as some other family involvement models because it forces teachers to draw a fine line between teacher and friend with the families. It also puts teacher in an awkward position when they decide to delve deeper into the family issues affecting how a student is performing in school. This model requires more participants than just the family and the teacher. The higher levels require involvement of other school staff and even sometimes outside professionals.


