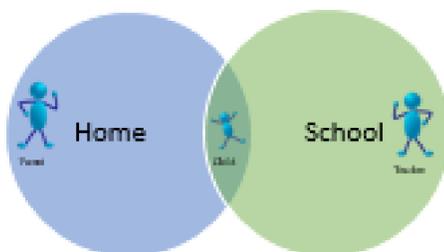


START HERE

Perceptions of Separateness

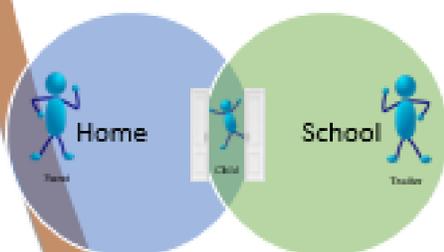


Key ideas:

- Parents and Teachers don't start out on the same team
- Parents fear judgment
- Teachers fear offending
- Both feel disconnected

Figure 2. Perceptions of separateness. This figure shows the separation of parent and teacher in separate mindsets, with the child in the middle of the two.

Closed Doors



- There are doors on both sides
- The child has free access to both, but teachers and parents often feel the doors are closed to them
- Teachers feel frustrated when they repeatedly reach out, but parents don't respond or reciprocate

Figure 3. Mindsets with a closed doorway. This figure shows the separation of parent and teacher in separate mindsets, but with a doorway in the middle representing the barrier that keeps teachers and parents separate.

Opening School Doors

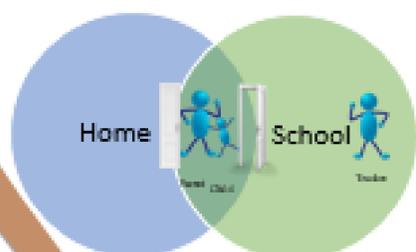


Figure 4. Opened up campus. This figure shows the separation of parent and teacher in separate mindsets, but with a doorway in the middle that is open to both sides.

- Teachers want more parents to volunteer at school, and recognize those who do as involved

BUT

- Opening the school's doors doesn't cause parents to feel a part of the school community
- 48% BTSN attendance
- 18% of total parent body enrolled in PTO
- After BTSN, 4% contributed 44% of volunteer hours
- Community logged 324.5 hours, parent body logged only 283.5.
- BTSN doesn't inspire involvement



webpage

- Resources accessible at home
- No-contact support



text

- Fast, short, easy
- May contain graphics & pictures
- Informal
- Answer now or later
- Google text from office
- Higher among HV participants

Family Counts

A study of the effects of home visits on the parent-teacher relationship

Aimee DiBrienza
Westminster College, 2018

Research Aims

- 1 Determine the effect of a teacher home visit on subsequent parental participation in parent education, the Parent Teacher Organization (PTO), volunteerism on campus, and school events.
- 2 Discover trends in the quality and frequency of parent-teacher communications.
- 3 Explore the responses of teachers and parents to the process and effects of teacher home visits.

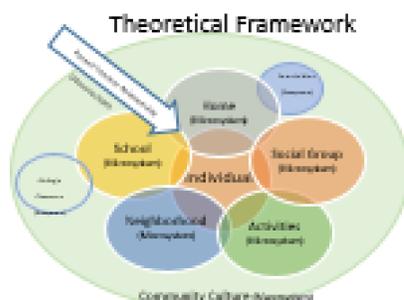


Figure 5. Ecological Systems Theory. This figure shows the relationship of individual to community, if an individual is in a community, it will be applied to the community, if a community is in a community, it will be applied to the community.

Communication Continuum



email

- Include Admin, save in folder
- General information
- Attachments
- Detail
- Now or later response
- Time to craft and word carefully
- Most frequent use
- Begin individual conversations



face-to-face

- Body language helps
- Most effective at achieving detail, compassion, and teamwork
- Before & after school, hallways, carpool, Walmart...
- Higher comfort for teachers and parents after HV



phone

- Sense of urgency creates anxiety in both parents and teachers
- Parents assume problems
- Improvisation makes teachers nervous
- Teachers fear misinterpretation
- Generally a last resort
- Easier after HV

Effects of Open Doors

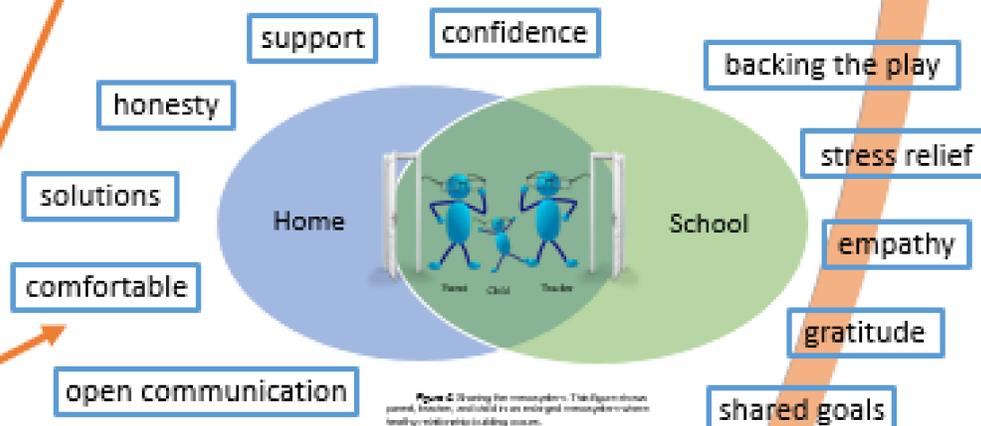


Figure 6. Opening the doorway. This figure shows the separation of parent, teacher, and child in an integrated relationship where healthy relationships are being formed.

Home Visits: Realistic View

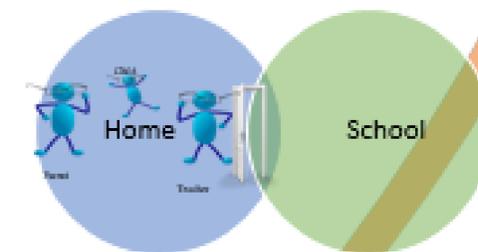


Figure 7. A realistic view from the home visit. This figure shows the separation of parent, child, and teacher using each other in a more collaborative way.

- Culture
- Family Dynamics
- Parenting Styles
- Child's role in the family
- Home environment, including special things
- Teachers enter as learners
- Settling of ROLES
- Levels the playing field – no power differential (equal ground)
- Let go of assumptions and fears

Parents don't volunteer more, they collaborate & trust more!

Home Visits: A better way to open the door

- Positivity
 - Vulnerability
 - Informality
 - Motive
-
- Trust
 - Goal Agreement
 - Accountability