**Partnering with Families**

Developing positive relationships between school staff and student’s families supports students to generalize skills to a variety of settings and aligns practices across stakeholders. At the beginning of the year (or when a student begins to receive support through the Solid Roots framework), behavior staff should meet with families to describe intervention supports and find out more about the student’s history, strengths, and needs. Use the outline & questions below as a guide for this conversation.

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| **Topics or Questions** | **Response** |
| Introduce yourself and your role in supporting the student this school year. |  |
| What goals would your student like to accomplish in school this year? |  |
| What are your student’s biggest strengths? This could be academic skills, interests, personal qualities, etc. |  |
| What school supports have been most successful for your student in the past? |  |
| What things have not been successful for your student in the past? |  |
| Provide a basic overview of intervention supports: * Check-in each morning
* Feedback throughout the day with the DBRC
* Skills instruction
* Monitor & Prompt throughout the day
* Check-out each afternoon

\*Allow them to ask questions |  |
| As one of your student’s teachers at school, what is most important for me to know or understand about them? |  |
| What is the best method of communication from me to you? What is the frequency with which you would like to communicate together? \*Share how they can best contact you. |  |
| Any other important things we should discuss in order to ensure this is a great year for your student? |  |
| Follow-up the meeting by providing a copy of the “Family Letter” located in the Solid Roots resources. |