Engaging Families as Partners in At-Home Literacy Instruction for SWDs

THURSDAY, NOVEMBER 19, 2020
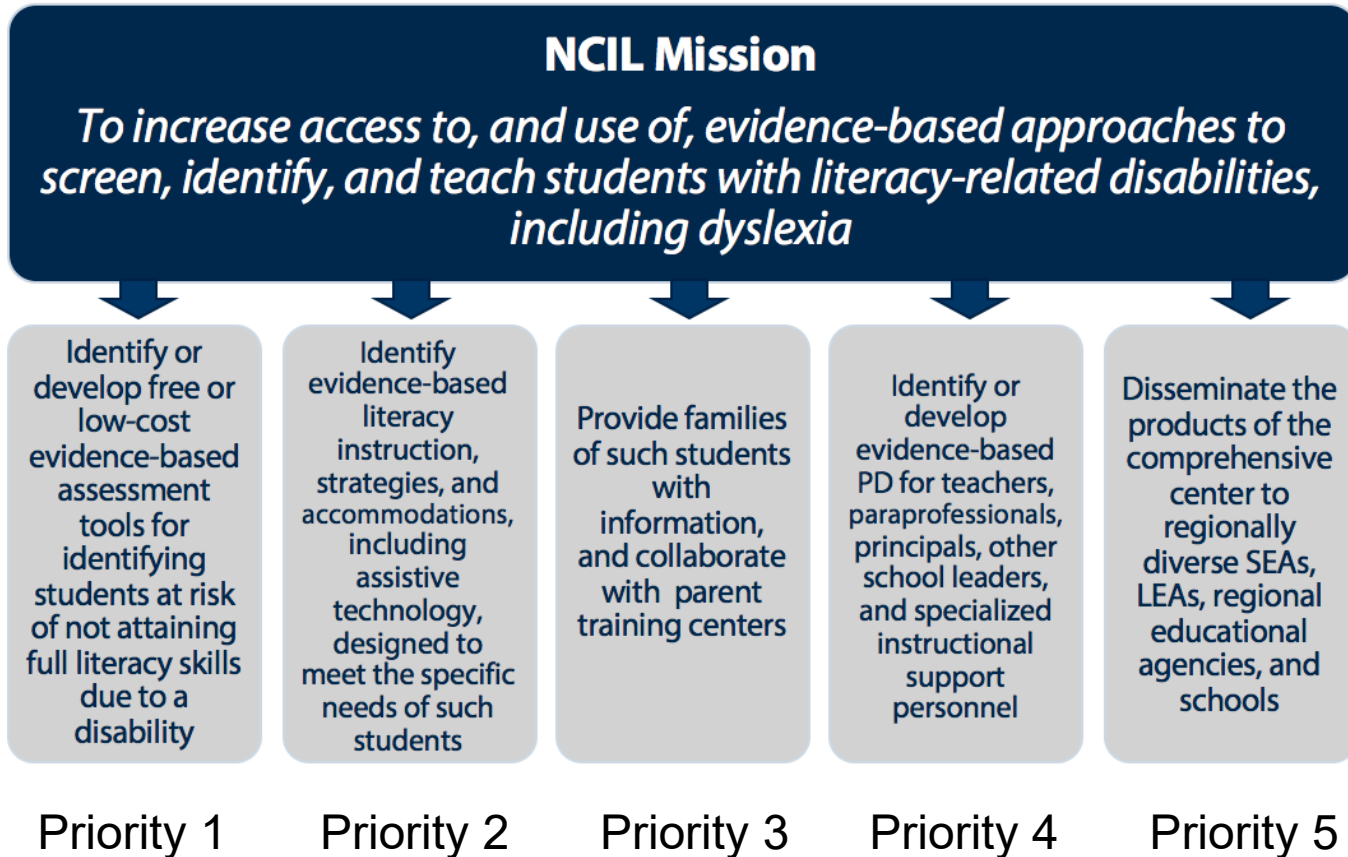
U.S. Department of Education Disclaimer

This presentation contains examples and resource materials that are provided for the user's convenience. The inclusion of any material is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services. These materials may contain the views and recommendations of the presenter as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsements.
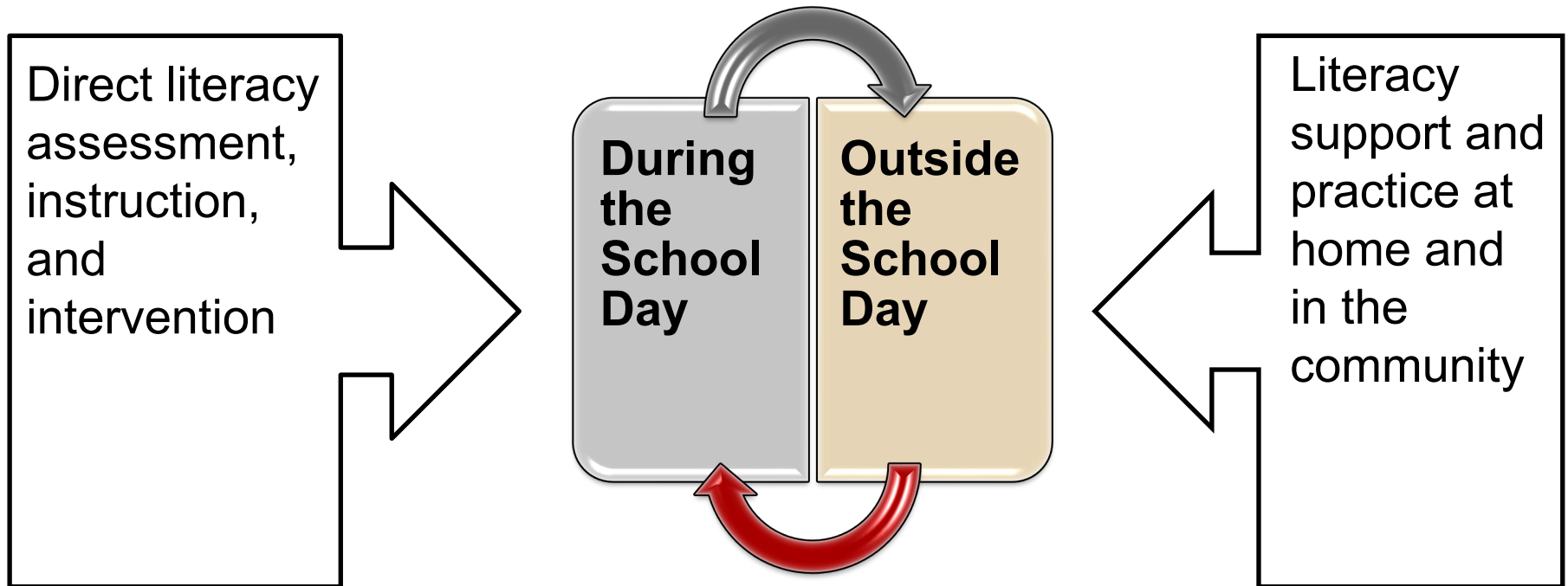
Objectives

- To understand key roles that educators and families can play for promoting children's literacy success.

- To share efforts to build family capacity to support children with literacy-related disabilities, including dyslexia.

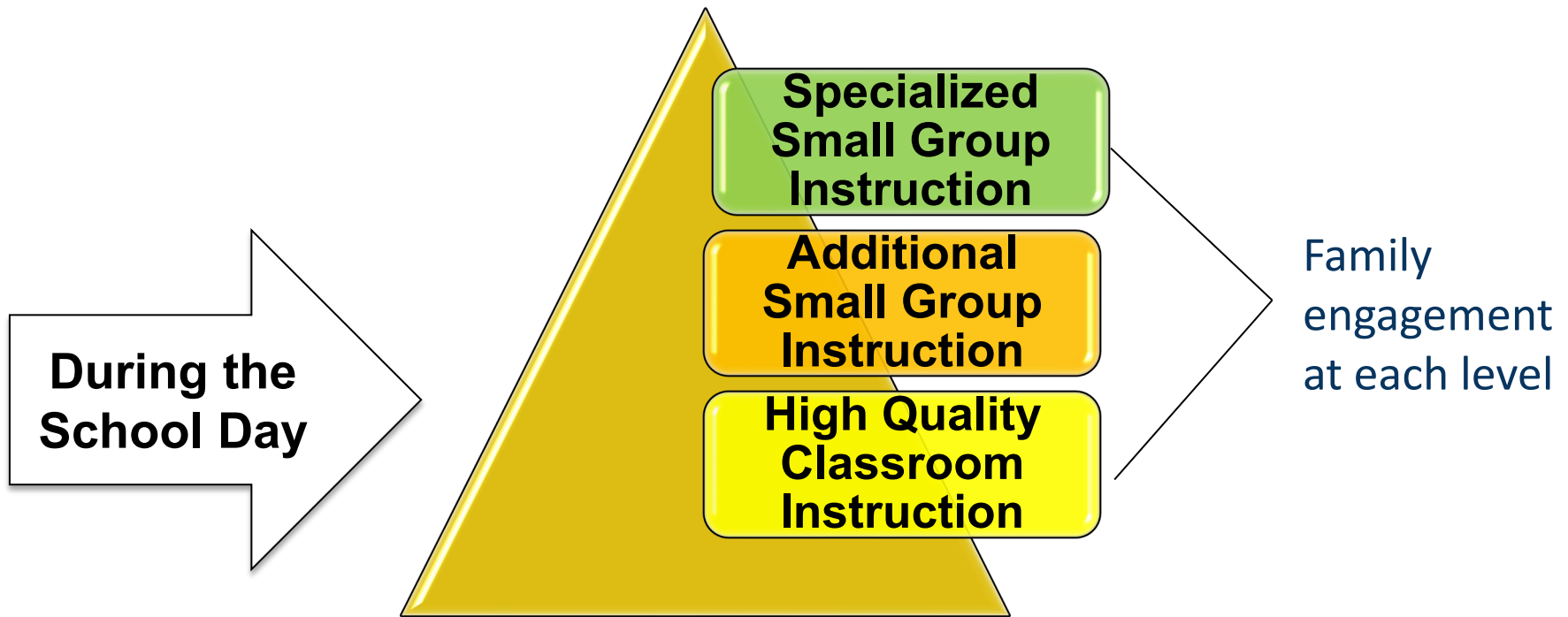- To learn strategies and resources for putting these key roles into practice.

The National Center on Improving Literacy

NCIL Mission

To increase access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Identify or develop free or low-cost evidence-based assessment tools for identifying students at risk of not attaining full literacy skills due to a disability	Identify evidence-based literacy instruction, strategies, and accommodations, including assistive technology, designed to meet the specific needs of such students	Provide families of such students with information, and collaborate with parent training centers	Identify or develop evidence-based PD for teachers, paraprofessionals, principals, other school leaders, and specialized instructional support personnel	Disseminate the products of the comprehensive center to regionally diverse SEAs, LEAs, regional educational agencies, and schools

A System of Literacy Support and Services

Direct literacy assessment, instruction, and intervention ➡️ **During the School Day** | **Outside the School Day** ⬅️ Literacy support and practice at home and in the community

What Could It Look Like?

During the School Day →

Specialized Small Group Instruction

Additional Small Group Instruction

High Quality Classroom Instruction

Family engagement at each level

Christenson & Sheridan, 2001; McCart et al. 2010

Essential Conditions

What are the most pressing issues districts face in establishing a comprehensive system of literacy-related services that includes families of SWDs?

Key Elements of Systemic Family Engagement

Leadership Champions & Deeply Values Engagement	Clearly Defined Expectations & Accountability	Systems of Support in Place to Build Capacity to Meet Expectations	Systems Connected to Goals & Evaluate Engagement
Integrated & Structures for Collaboration & Sustainability	Engagement Structures, Goals, & Practices Aligned to Vision, Goals, & Targets	Time & Resources Allocated for Engagement are Aligned for Support & Coherence	

Brooks, Rollins, Collins, & Mayanja, 2019

Challenges to Systemic Family Engagement

Leadership Mindset & Capacity

Leadership Shifts

Accountability

Capacity

Relevance

Brooks, Rollins, Collins, & Mayanja, 2019

Recommendations for Systemic Family Engagement

Embed family and community engagement into the fabric of the district	Ensure that district policies and practices align with district values regarding family engagement as a lever for improvement	Establish and strengthen districtwide expectations, supports, and accountability for family engagement
Build the capacity of district leaders responsible for family engagement oversight	Support and promote high-impact family engagement strategies	Educate and engage your school board and other influential stakeholders

Brooks, Rollins, Collins, & Mayanja, 2019

Engaging Families as Partners

1. Has our agency clearly and publicly articulated family-school partnerships as a core value and lever for student literacy achievement and school literacy improvement for SWDs?

2. Is family engagement for improving literacy outcomes for SWDs an agency-wide responsibility or does responsibility reside in one department?

3. Do our policies and protocols provide clear expectations for family-school partnerships in literacy for SWDs? Are there supports aligned to expectations to ensure positive outcomes for districts?

4. Are agency family-school partnership efforts aligned to our literacy goals and targets for districts? Are family-school partnerships for SWDs embedded in our literacy planning and data collection process for districts?

Key Roles for Children's Literacy Success

Co-learners

Co-supporters

Co-advocates

Co-communicators

Four for Families: Key Roles for Children's Literacy

You are your child's first teacher. You can promote language and reading from the time your child is born and throughout school.

Your engagement is especially important if your child has reading disabilities. You play important roles in a comprehensive approach through four key actions: Learn, Advocate, Partner, and Support.

LEARN — Understand the parts of literacy, how children learn to read, and why they might struggle.

ADVOCATE — Promote evidence-based literacy approaches in schools and early childhood settings.

SUPPORT — Provide home literacy opportunities and reinforce skills taught in early childhood settings or school.

PARTNER — Work together with schools. Positive home-school relationships are important for literacy development.

The research reported here is funded by awards to the National Center on Improving Literacy from the Office of Elementary and Secondary Education, in partnership with the Office of Special Education Programs (Award #: S283D160003). The opinions expressed are those of the authors and do not represent views of OESE, OSEP, or the U.S. Department of Education. © National Center on Improving Literacy. https://improvingliteracy.org | twitter.com/NCILiteracy | facebook.com/improvingliteracy

Pilot Projects with OSEP Parent Centers

Purpose:

To collaborate with family-focused organizations to disseminate NCIL family-focused resources more broadly to parents and caregivers and learn how they're being used locally

To build capacity of staff from family-focused organizations to effectively share the tutorial with parents and caregivers in ways that are useful, relevant, and engaging

To provide NCIL and family-focused organizations with useful feedback from parents and caregivers so NCIL may continue to refine and identify resources needed for families and the organizations that support them

What Can Families and Schools Do?

Partner: Co-communicators	Talk and interact often
	Discuss literacy instruction and intervention
	Share literacy resources
	Address concerns together

Implementation Toolkits

What Can Families and Schools Do?

Co-supporters

	Practice skills learned at school at home
	Leverage everyday activities
	Provide a literacy-rich environment
	Talk and read frequently

Young Children
- Read books and nursery rhymes aloud together
- Talk daily about home and community life
- Sing, draw, and tell stories

Older Children
- Play word games
- Discuss word meanings
- Point out interesting or unfamiliar words
- Ask questions before, during, and after reading

Adolescents
- Talk about learning and connect to school
- Offer a literacy-rich environment
- Model reading and writing

Supporting Your Child's Literacy Development at Home

Take part in literacy experiences at home. Taking part can develop your child's reading ability, comprehension, and language skills. It could also improve your child's interest in reading, attitude towards reading, and focus.

Supporting Your Child's Literacy Development Toolkit

Family Connection of South Carolina

> "Every child needs at least one adult who is irrationally crazy about him or her.
> — URIE BRONFENBRENNER

Who are we?

"One Stop" for South Carolina Families

| 1990 Parent Support Volunteers | → | 2009 Healthcare Information and Navigation | → | 2015 Education |

Collaboration between NCIL and FCSC

- First year – 2019
    Presented 4 Preschool Level workshops
        Local Early Intervention System
        Child Development Center
    Total – 75 attendees

- Second year – 2020
    Presented 3 Preschool Level workshops
        11 Elementary Level workshops
        Foster Parent Organization
        School Literacy Nights
        Carolina Family Engagement Ctr
    Total – 209 attendees

Collaboration between NCIL and FCSC

- Year 2020 –

    The year of the virtual workshops

    NCIL's Guidelines for Remote Literacy Learning

    Partnership with SC's Department of Education
        Preschool Level
        Aligns with State Standards
        Social Emotional Development

Toolkits on Specific Reading Skills

National Center on Improving Literacy

Phonological & Phonemic Awareness
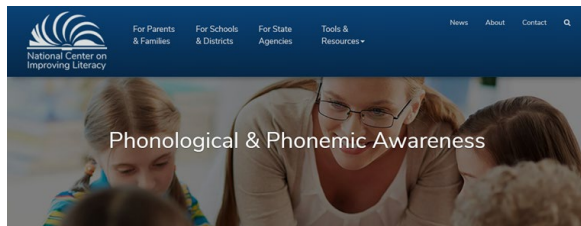
Implementation Toolkits

This toolkit helps teachers and families understand the difference between phonemic and phonological awareness and how to support a child's development of these important reading skills.

National Center on Improving Literacy

Alphabetic Principle & Phonics
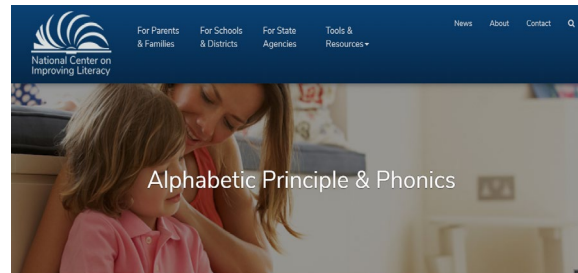
Implementation Toolkits

This toolkit helps teachers and families understand what the alphabetic principle and phonics are and how to support a child's development of these important reading skills.

National Center on Improving Literacy
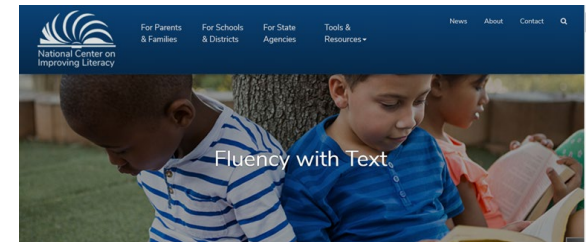
Fluency with Text

Implementation Toolkits

This toolkit helps teachers and families understand what fluency is and how to support a child's development of fluency with text.

Kid Zone!

What Can Families and Schools Do?

Co-learners	Understand the parts of literacy
	How children learn to read
	Why children might struggle
	Signs of risk for reading difficulties
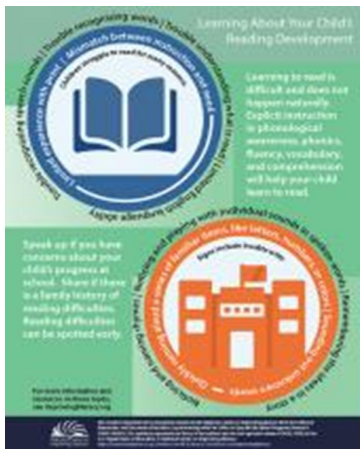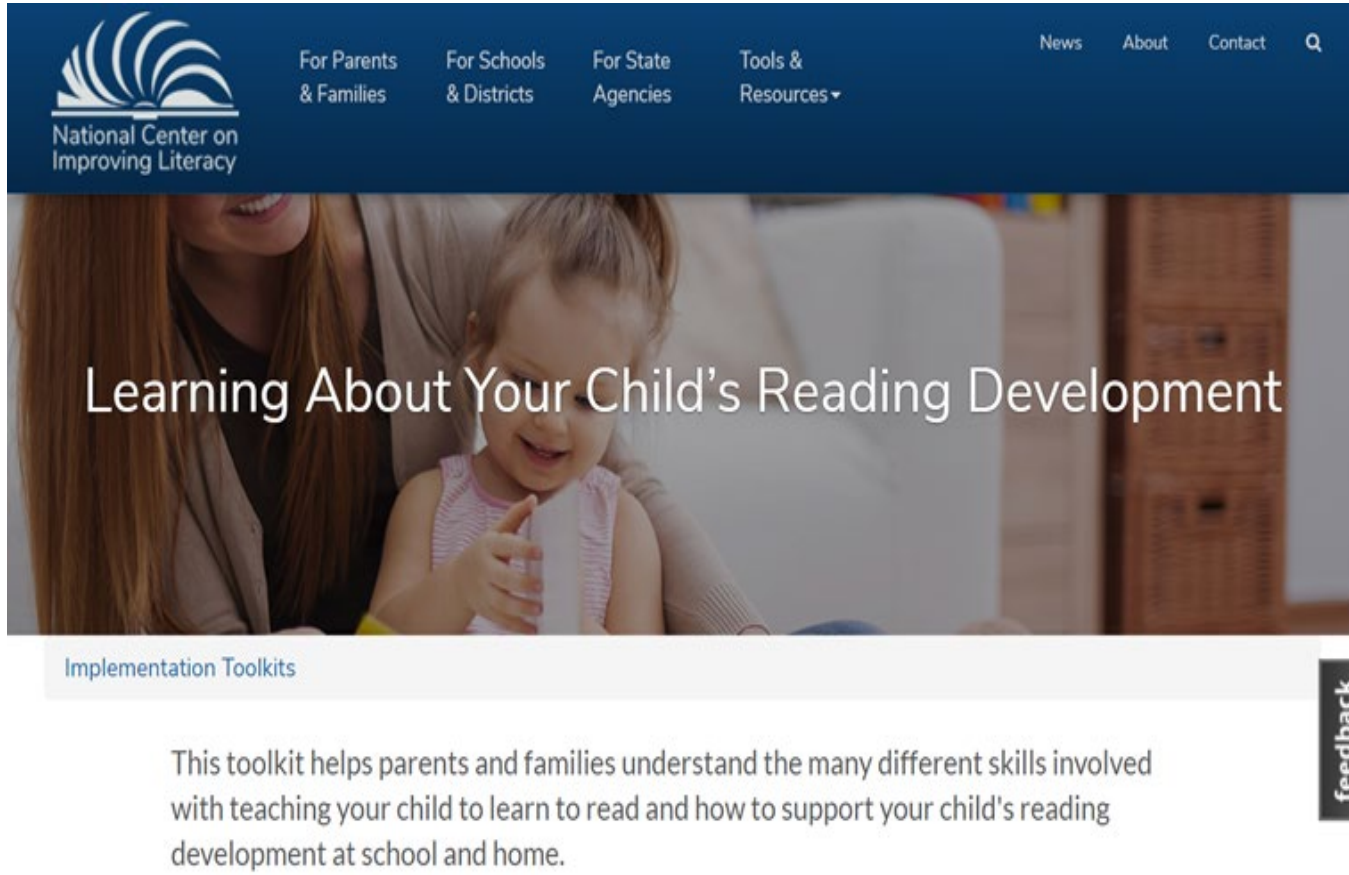
Learning About Your Child's Reading Development Toolkit

Literacy Skill Checklist & CBM at Home

Resource Repository

What Can Families and Schools Do?

Co-advocates	Encourage the use of evidence-based literacy programs and instruction
	Promote the use of additional instruction for struggling readers
	Further the use of data for instructional-decision making

Understanding Dyslexia Toolkit

Reflection

What else is needed to support state and local needs for home-school partnerships for improving literacy outcomes for children with disabilities?

Improvingliteracy.org

Thank you

- Website: improvingliteracy.org
- Twitter: @NCILiteracy
- Facebook: https://www.facebook.com/improvingliteracy/