

## **Suggested Texts**

Christenson, S.L., & Reschly, A. (2010). *Handbook of school-family partnerships*. New York: Routledge.

This handbook is a cross-disciplinary presentation of many topics that arise in the area of family-school partnering. It highlights not only the importance of family-school partnering in each area, but also how partnering can be achieved between stakeholders. Examples of research addressed are partnering to support social-emotional-behavioral learning, mathematics, and literacy.

Epstein, J.L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (2<sup>nd</sup> ed.). Boulder, CO: Westview Press.

Epstein created this book to be used in preparing future teachers, administrators, and other professionals in how to work with families in schools. It is based on research and movements in partnering in the past ten years and the expanded role that school educators now have in partnering. Its intention is to help educators discuss and create comprehensive programs for family-school partnerships. Activities, discussion questions, and field experiences are presented to help in the teaching of school professionals.

Epstein, J.L., Sanders, M.G., Sheldon, S., Simon, B.S., Salinas, K.C., Jansorn, N., VanVooris, F.L., Martin, C.S., Thomas, B.G., Greenfield, M.D., Hutchens, D.J., & Williams, K.J. (2009). *School family and community partnerships: Your handbook for action* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Corwin Press.

This book offers concrete ways that stakeholders can create action teams for developing and supporting partnerships, which are based on research frameworks. The stakeholders targeted are not only school educators/administrators, but also district leaders, families, and community members.

Henderson, A.T., Mapp, K.L., Johnson, V.R., & Davies, D. (2007). *Beyond the bakesale: The essential guide to family-school partnerships*. New York: The New Press.

This research-based text provides practical resources such as checklists and communication samples, which are designed for school-wide implementation of family-school partnerships.

Lawrence-Lightfoot, S. (2003). *The essential conversation: What parents and teachers can learn from each other*. New York: Ballantine Books.

Less research-focused than other possible texts, Lightfoot's writing surrounds the discussions that are had between families and schools every day of the year, including the anxiety, defensiveness, and wariness that can occur. The author uses stories and portraits of individuals and families to describe the dynamics of these relationships, and how they can be improved to support children and their development, as well as how to strengthen these relationships at their core.

Lines, C., Miller, G.E., & Arthur-Stanley, A. (2011). *The power of family-school partnering (FSP): A practical guide for school mental health professionals and educators*. New York: Routledge.

This book, intended for school mental health workers and educators, explains the importance of family-school partnering, and describes the "new" idea of how to partner with families with a focus on learning (i.e. not traditional methods such as parents volunteering in schools). There is discussion on the important role school educators play in inviting families to partner and practical strategies surrounding supporting children at universal, targeted, and intensive tiers. A CD with practical forms, letters, and data tools is included.

Peacock, G.G., & Collett, B.R. (2010). *Collaborative home/school interventions: Evidence-based solutions for emotional, behavioral, and academic problems*. New York: Guilford.

Geared towards educators and other school professionals, this book provides tools that can be used to work with families when children are struggling. The book design is intended for copying and reproducing, and has more than 40 items that can be used. These resources can help develop relationships, overcome barriers to partnering, and involve families in academic and behavioral assessment and intervention.

Turnbull, A., Turnbull, R., Erwin, E.J., & Soodak, L.C. (2010). *Families, professionals, and exceptionality: Collaborating for empowerment* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

This book focuses specifically on working with children with special needs: advocating for them, empowering them, and working with their families in order to support the children. The authors use unique stories of families in order to describe their topic. Practical advice, information on family-systems theory, and current policy are all described in the book as well.