Family, School, and Community Partnering (FSCP)

Teaming Checklist

**Directions:** Our school is working on supporting teachers, families and community resources working together in coordinating student success. This checklist offers guidance and a metric for both educators and families in optimally teaming during individualized planning. The goal is to support effective development, implementation, and monitoring of interventions, academic and/or behavioral. This checklist can provide information on needed practices or monitoring of those already in place. It can be used individually for each student’s team or as a more general tool for a team process.

Name: Role/Team: Date:

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| --- | --- |
| **Check if Completed, Date, Notes** | **Suggested Teaming Actions for Student Learning** |
|  | SCHOOL |
|  | 1. Partner initially with families at the universal, classroom level so that concerns and home-school strategies are discussed openly. |
|  | 1. Provide clear, understandable information on the specific teaming process in advance of process initiation. |
|  | 1. Personally invite families to attend all intervention team meetings as equal members; develop alternative ways to include families in the teaming if they can’t attend the discussion. |
|  | 1. Provide opportunities for families to prepare for the teaming process such as sending information in advance and asking for data from home to share with team members ahead of time. |
|  | 1. Create a structure for genuine family sharing, planning participation, and intervention implementation; much of teaming interventions happens outside of meetings through progress-monitoring and informal communication. |
|  | 1. Include students whenever appropriate. |
|  | 1. Tell the student that the school and his family are working together to support his school success. |
|  | 1. Assign a staff liaison to support families in the teaming process; this person can answer questions, encourage participation, communicate/coach about interventions. |
|  | 1. Provide information on how to support the targeted skill learning at home; follow up frequently and share data between home and school. |
|  | 1. Give copies of intervention plans, curricula highlights, and progress-monitoring data to families. |
|  | 1. Share information about community resources and support groups that might be relevant to a family and student. |
|  | **COMMENTS:** |
|  | FAMILY |
|  | 1. Work with my student’s classroom teacher to discuss concerns and develop support strategies for home and school. |
|  | 1. Review provided information on specific teaming process for my student. |
|  | 1. Attend school workshops or trainings OR ask for information OR access resources related to teaming interventions. |
|  | 1. Observe and ask my student about school learning and experiences. |
|  | 1. Attend the team meetings when there is planning for my student’s interventions; if I can’t attend, ask about other ways to participate such as conference calls, taped meetings, emails, home visits, or out-of-school meetings. |
|  | 1. Share relevant information about my student, especially regarding his/her strengths, challenges, attitude about school, school history, and homework habits; ask if this can be done in advance. |
|  | 1. Tell my student that I am working with the school to help him/her succeed. |
|  | 1. Know a school staff member whom I can ask about my partnering role and/or my student’s intervention plan. |
|  | 1. Ask for information on how to support the targeted skill learning at home and for resources as needed; ask questions and report on progress. |
|  | 1. Ask for copies of intervention plans, curricula highlights, and progress-monitoring data; ask for explanations and how relates to my support at home. |
|  | 1. Ask for information about community resources and support groups that might be helpful to our family. |
|  | **COMMENTS:** |

Adapted from: 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.