

Evidence Statements: *When parents have high expectations of performance that build upon a young person's strengths, interests and needs, then use that to foster their ability to achieve, the young person is more likely to succeed in school, employment and as members of their community. Source: NCWD Youth* *When parents have access to positive behavior strategies to use at home, then they can use the information to provide training for their child in the home to improve communication, instructional and social skills. Source: Epstein* *When parents have access to information and understand what their child is learning, then they are prepared to encourage their child to invest in a regular education diploma. Source: Epstein* *When families are equipped with tools/skills to interact with school teachers and staff, then they can address their concerns about student performance. Source: Epstein*

Related Indicators: 1, 2, 7, 8, or 14

Objective/Area of Concern:

Improve families' skills and utilization of interventions at home and in the community for improved student outcomes.

Step one: Select one or more related goals to meet your system's objective.

Step two: Select two or more Vital Behaviors for each goal you select.

Goal 1

By May 15th ___% of or ___ out of ___ target families will apply learned skills/strategies during activities with their child to improve post-secondary/behavior/academic outcomes with 60% completion as measured by weekly/monthly reporting.

Goal 2

By May 15, ___% of or ___ out of ___ target families, will utilize learned strategies to improve target behaviors at home and school by comparing student's beginning year data and end of the year data.

Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior	Vital Behavior
Teacher will send home monthly/qtr progress report regarding students IEP goals and parent and student will review report together, sending notes/questions back to teacher.	Use teacher provided exercises to practice at home at least 15 min/2 times a week in an area of student's need, reporting efforts to teacher using preferred method of communication.	Family and students will review behavior strategies listed on a behavior chart to guide ___ weekly conversations/activities and share progress and comments with teacher once a month.	Results from a transition assessment will guide family and student to work together to complete a series of work-readiness skill exercises; reporting progress monthly.	Family and students will identify ___ social skills from an assessment to work on each week for ___ weeks, reporting monthly progress to teacher.	Family will read with their child for 15 or more minutes, at least once a week, for ___ weeks and make note of these special times in (their child's reading journal, on a calendar, or _____)

Suggested tools are listed below to assist you as you train families to complete the tasks you will monitor during your benchmark checks. Feel free to use the tools located on the Learning Curve.

Monthly/Qtr Progress Report; Communication log	Homework Communication; Communication log	Behaviors Strategies List; Conversation guide	Transition Assessment; Transition Skills List	Social Skills Checklist; Skills Assessment	Reading guide/ checklist; Journal; Calendar log
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