



*Teachers & Parents as Partners*

# The Translational Nature of Family-School Partnerships

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# Research ↔ Practice

## *Translation:*

A two-way process “designed to transform ideas, insights, and discoveries generated through basic scientific inquiry and from clinical or population studies into effective and widely available clinical applications”

-- Mitchell et al., 2010, p. 293

*Priority problems, relevant contexts, real-world solutions*

*Olson Park Elementary School  
Harlem School District  
Machesney Park, IL*



# Teachers and Parents as Partners (TAPP)

A strength-based, cross-system *problem-solving and decision-making model* wherein parents, teachers, and other caregivers or service providers *work as partners* and *share responsibility* for promoting *positive and consistent outcomes* related to a child's academic, behavioral, and social-emotional development.

*Sheridan & Kratochwill, 2008, p. 25*

# TAPP Process

- Problem-solving meetings between parents and teachers are conducted by a consultant trained in interventions and partnership-building strategies.
- Student difficulties and goals are identified, defined, assessed, and addressed via structured, collaborative four-stage process:
  - Needs identification (“Building on Strengths”)
  - Needs analysis/plan development (“Planning for Success”)
  - Plan implementation
  - Plan evaluation (“Checking and Reconnecting”)

# Previous Research

- Decades of research (case studies → experimental SCDs → correlational → RCTs) has demonstrated TAPP's efficacy for addressing academic and behavior problems across settings and disorders.
- Data from two large scale studies demonstrated that the effects of TAPP were moderated by cumulative risk (Sheridan et al., 2001, 2013).
- TAPP's efficacy and cultural responsiveness for Latino students and families remains to be tested.

# Mental Health and Educational Disparities

- Latina/os account for nearly 24% of U.S. students and experience large disparities in educational and mental health outcomes.
- Latina/o families often experience stressors that inhibit their engagement in their child's schooling.
- Familial and personal assets can be leveraged to address disparities.

# Cultural Adaptation Study

Conducted after RCT subgroup analysis suggested positive effects for Latino students and parents

- Systematic literature review
- Informal focus groups
- Small-scale pilot test of feasibility

# Cultural Adaptation Study

Procedures identified for *improving engagement*:

- Formally increase cultural awareness among educators
- Direct contact and personalized interactions
- Increase opportunities for two-way communication
- Communication in native language
- Minimize logistical barriers (e.g., transportation, child-care)

# Cultural Adaptation Study

Procedures implemented for *adapting intervention*:

- Intervention staff trained on effective use of interpreters
- Interpreters trained on TAPP goals and partnership-building
- Face-to-face meetings with Latino parents to discuss TAPP process, answer questions and gain consent
- Reduced potential for misunderstanding (e.g., clichés, jargon)
- Translated all materials to convey “meaning”
- Offered child care and transportation

# TAPP Para Familia Latinas RCT:

## Early Lessons

- Acute feelings of helplessness, isolation, alienation
- Relationship-building themes
  - Validate parents' goals and dreams for child
  - Create connections and sense of belonging
  - Provide access to information, help
- Responses overwhelmingly positive
  - Appreciate the focus on helping Latino/a children
  - “Blown away” by willingness to attend to their child and family
  - Changes teachers' perceptions of possibilities and potential for Latino/a family engagement

# For More Information:

<http://cyfs.unl.edu/TAPP/>

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