4-8-2015

Building Effective School-Family-Community Partnerships Through Community Dialogues; and Super Friends, Super Readers! Engaging community to support young children's social emotional development

Angel Fettig
*University of Massachusetts Boston, Angel.Fettig@umb.edu*

Kaitlin Gould
*University of Massachusetts Boston, KGould@donahue.umassp.edu*

Lauren Brodsky
*University of Massachusetts Boston*

Follow this and additional works at: [http://scholarworks.umb.edu/ocp_posters](http://scholarworks.umb.edu/ocp_posters)

Part of the [Civic and Community Engagement Commons](http://scholarworks.umb.edu/ocp_posters), [Curriculum and Instruction Commons](http://scholarworks.umb.edu/ocp_posters), and the [School Psychology Commons](http://scholarworks.umb.edu/ocp_posters)

**Recommended Citation**


[http://scholarworks.umb.edu/ocp_posters/259](http://scholarworks.umb.edu/ocp_posters/259)

This Presentation is brought to you for free and open access by the Office of Community Partnerships at ScholarWorks at UMass Boston. It has been accepted for inclusion in Office of Community Partnerships Posters by an authorized administrator of ScholarWorks at UMass Boston. For more information, please contact library.uasc@umb.edu.
Promoting Educational Equity through Two Evidence-based Programs with Children and Families

Partnering Organizations

Boys and Girls Clubs of Dorchester
- Walter Denney Youth Center, Santi Dewa Ayu, Queenette Santos & Melissa McNickles
  ✓ Implementation site partner

UMass Boston’s College of Education and Human Development, Amy Cook & Angel Fettig (faculty), Kaitlin Gould & Lauren Brodsky (graduate assistants)
  ✓ Facilitation & assessment partner

YWCA Boston, Paula Lima & Alveena Shah
  ✓ Facilitation & programming partner

Dever Elementary School, Natalia Martinez
  ✓ Family outreach partner

Super Friends, Super Readers!

This project guides children through interactive shared reading sessions by using dialogic reading techniques that aim to support the development of social emotional skills. Learn More

Engaging Parents through Community Dialogues

In collaboration with YWCA Boston, this series of community dialogues engages parents in open conversations on race and ethnicity, particularly as it relates to school climate and the educational experiences of their children. Learn More

Read About Our Next Steps
Super Friends, Super Readers! Engaging community to support young children's social emotional development

Purpose
This study examines the effects of utilizing dialogic reading techniques with focus on social emotional strategies in reducing children’s challenging behaviors during small group peer-directed activities. The reading sessions provide multiple opportunities for children to discuss social and emotional skills presented in the storybook.

Background
Numerous studies support using dialogic techniques to build expressive language among 2-6 year olds. Dialogic techniques have been identified by the U.S. Department of Education’s What Works Clearinghouse as an evidence-based practice in developing literacy skills. However, there is limited engaged scholarship on its effectiveness for promoting social-emotional learning among at-risk, low-income communities.

Our Research Methodology
- Single-subject research design used to examine the transfer of children’s social emotional skills learned during storybook reading
- Multiple baseline design measures target behaviors of compromising, resolving conflicts, turn-taking, sharing/engagement
- Data is graphed to conduct a visual analysis

Why Social-Emotional Learning?
Social-emotional learning includes competencies like:
- Self-awareness and self-management skills;
- Social awareness and relationship skills;
- Responsible decision making

Long-term academic success consists of building literacy skills and social-emotional development during early childhood. By age 11, those who have acquired these skills are twice as likely to complete high school without engaging in risky behaviors.
Super Friends, Super Readers! Engaging community to support young children's social emotional development

The Dialogic Reading Model

Interactive Reading Using the PEER Instructional Sequence:
Dialogic reading shifts the role of the child from passive listener to the storyteller through adult guidance. Through employing strategic questioning and engaging in multiple readings/conversations, children enhance their reading comprehension, expressive vocabulary, and social-emotional development.

<table>
<thead>
<tr>
<th>PEER Stage</th>
<th>Caregiver Role</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt</td>
<td>Ask the child a question about the book or page.</td>
<td>How do you think this girl is feeling? (open ended prompt)</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Evaluate response. Was it correct? Consider how it could be expanded.</td>
<td>Adult considers how to expand prompt.</td>
</tr>
<tr>
<td>Expand</td>
<td>Expand response by adding information and rephrasing.</td>
<td>How do you think Leena felt when Jack was no longer her friend?</td>
</tr>
<tr>
<td>Repeat</td>
<td>Repeat prompt and ask child to repeat correct/expanded response.</td>
<td>How do you think she is feeling. (Repeat only needed if child doesn’t respond to expansion.</td>
</tr>
</tbody>
</table>

**5 Prompts for Participation: “CROWD”**
- Completion
- Recall
- Open-ended
- Wh-Questions
- Distancing

Our Process
Two groups of children (kindergarten and 3rd-4th grade) engage in Super Friends, Super Readers!:
- 20-minute reading sessions twice a week
- Followed by group play (board game or other activity)

Research staff observe peer-directed activities and record positive interactions, and frequency and duration of challenging behaviors.

Research staff observe peer-directed activities and record positive interactions, and frequency and duration of challenging behaviors.

View References
Student Responses to a Post-program Evaluation

Response possibilities:
(1) don’t like at all (2) don’t like (3) like (4) like a lot!

or
(1) disagree a lot (2) disagree (3) agree (4) agree a lot!

I like attending Super Readers, Super Friends.
Average: 4

I like listening to books at Super Readers, Super Friends.
Average: 4

I like reading more now because of Super Readers, Super Friends.
Average: 3.75

I learned new ways to get along with others because of Super Readers, Super Friends.
Average: 4

I want to come to this program more because of my Super Readers, Super Friends group leaders.
Average: 4
Building Effective School-Family-Community Partnerships
Through Community Dialogues

Background
Research has identified the following:
• A need for close school, family, and community ties to promote greater educational
• A need for opportunities for parents to share their stories and engage in a two-way conversation with educators
• Communication can be promoted through sustaining school-family-community partnerships that are guided by a shared vision and value shared decision-making

Through data collection and analysis of our Community Dialogues project, we hope to contribute new understandings on ways that educators can best promote effective school-family-community partnerships.

Defining Community Dialogues
A “democratic process that acknowledges and respects all parties, creates a context that reinforces the notion that change is possible, and transforms relationships toward positive social change.”

Purpose in Context
The community dialogues have consisted of open and structured discussions among a diverse group of Dever Elementary School parents and educators to instill a greater sense of trust and overcome unintentional racial divides that have impeded effective parent engagement and student achievement.

Approach
Participants:
• 10 parents
• 5 community members
• Recruitment supported by the school

Sessions:
• 2 hours each for 5 weeks

Structured Facilitation:
• Provided by YW Boston
• Held at Boys & Girls Clubs of Dorchester – Walter Denney Youth Center

Assessment:
• Pre/post surveys
• Interviews at completion and post-6 months

Interpretative Phenomenological Analysis is being employed to conduct qualitative interviews and subsequent analyses of transcribed responses with a focus on measuring outcomes of parent engagement, trust, and educator understandings.

Direct Impact: The learning achieved aims to foster a school climate of democratic engagement. We anticipate improved school-family-community partnerships, which in turn can promote positive academic outcomes for at risk students at the Dever School.

View References

Post-Program Survey Results
I believe that my school’s participation in the dialogues will have a positive impact.

One participant identified the experience motivated her to “come together to work things out” in order to promote racial equity in the community.

A few participants expressed the wish that more parents and staff/teachers from the school community could have participated.

One participant shared, “My experience with the dialogues was a different experience for me. I have never got together with different race and compared, shared challenges about our ethnicity.”
A Look Into the Future: Aligning Project Goals

Our longer-term vision is to infuse components within Community Dialogues and Super Friends, Super Readers! into a holistic model that combines both direct service with children and family engagement and capacity building.

Next Steps:
• Co-develop trainings with parents and partners to build capacity for using dialogic techniques and for continuous promotion of social-emotional development
• Consider how to integrate recommendations from Community Dialogues sessions into future engagement
• Explore funding opportunities with partners

Questions? Contact Us:
Amy Cook: amy.cook@umb.edu
Angel Fettig: angel.fettig@umb.edu
References for Community Dialogues


Super Friends, Super Readers! Engaging community to support young children's social emotional development

References for Super Friends, Super Readers!


