

# FAMILY-SCHOOL RELATION: PROGRAM FOR PRESCHOOL PROFESSIONALS OF TARGET AUDIENCE OF SPECIAL EDUCATION STUDENTS



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## Introduction

- Researches show benefits of family-school relation on development and performance of students with special educational needs (NEE) especially on early childhood education.
- However, they also show lack of information and training of school professionals to establish such relation with families.
- Considering such needs, an intervention program was implemented aiming to offer means to favor family-school relation of preschool students with NEE.

## Goal

This study aimed to analyze family-school relation during school professionals' attendance in the program

## Method

### PARTICIPANTS

Two preschool teachers of municipal schools who taught students with NEE

### LOCAL

Federal University of São Carlos

### INSTRUMENTS

- Identification Questionnaire - get initial information on the participants
- Field journals – get information on the contacts and relationship between the participant and the family of his student with NEE (*amount of meetings established in the week, family contacted, the dialogue initiator, evaluation of the meeting and the family's attitude during it, among others*) making it possible for the researcher to accompany the contacts and the relationship between the teacher and families.

### DATA COLLECTION PROCEDURE

- The teachers were invited through contact with the preschools via email and phone;
- An intervention program has been implemented consisting of nine meetings that took place on a fortnightly basis, lasting 2:30 each;
- The topics covered meetings about the family and school relationship, such as: family; family importance in child development; Family children with NEE; family-school relationship; strategies to promote the relationship;
- Occurred during the program: expositive classes, group dynamics, case study resolutions, film and documentary sessions, discussion and debates of proposed themes;
- The participants recorded on the field journal the contacts informations established with the family of the student;
- Guidelines were made to participants covering the relation between him and student parents.

### DATA ANALYSIS PROCEDURE

The data obtained through the field journals were analyzed separately and presented as case studies

## Results

**Case Study 1** – Teacher: 26-year-old graduated in pedagogy. Student: four years of age with developmental delays and behavior problems

W	Nº	P	I	Planning	Subject	Parent posture	Cause of the end	Evaluation
1	5	Father	T	By chance	Father's delay/child's behavior	Lack of time	Lack of parental time/done deal	Productive
2	5	Father	T	By chance	Child's behavior	Lack of time	Lack of parental time/done deal	Productive
3	5	Father	T	By chance	Child's behavior at home	Lack of time	Lack of parental time/done deal	Productive
4	5	Father	T	By chance	Bathroom use	Lack of time/hurry	Lack of parental time/done deal	Productive
5	3	Father	T	By chance	Behavior	Inattentive	Lack of time for both	Productive
7	5	Father	T	By chance	Improve behavior	Satisfactions/hurry	Lack of time for both/done deal	Productive
8	3	Father	T	By chance	Improve behavior	Interested	Lack of time for both/done deal	Productive

9	5	Father	T	By chance	Child's performance	Interested/hurry	Lack of time for both	Productive
10	2	Father	T	By chance	Improve behavior	Watchful/hurry	Lack of time for both	Productive
13	5	Father	T	By chance	Behavior and speech development	Interested more	Lack of teacher time	Productive
15	2	Father	P	By chance	Improve behavior	Interested	Done deal	Productive
16	5	Father	T	By chance	Improve behavior	Interested	Done deal	Productive

S= week; Nº= number of meetings; P= parent; I= contact initiator; T= teacher

### Case Study 2 - Teacher: 30 years old graduated in pedagogy and pursuing a PhD in Special Education. Student: 4 year-old visually impaired

W	Nº	P	I	Plannig	Subject	Parent posture	Cause of the end	Evaluation
1	1	Mother	T	Planned	Difficulty in activities due to the glasses/examinations	Positive / Concern son	Done deal	Productive
4	1	Mother	T	By chance	Ease of recognition of colors medical Report	-	-	-
5	2	Mother	T	Planned	Difficulty in activities due to the glasses	Positive / Concern son	Done deal	Productive
6	1	Mother	P	-	Lack of notice to perform eye exams	Positive/interested	Done deal	Productive
8	1	Mother	P	-	Home care in resource room	Participatory	Done deal	Productive
9	1	Mother	P	-	Pedagogical practices of resource room / Contribution to the development	Participatory	Done deal	Productive
10	2	Mother	T	By chance	Guidelines from resources room/benefits of collaboration	Participatory	Done deal	Productive
11	1	Mother	P	By chance	Ease of understanding of the activities	Participatory	Done deal	Productive
13	1	Mother	T	Planned	Development of speech and motor coordination	Participatory	Done deal	Productive
15	2	Mother	T	Planned	Student glasses (below required)	Participatory	Done deal	Productive
16	1	Mother	P	By chance	Return to the doctor for glasses correction	Participatory	Done deal	Productive

## Conclusions

### CASE 1

- Frequent meetings
- Contact only with his father
- Only the teacher started the dialogue
- There was no planning meetings
- Emphasis on enhancing the performance and behavior over time
- Father with unfavorable attitudes in the first weeks and trend of favorable positions in the final weeks
- Lack of time for both
- Productive evaluation of the meetings.

### CASE 2

- Low frequency of meetings
- Both started contacts
- Most of the issues covered issues relating to impaired student
- Positive posture of parent
- Subjects treated to exhaustion
- Marked the student absence to have hindered the contacts between parents and teacher.

- The findings enable further investigation and understanding of the research topic and also provides grants that can be used in the creation of intervention programs and / or initial training courses.

- The results of this study indicate that the intervention program may have contributed to the positive changes identified in the family and school relationships of participants

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