**Parent Contacts - Helpful Tips**

* **Positive Phone Call**
* Make a positive phone call within the first week of school to each student’s family. If phone calls are not possible, you could send emails and/or written notes.
* Make sure to make calls for students who are beginning to show possible behavior concerns quickly. If possible, make the call while the student is present so they can hear the positive talk with their parent/family.
* This positive contact helps to build rapport and trust with your students and their families at the beginning of the year. Making your first contact a positive one will help later on if you have to contact a parent through-out the school year to discuss issues/problems.
* Record this contact in your Parent Contact Log.



***Possible talking points (Keep it short and sweet☺):***

Good afternoon. This is \_\_\_\_\_\_\_\_\_\_\_\_\_. I wanted to call and let you know how much I am enjoying having \_\_\_\_\_\_\_\_ in my classroom. He/she is so \_\_\_\_\_\_\_\_\_\_. I am contacting all my students’ families to touch base and see how the school year is going so far. Please feel free to call or email me anytime if you have any questions or concerns. I am here to help.

**Parent Phone Call Checklist**

**Issues/Concerns**

1. Introduce yourself (calm tone).
2. Tell the parent what you teach.
3. Make the 1st statement a positive one.
4. Clearly state your concern, and use empathy.
5. Pose possible solutions to help solve the problem.

 Present it as a team approach.

***\*Remember: The goal of a phone call home***

***must always be to help the student.***

**Defusing Angry Parents**

Ideas taken from: <http://www.youtube.com/watch?v=Sa5gJuSBJ48>

**VALIDATE**

-“You really seem frustrated.” *or* “I can see/hear that you are frustrated or upset.”

-Listen to the parent with your full attention and show understanding.

-Use a neutral tone (soft/calming voice).

-To validate is to agree with the emotion.

-Parents want to feel heard when it comes to their child.

-Ventilation: after you validate pause to allow for a response

“Of course I’m angry”, “I’m frustrated because this….”, etc…..

 **EMPATHIZE**

-“I can see/understand why you are frustrated.”

 -State why it appears they are frustrated: “I understand that you are busy.”

 -Feel how they feel with them (see it in your face and in your voice).

 -For a parent to experience being understood is therapeutic.

 -Pause here to give a parent time to process what you just said.

 **COMMUNICATE**

-Calmly discuss possible choices and/or options to help solve the problem.

-Ask the parent to help you solve the problem together as a team. “Do you have an idea of how you feel this would be best solved?”

-Reassure the parent that you will look into the problem and handle it

 accordingly.

-Schedule a time to follow-up with the parent and make sure to do as you promise. “I will check into this tomorrow and I will email/call you at that time.”

**EFFECTIVE COMMUNICATION**

**Possible Scenarios:**

1. An angry parent calls/comes by the school because someone is picking on their child and/or bullying their child. How would you handle this situation?
2. A parent complains that their child feels that you (the teacher) is picking on them and/or doesn’t like them. How would you handle this situation?
3. One of your students got hurt on the playground. How would you handle this situation?
4. You have to call/meet with a parent to discuss academic concerns (student is not doing well, failing specific subjects, not turning in homework, not working up to fullest potential, etc.). How would you handle this situation?
5. You have to call a parent to discuss the concerns below. How would you handle these situations?
* Disruptive behavior
* Pushing, shoving, fighting in school
* Stealing
* Cheating
* Using profane language
* Inappropriately touching another student and/or themselves

**STUDENT INFORMATION**

Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PARENT INFORMATION**

|  |  |
| --- | --- |
| Mother’s Name | Father’s Name |
| Address  | Address |
| Home Phone ( ) | Home Phone ( ) |
| Place of Employment | Place of Employment |
| Work Phone ( ) | Work Phone ( ) |
| Cell Phone ( ) | Cell Phone ( ) |
| Email | Email |

Emergency Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relationship to Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emergency Contact’s Phone Number(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student lives with: (Please circle one)

 BOTH PARENTS MOTHER FATHER OTHER\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any know allergies?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any medications that your child takes daily/seasonal?\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Please explain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INDIVIDUAL STUDENT CONTACT LOG**

Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **DATE** | **MODE OF CONTACT** (phone, letter, email, conference, etc.) | **PERSON CONTACTED** | **REASON FOR CONTACT** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |