

Engaging Families in Intervention Planning

While federal law does not mandate family engagement in the intervention process in the same way that it is mandated for special education planning, we have never encountered a school district that does not encourage family communication and engagement, at least in the abstract. However, teachers of English learners may encounter unique challenges in reaching out to families about instructional or behavioral interventions and in securing authentic family input about intervention implementation. Teachers and teams may find it useful to use multiple methods of communication (text and email as well as phone calls) and to begin with positive feedback. (“Rodolfo is working really hard on his reading, and he was the student of the week in our lunch bunch!”) Keep in mind that concepts such as intervention and progress monitoring may not translate readily; when possible, explain these in ways that are linguistically and culturally accessible but not condescending. (“Rodolfo is working hard on his reading, but he still reads much more slowly than other students and makes more mistakes. I am concerned about this because it is important for him to get the correct information from the text. I think that, if we provide him some extra help in reading, he can learn to read without making as many mistakes. I would like him to receive two extra help sessions each week with our reading teacher. Does this sound okay to you?”)