

Parent Communication Reflection

Parent contact was initiated by parent request. Contact was made with the student's father, Parent, and my cooperating teacher. (District policy prohibits my personal participation as an apprentice teacher.) Parent requested the meeting after several notifications by the teacher. He and his son arrived and sat at table with the Coordinating Teacher and me. He is concerned about his son's behavioral issues becoming a hindrance to his ability to learn. The student has had three detention assignments, numerous teacher interventions, and one office referral. Student continues to have behavioral issues. By his authority, Parent has had his son sign a behavior contract at home. Parent has placed many privileges on the contract. If his son's behavior and grades do not improve, the student will lose privileges. Parent wants the teachers to reinforce the plan by reminding student to "use will power" and "make good choices" as a way of cueing the student to be mindful of the contract at home and the privileges it could cost him. We all agreed that the student was capable of achieving the goals that Parent had set, and the student (present during the conference) agreed that he would work diligently to overcome the problems. All present ended the conference in agreement and in good spirits.

When Parent came to the conference together I was rather happy to see that they were in a good mood. The student and his father have a great relationship, and you can really see how they care about each other in the way they communicate. Parent handled his son with compassion and strength. The fact that he designed a behavior contract blew me away. I really feel encouraged that Parent is backing up the teachers and wanting the best for his son. It is not really something you hear enough about. The plan to gently remind his son by using the phrases "use will power" and "make good choices" when he is out of line or off task can easily re-direct the student with minimal embarrassment.

This plan has paid off for the student. When I ask the student to "use will power" and "make good choices," he immediately stops what he is doing and is compliant to whatever task is asked of him. This approach is working for this student. His behavior is better and so are his grades. Classroom environment has been greatly impacted by the reduction of the need for the teacher to spend class time correcting behavior. Now, class time is about learning. Finally, even the other students in class have given this student a pat on the back for working on behavior.