

Structure for Calling Home: In Response to Concerns

When calling home about a concern, use the following structure to ensure you are requesting support from the family rather than placing blame. This distinction will be much easier to make if you have worked to build a relationship with the family before challenges arise. Be ready to take notes, specifically on what supports you will provide, what supports the family member will provide, and preferences for contacting in the future.

1 Greeting

- “Hello, this is *(your name)*. I teach at *(name of school)* and have the pleasure of having *(student name)* in *(name of class)*.”

2 Request to talk about student

- “Do you have a couple of minutes to talk about *(name of student)*?”
- “Is this an okay time to talk?”

3 Positive comment about the student

- “One thing I’ve really enjoyed about having *(student)* in my class is…”

4 Challenge recently experienced with the student

- “Recently, I’ve noticed *(student)* has been *(behavior)*. One of our classroom values is *(classroom value that has not been met)*. I wanted to keep you updated because *(impact of behavior on student, teacher, or other class members)*.”

5 What interventions have been tried

- “So far, I’ve tried *(attempted interventions)* but I haven’t seen much success.”

6 Request for help from parent or family member

- “Have you noticed anything similar at home?”
- “I am hoping we could team up to help support *(student)*. Would you be able to help me by *(checking homework, having a conversation around appropriate language, rewarding student for reading for pleasure, etc.)*?”
- “Are there any strategies you use at home when you see this behavior?”

7 Promise of continued support from teacher/school

- “In the classroom, I will continue to (*intervention*) when I notice (*behavior*).”
- “In the future, I will try (*intervention suggested by family member*).”
- “I will make sure (*student*) is connected with (*school resource*).”

8 Positive comment about student potential to grow

- “I truly believe (*student*) will overcome this (*behavior*). I look forward to watching him/her grow.”

9 Temperature check

- “Do you think this plan will work for (*student*)?”
- “Was this call helpful? Is there anything I could be doing to better support (*student*)?”

10 Best way to contact in the future

- “Is this phone number a good way to contact you in the future?”
- “Is this a good time to call?”
- “Would you like me to follow up with you in a couple weeks about (*student’s*) progress?”

Be sure to schedule future calls as requested. For example, if the parent or family member asks for monthly check-ins or a follow-up call one week later, add this to your calendar.