

## APPENDIX A

### COMMUNICATING WITH PARENTS

By

**Roslyn Ann Duffy**

Below is an example of a note that might go home to a parent about a child's challenging behavior. A duplicate copy of this note would be filed in the child's school records. Subsequent notes, showing examples of successful resolution of a problem and unsuccessful or escalated misbehavior, follow the original.

Maintaining such notes helps everyone track the progress of a challenging behavior, keeps parents aware of the situation and allows both teachers and parents to look back over a series of notes to verify if behaviors are increasing, getting better or were only short-term aberrations.

*February 29, 2010*

*Little Sweeties Preschool*

*Dear Ms. Smitherton,*

*Amy had a difficult day today. She tried to take another child's puzzle pieces and then pulled that child's hair. She also had a difficult time at nap, poking the child next to her. She finally settled down, but only napped for about 20 minutes and woke up fussy.*

*Have you noticed any similar problems at home? Do you have any concerns?*

*Please let us know if you have any idea what may be causing Amy's current behavior.*

*We look forward to hearing from you and will let you know what happens in the next week.*

*Thanks,*

*Shiba*

*Morning Teacher*

*Daisy classroom*

**SUBSEQUENT NOTE / FOLLOW-UP**

***March 10, 1020***

***Dear Ms. Smitherton,***

***Thank you for coming in to meet with us last week. It really helped us to know that Amy has been having a hard time since her father's deployment to the Middle East.***

***We have been doing some doll play and art about feeling sad and missing people we love. Amy really listens closely and has begun to draw pictures of her dad and talk about him. Talking about him has been very calming for her and her aggression toward other children is much reduced.***

***We will continue to stay in touch about this. Please let us know if the situation changes so that we can adjust our responses, too.***

***Thank you,***

***Shiba***

***Morning Teacher***

***Daisy Classroom***

**ALTERNATE NOTE: BEHAVIOR CONTINUES**

***March 10, 1020***

***Dear Ms. Smitherton,***

***Amy has had a pretty difficult week. She pushed a child off the slide, threw blocks at another classmate and has been refusing to sit at story hour or stay on her mat at naptime.***

***We have had her play by herself after each of these incidents, until she seems ready to rejoin the group. We would like to meet with you to discuss this further.***

***Are these problems you experience with her? Do you have suggestions for more effective responses that you have tried? We will look forward to talking with you and will continue to keep in touch to let you know how Amy is doing.***

***Any thoughts you have are welcomed.***

***Thank you,***

***Shiba***

***Morning Teacher***

***Daisy Classroom***