



Apr 21st, 1:15 PM - 2:15 PM

What Contributes to a Good Home-School Relationship?: Examining the Relationships between Teachers and Parents of Children with Autism

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Vacco, '02, Lindsey and Kunce, Faculty Advisor, Linda, "What Contributes to a Good Home-School Relationship?: Examining the Relationships between Teachers and Parents of Children with Autism" (2002). *John Wesley Powell Student Research Conference*. 12. <https://digitalcommons.iwu.edu/jwprc/2002/posters3/12>

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Poster Presentation P30

**WHAT CONTRIBUTES TO A GOOD HOME-SCHOOL RELATIONSHIP?:
EXAMINING THE RELATIONSHIPS BETWEEN TEACHERS AND PARENTS
OF CHILDREN WITH AUTISM**

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Educators have emphasized the importance of parent involvement in the educational process for decades. The definitions of parent involvement, however, have changed over time with a current emphasis on genuine school-parent collaboration where parents are seen as partners in their child's education. Such collaboration is especially crucial when the children have special needs, such as those on the autism spectrum. Autism spectrum disorders pose unique challenges to home-school relationships in part due to the child's communication and social impairments.

This study is part of a larger, ongoing study examining home-school relationships between parents and teachers of children with autism spectrum disorders. Participants were recruited from a local school district. Approximately 20 teachers and parents of children with an autism spectrum disorder completed a packet of questionnaires and a brief phone interview. Analyses were conducted to explore associations between reports of teacher-parent communication patterns, the child's classroom environment, and relationship quality. Specific questions of interest included: (a) are positive communication patterns related to perceptions of relationship quality?; (b) are specific teacher outreach behaviors related to parental perceptions of relationship quality?; and (c) are communication patterns and outreach behaviors related to perceptions of the classroom environment?