



# **The Power of Family-School Partnering (FSP): A Practical Guide for School Mental Health Professionals and Educators (School-Based Practice in Action)**

*By Cathy Lines, Gloria Miller, Amanda Arthur-Stanley*

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Ongoing, strategic Family-School Partnering (FSP) is an essential component of every educational community. FSP is a multi-dimensional process in which schools, families, and communities engage in shared actions to ensure a child's academic, social, and emotional success. With this text, the authors intend to offer a practical guide that demonstrates how this partnering can be strategically implemented in all levels of schooling. The main focus of the text is how to plan, implement, and evaluate FSP within existing school structures and resources. The authors begin with an overview of the foundational and organizational information necessary for successful FSP, including a review of ecological systems theory. FSP theories and strategies are presented at a universal, targeted, and intensive level, giving the school mental health professional insight into working with students and families who have differing needs. A school-based case example illustrates FSP in action and provides a practical roadmap for implementation.

Each chapter contains easily adaptable tools and a list of useful web links to resources which can be used in conjunction with the strategies presented and discussed by the authors. An accompanying CD will also contain all the handouts, forms, and other such resources presented throughout the text.

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### Review

*"This is a comprehensive, culturally sensitive and practical guide book for family-school partnering. It truly offers resources for readers to put ideas directly into action. It will be extremely helpful to school psychologists, counselors, teachers, social workers, and administrators. I strongly recommend this book to all who want to partner with families for students success in school."* - **Chieh Li, Department of Counseling and Applied Educational Psychology, Northeastern University, Massachusetts, USA**

*"The authors are to be commended for their invaluable guide to theoretically-sound and empirically-supported family-school partnering. This is an exceptional resource for school psychologists, counselors, and social workers to foster family-school partnering in elementary and secondary schools."* - **Sandra L. Christenson, University of Minnesota, USA**

*"This is an exceptionally well-written book that presents a comprehensive and practical approach to family-school partnerships. I wish that this book had been available to me as a student. It will be required reading for all my students."* - **Jon Lasser, Texas State University-San Marcos, USA**

*"In this highly significant and comprehensive resource, the authors offer a unique, cutting-edge approach to family-school partnerships within a tiered framework. I cannot imagine a more important book for school professionals concerned with promoting success for all students."* - **Susan Sheridan, University of Nebraska-Lincoln, USA**

*"The Power of Family-School Partnering provides school-based practitioners with a user-friendly handbook for developing and implementing a sustainable and effective Family-School Partnering (FSP) strategy. The book provides valuable strategies for a diverse range of readers including current and future practitioners...At its core, the book makes a powerful case for breaking down barriers between adults in the interest of student success and provides clear guidance for school-based staff interested in making effective family-school partnering a reality."* - **Beth Schueler, Harvard Family Research Project**

### About the Author

**Cathy Lines, PhD**, was formerly the Mental Health Coordinator for the Cherry Creek School District. Since retiring from this position, she has continued to be involved in state RtI professional development and has taught school psychology graduate classes in family-school partnerships.

**Gloria Miller, PhD**, is a professor in the Child, Family, and School Psychology Program at the University of Denver. Her expertise is in early childhood school psychology, and she has worked extensively with families in the field.

**Amanda Arthur Stanley, PhD**, currently works as a school psychologist in the Cherry Creek School

District at an elementary and on-site preschool. She is actively involved in serving special and general education students, leads her school's positive behavior support team, and teaches parenting classes to families of preschoolers.

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