

How to Use the Case Studies

Family Engagement Case Study Analysis

You will use the case studies in this packet to complete your Family Engagement Case Study Analysis.

Step 1

Read all of the case studies first. Then choose **one** case study to use for your paper.

You will write your entire paper based on your selected case.

Step 2

Use the information in your chosen case study to analyze the family, school, and community situation.

You are not expected to know everything about the family.

Base your analysis on the information provided in the case study and course concepts rather than guessing, diagnosing, or making assumptions.

Step 3

As you write your paper, connect the case study to ideas from the Gestwicki textbook and course readings.

Use these readings to help you explain

- Family social and cultural context
- Benefits and barriers to partnership
- Roles of families, teachers, schools, and communities
- Culturally responsive and ethical strategies

Step 4

Use professional, respectful language throughout your paper.

Focus on strengths as well as challenges.

Avoid blaming families, teachers, schools, or communities.

Important Reminders

Choose **one** case study only.

Do not combine multiple cases in one paper.

Do not add details that are not suggested by the case.

Your strategies should be realistic and appropriate for an early childhood setting.

Family Engagement Case Studies

Choose **one** of the following case studies for your paper.

Case Study Option 1

Sofia and the Martinez Family

Child and School Context

Sofia Martinez is a 4 year old child enrolled in a public pre kindergarten program in a diverse suburban community. She has attended the program since September. Her teacher describes her as gentle, observant, and creative. Sofia enjoys drawing, dramatic play, and working with a small group of peers. During large group activities, Sofia often appears hesitant to speak and waits for adult direction before beginning tasks.

Family Context

Sofia lives with her parents and two younger siblings. Spanish is the primary language spoken at home. Both parents work full time in service related jobs with nontraditional schedules. Communication from school is usually sent home in English through printed newsletters and email. Sofia's parents attend school events occasionally but have not participated in parent teacher conferences. When contacted by phone, they are polite but brief and often ask to reschedule meetings.

Current Situation

The teacher would like to speak with the family about Sofia's language development and classroom participation. The teacher wants to strengthen communication and build a trusting partnership with the family.

Case Study Option 2

Jayden and Family Stress

Child and School Context

Jayden is a 5 year old child enrolled in a Head Start program in an urban community. He is energetic, verbal, and curious. Jayden enjoys physical play and often takes on leadership roles during outdoor activities. His teacher has noticed that Jayden struggles with transitions and becomes frustrated when routines change.

Family Context

Jayden lives with his mother and grandmother. His mother recently returned to school while working part time. The family has experienced housing instability during the past year and has moved more than once. Jayden's grandmother is the primary caregiver during the week and usually brings him to school. School forms and permission slips are often returned late, and communication with the school has been inconsistent.

Current Situation

The program has requested a meeting to discuss Jayden's behavior and attendance. Jayden's mother feels overwhelmed and worries that the school views her negatively. The teacher wants to support Jayden and his family without increasing stress or placing blame.

Case Study Option 3

Aisha and Cultural Expectations

Child and School Context

Aisha is a 3 year old child enrolled in a private early childhood center. She follows classroom routines carefully and appears attentive during activities. Aisha rarely makes eye contact with adults and prefers to play alongside peers rather than engaging directly with them.

Family Context

Aisha's family recently immigrated to the United States. Her parents value respect for adults, listening quietly, and early academic preparation. They have shared concerns that play based learning may not adequately prepare Aisha for future school success. Communication with the teacher is polite but formal and usually limited to brief conversations at pick up time.

Current Situation

The teacher would like to support Aisha's social development through play and peer interaction. The teacher also wants to explain the value of play based learning while honoring the family's cultural values and expectations.

Case Study Option 4

Liam and Family Engagement

Child and School Context

Liam is a 4 year old child attending a community based preschool program. He is imaginative, talkative, and eager to share ideas. Liam sometimes struggles to follow classroom rules and becomes upset when redirected by adults.

Family Context

Liam lives with his father, who is a single parent. His father works long hours and relies on extended family for childcare support. He communicates with the school mostly through brief text messages and rarely attends school events. He has shared that school was a negative experience for him as a child.

Current Situation

The teacher wants to build a positive relationship with Liam's father to support consistent expectations between home and school. The teacher is concerned that traditional family engagement approaches may not be effective.

Case Study Option 5

Maya and Access to Resources

Child and School Context

Maya is a 5 year old child enrolled in a public kindergarten. She is friendly, academically capable, and eager to help others. Recently, her teacher has noticed that Maya appears tired and has difficulty concentrating during the school day.

Family Context

Maya lives with her mother and younger brother. The family has limited access to transportation and relies on community assistance programs for food support. Maya's mother communicates respectfully with the school but often apologizes for not being able to attend school events or volunteer.

Current Situation

The teacher wants to support Maya and her family through school and community partnerships while maintaining the family's dignity, privacy, and trust.