

# ENHANCING FAMILY-SCHOOL PARTNERSHIPS WITHIN MTSS

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# OVERVIEW



Benefits of Family Involvement



Discussion: What are you doing?



Current Practices to Engage Families in SWPBIS/MTSS

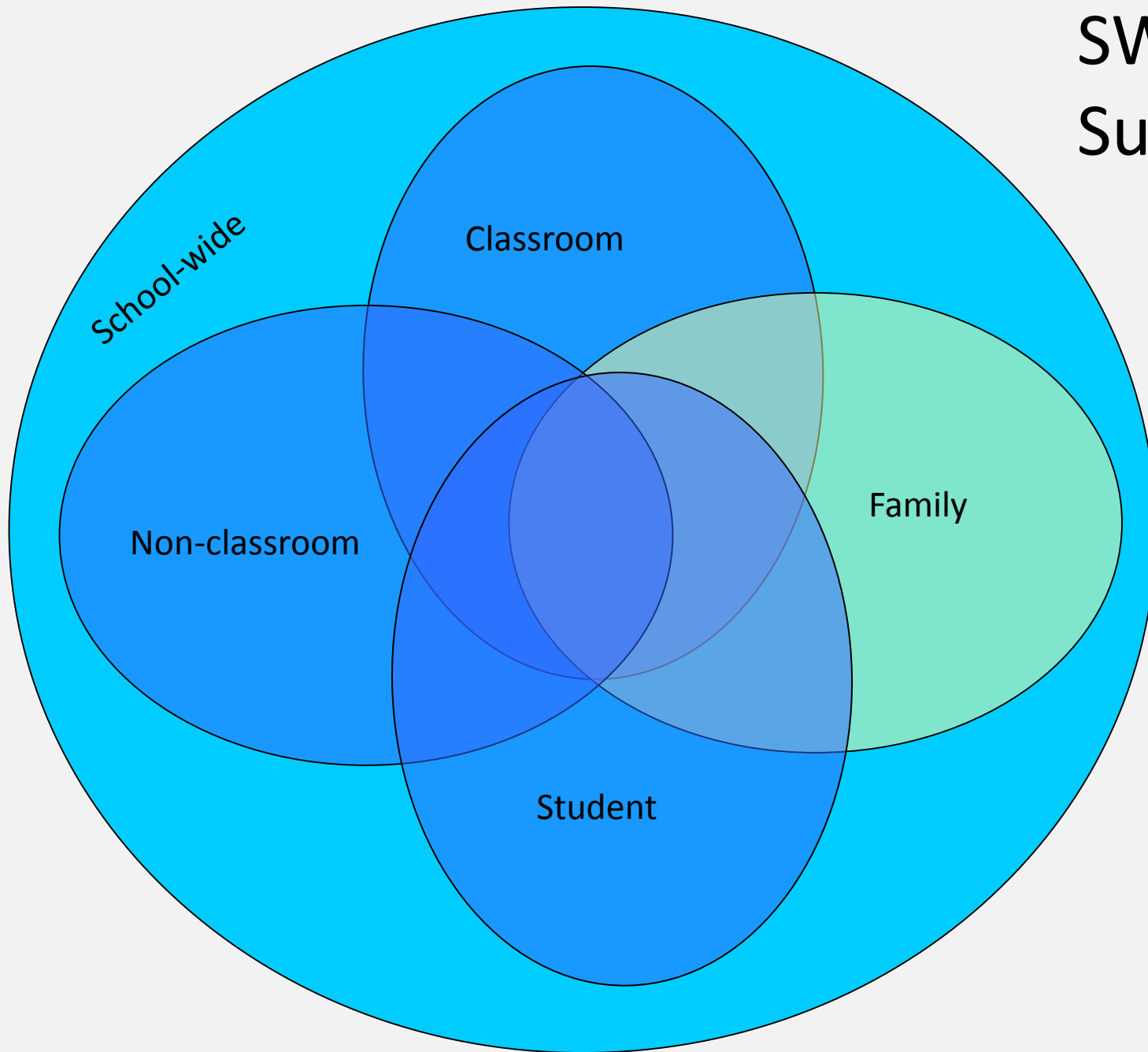


Best Practices to Engage Families in SWPBIS/MTSS



Action Plan: What will you do?

# SWPBIS Subsystems



# BENEFITS OF FAMILY INVOLVEMENT



## Academic

- ✓ Better school readiness, reading success, homework completion, academic outcomes.



## Behavioral

- ✓ Decreased rates of student suspensions and dropping out of school.



## Social Emotional

- Better social emotional adjustment, and decreased risk of student drug & alcohol use.



(Reinke, Smith, & Herman, 2019)

# WHAT ARE YOU DOING?



# ACTIVITY: WHAT ARE YOU DOING?

TIER	Hard copy	In-Person	Phone	Technology (apps, email, etc.)
Universal (school-wide)				
Secondary (Targeted/At-Risk)				
Tertiary (Individualized supports)				

# DISCUSSION: WHAT ARE YOU DOING?



What are your most effective **strategies** used?



What is **not being done** that would be most helpful?



What do you see as your **challenges** for family engagement?

# USING TECHNOLOGY TO PROMOTE FAMILY ENGAGEMENT

<i>Electronic Newsletters</i>	<b>Smore</b> — <a href="https://www.smore.com">smore.com</a>
<i>Scheduling Tools</i>	<b>SignUp</b> — <a href="https://www.signup.com">signup.com</a>
<i>Messenger Apps</i>	<b>Remind</b> — <a href="https://www.remind.com">remind.com</a>
<i>Digital Portfolios</i>	<b>Fresh Grade</b> — <a href="https://www.freshgrade.com">www.freshgrade.com</a>
	<b>Seesaw: The Learning Journal</b> — <a href="https://www.web.seesaw.me">web.seesaw.me</a>
<i>Websites, Apps &amp; Blogs</i>	<b>Weebly for Education</b> — <a href="https://www.education.weebly.com">education.weebly.com</a>
	<b>EduBlogs</b> — <a href="https://www.edublogs.org">edublogs.org</a>
	<b>ClassDojo</b> — <a href="https://www.classdojo.com">classdojo.com</a>
	<b>ClassTag</b> — <a href="https://www.classtag.com">classtag.com</a>



# CURRENT PRACTICES TO ENGAGE FAMILIES

## Assessing Family Engagement Practices in School-wide PBIS: ***What are Schools Doing?***

- Garbacz, S.A., McIntosh, K., & Eagle, J.W. (2014). *Family-school practices survey—school teams*. Unpublished scale.
- Garbacz, S.A., McIntosh, K., Eagle, J.W., Vatland, C., & Minch, D. (2017). Identifying and examining family engagement within schoolwide positive behavioral interventions and supports. *School Psychology Quarterly*.
- Garbacz, S.A., McIntosh, K., Vatland, C., Minch, D., & Eagle, J.W., (2018). Identifying and examining family engagement within schoolwide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*

# CURRENT PRACTICES TO ENGAGE FAMILIES

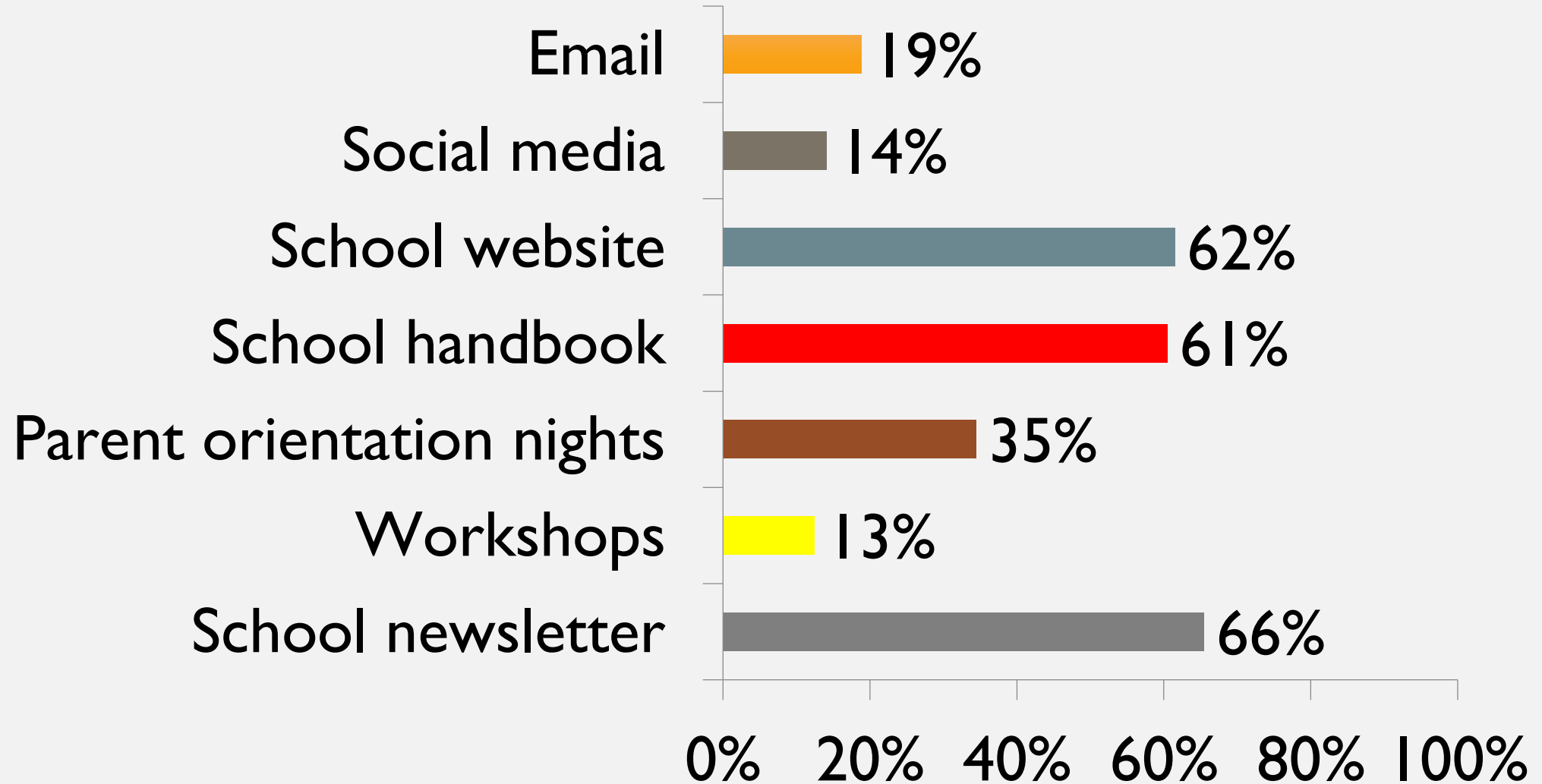
The survey was developed in relation to a model of family engagement in school-wide PBIS (Garbacz et al., 2016). Aspects of the survey related to the model include:

- (a) Information provided to families,
- (b) School to parent communication strategies,
- (c) Resources to support family engagement,
- (d) Specific PBIS practices at home and school,
- (e) Shared ownership of governance and decision making.

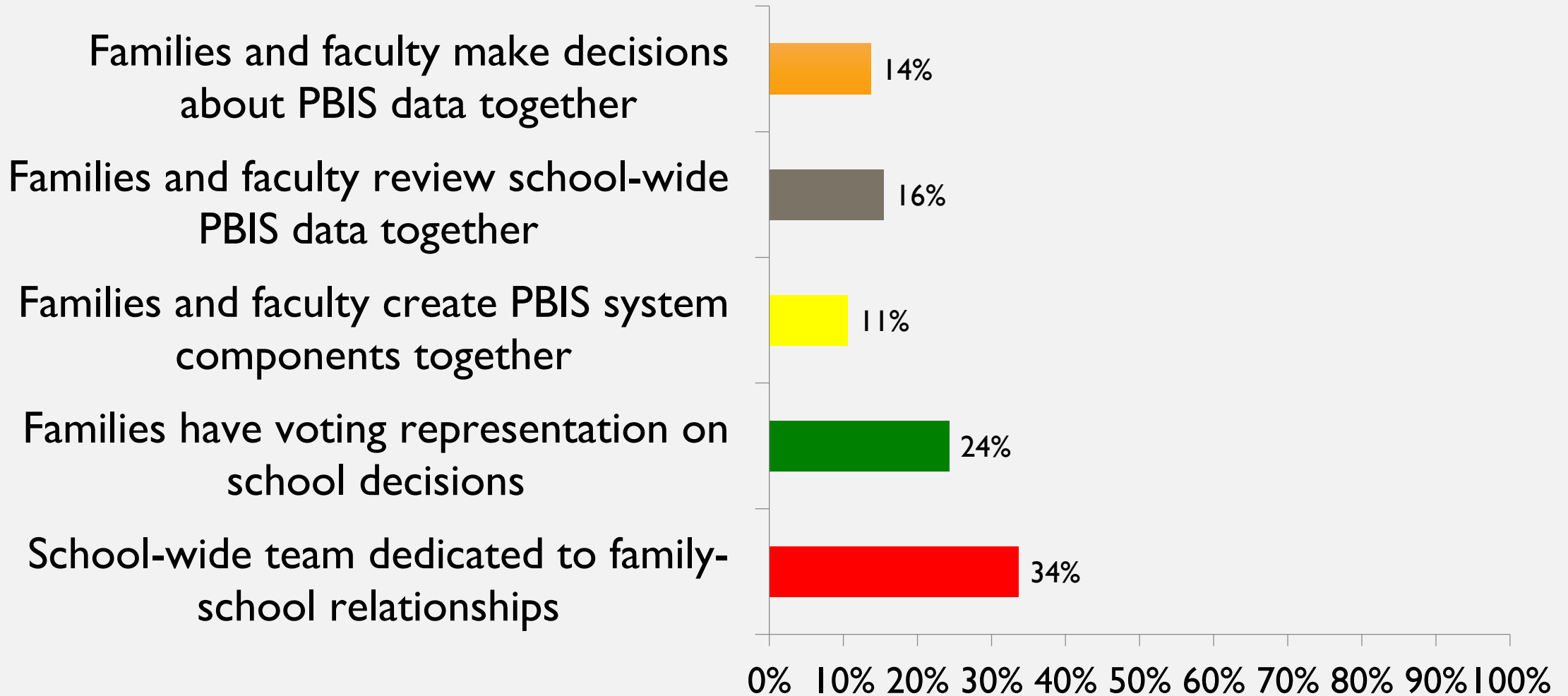
# CURRENT PRACTICES: THE FAMILY-SCHOOL PARTNERSHIP PRACTICES SURVEY

- The survey consists of over **60 items** related to a school's approach to engaging families in school-wide PBIS. A unique aspect of the survey is its focus upon content related to **specific observable actions schools use to work with families**, rather than subjective reports of the importance placed upon family-school relationships.
- The survey was distributed to educators and state educational officials in Colorado, Florida, and Illinois. Responses were received from **302 schools**.
- A **representative of the school's PBIS Leadership Team** completed the survey online via Qualtrics. Schools participating ranged from elementary and secondary levels.

# MECHANISM TO SHARE INFORMATION ABOUT TIER I SWPBIS SYSTEMS



# SCHOOL PRACTICES TO ENGAGE FAMILIES



# RESULTS

- These components were related to PBIS Fidelity:
  - ✓ **Communicating** with families
  - ✓ Providing **support to families** for helping children follow expectations at school



# RESULTS



- Overall, funding for family liaison was not related to PBIS implementation
- Presence of family liaison related to perceived comprehensiveness of Tier 1 supports
- Funding for family liaison was related to perceived comprehensiveness of Tier 2 supports

# DISCUSSION

- Schools are making efforts to promote family engagement in PBIS, but there is room for improvement in **frequency of communication** and method of effective practices.
- The majority of schools communicated with families about PBIS via a **school newsletter**, whereas less than half discussed PBIS, in person, at a family orientation night.
- The results are based from **self-reported** school practices with families and may not be representative of actual school practices.





# DISCUSSION



- Most communication is **one-directional** (school to home)
- Over  $\frac{1}{2}$  of school reported only presenting information about PBIS in **one language**
- Only 11% created PBIS components with **family representatives**

# BARRIERS TO BUILDING FAMILY-SCHOOL RELATIONSHIPS

- **Lack of school resources**

- ✓ Time
- ✓ Allocated position
- ✓ Lack of funding
- ✓ Lack of multilingual outreach capacity



- **Lack of family willingness to partner**

- ✓ Lack of parent participation
- ✓ Lack of parent interest or comfort being involved

# BEST PRACTICES TO ENGAGE FAMILIES IN SWPBIS/MTSS

1. Creating a clear role for family-school collaboration in PBIS
2. Reaching out to families proactively
3. Enhancing the school atmosphere
4. Emphasizing two-way communication
5. Providing guidance and support for family collaboration in PBIS

Source: Garbacz, S.A. & Weist, M. D. (2019)

[https://assets-global.website-files.com/5d3725188825e071f1670246/5d72a8871fb3966e5d8eee80\\_rdq%208%20brief%20-%20family-school%20collaboration.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5d72a8871fb3966e5d8eee80_rdq%208%20brief%20-%20family-school%20collaboration.pdf)

# MOST EFFECTIVE STRATEGIES USED?

- Facilitate home-school communication with families
  - ✓ Consistency
  - ✓ Frequency - Daily communication
  - ✓ Positive parent contacts
- Hold events and orientations
  - ✓ School orientation
  - ✓ Family nights / Parent workshops
  - ✓ After school events
- Build relationships and rapport with families
- Use recognition systems



# Example School Teaching Matrix

Behavioral Expectations	All Settings	Classrooms	Playground Recess / P.E.	Cafeteria	Restrooms
<b>Be Respectful</b>	Use appropriate voice  Share objects with others  Use kind words and actions	Listen to others  Raise you hand to speak	Follow rules of the game  Include others in your play	Use proper table manners  Eat your own food	Flush toilet after use  Use bathroom pass
<b>Be Responsible</b>	Be on time  Follow directions first time given  Keep area clean & litter free	Be prepared w/ necessary supplies  Complete classwork	Take care of equipment/facilities	Have lunch card ready  Be orderly in all lines	Use two squirts of soap to wash hands.  Throw paper towels in wastebasket.
<b>Be Safe</b>	Keep hands, feet, objects to self  Remain in designated areas	Remain at desk  Push in chairs	Use equipment properly	Walk at all times  Wash hands  Pout trash in	Use designated restroom  Walk

# Example Home Teaching Matrix

Behavioral Expectations	All Activities	Homework	Dinner	Bedtime	Ready for School
<b>Be Respectful</b>	Use kind words and actions Share with others Use quiet voice Ask politely	Follow directions to complete work	Chew with mouth closed Eat what you are given	Go to bed when asked Say goodnight	Wake up when asked Say good morning
<b>Be Responsible</b>	Follow directions first time given Be on time	Bring assignment folder home Put completed work in backpack	Use good table manners Eat all of your food	Bathe Put on pajamas Brush teeth	Eat breakfast Brush teeth Get dressed
<b>Be Safe</b>	Keep hands, feet, objects to self Only use appropriate items in house Walk in house Keep feet on floor	Use materials appropriately Put materials away	Use utensils properly Keep chair on floor	Put toys and clothes away Stay in bed	Remain seated on bus Walk to class

# REMEMBER THE KEY ASPECTS OF PBIS

- How do we change **student** behavior?
- How do we change **parent** behavior?
- What is the commonality?
  - ❖ Change Staff Behavior



# HOW DO WE CHANGE STAFF BEHAVIOR?

Same as students:

- I. Teach/Model
- II. Provide Opportunities for Response
- III. Give Corrective Feedback
- IV. Reinforce
- V. Evaluate





# EXAMPLES OF HOW TO INVOLVE FAMILIES ACROSS ALL THREE TIERS

## **Tertiary**

Conjoint Behavioral Consultation (CBC; Sheridan & Kratochwill, 1996)  
Team-Initiated Problem Solving (TIPS; Todd et al., 2011)  
Wraparound Services (Eber, Sugai, Smith, & Scott, 2002)  
Community Schools (Sailor, 1996)

## **Secondary**

CICO/ Behavior Education Program / BEP-Home (Crone, Horner & Hawken, 2004; Eagle, 2009)  
Cross-Setting Social Skills Instruction (Sheridan, 1995; McGinnis & Goldstein, 2001)  
Home-School Notes (Galloway & Sheridan, 1994) Academic Progress Monitoring Data  
Check and Connect (Christenson et al., 2008)  
Parent Tutoring (Duvall, Delquadri, Elliot, & Hall, 1992; Hook & DuPaul, 1999)  
Parent Management Training (PMT; Kazdin, 2005)  
Incredible Years BASIC/ADVANCED/SCHOOL Programs (Webster-Stratton, 2009)

## **Universal**

Newsletters /Home Matrix/Acknowledgments  
Parent Teacher Conferences/Grades/Statewide Assessments/Universal Screening Assessments  
Incredible Years Self-Administered Program (Webster-Stratton, 2008)  
Systematic Training for Effective Parenting (STEP: Dinkmeyer, McKay, & Dinkmeyer, 1997)  
AWARE Parenting Program (Solter, 1989)  
Positive Discipline Program (Nelson, 2006)  
Parent Institute for Quality Education ([www.piqe.com](http://www.piqe.com))

# TIER I FAMILY PARTNERSHIP STRATEGIES TO PROMOTE ACADEMIC ACHIEVEMENT

## “Learning At Home” (Epstein et al., 2009)

- **Language and Literacy**

- Dialogic Reading (Whitehurst et al., 1994)
- Phonological Awareness Training (WWC, 2007)
- HELPS Reading Fluency Program (Begeny, 2009)

- **Mathematics**

- Support Number Sense with Counting Boardgames (Siegler, 2009)
- Support Math Fluency with Incremental Rehearsal Interventions (Burns, 2005)



# TIER I FAMILY PARTNERSHIP STRATEGIES TO PROMOTE ACADEMIC ACHIEVEMENT

## “Learning At Home” (Epstein et al., 2009)

- **Homework and Planning/Organization**

- Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework (Epstein, 2009).

- Homework, Organization and Planning Skills (HOPS): A Parent’s Guide (Langberg, 2014)

- Students (not parents) should complete homework. Strong association between parent *expectations* and student academic outcomes (Hill & Tyson, 2009; Loughlin-Presnal & Bierman, 2017).



# DOES TRAUMA OR EQUITY PLAY A ROLE IN FAMILY ENGAGEMENT?

- Do you think families who don't feel **valued**, or **respected** are open, willing and available to communication with the school?
- Do you think a child or family who has **experienced trauma** feels compassion or understanding to want to engage within the school?
- Do you think a family who **feels their child is being targeted** with frequent disciplinary actions feels safe to engage with the school.
- Do you think a family who has only had **negative communication** with the school feels like a partner?

# WHAT IS TRAUMA?

- Extreme or chronic stress that overwhelms a person's ability to cope & results in feeling vulnerable, helpless & afraid.



- Can result from one event or a series of events
- Event(s) may be witnessed or experienced directly
- Experience is subjective
- Often interferes with relationships; self-regulation; fundamental beliefs about oneself, others, & one's place in the world

# THE NEEDED PERSPECTIVE SHIFT

- If you understand where your families come from, you can have an Informed view vs an Uninformed view
  - What's wrong
  - What happened and how can we help
- Schools that are trauma informed and sensitive to adverse child experiences (ACE)
  - Recognize the prevalence & impact of traumatic occurrence in families/students lives, &
  - Create a flexible framework that is sensitive to families' unique needs & are mindful of avoiding re-traumatization

# WITH THE “**PERSPECTIVE SHIFT**” YOU GET

## **Uninformed View**

- Anger management problem
- May have ADHD
- Uncontrollable
- Non-responsive

## **Uninformed Response**

- Families are not interested

## **Informed View**

- Seeking to get needs met
- Difficulty regulating emotions
- Lacking necessary skills
- Trauma response was triggered

## **Informed Response**

- Need to provide support to learn new skills and increase interest

# ADVERSE CHILD EXPERIENCES (ACEs)

1. Parents divorcing or separating
2. Living with a parent who is depressed or suffers mental illness
3. Living with a parent who is an addict ( alcohol, drugs, or otherwise)
4. Witnessing your mother being abused or mistreated
5. Verbal abuse / emotional abuse and humiliation
6. Emotional neglect
7. Physical neglect
8. Physical abuse
9. Sexual abuse
10. A family member going to jail

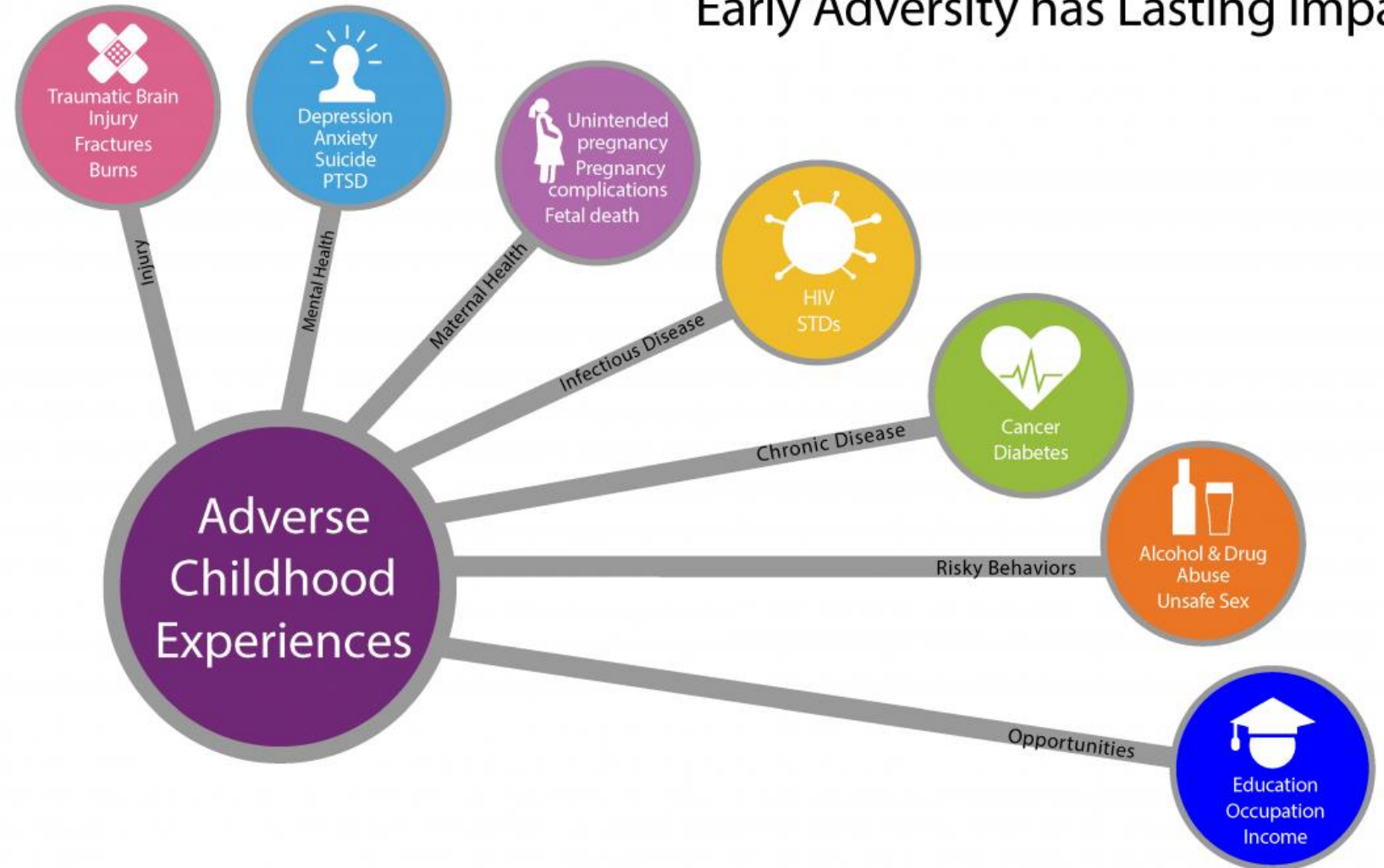
Source: Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998).



# ADVERSE CHILDHOOD EXPERIENCES HAVE BEEN LINKED TO

- Risky health behaviors
- Chronic health conditions,
- Low life potential, and
- Early death.

Source: CDC, (2019)



# NOW WHEN WE THINK ABOUT EQUITY...

How does this affect families:

- Family engagement
- Family involvement
- Family perspective, and
- Families influence on student outcomes



\*Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential and outcomes.

## DYNAMICS THAT CONTRIBUTE TO RACIAL DISPROPORTIONALITY

1. Poverty
2. Lack of trust
3. Negative perceptions of clients' behaviors
4. Inability to relate to clients
5. Raising/differing expectations for families of color
6. Holding onto the past
7. Lack of family engagement

Source: K.M. Miller et al. (2012)

# FAMILIES & EQUITY



- Families want to be considered equal partners
- Things done **WITH THEM**, not ‘to them’ or ‘for them’
- Bring awareness to Implicit and Explicit bias
- Self awareness and self reflection
- Identifying Vulnerable Decision Points and creating Neutralizing Routines
- Reduce and eliminate racial disparities in discipline, student outcomes and opportunities

\*the challenge... is more subtle and complex: People who believe in equality but who act in ways that perpetuate bias and inequality (Nicholas Kristof, The New York Times)

## 5-POINT INTERVENTION APPROACH (MCINTOSH, K., 2018)

1. Use engaging **academic instruction** to reduce the opportunity (achievement) gap
2. Implement a **behavior framework** that is preventive, multi-tiered, and culturally responsive
3. Collect, use, and report **disaggregated** discipline data
4. Develop **policies** with accountability for disciplinary equity
5. Teach strategies to **neutralize implicit bias**

# ACTION PLAN

- What are we doing well?
  - ❖ Reinforce! Sustain.
- What areas need further development?
- How can we address those areas?
- Who will lead the way?



# **Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)**

Concepts and Strategies for Families  
and Schools in Key Contexts



edited by  
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**Kathleen Lynne Lane**  
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<https://www.pbis.org/resource/family-school-collaboration-in-positive-behavioral-interventions-and-supports-creating-a-school-atmosphere-to-promote-collaboration>

# THANK YOU

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