ENHANCING FAMILY-SCHOOL PARTNERSHIPS WITHIN MTSS

New England Positive Behavior Support Forum
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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?
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?
<table>
<thead>
<tr>
<th>TIER</th>
<th>Hard copy</th>
<th>In-Person</th>
<th>Phone</th>
<th>Technology (apps, email, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal (school-wide)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Secondary (Targeted/At-Risk)</td>
<td></td>
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<tr>
<td>Tertiary (Individualized supports)</td>
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</table>
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?
<table>
<thead>
<tr>
<th><strong>Using Technology to Promote Family Engagement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Electronic Newsletters</strong></td>
</tr>
<tr>
<td><strong>Scheduling Tools</strong></td>
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<tr>
<td><strong>Messenger Apps</strong></td>
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<tr>
<td><strong>Digital Portfolios</strong></td>
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<td></td>
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<tr>
<td><strong>Websites, Apps &amp; Blogs</strong></td>
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CURRENT PRACTICES TO ENGAGE FAMILIES

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


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.
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 1 SWPBIS SYSTEMS

- School newsletter: 66%
- Workshops: 62%
- Parent orientation nights: 61%
- School handbook: 35%
- School website: 19%
- Social media: 14%
- Email: 0%
- Workshops: 13%
- School newsletter: 20%
SCHOOL PRACTICES TO ENGAGE FAMILIES

- School-wide team dedicated to family-school relationships: 34%
- Families have voting representation on school decisions: 24%
- Families and faculty create PBIS system components together: 11%
- Families and faculty review school-wide PBIS data together: 16%
- Families and faculty make decisions about PBIS data together: 14%
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 ½ 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
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
<table>
<thead>
<tr>
<th>Behavioral Expectations</th>
<th>All Settings</th>
<th>Classrooms</th>
<th>Playground Recess / P.E.</th>
<th>Cafeteria</th>
<th>Restrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Use appropriate voice</td>
<td>Listen to others</td>
<td>Follow rules of the game</td>
<td>Use proper table manners</td>
<td>Flush toilet after use</td>
</tr>
<tr>
<td></td>
<td>Share objects with others</td>
<td>Raise you hand to speak</td>
<td>Include others in your play</td>
<td>Eat your own food</td>
<td>Use bathroom pass</td>
</tr>
<tr>
<td></td>
<td>Use kind words and actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>Be on time</td>
<td>Be prepared with necessary supplies</td>
<td>Take care of equipment/facilities</td>
<td>Have lunch card ready</td>
<td>Use two squirts of soap to wash hands.</td>
</tr>
<tr>
<td></td>
<td>Follow directions first time given</td>
<td>Complete classwork</td>
<td></td>
<td>Be orderly in all lines</td>
<td>Throw paper towels in wastebasket.</td>
</tr>
<tr>
<td></td>
<td>Keep area clean &amp; litter free</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td>Keep hands, feet, objects to self</td>
<td>Remain at desk</td>
<td>Use equipment properly</td>
<td>Walk at all times</td>
<td>Use designated restroom</td>
</tr>
<tr>
<td></td>
<td>Remain in designated areas</td>
<td>Push in chairs</td>
<td></td>
<td>Wash hands</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pout trash in</td>
<td>Walk</td>
</tr>
</tbody>
</table>
## Example Home Teaching Matrix

<table>
<thead>
<tr>
<th>Behavioral Expectations</th>
<th>All Activities</th>
<th>Homework</th>
<th>Dinner</th>
<th>Bedtime</th>
<th>Ready for School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Use kind words and actions</td>
<td>Follow directions to complete work</td>
<td>Chew with mouth closed</td>
<td>Go to bed when asked</td>
<td>Wake up when asked</td>
</tr>
<tr>
<td></td>
<td>Share with others</td>
<td>Eat what you are given</td>
<td>Say goodnight</td>
<td>Say good morning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use quiet voice</td>
<td>Ask politely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask politely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td>Follow directions first time given</td>
<td>Bring assignment folder home</td>
<td>Use good table manners</td>
<td>Bathe</td>
<td>Eat breakfast</td>
</tr>
<tr>
<td></td>
<td>Be on time</td>
<td>Put completed work in backpack</td>
<td>Eat all of your food</td>
<td>Put on pajamas</td>
<td>Brush teeth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use materials appropriately</td>
<td>Use utensils properly</td>
<td>Brush teeth</td>
<td>Get dressed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Put materials away</td>
<td>Keep chair on floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td>Keep hands, feet, objects to self</td>
<td>Use materials appropriately</td>
<td>Use utensils properly</td>
<td>Put toys and clothes away</td>
<td>Remain seated on bus</td>
</tr>
<tr>
<td></td>
<td>Only use appropriate items in house</td>
<td>Put materials away</td>
<td>Keep chair on floor</td>
<td>Stay in bed</td>
<td>Walk to class</td>
</tr>
<tr>
<td></td>
<td>Walk in house</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keep feet on floor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)
TIER 1 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)
“Learning At Home” (Epstein et al., 2009)

- Homework and Planning/Organization
  - Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework (Epstein, 2009).
  - 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 experiences 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

**Uniformed View**
- Anger management problem
- May have ADHD
- Uncontrollable
- Non-responsive

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

**Uninformed Response**
- Families are not interested

**Informed Response**
- Need to provide support to learn new skills and increase interest

Adapted from Daniel & Zaring (2012)
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

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

http://www.pbis.org/school/equity-pbis
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

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THANK YOU

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