Engaging Families in School-Based Efforts to Provide Tier 1 Structure and Support

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School Psychology Program
• School to home communication is a critical variable to promote positive student outcomes

• Think about family needs within a multi-tiered framework when planning communication

• Use your PBIS systems and data to ensure implementation of family engagement related to SEL practices
What are family-school partnerships?

“child-centered connections between individuals in the home and school settings who share responsibility for supporting the growth and development of children”

Clarke, Sheridan, & Woods (2010), p. 61
What do we know about Family-School Partnerships?

- Family involvement in school is related to improved student outcomes (Cox, 2005; El Nokali et al., 2010; Jeynes, 2003; 2005; 2007; 2012, Sheridan et al., 2019)

- Partnership is influenced by both school and family variables (Hoover-Dempsey et al., 2005) and involvement can occur in home and school settings (Epstein, 1995; 2002; Christenson & Sheridan, 2001)

- Some approaches “work” more than others (Sheridan et al., 2019, Smith et al., in press)
  - Communication (especially school to home and bidirectional), parent-teacher relationships, and behavioral supports
## Consideration of Structural and Relational Components

<table>
<thead>
<tr>
<th>Structural Components</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Involvement</td>
<td>Monitoring of completion; direct aid</td>
</tr>
<tr>
<td>School-based involvement</td>
<td>Volunteering; Involvement in PTA/PTO</td>
</tr>
<tr>
<td>Home-based involvement</td>
<td>Reading together; talking about school</td>
</tr>
<tr>
<td>Behavioral Support</td>
<td>Delivery of reinforcement; modeling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relational Components</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-site communication</td>
<td>Contact from home to school <em>or</em> school to home; newsletters; websites</td>
</tr>
<tr>
<td>Bi-directional communication</td>
<td>Contact from home to school <em>and</em> school to home; home-school notes</td>
</tr>
<tr>
<td>Parent-teacher relationship</td>
<td>Trust building; creating joint perspectives</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Planning; problem solving</td>
</tr>
</tbody>
</table>

Smith, Sheridan, et al., in press
• What are the ways in which you currently engage families? Structural examples? Relational examples?
Benefits of Family Partnership

**Students**
- Higher grade, test scores, and graduation rates
- Improved attendance
- Improved motivation/self-image
- Less discipline problems
- Positive feelings about parents’ involvement

**Parents**
- Positive attitudes towards school
- More self-confident
- Improved parent-child relationships
- Increased contact with school
- Develop effective parenting skills
- Community involvement

**Teachers/Schools**
- More proficient teachers (more time instructing)
- More student oriented activities
- Increased job satisfaction
- Implement more effective school programs (better performance overall)
- Efficient use of time and other resources

(Eagle & Dowd-Eagle, 2009)
What’s missing?

- Partnership strategies within Multi-Tiered Systems of Support (MTSS)
  - Different strategies for all, some, and few students, families, and educators

- Understanding why parents engage – and fail to engage, and adopting practices that support full participation

- Connecting specific and simple partnership strategies to improved student outcomes
Model for Prevention

PBIS
(Structure)

SEL
(Support)

Positive School Climate

(Bear, Whitcomb, Elias & Blank, 2015)
Critical Features of Systems Work

- Supporting Culturally Equitable Social Competence & Academic Achievement
- Supporting Culturally Relevant Evidence-based Interventions
- Supporting Culturally Valid Decision Making
- Supporting Culturally Knowledgeable Staff Behavior

(outcomes, systems, data, practices)

(Vincent, Randal, Cartledge, Tobin, & Swain-Bradway, 2011; Sugai, O'Keefe, & Fallon, 2012)
The CASEL Competencies
Family/School Partnership
Data, Systems & Practices

• Organized by 3 tiers; for all, some and few
• Differentiated based on ‘response to intervention’

“This (3-tiered) organization, when based on quality relationships, is a means to being responsive both to the child/family system and to the school/schooling system.” (Christenson et al., 2008)
Multi-Tiered System of Support for Family/School Partnerships

Tier 1: Universal Supports for All Students & Families

~80% of Students

Tier 2: Targeted Supports for Some Students & Families

~15%

Tier 3: Highly Individualized Supports for a Few Students & Families

~5%

Adapted from OSEP National PBIS Center
<table>
<thead>
<tr>
<th>Barriers</th>
<th>Strategies</th>
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<tbody>
<tr>
<td><strong>Logistics</strong></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Vary times and locations</td>
</tr>
<tr>
<td>Money &amp; resources</td>
<td>Travel buddy system</td>
</tr>
<tr>
<td>Transportation</td>
<td>Alternative meeting formats</td>
</tr>
<tr>
<td>Childcare</td>
<td>Proactively allocate resources</td>
</tr>
<tr>
<td><strong>Staff Skills &amp; Attitudes</strong></td>
<td></td>
</tr>
<tr>
<td>Untrained to work with</td>
<td>Buy-in from strong leadership</td>
</tr>
<tr>
<td>families</td>
<td>Clear partnering vision integrated into organizational structures</td>
</tr>
<tr>
<td>Tendency to blame parents</td>
<td>Staff PD on partnering strategies</td>
</tr>
<tr>
<td>Low admin support</td>
<td></td>
</tr>
<tr>
<td><strong>Parent Perceptions</strong></td>
<td></td>
</tr>
<tr>
<td>Cultural differences</td>
<td>Inclusive welcoming school climate</td>
</tr>
<tr>
<td>Feel unwelcome at school</td>
<td>Create opportunities for parent input</td>
</tr>
<tr>
<td>Prior negative school</td>
<td>Communicate shared goals &amp; responsibilities</td>
</tr>
<tr>
<td>experiences</td>
<td>Community mental health awareness programming</td>
</tr>
<tr>
<td>Mental health stigma</td>
<td></td>
</tr>
</tbody>
</table>
Evaluating Our Expectations for Participation

- Low Demand, High Reinforcement
- High Demand, High Reinforcement
- Low Demand, Low Reinforcement
- High Demand, Low Reinforcement
**Multi-Tiered System of Support for Family/School Partnerships**

- **Tier 1:** Universal Supports for All Students & Families (~80% of Students)
- **Tier 2:** Targeted Supports for Some Students & Families (~15%)
- **Tier 3:** Highly Individualized Supports for a Few Students & Families (~5%)

Adapted from OSEP National PBIS Center
Using Systems and Data to Facilitate Structure and Support
Using Data
To strategically inform practice

• To access family feedback on school practices
  – Climate surveys
  – Family feedback surveys

• To inform school communication efforts
  – Communication Log
  – Informal Indicators (e.g. library books, permission slips)
Using Systems
To proactively think about when, where, and how

• Plan a calendar that builds on naturally occurring opportunities to interact with families
  – Family nights
  – Conferences
  – Pick up/Drop off
  – Homework Folders
  – Community Events

• Assessing/planning family engagement practices during PBIS/Tier 1 meeting times
Family Night
Examples

• PBIS/Responsive Classroom powerpoint or table with resources
• Teacher classroom presentations about expectations and emotion regulation strategies
  – Cooling corner
  – Mindfulness chime
  – Language
Conferences

- Share student specific strengths and gaps
- Assess family goals and preferences related to social and emotional behavior
- Refer back to classroom strategies
- Teach self-awareness through student-led conferences
Pick Up/Drop Off

- Active modeling of key language
- Quote of the day for caregivers
- Train bus drivers in key language
- Teach parking lot expectations
Homework Folders

• Schoolwide messages

• Classroom messages
Please have a conversation with your child about PAWS. Consider using the following questions to help you start:

- What does PAWS stand for?
- How can you show PAWS behavior at home? In school?
- Why is it important to follow PAWS?
- What do you already do that is PAWS behavior?
- How do you feel when you follow PAWS behavior?
- When was the last time you showed PAWS behavior?

Thank you. We are appreciative of your support and the positive effect it will have on your children in this learning environment. We would love to hear from you about how these conversations go!
<table>
<thead>
<tr>
<th>School-wide Rules/Expectations</th>
<th>Typical Settings/ Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arrival</td>
</tr>
</tbody>
</table>
| **Practice**                  | -Be on time  
|                               | -Come to school clean, rested, and ready to learn  
|                               | -Be aware of personal space  
|                               | -Walk in a single-file line | -Be aware of personal space | -Follow bus rules  
|                               |                                                   |                                                   | -Keep hands and feet to self |
| **Always be Safe**            | -Walk down hallways  
|                               | -Walk off bus  
|                               | -Stay on sidewalks  
|                               | -Stay out of puddles  
|                               | -Stay off of snow and ice | -Walk down hallways  
|                               |                                                   |                                                   | -Walk out of the building |
|                               |                                                   |                                                   | -Pay attention  
|                               |                                                   |                                                   | -Report injuries to an adult |
|                               |                                                   |                                                   | -Stay seated  
|                               |                                                   |                                                   | -Keep hands and feet inside the bus |
| **Willing to Learn**          | -Listen/pay attention  
|                               | -Arrive at class as quickly as possible | -Return to class as quickly as possible | -Listen to directions on bus |
|                               |                                                   |                                                   | -Do your homework  
|                               |                                                   |                                                   | -Listen to adult directions |
| **Show Respect**              | -Share/take turns  
|                               | -Borrow with permission  
|                               | -Use appropriate voice volume | -Clean up after yourself  
|                               |                                                   |                                                   | -Be aware of privacy  
|                               |                                                   |                                                   | -Use a whisper voice |
|                               |                                                   |                                                   | -Practice good citizenship |
|                               |                                                   |                                                   | -Use a quiet voice |
|                               |                                                   |                                                   | -Use good table manners |
|                               |                                                   |                                                   | -Say hello and goodbye |
|                               |                                                   |                                                   | -Use walking feet indoors |
What is School-wide PBIS?

PBIS is a framework for creating consistent school-wide behavioral expectations for all ECC students and staff and for teaching, modeling, and reinforcing positive behaviors to ensure safe and productive learning environment.

PBIS includes school-wide procedures and processes intended for all students (and all staff) in all school settings.

Staff at ECC use prevention strategies to set all students up for success by positively reinforcing students for following behavioral expectations.

You have likely seen examples of behavioral expectations posted throughout the school and you will hear ECC staff reminding students of behavioral expectations throughout the year.

PBIS creates opportunities for ECC students, staff, and parents to celebrate success!

What Can You Do at Home?

Develop specific rules for home and community for Way to Bee at ECC (safe, ready, and kind) to ensure consistency of behavioral expectations across school, home, and community settings.

Ask your child to give you examples of how they have been practicing being safe, ready, and kind in school each day.

Provide clear directions to encourage pro-social behaviors (for example, “We hold hands in the parking lot”).

Catch your child being good as often as you can and be specific in your praise (for example, “Nice walking feet!”, “Thank you for using friendly words!” or “Great job waiting for your turn!”).

Keep in touch with your child’s teacher to discuss what is going well and what might need improvement.

Encourage your child to use polite language (saying “thank you,” “please,” and “excuse me”).

Positive Behavior Supports

Way to Bee at ECC!

Information for Families on WAY TO BEE AT ECC!!!
# P.S. 175 – PBIS

## Parent Expectation Matrix

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Uniforms</th>
<th>Arrival</th>
<th>Dismissal</th>
<th>Homework</th>
<th>Parent Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsibility</strong>&lt;br&gt;I can be trusted to do what is right and expected of me</td>
<td>I can: Ensure my child will be in the appropriate P.S. 175 Uniform every day&lt;br&gt;• Make certain my child is at school prior to the start of the day at 8 a.m.&lt;br&gt;• Make certain my child signs in if he or she arrives late</td>
<td>I can: Make certain my child has completed their homework each evening&lt;br&gt;• Be at the designated areas to pick up my child at 2:20 p.m. unless enrolled in an after-school program</td>
<td>I can: Make certain my child has completed his or her homework for the evening&lt;br&gt;• Enter and leave the dismissal area as quickly as possible</td>
<td>I can: Be an active partner in my child’s education&lt;br&gt;• Reach out to the Parent Coordinator on ways to be involved and help our school</td>
<td></td>
</tr>
<tr>
<td><strong>On Task</strong>&lt;br&gt;I can be trusted to use my time wisely and finish what is asked of me</td>
<td>I can: Make sure that my child is wearing all parts of his or her uniform correctly&lt;br&gt;• Follow school policies to have my child enter the building independently&lt;br&gt;• Not block the entrance as students arrive</td>
<td>I can: Follow school policies to have my child enter the building independently&lt;br&gt;• Not block the entrance as students arrive</td>
<td>I can: Make certain my child has his or her homework for the evening&lt;br&gt;• Enter and leave the dismissal area as quickly as possible</td>
<td>I can: Check my child’s homework every evening and provide assistance as needed&lt;br&gt;• Make certain my child is returning his or her homework</td>
<td>I can: Contact my child’s teachers at the appropriate Parent Engagement Time&lt;br&gt;• Have positive interactions with the school and all staff members</td>
</tr>
<tr>
<td><strong>Attitude</strong>&lt;br&gt;I can be trusted to think in a positive way about my school community</td>
<td>I can: Make certain my child’s uniform is clean every day&lt;br&gt;• Reminding my child to remove outerwear when in the classroom</td>
<td>I can: Be polite and courteous to all individuals I encounter at the start of the school day</td>
<td>I can: Greet my child with respect and interest for the learning that has occurred</td>
<td>I can: Be involved in my child’s learning&lt;br&gt;• Read with my child every evening</td>
<td>I can: Be proud and support the efforts and initiatives of our school&lt;br&gt;• Speak in a positive way about P.S. 175 and help my child understand excellence is expected</td>
</tr>
<tr>
<td><strong>Respect</strong>&lt;br&gt;I can be trusted to treat everybody with value and use good manners</td>
<td>I can: Be proud that my child attends P.S. 175 and convey the dignity the uniform represents</td>
<td>I can: Understand the school staff is focused on the start of the school day and wait until parent engagement time to reach out to teachers</td>
<td>I can: Treat and talk with all individuals I encounter with respect&lt;br&gt;• Make certain I am not late in picking up my child</td>
<td>I can: Respect that homework helps reinforce the academic concepts learned in school&lt;br&gt;• Be proud of my child’s academic progress</td>
<td>I can: Understand that P.S. 175 is a place of learning and use appropriate good manners when dealing with all individuals I encounter at school</td>
</tr>
</tbody>
</table>

Hello PARENT,

STUDENT did a great job demonstrating Way to BEE at ECC today! He/she showed ___________ (behavioral expectation), one of the ECC’s expectations, in ___________ (setting). STUDENT ____________________________ (positive statement of behavior), which ____________________ (impact on community). Behaviors like this are what make our community great! I just wanted you to know about some of the great things STUDENT is doing at school!

All the best,
TEACHER’S NAME

Template 2

Hello PARENT,

I wanted to reach out to you to share some wonderful news about your daughter/son/child! ___________ STUDENT has/was/demonstrated ___________ (positive praise statement). This ___________ ACTION shows that he/she knows Way to BEE at ECC, specifically ___________ (one or more behavioral expectations), which has had such a positive impact on/for ___________ (class/peer/individual) because ___________. This was such a wonderful thing to see in your child and something, we at the ECC love seeing in our students. Thank you for raising such a kind/considerate/model child!

All the best,
TEACHER’S NAME
Strong Start Bulletin

Dear Family,

This week, our Strong Start lesson focused on teaching students helpful ways of handling worries. We discussed how our bodies feel when we are worried, and we also listed synonyms for the word worry. Throughout the lesson, Henry helped us understand strategies for letting go of our worries. He taught us to use Positive Thinking and the Stop, Count, In, Out strategy (outlined below) to make us feel better.

The Stop, Count, In, Out Strategy

<table>
<thead>
<tr>
<th>STOP</th>
<th>When you feel stuck with a worry, stop what you are doing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUNT</td>
<td>Count to 10.</td>
</tr>
<tr>
<td>IN</td>
<td>Take a deep breath in.</td>
</tr>
<tr>
<td>OUT</td>
<td>Breathe out.</td>
</tr>
</tbody>
</table>

To better understand our worries, we read

Following are great examples of relevant stories that you may want to read at home:

- *Even if I Did Something Awful* by Barbara Shook Hazen
- *Wemberly Worried* by Kevin Henkes
- *Owl Babies* by Martin Waddell
- *The Good-Bye Book* by Judith Viorst

When your child becomes worried at home, encourage him or her to let go by using the strategies above and taking time to
1. Name his or her worry.
2. Talk about it.
3. Understand that it is not necessarily the worst problem and can likely be fixed.
4. Think about a time when something like this happened before and turned out okay.

All children worry sometimes, and helping them to understand their worries is important. Thanks for your support in this endeavor!
EXPLORING EMOTIONS APP

The Zones of Regulation: Exploring Emotions App is available now on your devices’ app store. Enjoy the latest educational tool to reinforce The Zones of Regulation framework.

MOOD METER APP

Build emotional intelligence that lasts a lifetime

Build greater self-awareness to make more informed decisions
Increase your emotion vocabulary to communicate more accurately
Learn effective emotion regulation strategies to manage stress
Track your emotions over time to notice patterns at home and work

Developed by Researchers at the Yale Center for Emotional Intelligence www.el.yale.edu
Learn more about the App www.moodmeterapp.com
Community Opportunities

• Library displays sharing children’s literature with SEL themes

• Tshirts with SEL cues

• Community acknowledgement systems
Turn and Talk

• Other examples for engaging families in your PBIS/SEL efforts?
ENGAGING FAMILIES IN TIER 2

METHODS OF FAMILY INVOLVEMENT

- DAILY SIGNATURES/NOTES
- SURVEYS, RATINGS, ASSESSMENTS
- FEEDBACK, PERCEPTIONS, INPUT
- TIER 2 TEAM INVOLVEMENT
- FAMILY MEETINGS/INTERVIEWS
- HOME COMPONENT (Praise/reinforcer/activity)
- TRAINING, PLANNING, IMPLEMENTATION

# OF ARTICLES
## Student Point Card

### Goals

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>Respect Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #2</td>
<td>Respect Property</td>
</tr>
<tr>
<td>Goal #3</td>
<td>Work Hard</td>
</tr>
</tbody>
</table>

### Points

- **2 = Great**
- **1 = Good but Received a Warning**
- **0 = Required a Time Out**

<table>
<thead>
<tr>
<th>Name</th>
<th>Day</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Read Time</th>
<th>Recess</th>
<th>PE/Music</th>
<th>Writing</th>
<th>Lunch</th>
<th>Math</th>
<th>Recess</th>
<th>Block</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Parent:** Please sign card to indicate that you have seen this card.

**Yes? Goal met!**

**Goal not met today**

**Parent Signature:**

**Date:**

**Comments welcome on back**
Hello ______,

STUDENT was a CAREing student today! (He/she/they) showed (CARE expectation), one of the expectations at our school, in (setting). STUDENT (positive statement of behavior), which (impact on community). Behaviors like this are what make our community great! I just wanted you to know the great things STUDENT is doing at school!

_____________________ (teacher name)
Family Education Offered To All Families

PARENT WORKSHOP:
Structuring Homes for the Best Possible Behavior

January 16th, 2018 (Tuesday)
9:15 AM – 10:30 AM
Agwam Public Library, Community Room

Free of charge for the Agawam Early Childhood Center families
Coffee and snacks provided

DESCRIPTION: Most parents deal with whining, tantrums, or power struggles from time to time, but if you feel it’s getting out of hand or if you think your problem behavior manifests in the future, attend this workshop to learn how to use basic positive behavior supports strategies to promote positive behaviors. During this workshop, you will learn how to identify your child’s misbehavior, design strategies for changing your household routines and schedules, and respond to child’s behavior more effectively.

PARENT WORKSHOP:
Resolving Your Child’s Challenging Behaviors

May 2nd, 2018 (Wednesday)
1:00 PM – 2:30 PM
Agawam Public Library, Pierce Conference Room

Free of charge for the Agawam Early Childhood Center families
Refreshments and snacks provided

DESCRIPTION: If you are concerned that your child’s problem behavior is affecting his/her social, emotional, or academic development or your family’s quality of life, this workshop is for you. You will learn how to address your child’s challenging behaviors by using a simple yet effective problem-solving process. By the end of this workshop, you will be equipped to establish positive behaviors, help your child develop positive social, emotional, and academic skills, and develop a behavior management plan that will help support your child’s unique developmental needs. This workshop is appropriate for parents of children with and without disabilities.

https://practicedroutines.com/
Tips for Engaging Parents

- Create a welcoming, nonjudgmental environment
- Make the time to communicate and collaborate
- Provide various participation options and mechanisms for collaboration (no one size fits all)
- Provide information and resources that empower parents to be active partners
- Ask parents for their input in ways that are not too demanding
- Offer supports that respect the cultural, linguistic, and economic diversity of families
- Attend to demands vs. reinforcement, finding ways to increase “pay-off” for participation
Contact Us!

• Sarah Fefer, Ph.D., BCBA sfefer@umass.edu

• Sarah Whitcomb, Ph.D. swhitcomb@umass.edu