



NEBRASKA CENTER FOR RESEARCH ON
CHILDREN, YOUTH, FAMILIES & SCHOOLS

Teachers And Parents as Partners: Family Engagement at Tier 3

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Consider

- Where are we in our implementation?
- What do I hope to learn?

Overview

- Family-School Partnerships
- Individualized family-school partnership supports: Teachers and Parents as Partners (TAPP)
 - Case exemplars
- Implications for practice

Why Family-School Partnerships?

- Children's learning and development is the product of influences from many systems and settings (in and out of school).
- Helping children achieve to their fullest potential is a *shared responsibility* between educators and families.

What are Family-School Partnerships?

- A child-focused *approach* wherein families and professionals *cooperate, coordinate, and collaborate* to enhance opportunities and success for children and adolescents across *social, emotional, behavioral, and academic domains* (Sheridan, Clarke, & Christenson, 2014, p. 440).

Strengthening Family-School Partnerships in Schools

Tier III: Intensive,
Individualized
Support (few)

Tier II: Targeted Interventions
(some)

Tier I: Core, Universal Programming (all)

Family-school partnerships are essential at every tier of multi-tiered systems of support



Tier I: Universal Support

- Intentional and structured strategies for communication and engagement
- Opportunities for promoting learning and behavior at home
- Family resource room at school

Tier II: Targeted Interventions

- Parent integration into selected student interventions
- Home-school behavior change plans
- Emails/text message between teacher and parent

Tier III: Individualized Intervention

- Functional behavior assessment for home and school
- Tailored intervention strategies
 - Complementary across home and school
- Individualized parent and teacher support
- Frequent, scheduled, two-way communication

Teacher Perspective

- Video

Teachers and Parents as Partners (TAPP)

Behavioral problem-solving process

- Based on a systematic, data-based decision making framework

Family-school partnership approach

- Mutual assessment and goal setting
- Shared decision making
- Co-construction of plans
- Joint ownership of evaluation and goal attainment



The TAPP Intervention

- **Parents & teachers come together** with the help of a TAPP specialist
- A series of approximately **3-4 constructive, action-oriented meetings** to discuss, brainstorm, and problem solve
- **Mutually supportive and consistent, research-based strategies** are put into place at home and in the classroom

The TAPP Process



Building on Strengths

The TAPP process focuses on strengths to empower students and help them achieve their goals.



Planning for Success

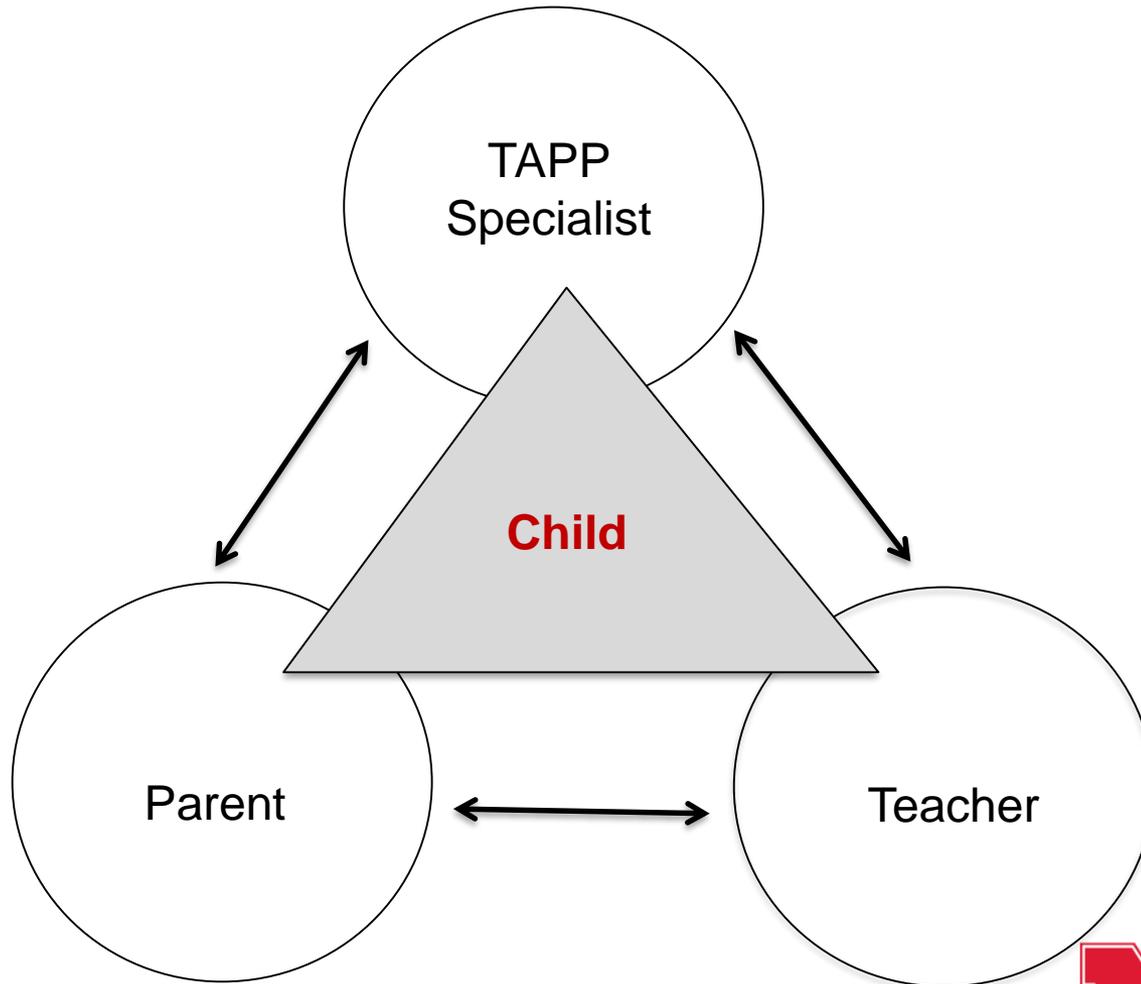
Together, teachers and parents monitor student behavior, then select strategies to use at home and school.



Making Decisions Together

Parents and teachers check in with each other to review progress and adjust plans for student success.

TAPP Participants



TAPP Goals

- Promote **positive outcomes for students** with who need intensive supports
- Promote parent engagement through meaningful participation
- Build teacher and parent skills to serve children who need it most
- Establish and strengthen **home-school partnerships**

How Does It Work?

Addresses Student Needs

- Helps teachers and parents problem solve and develop and deliver highly effective plans together
 - Functional Behavior Assessment guides intervention
 - Research supported strategies are selected and tailored

Builds Adult Skills

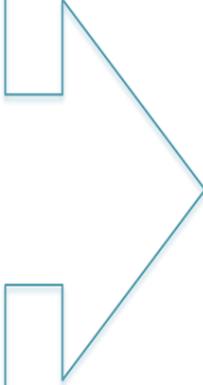
- Helps parents and teachers develop skills to support learning at home and school
 - Learn to observe and analyze behavior
 - Engage in structured problem solving
 - Support effective behavioral strategy selection and implementation
 - Develops positive communication and collaborative problem solving
 - Interact effectively with one another in constructive ways

Promotes Parent Engagement and Partnerships

- Provides a method for developing positive and effective home-school partnerships
 - Builds consistency between home and school
 - Supports two-way communication
 - Guides mutual goal setting
 - Provides clear structure for partnership

What Does the *Research* Say?

Families
and
Schools
as
Partners



For students:

- Improved academic skills, social skills, engagement, behaviors
- School completion and long-term academic success

For teachers:

- Improved classroom management, instructional skills for all students
- Better relationships with students and parents
- More effective problem solving skills

For parents:

- Better communication with teachers
- Better parenting skills and practices
- More learning opportunities at home

Gold Standard Research

- What Works Clearinghouse
 - TAPP research *meets WWC standards without reservations*

WHAT IS THE WWC?

A TRUSTED SOURCE ABOUT WHAT WORKS IN EDUCATION

WHY
The work of the WWC helps teachers, administrators, and policymakers make evidence-based decisions.



WHAT
The WWC reviews **evidence** of effectiveness of programs, policies, or practices by using a consistent and transparent set of standards. The WWC doesn't rank, evaluate, or endorse interventions.

EFFECTIVENESS STUDIES

- RANDOMIZED CONTROLLED TRIALS
- QUASI-EXPERIMENTAL DESIGNS



WHO
Hundreds of trained and certified **reviewers** rate whether studies meet **standards** and then **summarize** results that do meet standards.



MEETS WITHOUT RESERVATIONS

MEETS WITH RESERVATIONS

DOES NOT MEET WWC STANDARDS



Case Exemplar-John

- Kindergarten student
- John loves
 - Playing in mud puddles, pretending to explore space
 - Video games
 - Creating and telling stories
 - Helping in the kitchen
- Parent-teacher relationship

Background

- Strengths
 - Creative
 - Strong academic skills
 - Takes responsibility
- Concerns
 - Inattentive, last one done every time
 - Non-compliant and at times defiant
 - Touches and pesters peers; Shrieks

Building on Strengths

- Target behavior
 - Home: Following Directions
 - School: Hands and Feet to Self
- Behavioral function
 - Home: Escape
 - School: Attention

Planning For Success

- Plan
 - Compliance Bingo
 - John's body check with visual cues
 - Differential attention
 - Home-School note

Checking and Reconnecting

- John's Progress
 - Home
 - Compliance increased from an average of 20% to 80%
 - School
 - Intervals with hands and feet to self increased from an average of 30% to an average of 100%
 - Number of instances of touching others per carpet time reduced from an average of 3 to 0
- Overall classroom climate improved

Adult Skill Development

- John's mom demonstrated high fidelity to behavior plan components
- John's teacher (me!) learned to apply previously known interventions within a large class setting
- Meetings were productive & over time the consultant's role was less prominent

Parent Engagement and Partnership

- John's mom attended all meetings & regularly communicated John's at home progress
- Common language was used across settings
- Mom and teacher praised John's efforts across settings

TAPP Benefits

- Helps kids!
- Skill development
 - Behavioral interventions
 - Applied to new settings
- Parent engagement
 - Goal focused problem-solving
 - Judgement, blame, and guilt are removed/diminished
 - Clear systems approach

Keys to TAPP Success

- Fit into existing practices and goals
- Make it a way of doing business
- Invest time

Parent Perspective

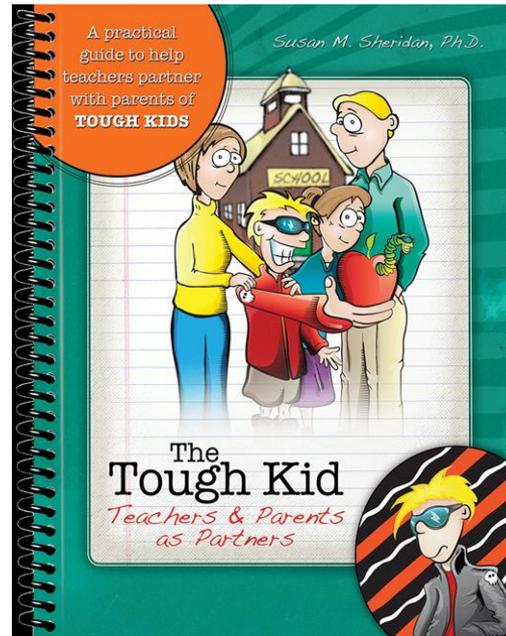
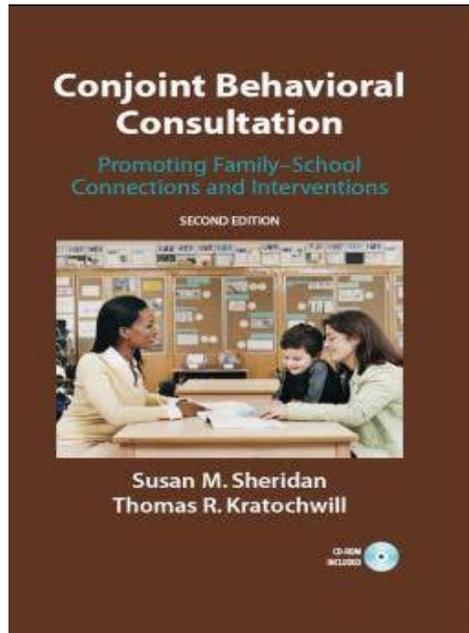
- Video

What does this Mean for Practice?

TAPP Tips

- Partnering Tips
 - Form relationships
 - Create ways to become & stay engaged
 - Communicate two ways
 - Structure consistent opportunities for learning
 - Collaborate to achieve goals & solve problems

TAPP Resources

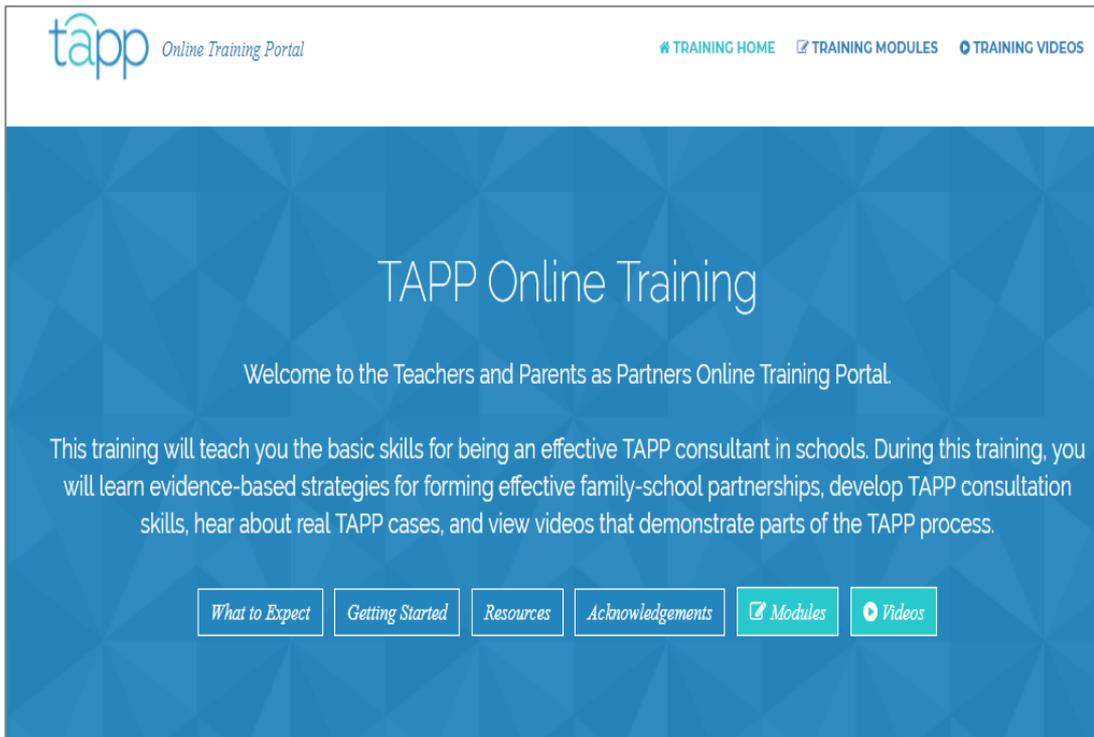


Sheridan, S. M. & Kratochwill, T. R. (2008). *Conjoint behavioral consultation: Promoting family-school connections and interventions*. New York, NY: Springer.

Sheridan, S. M. (2014). *The tough kid: Teachers and parents as partners*. Eugene, OR: Pacific Northwest Publishers

TAPP Opportunities

To learn more about potential training opportunities, visit: cyfs.unl.edu/TAPP



The screenshot shows the homepage of the TAPP Online Training Portal. The header includes the TAPP logo and navigation links for Training Home, Training Modules, and Training Videos. The main content area features the title 'TAPP Online Training' and a welcome message. Below the welcome message is a paragraph describing the training's focus on teaching basic skills for being an effective TAPP consultant. At the bottom, there is a row of navigation buttons for 'What to Expect', 'Getting Started', 'Resources', 'Acknowledgements', 'Modules', and 'Videos'.

tapp Online Training Portal

[TRAINING HOME](#) [TRAINING MODULES](#) [TRAINING VIDEOS](#)

TAPP Online Training

Welcome to the Teachers and Parents as Partners Online Training Portal.

This training will teach you the basic skills for being an effective TAPP consultant in schools. During this training, you will learn evidence-based strategies for forming effective family-school partnerships, develop TAPP consultation skills, hear about real TAPP cases, and view videos that demonstrate parts of the TAPP process.

[What to Expect](#) [Getting Started](#) [Resources](#) [Acknowledgements](#) [Modules](#) [Videos](#)



Questions & Answers

- Consider
 - What did I learn?
 - What will I do with what I learned?



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Thank You!

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