



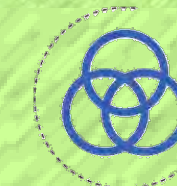
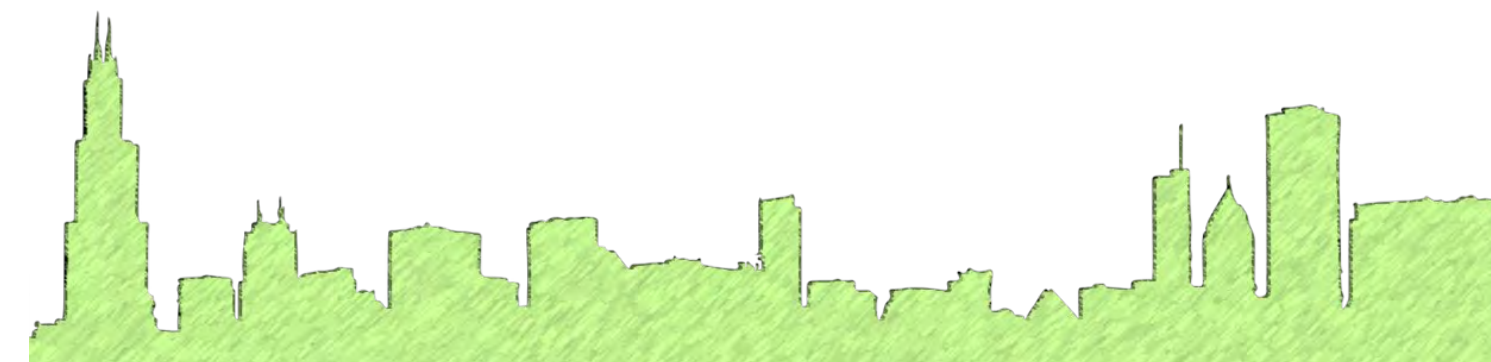
D1 – Enhancing Family-School Partnerships with Schoolwide PBIS

Presenters:

Kathleen Strickland-Cohen, University of Utah

Angela Hernandez & Eric Phillips, Arlington Independent School District

- **Topic: Family, Equity**
- **Keywords: Community, Climate, Systems Alignment**



When Working In Your Team

Consider 4 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



Strand Overview

D1 – Enhancing Family-School Partnerships Within Schoolwide PBIS

Presenters: Kathleen Strickland-Cohen, University of Utah; Angela Hernandez, Arlington Independent School District (TX)

D2 – Developing Equitable Family-School Partnerships with Black & Latinx Families

Presenters: Clynita Grafenreed, University of Washington

D3 – Building School & District Capacity for Family-School Partnerships Within PBIS

Presenters: Andy Garbacz, University of Wisconsin-Madison; Lindsay Fallon, University of Massachusetts-Boston; Shelby Cook, University of Memphis (TN); Devon Minch, University of North Carolina; Jenna White, PACT-Promise to Address Childhood Trauma



Learning Objectives

1. Define factors that facilitate and hinder communication between teachers and families
2. Describe a systematic approach to increasing family engagement within School-wide PBIS
3. Provide examples of strategies for accessing family voice and improving family-school partnership

Goal: Leave with at least one actionable step your team will take to improve family-school partnerships in your school/district.



FAMILY ENGAGEMENT IN SCHOOLS

Family engagement refers to the “**systematic inclusion** of families in activities and programs that promote children’s development, learning, and wellness, including in the **planning, development, and evaluation** of such activities, programs, and systems” (U. S. Department of Health and Human Services and the U.S. Department of Education, 2018).

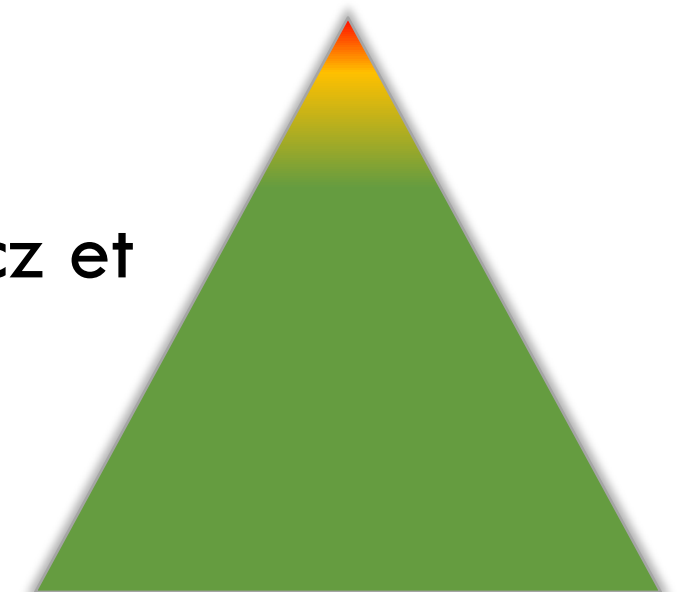
FAMILY ENGAGEMENT IN SCHOOLS

Benefits of family engagement in education include:

- Improved behavioral outcomes (Semke et al., 2010; Smith et al., 2021; Reinke et al., 2019)
- Improved academic outcomes (DeSpain et al., 2018; Flores et al., 2019; Galindo & Sheldon, 2012)
- Consistent implementation of behavioral interventions across settings (Cox, 2005; Herman et al., 2012; Lebel et al., 2013; Reinke et al., 2009)
- Sustained implementation of schoolwide systems of behavior support (McIntosh et al., 2014)

SWPBIS AND FAMILIES

- ❖ A SWPBIS approach is uniquely suited to leveraging partnership with families to support early remediation of challenging behavior (Strickland-Cohen, Kyzar & Garza-Fraire, 2021)
- ❖ Research on family engagement within PBIS has underemphasized working with families to support students with Tier 1 and Tier 2 needs (Garbacz et al., 2016; Sheridan et al., 2012)
 - Engagement at Tiers 1 & 2 - school-to-home communication (Garbacz et al., 2018; Mitchell et al., 2011)
 - Efficient, but do little to overcome common barriers to family engagement



FAMILY-SCHOOL PARTNERSHIP

Partnership is defined as “...a relationship in which families and professionals agree to **build on each other’s expertise** and resources for the purpose of making and implementing decisions that will **directly benefit students** and indirectly benefit other family members and professionals.”

(Turnbull et al., 2015, p. 161)

DEFINING FEATURES OF PARTNERSHIP

- ❖ Two-way communication between family members and school professionals
- ❖ Families and educators treated with equality and respect
- ❖ Shared decision making based on mutually agreed upon goals and valued outcomes
- ❖ Alliances between families and school personnel to create win-win solutions

Turnbull et al. (2015)

FAMILY-SCHOOL PARTNERSHIP WITHIN SWPBIS

(Strickland-Cohen & Kyzar, 2019)

- ❖ Explore the ways in which existing teacher-family communication practices within schools implementing SWPBIS facilitate or hinder families' abilities to partner with their children's teachers
 - Examine experiences and events that impact the quality of teacher-family communication and partnership at Tiers 1 & 2

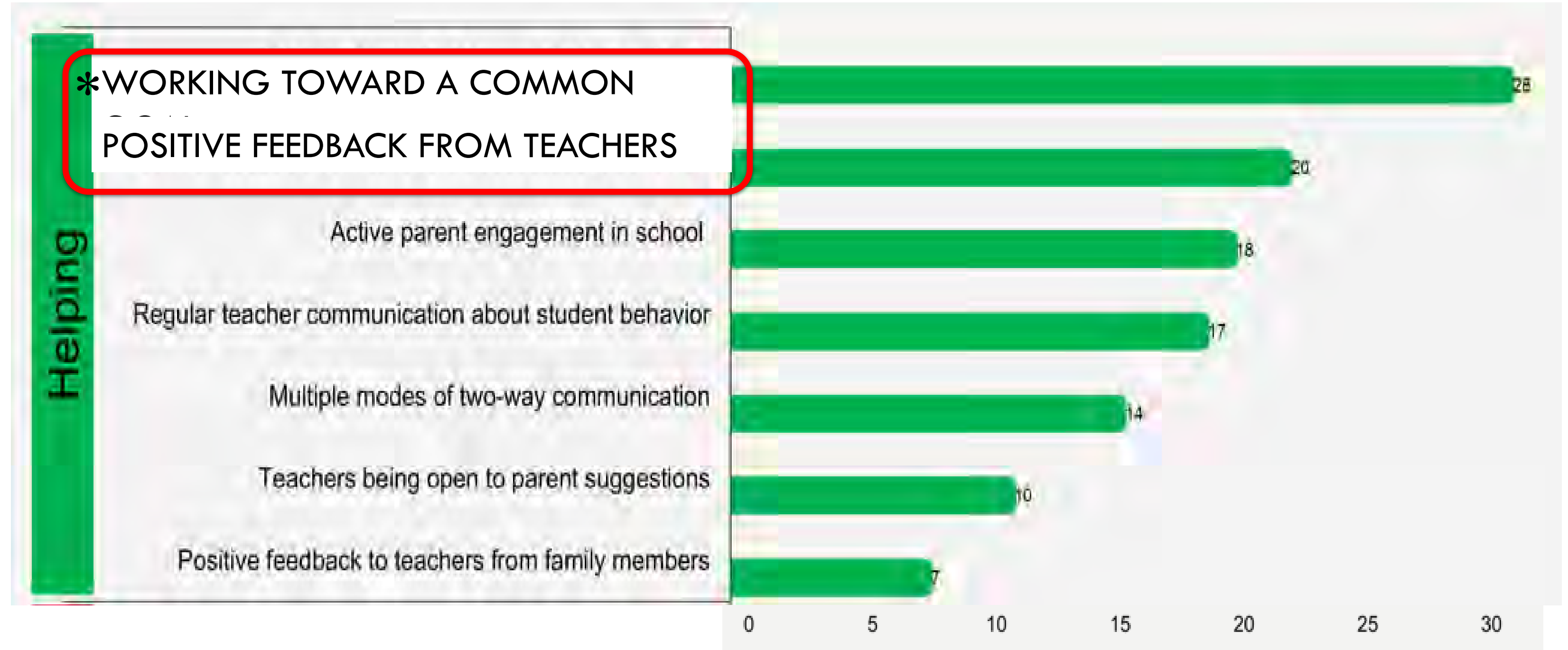
METHOD

❖ Participants

- 27 teachers & 3 admin from 3 elementary schools
- 28 family members:
 - Tier 1 (n = 18), Tier 1 1 (n = 10)

❖ Family member focus group data were collected through interviews of families of students with Tier 1 and Tier 2 needs held at each of the three participating campuses

FAMILY DATA: HELPING FACTORS



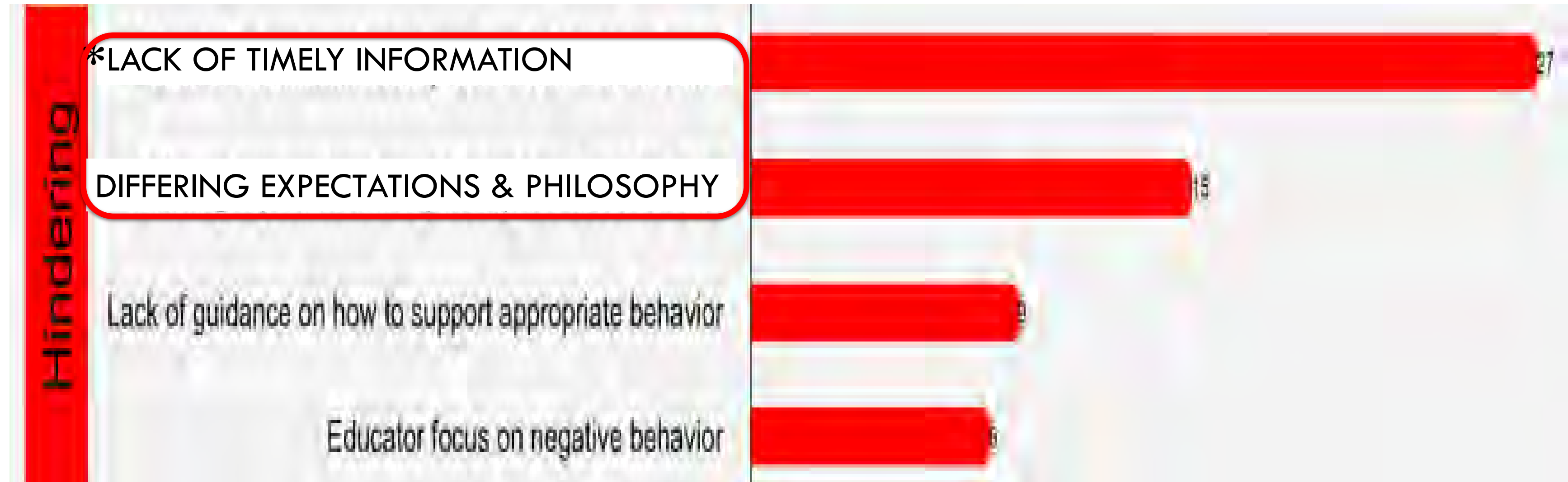
* 29% of CIs in this category focused on the use of a common language to describe behavior and behavioral expectations.

FAMILY MEMBER QUOTE: HELPING

Using a Common Language

There's a mission statement at school of being ready, responsible, and respectful, so we say that every morning now.... At home, as far as responsibility I'll always say, "Okay. You are not responsible for anybody else's behavior; not what they say, not what they do, not how they handle you. You can only be in control of yourself." So anytime he has a behavior issue, we'll talk about that.

FAMILY DATA: HINDERING FACTORS



* 33% of CIs in this category described events in which a lack of timely information about issues at school prevented family members from being able to appropriately address student behavior at home.

IMPLICATIONS & RECOMMENDATIONS FOR DISTRICT

- ❖ Study finding highlight the importance of:
 - A common language and regular, effective communication systems between home and school
 - A focus on student strengths and working together with families to teach and support prosocial behavior
 - Increased family representation on SWPBIS teams and family-member input when designing and implementing school-wide behavior support
 - Providing professional development training and coaching related to cultural competence and effective partnership practices for school staff

DISTRICT FOLLOW-UP

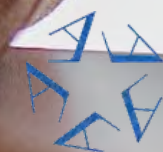
- ❖ School and district leaders were provided with a detailed report of findings
- ❖ Dr. Strickland-Cohen worked with district PBIS team and Family and Community Engagement Department to build and provide professional development training to teams from all elementary and middle school campuses
- ❖ But that was just the beginning...



1D - Enhancing Family-School Partnerships Within School-wide PBIS



PBIS
Department



Arlington
INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education



Angela Hernandez, M.A.

Positive Behavioral Supports and
Interventions Coordinator
PBIS Department
Arlington Independent School District
Arlington, TX



Eric Phillips, M.Ed.

Family Engagement Specialist
Family and Community Engagement Department
Arlington Independent School District
Arlington, TX



13th Largest School District in
the State of Texas



Nearly 60,000 students are
enrolled.

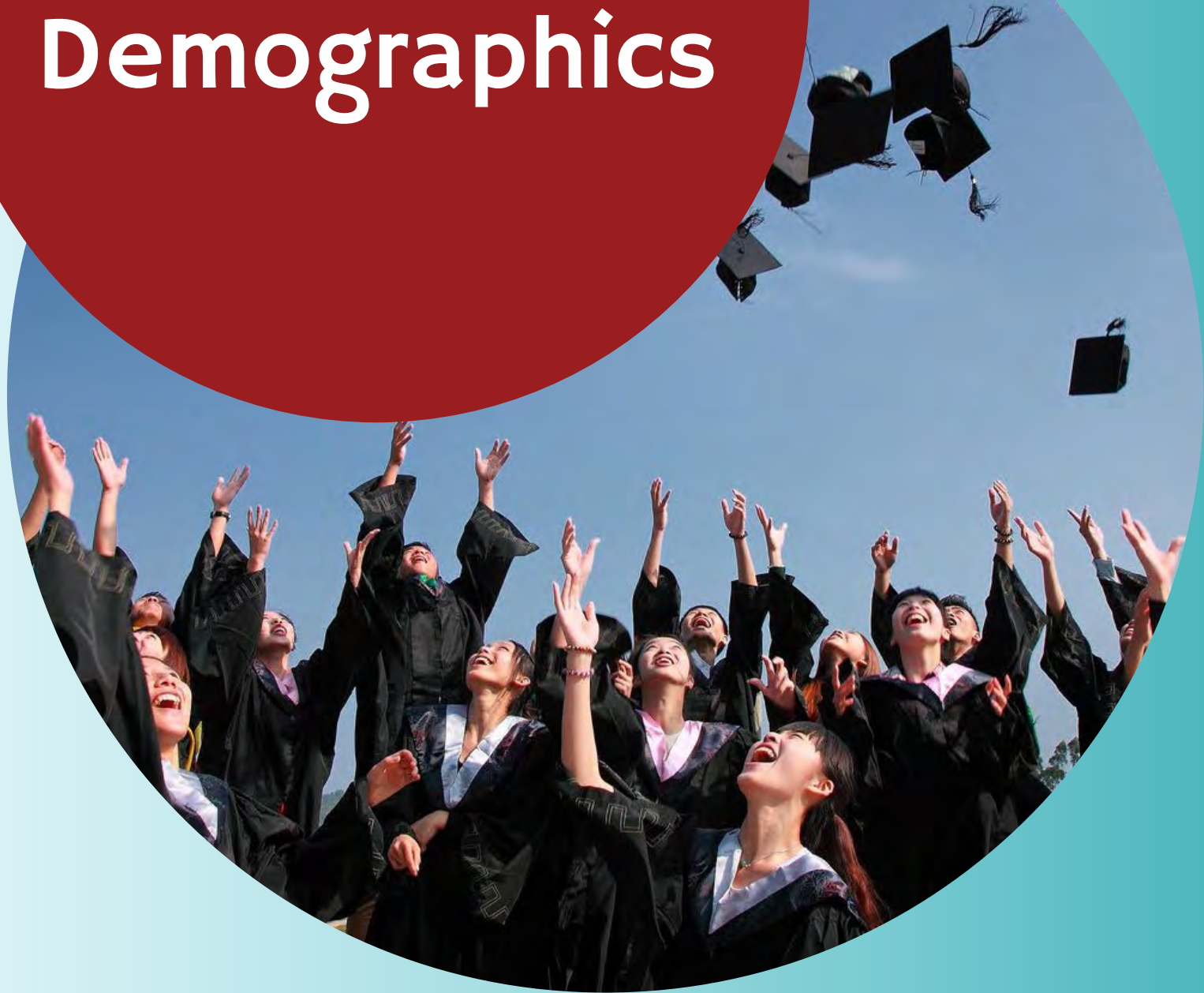


The largest employer in Arlington
and the sixth largest in Tarrant
County, with a staff of approximately
8,500.



Seventy-five percent of secondary
students are enrolled in the career
and technical education program.

Arlington ISD Demographics





Hispanic/Latino

47%



Black

27%



White

17%



Asian

5%



Two or More

4%



American Indian/Hawaiian 0%

Arlington ISD Demographics



Arlington ISD is 74% Socio-Economically Disadvantaged based on 2021-2022 data

Initiatives Aligned To District Outcomes



POWERED *by* POSSIBILITIES

Arlington ISD Strategic Plan 2022-2027

SPECIFIC RESULTS TIMELINE

01 *We will prioritize a high-quality personalized learning experience for all students founded in the best practices to mitigate and protect against unfinished learning.*

YEAR 01	1.1 Implement Best Practices and Active Learning Cycle to provide personalized learning for all students.
YEAR 01	1.2 Design and implement additional instructional processes, including interventions and enrichment, to address unfinished learning for all students to meet grade level expectations and/or course standards.
YEAR 01	1.3 Provide instructional design support for teachers including planning time and curricular resources.
YEAR 04	1.4 Review and align grading process.

02 *We will strategically align initiatives to increase student achievement, increase focus and reduce burnout*

YEAR 01	2.1 Establish a system for ongoing return on investment evaluation and prioritization of current district initiatives.
YEAR 02	2.2 Create a system that streamlines communication, fosters clarity and shared commitment to district priorities, and celebrates successes.
YEAR 03	2.3 Create and implement a baseline and personalized professional learning plan that focuses on district priorities and embeds coaching.

TIMELINE KEY



03 *We will prioritize the social and emotional well-being of our students, teachers and staff.*

YEAR 01	3.1 Expand, differentiate and monitor resources for students and staff social and emotional health.
YEAR 03	3.2 Implement differentiated learning and training for staff, students and parents in effective strategies for SEL and PBIS.
YEAR 02	3.3 Create a district calendar that prioritizes time to promote social and emotional well-being for all stakeholders.
YEAR 03	3.4 Establish district-informed master schedule options that prioritizes time to promote social and emotional well-being for all stakeholders.
YEAR 03	3.5 Customize and design equity-based staffing allocations to account for SEL needs.

04 *We will guarantee every Arlington ISD student, staff and parent has equitable access to all Arlington ISD programs and resources.*

YEAR 02	4.1 Expand learner access to existing specialized programs and career pathways.
YEAR 05	4.2 Expand leadership development pathways and opportunities across all staff roles.
YEAR 02	4.3 Equitably resource classrooms with materials and instructional supports.
YEAR 04	4.4 Ensure that all communications related to district programs & resources are equitably accessible to all stakeholders and are strategically deployed at all levels of the organization.

Family & Community Engagement Department

The Arlington ISD Family and Community Engagement Department will serve the Arlington ISD learning community by fostering relationships through **engaging**, **educating**, and **empowering** the community to directly support student success.

Parenting

Home to School
Connections

Health & Wellness

Personal & Professional
Development



CORE Values

All families have dreams for their children and want the best for them.



All families have the capacity to support their children's learning.



Families and schools/program staff should be equal partners.



The responsibility for building and sustaining partnerships between school, home, and community rests primarily with school/program staff, especially the school/program leaders.





**PARENT
INVOLVEMENT**

VS

**PARENT
ENGAGEMENT**

PARENT INVOLVEMENT VS PARENT ENGAGEMENT

With your right shoulder partner please define the difference between Involvement and engagement.

With your left shoulder partner give me examples of involvement and examples or engagement.



Involvement

Doing For/Recipient



Participates or provide services or programming.



The recipient of information.



Performs duties to support the needs for the campus.

Engagement

Doing with/Partnership



Asked for feedback and included in decision making process



The provider of information to influence decisions.



Equal Partner

Benefits of Engaging Families

- Higher grades, test scores, and graduation
- Better school attendance
- Increased motivation, better self-esteem
- Lower rates of suspensions
- Fewer instances of violent behavior
- Greater enrollment in post-secondary education



Students

Benefits of Engaging Families



Teachers

- Greater morale (and self-esteem)
- Teaching Effectiveness (proficiency) increases
- Job satisfaction goes up
- Communication/relations with students, parents, families, and communities improve
- Community Support of schools increases



Benefits of Engaging Families

- Communication/relations with children and teachers improves
- Self-esteem goes up
- Education level/skills increase
- Decision-making skills become stronger
- Attitude toward school and school personnel improves

Benefits of Engaging Community

- Career/Internship Opportunities
- Citizenship
- Volunteerism
- Resources
- Campus Support



Community



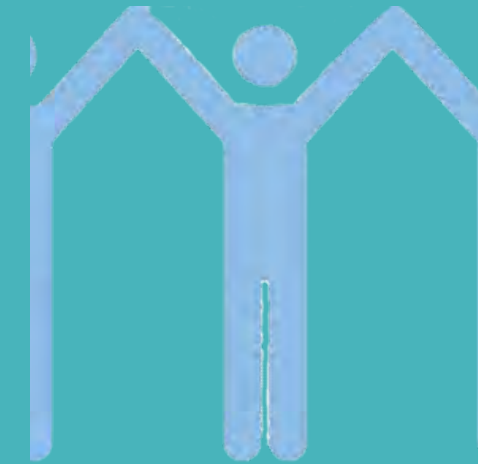
SPECIAL
EDUCATION



EARLY
CHILDHOOD



PBIS



PARENT &
COMMUNITY
ENGAGEMENT

Title I



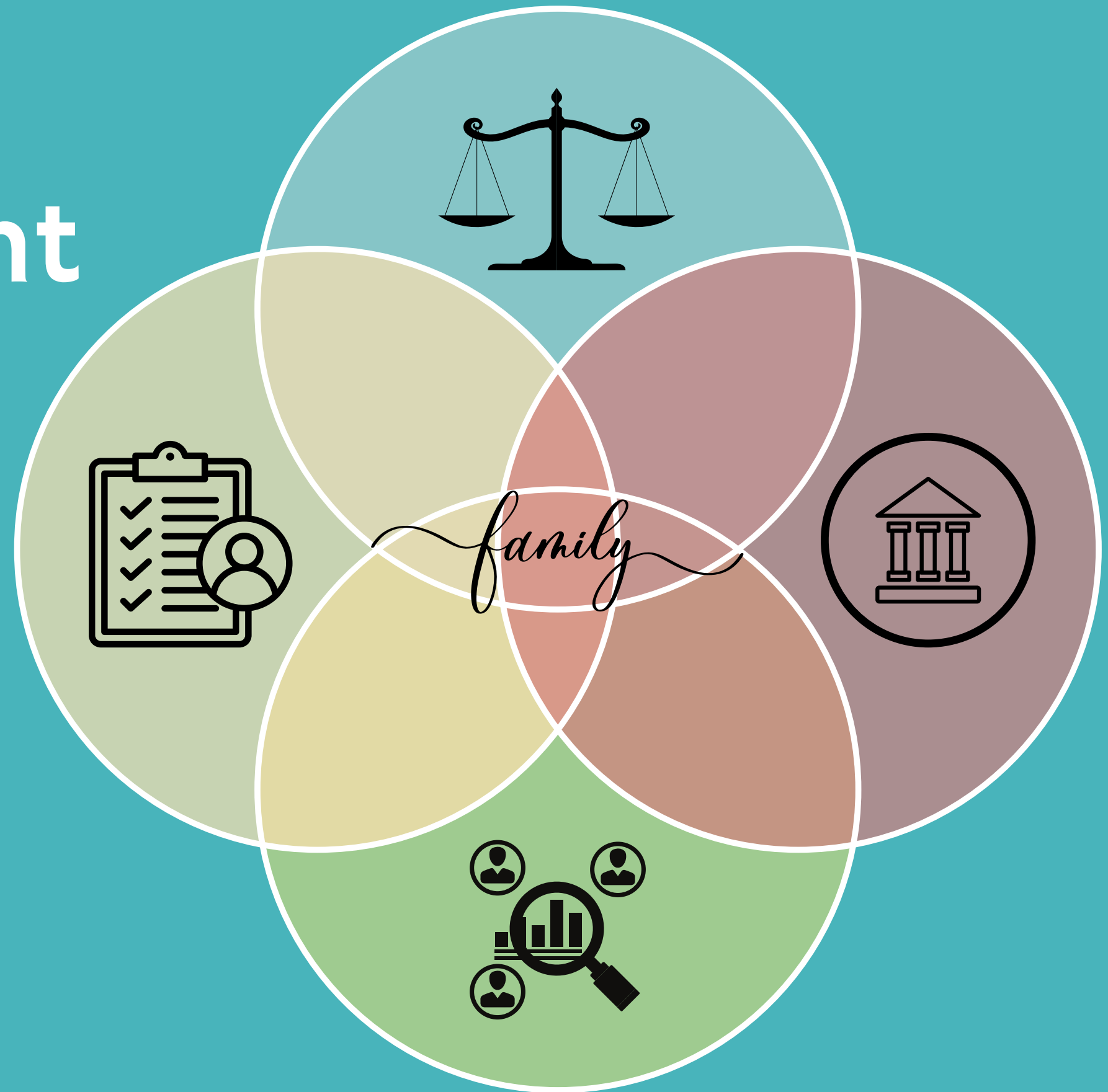
WORLD
LANGUAGES

Title III

Intersection of Family Engagement

District stakeholder intersections...

- Statutory requirements
- Prevailing research leaders
- Evaluation requirements
- Department work

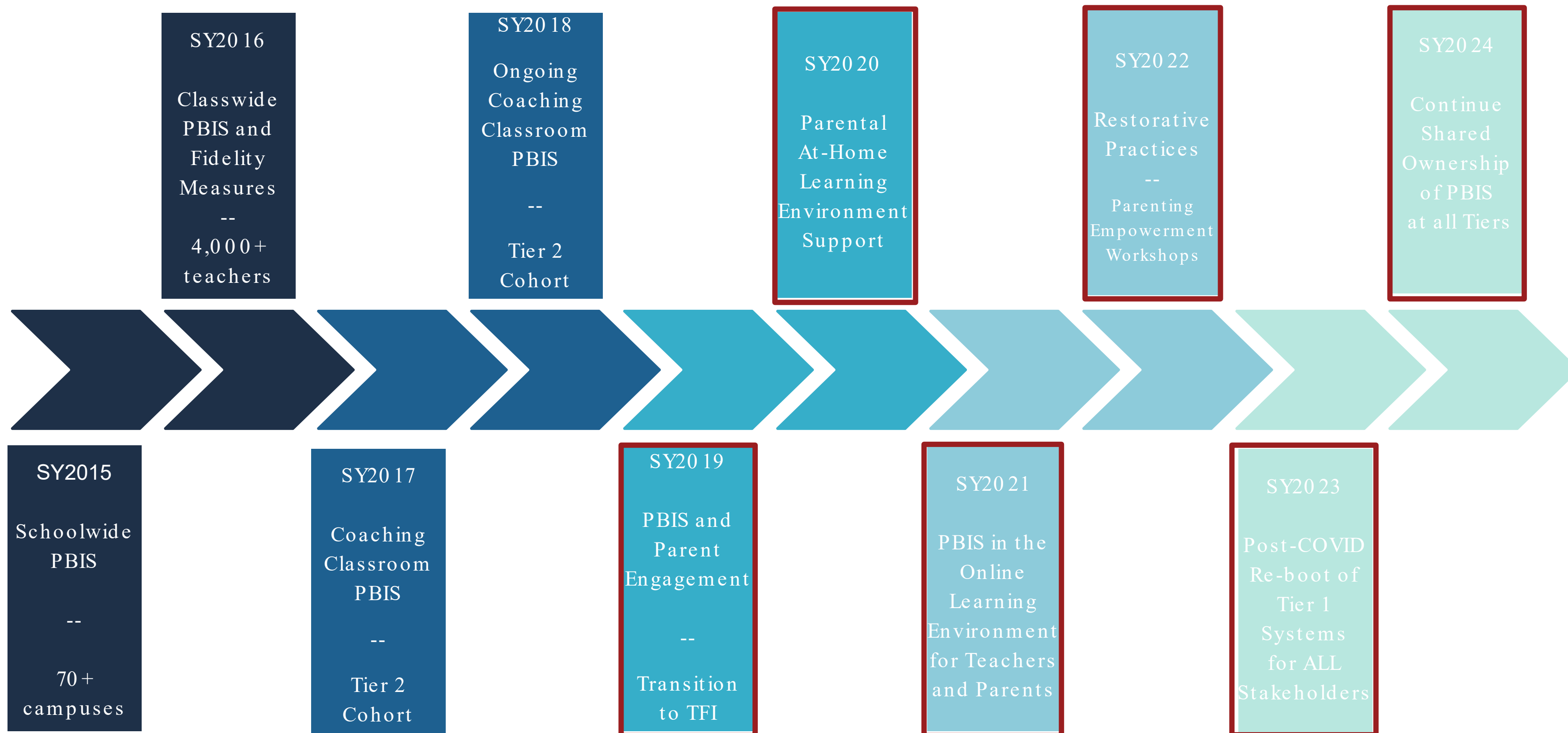


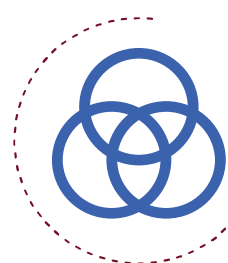


Integrating PACE with School-wide PBIS in Arlington ISD



History of PBIS in Arlington ISD





CENTER ON

PBIS

Positive Behavioral
Interventions & Supports

TFI 1.11

STUDENT/FAMILY/COMMUNITY
INVOLVEMENT



PBIS Positive Behavioral
Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

September 2014

SWPBIS Tiered Fidelity Inventory

version 2.1



Citation for this Publication

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

The Center is supported by a grant from the US Department of Education's Office of Special Education Programs (H326S130004). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

Stakeholders (students, families and community members) provide input on universal foundations...

- Collaborated with Parent and Community Engagement (PACE) Department

- Parent involvement (“do to”) versus parent engagement (“do with”)

- Identify parent engagement activities

- Discuss barriers to implementing engaging activities

- Identify two family engagement activities (connected to PBIS) that your campus plans to implement before the end of the school year

PBIS Team Training

Team-Based Approach to Parent Engagement

Family Engagement

- Parenting** - Parent Empowerment classes
 - Health/wellness Programs
 - Parent Cafe
- Communicating** - Conferences, Translators, social media
 - Notes, calls, newsletters
 - Class Dojo
- Volunteering** - Kids Hope
 - Uplift mentors
 - Parent Resources
- Learning At Home** - Parent Info Meetings (BOY)
- Decision Making** - Parent surveys
- Collaborating w/ Community** - Arlington library summer program
 - Scholastic Summer program
 - Fundraisers (Cici's, Spring Creek)

Williams et.

Family Engagement Strategies

Dunk Elom

We do:

- Parent orientation @ BOY
- Star cards
- Class Dojo
- Volunteering / PTA
- reading logs, iStation
- tutoring @ apartments (teachers communicate w/ tutors)
- Family engagement events (Hispanic Heritage Night, Camp read a lot, Tech. night)

We want to do:

- Home visits
- walk the neighborhood
- Story time via Facebook
- Trunk or treat @ school (2019 Halloween)
- Parent education & resources

Parent Barriers: lack of parent trust

Involverment	Strategies Used	Enhancement or New Ideas
Parenting	Parent workshops GED + Literacy app. nutrition services	teach study skills
Communicating	Coffee Talk Title I Parent conf. Class Dojo (school wide)	change snapshot info for opt out phone calls
Volunteering	Parent rep on all comm. PTA Parent vol around building Career Day/Volking Buddies	Keep reaching out Dad's club
Learning at Home	Facebook Read Aloud Prodigy iStation E-books	continue all ideas
Decision-Making	Site-based committee PTA Student Council Advisory committee PAC	establish open door policy where parents feel heard and welcome parent survey online
Collaborating with Community	Summer partnership Weekend food bags Community partners BOE small groups Arlington Library	Continue hosting Basketball team/Basketball team Mission Arlington Police Department Arlington Life Shelter

- Parent / Principal - Lunch or Breakfast
Coffee w/ Principal / PBIS Team
- PBIS Bumper Sticker for Parents
- Bowie Buck parent engagement: Info Lunch Invite
- Parent Parking Spots
- Parent of the Week / Month: work w/ PTSA
- ~~Q&A~~
- Email the School Announcements to Parents
- Counselor Community Education Sessions
Work w/ PBIS
- PBIS Info Table During Open House
- Access Bowie Twitter/social media
w/ PBIS updates

Bowie HS

B
A
R
N
E
T

You've Been Spotted! Postcards!
[Parent Signature Student Bear Buck\$]

FREE Movie & Popcorn Night
Students & Parents
Parents invited & rewarded with students.

Movie Night Invites (You've been spotted)

VIP Passes for Home Athletic GAMES

Schoolwide PBIS and Parenting



Parent Cafe



Parent Empowerment
Workshops

Parent Café

Have you heard about Parent Café?

- Grant to build Parent and Community Engagement
- Initial rollout - Special Education, Student Outreach Services, Title 1 Family Engagement Representatives
- A format for engaging parents and families
 - Discussion in and around 5 protective factors (*Resilience, Relationships, Knowledge, Support, Communication*)
- Option for engaging parents for input on school and home related behaviors and how to work collaboratively
- Planning for multi-tiered approach to family engagement



Parent Café and Coffee Talks

- Parent Café
 - Every 2 weeks (5 sessions)
 - Spanish in AM and English in midday
 - Bring a neighbor even if not enrolled student
 - Spanish 15 parents English 7
- Community Connection
 - MHMR Tarrant County put on their calendar
 - Built connection to families not necessarily in school zone
- Coffee Talk with principal (every Friday after report cards)
 - Parent education
 - PBIS and all other systems in building
 - Parents have opportunity and provide input



Peach
Elementary





Fathers & Families

IS AN INITIATIVE TO ENCOURAGE DADS, UNCLES, BROTHERS, AND OTHER POSITIVE MALE ROLE MODELS TO BECOME MORE ACTIVE IN THEIR STUDENT'S EDUCATION.

Coaching Sessions with Coach Gaffney
Discover how emotional intelligence (measure of emotional awareness) can aid in developing relationships.



Schoolwide PBIS and Health & Wellness



Community Resource Fair



Care Clinic



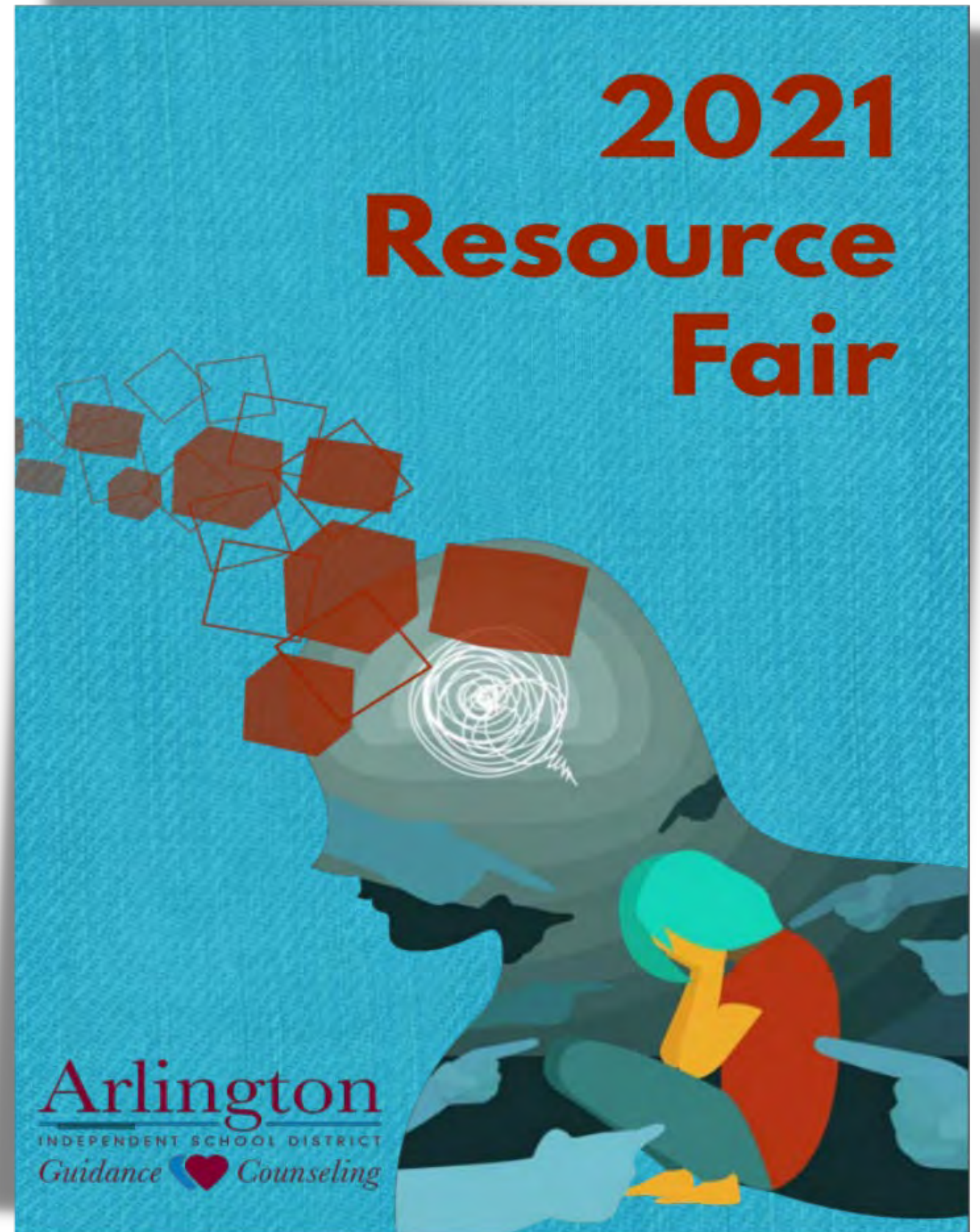
Annual Resource Fair for district employees

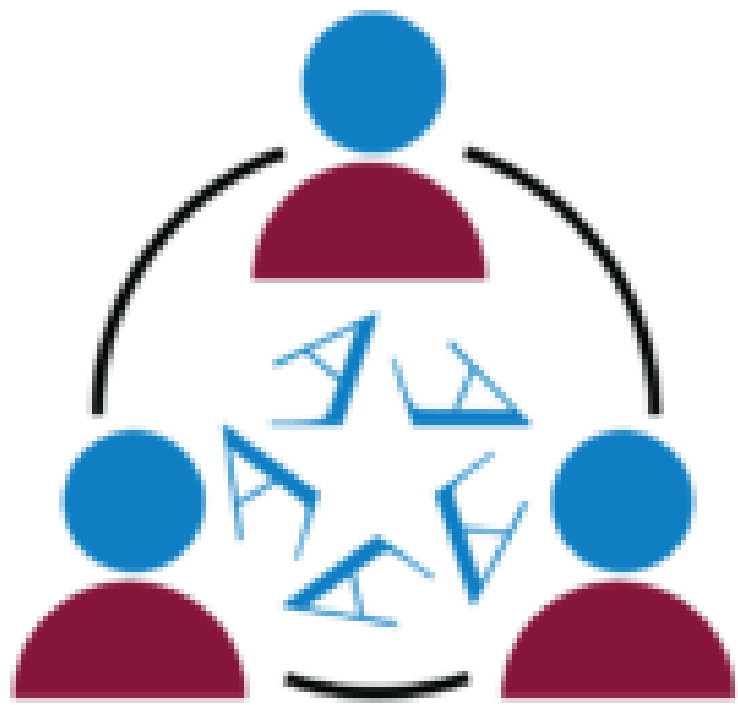


Resource designed for parents and community members to access when needing local mental health resources



Accessible in English and Spanish on website and at each campus





THE *Care* CLINIC

WELLNESS SUPPORT FOR *all.*

STUDENTS AND PARENTS

Thank you for your interest in The *Care* Clinic. Please visit with your school counselor if you would like to schedule an appointment.

Visit our [School Directory](#) to access the campus website for contact information.



Services are provided in an environment that is both safe and confidential.



Arlington ISD state-licensed therapists facilitate services.

Schoolwide PBIS and Home To School Connections



Student At-Home
Learning Infographic



Family Support Huddles



Family Academy



Motivational
Moments



COVID Response

Student At-Home Learning

AlSD parental support and tangible resources to assist parent in creating a productive learning environment at home. Areas focused on included:

- BEFORE learning occurs
- DURING at-home learning
- AFTER learning is completed for the day

STUDENT AT-HOME LEARNING

Ways to Support Your Child While Learning At Home



As your child uses the [At-Home Learning Hub](#), consider these steps to create a productive learning experience!

BEFORE



SCHEDULE.
EXPECTATIONS.
PREPARE.

SCHEDULE

Create a schedule with a variety of activities and make adjustments until it works.

[Example 1](#) | [Example 1 Blank Copy PDF DOC](#)

[Example 2](#) | [Example 2 Blank Copy PDF DOC](#)

SET EXPECTATIONS

List what behaviors are expected in your home. Review the expectations frequently. Plan for what to do when expectations are not being met.

[Example](#) | [Example Copy PDF DOC](#)

PREPARE THE LEARNING SPACE

Set up designated learning area with access to materials/technology. Prepare rewards and break activities.

DURING



RIGHT SPEED.
ENCOURAGE.
TAKE BREAKS.

GO AT THE RIGHT SPEED

Allow your child to choose the order of assignments, check for understanding and change activities frequently.

ENCOURAGE

Give positive, specific praise frequently during learning time and as work is completed. To discover positive words to praise your child during learning time, view [Ways To Praise Effort In A Child](#).

- Example: "Great job in being responsible by finishing the first 5 questions, Johnny."
- Non-example: "Nice job."

Give correction in a positive, calm and informative way.

- Example: "I look forward to watching your favorite TV show with you when you complete your work."
- Non-Example: "You can't watch your favorite TV school show until your work is complete."

TAKE BREAKS

Take planned breaks per the family schedule. Take additional breaks to reflect and cool down when you or your child are feeling frustrated.

AFTER

REINFORCE.
RELEASE.
RELAX.



REINFORCE

Give praise or rewards when your child meets expectations. Rewards should be reasonable and desired by your child. [Example](#)

RELEASE

Intentionally end the learning time. Consider using a timer or activity to signal the end of the day's learning.

RELAX

Get social (FaceTime, GroupMe, FaceBook, Family Movie Nights, etc.), physical ([Example](#)) and make time for yourself (time to reflect, journal, sleep).



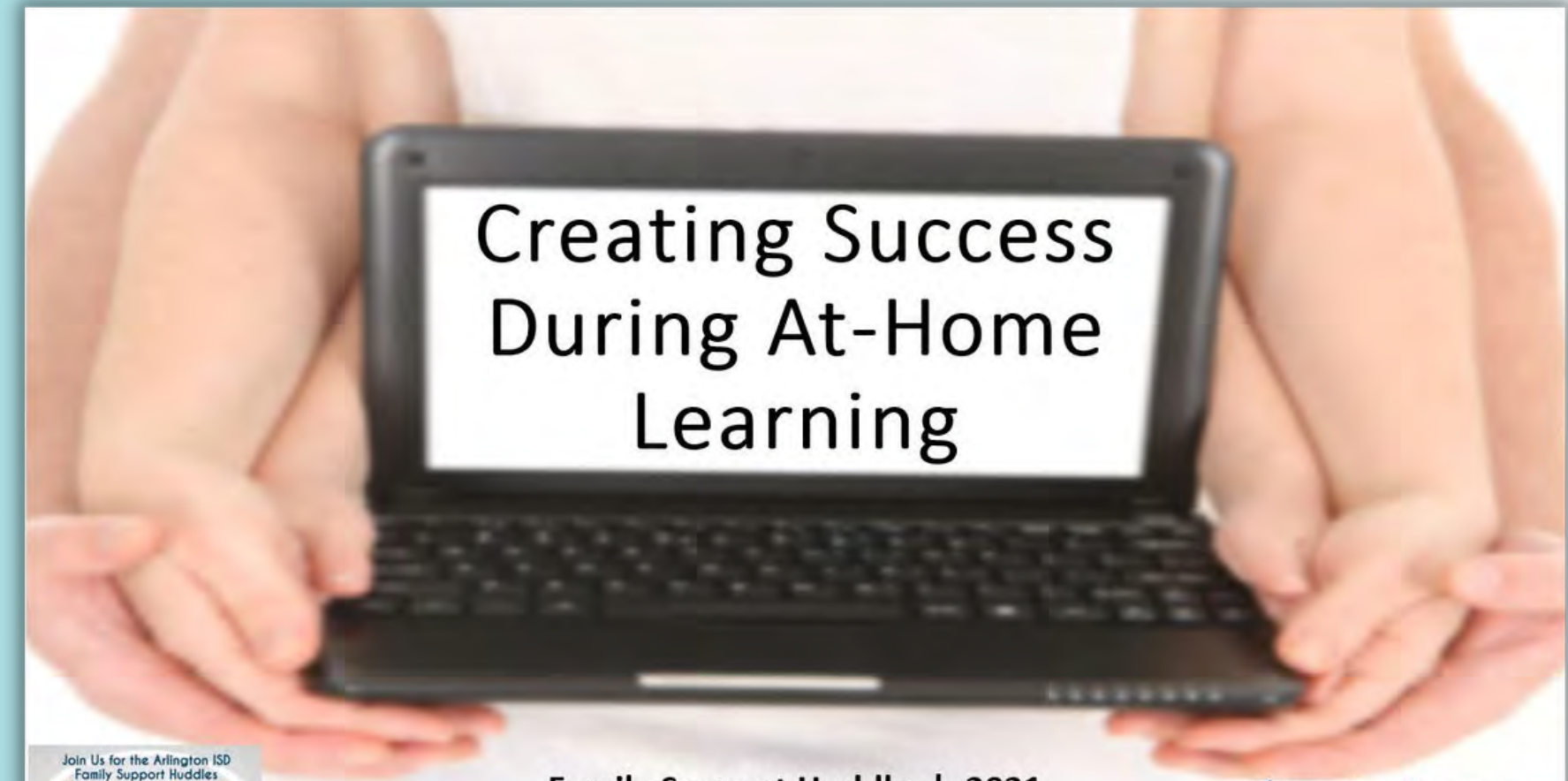
COVID Response

Family Huddles

- Two-Week Workshop Series for families to gain support around designated topics
- One (1) hour synchronous for parents to engage with parents around the At-Home Learning Infographic. Areas focused on included:
 - BEFORE learning occurs
 - DURING at-home learning
 - AFTER learning is completed for the day

Preparing Your Space Before At-Home Learning Begins

Family Support Huddle | 2021
Presented by PBIS Department



Family Support Huddle | 2021
Presented by PBIS Department



Taking Time for Family: Reinforce, Release
and Relax After At-Home Learning



Family Support Huddle | 2021
Presented by PBIS Department





Blending PBIS and SEL

Family Academy

District-provided opportunity to engage with parents about how to adapt foundational PBIS concepts and social emotional learning practices to the home environment.

- Home Behavior Expectations
- Reinforcement and Corrective Practices
- Respect Agreements

Positive BEE-HAVIORS *at Home*



PBIS
Department



In the Morning Before School

After School/Evening

Mealtime

Getting Ready for Bed

During Conflict

Ready

- Have backpack by the door
- Eat Breakfast
- Choose appropriate clothes for school

- Complete homework for the next day
- Pick up personal belongings from common areas

- Wash hands before eating
- Help prepare the meal or set the table

- Brush teeth
- Pack backpack
- Charge electronics for the next day

- Walk away
- THINK before commenting/posting. Is it...
 - T= True
 - H= Helpful
 - I= Inspiring
 - N= Necessary
 - K= Kind

Respectful

- Take turns in the bathroom
- Listen to guardians

- Help around the house without being asked
- Listen to what your guardians ask you to do

- Use table manners
- Use inside voice
- Help clear the table after meals
- Thank the person who prepared/provided

- Go to bed when told
- Keep music/technology at a low volume

- Keep your hands to yourself
- Listen to understand
- Assume positive intent

Responsible

- Brush teeth without being told
- Get to the bus/car on time

- Complete household chores without being asked

- Put dirty dishes in sink or dishwasher
- Clean up any spills

- Go to bed without being reminded

- Apologize and accept accountability
- Make it right
- I'm sorry I made you feel...
- Plan for making sure it doesn't happen again

Sample Family Respect Agreement

Me to Myself

Use kind words about myself

Keep myself clean

Identify my feelings

Ask for help when I need it

Child Respecting Grown-Ups

I will use kind words

I will listen when grown ups are speaking

Grown-Ups Respecting Children

I will listen when children are speaking

I will use kinds words

I will be patient

Sibling Respecting Sibling

I will share

I will keep my hands to myself

I will take turns

Everyone Respecting our Home

I will pick up after myself

I will use my inside voice

I will walk, not run

What we will do when things do not go like we plan . . .

We will have a family meeting

We will compromise

We will make a plan so that it doesn't happen again



- [illegible]

Author	Captain
Create a Dinosaur Garden H printing Coloring Book Make jewelry Make ice cream Sundaes Write a short story (with illustrations) Family Board game Create your own board game Jelly Cards Puzzles Build a table and chairs set Family Board game Learn to play dominoes Games Toys Make a family quilt Design and sew an outfit Make T-shirt shirt Make puppet and make puppet show Make a bookend Design of wooden box Compare a table seen on street (see and make) Getting ideas, Playboxes, Memory Switch	Learn how to draw a board game Draw a game Make boxes Teach your dog a new trick Cooking of the dog parts Teach to a dog (see) Go bike riding Go camping in the park Play basketball Play Play Play Play

- [illegible]



On-Demand Learning

Motivational Moments

Video series made available to families in an effort to provide support including numerous social-emotional topics.

Topics available via YouTube in English and Spanish.

- Mental Health
- Social Emotional
- Transitioning to and from summer

Mental Health
Awareness

Gratitude

Importance of
Self-Care

Bullying
Awareness

Offered in English
and Spanish

5 Minutes
or Less

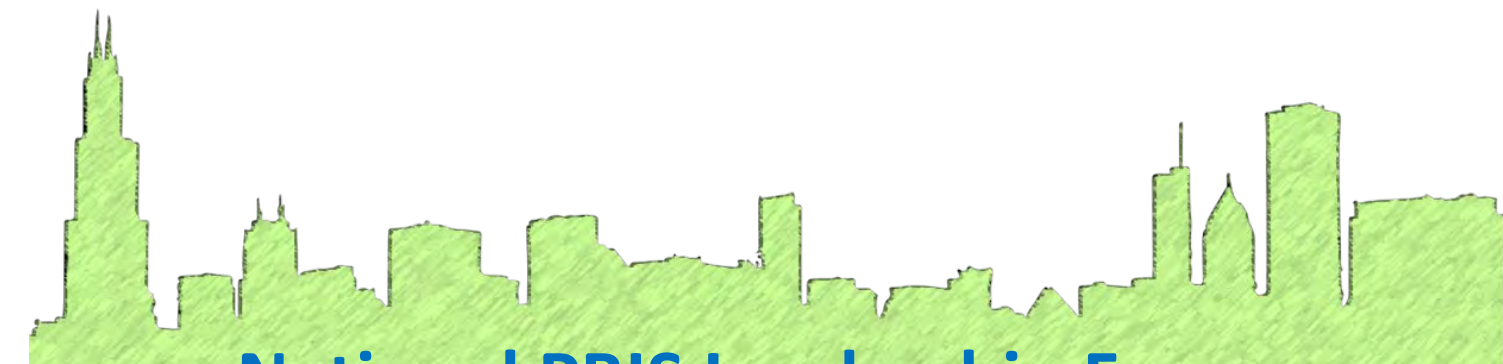




Tips To Think About

Connect to Outcomes	Engage vs. Involve	Team Approach
Think Outside The Box	Educate and Empower	Determine Family Needs
Utilize PBIS Tier 1 Framework	Use Various Modes of Communication	Treat Families As Partners

What Questions Do You Have?





Contact Us:

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kathleen.Strickland@utah.edu

Please Complete this Session's Evaluation

10/27/22

1D – Enhancing Family-School Partnership within School-wide PBIS

Four options, pick one!

1. Mobile App

Click "Take Survey" under the session description.

2. QR Code

Scan the code on this slide.



3. Online

Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

*Evaluations are **anonymous!** We send reminder emails to all participants.*

National PBIS Leadership Forum