# 3D – Building School and 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; and Jenna White, PACT-Promise to Address Childhood Trauma

- **Topic:** Family
- **Keywords:** Alignment, Behavior, Implementation, Research, Tier 1

CENTER ON PBIS Positive Behavioral Interventions & Supports
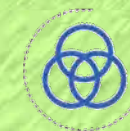
When Working In Your Team

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?

National PBIS Leadership Forum

Learning Objectives

1. Describe the context for family-school partnerships in PBIS

2. Describe strategies to promote the capacity for partnership-centered practices in schools and districts

3. Describe approaches to overcome challenges to building capacity for partnership-centered practices in schools and districts

4. Describe practical approaches to begin building capacity for partnership-centered practices in schools and districts

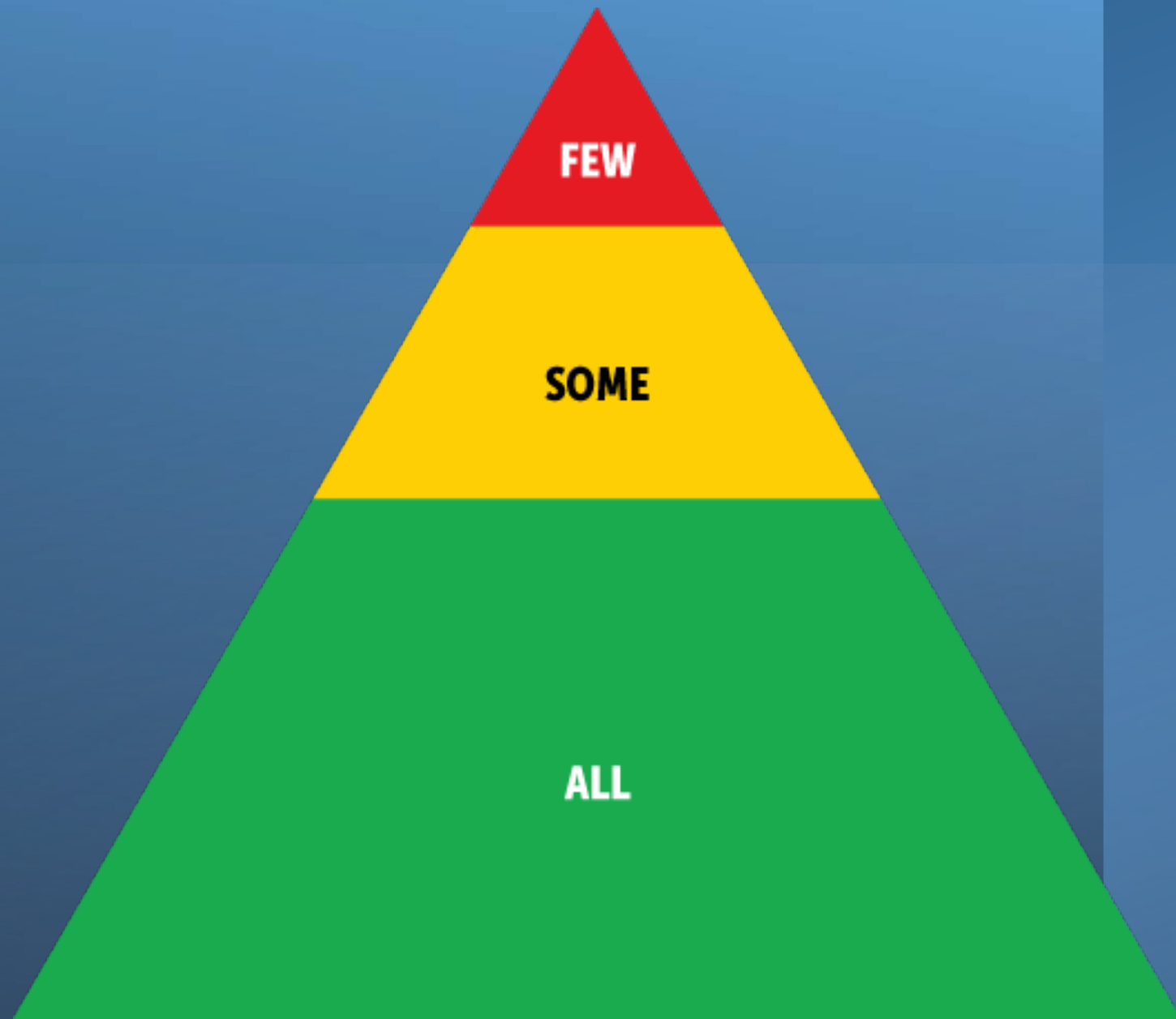# Research Support for Family-School Partnerships

Students

- Social Behavior
- Attendance
- Academic achievement

Parents and Teachers

- Parent-teacher relationships
- Parent competence
- Family-school engagement

Connell et al. (2007); Fan & Chen, 2001; Garbacz et al. (in press); Sheridan et al. (2017); Stormshak et al. (2011);
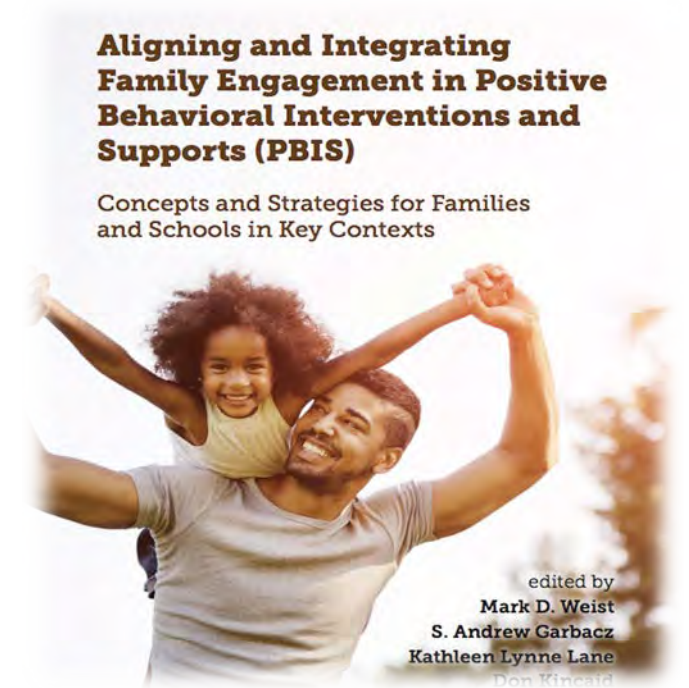
Family-School-Community Partnerships within MTSS

Meaningful communication, coordination, and collaboration among families, educators, youth, and community members

Aligning and integrating systems to promote children's learning and development, reducing the risk of later concerns

OUTCOMES

FAMILY

SCHOOL

COMMUNITY

Family-School-Community Alliance (2018)
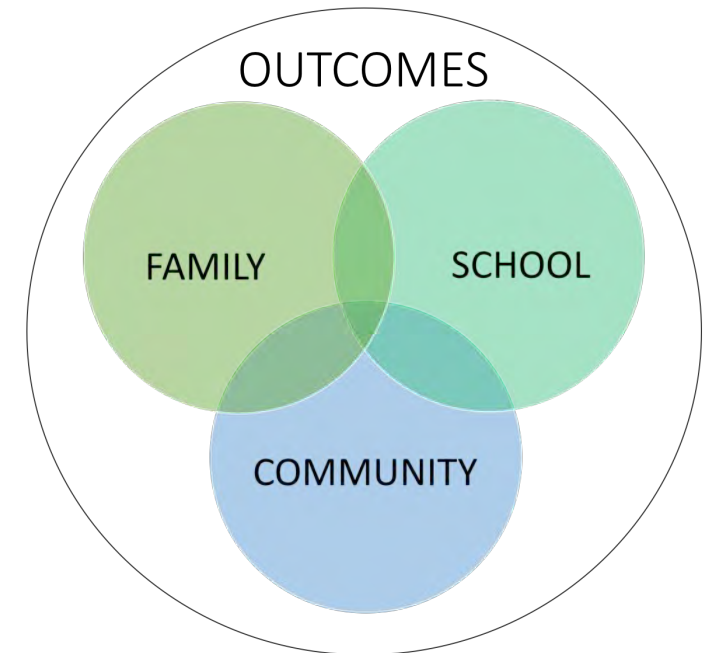
Integrate Partnerships into MTSS

- Systems Planning
  - Teaming
  - Data
  - Collaboration

- E-Book on Systems-Level Collaboration within PBIS
  - https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis

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

Concepts and Strategies for Families and Schools in Key Contexts

edited by
Mark D. Weist
S. Andrew Garbacz
Kathleen Lynne Lane
Don Kincaid

Weist, Garbacz, Lane, & Kincaid (2017)

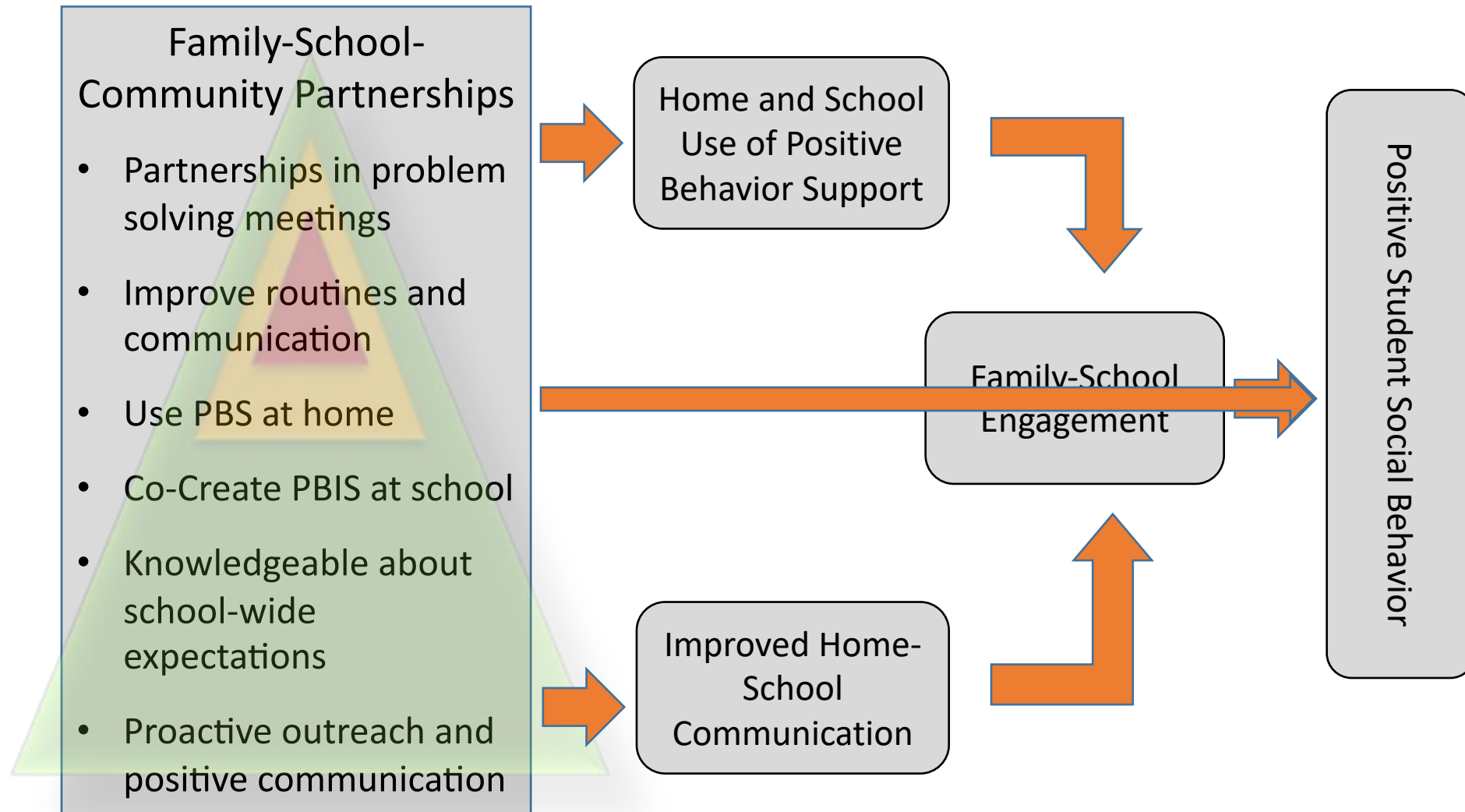# Equity Considerations in Family-School Interventions

- Some school policies and practices have disproportionately and negatively impacted culturally and linguistically minoritized families

- Families and community stakeholders do not frequently have a voice in school decisions

- These policies and practices contribute to disruptions in family-school relationships a lack of trust

Bryan (2017); Delale-O'Connor et al. (2017)

Re-Build Trust and Relationships

- Center on family and youth voice and experience
  - Zoom focus group, town hall, or family chats
  - Clear outcomes with implications for policy and practices
  - Lift up families as leaders
  - Learn together

Coburn (2001); Garbacz, Hoskins, & Weist (2020); Minch et al. (2017); Spillane et al. (2006)

Family-School-Community Partnership Impacts on Student Outcomes

Family-School-Community Partnerships

- Partnerships in problem solving meetings
- Improve routines and communication
- Use PBS at home
- Co-Create PBIS at school
- Knowledgeable about school-wide expectations
- Proactive outreach and positive communication

Home and School Use of Positive Behavior Support

Family-School Engagement

Improved Home-School Communication

Positive Student Social Behavior

Facilitators of Family-School Implementation from School Teams

- Promoting understanding about cultural diversity

- Use proactive, positive communication with families

- Gather feedback from key stakeholders

- Make family-school practices responsive to family needs

- Build connections between families and the school community

- Work with families in school decision making

Building District Capacity for Family-School Collaboration

Presenter: Lindsay Fallon, Ph.D.[1]

Contributors: Adam Feinberg, Ph.D.[2], Katie Meyer, Ph.D.[2], Phylitia Jamerson[3] and Emily Romero[1]

[1]University of Massachusetts Boston, [2]UCONN, [3]Lynn Public Schools, Lynn, MA

Lynn, MA

UMass Boston

Collaboration

- PBIS trained between 2009-2016

- District leadership team

- Comprehensive strategic planning

- Growth from the pandemic
  - e.g., communicating more regularly via text messaging, distributing laptops

- Building in infrastructure for school-based student wellness teams
  - e.g., supporting student attendance

- Welcome Center

- Aiming to maximize student engagement and connectedness to school

Why District Coordination of Family-school Collaboration is Important

➢ District leaders are in positions to coordinate systems-level service delivery and build the capacity of school staff to support all students efficiently and effectively

➢ Family-school collaboration can benefit students' social, emotional and academic needs, and improve parent-teacher relationships, communication and trust

➢ Trust is built when staff resist deficit thinking of caregivers and/or families, focus on developing and sustaining positive relationships, and connecting their home-school collaboration work to equity

Why District Coordination of Family-school Collaboration is Important (Cont'd)

➤ Cultural responsivity is critical for district leaders to consider when building capacity to increase family-school collaboration

➤ *To promote family-school collaboration in an MTSS context, school and district personnel are urged to consider the many ways in which families might be involved in MTSS implementation*

Leveraging Implementation Science to Promote Systems Change

Stage	Purpose	Question
Exploration/Adoption	A change or initiative is considered	"Should we do this?"
Installation	Infrastructure for the initiative is established	"Can we do this right?"
Initial Implementation	The initiative is piloted so that stakeholders can learn how to implement effectively before expanding)	"Can we do this right?"
Full Implementation	The initiative is used more expansively	"How can we make this better?"
Continuous Regeneration	Results from regularly-scheduled evaluations guide changes necessary to maximize the efficiency and effectiveness of systems implemented	"How can we make this better?"

Executive and Implementation Functions

We use this systems-change model in the context of coordinating PBIS implementation to provide guidance about how to build capacity to increase family-school collaboration across school districts.

➢ The district team's *executive functions* (inputs) include:

(a) stakeholder engagement

(b) funding and alignment

(c) policy

(d) workforce capacity

➢ The team's *implementation functions* (outputs) include:

(e) training

(f) coaching

(g) evaluation, and identifying local implementation demonstrations

Inputs: Leadership Teaming and Stakeholder Engagement

	Critical Features	**Questions and Considerations**
Inputs		
Leadership Teaming	*Team Membership*	• Does the district team include family members (or family representation) that is broadly representative of the community?
	Team Expertise	• Are there individuals on the leadership team with expertise in local family concerns and needs?
	Team Operating Procedures	• Do team operating procedures include structures and practices that prompt communication with families to ensure transparency and promote feedback?
	Action Planning	• Do family stakeholders/representatives across various cultural groups have opportunities to provide input on the district strategic plan?
	Communication with Key Stakeholders	• Does the District Leadership Team regularly engage in two-way communication with family stakeholders to solicit feedback on implementation progress with district outcomes?
Stakeholder Engagement	*Stakeholder Involvement*	• Is a written process in place to actively involve families, especially underserved families and cultures, in setting goals and developing policies?
	Information Dissemination	• Have multiple pathways for communication with families been identified and utilized based on family input on preferred communication methods?
	Stakeholder Participation	• Do district leaders regularly participate in family-school collaboration events?

Inputs: Policy and Workforce Capacity

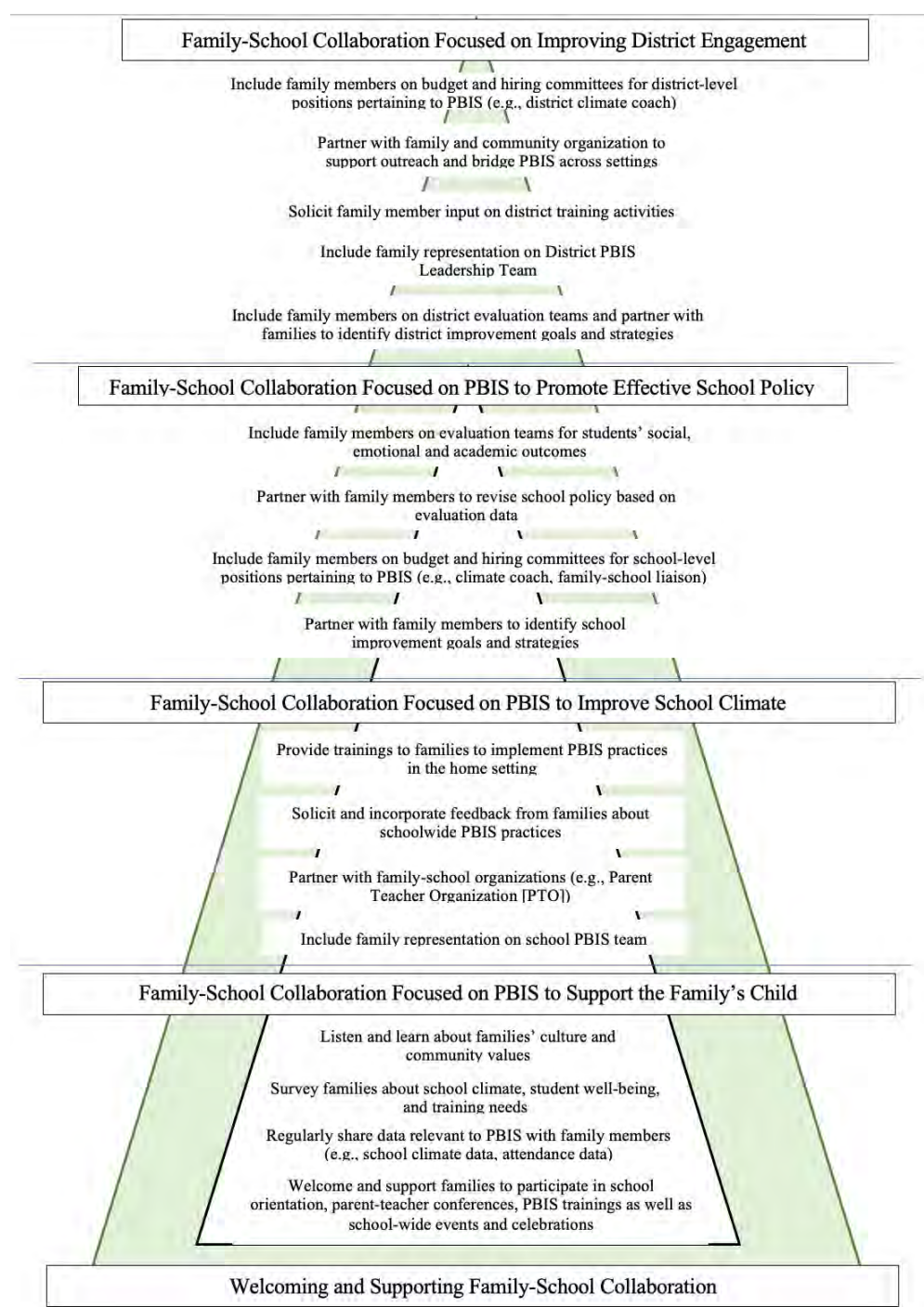|	Critical Features	Questions and Considerations
Inputs		
Funding & Alignment	*Budget Plan*	• Does funding support family-school collaboration and capacity building activities?
	Community Agency Alignment	• Does the district reach out to community agencies that work closely with families (e.g., pediatric practices, mental health providers, afterschool programs, youth organizations) to develop partnerships, align practices, and coordinate supports?
	Alignment to District Outcomes	• Does the district facilitate input from families on district outcome or improvement goals? • Are improvement goals and progress data communicated with families through multiple methods?
	Alignment to Initiatives	• Is there a clear description that aligns key district initiatives with the goals and structures supporting family-school partnerships?
	Initiative Adoption Procedures	• Is a process followed to incorporate input and feedback from families on initiatives?
Policy	*Vision/Mission Statement*	• Does the statement include support for culturally responsive, strengths-based approaches to family engagement and is it endorsed by family representatives?
	Discipline Policy Review	• Does the District Leadership Team regularly review discipline policies with families and include their input?
	Discipline Guides	• Are district discipline policy and procedural guides shared annually with all families in languages and formats that are accessible?
	Transition System	• Does the district obtain input from families when developing systems to support student transitions (e.g., new student, school to school)? • Is information on transition supports shared with all families in accessible languages and formats?
Workforce Capacity	*Hiring/Promotion*	• Does the District Leadership Team include knowledge of PBIS in hiring criteria, recruitment, promotion, job descriptions, and performance evaluations of family support personnel?

Outputs: Training and Coaching

	Critical Features	Questions and Considerations
Outputs		
Training	*District Professional Development Plan*	• Does the District Leadership Team include input from families and/or family representatives when designing a 3-5 year professional development plan? • Does the PD plan include training for staff in family engagement strategies?
	District Professional Development Calendar	• Is the PD calendar shared with families to support family member involvement?
	Professional Development Alignment	• Are PBIS professional development materials and practices aligned with the goals of family support personnel?
	Ongoing Professional Development	• Does district professional development include ongoing opportunities for families on how PBIS efforts support common family routines? • Are family engagement strategies integrated within the PBIS framework across tiers to support school-site practices?
	Communities of Practice	• Are families invited to and regularly access in-district networking opportunities focused on PBIS?
	Internal Professional Development	• Do families have access to PD on supports available to their child at Tiers 1, 2, and 3, as well as how they can support their child across the tiers or request assistance if they have concerns?
Coaching	*Coaching*	• Do coaches at the school and district level have expertise in coordinating with families and engaging them in decision-making?
	Implementation Process	• Is a written process in place for orienting family support personnel to tiered interventions and how to request ongoing assistance or coaching?

Outputs: Evaluation and Local Implementation Demonstration

	Critical Features	Questions and Considerations
Outputs		
Evaluation	*Evaluation Plan:*	• Does the District Leadership Team complete a 3-5 year evaluation plan that includes input from families (e.g., through surveys, focus groups, etc.)?
	Data Collection Systems	• Do district and school level data systems include mechanisms for assessing family engagement and collecting information on family perceptions?
	Evaluation Feedback Loop	• Is there a district evaluation schedule that ensures feedback from families is collected as part of a broader evaluation and shared with internal coaches for problem solving and action planning?
	Student Identification Data	• Does the district provide schools with written guidelines supporting data-decision rules to identify students for Advanced Tiers supports include parent referral/request for assistance? • Do data indicate families are familiar with the referral process?
	Student Performance Data	• Does the District Leadership Team track the proportion of students accessing and making progress with Tier 2 and Tier 3 supports and share this information in aggregate with families?
	Annual Evaluation	• Are annual progress reports on the activities and outcomes related to PBIS (e.g., fidelity, student outcomes) shared annually with families?
	Acknowledgement of Progress	• Do families receive information on district outcomes and accomplishment related to PBIS goals at least quarterly and are they solicited for feedback?
Local Implementation Demonstration	*Site Selection*	• Does the district's formal site selection process for selecting initial PBIS pilot schools and expanding to new schools include soliciting input from families and family representatives on needs, interest in involvement, and implementation considerations?
	Model Demonstrations	• Does the district criteria for identifying model demonstration schools include family engagement and active partnership at all levels of decision making?

Suggested Practices to Promote Family Engagement School- and District-wide

Family-School Collaboration Focused on Improving District Engagement

Include family members on budget and hiring committees for district-level positions pertaining to PBIS (e.g., district climate coach)

Partner with family and community organization to support outreach and bridge PBIS across settings

Solicit family member input on district training activities

Include family representation on District PBIS Leadership Team

Include family members on district evaluation teams and partner with families to identify district improvement goals and strategies

Family-School Collaboration Focused on PBIS to Promote Effective School Policy

Include family members on evaluation teams for students' social, emotional and academic outcomes

Partner with family members to revise school policy based on evaluation data

Include family members on budget and hiring committees for school-level positions pertaining to PBIS (e.g., climate coach, family-school liaison)

Partner with family members to identify school improvement goals and strategies

Family-School Collaboration Focused on PBIS to Improve School Climate

Provide trainings to families to implement PBIS practices in the home setting

Solicit and incorporate feedback from families about schoolwide PBIS practices

Partner with family-school organizations (e.g., Parent Teacher Organization [PTO])

Include family representation on school PBIS team

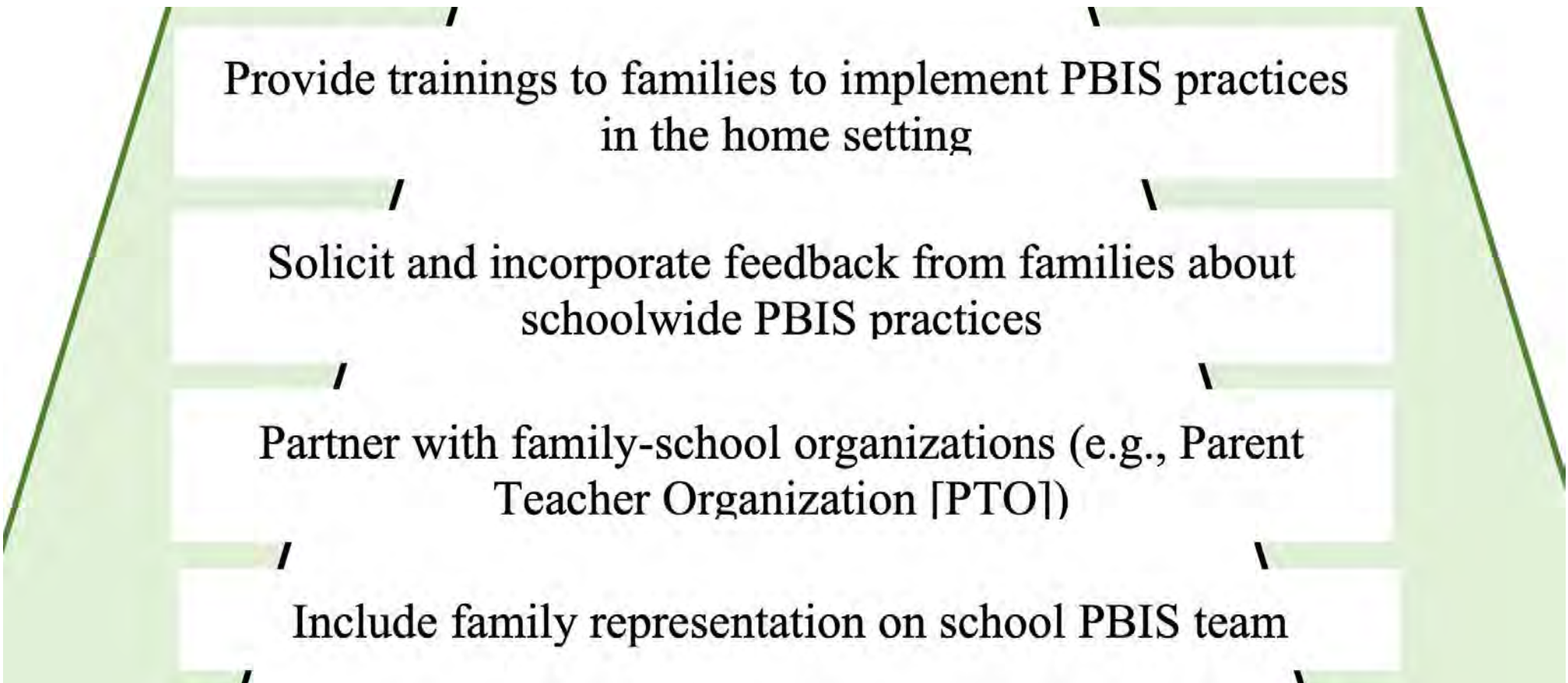Family-School Collaboration Focused on PBIS to Support the Family's Child

Listen and learn about families' culture and community values

Survey families about school climate, student well-being, and training needs

Regularly share data relevant to PBIS with family members (e.g., school climate data, attendance data)

Welcome and support families to participate in school orientation, parent-teacher conferences, PBIS trainings as well as school-wide events and celebrations

Welcoming and Supporting Family-School Collaboration

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Conclusion

- School districts are complex systems in which change and sustained implementation poses the opportunity to collaborate with families.

- There is an opportunity to build a district leadership team, invest the time and resources (inputs) to engage in actions (outputs) to promote positive youth outcomes

- Local demonstration sites can serves as a model for others systems-wide

- A collaborative, multi-partner district PBIS leadership team will ideally become the rule rather than the exception.

From Theory to Practice: Successful Family-School Collaboration in Schools

Shelby Cook, LMSW, LSSW
The University of Memphis

Acknowledgments

- Dr. Imad Zaheer
- Dr. Julie Fogt
- Dr. Laura Casey
- Misty Lewis

Case Studies

- West Tennessee School
    - Rural West TN public school
    - 2nd-6th grades
    - Identified as a Target Support and Improvement School by the TN Dept. of Education (2018-2019)
- Penn School
    - An Approved Private School, funded by Pennsylvania Dept. of Education
    - A laboratory school, governed by a university in PA
    - Serving students ages 6-21 with behavioral disorders and autism
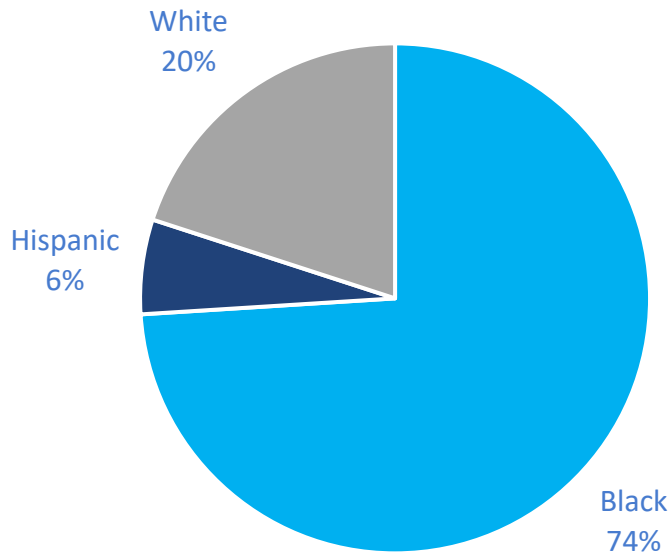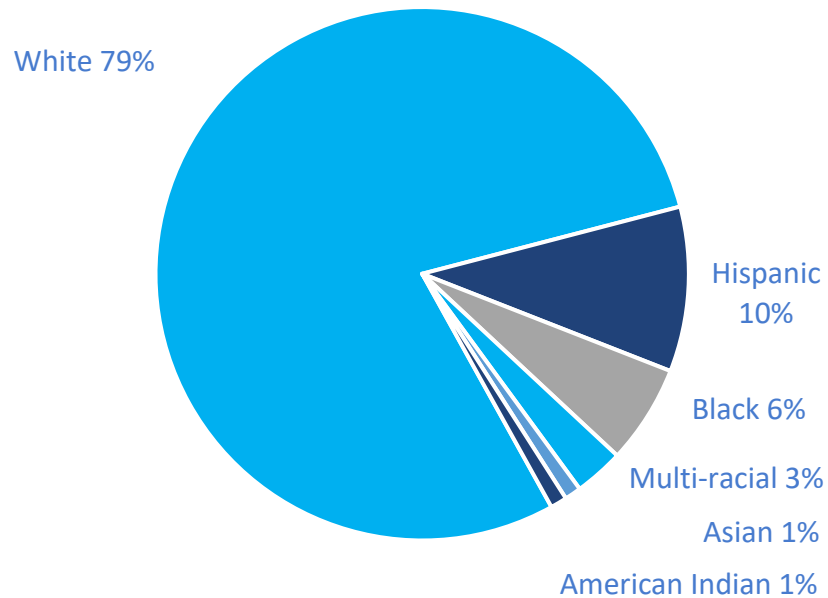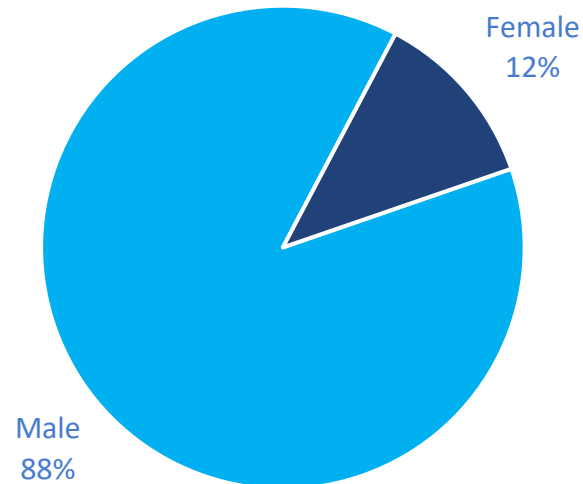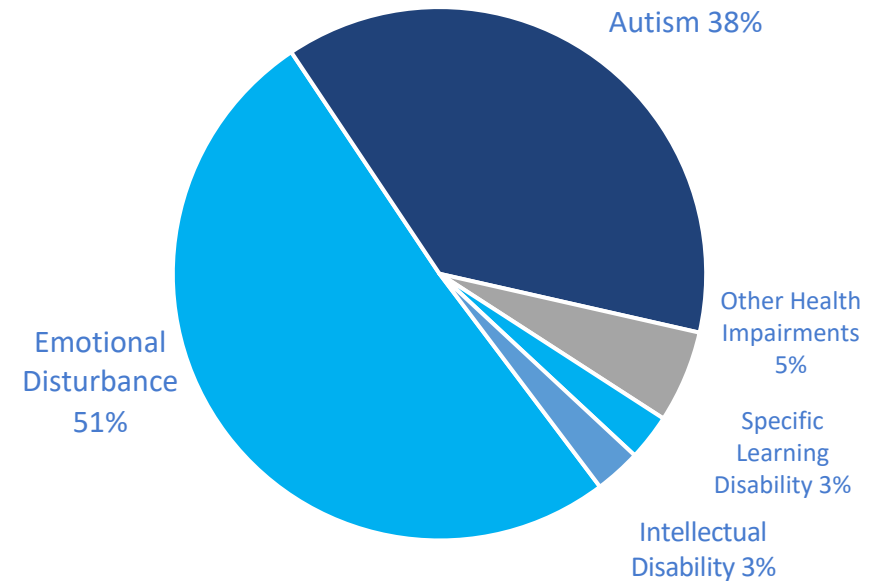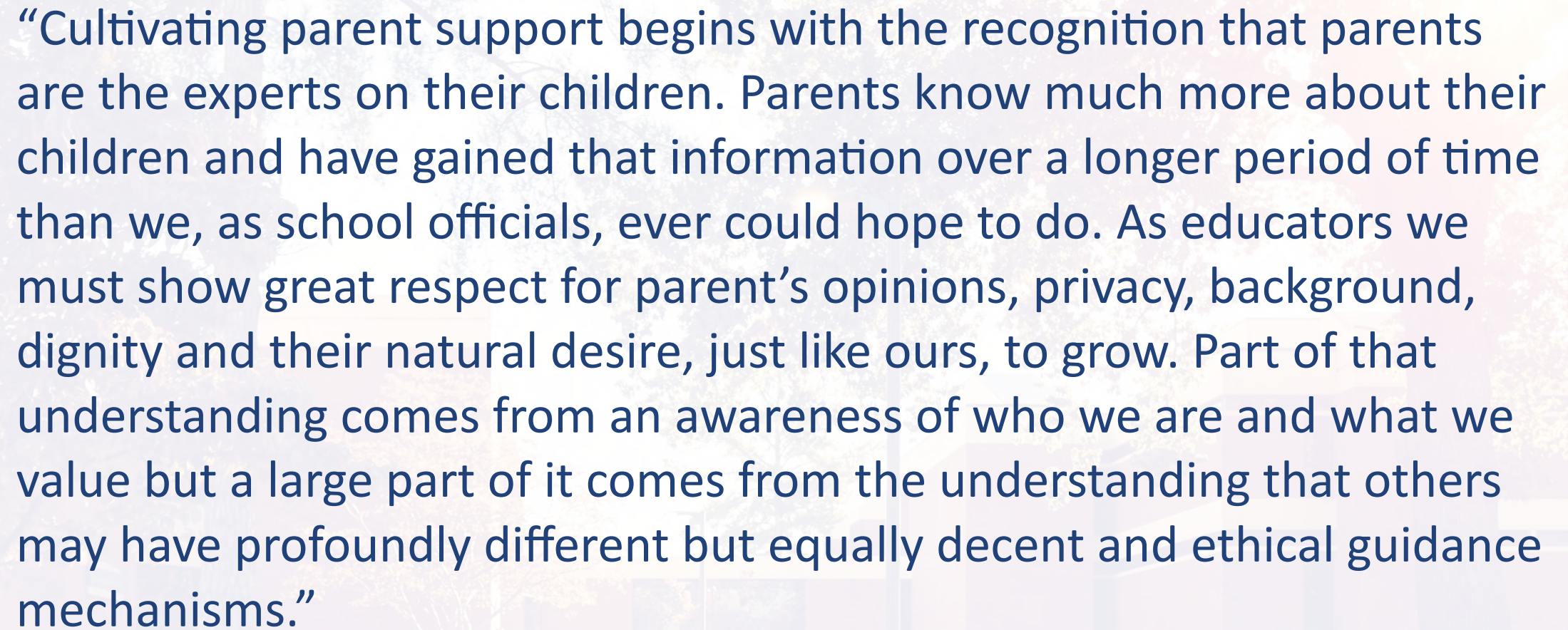
Building a Foundation for Family-School Partnerships

"Cultivating parent support begins with the recognition that parents are the experts on their children. Parents know much more about their children and have gained that information over a longer period of time than we, as school officials, ever could hope to do. As educators we must show great respect for parent's opinions, privacy, background, dignity and their natural desire, just like ours, to grow. Part of that understanding comes from an awareness of who we are and what we value but a large part of it comes from the understanding that others may have profoundly different but equally decent and ethical guidance mechanisms."

- Penn School's Policy and Procedure Handbook

Philosophy in Practice

STATED JOB EXPECTATIONS

STAFF TRAINING

MENTORING OPPORTUNITIES

Family & Community Engagement (FACE) Leadership Teams

IF YOU WANT TO GO FAST,
GO ALONE.
IF YOU WANT TO GO FAR,
GO TOGETHER.
AFRICAN PROVERB

- Team Member Roles (members may serve in dual roles)
  - FACE Coach
  - Tier 1 Liaison
  - Tier 2 Liaison
  - Tier 3 Liaison
  - Community Liaison/Representatives
  - Family Liaison/Representatives
  - School Administrator
  - District Representative/PBIS Coach

Team Formation

together everyone **TEAM** achieves more

- Think outside the box
- Evaluate who is serving in your community
- The more the merrier
- Diligent and thoughtful team building on the front end pays dividends

West TN School FACE Team

- School Counselor-Tier 3 Representative/Certified Trauma Practitioner-Education
- Principal-Tier 3 Representative/Administrator
- Instructional Coach-Previous Parent Involvement Team/District HS Graduate
- 6th Grade Teacher/Student Principal's Club Chair
- 5th Grade Teacher/Tier 1 Representative
- Cafeteria Staff/Bus Monitor
- Cafeteria Staff/Parent of 2nd grader & 9th Grader/District HS Graduate
- Bus Driver/Previous Teacher/District HS Graduate
- Parent of 4th & 5th graders/Staff at local manufacturing facility
- Non-profit Secretary/Local Business Owner/District HS Graduate
- Parents of 2nd Grader/District Office Staff/Local Business owners
- Police Chief
- Health Connect America Staff/District HS Graduate/Parent of High School Student

Team Norms

Clear Expectations
+
Clear Communication
———————
Clear Outcome

- Set expectations early
- Self-define roles
- Identify creative solutions for scheduling issues
- Use a set agenda

West TN School Team Roles

- Facilitator
- Note Taker
- Community Involvement Liaison
- Helping Hand Representative
- American Woodwork Representative
- Student Needs Coordinator
- Outreach and Community Event Coordinator
- Teacher Representative
- Student Services
- Safety/Community Concerns
- Parent/Staff Ideas

West TN School Team Expectations

- Attend all meetings

- Start and end on time—one hour meeting sharp

- Meeting notes sent to all team members within 48 hours of meeting

- If you must miss more than one meeting per school calendar year, provide an alternate, attend via phone, or other solution (determined by team member)

- Members commit to one term (one school year), but can decide to recommend another person for their place if they choose to move to a different team during April meeting

Team Vision and Goals

- Team Vision:
  - To strengthen relationships in all aspects of the school community
- Team Goals:
  - Short-term:
    - Become more familiar to families
    - Educate families on available resources
  - Long-term:
    - Become a community school
    - Improve FACE survey results (familial and educator perceptions of school staff and climate)

Family/Community Member Role Description for PBIS Leadership Teams

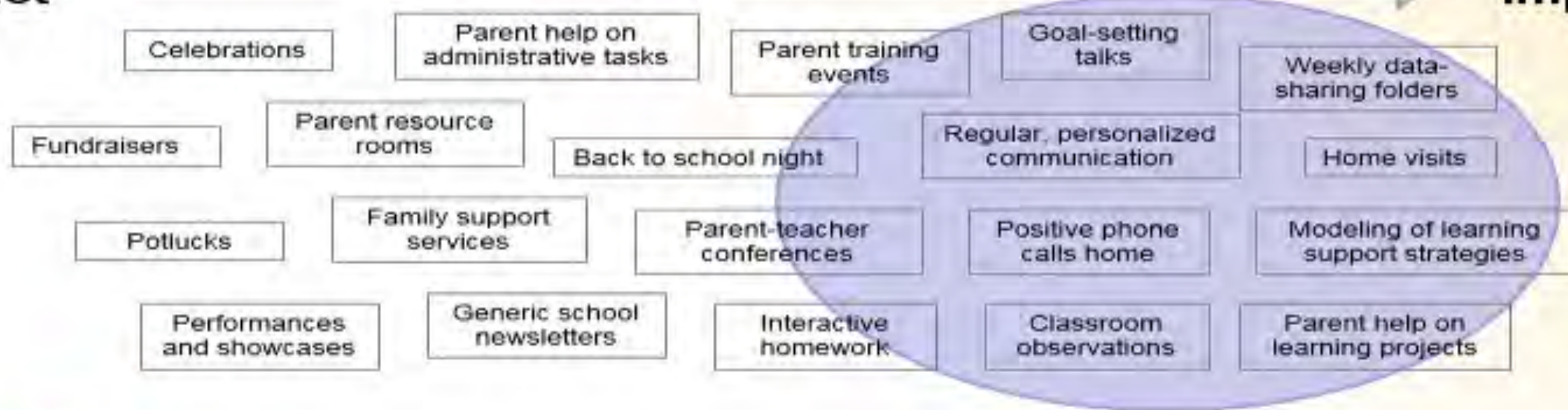|	
Purpose of the role:	*School Name* values the input of families and the community. For that reason, we would like to include family and community members on our PBIS Leadership Teams. These members will serve as a liaison between the community and the PBIS leadership team, providing integral feedback and input to the team.
Key Responsibilities:	• Act as a representative of family and/or community voice • Gather feedback from families and community members about PBIS • Attend regular PBIS leadership team meetings • Ask the facilitator to add feedback to the agenda • Share feedback and questions with team • Guide discussion to develop plan to address feedback/questions • Disseminate information from meetings to the community

Planning and Implementing Partnering Activities

Relative Impact of Family Engagement Strategies on Student Learning

Lower impact → **Higher impact**

Celebrations	Parent help on administrative tasks	Parent training events	Goal-setting talks		Weekly data-sharing folders
Fundraisers	Parent resource rooms	Back to school night	Regular, personalized communication		Home visits
Potlucks	Family support services	Parent-teacher conferences	Positive phone calls home		Modeling of learning support strategies
Performances and showcases	Generic school newsletters	Interactive homework	Classroom observations		Parent help on learning projects

FLAMBOYAN FOUNDATION

Flamboyan Foundation defines family engagement as collaboration between families and educators that accelerates student learning.

Using Facebook to Build Relationships

Star Student! From Mrs. Hickman's class. Emeri is always respectful and follows directions. She pays attention in class, and is always kind and polite to others. Finally, she's responsible and always completes her homework.

⭐✏️ Staff Shoutout: Tammy Graves 📓 ⭐

Mrs. Tammy is the Instructional Coach at East Elementary School. She attended Humboldt Schools K-12, graduating Humboldt High School with the class of 1988!

Mrs. Tammy's current office is the same room where her 3rd grade classroom was here at East. She considers it a privilege and honor to be back in the Humboldt City School system. As an instructional coach, she says her goal is to support our AMAZING teachers in any way possible—whic... See More

STUDENT SPOTLIGHT: Victoria is a great student! She is always willing to help, works hard in class, and is kind to her classmates. She is a smart, friendly, and trustworthy student who her teacher loves having in her class!

Include ALL staff!

📚 Staff Shoutouts: Tom Forsyth 📚

Bus Driver Shoutouts continue today with Mr. Tom Forsyth.

Tom was born at Saint Mary's Hospital in Humboldt, TN. He attended Humboldt City schools. In the spring of 1977 he graduated from Lambuth College in Jackson, TN after finishing his student teaching at Humboldt High School. In the fall of that year he began teaching at Stigall Middle School in Humboldt, TN. He taught at Stigall for 20 years. In 1997 he transferred to HHS and taught th... See More

We would like to say a giant THANK YOU to American Woodmark Right Environment Council for showing appreciation to the Crossing Guards at Humboldt City Schools.

They wanted to recognize these special ladies for all they do to keep our students safe.

Thank you, Gennia Turner and Lillie Taylor! You two are AMAZING!! We are so very grateful to have you here in Humboldt.

210   52 Comments   44 Shares

👍 Like   💬 Comment   ➥ Share

3,666 people reached >   Boost Post

97   3 Comments 5 Shares

Using Facebook to Cultivate Community Partnerships

- Local Businesses
  - Factories
  - Non-profits
  - Banks
  - Stores
  - Utility Company
  - Fast food restaurants

Humboldt City Schools
August 8 · ⚙
A special thanks to Humboldt Lions Club for their assistance in providing vision screenings for the students at East Elementary today.

Thank you Woodmen Life, East Elementary Family and Community Engagement Team, Keiff Walk and ALL of our AMAZING VOLUNTEERS for your work and time on this project!

Thank you to Ms. Shirley Scott and Ms. Judyth Porter (Simmons Bank Humboldt) for coming to spend time helping us organize our Clothes' Closet.
You ladies helped us in a MAJOR way!!!
We ❤️ our community and local businesses for all the love they show our school.
Thank you.
Simmons Bank

Mrs. Doaks and Mrs. Lewis came out to Walmart Humboldt to show support for Humboldt Police Department, Humboldt TN as they pack the patrol car for our students.
Come on out, they will be there until 4pm today. Tax Free Weekend!
Lucas and Lily donated backpacks too!! Thank you, sweet kiddos!!

Community Partnerships Continued

- Mayor
- Rotary Club
- Mental Health Agency
- Boys and Girls Club
- Local Head-start
- Local Library
- Local News
- Local Radio
- Local Authorities
- Local Artists

Spreading love 💙❤️❤️💜 Heart of Whimsy

Be · { you } · Tiful

WBBJTV.COM
Humboldt school uses murals to inspire students - WBBJ TV
HUMBOLDT, Tenn. — "How can we make this a better place? How ca...

Special children. Special people. Special moments. That is why we are here!
#i❤️hcs

Rotary Club of Humboldt Tennessee is at East Elementary School.
September 25 · Humboldt · 🌐   👍 Like Page

Rotarians spent the morning passing out dictionaries to 3rd graders at East Elementary in Humboldt. So many great students, teachers and staff who welcomed us with smiles, hugs and genuine gratitude. Thank you for allowing us in your classrooms today. We had a wonderful time!

Local authorities sit with East Elementary School students for Grandparents Day
September 12, 2019 by WBBJ 7 Eyewitness News Staff

HUMBOLDT, Tenn. — It was a special day for kids at a local elementary school.

Students at East Elementary School in Humboldt had some special guests for lunch Thursday: their grandparents.

But for those students whose grandparents couldn't make it, they still didn't eat alone.

The Gibson County Sheriff's Office, Humboldt Police Department and Humboldt Fire Department stepped in to sit with students.

Listen to Good News 99.9 FM – 1190 AM - 1500 AM as Emily Burleson and Misty Lewis discuss all the exciting Family and Community Engagement activities going on in Humboldt City Schools.

Open House Community Event

- Registration and Back to school Information
- Community Partner Booths
- Various agencies gave out school supplies
- Spirit Shirts for sale
- I ❤️ HCS Photo Booth
- Giveaway drawing for attendance

Open House Booths

School Representatives

- Family and Community Engagement (F.A.C.E.) Team
- Coordinated School Health
- Title I
- After-school Program
- Transportation

Community Representatives

- Arise2Read
- AKA
- Fire Department
- Police Department
- Girl Scouts
- Health Connect America
- Public Library
- American Woodmark
- Helping Hand

Connecting to PBIS

- Behavior Kickoff Week
  - I ❤️ HCS Photos from Open House
  - The Expectations Olympics—Videos with students teaching expectations
  - Posts each day about #i ❤️hcs and PBIS

Sharing about PBIS

Bridging with Academics: Literacy Night

- Put on by Primary and Elementary School teams
- Required literacy event each year
- Teachers from each school co-chaired this event put on one literacy night for all students K-6th grades

Strengths-based IEPs

- An initial intake meeting is held to:
  - Build rapport between teachers and families
  - Identify student and family strengths
  - Set expectations for collaboration
  - Identify family preferences for communication
  - Plan for ongoing case management
- Student strengths are leveraged to develop individualized programming
- Goal-setting and action planning is family & student-led

Collaborative IEP Meetings

- Conversations begin weeks prior to the meeting in weekly phone conferences

- IEP meetings are scheduled at a preferred time for the family

- Teachers are trained to invite family contributions, check for understanding, and facilitate familial agreement

- Family voice is heard, respected, and included

On-going Two-Way Communication

- Weekly phone conferences to discuss academic and behavioral progress
  - Centered around interventions rather than behavioral topography
  - Documented in a communication log

Student First Name Last Name Communication Log				
Date	Time	People Involved	Type	Notes or Screenshot of Communication

Daily Communication

- Teachers provide a 0, 1, or 2 rating related to classroom expectations
- Includes space for two-way communication
- Progress notes are positive and affirming
- Students receive bonus points for returning their point sheet
  - 24 points for a family signature
  - 50 points for a signature and a note

Bi-Annual Family Nights

- Held in lieu of family-teacher conferences
- Community event where stakeholders can:
  - Speak with school faculty and staff
  - Enjoy a meal together
  - Peruse the bookfair
  - Participate in attendance raffles
- "Family Reunion" atmosphere
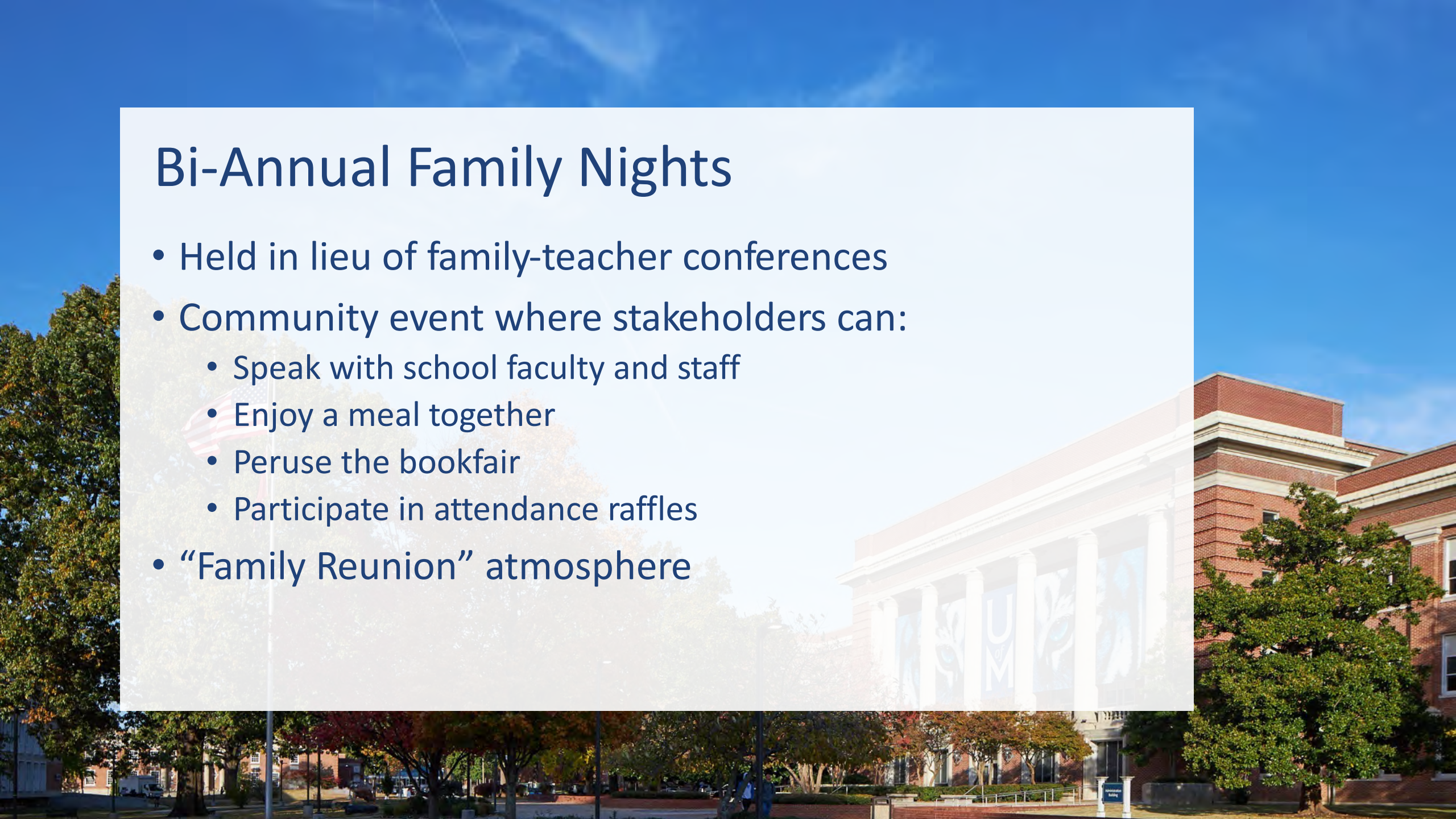
Preparing for Summer Camp

Before Camp

- Visit the camp
- Connect with the counselors to learn about a typical camp day schedule
- Copy the PBSP from your child's IEP and provide the counselors with a copy
- Find a place at camp where your child can take time
- Practice a camp day schedule - wake up, drive, walk in, see camp space, practice going to the place where they can take time, drive home
- Discuss lunch choice options
- Setup reinforcers based on clear, attainable criteria

During Camp

Car Ride to Camp

- State expectations during the car ride and as you approach the camp
- Remind your child to use strategies if upset and the location at camp to take time
- Tell your child you love him and you have confidence he will have a great day

If problems arise...

- Acknowledge your child is upset
- Determine what your child needed in the moment where the problem occurred
- Talk to your child about what he can do in a similar situation if it happens again
- Speak to the counselors about what they observed during the problem
- Determine if the action plan can be followed by your child and the camp counselors

Car Ride Home from Camp

- Praise your child for completing a day of camp
- Prompt your child to share one thing that went well throughout the day
- Celebrate the successes from the day
- State expectations for snacks when your child gets home
- Review the schedule for the remainder of the day

After Camp

- Thank the counselors
- Debrief with your child to determine if this camp is a good option for next year
- Make notes for yourself about how the camp went, good counselor experiences, and what you did to have a successful camp experience
- Mark in your calendar to look at camps next February

(Heintzelman & Spradlin, 2018)

Family Workshops

- Topics are family-generated and have included:
  - Cultivating positive communication with your child
  - Establishing home expectations
  - Managing low-level behavior at home
  - Supporting positive conversations about point sheets
  - Preventing and managing low-level behavior in the community
  - Preparing for summer camp

Data-based Decision-making

Sharing data with families

"It's not that your son is bad, he just exceeds standards for mischief."

- Avoid jargon
- Ensure two-way communication
  - Ask powerful questions
  - Paraphrase concerns to show that you are listening and understanding
- Establish trust
  - Assume positive intent
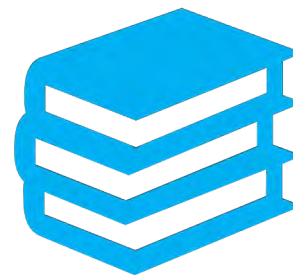- Data conversations should be on-going and not only for when there is a problem.

(Garcia et al., 2016)

Data-sharing Approaches

School-wide:

School-wide or grade level meetings

Post data in a prominent location

Student-level:

Individual family conferences for individual data

Student portfolios of work and data to share regularly with families

Penn School's strategies

- Academic reports are sent home weekly with the point sheet and discussed in the weekly telephone conference

- Student behavioral data graphed and shared monthly to allow families to see a process of growth

- Progress reports on IEP goals shared quarterly

Gathering Stakeholder Feedback

Tell us what you think!

Formal feedback

- Family and educator surveys

Informal feedback

- During ongoing communication structures
- At family events and activities

Penn School Family Survey

Dear Parent,

We are seeking your feedback to better understand your satisfaction with Penn School's policies & procedures. We will use your input to work toward enhancing your child's experience at Penn School. All responses are anonymous. Thank you for sharing your thoughts and completing this survey.

At Penn School, we set clear expectations, follow policies and procedures, and use effective, positive commands in our school settings (e.g., classrooms, hallways, library, bathroom, gym) so students know what is expected of them.

1. Do you use these strategies in your home?   YES   NO

a. **IF YES,** how helpful are these strategies?	Not at all helpful		Helpful	Very helpful	
	1	2	3	4	5

    b. **IF NO,** would you like training in how to use these strategies?   YES   NO

At Penn School, students are **praised for positive behavior**; on the other hand, **challenging behavior that does not harm the student or others is often ignored.**

2. Do you use these strategies in your home?   YES   NO

a. **IF YES,** how helpful are these strategies?	Not at all helpful		Helpful		Very helpful
	1	2	3	4	5

    b. **IF NO,** would you like training in how to use these strategies?   YES   NO

At Penn School, we value **family involvement and collaboration**.

3. Do you feel that your child's teacher contacts you **too often** or **too little**?

Too little		Just Enough		Too often
1	2	3	4	5

4. How would you prefer to be contacted? (Please select the **best** way to contact you)

_____ Mail   _____ E-mail   _____ Phone

Compared to **MY CHILD's** experience at his previous school, **MY CHILD's experience** at Penn School is:

Worse		The Same		Better
1	2	3	4	5

Compared to **MY experience** with my child's previous school, **MY experience** with Penn School is:

Worse		The Same		Better
1	2	3	4	5

    a. How can **your child's** experience be improved?:

    b. How can **YOUR** experience be improved?:

1) How would you like to be involved in:
    a) Your student's academic success?

    b) Your student's behavioral success?

Thank you so much for completing this survey! ☺

Family and Community Engagement Survey for Families and Educators

- Gathers data on family preferences for communication and workshops
- Measures family and educator perceptions of family-school relationships
- Assesses indicators of family engagement in PBIS

(Castillo et al., 2016; Office of Special Education Programs Technical Assistance Center on PBIS, 2017)

RTI²-B Survey for Families

The purpose of this survey is to get your feedback about our school's RTI²-B program. RTI²-B is the discipline framework used at our school. It uses positive discipline practices, such as clear expectations (behavior matrix), acknowledgment systems (tickets), and appropriate consequences to deal with problem behavior. All responses will remain strictly confidential. Thank you!

1. How would you MOST prefer to receive information about your child's classroom or school activities?
   - Daily/weekly schedule of classroom activities
   - Board in the entryway or outside of classroom
   - Family handbook of program policies
   - School website
   - School Facebook or Twitter page
   - Written or Electronic Newsletter
   - Notes home on paper
   - Text messages
   - Emails
   - Phone Calls
   - Meetings at the school
   - School Specific Apps

2. If our school offered workshops, what topics would you be interested in? Check all that apply.
   - Behavior supports and opportunities at my child's school
   - Daily routines (e.g., getting up in the morning)
   - Positive discipline
   - Limit setting
   - Collaborative problem solving
   - Other: _____

3. When would be the best time for you to come to workshops? Check all that apply.
   - Weekday mornings before school
   - Weekdays during school hours
   - Weekdays after school
   - Weekday evenings
   - Saturday morning
   - Saturday afternoon
   - Saturday evening

4. How often do teachers and staff ask you for your input about you child specifically?
   - Always
   - Very often
   - Sometimes
   - Rarely
   - Never

5. How often do teachers and staff ask you for your input about school-wide decisions?
   - Always
   - Very often
   - Sometimes
   - Rarely
   - Never

6. Please select the degree to which you agree with the following statements:

	Strongly agree	Slightly agree	Undecided or Neutral	Slightly Disagree	Strongly Disagree
I have a positive relationship with the staff at my child's school.	○	○	○	○	○
Staff at my child's school respect me and my child.	○	○	○	○	○
I trust the staff at my child's school.	○	○	○	○	○
The staff at my child's school trusts me.	○	○	○	○	○
I feel welcome at my child's school.	○	○	○	○	○
I have the skills to support my child's behavior at home and at school.	○	○	○	○	○
I have a good understanding of the behavioral data used at my child's school.	○	○	○	○	○
The staff is clear about the behavior expectations at my child's school.	○	○	○	○	○

7. I have been asked for input on the RTI²-B program (behavior matrix, acknowledgment system). **Circle one: Yes No**

8. I have been for input on family engagement in RTI²-B (home matrix, family acknowledgment, community events). **Circle one: Yes No**

9. My child has received a ticket for positive behavior. **Circle one: Yes No**

10. Someone at my child's school has contacted me about my child behaving well. **Circle one: Yes No**

11. I have received acknowledgement for being engaged at my child's school. **Circle one: Yes No**

12. List the school-wide RTI²-B behavior expectations: _____

13. I have received information from my school on how to use **behavioral expectations** at home. (Example: Home Matrix)
    - Yes, I have received it and I always use it at home.
    - Yes, I have received it and I sometimes use it at home.
    - Yes, I have received it but I never use it at home.
    - No, I have not received it.

14. I have received information from my school about how to use an **acknowledgment system** at home.
    - Yes, I have received it and I always use it at home.
    - Yes, I have received it and I sometimes use it at home.
    - Yes, I have received it but I never use it at home.
    - No, I have not received it.

Increasing Survey Participation

- Homeroom contest
- Goal: 80% from each homeroom
- Result: 356 surveys collected, 80% of student population!

Post-Implementation Family Survey Outcomes

- Comparisons of pre- and post- survey findings indicate increases in:
  - Families reporting that behavioral expectations are clear at school.
  - Familial reports of engagement in PBIS, including invitations to participate on leadership teams and provide input and feedback on SWPBIS features and family engagement in PBIS.
  - Families receiving positive behavior contacts from school.
  - Families reporting receiving information from the school about implementing PBIS at home.
  - Frequency of families using PBIS strategies at home (behavioral expectations, acknowledgement systems, and appropriate consequences).

(Castillo et al., 2016; Office of Special Education Programs Technical Assistance Center on PBIS, 2017)

Post-Implementation Educator Survey Outcomes

- Comparisons of pre- and post- survey findings indicate increases in:
  - Educator reports of feeling that families respect them.
  - Educator reports of mutual trust with families.
  - Educators reporting that school staff ensures families feel welcome.
  - Educators reporting they were asked to provide input on FACE in PBIS.
  - Educators reporting receiving information to support families in home implementation of PBIS.
  - Frequency of educators using resources to support families in home implementation of PBIS.
  - Frequency of educators making positive behavior contacts.
  - Educator reports of reinforcing family engagement.

(Castillo et al., 2016; Office of Special Education Programs Technical Assistance Center on PBIS, 2017)

Resources

- Castillo, J.M., Batsche, G.M., Curtis, M.J., Stockslager, K., March, A., Minch, D., and Hines, C. (2016). Tools for Examining Family Engagement. In *Problem Solving/Response to Intervention Evaluation Tool Technical Assistance Manual* (pp.181-224). Retrieved from http://floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2016/ta_manual_revised2016.pdf

- Garcia, M. E., Frunzi, K., Dean, C. B., Flores, N., & Miller, K. B. (2016). *Toolkit of Resources for Engaging Families and the Community as Partners in Education: Part 4: Engaging all in data conversations* (REL 2016–153). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific. Retrieved from http://ies.ed.gov/ncee/edlabs

- Office of Special Education Programs Technical Assistance Center on PBIS (2017). *Stakeholder input and satisfaction survey – Family (SISS Family).* Retrieved from https://www.pbis.org/Common/Cms/files/Forum16_Presentations/RDQ8_H1_SISSFamilySurvey%20.pdf

- Tennessee Department of Education. (2020). Tennessee State Report Card. https://reportcard.tnedu.gov/

Summary

- Emphasize relationships and trust

- Focus on strengths

- Communicate clearly and effectively back-and-forth

- Build and implement systems and practices the integrate family-school collaboration and are dynamic and flexible
  - Allow families to have ownership and be leaders

Thank you!

Questions?

Please Complete this Session's Evaluation

10/27/22

3D – Building School & District Capacity for Family-School Partnerships Within PBIS

Four options, pick one!

1. Mobile App
Click "Take Survey" under the session description.

2. QR Code
Scan the code on this slide.

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

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