



1D: Enhancing Family-School Partnership within Schoolwide PBIS

Presenters:

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Tawni Barlow & Nikki Bauman, Medical Lake School District (WA)

- **Topic:** Family, Schoolwide
- **Keywords:** Community, Youth Voice, Implementation



Strand Overview: Family-School Partnership

1D – Enhancing Family-School Partnership Within Schoolwide PBIS

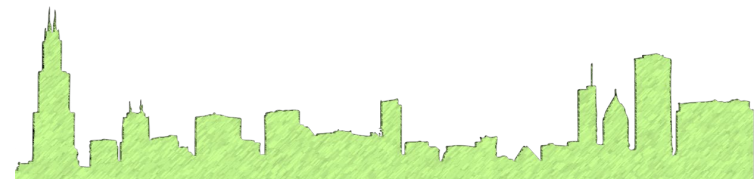
Kathleen Strickland-Cohen, University of Utah; Tawni Barlow & Nikki Bauman, Medical Lake School District (WA)

2D – Implementing & Sustaining Family-School Partnerships at Tier 2 & Tier 3

Andy Garbacz, University of Wisconsin-Madison; Lisa Salva, Angela Green, & Danielle Dunham, Milwaukee Public Schools (WI)

3D – Developing Equitable Family-School Partnerships with Racially & Ethnically Diverse Families

Clynita Grafenreed, University of Washington; Angela Hernandez & Eric Phillips, Arlington Independent School District (TX)



When Working In Your Team

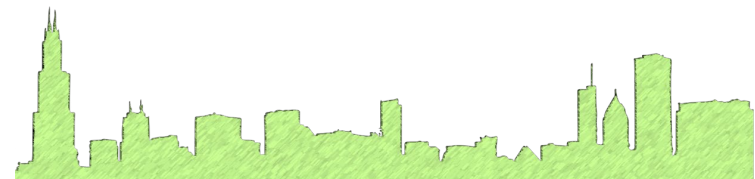
Consider 4 Questions

- 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?



Learning Objectives

1. *Describe factors that facilitate effective communication between school professionals and family members*
2. *Explain a systematic approach to increasing family engagement within SWPBIS*
3. *Identify specific strategies for accessing family voice and improving family-school partnership*



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).

RESEARCH ON 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

❖ Schoolwide PBIS is uniquely suited to leveraging partnership with families to support student success and early prevention of challenging behavior (Strickland-Cohen, Kyzar & Garza-Fraire, 2021)



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 WITH FAMILIES

- ❖ Two-way communication and collaborative inquiry between family members and school professionals
- ❖ Families and educators positioned as equal partners
- ❖ Shared decision making based on mutually agreed upon goals and valued outcomes centering family and student voice
- ❖ Acknowledging and working to remediate institutional structures that have hindered partnership in the past

(Thorius et al., 2013; Turnbull et al., 2015)

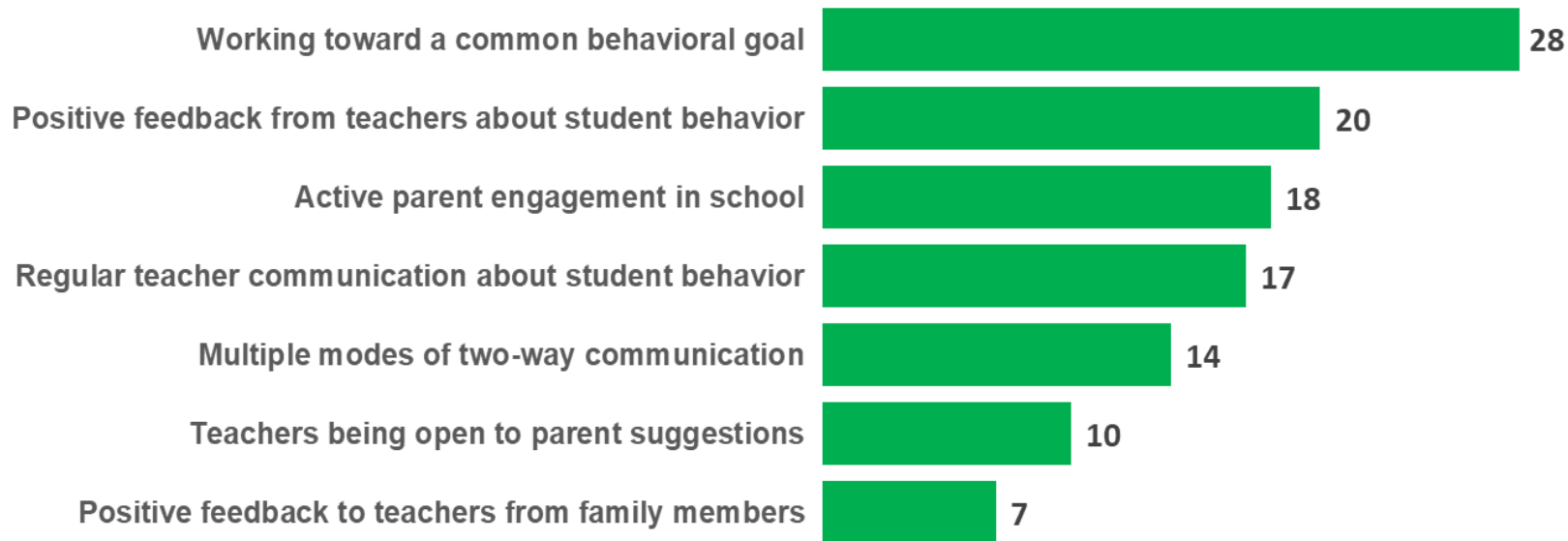


FACTORS THAT FACILITATE PARTNERSHIP

(STRICKLAND-COHEN & KYZAR, 2019)

FACTORS THAT FACILITATE PARTNERSHIP

(STRICKLAND-COHEN & KYZAR, 2019)



IMPLICATIONS & RECOMMENDATIONS FOR PRACTICE

- ❖ 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 centering family voice 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

Medical Lake School District

~Our Promises and Call to Action~



Medical Lake
SCHOOL DISTRICT

The Medical Lake Promise

We promise to:

- Foster a **safe and supportive learning environment** through a culture of belonging.
- Focus on **personalized instruction that is engaging, challenging, and relevant.**
- Promote **hope and a vision for the future** from Early Learning through Post-Secondary.

for Every Student, Every Day

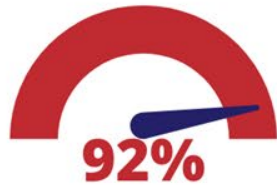
Medical Lake School District

1,900

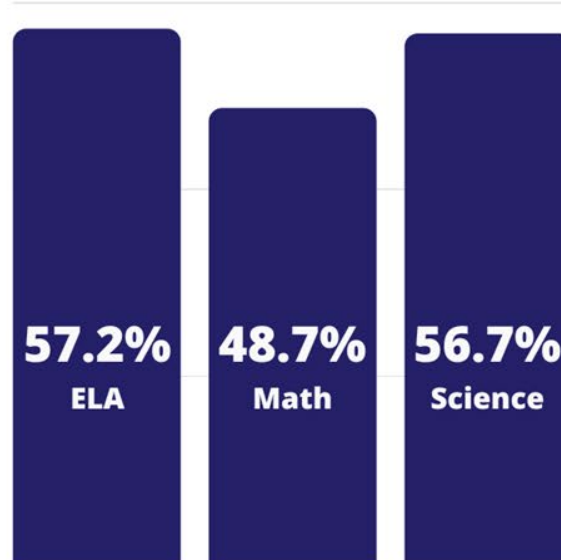
Students

145

Classroom
Teachers



Grad Rate



1.3%

of students excluded



29.3%

students of color



58.6%

low-income



MLSD Demographics



- 17 Miles West of Spokane
- Approximately 2,000 students
- 5 Schools, P-12 (2 elementary, 1 Middle School, 1 High School, 1 Alternative School)
- One school on the military base
- 4 Universities in the Spokane area (Whitworth, Gonzaga, EWU, WSU)
- Lacking a centralized transportation system
- Approximately 40% free and reduced
- NO community Mental Health

Data tells some of the story

Where we have been:

School Year	<u>Hallett</u> -LRE 1	<u>MAE</u> -LRE1	<u>MS</u> -LRE1	<u>HS</u> -LRE1	<u>End</u> -LRE1
2017/18	44%	44%	76.9%	41.8%	83.3%
2018/19	54.5%	58.1%	61.2%	39.6%	85.7%
2019/20	52.5%	65%	68.2%	42.6%	100%
2020/21	80%	80%	73%	71%	90%
2021/22	81%	80%	89%	80%	-----

State in Comparison to MLSD

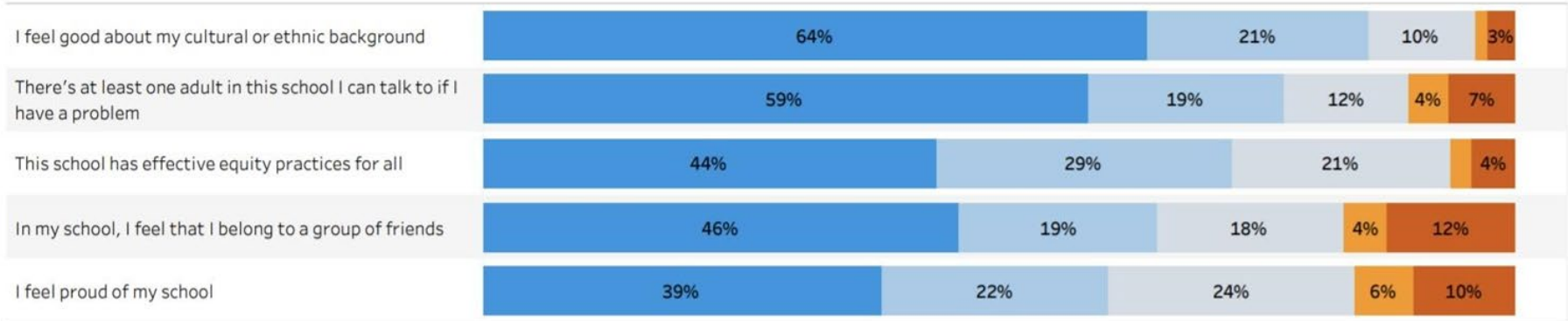
	WA STATE	MLSD
2018/19	56.6%	53.8%
2019/20		56.9%
2020/21		74%
2021/22	62.4%	82%

2022 CEE Student Survey Perception Data

Belonging and Identity

Medical Lake School District

- **Sense of belonging**—Perception of acceptance and support in a learning community
- **Relationship building**—Establishing and maintaining positive relationships with adults and peers in school setting
- **Personal identity**—Understanding and valuing one's own culture and beliefs
- **Social capital**—Recognizing and using family, school, and community resources; asking for help when needed



Almost Always True Often True Sometimes True Seldom True Almost Never True

Belonging and Identity: LONGITUDINAL

SBA Results from SY2022-23

WA State Summary

General (SBA and WCAS)

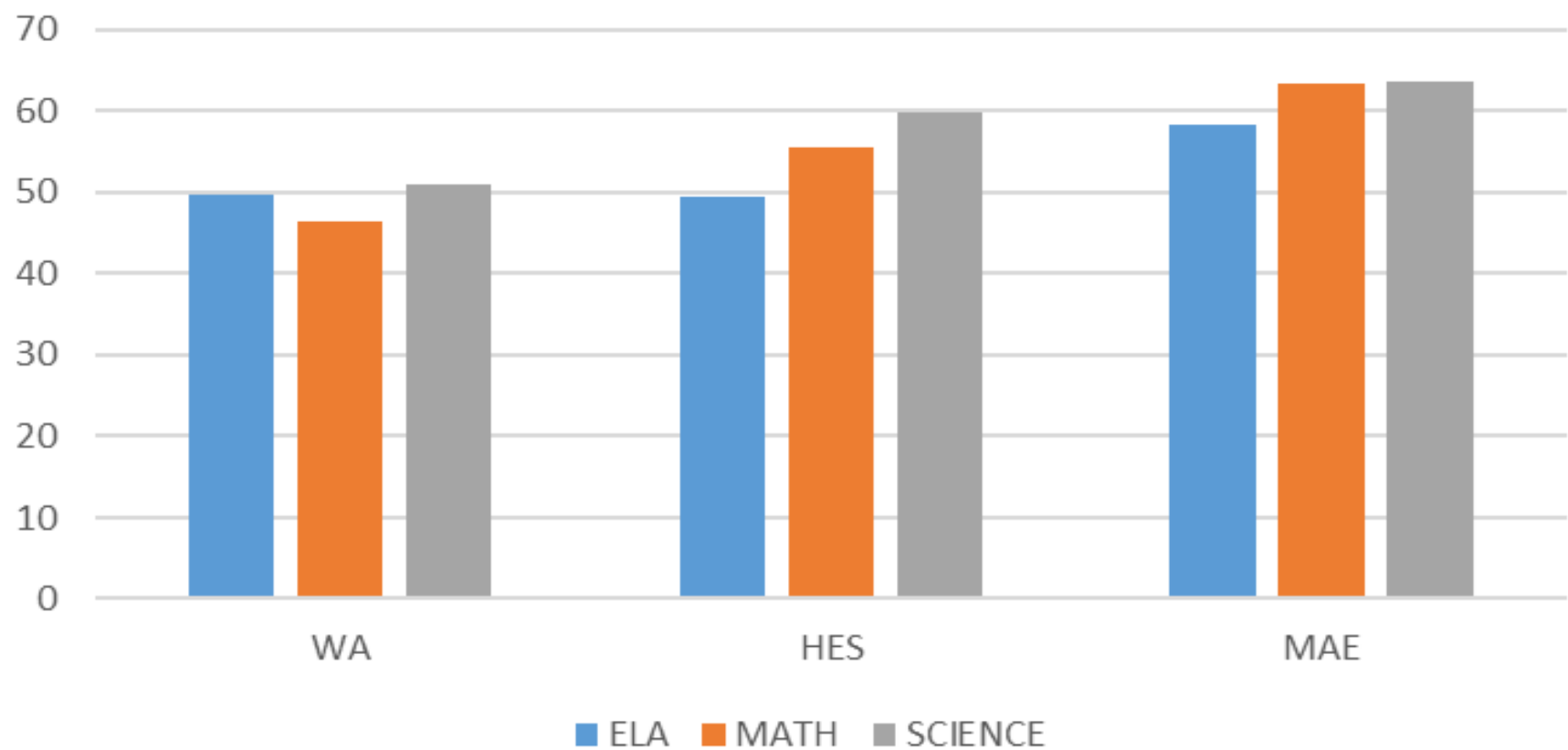
ELA	3rd Grade	47.7%
	4th Grade	49.0%
	5th Grade	52.5%
	6th Grade	46.3%
	7th Grade	49.8%
	8th Grade	48.5%
	10th Grade	60.3%
Math	3rd Grade	50.3%
	4th Grade	48.2%
	5th Grade	40.9%
	6th Grade	36.7%
	7th Grade	36.8%
	8th Grade	32.3%
	10th Grade	29.9%
Science	5th Grade	50.9%
	8th Grade	41.4%
	11th Grade	36.7%

MLSD Summary

General (SBA and WCAS)

ELA	3rd Grade	45.6%
	4th Grade	49.7%
	5th Grade	63.3%
	6th Grade	50.4%
	7th Grade	52.8%
	8th Grade	62.0%
	10th Grade	59.1%
Math	3rd Grade	61.3%
	4th Grade	53.7%
	5th Grade	61.2%
	6th Grade	58.6%
	7th Grade	34.4%
	8th Grade	56.2%
	10th Grade	34.1%
Science	5th Grade	61.2%
	8th Grade	58.7%
	11th Grade	62.5%

SBA Grades 3-5



Data and Outcomes (Fall 22- Winter 22 - Spring 23)

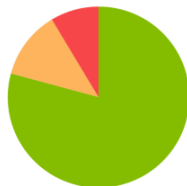
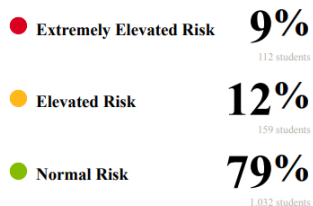
Universal Screener Summary Fall 2022 BASC-3 BESS



Medical Lake SD-3532

8/1/2022 - 12/14/2022, Behavioral and Emotional Risk Index

Behavioral and Emotional Risk Index BESS-3 (Teacher)



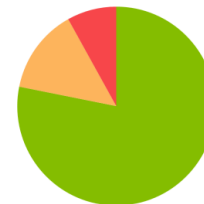
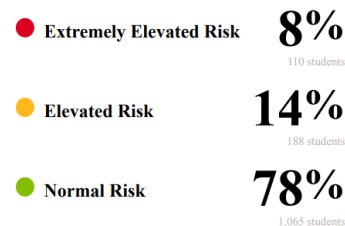
Universal Screener Summary Winter 2022 BASC-3 BESS



Medical Lake SD-3532

12/1/2022 - 3/29/2023, Behavioral and Emotional Risk Index

Behavioral and Emotional Risk Index BESS-3 (Teacher)



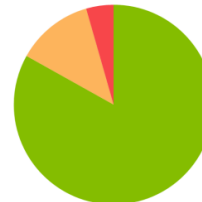
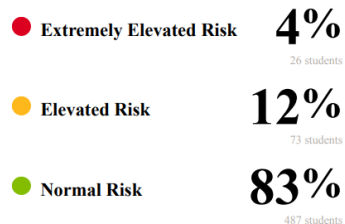
Universal Screener Summary Spring 2023 BASC-3 BESS



Medical Lake SD-3532

3/16/2023 - 8/14/2023, Behavioral and Emotional Risk Index

Behavioral and Emotional Risk Index BESS-3 (Teacher)

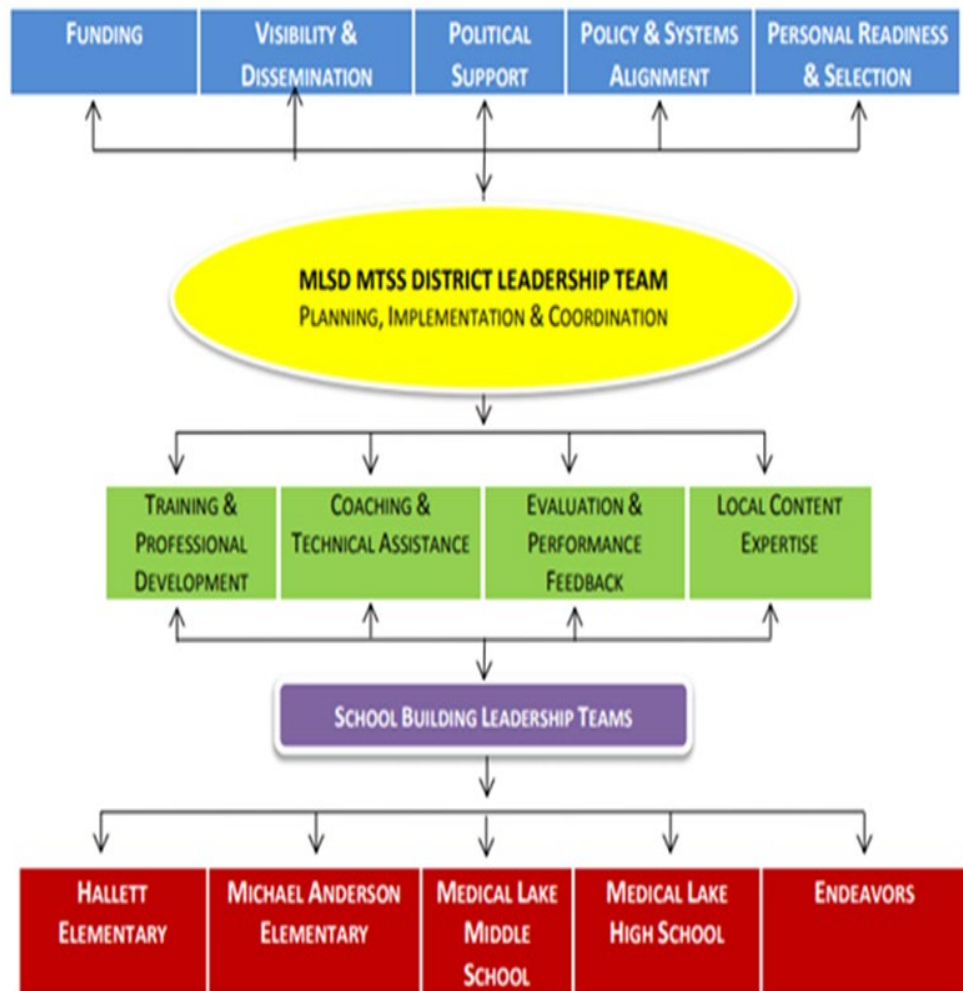


Adjusting our Tiers of Support to Meet Current (and anticipated) Needs



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(MTSS)





Medical Lake

SCHOOL DISTRICT

- Effectively and Efficiently combining multiple initiatives into one system
[Sustainability process - assessment calendar](#)
[Student Social, Emotional and Behavioral, and Mental Health Recognition, Screening, and Response - 2022 Guide](#)
- Funding Model - prototypical - rural schools, barriers to school partnerships
- Changing the roles of ESAs
- Inequities in grant writing and obtaining funding - funding for Family Engagement, MH, PD, Coaching, School Based Health Clinic
- Administrative oversight to collective measure performance
 - Data Review
 - Operationalize Results

MLSD Partnerships

- Whitworth University
- Gonzaga University
- Eastern Washington University
- Washington State University
- Central Washington University

- U of W SMART Center
- Northwest MHTTC
- Seattle Children's Hospital
- Spokane Regional Health Department
- ESD 101
- WA DOH
- Inland NW Behavioral Health
- Pacific NW Behavior
- Magnolia Behavior
- Belong Partners (Sound Discipline)
- CHAS Health
- Children's Home Society
- OSPI
- Sound Options
- NW PBIS
- Forks School District
- Central Valley School District
- Richland School District
- WSASP
- Communities in Schools
- Hope Dogs
- Fairchild Air Force Base

Eastern Washington University

- School Counselors
- Social Workers
- School Psychologists
- Mental Health Counselors



Gonzaga University

- School Counselors
- School Psychologists
- Mental Health Counselors
- Marriage & Family Counselors



Whitworth University

- School Counselors
- Marriage & Family Therapists



Washington State University

- School Nurses

MLSD established a Wellness Center for families, students, and staff

Wellness Center activities:

- Individual and group therapy
- Community Classes
- Summer Groups
- Parent Support Groups
- Professional Development for staff/families
- A space to meet with families (HUB)
- Access to resources
- Community activities
- Weekly Medical Mobile Unit

MLSD Wellness Center



MLSD Wellness Center

Created a space for Parent called the HUB

- [Help. Unite. Bond.](#)

HUB:

- Open M-F
- Free Wifi and Devices
- Free Hot Coffee
- Access to Social Worker
- Access to Clothing Closet
- Parent Partner
- 1:1s (Time with Tawni)
- Mental Health Counselor
- Resources

Free Therapy Services

→ Students

→ Parents

→ Families

→ Staff

→ Community
members

- Abuse
- Adoption
- Addictions
- Anger
- Anxiety
- Behavior
- Communication
- Couple/Marital Concerns
- Cultural
- Depression
- Disabilities
- Divorce
- Eating Disorders
- Grief/Loss
- Mood Instability
- Parenting
- Phobias
- Relationships
- Self Harm/Suicide
- Sex/Sexuality
- Substance Use
- Trauma

Services Provided:
Individual counseling
Group therapy
Specialty (athletics)
Psycho-Ed in
Classrooms

Served in 21/22:
Students: 133
Families: 24
Staff: 22
Total: 179

Students, Staff and Families

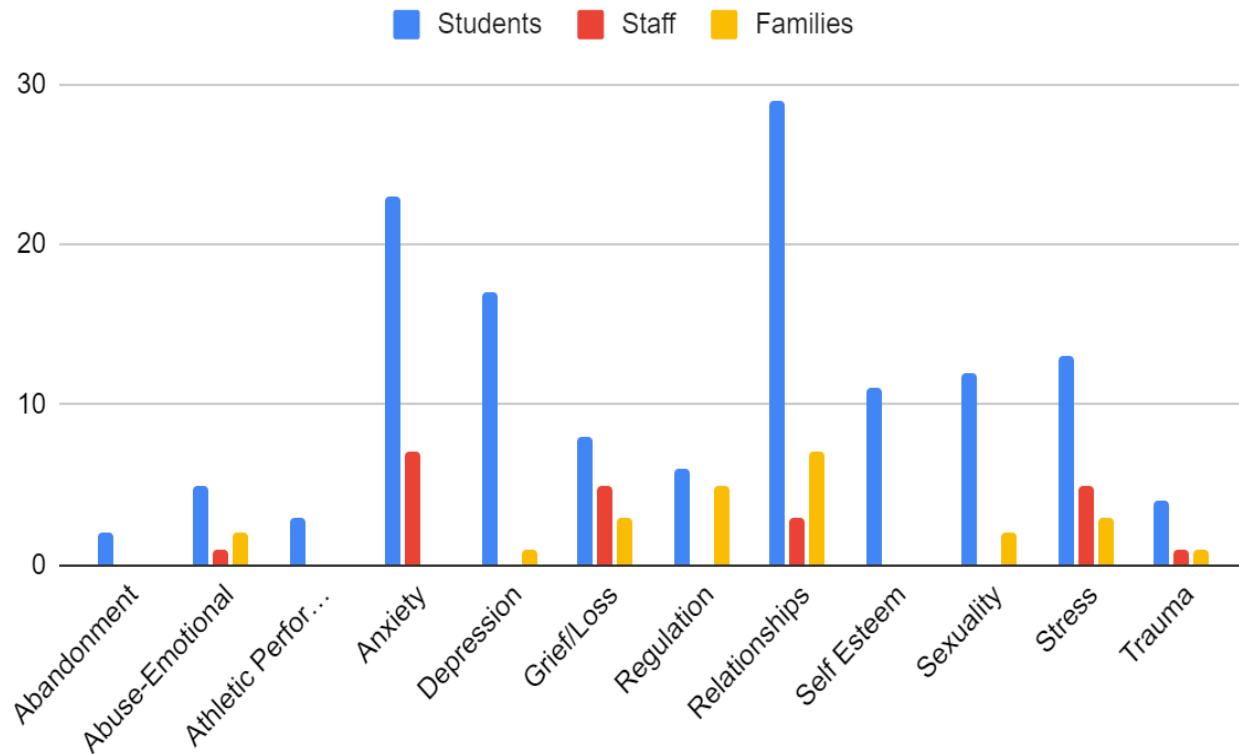
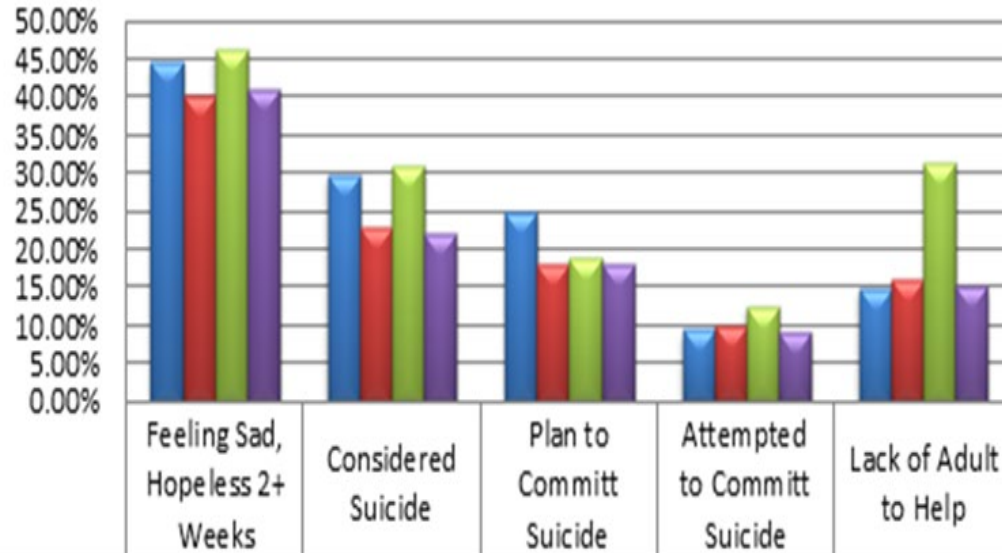


Figure 3. Healthy Youth Survey, 2018
Depression, Suicide and Access to Help



MLSD Grade 10	44.50%	29.80%	25.00%	9.40%	14.80%
WA State Grade 10	40.00%	23.00%	18.00%	10.00%	16.00%
MLSD Grade 12	46.20%	30.80%	18.80%	12.50%	31.30%
WA State Grade 12	41.00%	22.00%	18.00%	9.00%	15.00%

Results from
our survey
regarding our
students' MH
was even
more
alarming

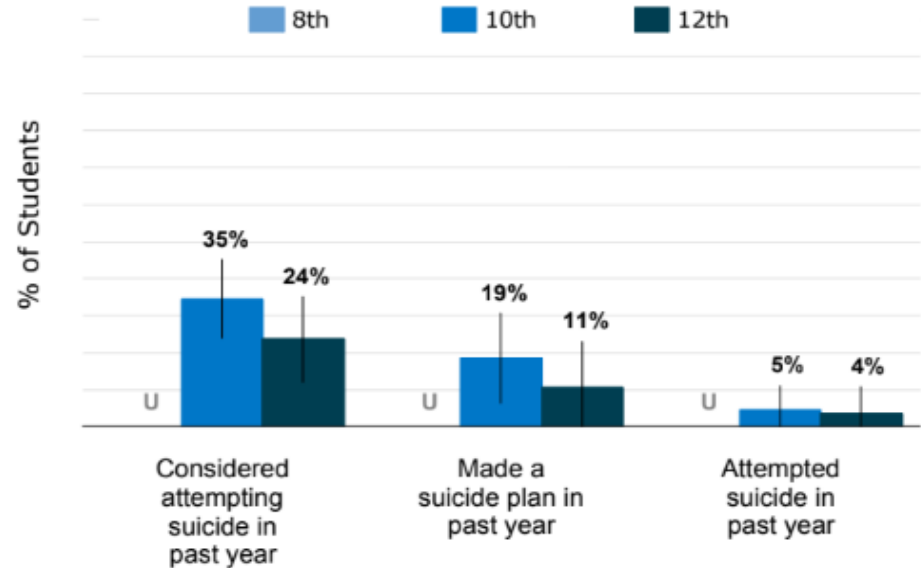
[Click here to hear
one student's story](#)

What's Happening in Medical Lake? (n=104)

Washington's Healthy Youth Survey
(2021 Medical Lake School District)
Participants included 144 10th & 12th Graders

Suicidal Feelings and Actions...

Students who report considering suicide, making a suicide plan, and attempting suicide in the past year



Parent/Family Partnerships:

Goodbye US vs. Them

Parent/Family Partners

Medical Lake School District



Parent/Family Partners at MLSD



Facebook

The Parent/Family Partner (PFP) program began as a way to provide volunteer peer support to families navigating Special Education and 504 programs and processes. Since then we have expanded in order to engage with all families.

Parent and Family Partner

Helps families:

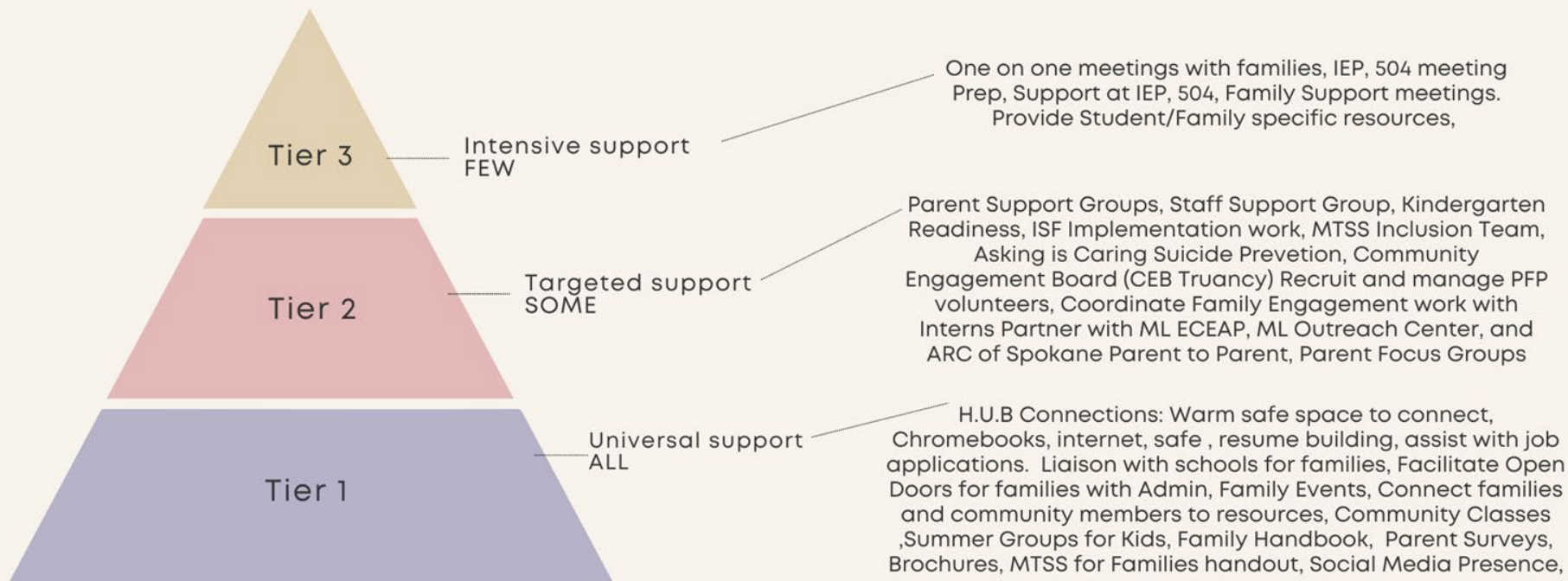
- Navigates schools and their systems
- Understand processes
- Someone to turn to and to listen
- Assists administration and educators work with families
- Offers parent/family perspectives

How do you make it work:

- Currently grant funded
- Professional Development
- Space of belonging
- Administration support

Tiers of FAMILY ENGAGEMENT

Parent/Family Partner



A Family Guide to Multi-Tiered System of Supports (MTSS)

click to view or download

Bay District Schools Florida

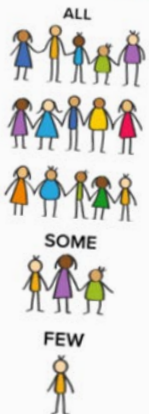


A Family Guide to Multi-Tiered System of Supports

The purpose of this brochure is to give you a clear understanding of what Multi-Tiered System of Supports or "MTSS" is, how it can help your child, and how you, as families, can actively support your child's learning.

What is MTSS?

MTSS is the framework for organizing what the adults do to help students. It is a way that districts and schools coordinate and provide education to ensure that students receive the instruction they need to be successful. Within an MTSS, each student's progress is monitored to ensure that all students receive effective instruction and provide more individualized support when needed.



What is tiered instruction and how can it help my student?

Tiered instruction can be described simply as layers of support available to every student. For many students, the regular daily classroom instruction is sufficient for them to successfully meet grade level expectations. However, just like anyone learning a new skill or concept, some students may need more support to be successful. Because of this, schools plan for and are ready to provide additional supports, based on what students need, when they need it.

Tier 1 Refers to what is provided to all students, and is what every student in a general education classroom, grade level, or course is taught during the school day. The instruction that is taught to all students is considered "Tier 1". Schools design and plan a high-quality Tier 1, expecting that it will be what **ALL students** need to demonstrate mastery of grade-level expectations.

At times, however, even when provided effective Tier 1 support, some students will need more. This additional support is known as "Tier 2" and "Tier 3" intervention. If your student is currently receiving tiered interventions, it simply means that additional help is needed for them to gain the knowledge or skills being taught.

Tier 2 Interventions are typically *Interventions* delivered to small groups of students with progress monitored over time and supports adjusted as needed. These include such things as Small Group Instruction, Peer Tutoring, and Social Skills groups.

Tier 2 supports are always layered onto Tier 1 and for as long as necessary for students to get and remain on track toward mastery of grade-level expectations.

Tier 3 Interventions are the most comprehensive level of tiered supports. These supports are specifically designed for *individual students* and are developed based on assessments completed by school staff who know your student best, and can tailor them to your specific students' needs.

How does the school decide what my student needs?

Schools engage in data-based problem solving to ensure that instruction and intervention support are matched to student needs. This involves school or teacher teams using data to identify areas of need to build skills, determine why those needs exist, develop and implement an instruction or intervention plan, and then monitor student progress to see if students are improving or if additional adjustments are needed.

What is my role:

Families play a critical role in a students' education. When schools and families work together to support student learning, student outcomes are improved. Whether your student is meeting grade-level expectations, working on an accelerated curriculum, or receiving additional support, understanding MTSS in your students' school is beneficial.

What does MTSS look like for me and my student?

Although MTSS will look different from school to school, there are common elements that you will likely see across all schools. They include:

- Regular communication about your students' progress in school
- Information about how you can help support your students' learning at home
- Notification if your student needs additional supports, including why those supports are needed and what supports are being provided
- If your student is receiving additional supports, frequent communication about how your students' performance is improving, and what steps will be taken next

What questions can I ask my students' school to learn more?

Whether talking with your students' teacher, principal or other school support personnel, a great way to learn more about MTSS in your students' school is to ask questions. Here are some potential questions to get you started:

- Is my student meeting academic and behavioral expectations? How do we know?
- If additional instruction or intervention is needed, what supports will be given to my student?
- How often will I be updated on my students' progress?
- What can I do to support my student at home?

Resources/Additional Information:

MLSD Parent Support Services:

[HUB - Help Unite Build - MLSD Parent Support Services](#)

[Parent and Family Partnership Services - MLSD](#)

MTSS Resources:

[What is MTSS video](#)

[Multi-Tiered Systems of Support - OSPI](#)



Free Community Psychoeducational Classes (Clock Hours):

- Parents/Families
 - District Staff
 - Administrators
-
- Taught by MH staff, Community Partners & Clinical interns
-
- Free childcare:



Upcoming Classes:

- ★ 5/17: Depression in Children & Teens
- ★ 5/24: Secondary Trauma
- ★ 5/31: Asking is Caring

Wellness Center Community Classes



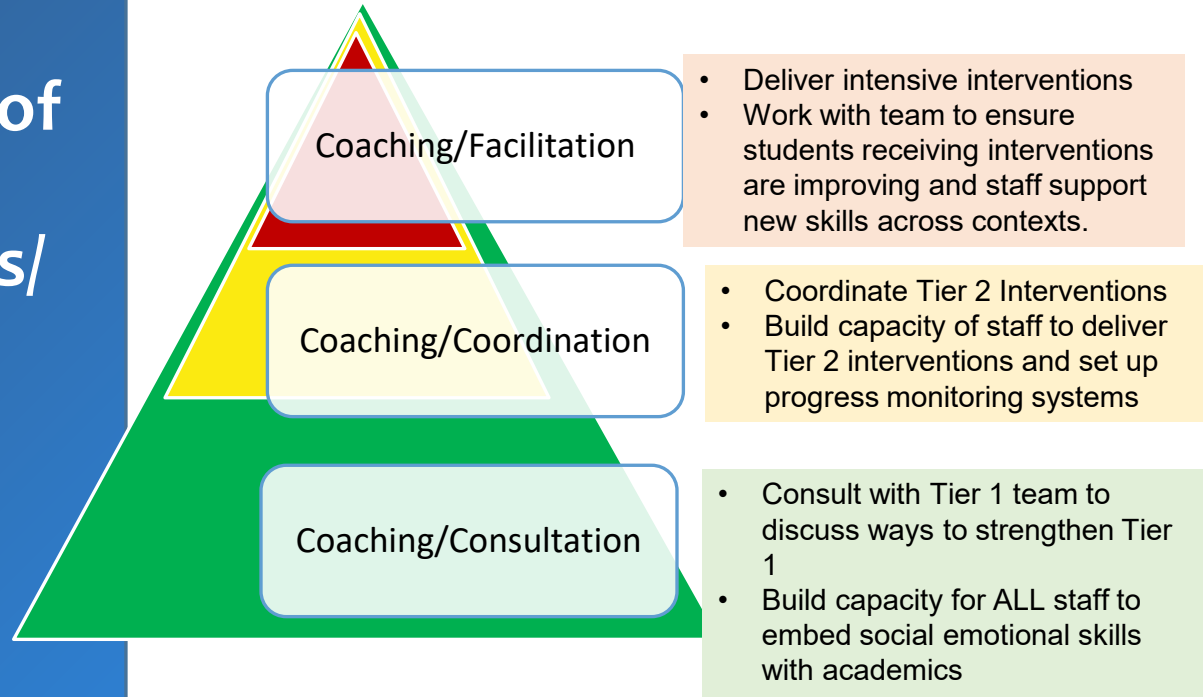
Medical Lake
SCHOOL DISTRICT

FREE Workshops/Classes at the Medical Lake School
District Wellness Center
317 N. Broad Street, Medical Lake, WA, 99022

Class	Date	Class Description	Time	
Tech & Teens: What they know and how to talk with them about it	02/22/2023	Course is designed to help staff, parents & guardians understand what apps, social media & other technology teenagers are using, how it's impacting them, and how we can have conversations with them about safety risks & setting healthy limits on their use.	5:30 to 7:30 PM	
Understanding Threat Assessments completed in our schools	03/15/2023	Course is designed to help families understand what steps are taken by the school district when there has been a threatening event or a threat has been made. If you have ever worried or wondered, this is the class for you.	5:30 to 7:30 PM	
Beyond Behaviors	03/28/2023	Course is designed to help participants learn about using brain science and compassion to understand and solve children's behavioral challenges.	3:30 to 5:30 PM	
Teen Substance Use	04/12/2023	Course is designed for adults to gain greater understanding of teen substance use, and will include lecture and group discussion.	4:00 to 6:00 PM	
Domestic Violence & Secondary Trauma	04/19/2023	Course is designed to increase understanding of Domestic Violence and Secondary Trauma, and how it effects those who experience or witness it via lecture, group discussion and individual assessment.	3:30 to 5:30 PM	
Google Everything!	05/03/2023		5:30 to 7:30 PM	
Depression in Children & Teens	05/17/2023	Course is designed for adults who are caring for children experiencing depression. Educating parents/caregivers what depression looks like in children/adolescents and what signs to look out for. Learn techniques and strategies to help children cope when they have or are experiencing depression, and what other resources are available.	5:00 to 7:00 PM	

The *Changing* Role of the providers/clinicians/ therapists at All Three Tiers

**Challenges and Barriers ...yeah but who is
going to do the work**



MLSD: Unified our Wellness Providers



(Click here)

Our document was created to streamline duties and help others understand the different roles and strengths and attributes of different service providers so that we can efficiently provide services.

[MLSD Wellness \(ESA\)
Providers' Roles](#)

Tier I, II, III

- School Counselor
- School Psychologist
- School Mental Health
Therapist
- School Nurse
- School Social Worker

- Physical Therapist
- Occupational Therapist
- Speech Language
Therapist
- Parent/Family Partner
non ESA
- Community In Schools
non ESA

Monthly Mental Health & Wellness Newsletters:

Distributed to:

- ★ Staff
- ★ Students
- ★ Families
- ★ Community members

Online Resources



Preview:

Dial/Text 988 (new & improved Mental Crisis/Suicide Prevention LIFELINE)

Clean Beaches Week (July 1-7)

Minority Mental Health Awareness Month

Social Wellness Month

Anti-Boredom Month (tips how kids & adults can combat summer boredom)

The entire Medical Lake School District is Committed!



Tawni Barlow, Director of Student Services
Rob Haugen, Asst Supt of Teaching & Learning
Kim Headrick, Superintendent

The entire Medical Lake School District is committed to building a comprehensive single system that supports the entire community

- Designed to integrate mental health & wellness supports into a multi-tiered systems of support through a single system of delivery to ensure evidence based practices are provided efficiently and effectively

[Our Call to Action](#)



Please Complete this Session's Evaluation

10/26/2023

Session ID— 1D - Enhancing Family-School Partnership Within Schoolwide PBIS

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