



3C – “Teaming to Increase Meaningful Participation of Students & Families”

Presenters:

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- **Topic:** Equity, Family
- **Keywords:** Youth Voice, Community, Climate



Learning Objectives

1. *Describe methods of ensuring participation of families and students is meaningful and authentic*
2. *Define teaming structures where decision making is available and accessible to every team member, regardless of role*
3. *Explore the value of honoring dignity and creating spaces of belonging for teammates to engage in productive dialogue*





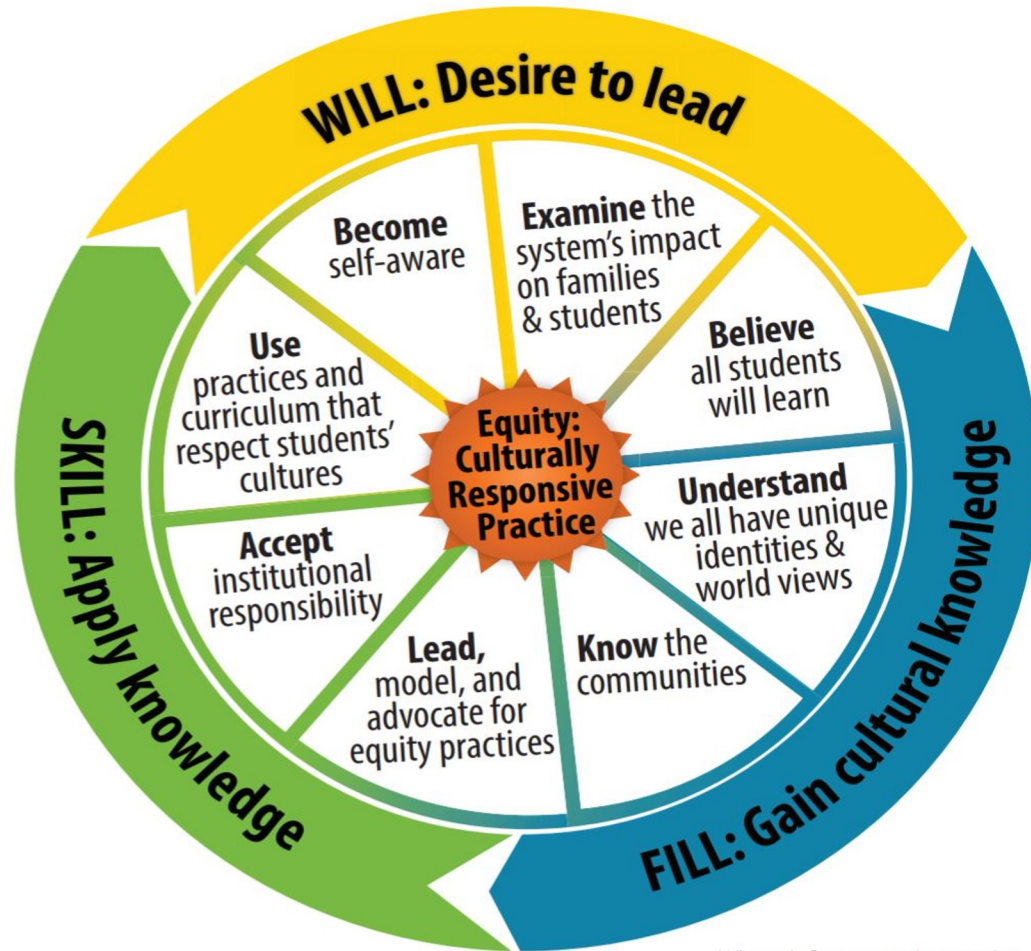
Welcome! Who are we?

- Nicholas Diggs
 - Senior Systems Coach and Behavioral Specialist, Old Dominion University
 - Educational equity consultant
 - Former Middle School Teacher and PBIS coach
 - Alumna – Hampton University & Old Dominion University
- Nikole Hollins-Sims
 - Author
 - School Psychologist by training
 - Former Special Assistant to PDE Secretary of Education for Equity, Inclusion & Belonging
 - Alumna – Millersville University & Indiana University of PA (IUP)



Definition: Meaningful Participation

Members from the school community can participate in meaningful ways when agency and voice are afforded to all members of a community, by intentionally centering members who have been historically on the margins including, but not limited to, people living in under-resourced communities.





Culturally Responsive PBIS



Identity



Voice



Supportive Environment



Situational Appropriateness



Data for Equity

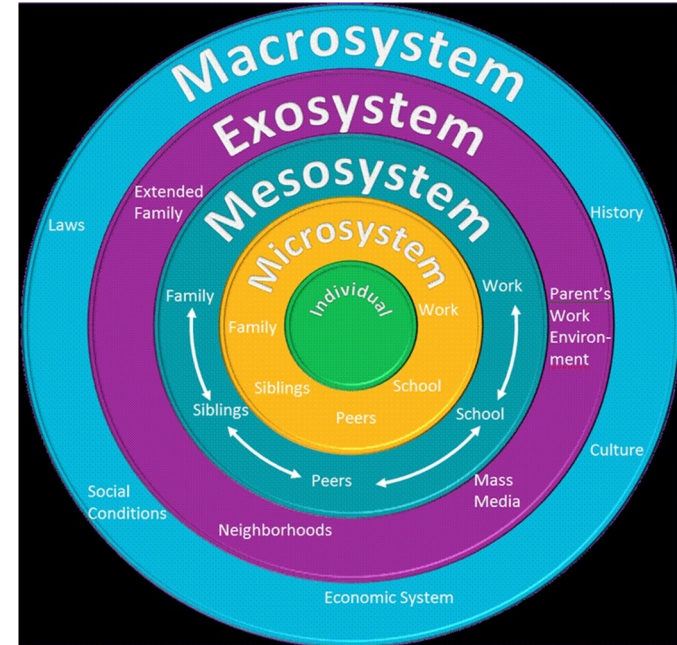
**How does Culturally
Responsive PBIS increase
meaningful participation of
students and families?**

—

Family Engagement Research

Theoretical Framework

- Theory of Overlapping Spheres (Epstein, 2009) suggests that a mutually agreed upon approach to supporting students between the family and the school fosters positive student development.
- Ecological Systems Theory of Child Development (Bronfenbrenner, 1979)
 - Microsystem, Mesosystem, Exosystem, Macrosystem
- The process of developing a family-school relationship is aligned most with the **Mesosystem**.



Definitions

- School-Based Involvement – Those activities which allow the caregiver to actively participate in the school setting.
 - *Examples: Attending school-sponsored events, volunteering as a chaperone for school field trips, and visiting their child's classroom.*
- Home-Based Involvement – Those activities which allow caregivers to support their child's educational experience in the home setting.
 - *Examples: Reinforcing the importance of education, consistency of behavioral expectations at home and school, and providing homework support.*

Home-Based Engagement



- Division wide effort to build and strengthen connections with families.
- Goal to increase family dialogue outside of the school setting in ways that supported students and larger school goals. (Academic support, behavior expectations, social-emotional, mental and physical wellness)
- Student input in creative design and outreach
- Increased response rates to subsequent school contacts
- Increased family conversations



Web-based Resources



Videos for Support in the Home Environment

Using Classroom Practices to Support Learning at Home

Created Spring 2020



- Newsletters and websites with home support hub, youtube channels, and powtoon videos to support families
- Creating family norms- Teachers often anchor their class expectations to a set of common values (i.e. safe, respectful, responsible) which are used by staff throughout the school. Families can establish family norms in a similar way to encourage prosocial behavior.
- Maintaining Momentum- Finding ways to structure learning, communicate effectively with each other, and support our children's needs can be challenging. Using helpful strategies can help ease this burden when

Parent/Caregiver Involvement Model

- Hoover-Dempsey & Sandler (2005) developed a model of parent/caregiver involvement.
 - Sought to differentiate between levels of parental participation in schools.
 - Identify barriers that hinder the development of healthy partnerships.
 - The model is conceptualized to consist of five levels.

Hoover-Dempsey & Sandler Model (2005)

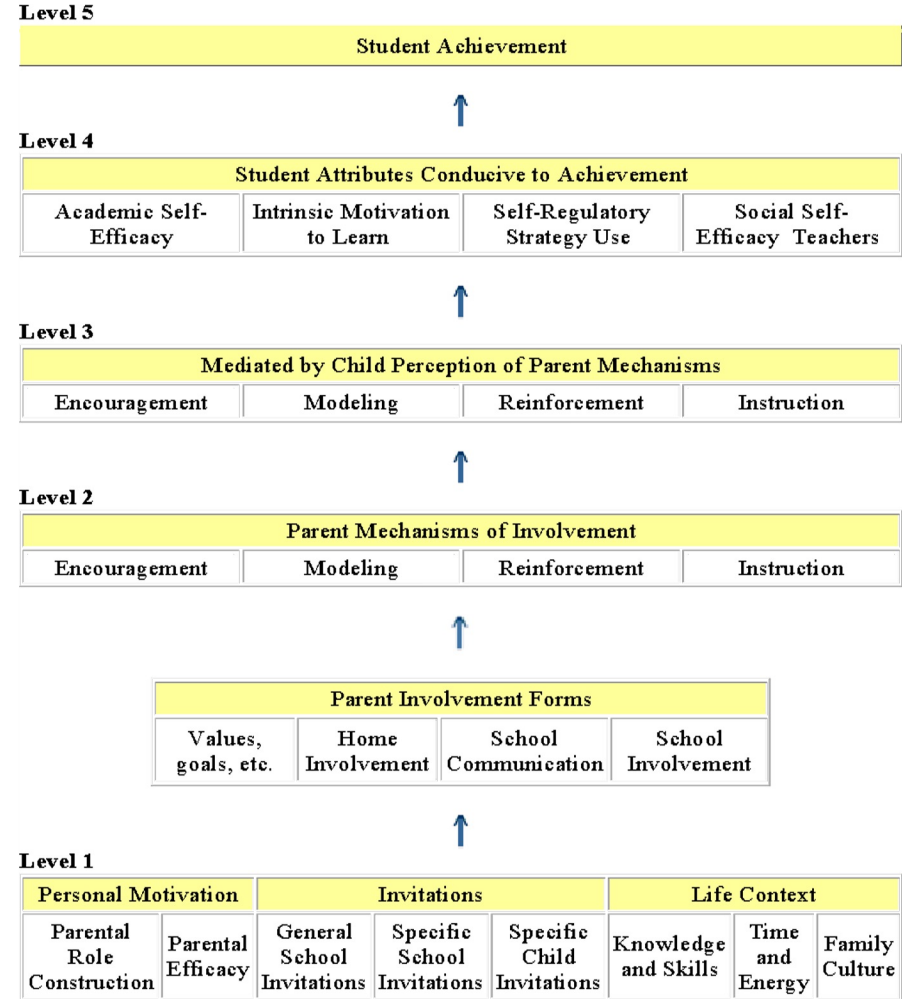


Figure 2. Adapted from Hoover-Dempsey & Sandler, 1995; 2005.

Parent Involvement Forms			
Values, goals, etc.	Home Involvement	School Communication	School Involvement



Level 1

Personal Motivation		Invitations			Life Context		
Parental Role Construction	Parental Efficacy	General School Invitations	Specific School Invitations	Specific Child Invitations	Knowledge and Skills	Time and Energy	Family Culture

Family-School Partnership

- Family-School Partnerships are dependent upon:
 - The school's receptiveness to inviting and informing families.
 - Allowing families to participate in decision-making
- Various studies & components of federal law suggest that effective components of parent-school collaboration are 2-way and monitor the child's school performance

(Esler et al., 2008; Carlson & Christenson, 2005; No Child Left Behind of 2001)

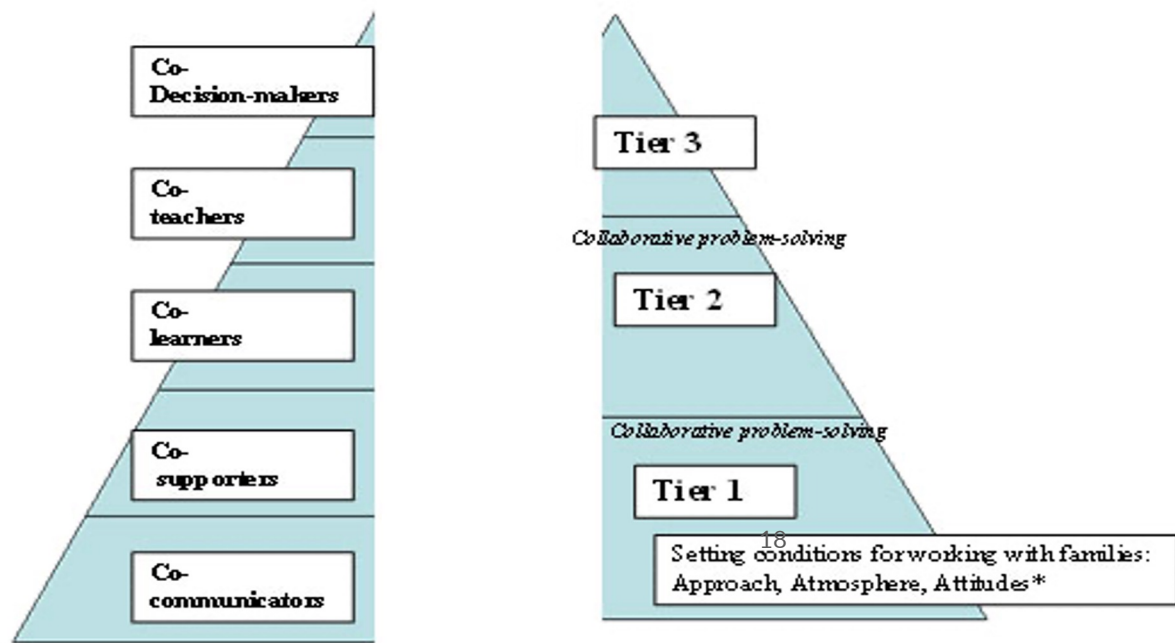
Family-School Partnership

Barriers

- Practical
 - generational poverty, economic constraints, work schedules, lack of child care
- Personal
 - personal experience with school, overall mistrust of the educational system, anxiety about child's performance
- Institutional
 - lack of resources in the infrastructure of the building or system

Family-School Partnership in a MTSS Framework

Figure 1. Family-School Co-Roles and Partnerships in RtI



Moles (1993) Co-Roles

*Christenson & Sheridan, 2001



Definition

Family-School Partnership – “A child-focused approach wherein families and professionals **cooperate**, **coordinate**, and **collaborate** to enhance opportunities and success for children and adolescents across social, emotional, behavioral, and academic domains”

(Sheridan, Clarke, & Christenson, 2015, p. 440).

Best Practices

– 4 A's

Approach

- Establishes the tone, method, and manner of the school-family relationship.

Attitude

- Underlying feelings, emotions, and positions held by family members and school personnel.

Atmosphere

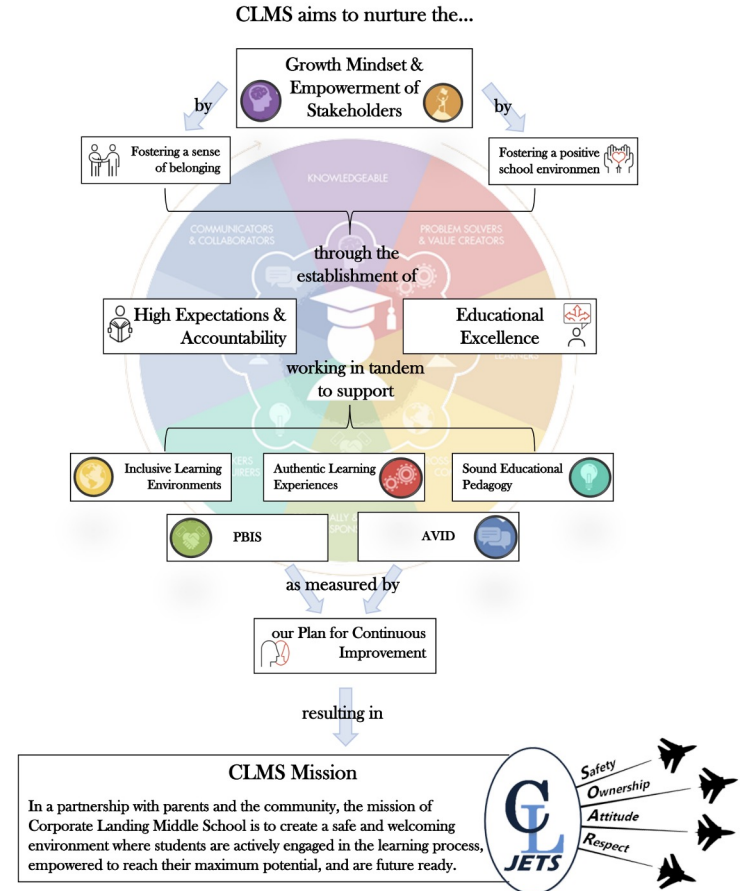
- Physical & Affective climate that exists in educational communities.

Actions


- Strategies and practices used to work effectively with families to bring together all of the systems that support children.

Family focus groups

- Explicit message: “you are a part of this work”
- To learn about the cultural diversity of a school community, it is important to collect data about:
 - (a) family systems
 - (b) school staff attitudes and beliefs
 - (c) the intersection of family systems and cultural diversity with school practices.
- Guiding principles for collecting data are to emphasize equal representation, inclusive practices, and the use of strategies all families can access.

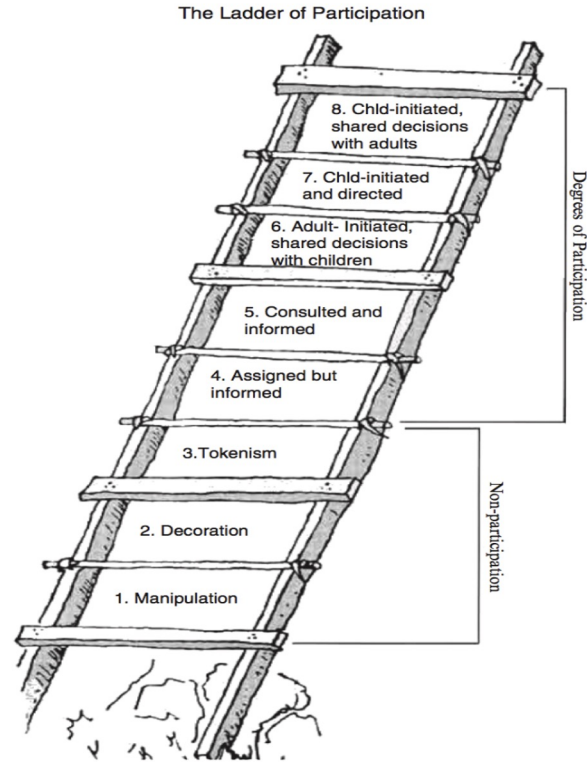


Student Engagement Research



“....The highest possible degree of citizenship in my view is when we, children or adults, not only feel that we can initiate some change ourselves but when we also recognise that it is sometimes appropriate to also invite others to join us because of their own rights and because it affects them too, as fellow-citizens.”

Roger A. Hart, *Children's Participation: From Tokenism to Citizenship*



Roger Hart's original 1992 illustration of the Ladder of Children's Participation from *Children's Participation: From Tokenism to Citizenship*. The model features eight "rungs" that describe the characteristics associated with different levels of decision-making agency, control, or power that can be given to children and youth by adults.

Source: [Ladder of Children's Participation - Organizing Engagement](#)



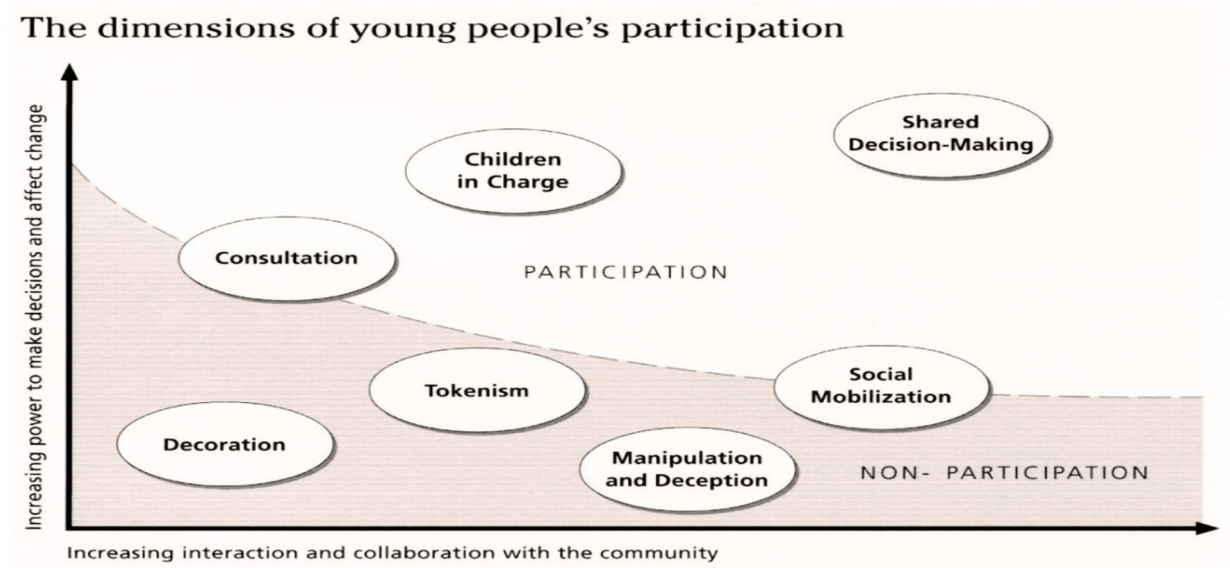
8 Rungs of Participation (Hart, 1992)

<p>Manipulation - Participation as <i>manipulation</i> occurs when children and youth do not understand the issues motivating a participatory process or their role in that process.</p>	<p>Decoration - Participation as <i>decoration</i> occurs when children and youth are put on public display during an event, performance, or other activity organized for a specific purpose, but they do not understand the meaning or intent of their involvement.</p>
<p>Tokenism - Participation as <i>tokenism</i> occurs in "those instances in which children are apparently given a voice, but in fact have little or no choice about the subject or the style of communicating it, and little or no opportunity to formulate their own opinions."</p>	<p>Assigned but Informed - Participation that is <i>assigned but informed</i> occurs when the children and youth (1) "understand the intentions of the project," (2) "know who made the decisions concerning their involvement and why," (3) "have a meaningful (rather than 'decorative') role," and (4) "volunteer for the project after the project was made clear to them."</p>

8 Rungs of Participation, cont. (Hart, 1992)

<p><u>Consulted and Informed</u> - Participation that constitutes <i>consulted and informed</i> occurs when children act as "consultants for adults in a manner which has great integrity. The project is designed and run by adults, but children understand the process and their opinions are treated seriously."</p>	<p><u>Adult-Initiated, Shared Decisions with Children</u> - Participation that constitutes <i>adult-initiated, shared decisions with children</i> occurs when adults initiate participatory projects, but they share decision-making authority or management with children.</p>
<p><u>Child-Initiated and Directed</u> - Participation that is child-initiated and directed occurs when children and youth conceptualize and carry out complex projects by working cooperatively in small or large groups. While adults may observe and assist the children, they do not interfere with the process or play a directive or managerial role.</p>	<p><u>Child-Initiated, Shared Decisions with Adults</u> - Participation that constitutes child-initiated, shared decisions with adults occurs when children—though primarily teenage youth in this case—share decision-making authority, management, or power with adult partners and allies.</p>

Student Participation



Student Teams

- Group composition to ensure representation of school community
- Input mechanisms and opportunity identification- What will real participation look like?
- Developmentally differentiated examples



Authentic Agency

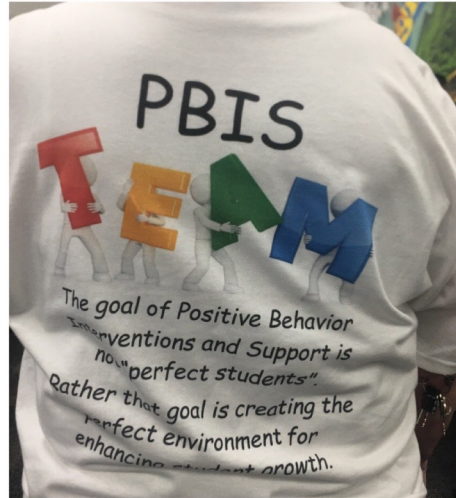


Critical Components

- Clear Decision making authority and framework for input
- Building a common understanding to minimize knowledge related barriers
- Promote self-advocacy and direct communication
- Partner in identifying opportunities for input, influence, and change

Stakeholder Education

- Foundational knowledge
- Contextually relevant data
- Clear sharing of goals for alignment
- Clarity of scope of influence and decision-making authority



Listen

Christina Bentley

- Understanding
- Relationships
- Positive attitude
- Types of listening: attitude, body language, response/
- Change school environment



Examples: "Circle Time" icebreaker giving each student a turn to speak on a topic, Group share

Activity: Reflect on how you know when a student is actively listening.

Give students tools of empowerment

Jared Mims

- Student voice
- Comfort and connection
- Flexibility in content
- Maturity and confidence



Example: Roundtable discussion, team building

Activity: think about one thing within your content that students could use to be change-makers

Be knowledgeable

A-mya Lindo

- Connects us on deeper level
- Benefits relationships in class
- Provides less judgment
- Positively influences grades

Examples: discuss an Instagram post, question jar "would you rather..."

Activity: Journal for 30 seconds about...



Foster an open classroom from day one

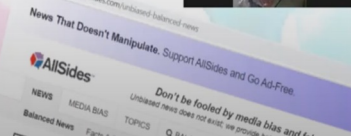
Mya Carbon

- Motivation
- Safe place
- Student voice



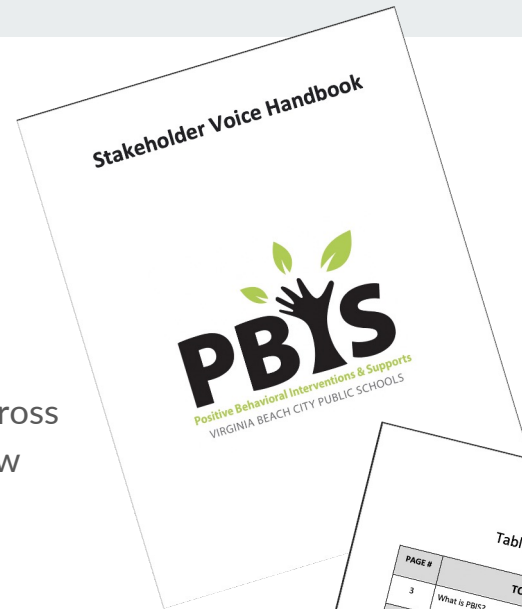
Examples: inclusive books, relevant journal writing, unbiased news stories

Activity: List three things that are important to you




Stakeholder Handbook Example

- A resource to provide support and ensure consistency across the division developed as a data-informed response to low aggregate growth in TFI feature 1.11
- Designed to provide PBIS school-based teams with information, guiding principles, resources, and suggested activities toward the goal of making the voices of students, parents, and school staff heard.
- Included examples and artifacts from exemplar schools and model practices



PAGE #	TOPIC/ TFI FEATURE
3	What is PBIS?
4-5	Structures
7	TFI 1.3 Behavioral Expectations & Agreements
8-9	TFI 1.4 Teaching Behavioral Expectations
10-11	TFI 1.5 Problem Behavior Definitions
12-13	TFI 1.7 Professional Development
14-15	TFI 1.9 Acknowledgment System

 Created by Virginia Beach City Public Schools PBIS Division Coaches

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Questions?

Contact Us!

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