B1 - Defining Tier I Family & Community Engagement within School-wide PBIS

Devon Minch, Ph.D., NCSP
Anna Winneker, Ph.D.,
Brian Gaunt, Ph.D.
University of South Florida
Florida's Positive Behavior Support: Multi-Tiered Systems of Support

Meghan McCarthy
Churchville Middle, Elmhurst, IL

A Multi-Tiered System of Supports

Keywords: Family, Applied Evaluation, Tier 1

Introductions

Elementary

District

State

Secondary

Please sit with preferred level

Screen

Door

Please identify the signs and sit with preferred school type/level:
- Elementary
- Secondary
- District
- State/National
Objectives

- Participants will understand family and community engagement efforts in the context of PBIS: MTSS implementation.
- Participants will learn how to self-assess current level of implementation to inform areas for planning and improvement.
  - Participants will share reactions of the Innovation Configuration and possible implications for use.
- Participants will review resources available to develop effective systems and sustainable practices for engaging families and community partners.
- Participants will learn about how this tool is currently being used in districts and schools.

Advanced Organizer

- Brief review of research and best practices regarding family and community engagement in PBIS: MTSS.
- Overview of Florida’s model of family engagement through exploration of the Family and Community Engagement Innovation Configuration.
- Discussion of the tool by type.
  - Reactions, uses, questions, suggestions, etc.
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?

Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

Exploration & Adoption
- We think we know what we need so we are planning to move forward (evidence-based)

Installation
- Let’s make sure we’re ready to implement (capacity infrastructure)

Initial Implementation
- Let’s give it a try & evaluate (demonstration)

Full Implementation
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
Leadership Team Action Planning Worksheets: Steps

- **Self-Assessment: Accomplishments & Priorities**
  - Leadership Team Action Planning Worksheet

- **Session Assignments & Notes: High Priorities**
  - Team Member Note-Taking Worksheet

- **Action Planning: Enhancements & Improvements**
  - Leadership Team Action Planning Worksheet

MTSS Video for Families
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.

### System Alignment

#### Critical Elements of Tier 1 PBS

*As measured by the Benchmarks of Quality (BoQ)*

1. PBS Team, Administrative Support
2. Faculty Commitment, Participation
3. **Effective Discipline**
4. Data Entry & Analysis
5. **Expectations & Rules**
6. Reward/Recognition Program
7. Lesson Plans for Teaching Behavior
8. Implementation Planning
9. **Classroom PBS Systems**
10. Evaluation
### Critical Elements of FACE

*As measured by the Family & Community Engagement Innovation Configuration*

1. Leadership
2. Data-Based Outcomes
3. *Positive Relationships*
4. Multi-Dimensional Multi-Tiered Approach
5. *Empowering Families*
6. Collaborative Problem-Solving

### Critical Elements of Tier 1 PBS

*As measured by the Benchmarks of Quality (BoQ)*

1. PBS Team, Administrative Support
2. Faculty Commitment, Participation
3. Effective Discipline
4. Data Entry & Analysis
5. Expectations & Rules
6. Reward/Recognition Program
7. Lesson Plans for Teaching Behavior
8. Implementation Planning
9. Classroom PBS Systems
10. Evaluation

---

(Kincaid, Childs & George, 2005, 2010)
Research Components of effective FACE align with MTSS

Epstein, Galindo, & Sheldon (2011)
Center for Mental Health in Schools at UCLA (2011)
Ferguson, Jordan, & Baldwin (2010)
Boothel (2004)

**Systems approach to ensure efficient use of resources and alignment across levels of the system**
- Bilingual staff deployed to appropriate schools for appropriate amount of time.
- Strategic use of community partners that support those schools with the greatest need.
- School-level plans and practices that align and support the district’s larger model for FACE in MTSS.
- Professional development opportunities that support educators to implement district expectations for FACE in MTSS.

**Epstein, Galindo, & Sheldon (2011)**

**Leadership**
- Establish as a priority (e.g., family engagement skills included in hiring and evaluation efforts).
- Allocate resources (e.g., staff time in schedule to problem-solve around family engagement).
- Ensure alignment with and support for the larger MTSS implementation and evaluation plans (e.g., home visits targeting families implementing Tier 3 interventions at home; home-school communication systems that allow for efficient and effective communication of student progress data to parents).

**Epstein, Galindo, & Sheldon (2011)**

**Teaching and Collaboration**
- Family voice and/or representatives included in schools’ larger improvement and problem-solving teams.
- Goals, outcomes, plans, and practices are collaboratively developed by families and educators.

**Evidence-based strategies**
- Multiple, varied, and diverse strategies are employed by educators to engage families in student learning.
  - Moll, Funds of Knowledge
  - Shinn, Conjoint Behavioral Consultation (CBC)
  - Supporting families’ social capital through social networks, connections with community resources, educational opportunities, training, and direct support.

**Epstein, Galindo, & Sheldon (2011)**

**Differentiating services based on need**
- Intensive outreach and engagement efforts are initially targeted towards the families of students receiving Tier 2 and Tier 3 supports.

---

What does the *family engagement* mean to your team?
Family and Community Engagement Defined

**Family:** Any adult in a child’s life who has the responsibility of developing the child socially, mentally, academically, and otherwise. This would include parents, and/or extended members of one’s family.

**Community:** Organizations, community groups, and businesses that value the importance of local schools achieving high student outcomes and are identified as relevant stakeholders.

---

**Engagement:**

- Collaborative relationships,
- Based on trust, mutual respect, and understanding,
- Sharing responsibility for student success.
- Bi-directional communication and data-based problem-solving are central features of family engagement the purpose of supporting student learning.
Involvement vs. Engagement vs. Partnership

- Driven by needs, preferences, goals of families
- Strength-based perspective
- Two-way meaningful communication and collaboration
- Link with student learning to maximize impact
  - Academics
  - Behavior

http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement.aspx

Essential Family and Community Engagement Practices Associated with Improved Student Outcomes

- Subtle forms of engagement
  - Family communication of educational expectations
- Active, two-way, meaningful communication between home and school
- Collaborative, data-based problem-solving approaches
WHAT DOES THE RESEARCH SAY?

SYSTEMIC FAMILY ENGAGEMENT

This product was developed by the Florida Positive Behavioral Interventions and Support Project, a project funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.
Family and Community Engagement

Six Key Components and Indicators

Leadership
District level support and guidance is provided regarding the development, implementation, and monitoring of family and community engagement plans and practices within a multi-tiered system of supports.

Data-Based Outcomes
Desired outcomes of family and community engagement efforts are identified and monitored with data.

Positive Relationships
Relationships between educators and families are characterized by positive relationships between educators recognizing families’ needs and cultural differences leading to greater understanding and respect among all involved.

Multi-Dimensional and Multi-Tiered Approach
When families are not responsive to schoolwide family engagement efforts, they are effectively engaged through additional, more intensive outreach.

Empowering Families
Educators have increased the skills families need to support their child’s educational success in a multi-tiered system of supports.

Collaborative Problem-Solving
Advanced level supports (targeted, supplemental) and high-intensity supports are effectively engaged in all steps of the PS process.

A Framework for Best Practices in Family & Community Engagement:
The Family and Community Engagement Innovation Configuration

A Multi-Tiered System of Supports
Uses of an Innovation Configuration

• Describe a new initiative to stakeholders.
  – Visualization of an innovation
  – Major components and evolution over time
  – Defines quality
• A planning and monitoring tool for districts and schools
  – Self-assessment and gather data to diagnose emerging needs for PD.
Structure of IC Maps

• Major components are identified
  – Ideal level/variation at the left
  – Decreasingly desirable levels/variations along continuum to right
  – Fidelity lines

<table>
<thead>
<tr>
<th>Component 4 Multi-dimensional/Multi-tiered Approach: Educators have increased the skills families need to support their child’s educational success in a multi-tiered system of supports.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideal Application</strong></td>
</tr>
<tr>
<td>The school-wide family engagement in MTSS plan is characterized by <strong>Ideal</strong> of the following:</td>
</tr>
<tr>
<td>• collaboratively developed by educators and families,</td>
</tr>
<tr>
<td>• promotes multi-dimensional (i.e., engagement at home, at school, and in related out-of-school activities) and multi-tiered (i.e., differentiated based on student and family need), practices,</td>
</tr>
<tr>
<td>• implemented with fidelity, and is regularly monitored with data and adjusted based on progress.</td>
</tr>
</tbody>
</table>

Component 1: Leadership for FACE – See Handout

1. Read through the Ideal Application column for Component 1: Leadership

2. As a group discuss and be prepared to share thoughts about:
   – How your district/school is already implementing some of these at local school sites
   – Your next steps for improving leadership practices for family and community engagement
   – Ah-ha moments
   – Questions
   – Feedback
**Component 2: Data-based Goals and Outcomes for FACE**

1. Read through the Ideal Application column for Component 2: Databased Goals and Outcomes

2. As a group discuss and be prepared to share thoughts about:
   - How your district/school is already implementing some of these at local school sites
   - Your next steps for improving data-based goals and outcomes for family and community engagement
   - Ah-ha moments
   - Questions
   - Feedback

---

**Component 3 Positive Relationships**

1. Read through the Ideal Application column for Component 3: Positive Relationships

2. As a group discuss and be prepared to share thoughts about:
   - How your district/school is already implementing some of these at local school sites
   - Your next steps for improving positive relationships with families and communities
   - Ah-ha moments
   - Questions
   - Feedback
Component 4 Multi-Dimensional Multi-Tiered Approach to FACE – See Handout

1. Read through the Ideal Application column for Component 4: Multi-Dimensional Multi-Tiered Approach

2. As a group discuss and be prepared to share thoughts about:
   – How your district/school is already implementing some of these at local school sites
   – Your next steps for improving multi-dimensional/multi-tiered approach with families and communities
   – Ah-ha moments
   – Questions
   – Feedback

Component 5 Empowering Families – See Handout

1. Read through the Ideal Application column for Component 5: Empowering Families

2. As a group discuss and be prepared to share thoughts about:
   – How your district/school is already implementing some of these at local school sites
   – Your next steps for empowering families and communities
   – Ah-ha moments
   – Questions
   – Feedback
Component 6 Collaborative Problem Solving

1. Read through the Ideal Application column for Component 6: Collaborative Problem Solving

Conjoint Behavioral Consultation (CBC)

- Process entails four separate stages for professionals and families to work together on identifying and solving academic, social-emotional, or behavioral concerns for students:
  - Problem Identification
  - Problem analysis
  - Implementation, and
  - Evaluation

(Sheridan, Kratochwill, & Bergan, 1996)

2. As a group discuss and be prepared to share thoughts about:
- How your district/school is already implementing some of these at local school sites
- Your next steps for engaging in collaborative problem solving with families and communities
- Ah-ha moments
- Questions
- Feedback

Midwest PBIS

Who

- TA Providers:
  - Sheri Luecking, Meghan McCarthy, Devon Minch, PFS Staff

- Audience:
  - X districts/leadership teams,
  - X schools/school-based leadership teams

What

- 3 part webinar series with 1 face-to-face training
  - Webinar 1
    - Overview of Innovation Configuration
    - Homework: Complete IC; develop plans to implement leadership and develop goals/outcomes
  - Webinar 2
    - Review of 4 remaining critical elements of IC with assignment to develop plans for implementing low scoring areas
    - Highlight specific Positive Family Support strategies
  - Webinar 3
    - Review action plan development and implementation progress
    - Problem solve barriers, discuss next steps
  - Face-to-face training
    - Positive family support
    - Evaluation and implementation fidelity and sustainability
Next Steps: Completing the Innovation Configuration: *Homework- Due in 2 weeks*

- As a PBIS Leadership Team, complete the Innovation Configuration by circling the response that best fits your school’s current level of implementation with each practice within the 6 components.

  **Consider including family and/or community engagement representatives on your PBIS leadership team. Considerations:**
  - Does your school have a person on campus with a role/responsibility to engage families?
  - Does your team have a title I, PTA, SAC, or Family Liaison specialist who can join your PBIS team?
  - Does your school have relationships with families of interest to invite to participate in the PBIS leadership team?

Next Steps: Develop Action Plans to Implement Leadership Support & Data-based Goals and Outcomes

- **Leadership:**
  - As a PBIS Leadership Team, develop action plan items around low scoring items for Component 1: Leadership Support

- **Data-based Goals and Outcomes:**
  - As a leadership team, develop and complete action plan items related to the following:
    - Goal Development: How will educators and families collaboratively develop goals for family engagement
      - Plans for differentiating engagement/input for non-readers, non-English speakers, etc. (phone calls? Home visits? Who? When?)
    - How will you measure progress towards goals? How will you know you’ve achieved your goals?
Resources

A Multi-Tiered System of Supports

Resources & Tools:
Supporting Systems Change Efforts Targeting Increased FACE


RESOURCES: 1. Leadership for FACE

1D. Do staff indicate family engagement as an area of strength or needed support?

1E. Are staff provided professional development and coaching opportunities regarding effective family engagement practices? Are these opportunities aligned with data from families and staff?

- [http://cyfs.unl.edu/futures/](http://cyfs.unl.edu/futures/)
- [http://cyfs.unl.edu/futures/future_index.html](http://cyfs.unl.edu/futures/future_index.html)
- [http://cyfs.unl.edu/futures/ncseam_index.html](http://cyfs.unl.edu/futures/ncseam_index.html)

RESOURCES 2. Data-based Goals and Outcomes for FACE

2C. Do you collect input from families and educators regarding effectiveness and satisfaction of engagement efforts? Are these data used to make adjustments?

### Questions About the Classroom

<table>
<thead>
<tr>
<th>What information are you most interested in receiving from your child’s teacher?</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updates about how well my child is doing in school and how I can help him/her do better</td>
<td>83</td>
<td>74</td>
</tr>
<tr>
<td>Timely notices when my child’s performance is slipping</td>
<td>67</td>
<td>76</td>
</tr>
<tr>
<td>Information about my child’s behavior and how he/she gets along with other students</td>
<td>61</td>
<td>37</td>
</tr>
<tr>
<td>Information about what my child is expected to learn during this school year</td>
<td>55</td>
<td>43</td>
</tr>
<tr>
<td>Homework and grading policies</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td>Classroom events calendar</td>
<td>39</td>
<td>33</td>
</tr>
<tr>
<td>Best ways for communicating with the teacher (e-mail, phone, meetings, etc.)</td>
<td>27</td>
<td>43</td>
</tr>
<tr>
<td>Descriptions of daily instructional activities and how they meet the needs of my child</td>
<td>36</td>
<td>28</td>
</tr>
<tr>
<td>Opportunities for parents to volunteer or be involved in the classroom or grade-level activities (field trips, special programs, etc.)</td>
<td>30</td>
<td>16</td>
</tr>
</tbody>
</table>

The most requested information from the classroom teachers concerned students’ performance and how parents can help their child to do better in school; secondary parents also request notification if their child’s performance is slipping. The least requested information concerned opportunities for parent involvement in the classroom.
Resources & Tools: Goal Development and Monitoring

How to Develop a Logic Model for Districtwide Family Engagement Strategies


Resources & Tools: Goal Development and Monitoring

Classroom Family Engagement Rubric

Additional Resources

- **Academic Parent Teacher Teams (APTT)**
  - [https://www.youtube.com/watch?v=gk-2s-RjZe8&feature=relmfu](https://www.youtube.com/watch?v=gk-2s-RjZe8&feature=relmfu)

- **Student-led Conferences**
  - [https://www.youtube.com/watch?v=jw5zHE9OqFE&feature=em-sub_digest](https://www.youtube.com/watch?v=jw5zHE9OqFE&feature=em-sub_digest)

Resources and Tools

[http://florida-rtl.org/parentResources/index.htm](http://florida-rtl.org/parentResources/index.htm)

[http://www.florida-rtl.org/parentResources/videos.htm](http://www.florida-rtl.org/parentResources/videos.htm)
Please Provide Feedback

Your feedback is important to us! Please take a few moments at the end of the session to complete an evaluation form for this session. Forms are available:

- In our mobile application by clicking on Evaluation underneath the session information.
- Online underneath the posted presentations at www.pbis.org/presentations/chicago_forum_16
- Via paper form from your session facilitator
Contact Information and Resources

Devon Minch
dminch@usf.edu

Anna Winneker
awinneker@usf.edu

Brian Gaunt
bgaunt@usf.edu

FLPBIS:MTSS Project
• Phone: (813) 974-6440
• Fax: (813) 974-6115
• E-mail: flpbs@fmhi.usf.edu
• Website: http://flpbs.fmhi.usf.edu
• Facebook: www.facebook.com/flpbs
• FLPBIS on Twitter: https://twitter.com/flpbs
• YouTube: https://www.youtube.com/user/FloridaPBS

OSEP TA Center on PBIS
• Website: www.pbis.org

Association on PBIS
• Website: www.apbs.org