

# E4 – Engaging Families in School & Classroom PBIS Systems and Practices

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# 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)

# Presentation Overview

- Conceptual and empirical foundation for family and youth engagement
- Family and youth engagement in schoolwide PBIS
- Family and youth engagement in classwide 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  
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**S. Andrew Garbacz**  
**Kathleen Lynne Lane**  
Don Kincaid

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

*Editors: Mark D. Weist, S. Andrew  
Garbacz, Kathleen Lynne Lane, and  
Don Kincaid*

<http://www.pbis.org>

# Systems of Child Development

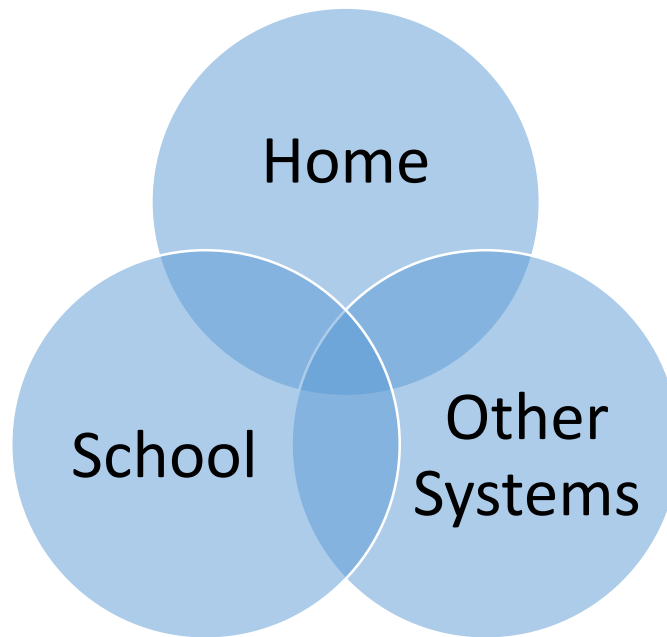


School

Home

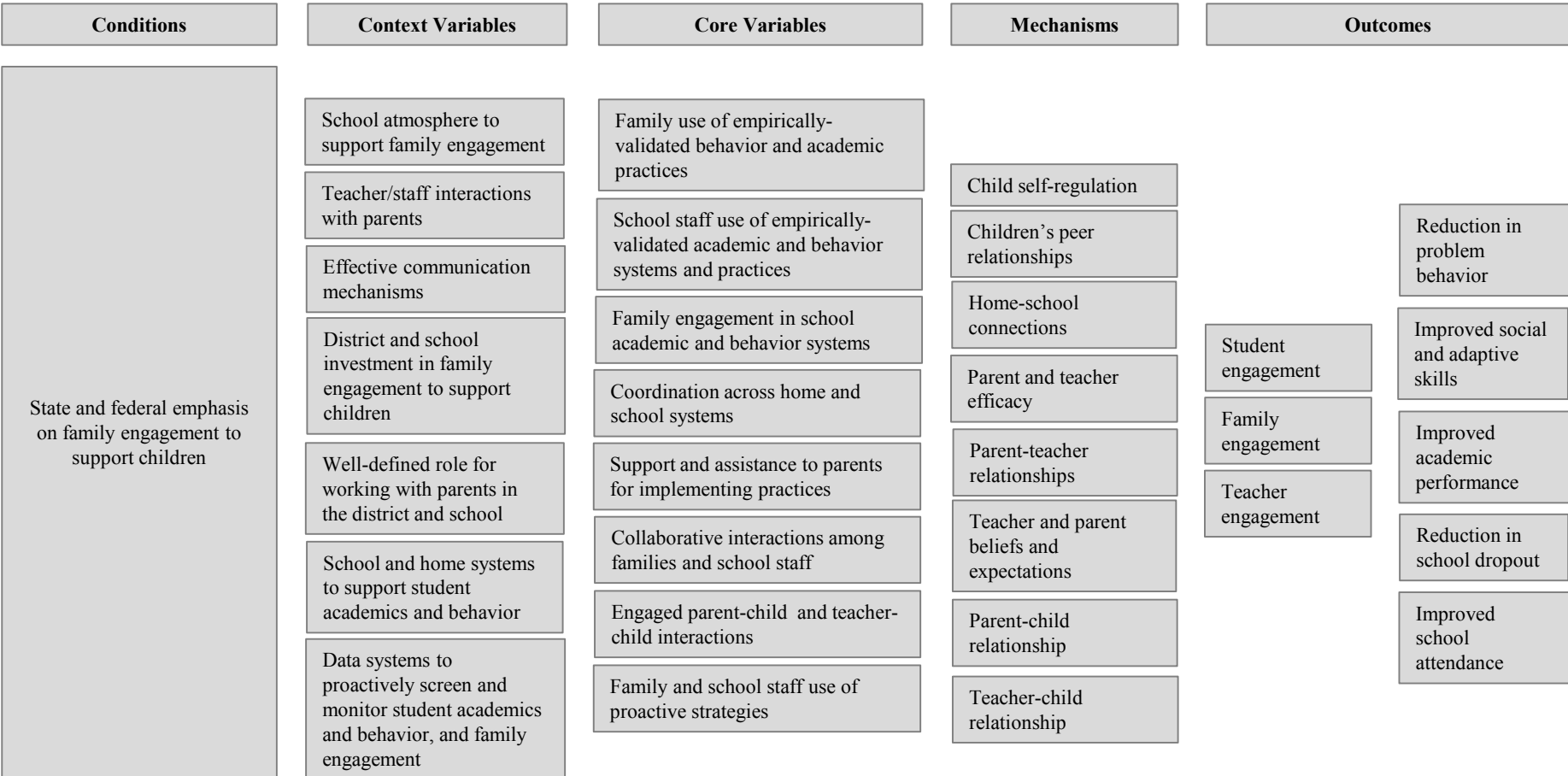
Other  
Systems

# Engaged Partnerships to Maximize Outcomes for Children



Adapted from Sheridan & Kratochwill (1991)

# Conceptual Model of Family Engagement Conditions, Variables, Mechanisms, and Outcomes





# Family Engagement in PBIS

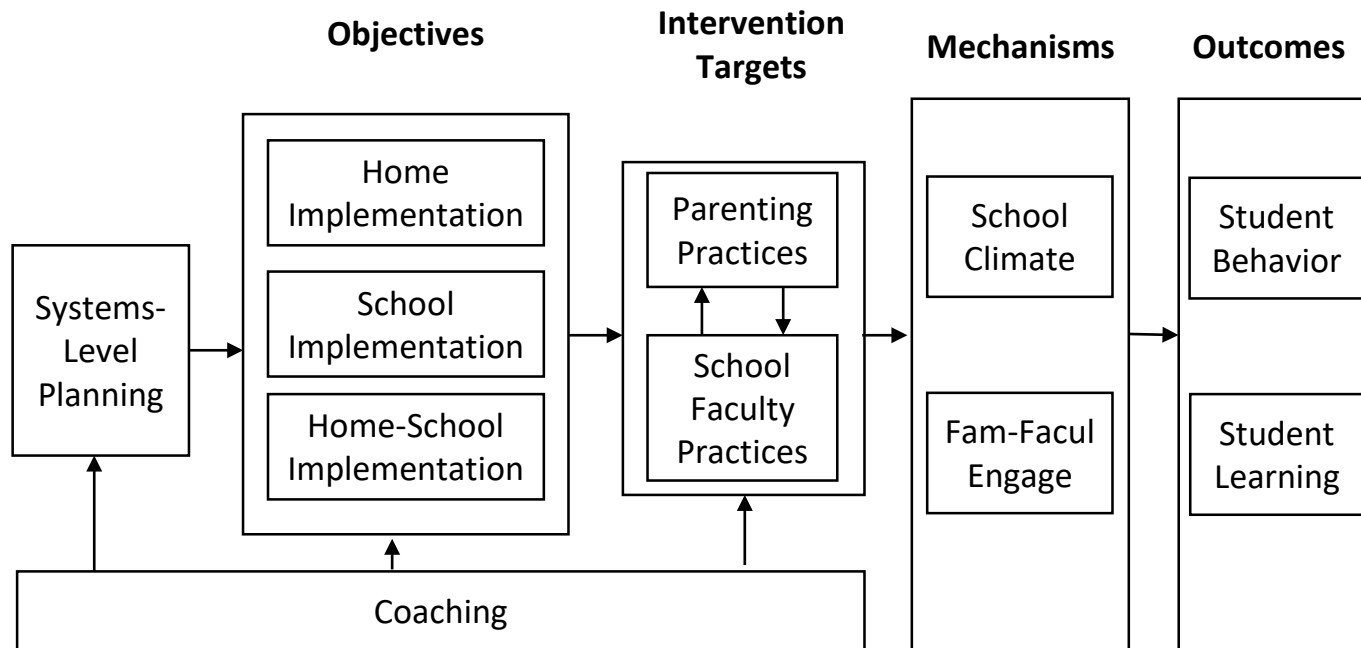
Tier III  
Individualized Supports for  
Families and Students

Tier II  
Specific Procedures that can be used for  
many Families and Students

Tier I  
Family Engagement embedded in the  
Universal Systems of Schoolwide PBIS



# PBIS Family Engagement Framework

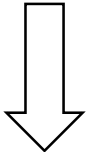


Adapted from Garbacz et al. (2016)

# Family Engagement

- Support at home and in collaboration with educators and community members (Fantuzzo et al., 2000; Jeynes, 2012)
  - Home-based learning
  - Communicate and collaborate with schools and communities
  - Support behavioral health and peer relationships
- Embedded in cultural beliefs and ideologies (Hill, 2010; Levenson et al., 2016)
- Active, interactive, and dynamic (Sheridan et al., 2011)
  - Active: Engage in home and community learning activities, partner with educators and community members (Fette et al., 2009)
  - Interactive: Work with other stakeholders (Sheridan et al., 2014)
  - Dynamic: Changes over time (Epstein & Dauber, 1991)
- Our goal is to engage families as partners

# Family Engagement Goals

- Build family member and school staff knowledge and skills, and support and sustain their behavior
  - Strengthen home-school-community connections
- 
- Promote positive student outcomes; address current concerns and prevent future problems

# Research Support for Family Engagement

## **Implementation**

- Adherence to procedures
- Quality of implementation
- Engagement in intervention activities

## **Students**

- Achievement (Fan & Chen, 2001)
- Attendance (Simon, 2001)
- School drop-out (Barnard, 2004)
- Social behavior (Fantuzzo et al., 2004)
- Peer affiliations (Garbacz, Zerr et al., in press)

## **Parents and Teachers**

- Parent efficacy and role construction (Semke et al., 2010)
- Parent trust of teachers (Santiago et al., 2016)
- Teacher perceptions of parent involvement (Herman & Reinke, 2015; Garbacz et al., 2017)
- Teachers improved job satisfaction and fewer transfer requests (Christenson, 1995)

# Relationships and Communication

- Proactive and positive communication
- Collaborative relationships
- Consistent communication
- Responsive and dynamic

# Taking Stock of Family Engagement in Schoolwide PBIS

# Discussion

What schoolwide approaches are you using to engage with families in your schools?



# Classwide PBIS Practices

# Classroom Management

- Maximize structure in the classroom
- Post, teach, review, monitor, and reinforce a small number of positively stated expectations
- Actively engage students in observable ways
- Establish a continuum of strategies to acknowledge appropriate behavior
- Establish a continuum of strategies to respond to inappropriate behavior

# Classwide PBIS and family engagement

- Teachers receive little training and ongoing support in classroom or behavior support and family engagement
- Engaging families actively in classwide PBIS can improve student outcomes by creating positive and effective classroom and home environments
  - Positive communication
  - Relationship-building
  - Coordinating home and school
  - Creating congruent settings
  - Improving home learning environments

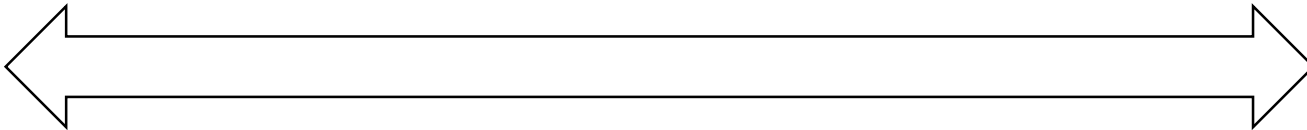
# Continuum of Classroom Factors for Family and Youth Engagement

Teacher Communication and Relationship  
Building with Students

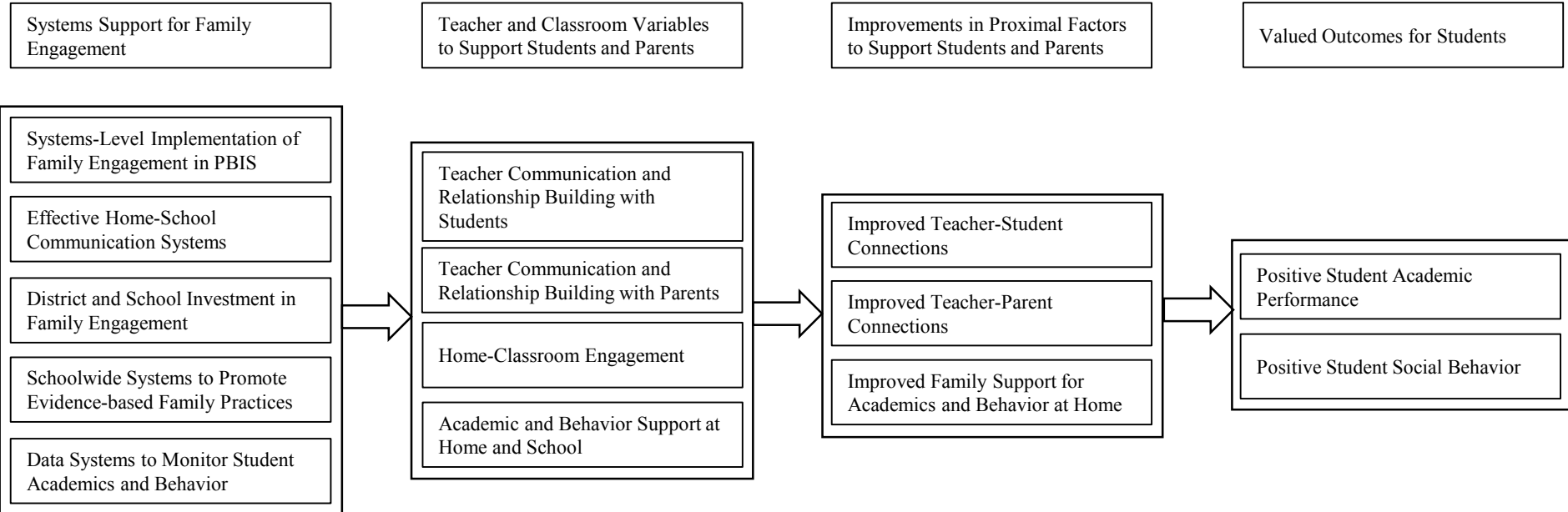
Teacher Communication and Relationship  
Building with Parents

Home-Classroom Engagement

Academic and Behavior Support at  
Home and School



# Classwide PBIS Family and Youth Engagement Framework



# Systems Support for Family and Youth Engagement

- Classwide systems to promote family and youth engagement are likely strengthened when implemented in the context of several factors at the school and district level
  - Readiness for partnering with families
  - Systems level implementation of family engagement in PBIS
  - Effective home-school communication systems
  - District and school investment in family engagement
  - Schoolwide systems to promote evidence-based family practices
  - Data systems to monitor student academics and behavior

# Classroom Factors to Support Family and Youth Engagement

## **Teacher Communication and Relationship Building with Students**

- Cultural responsiveness
- Proactive and positive communication
- Emphasis on teacher-student interactions and emotional support
- 4:1 ratio of praise to corrections
- Varied opportunities to respond
- Classroom organization
- Student invitations for family engagement
- Partnership-centered approaches
- Peer and family connections

# Classroom Factors to Support Family and Youth Engagement

## **Teacher Communication and Relationship Building with Parents**

- Cultural responsiveness
- Positive and proactive communication
  - Start every week with a one sentence description of the activities for each day
- Relationship and rapport-building
- Teacher invitations for family engagement
- Family to family connections
- Partnership-centered approaches
  - Sharing class activities and inviting input
  - Describing opportunities for students and families to engage as partners



# Classroom Factors to Support Family and Youth Engagement

## **Home-Classroom Engagement towards Congruence**

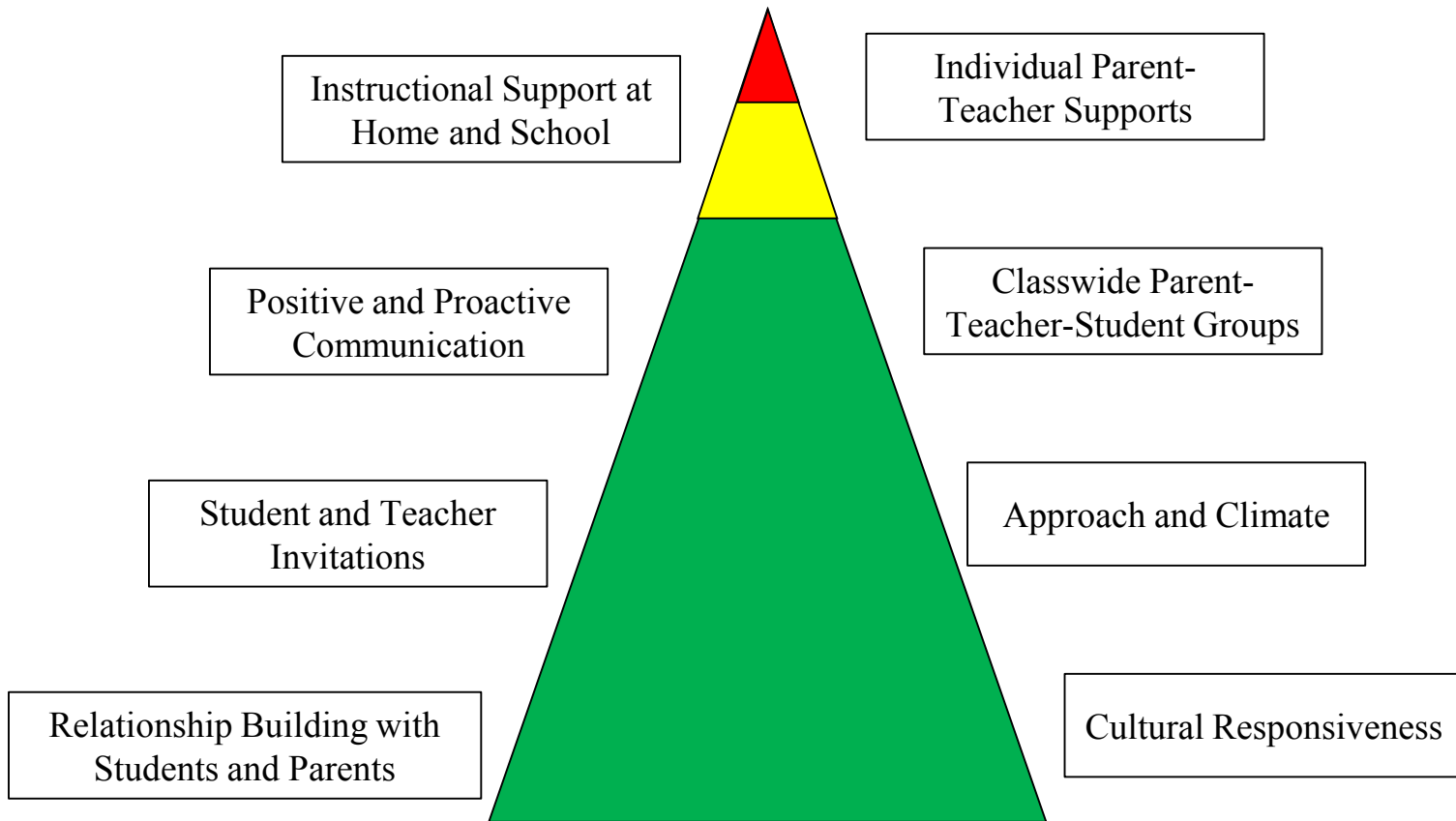
- Cultural responsiveness
- Connections with schoolwide PBIS systems
- Atmosphere
- Proactive and partnership-centered teacher-student-parent communication systems
- Family to family and student to student connections
- Classwide teacher-parent meetings
- Individual teacher-parent partnership-centered meetings
- Student facilitated meetings with teacher and parent

# Classroom Factors to Support Family and Youth Engagement

## **Academic and Behavior Support at Home and School**

- High rates of behavior specific praise
- Home learning structure
- Community outreach
- Parallel home academic organization
- Parent-child interactions and emotional support
- Instructional management
- High rates of opportunities to respond
  
- Focus on what happens in each setting and creating congruence across settings.

# Continuum of Classroom Strategies to Support Children, Youth, and Families



# Discussion

What classwide family engagement approaches have you tried? How have they worked?

# Using Data to Guide Implementation and Evaluation

Domain of Measurement	Name of Measure	Citation
Readiness	Inventory for Creating School-Family Connections: Approach, Attitudes, Atmosphere, and Actions	Christenson & Sheridan (2001)
Child Behavior	Positive Family Support: Strengths and needs assessment	Moore, Garbacz, Dishion, Gau, Brown, Stormshak, & Seeley (2016)
	Direct Observation	Shapiro (2011)
	School Records (Office Discipline Referrals, Attendance Suspensions, Expulsions)	Irvin, Tobin, Sprague, Sugai, & Vincent (2004)

# Using Data to Guide Implementation and Evaluation

Domain of Measurement	Name of Measure	Reference
Family Engagement	Family Involvement Questionnaire, Elementary Version	Manz, Fantuzzo, & Power (2004)
	Parent and Teacher Involvement Measure – Teacher	Conduct Problems Prevention Research Group (1991)
	Parent-Teacher Relationship Scale-II	Vickers, & Minke (1995)
Parent Knowledge and Skill	Parent Competence in Problem Solving Scale	Sheridan (2004)
Satisfaction	Primary Intervention Rating Scale	Lane, Kalberg, Bruhn, Driscoll, Wehby, & Elliott (2009)

# Systems to Support Classroom PBIS Family Engagement

- Coordinate with the schoolwide PBIS team
- Align materials
- Build it into the action plan
- Embed family engagement in a multitiered support (MTS) framework for classroom management (Simonsen et al., 2014)
  - Universal professional development
  - Targeted professional development with self-management
  - Intensive professional development with data driven consultation
  - Screening and progress monitoring



# Wisconsin Context



# Wisconsin Context

- 2,215 public schools and 424 public school districts
- Statewide PBIS network with the Department of Public Instruction
- 1,174 schools in 265 school districts have attended a PBIS training
- 924 are implementing
- 734 schools are implementing with adequate fidelity of implementation

# PBIS family engagement in Wisconsin

The screenshot shows the Wisconsin PBIS Network website. At the top, there is a navigation bar with links for 'About Us', 'Contact Us', and 'Regional Coordinators', along with a search bar and the RII logo. Below the navigation bar is a banner image of a young girl and a young boy looking at a laptop together. The main content area is titled 'Family Engagement' and includes a 'Getting Started' section with a list of steps: 1. Review your RII and PBIS self-assessments (SIR, TFI, BoQ, SAS, All Start); 2. With a team, complete the [Partnering with Family Assessment](#) using the [Guiding Questions](#); 3. Identify 2-3 line items to focus on and add to your action plan; 4. Review the specific resources below to help your school better engage and partner with families; 5. Repeat annually; 6. Contact your local [Academic](#) or [PBIS](#) TAC with any questions; 7. [RTI Family Engagement Webinar Series](#). Below this, it says 'You can also learn about Family Engagement through our webinar series:' followed by a list of three webinars: [Day 1: Part 1 - Family Engagement Research with Dr. Andy Garbarino](#), [Day 1: Part 2 - Family Engagement in a Culturally Responsive Multi-Tiered Systems of Support](#), and [Day 2 - Partnering with Families](#). At the bottom, there is a table with two columns: 'Section' and 'Resource'. The table lists various resources for family engagement, including action plans, surveys, articles, and videos.

**Wisconsin PBIS Network**

Positive Behavioral Interventions and Supports

Home | Educators | Administrators | Coaches | Parents and Family

Home > Educators > PBIS in Action > Family Engagement

## Family Engagement

[Promoting Excellence for All Family and Community Engagement](#)  
Department of Education

### Start Here

In order to strengthen your family engagement practices within your culturally responsive multi-tiered systems of support:

1. Review your RII and PBIS self-assessments (SIR, TFI, BoQ, SAS, All Start)
2. With a team, complete the [Partnering with Family Assessment](#) using the [Guiding Questions](#)
3. Identify 2-3 line items to focus on and add to your action plan
4. Review the specific resources below to help your school better engage and partner with families.
5. Repeat annually
6. Contact your local [Academic](#) or [PBIS](#) TAC with any questions
7. [RTI Family Engagement Webinar Series](#)

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- [Day 1: Part 1 - Family Engagement Research with Dr. Andy Garbarino](#)
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- [Day 2 - Partnering with Families](#)

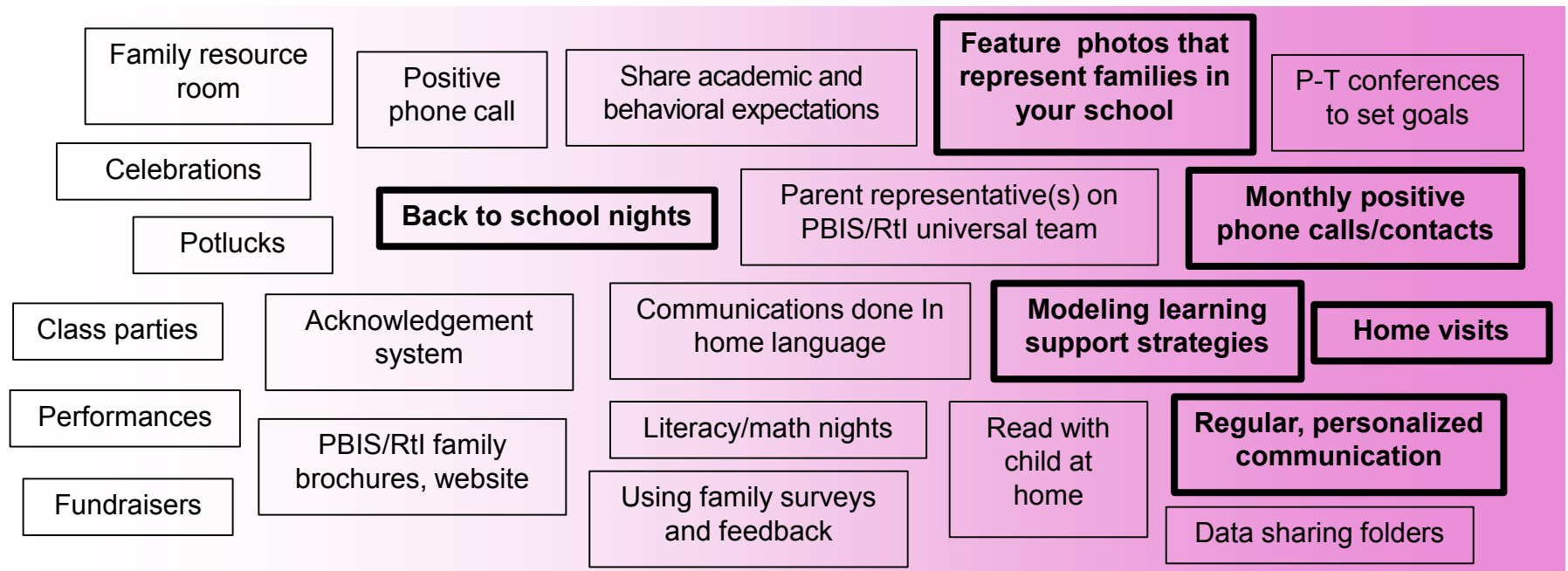
Section	Resource
Develop your Family Engagement Plan	<ul style="list-style-type: none"> <li>• <a href="#">Family Engagement Action Plan</a></li> <li>• <a href="#">Family Engagement Spreadsheets Survey</a></li> <li>• <a href="#">Family Engagement Survey</a></li> <li>• <a href="#">RII and PBIS Family Assessment Items</a></li> </ul>
Resources to Increase your Family Engagement	<ul style="list-style-type: none"> <li>• <a href="#">Article: RII and PBIS - Stories from Diverse Mothers and Solutions from Diverse Mothers</a></li> <li>• <a href="#">Effective Behavior Management Strategies for Parents</a></li> <li>• <a href="#">Family Matrix - Blank</a></li> <li>• <a href="#">Bedtime Cool Tool for Parents</a></li> <li>• <a href="#">Morning Routine Cool Tool for Parents</a></li> <li>• <a href="#">Homework Cool Tool for Parents</a></li> <li>• <a href="#">National PBIS Family Partnership - link</a></li> <li>• <a href="#">Positive Phone Calls Make a Difference</a></li> <li>• <a href="#">PTA Parent Guides to Student Success - link</a></li> <li>• <a href="#">Saving on Groups - link</a></li> <li>• <a href="#">Strategies for Helping Family Engagement</a></li> <li>• <a href="#">Great Kids Make Great Videos - Videos showing kids demonstrating essential reading, math, and writing skills by grade</a></li> <li>• <a href="#">Parent Toolkit for Learning and Attention Issues</a></li> <li>• <a href="#">DPI Parent Notification and Consent FAQ - MLSS - link</a></li> <li>• <a href="#">Promoting Excellence for All Family and Community Engagement - link</a></li> </ul>
Wisconsin School AIFs	<ul style="list-style-type: none"> <li>• <a href="#">Manitowish Middle School Survey Example</a></li> <li>• <a href="#">Parkview Elementary - Caribou, WI - PBIS Homepage - link</a></li> <li>• <a href="#">Parent Notification Examples</a></li> <li>• <a href="#">Bellevue Parent Matrix</a></li> </ul>

# Partnering with Families

Within a Culturally Responsive Multi-Level System of Support

Lower Impact

Higher Impact



Embrace

Engage

Empower



# Classwide Exemplars

# Teacher Communication and Relationship Building with Students

- Classroom Behavior Matrix developed with the students
- Teacher seeks to understand each student's hobbies and interests – then brings representation for each student into the classroom. References these as often as possible
- Opportunities to Respond strategies are culturally relevant for students
- Tracking system for 4:1 praise to corrections
- Class wide Organization reflective of the students

# Teacher Communication and Relationship Building with Parents

- Meet & Greet at school and local community center
- Parent Teacher meetings at local community center
- Students bussed to local community center for events/programs
- Communication with families determined by family preference
- Communication networks developed for “after school hours”
- Attendance at Community Activities
- Family Survey/Feedback

# Home-Classroom Engagement

- Grade level parents & teacher meetings
- Student facilitated meetings with teacher and parent
- 4:1 connections with families
- Positive Phone Calls/Postcards
- Classroom Hints at Home (via preferred communication)

# Academic and Behavior Support at Home

All based upon family preferences:

- Modeling learning support strategies
  - video/paper/web-based/texting
- Data sharing folders
- Regular personalized communication
- Positive reinforcement 4:1
- Literacy/Math Night alternative options

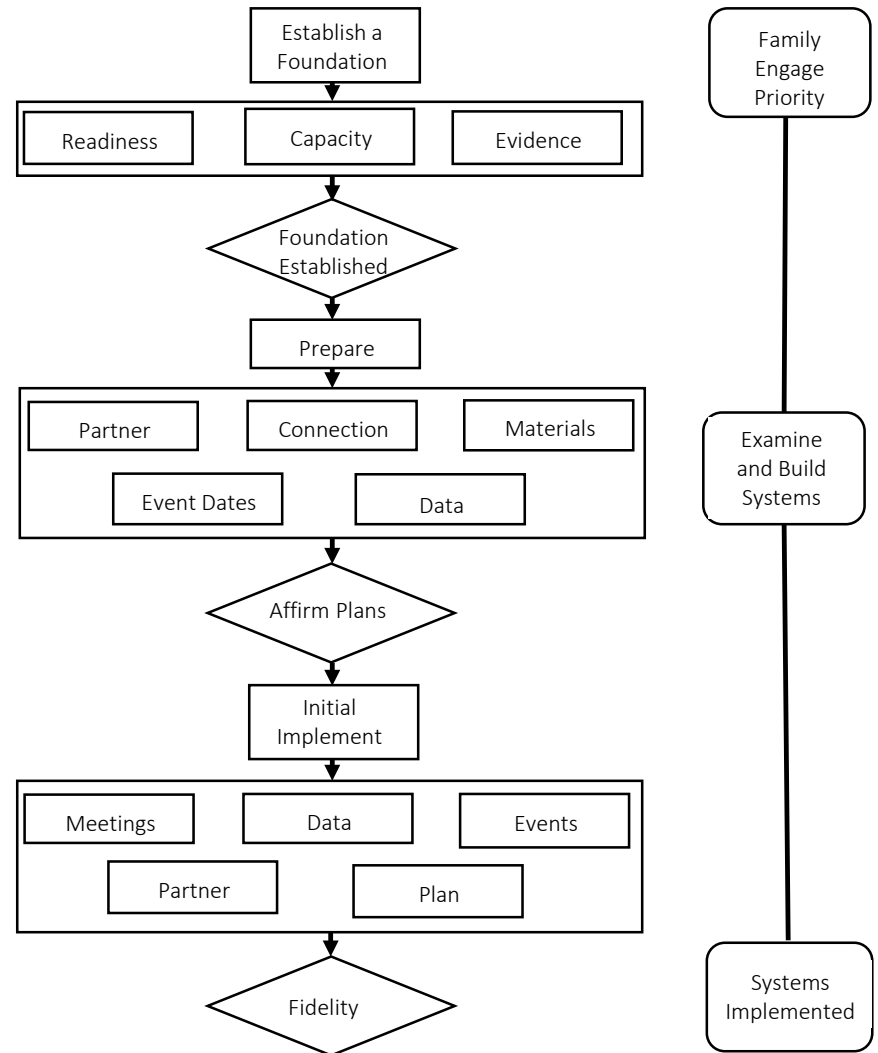


# Cultural Responsiveness

- Feature photos that represent families
- Provide communication in home language
- Signage in building matches cultural community
- Opportunities to Respond are reflective of cultural norms
- Cultural norms are considered when solution seeking

Next Steps

# Family Systems Implementation Flowchart



# Five next steps

1. Coordinate classroom and schoolwide family engagement
2. Include family culture in the classroom
3. Start a simple proactive and positive multidirectional communication strategy
  1. Positive school-home-school notes that students create
4. Create a home learning tip sheet for families based on classroom positive behavior support practices
5. Track your progress

# Large Group Share Out

What is something you can take and implement this year in your school or classroom?

Thank you!

Questions?

Please contact us with questions and suggestions:

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