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.

C12 - Research, Tools, & Resources for Engaging Families in PBIS: Multitiered Systems of Support
Devon Minch, PhD, NCSP, University of South Florida
John Eagle, PhD, Rhode Island College
Sonsee Sanders, MTSS Coordinator
Eastside Elementary, Hernando County Public Schools, FL

October 4, 2018
PBIS Leadership Forum

Maximizing Your Session Participation

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

<table>
<thead>
<tr>
<th>Exploration &amp; Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>We know what we need so we are planning to move forward (evidence-based)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Installation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s make sure we’re ready to implement (capacity infrastructure)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s give it a try &amp; evaluate (demonstration)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>That worked; let’s do it for real and implement all tiers across all schools (invested)</td>
</tr>
<tr>
<td>Let’s make it our way of doing business &amp; sustain implementation (institutionalized use)</td>
</tr>
</tbody>
</table>

Agenda

- Overview of family engagement: Conceptual foundations and research findings
- Family engagement in PBIS: Overview of a model along with tools and resources
  - Engaging families in problem solving equitable PBIS
- Exemplar: Eastside Elementary
  - Planning and implementation of a positive family phone call home strategy to address equitable discipline
Overview of Family Engagement: Conceptual Foundations & Research

Why Focus on Family Involvement?

- Required in IDEA
- Builds positive relationships
- Encourages new behaviors
- Reinforces skills (maintenance)
- Increases self-satisfaction and optimism among youth, parents, and teachers

Benefits of Family Involvement in SWPBIS/MTSS

**Students**
- Higher grades, test scores, and graduation rates
- Better school attendance
- Improved behavior, better self-esteem
- Lower rates of suspension
- Increased enrollment in postsecondary education

**Teachers**
- Greater morale (and self-esteem)
- Increased teaching effectiveness
- Improved job satisfaction
- Improved interactions with students, parents, families, and communities
- Increased communication/relations

**Parents**
- Communication/relationships with children and teachers improve
- Improved decision-making skills and family involvement
- Improved attitude toward school and school personnel

Sources:
- PTA: http://www.pta.org/archive_article_details_1118251710359.html
- Image: Clarksonbank.com

"Sometimes I think the collaborative process would work better without you."
Assessing Family Engagement Practices in School-wide PBIS:

What are Schools Doing?


The Family-School Partnership Practices Survey

- The survey consists of over 60 items related to schools’ approach to engaging families in school-wide PBIS. A unique aspect of the survey is its focus on content related to specific observable actions schools use to work with families, rather than subjective reports of the importance placed upon family-school relationships.
- The survey was distributed to educators and state educational officials in Colorado, Florida, and Illinois. Responses were received from 302 schools.
- A representative of the school’s PBIS Leadership Team completed the survey online via Qualtrics. Schools participating ranged from elementary and secondary levels.

How you are communicating with families

<table>
<thead>
<tr>
<th>TIER</th>
<th>Hard copy</th>
<th>In-Person</th>
<th>Phone</th>
<th>Technology (apps, email, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(school-wide)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Targeted/At Risk)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tertiary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Individualized supports)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Classroom

SWPBIS Subsystems

Non-classroom

Family

Student
Mechanism to Share Information about Tier I SWPBIS Systems

<table>
<thead>
<tr>
<th>Method</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>29%</td>
</tr>
<tr>
<td>Social media</td>
<td>14%</td>
</tr>
<tr>
<td>School newsletter</td>
<td>66%</td>
</tr>
<tr>
<td>workshops</td>
<td>13%</td>
</tr>
<tr>
<td>Parenteral nights</td>
<td>35%</td>
</tr>
<tr>
<td>School website</td>
<td>62%</td>
</tr>
</tbody>
</table>

School Practices to Engage Families

<table>
<thead>
<tr>
<th>Practice</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support to families to support their child to follow expectations at school</td>
<td>66.5%</td>
</tr>
<tr>
<td>Teach families about how to use positive parenting strategies</td>
<td>60.2%</td>
</tr>
<tr>
<td>Instruction to families about Tier I PBIS systems</td>
<td>50.6%</td>
</tr>
<tr>
<td>Family members on Tier I PBIS teams</td>
<td>49.2%</td>
</tr>
<tr>
<td>PBIS team works with parent teacher association</td>
<td>41.8%</td>
</tr>
<tr>
<td>Workshops or family topic nights</td>
<td>31%</td>
</tr>
<tr>
<td>Family newsletter</td>
<td>19.8%</td>
</tr>
<tr>
<td>Monthly</td>
<td>13%</td>
</tr>
<tr>
<td>Quarterly</td>
<td>7%</td>
</tr>
<tr>
<td>1 – 2 times per year</td>
<td>21.6%</td>
</tr>
</tbody>
</table>

School Practices to Engage Families

<table>
<thead>
<tr>
<th>Practice</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support to families to support their child to follow expectations at school</td>
<td>66.5%</td>
</tr>
<tr>
<td>School newsletter</td>
<td>86.5%</td>
</tr>
<tr>
<td>Workshops or family topic nights</td>
<td>66.7%</td>
</tr>
<tr>
<td>Teach families about how to use positive parenting strategies</td>
<td>79.2%</td>
</tr>
<tr>
<td>Instruction to families about Tier I PBIS systems</td>
<td>50.9%</td>
</tr>
<tr>
<td>Family newsletter</td>
<td>79.2%</td>
</tr>
<tr>
<td>Monthly</td>
<td>66.7%</td>
</tr>
<tr>
<td>Quarterly</td>
<td>21.6%</td>
</tr>
<tr>
<td>1 – 2 times per year</td>
<td>21.6%</td>
</tr>
</tbody>
</table>
School Practices to Engage Families

<table>
<thead>
<tr>
<th>Practice</th>
<th>Percent</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room or space at school dedicated to family services</td>
<td>15.7%</td>
<td>Yes</td>
</tr>
<tr>
<td>PBIS team works with parent-teacher association</td>
<td>13.9%</td>
<td>Monthly</td>
</tr>
<tr>
<td>Monthly</td>
<td>13.5%</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Quarterly</td>
<td>21.6%</td>
<td>1–2 times per year</td>
</tr>
<tr>
<td>Family participation in Tier I PBIS discussed at faculty meetings</td>
<td>9.7%</td>
<td>Monthly</td>
</tr>
<tr>
<td>Family participation in Tier I PBIS discussed at faculty meetings</td>
<td>27%</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Funds dedicated to support Tier I family-school activities</td>
<td>43%</td>
<td>School and/or district</td>
</tr>
<tr>
<td>Family-school liaison on staff</td>
<td>51.9%</td>
<td>School and/or district</td>
</tr>
<tr>
<td>Family-school liaison has FTE</td>
<td>26.5%</td>
<td>Yes</td>
</tr>
<tr>
<td>Home setting included in PBIS matrix</td>
<td>15.7%</td>
<td>Yes</td>
</tr>
<tr>
<td>Support to families to establish and teach home expectations</td>
<td>45.8%</td>
<td>Yes</td>
</tr>
<tr>
<td>School newsletter</td>
<td>82.1%</td>
<td>≥1 time each year</td>
</tr>
<tr>
<td>Workshops or family topic nights</td>
<td>59.6%</td>
<td>≥1 time each year</td>
</tr>
</tbody>
</table>

Barriers to Building Family-School Relationships

- Lack of school resources
  - Time
  - Allocated position
  - Lack of funding
  - Lack of multilingual outreach capacity
- Lack of family willingness to partner
  - Lack of parent participation
  - Lack of parent interest or comfort being involved

Florida's Efforts to Integrate Family Engagement in Tiered Systems of Support
**Mutuality: Shared Goals for Family Engagement**

- Co-developing goals and strategies for family engagement
- Explicitly addressing misunderstandings and misperceptions among families and schools
- Welcoming environments (schools, staff, information)
- Transparent, positive, ongoing two-way communication
- Taking a systems approach to family engagement
- Integrating data, systems and practices specific to family engagement within MTSS

**National Context for Family Engagement**

**Critical Elements of Family and Community Engagement**

- Data Evaluation
- Problem Solving
- Multiple Tiers of Instruction & Intervention
- Leadership Capacity Building
- Communication & Collaboration
- Collaborative Problem-Solving
- Empowering Families
- Multi-Dimensional Multi-Tiered Approach
- Positive Relationships
- Data-Based Outcomes
- Leadership
Guiding Principles for Family and Community Engagement Integration and Alignment

• Responsive
  – Responsive to stakeholder needs
• Comprehensive
  – Connected to and aligned with existing ways of work, initiatives, and goals
• Strategic
  – Informed and guided by data on outcomes and practices
    – Intentionally planned and targeted
  – Meaningful partnerships and stakeholder involvement

Reflect on how you currently connect family and community engagement efforts to existing systems, structures, practices in your building

How is your school currently doing with family engagement?
FACE Innovation Configuration

Free FLPBIS Resources
www.flpbis.org

Free E-Book: www.PBIS.org
Family & Community Engagement in PBIS: MTSS: A Systems Change Effort

- Consensus/Exploration/Adoption of Family Engagement in PBIS: MTSS:
  - Leadership communicating mission and benefits of families as central to PBIS: MTSS.
  - Beliefs, values for family engagement in PBIS: MTSS.
  - Shared understanding (roles, goals)

- Infrastructure/Installation/Capacity-building:
  - Planning structures
  - Time, data and evaluation tools for family engagement efforts
  - Strategic plans

- Initial/Full Implementation:
  - Positive, proactive, family-educator relationships and communication
  - Strategic connections to student outcomes
  - Improved school support practices

http://www.flepibis.org/play/play?e-z000

Reflect on how you currently connect family and community engagement efforts to existing systems, structures, practices in your building

http://www.flepibis.org/play/play?e-5000

Reflect on how you currently connect family and community engagement efforts to existing systems, structures, practices in your building
Promote family, youth, and community engaged partnerships in research, practice, and policy to improve prevention and intervention in the systems and practices of positive behavioral interventions and supports and related multitiered systems of support toward improvement in valued outcomes.

**Family-School-Community Alliance**

- Priorities
  - Emphasize research and implementation
  - Strengthen infrastructure
  - Create research-practice partnerships
  - Support the PBIS Center and other relevant organizations to create resources that align and integrate family-school-community partnerships in school and program systems and practices
  - Convene at relevant national meetings (e.g., APBS, PBIS Implementers Forum)
- Join the FSCA contact:
  - Devon Minch: dminch@usf.edu
  - Andy Garbacz: sgarbacz@wisc.edu

**Florida’s Approach to Equitable Discipline: Engaging Families**

Florida’s Process for Collaborative Problem-Solving

**Equity Roadmap**

1. Problem ID & Definition
2. Obtain perspective
3. Incorporate others’ ideas
4. Evaluate team ideas
5. Link ideas to interventions
6. Support interventionists
7. Follow up
Step 2: Problem Analysis
Why is disproportionate discipline occurring?

- Plan and facilitate focus groups with families, students, and staff to obtain perspectives on inequities.
- Identify common themes from stakeholder focus groups.
- Develop quality hypotheses and predictions supported across stakeholder groups.
- Identify and implement strategies to address hypotheses and predictions.
- Monitor fidelity, outcomes, and assess impact.

Cohort 1 Equity Training in Hernando County Schools

- District support November 2016
  - 3 schools in same feeder pattern identified for cohort 1
- Step 1 Problem ID: What’s the problem?
  - January 2017, February 2017
- Step 2 Problem Analysis: Why is it occurring?
  - March-April 2017: Staff Data Share, Family and Student Focus Groups
  - May 2017: Initiating a Comprehensive Problem Analysis
- Step 3 Intervention Design: What are we going to do?
  - January 2018: Collaborative Problem Solving & Intervention Design
- Step 4 Evaluation: Is it working?
  - June 2018: Data Summary & Decisions

Positive Phone Calls to Address Equitable Discipline: Eastside Elementary

Sonsee Sanders – MTSS Coordinator Eastside Elementary

Eastside Elementary

- Brooksville, FL
- Total enrollment: 646
- Rural
- Title I
- 87% free/reduced price lunch
**Step 1 Problem ID: What is the Problem?**

The average African American/Black student has 4.86 times the number of referrals as the average student from all other groups (referral ratio). (2/22/17)

**Step 2 Problem Analysis: Why is it Occurring?**

- **Family focus group**
  - Identifying, inviting and scheduling
  - Facilitating the group
  - Reviewing and using the information
- **Student focus group**
  - Identifying, inviting and scheduling
  - Facilitating the group
  - Reviewing and using the information
Step 2 Problem Analysis: Why is it Occurring?

All stakeholder groups indicated:
Lack of positive communication between staff and families

Hypothesis #1
The average African American male student has 4.8 times the number of referrals as the average student from all other groups because there is a lack of positive communication between staff and families.

Communication occurs only after a discipline has already occurred.
Teachers need to get to know students.
"We need families on our side.
Parents want staff to reach out for help.

Keeping Hypotheses On-Track

C: Curriculum & Instructional Practices
- Attention, behavior & SEL
A: Awareness
- Personal, cross-cultural, and positive
R: Relationship
- Student-teacher, student-student, family-community
E: Environment
- Climate, systems, policy variables, district, school, classroom levels
D: Discipline
- Implementation of policies/procedures

Dear colleague letter, USDOE (2014)
- Literature review: Culturally responsive classroom management
- Literature review: systems change
- Literature review: positive behavior support

Where do the CARED domains come from?
Linking evidence-based ideas to interventions
All ideas must be directly related to one another — ensure there is a link from the strategies back to the root cause, and also back to the original hypothesis.

Hypothesis
Poor S/T relationships lead to disproportionate outcomes

Root Cause
Negative dress code interactions first thing in the morning create poor S/T relationships

Evidence
Negotiate dress code interactions during first hour of school

Support Plan
Are these strategies linked to the root cause? Are they linked to the hypothesis?
Establish positive & supportive steps for addressing dress code interventions

10/3/18
Step 3: Intervention Design and Implementation

**Hypothesis & Prediction**

- Poor family-teacher communication leads to disproportionate outcomes
- Separation of staff from families
- Increase positive communication between staff and families, then disproportionate discipline for our target group will decrease

**Evidence**

- Disciplinary actions aren’t addressed proactively and consistently with families when assisted, handled indirectly or after significantly delay

**Strategy**

- Staff Input: Family input
- Staff Input: Positive communication with families
- Coaching supports for disciplinary phone calls home
- Follow-up with staff, families and students

**Support Plan**

- **Positive Family/Teacher Communication**
  - Disciplinary actions aren’t addressed proactively and consistently with families when assisted, handled indirectly or after significantly delay

**Step 3: Intervention Design and Implementation**

- Professional development for staff on positive phone calls home

**Building Relationships through Parent Conferences Training**

1. Leadership Team role plays conferences with parents about negative student behavior and academics to model positive language and collaboration.
2. Teachers are given sample sentence stems based on growth mindset to use for conferences.
3. Leadership Team role plays conferences with non-examples and has teachers give suggestions for better ways to communicate with parents.
4. Each grade level is given scenario to role play and record their "model conference" on Califone.
5. Each teacher watches other teams’ videos and votes on best practices conference.

**Step 3: Intervention Design and Implementation**

<table>
<thead>
<tr>
<th>Intervention Supports</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>Training on Current Discipline Procedures</td>
<td>Training on Restorative Practices</td>
</tr>
<tr>
<td>Coaching Supports</td>
<td>Student Social Worker on Restorative Discipline</td>
<td>Student Social Worker on Restorative Practices</td>
</tr>
<tr>
<td>Monitoring Fitness</td>
<td>Admin. walkthrough on phone lay</td>
<td>Admin. walkthrough on phone lay</td>
</tr>
</tbody>
</table>

**Step 3: Intervention Design and Implementation**

**Year 3 Action Plan**

- Incentives to teachers for restorative justice circles
- Mid-year collection of phone logs to analyze data
- Family focus group to meet every 3 months
- School-wide survey to collect larger amount of data
### Step 3: Intervention Design and Implementation

#### Parent Communication Notes

<table>
<thead>
<tr>
<th>Date</th>
<th>Message</th>
</tr>
</thead>
</table>
| 19/4/18 | "I’m upset. I need to go to the bathroom."
| 20/4/18 | "I need to go to the bathroom."
| 21/4/18 | "I need to go to the bathroom."

#### Fidelity Outcomes: Phone Log Data

- **Positive calls:** increased
- **Negative/Neutral calls:** decreased for all groups

### Step 4: Did we implement the plan and what were the outcomes?

#### Fidelity Outcomes: Phone Log Baseline Data

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Phone Calls</td>
<td></td>
</tr>
<tr>
<td>Non-Target Phone Calls</td>
<td></td>
</tr>
<tr>
<td>Target Phone Calls</td>
<td></td>
</tr>
</tbody>
</table>

#### Fidelity Outcomes: Phone Log Data

- **Positive calls:** increased
- **Negative/Neutral calls:** decreased for all groups
Step 4: Did we implement the plan and what were the outcomes?

Fidelity Outcomes: Phone Log Data

**Phone Log Baseline Data**

- Despite majority of negative phone calls, Target group had highest ratio of positive to negative.
- Ratios of positive to negative phone calls low across all groups.

**Ratio Positive:Negative Phone Calls**

- Positive calls increased and negative calls decreased for target and non-target groups.
- Neutral calls decreased for non-target but increased for target group.

**Student Outcomes – Referral Ratio**

- Referral ratio for African-American/Black students decreased by approximately 40% from June 2017 to June 2018.
Questions & Contact Information

Devon Minch (Florida PBIS Project): dminch@usf.edu
John Eagle (Rhone Island College): jeagle@ric.edu
Sonsee Sanders (MTSS Coordinator, Eastside Elementary): sanders_s@hcsb.k12.fl.us

FLPBIS/MTSS Project
- Phone: (813) 974-6440
- Fax: (813) 974-6115
- E-mail: flpbis@cbcs.usf.edu
- Website: www.flpbis.org

OSEP TA Center on PBIS
- www.pbis.org

Association on PBIS
- www.apbis.org

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- In our mobile application by clicking the link in the session description.
- Online underneath the posted presentations at www.pbis.org/presentations/chicago_forum_18

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Save the dates, February 20 – 23, 2019 for the... UN INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS:
SCIENCE, VALUES, AND VISION

Washington, DC

Pre-Conference Workshops
February 20
Skill-Building Workshops
February 21
Breakfast Session
February 21 - 22
Networking | Posters | Exhibits

For more information, visit:
conference.apbs.org