Teachers And Parents as Partners: Family Engagement at Tier 3

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Consider

- Where are we in our implementation?
- What do I hope to learn?
Overview

• Family-School Partnerships
• Individualized family-school partnership supports: Teachers and Parents as Partners (TAPP)
  – Case exemplars
• Implications for practice
Why Family-School Partnerships?

• Children’s learning and development is the product of influences from many systems and settings (in and out of school).

• Helping children achieve to their fullest potential is a shared responsibility between educators and families.
What are Family-School Partnerships?

• 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, 2014, p. 440).
Strengthening Family-School Partnerships in Schools

Family-school partnerships are essential at every tier of multi-tiered systems of support.
Tier I: Universal Support

- Intentional and structured strategies for communication and engagement
- Opportunities for promoting learning and behavior at home
- Family resource room at school
Tier II: Targeted Interventions

- Parent integration into selected student interventions
- Home-school behavior change plans
- Emails/text message between teacher and parent
Tier III: Individualized Intervention

• Functional behavior assessment for home and school
• Tailored intervention strategies
  – Complementary across home and school
• Individualized parent and teacher support
• Frequent, scheduled, two-way communication
Teacher Perspective

• Video
Teachers and Parents as Partners (TAPP)

Behavioral problem-solving process
  • Based on a systematic, data-based decision making framework

Family-school partnership approach
  • Mutual assessment and goal setting
  • Shared decision making
  • Co-construction of plans
  • Joint ownership of evaluation and goal attainment
The TAPP Intervention

- Parents & teachers come together with the help of a TAPP specialist
- A series of approximately 3-4 constructive, action-oriented meetings to discuss, brainstorm, and problem solve
- Mutually supportive and consistent, research-based strategies are put into place at home and in the classroom
The TAPP Process

Building on Strengths
The TAPP process focuses on strengths to empower students and help them achieve their goals.

Planning for Success
Together, teachers and parents monitor student behavior, then select strategies to use at home and school.

Making Decisions Together
Parents and teachers check in with each other to review progress and adjust plans for student success.
TAPP Participants

TAPP Specialist

Child

Parent

Teacher
TAPP Goals

• Promote **positive outcomes for students with who need intensive supports**
• Promote parent engagement through meaningful participation
• Build teacher and parent skills to serve children who need it most
• Establish and strengthen **home-school partnerships**
How Does It Work?
Addresses Student Needs

• Helps teachers and parents problem solve and develop and deliver highly effective plans together
  – Functional Behavior Assessment guides intervention
  – Research supported strategies are selected and tailored
Builds Adult Skills

- Helps parents and teachers develop skills to support learning at home and school
  - Learn to observe and analyze behavior
  - Engage in structured problem solving
  - Support effective behavioral strategy selection and implementation
  - Develops positive communication and collaborative problem solving
  - Interact effectively with one another in constructive ways
Promotes Parent Engagement and Partnerships

- Provides a method for developing positive and effective home-school partnerships
  - Builds consistency between home and school
  - Supports two-way communication
  - Guides mutual goal setting
  - Provides clear structure for partnership
What Does the Research Say?

For students:
• Improved academic skills, social skills, engagement, behaviors
• School completion and long-term academic success

For teachers:
• Improved classroom management, instructional skills for all students
• Better relationships with students and parents
• More effective problem solving skills

For parents:
• Better communication with teachers
• Better parenting skills and practices
• More learning opportunities at home
Gold Standard Research

- What Works Clearinghouse
  - TAPP research meets WWC standards without reservations
Case Exemplar-John

• Kindergarten student
• John loves
  – Playing in mud puddles, pretending to explore space
  – Video games
  – Creating and telling stories
  – Helping in the kitchen
• Parent-teacher relationship
Background

• Strengths
  – Creative
  – Strong academic skills
  – Takes responsibility

• Concerns
  – Inattentive, last one done every time
  – Non-compliant and at times defiant
  – Touches and pesters peers; Shrieks
Building on Strengths

• Target behavior
  – Home: Following Directions
  – School: Hands and Feet to Self

• Behavioral function
  – Home: Escape
  – School: Attention
Planning For Success

• Plan
  – Compliance Bingo
  – John’s body check with visual cues
  – Differential attention
  – Home-School note
Checking and Reconnecting

• John’s Progress
  – Home
    • Compliance increased from an average of 20% to 80%
  – School
    • Intervals with hands and feet to self increased from an average of 30% to an average of 100%
    • Number of instances of touching others per carpet time reduced from an average of 3 to 0

• Overall classroom climate improved
Adult Skill Development

• John’s mom demonstrated high fidelity to behavior plan components
• John’s teacher (me!) learned to apply previously known interventions within a large class setting
• Meetings were productive & over time the consultant’s role was less prominent
Parent Engagement and Partnership

• John’s mom attended all meetings & regularly communicated John’s at home progress

• Common language was used across settings

• Mom and teacher praised John’s efforts across settings
TAPP Benefits

• Helps kids!
• Skill development
  – Behavioral interventions
    • Applied to new settings
• Parent engagement
  – Goal focused problem-solving
    • Judgement, blame, and guilt are removed/diminished
    • Clear systems approach
Keys to TAPP Success

• Fit into existing practices and goals
• Make it a way of doing business
• Invest time
Parent Perspective

• Video
What does this Mean for Practice?
TAPP Tips

• Partnering Tips
  – Form relationships
  – Create ways to become & stay engaged
  – Communicate two ways
  – Structure consistent opportunities for learning
  – Collaborate to achieve goals & solve problems
TAPP Resources


TAPP Opportunities

To learn more about potential training opportunities, visit: cyfs.unl.edu/TAPP
Questions & Answers

• Consider
  – What did I learn?
  – What will I do with what I learned?
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