Participants will understand:

- best practices for family and community engagement (FACE) and learn more about a systemic framework for FACE in tiered behavioral frameworks
- approaches, resources and strategies to build local capacity for implementing a systemic approach to FACE including:
  - Integrating teaming approaches in existing infrastructure
  - Development, alignment of goals and outcomes for family engagement connected to existing goals
  - Implementing tiered family engagement strategies aligned existing tiered supports focused on building positive relationships, empowering families, and using collaborative problem-solving strategies

Acknowledgements

- Florida’s Problem-Solving Response to Intervention Project
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  - Anna Winneker, Brian Gaunt, Chris Vatland, Karen Childs, Hope Williams, Mario Montesino, Sarah Fefer and others

Resources

- Please note that many of the resources reviewed in this PowerPoint are hyperlinked for you in the PDF of your handout for easy access

http://www.pbis.org/blueprint/implementation-blueprint

STAKEHOLDER SUPPORT

1. Stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) are actively involved in goal-setting and policy development.

2. Stakeholders assist in disseminating information and accomplishments (e.g., website, newsletter, meeting presentations, conferences, media, annual progress reports).

3. Organizational leaders (e.g., state and regional agency leaders of schools, organizations) invite and enable participation in PBIS events and activities (e.g., stakeholder meals, webinars, and dissemination data, acknowledge participants’ efforts).

4. Promoting positive school climate and student social-emotional behavioral health are established by organizational leadership in order to benefit all students and align with the pertinent goals of practice for the next 5 years.
Establishing a Common Language-Common Understanding

A Multi-Tiered System of Support

MTSS Video for Families

Chat Box: Please share your reactions to the MTSS video for families:
- What information was consistent with what you already knew? Anything new?
- Do you already explain MTSS to families in this way? Was anything helpful for improving future MTSS communications with families?
- If this was shown to families, are educators in your building prepared to answer those questions for families?

Group Share: Chat Box

What does family engagement mean to you (your school? your district? your state)?

How will you know if you’ve achieved family engagement?

Family and Community Engagement Defined

Family: Any adult in a child’s life who has the responsibility of developing the child socially, mentally, academically, etc. This includes 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.
“For a lot of these families, you can’t pick up the phone and expect that the number you called two weeks ago is still a working number. But you can’t use that as an excuse not to engage,” explains Allison Rodman, an assistant principal in northeast Philadelphia. In fact, this truant teen’s dad is very involved in his daughter’s education; he just needs educators to be willing to pursue creative strategies for contacting him. He and Rodman have worked out a system where, if she needs to get in touch with him, she calls a neighbor who takes the phone to him.

Laura Valaras
Hold the Line: Engagement Practices that Welcome Families in Poverty
ACSD Express

Family and Community Engagement Defined

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

Subtle Forms of Engagement

  - Family communication of educational expectations
- Houtenville & Conway (2008):
  - Significant associations between family effort (as measured by ~25,000 8th grade students) and achievement:
    - Family effort defined as: Parent-child discussions about interests, topics studied in school and courses
    - All three of these were significantly related to achievement
  - Volunteering was not associated with improved student outcomes
- Wilder, 2014
  - Strongest support (largest ES) for parental expectations for student achievement

Importance of Family Engagement

A Multi-Fiered System of Support
Two-Way Communication

- Henderson & Mapp 2002:
  - Responsive, Active, Meaningful, Positive
- Byrk & Schneider (2002):
  - Trust as key to school reform
    - Trust is developed through transparent, dependable, ongoing, two-way communication
- Tools & Resources:
  - https://www.naeyc.org/familyengagement/principles/2
  - http://www.hfrp.org/family-involvement/publications-resources/effective-home-school-communication

Collaborative Problem Solving

- Use of structured problem solving to remove barriers to effective family engagement
- Integrating & involving families in problem solving teams at each tier of support:
  - Tier 1
    - Academic Parent Teacher Teams (APTT; Paredes)
    - Learning Labs (Bal)
  - Tier 2 & Tier 3:
    - Positive Family Support/Family Check-Up (Dishion)
    - Conjoint Behavioral Consultation (CBC; Teachers and Parents as Partners; Sheridan/Kratochwill)

Involvement vs. Engagement vs. Partnership

- Driven by needs, preferences, goals of families
- Strength-based perspective
- Collaborate in meaningful ways
- Link with student learning to maximize impact
  - Academics
  - Behavior

National Context for Family Engagement

A Multi-Tiered System of Support
Initiated conversations around systemic family engagement calling for federal state and local education systems to emphasize the following:

- Leadership
- Capacity building
- Training & PD
- Innovation
- Learning & Accountability
National Context for Family Engagement

• The challenge:
  – Shift in focus away from deficit thinking about families to rethinking the systems we have in place to support family engagement
  • Educator capacity (skill, disposition, structural/systemic)
  • Family capacity (personal, cultural, structural barriers)

National Context for Family Engagement

• Opportunity Conditions
  – Connected to student learning goals
  – Focus on relationships
  – Focus on building the intellectual, social, and human capital of stakeholders
  – Effective capacity building (PLCs, Networks, Coaching that includes practice and feedback opportunities)

National Context for Family Engagement

• Policy & Program Goals
  – Capabilities
  – Connections
  – Confidence
  – Cognition

*Shift from measuring attendance at events to components of partnership capacity*
Florida’s Efforts to Integrate Family Engagement in Tiered Systems of Support

6 Critical Elements to Family & Community Engagement

- Collaborative Problem-Solving
- Empowering Families
- Multi-Dimensional Multi-Tiered Approach
- Positive Relationships
- Data-Based Outcomes
- Leadership

Guiding Principles for Family and Community Engagement

- 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
- Relevant
  - Meaningful partnerships and stakeholder involvement

Chat Box: Reflect on how you currently connect family and community engagement efforts to existing systems, structures, practices in your building.
Consensus/Exploration/Adoption of Family Engagement in PBIS:MTSS:

- Leadership communicating vision and benefits of ensuring families central to PBIS: MTSS approach.
- Beliefs, values, consensus for family engagement in PBIS: MTSS.
- Importance of developing shared understanding (roles, goals)

Infrastructure/Installation/Capacity-Building:

- Team structures and practices
- Stakeholder involvement, time, data and evaluation tools for family engagement efforts
- Strategic plans and resource maps

Initial/Full Implementation:

- Positive, proactive, family-educator relationships and communication
- Strategic connections to student outcomes
- Home-school support practices

How is your school currently doing with family engagement?

FACE Innovation Configuration

Mutuality:
Shared Goals for Family Engagement

- 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 Tiered Systems of Support

Leadership and Goal Development

Family & Community Engagement in PBIS: MTSS: A Systems Change Effort

http://www.pbis.org/Common/Engage/phases/curriculum/Family%20Engagement%20in%20PBIS%20MTSS.pdf

FACE Innovation Configuration

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.
Leadership:
Priority, Integration of Families within Existing Teaming Structures

- Priority for family engagement
- Integration of families
  - Team members
  - Family advocate role within existing teams
  - Obtaining and using family voice and perspectives in problem-solving and decision-making
- Teaming structures
  - Tier 1
  - Grade-level planning teams
  - Tier 2
  - Tier 3

Get Input from Staff and Families:
Assess beliefs, knowledge, skills and practices for family engagement in MTSS

Get Input from Families:
Roles, communication preferences, informational needs, relationship-building preferences

Questions About the Classroom
What information are you most interested in receiving from your child's teacher?

Get Input from Families:
Roles, communication preferences, informational needs, relationship-building preferences

Tell Me A Little Bit About You and Your Family

Chat Box:
How can you plan to include these questions in existing back-to-school/beginning of the year communications with families?

Creative strategies for families who may need more intensive outreach?
Get Input from Families

PBIS Parent Survey

Build Capacity

Provide training, coaching and supports to educators and to families

Develop Goals

Use surveys and input from families and staff along with best practices from research to develop measurable goals

- How do we know if we have supportive and positive relationships between educators, students and their families?
- What are ways you currently support development of these relationships?
  - Existing Data:
    - Benchmarks of Quality (BoQ; #41)
    - Tiered Fidelity Inventory (TFI; #1.1, 1.3, 1.15, 2.4, 3.4, 3.8, 3.12)
    - PBIS Implementation Checklist (PIC) Family/Community Engagement (#13, 21, 24, 26, 27, 28)
  - Team Implementation Checklist (TIC; #3)
    - Family surveys?
    - Community input?
Positive Relationships

The most important thing is our mindset. We have to absolutely believe in our souls that . . .

families want to support their children
and (that) partnership can make a significant difference.

(Henderson and Mapp, 2006)
Positive Relationships

- Personal introductions and relationship building before issues arise
  - How can your team ensure teachers make personal connections with disconnected families within the first couple weeks of school?
  - How can support staff be used as family advocates/mentors?
- Ensure a transparent, welcoming environment
  - Provide training to secretaries and front office staff
- Ensure families and educators can engage in two-way communication
  - Provide opportunities to easily update contact information for families and educators
- Others?

Multidimensional Multi-tiered Approach:

How are you currently doing to engage families in tiered supports?

Tier 1 Supports
- Daily Progress Reports that allow for bidirectional communication
- Personal monthly parent contacts with updates on progress
- Feedback form with resources to supplement target skills at home

Tier 2 Supports
- Behaviorally-based communication in reporting
- Skillstreaming Cards at home
- Provide family-specific parent resources and support to use when dealing with behavior

Tier 3 Supports
- Early intervention for students identified as needing additional support
- Parent ID cards and communication in performance and needs
- Open door policy: Teachers request permission to live stream classroom.
- PBS Tips School Newsletter
- Home Expectations
- Online videos demonstrating effective behavior management

Multidimensional Multi-tiered Approach:

How well are the strategies working? How do you know?

Multidimensional Multi-tiered Approach:

How are you communicating about tiered systems of support to your families?

Multidimensional Multi-tiered Approach:

Using family input to inform tiered supports

Positive Family Support Search model for tiered-based respondent's input
Empowering Families’ Strengths

• Orienting families to PBIS
• Active involvement of families and communities
  – Letters introducing purpose of PBIS to community partners
  – Ongoing communication and recognition of families

Collaborative Problem-Solving

• Inclusive and supportive
• Family input actively obtained and used throughout all steps of problem solving process
  – Problem Solving Considerations (pg. 14)
• Tier 1
  – Academic Parent Teacher Teams
    – Overview here
    – Video (Sheridan)
    – Learning Labs (Equity)
    – Overview here
    – Research Data right
• Tier 2 & 3
  – Conjoint Behavioral Consultation/Teachers & Parents as Partners (Sheridan)
    – Overview here
    – Videos here
• Tier 2 & 3
  – Positive Family Support/Family Check Up (Dishion)
    – Overview here

Planning for Sustainability

• Considerations
  – How will you assess your family engagement activities and progress towards goals?
  – How effective were the strategies in achieving goals?
  – Is there a process in place that brings stakeholders together to review data, evaluate progress, update plans and strategies to ensure relevancy?
    – Continually review and refine based on data
  – Is there connection with larger improvement efforts?
• Guidelines
  – Include measures of effort and measures of effect
  – Consider context, availability of data sources, usefulness, and stage of development of FACE efforts when selecting performance measures
Summary

- Shift away from compliance-driven family engagement to outcome-driven family engagement
  - Not stopping at ‘We Did It’ but asking: Why didn’t it work? What can we do differently?
- Get to know your families personally
- Ask questions, ask for input
- Be creative in how you define family engagement and strategies you employ

Questions?
Thank you!
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Websites and Resources

- Harvard Family Research Project
  - http://www.hfrp.org/
- National Family and Community Engagement
  - http://nafsce.org/
- Institute for Educational Leadership Family Engagement
  - http://iel.org/fce
- RtI for Success
  - http://www.rtisuccess.org/resources/family-resources
- National PBIS TA Center
  - http://www.pbis.org/family/family-engagement
- Florida Positive Behavior Support Project
  - http://flpbs.fmhi.usf.edu/resources_family.cfm
- Florida MTSS Resources
- Midwest PBIS Project
  - http://www.midwestpbis.org/Family/resources