Family Engagement in MTSS

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What is MTSS?

- An evidence-based model of educating students using data-based problem solving to integrate academic and behavioral instruction/intervention.
- The integrated instruction/intervention delivered to students across multiple tiers based on student need.
- Need-driven decision making ensuring district resources reach the appropriate students/schools at appropriate levels to accelerate performance of ALL students to achieve and/or exceed proficiency.

Problem-solving and Multi-Tiered Systems of Support

Mission and Vision

Enhance capacity of Florida school districts to successfully implement and sustain a multi-tiered system of student supports with fidelity in every school;
Accelerate and maximize student academic and social-emotional outcomes through application of data-based problem solving utilized by effective leadership at all levels of the educational system;
Inform the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for post-secondary education and/or successful employment within our global society.
**Translating Mission to Motion**

Workgroups developed vision and resources
- Leadership
- Coaching
- Data-based Problem Solving
- Evaluation
- Family and Community Engagement
- K-2 Alignment

**District Action Planning/Problem Solving Process**

**A Model of Family & Community Engagement (FACE) in MTSS**

**6 Components of FACE in MTSS**

- Systems Approach & Leadership Support
- Outcome-Driven and Data-Based
- Collaborative Problem-Solving
- Positive relationships
- Empowering
- Multi-Dimensional and Multi-Tiered Approach

(Christenson & Reschly, 2010; Ferguson, Jordan, & Baldwin, 2010; Florida’s MTSS Project FACE Workgroup, 2011)

**Component 1: Systems-approach & Leadership support**

Comprehensive, integrated, sustained
- District definition/model/framework for FACE that is integrated, aligned, and supportive of MTSS
- District monitors FACE goals/outcomes as part of the MTSS evaluation plan

**District-level guidance of individual schools**
- Provides clear expectations of FACE in MTSS
- Professional development and TA that are responsive to school plans and FACE evaluation data
- Showcasing best practices

**Component 1: Systems Approach and Leadership Support (cont)**

- Leadership at all levels identifies FACE in MTSS as a priority.
- Systemic and strategic planning specific to FACE in MTSS.
- Aligned and integrated with district and school MTSS implementation and evaluation plans.
In Marvon Unified School District Family and Community Engagement is:

- A shared responsibility in which schools and community agencies and organizations are committed to engaging families in meaningful and culturally respectful ways.
- Families committing to actively supporting their children’s learning and development.
- Continuous across a child’s life, spanning from Early Head Start programs to college preparation high schools.
- Carried out everywhere that children learn – home, pre-k programs, school, after-school programs, faith-based institutions, and community programs and activities.

Marvon Unified Evaluates:

- Information-sharing about critical components of MTSS at Tier 1 (to all families).
- Information-sharing about Tier 2 supports for children (parents of children receiving Tier 2 supports).
- Information-sharing about Tier 3 supports for children (parents of children receiving Tier 3 supports).
- Collaborative problem-solving for children receiving Tier 3 supports.

Component 2: Outcome-driven and data-based

- FACE in MTSS outcomes are identified and monitored with data.
- Reflect a multi-dimensional definition.
- Collaboratively developed and agreed upon by educators and families.

Component 3: Data-based Evaluation

- FACE in MTSS goals and outcomes are identified and monitored with data.
- Goals and outcomes are collaboratively developed by educators and families.
- The development and adjustments to strategic plans are guided by FACE in MTSS evaluation data.

Marvon Unified - Goals

- 80% of educators and community agencies reporting a shared responsibility and commitment to engaging families in meaningful and culturally respectful ways.
- 80% of families reporting they are committed to actively supporting their children’s learning and development in one or more of the following ways:
  - Daily discussions about school with their child.
  - Regular communication with the school about child.
  - Support child’s education and learning during non-school hours.
- Across all age groups (pre-K - 12).
- Everywhere that children learn.

Goals

<table>
<thead>
<tr>
<th>Goals</th>
<th>Parents</th>
<th>Educators</th>
<th>CA</th>
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<tr>
<td>80% of educators and community agencies reporting a shared responsibility and commitment to engaging families in meaningful and culturally respectful ways.</td>
<td>24%</td>
<td>56%</td>
<td>32%</td>
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<tr>
<td>80% of families reporting they are committed to actively supporting their children’s learning and development.  <em>(Daily discussions about school w/child; Regular communication w/school about child; Support learning during non-school hours)</em></td>
<td>38%</td>
<td>20%</td>
<td>42%</td>
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Qualitative parent responses, “What things do you do or say to show your commitment and active support for your child’s learning and development?”

Qualitative educator responses, “What things could parents do or say to show their commitment and active support for their child’s learning and development?”
**Component 3: Collaborative problem-solving**

- Families of children receiving T2 & T3 supports are engaged in all steps of the PS process
- Effective team facilitation skills to engage families

**Component 4: Positive Relationships**

- Educators' efforts to engage families are responsive to families' cultures, needs, concerns, and goals
- Family engagement efforts are characterized as respectful and emphasize shared power and responsibility

**Component 5: Empowerment**

- Educators support families to develop skills needed to engage in MTSS
- Schools provide networking and relationship-building opportunities to support families' social capital

**Marvon Unified School District**

- Pre- and post-meeting procedures for family input to inform Tier 2 and Tier 3 problem-solving.
- Efforts to engage parents as active participants in problem-solving sessions.
  - Round-robin strategies encourage parent contributions.
  - Pre-meeting discussions prepare parents for meeting(s).
- Roles for team members (e.g., school psychologists, social workers) are clarified in advance regarding who will provide support to families to ensure interventions are being supported during non-school hours.
  - Training, materials, follow-up, data collection, etc.

- Obtains families' thoughts, perspectives, and needs through Needs Assessment surveys.
  - Partner w/community, businesses, and FBO to get needs assessment information from families who may need intensive outreach.
- Educators & coaches get training on family engagement (including conflict resolution skills) to address barriers to the implementation of positive family engagement practices (bias and negative beliefs).
- Educators learn ways to (1) gain information from families, & (2) strategies to use that to inform effective instruction and supports.
- School-wide data is shared with families regularly in the preferred communication methods
- Educators and families examine cultural differences and engage in open discussions about the potential impact these differences may have on activities and communications.
  - Strategies for overcoming barriers and challenges are developed.

- Needs assessment data inform workshops and skills-training events for families throughout the district
  - Location, topic, content, transportation, childcare, and language preference/needs.
  - The topic/content is aligned with district and/or school goals for students (behavior, reading, etc.).
- There are virtual AND in-person opportunities for parents across district to meet/learn from one another
  - The location, etc. also informed by needs assessment data.
  - Community partners are used to provide convenient locations for skills-training and networking events.
Component 6: Multi-dimensional, multi-tiered approach to FACE

- Intensive outreach efforts are used to engage all families in MTSS
- Efforts are guided by detailed action plans that are based on evaluation data
- Intense outreach efforts support Tier 2 and Tier 3 services

**Multi-Dimensional Family Engagement**

- Learning at Home
- Collaborating with Community
- Communicating
- Decision Making
- Parenting
- Volunteering

*Epstein, 2011; Florida’s MTSS Project, 2011*

**Multi-Tiered Approach to Family Engagement**

- Responsive to Family and Student Needs
  - Aligns with & supports goals of children receiving Tier 3 support
  - Empowers families
  - Welcoming, inviting school culture
  - Families’ preferences are basis of communication methods

**Developing a Definition**

Guiding Questions
- What is your district’s definition of FACE?
- What is your district’s goal for FACE?
- What is your district’s current status? Are you achieving your goals? Strengths and areas of improvement?

Guidelines
- Informed by research
- Collaboratively developed with stakeholder input
- Based on the realities and context of your district
- Aligned with and supportive of district vision and improvement efforts (MTSS implementation)
**Understanding Your System**

**Guiding Questions**
- Why is your district not achieving your goals?
- What resources do you have in your district to help you reach your goals?

**Guidelines**
- Focus on alterable, but think big!
- Use data to verify your hypotheses
  - Stakeholder perspectives including families, students, educators

**Developing a Framework**

**Guiding Questions**
- What are the activities, programs, interventions, and services needed to promote FACE and reach your goals?
- What changes, if any, does your district need to make (existing activities, programs) to help reach your goals?

**Guidelines**
- Directly aligned with goals of FACE (student outcomes)
- Think: Integration, alignment, collaboration
- Resource Mapping: Better use of existing resources

**Identifying Expected Outcomes**

**Guiding Questions**
- What changes do you expect as a result of FACE efforts?
- What will stakeholders (students, family, school, community) believe, know, or do differently?

**Guidelines**
- Alignment with activities
- Timeframe
- Identify Short-term, Interim, and Long-term outcomes

**Example Expected Outcomes**

**Long-Term Outcomes**
- Improved student academic, behavioral, and socio-emotional outcomes

**Intermediary Outcomes**
- Increased MTSS implementation

**Short-Term Outcomes**
- Positive relationships among educators and families.
- Increased home support for education.
- Educators’ improved beliefs, attitudes, and skills for engaging families.
- Comprehensive implementation plan and process for ongoing evaluation.

**Ongoing Evaluation**

**Guiding Questions**
- How will you assess your district’s family engagement activities and progress towards desired outcomes?

**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

**Data Collection Tools**

- **Involvement at Home (PIH)** – parent practices that promote academic/social development
- **Parent Involvement at School (PISC)**
- **Parent Perceived Teacher Outreach (PPTO)** – climate created and level of information relayed

Ensuring Sustainability

Guiding Questions
- Is there a process in place that brings stakeholders together to review data, evaluate progress, update plans and models to ensure relevancy?
- Is there integration with larger district improvement efforts (MTSS implementation)?

Resources and Tools

Resources & Tools

How to Develop a Logic Model for Districtwide Family Engagement Strategies


FLPBS Project Resources
- http://flpbs.fmhi.usf.edu/parent_community.asp
- http://flpbs.fmhi.usf.edu/resources_family.asp

There is great power in harmony and mutual understanding.

http://florida-rti.org/
Implementer's Forum: Chicago, IL

References


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- FLPBS Project Website: http://flpbs.fmhi.usf.edu
- State MTSS Website: http://www.florida-rti.org/

http://www.cde.state.co.us/RtI/downloads/PDF/FamilyCommunityToolkit.pdf