

# Family School Collaboration in MTSS

Washington State MTSS District Leaders

May 8, 2020

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**Family-School-Community Alliance**

# Family-school collaboration (FSC) in MTSS Agenda

- Introductions to Family-School-Community Alliance
- Defining, clarifying goals & outcomes for FSC in MTSS/PBIS
- Using FSC: TFI to operationalize FSC in PBIS
- Data-driven decision-making
  - Conducting family needs assessments to inform practices (when, how, what)

# FSCA Collaborations



# FSCA

## Vision

*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.*



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Wisconsin Center for  
Education Research  
UNIVERSITY OF WISCONSIN-MADISON



MIDWEST PBIS NETWORK



Family-School-  
Community Alliance



National Federation of Families  
for Children's Mental Health



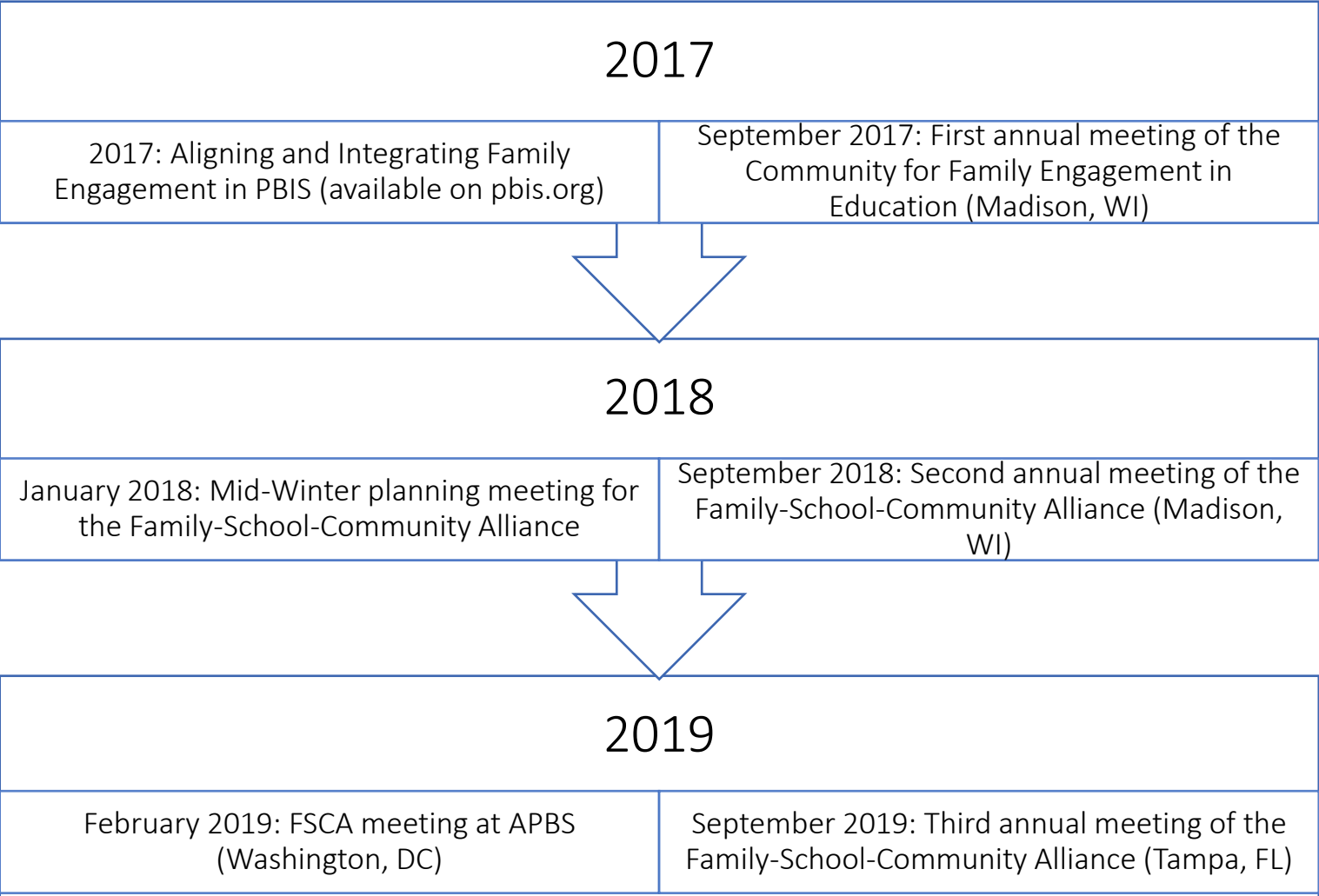
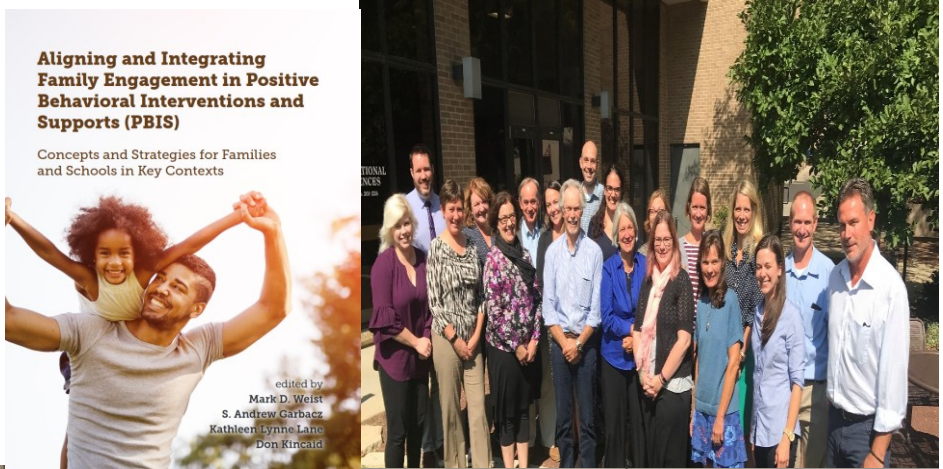
NEPBIS  
NorthEast Positive Behavioral Interventions and Supports

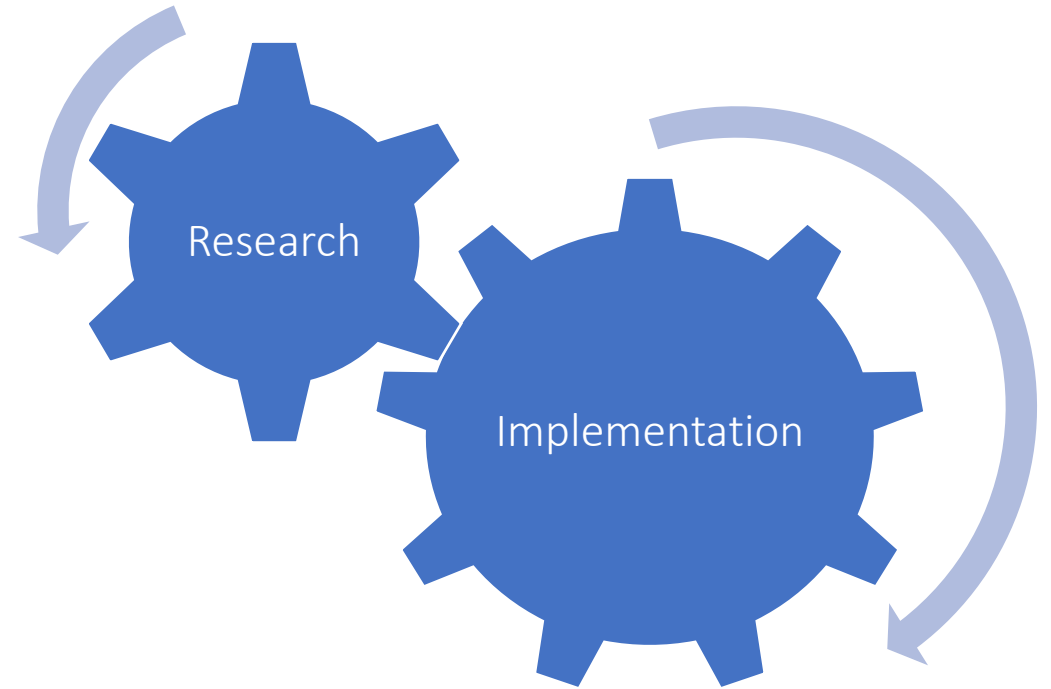
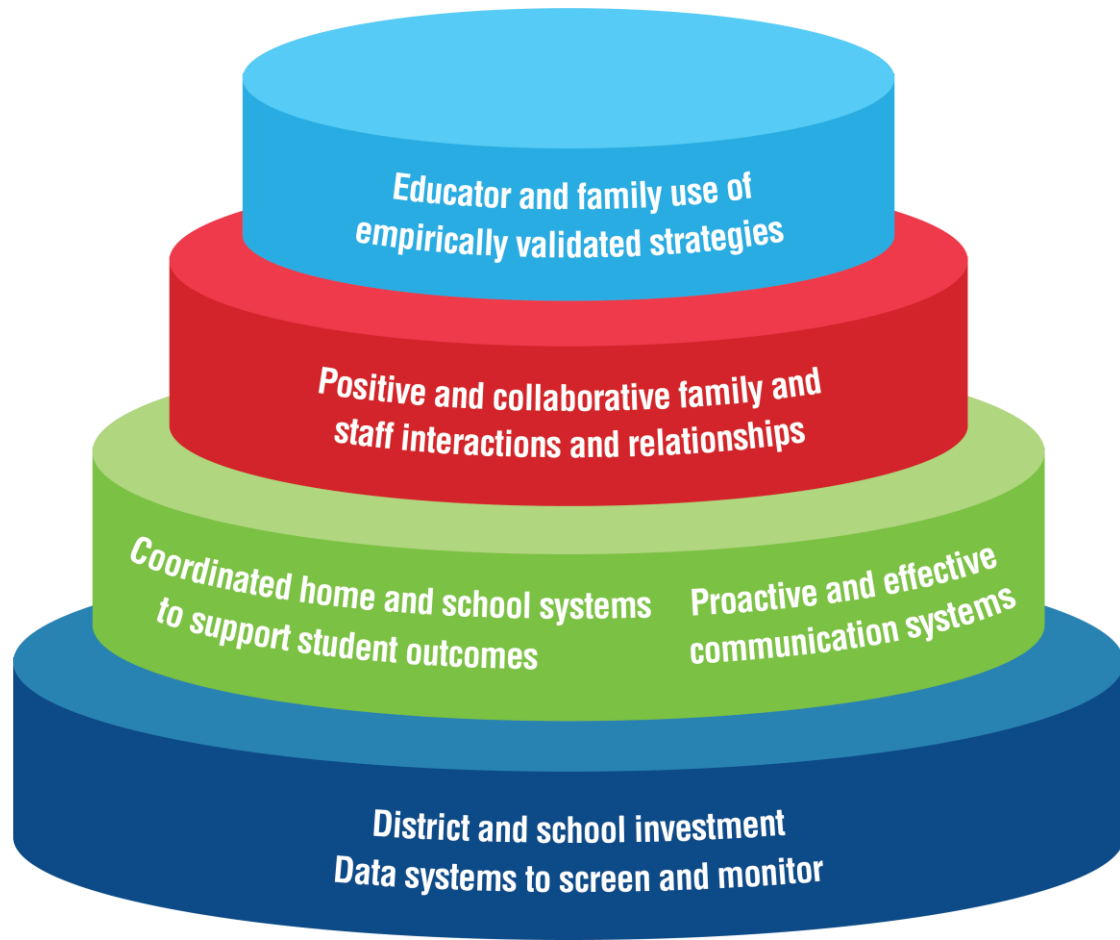


**PBIS** Positive Behavioral  
Interventions & Supports

OSEP TECHNICAL ASSISTANCE CENTER

# ...where we've been





# Defining Family-School Collaboration within Tiered Systems





# What is your criteria for success for family engagement?

*How will you know you've "achieved" optimal family engagement/family-school collaboration?*



# What Does the Research Say?

*Family attendance at school-based events and volunteering are often not associated with improved student outcomes*

(Boonk et al., 2018 , Castro et al., 2015; Hornby & Lafaele, 2011; Houtenville & Conway, 2008; Jeynes, 2007; Wilder, 2014)

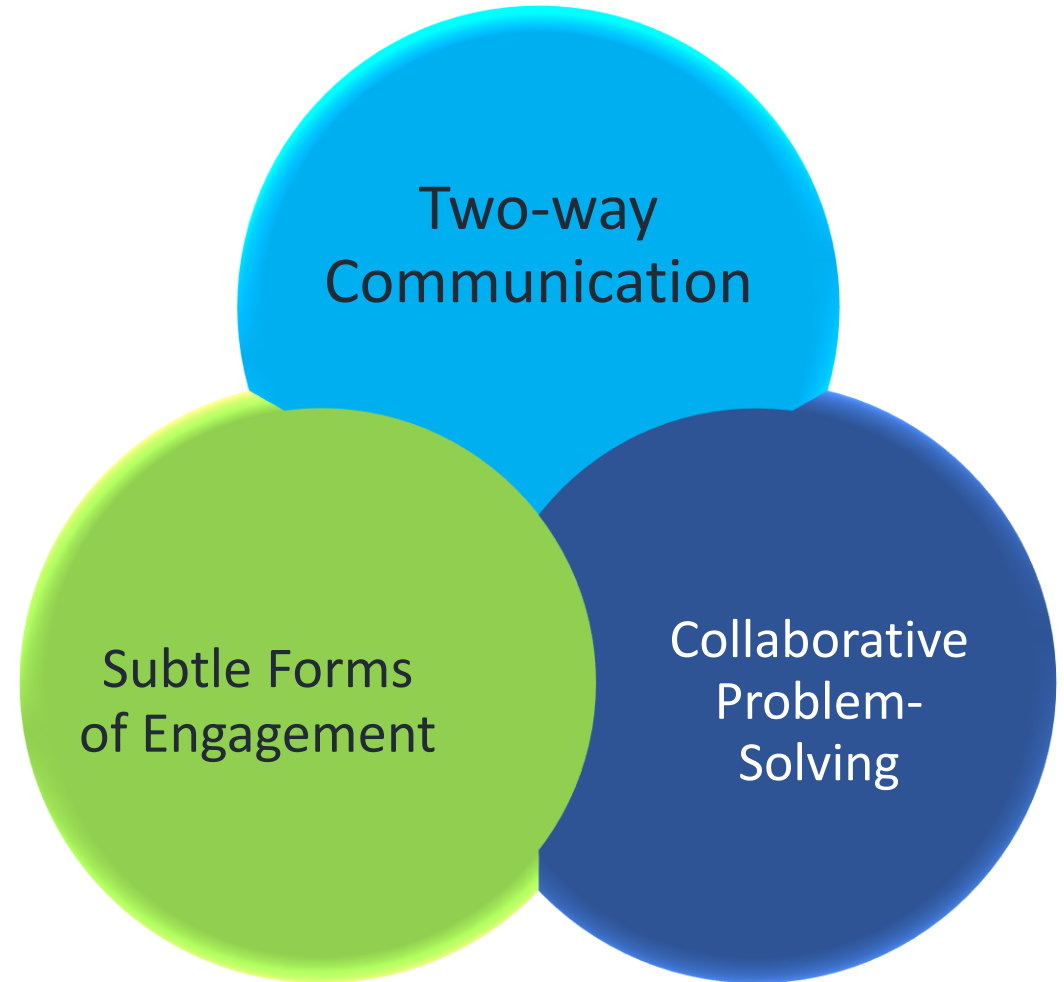





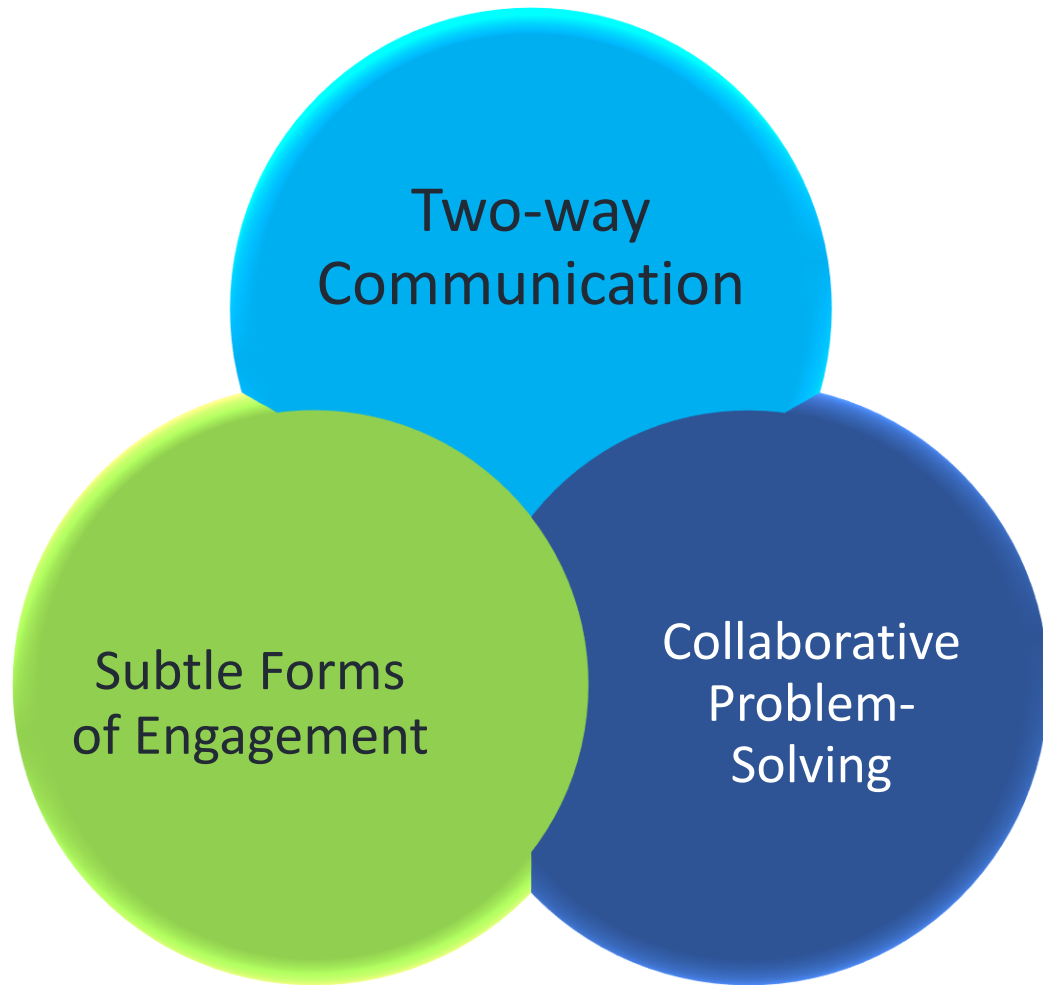
# What Does the Research Say?

The tendency [for schools is to] assume that if parents don't show up, they must not care. Addressing this prejudice requires a major shift in thinking— from how do we fix families in poverty? to how do we fix the conditions that make engagement less accessible to families in poverty?

Paul Gorski



# Moving Towards Promising FE/FSC Efforts

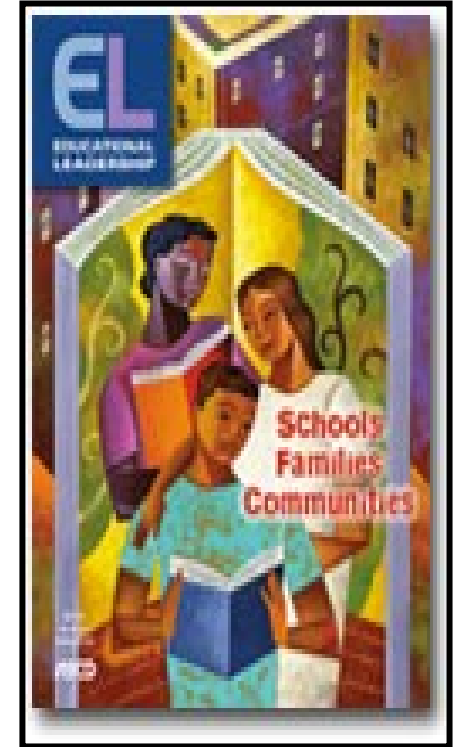


- Subtle Forms of Engagement
  - Conversations, activities and behaviors occurring between child and parent
  - *Things that happen between parent/child that educators do not see/hear*
- Two-way communication
- Home-school collaboration within the context of a problem-solving approach



# Involvement -> Engagement -> Collaboration & Partnership

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



*How can you adjust your current family engagement goals/practices to allow for more subtle forms of engagement, two-way communication and collaborative problem-solving opportunities?*

# Family-School-Collaboration: Tiered Fidelity Inventory (FSC: TFI)

*DRAFT*



**Family-School-Community Alliance**

# FSC: TFI Domain 1 Positive Home School Relationships



**NEW TEACHERS**

### The Power of the Positive Phone Call Home

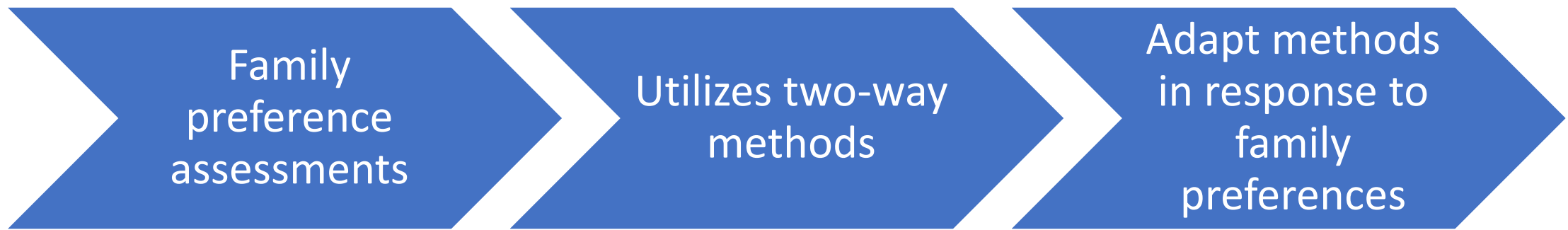
Calling students' parents or guardians with good news encourages more good behavior and creates strong teacher-student bonds.

By [Elena Aguilar](#)

August 20, 2012 Updated August 7, 2015



# FSC: TFI Domain 2 Two Way Communication



**What is the best way to contact and communicate with you?**

**Phone** **Phone #** \_\_\_\_\_

**E-mail** **Email** \_\_\_\_\_

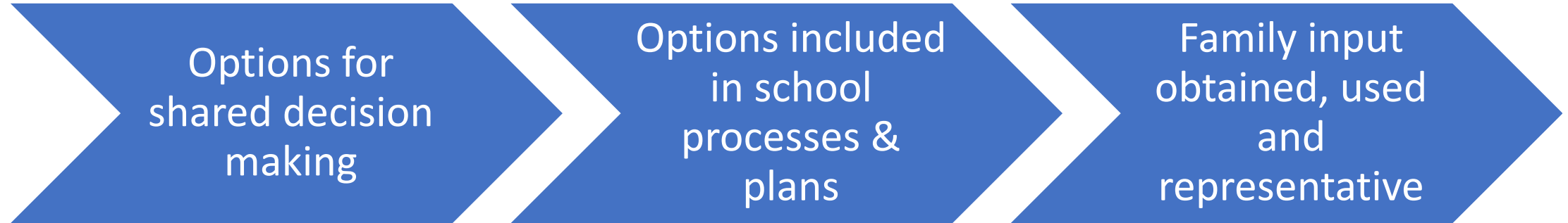
**Text** **Cell Phone #** \_\_\_\_\_

**Other** \_\_\_\_\_

**Anything else you would like us to know about your child or family**

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# FSC: TFI Domain 3 Shared Decision Making



Parent and Family PBIS Survey

PBIS at DES

Dularge Elementary would like your feedback regarding the Positive Behavior Intervention and Support system. The survey will aid us in making changes to the PBIS process for next year. Please complete the questions below and submit. Thank you for helping make Dularge Elementary a more positive and successful school.

1. I am familiar with the Positive Behavior Intervention and Support system at Dularge Elementary (i.e., expectations, rules for different areas of the school, PAWS tickets, Bobcat Bucks, and other rewards for appropriate behavior).

Agree  
 Neutral  
 Disagree

2. The staff at Dularge Elementary uses positive strategies on a regular basis to talk/work with students in regards to behavior expectations.

Agree  
 Neutral  
 Disagree

3. I believe the use of the PBIS strategies at Dularge Elementary have a positive impact on my child's academic achievement.

Agree  
 Neutral  
 Disagree

4. My child feels safe at school.

Agree

Bryan Elementary PK-5

Home Schools Athletics Staff Directory Board Community Parents Students Photos Registration Quick Links

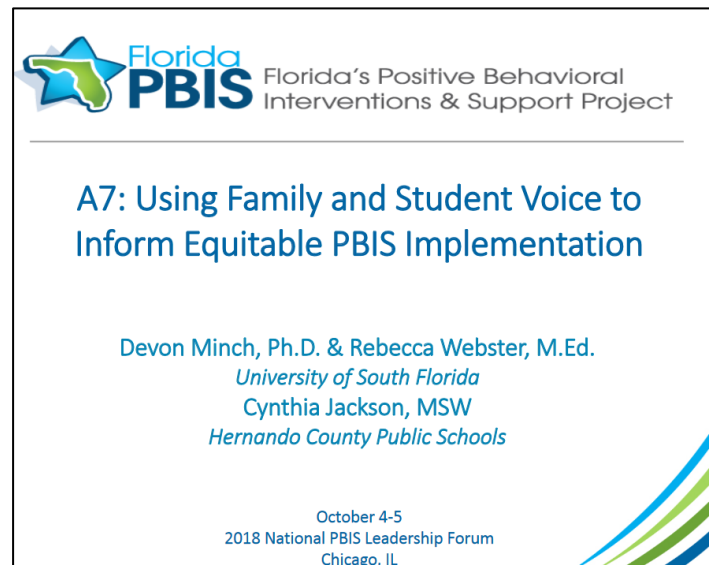
**SURVEY RESULTS ARE IN!**

Parents: Thank you for completing the Bryan Elementary School Parent PBIS (Positive Behavior Intervention & Supports) Survey. Click on the link below to see the results of the survey. We appreciate the feedback and will continue to look at ways to improve PBIS at Bryan Elementary. We strive for a partnership with our BE parents and the Bryan community.

[Click here to open the survey results](#)



# FSC: TFI Domain 4 Family Voice for Equitable Discipline





# FSC: TFI Domain 5 Training & Support for FSC

Options for families to receive support on FSC in PBIS

Included in school policies, plans and processes

<https://tinyurl.com/PBISforFamilies>

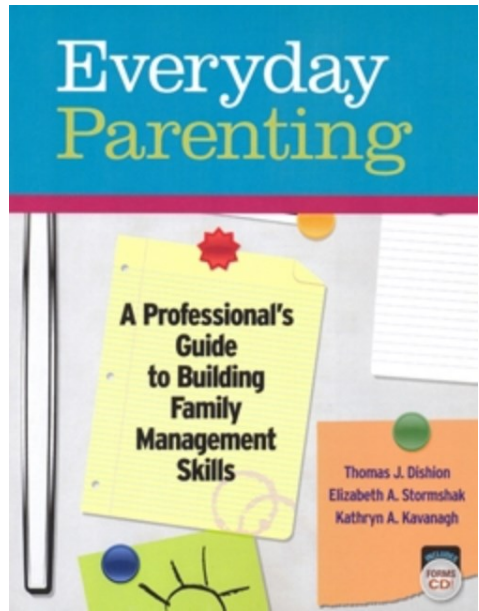
<https://reachinstitute.asu.edu/family-check-up/for-parents/videos>

**Florida PBIS** Florida's Positive Behavioral Interventions & Support Project  
*A Multi-Tiered System of Supports*

**Family Essentials**  
View this brief webinar on how families can use the 5 PBIS Essentials at home to encourage positive behaviors  
<https://tinyurl.com/PBISforFamilies>

**Put these 5 essentials into practice for your family:**

- Maximize Structure**
  - Create a daily schedule
  - Establish routines for work
- Child Engagement**
  - Use child's interests, preferences & choices
  - Plan for active & inactive times
- Expectations & Rules**
  - Develop 'a way to be together' as a family
  - Identify behaviors you want to see
- Acknowledge Appropriate Behavior with Positive Feedback**
  - Praise behaviors you want to see
  - Use frequently during problem times
- Respond Calmly to Inappropriate Behaviors**
  - Use neutral tone of voice to correct behavior
  - Identify ways to respond to common problems



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## For Parents

### Videos for Parents

Research shows that parenting quality is the most important influence on child outcomes. This research also shows that there are three key parenting skills that are critical to the positive development of children: positive behavior support, limit setting, and good communication. These three parenting skills are described below. You will also find links that give you access to videos illustrating how to use these strategies effectively with children across all ages.

**Positive Behavior Support**  
Positive behavior support is the practice of prompting and reinforcing positive youth behavior in an effort to decrease behavior problems, support skill development, and promote confidence and well-being.

**Monitoring and Limit-Setting**  
Monitoring and setting healthy limits are critical skills that create safety and boundaries across all stages of a child's development. Monitoring and healthy limits help children follow rules and regulate their needs and emotions. This is critical because children with good self-regulation are more successful at school, with friends, and in community activities. Monitoring and healthy limit-setting involve gathering information about your child from both your child and from other adults involved in your child's life as well as making your guidelines and expectations clear.

**Communication and Problem-Solving**  
Communication and problem-solving skills are necessary for building and maintaining positive family relationships and supporting your child's ability to cope with problems. Effective communication skills are the foundation of mindful and effective parenting. As children grow and develop, their own problem-solving skills become increasingly important for successfully facing new challenges and experiences outside of the home.

# FSC: TFI Domain 5 Training & Support for FSC

Options for educators to receive support on FSC in PBIS

Included in school policies, plans and processes

<http://cyfs.unl.edu/TAPP/online-training/>

tapp *Online Training Portal*

[TRAINING HOME](#)

## TAPP Online Training

Welcome to the Teachers and Parents as Partners Online Training Portal.

This training will teach you the basic skills for being an effective TAPP consultant in schools. During this training, you will learn evidence-based strategies for forming effective family-school partnerships, develop TAPP consultation skills, hear about real TAPP cases, and view videos that demonstrate parts of the TAPP process.

[What to Expect](#)

[Getting Started](#)

[Resources](#)

[Acknowledgements](#)

[Register](#)



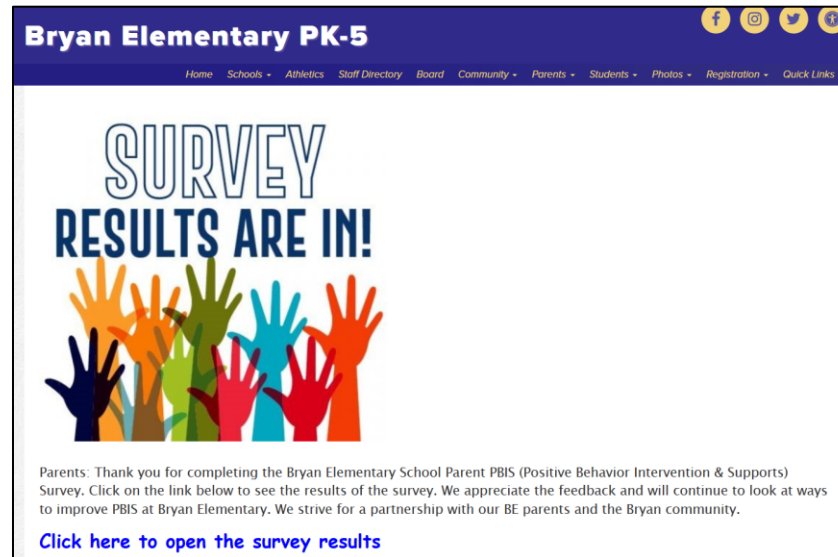
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# FSC: TFI Domain 6 Evaluation

Goals for FSC in PBIS collaboratively identified and measured

Progress towards goals is monitored (surveys, etc.)


Evaluation data are used to make adjustments to plans and policies



**Bryan Elementary PK-5**

Home Schools Athletics Staff Directory Board Community Parents Students Photos Registration Quick Links

## SURVEY RESULTS ARE IN!



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# District Considerations for Getting Started

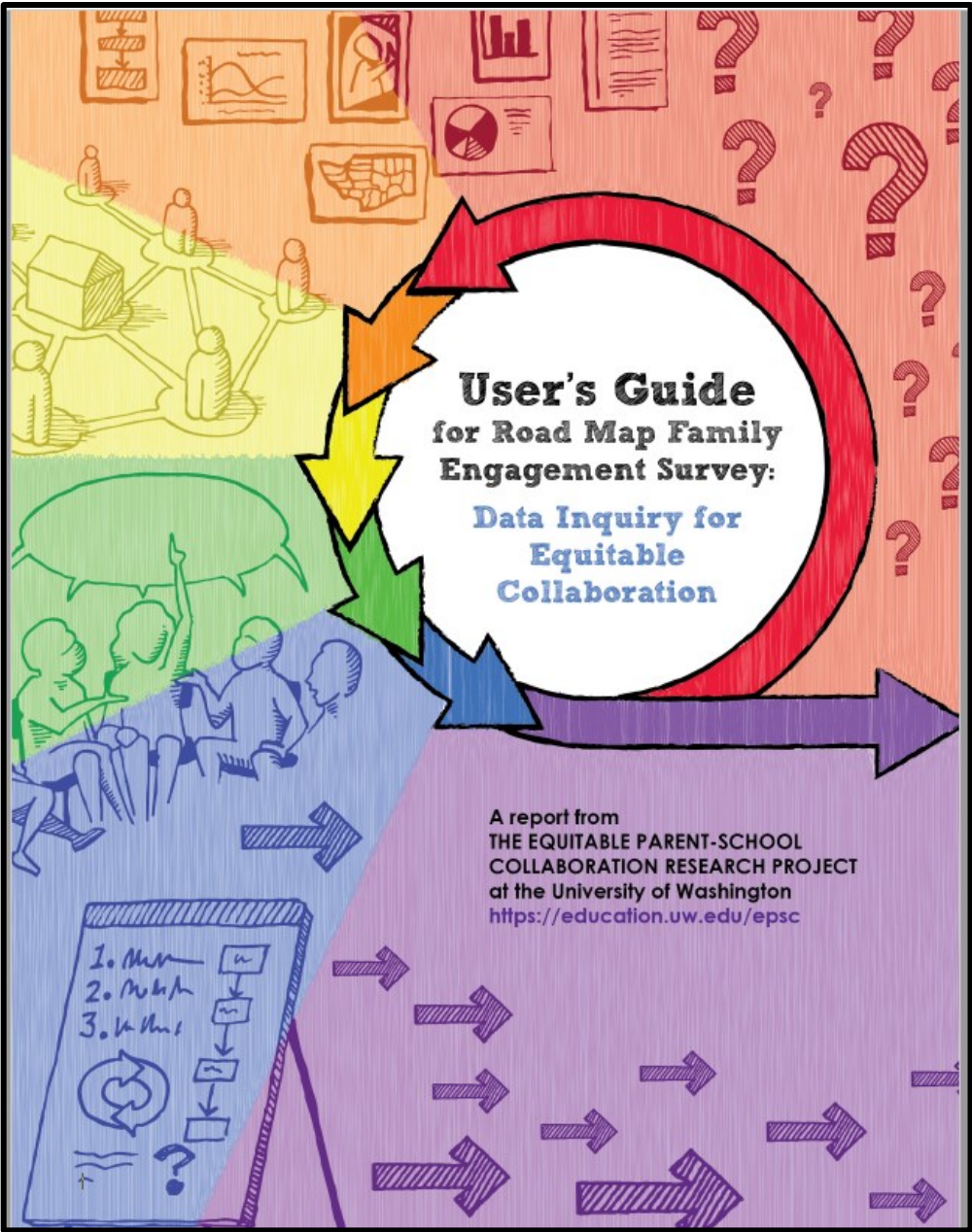
## Data

- District-level systems for conducting representative family needs & preference assessments
- Supporting schools with initial reports in beg of year to inform communication and outreach plans
- Supporting schools with follow-up and intensive outreach for initial non-responders

## Goals

- Clarifying goals, expectations and supports available to meet expectations related to family-school collaboration within PBIS
- Celebrate schools, leaders, staff exceeding goals and expectations





**User's Guide**  
for Road Map Family  
Engagement Survey:  
Data Inquiry for  
Equitable  
Collaboration

A report from  
THE EQUITABLE PARENT-SCHOOL  
COLLABORATION RESEARCH PROJECT  
at the University of Washington  
<https://education.uw.edu/epsc>



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# Breakout Rooms

- Room 1: Domain 1
- Room 2: Domain 2
- Room 3: Domain 3
- Room 4: Domain 4
- Room 5: Domain 5
- Room 6: Domain 6

Engage in discussion regarding the domain, consider these guiding questions:

- What are some concrete strategies or resources districts can provide to schools to create movement within the domain?
- What are potential concerns, questions or areas to target for support for schools with respect to the domain?
- General reactions or strategies schools are currently implementing within the domain



*What are strategies that have helped to overcome common challenges to integrating family engagement/family-school collaboration practices within Tiered Systems of Support (MTSS/PBIS)?*

# Thank you!

## Contact Us

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# Family-School- Community Alliance



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# Connect with Us!

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Florida's Positive Behavior Support Project

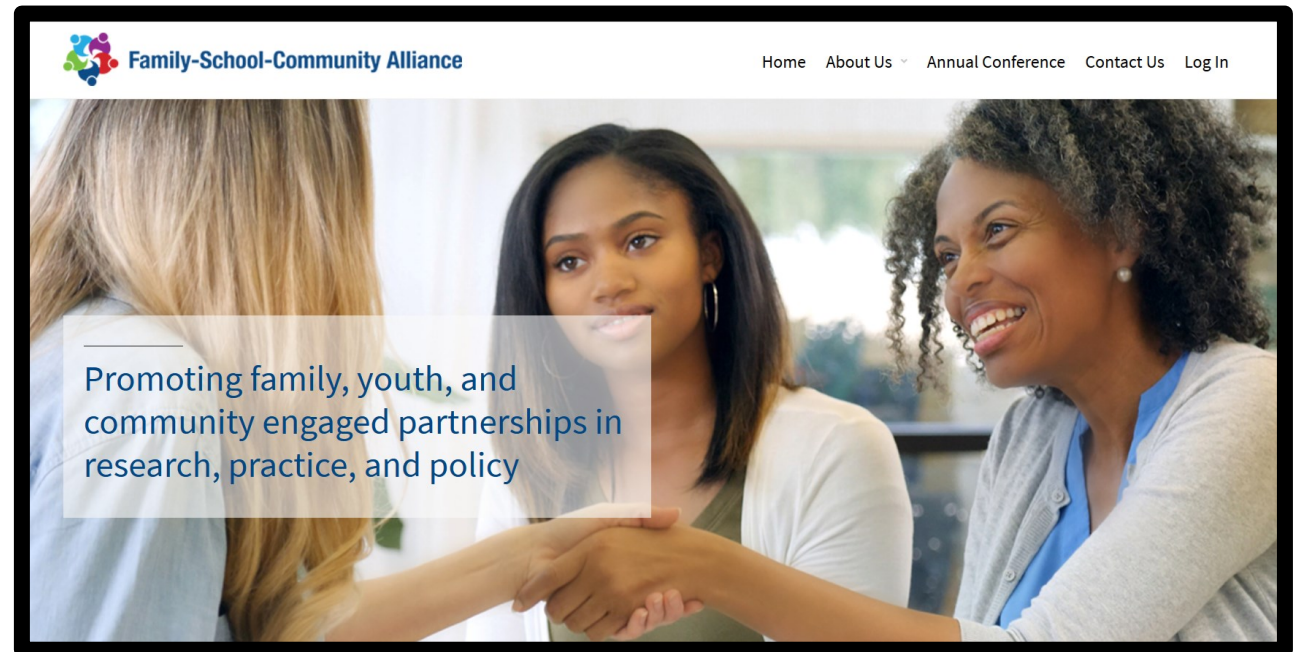
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