



Florida's Positive Behavioral Interventions & Support Project

### C12 - Research, Tools, & Resources for Engaging Families in PBIS: Multitiered Systems of Support

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PBIS Leadership Forum

*A Multi-Tiered System of Supports*  
Key words: Family engagement, Parent involvement, Equity





The project was developed by the Florida Positive Behavioral Interventions and Supports (PBIS) Center at the University of South Florida, in partnership with the Florida Department of Education, the Florida Center for Inclusive Communities, and the Florida Department of Juvenile Justice. The project was funded by the Florida Department of Education, the Florida Center for Inclusive Communities, and the Florida Department of Juvenile Justice. The project was developed by the Florida Positive Behavioral Interventions and Supports (PBIS) Center at the University of South Florida, in partnership with the Florida Department of Education, the Florida Center for Inclusive Communities, and the Florida Department of Juvenile Justice. The project was funded by the Florida Department of Education, the Florida Center for Inclusive Communities, and the Florida Department of Juvenile Justice.

## 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

- Exploration & Adoption**
  - We think we know what we need so we are planning to move forward (evidence-based)
- Installation**
  - Let's make sure we're ready to implement (capacity infrastructure)
- Initial Implementation**
  - Let's give it a try & evaluate (demonstration)
- Full Implementation**
  - That worked, let's do it for real and implement all tiers across all schools (investment)
  - Let's make it our way of doing business & sustain implementation (institutionalized use)

## 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

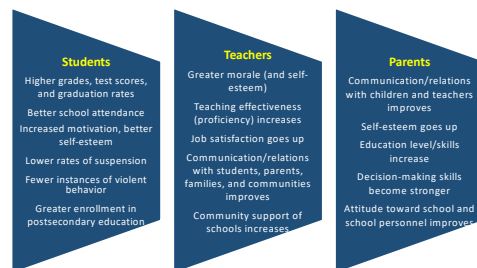


"Sometimes I think the collaborative process would work better without you."

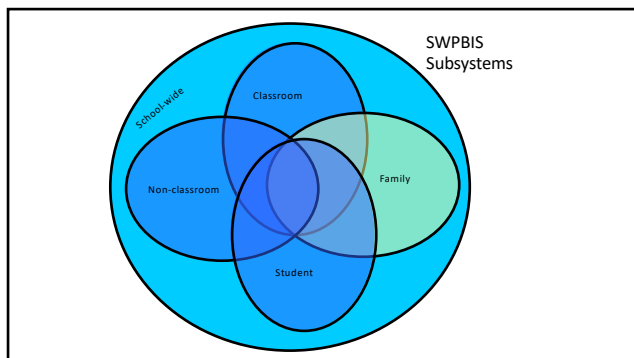
## Why Focus on Family Involvement?

- 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



Standards for Parent/Family Involvement Programs [http://www.gta.org/archive\\_article\\_details\\_1118251710559.html](http://www.gta.org/archive_article_details_1118251710559.html)



How you are communicating with families

TIER	Hard copy	In-Person	Phone	Technology (apps, email, etc.)
Universal (school-wide)				
Secondary (Targeted/At-Risk)				
Tertiary (Individualized supports)				

## Assessing Family Engagement Practices in School-wide PBIS:

### What are Schools Doing?

- Garbacz, S. A., McIntosh, K., & Eagle, J. W. (2014). *Family-school practices survey—school teams*. Unpublished scale.
- Garbacz, S. A., McIntosh, K., Eagle, J. W., Vatlant, C., & Minch, D. (2017). Identifying and examining family engagement within schoolwide positive behavioral interventions and supports. *School Psychology Quarterly*.
- Garbacz, S. A., McIntosh, K., Vatlant, C., Minch, D., & Eagle, J. W., (2018). Identifying and examining family engagement within schoolwide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*



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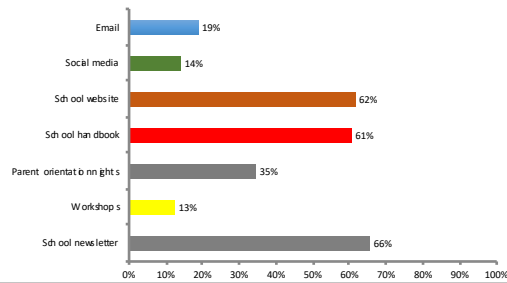


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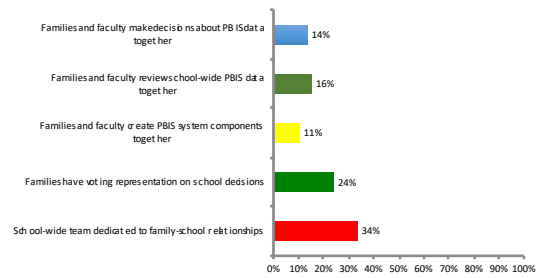
## The Family-School Partnership Practices Survey

- The survey consists of over 60 items related to a school's approach to engaging families in school-wide PBIS. A unique aspect of the survey is its focus upon 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 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.

### Mechanism to Share Information about Tier I SWPBIS Systems



### School Practices to Engage Families



### School Practices to Engage Families

Practice	Percent
Support to families to support their child to follow expectations at school	63.5%
Teach families about how to use positive parenting strategies	40.2%
Instruction to families about Tier I PBIS systems	50.6%
Family members on Tier I PBIS team	49.2% 0
	31% 1
	19.8% 2 or more
PBIS team works with parent-teacher association	13.9% Monthly
	13.5% Quarterly
	21.6% 1–2 times per year

### School Practices to Engage Families

Practice	Percent	
Support to families to support their child to follow expectations at school	63.5%	Yes
School newsletter	86.5%	≥1 time each year
Workshops or family topic nights	56.7%	≥1 time each year
Teach families about how to use positive parenting strategies	40.2%	Yes
School newsletter	79.2%	≥1 time each year
Workshops or family topic nights	68.8%	≥1 time each year
Encourage families to provide rewards at home for following school PBIS expectations	20.9%	All or almost all staff
Instruction to families about Tier I PBIS systems	50.6%	Yes
School newsletter	85.4%	≥1 time each year
Workshops or family topic nights	50.9%	≥1 time each year



### School Practices to Engage Families


Practice	Percent	
Room or space at school dedicated to family services	15.7%	Yes
PBIS team works with parent-teacher association	13.9%	Monthly
	13.5%	Quarterly
	21.6%	1–2 times per year
Family participation in Tier I PBIS discussed at faculty meetings	9.7%	Monthly
	13.9%	Quarterly
	27%	1–2 times per year

### School Practices to Engage Families


Practice	Percent	
Funds dedicated to support Tier I family-school activities	43%	School and/or district
Family-school liaison on staff	51.9%	School and/or district
Family-school liaison has FTE	26.5%	Yes
Home setting included in PBIS matrix	15.7%	Yes
Support to families to establish and teach home expectations	45.8%	Yes
School newsletter	82.1%	≥1 time each year
Workshops or family topic nights	59.6%	≥1 time each year

### 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

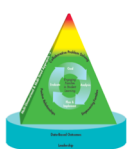


Florida's Positive Behavioral Interventions & Support Project




### Florida's Efforts to Integrate Family Engagement in Tiered Systems of Support





*A Multi-Tiered System of Supports*

Preparation was supported by the Florida Positive Behavioral Interventions and Support Project, a project funded by the Florida Department of Education, Division of Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

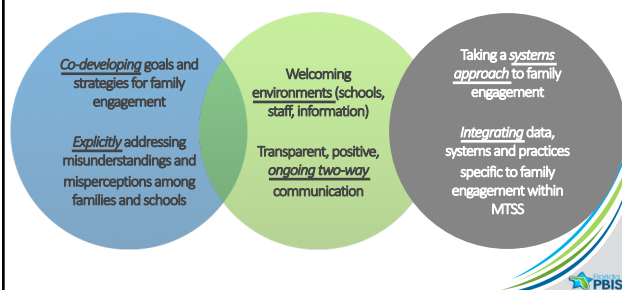


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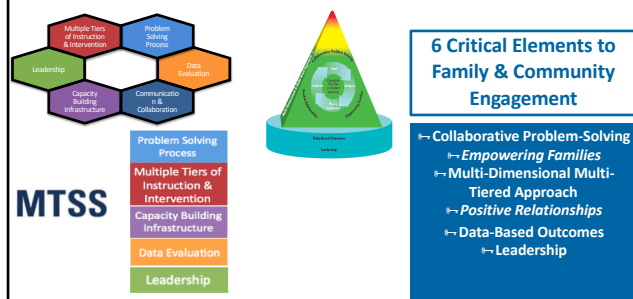
## National Context for Family Engagement



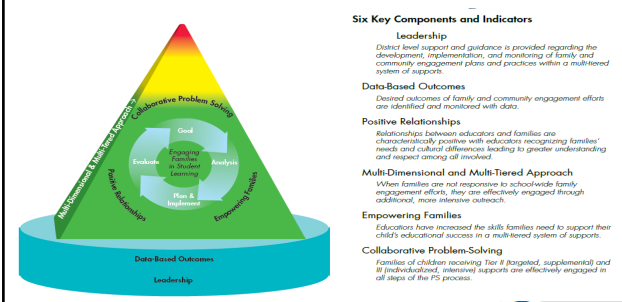
## Mutuality: Shared Goals for Family Engagement



## Critical Elements of Family and Community Engagement



## Family and Community Engagement



### 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
- Relevant
  - 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



Component 4 Multi-Tiered Systems of Supports			
1	2	3	4
<p><b>1. Leadership</b></p> <p>The school-wide family engagement in MTSS plan is characterized by all of the following:</p> <ul style="list-style-type: none"> <li>• collaboratively developed by educators and families</li> <li>• promotes multi-dimensional (i.e., engagement at home, at school, and in related out of school activities) and multi-tiered (i.e., differentiated based on student and family need) practices</li> <li>• implemented with fidelity and is regularly monitored with data and adjusted based on progress</li> </ul>	<p><b>2. Data-based Outcomes</b></p> <p>The school-wide family engagement in MTSS plan is characterized by all of the following:</p> <ul style="list-style-type: none"> <li>• collaboratively developed by educators and families</li> <li>• promotes multi-dimensional (i.e., engagement at home, at school, and in related out of school activities) and multi-tiered (i.e., differentiated based on student and family need) practices</li> <li>• implemented with fidelity and is regularly monitored with data and adjusted based on progress</li> </ul>	<p><b>3. Practice Implementation</b></p> <p>The school-wide family engagement in MTSS plan is characterized by all of the following:</p> <ul style="list-style-type: none"> <li>• collaboratively developed by educators and families</li> <li>• promotes multi-dimensional (i.e., engagement at home, at school, and in related out of school activities) and multi-tiered (i.e., differentiated based on student and family need) practices</li> <li>• implemented with fidelity and is regularly monitored with data and adjusted based on progress</li> </ul>	<p><b>4. Data-based Outcomes</b></p> <p>There is no school-wide family engagement in MTSS plan.</p>



### Free FLPBIS Resources [www.flpbis.org](http://www.flpbis.org)

**Foundations for Implementation**

**Family and Community Engagement (FACE)**

"We have to absolutely believe in our souls that families want to support their children."

Family and community members are critical partners in building culturally responsive multi-tiered systems of supports. Effective engagement with families requires more than a one-time meeting to become a shared partnership with their children, and where adults have the confidence to support academic performance.

**Achieving Engagement**

Research-based and evidence-based practices center on building trust and relationships. This involves creating a safe and supportive environment for families to share their experiences and concerns. This involves creating a safe and supportive environment for families to share their experiences and concerns. This involves creating a safe and supportive environment for families to share their experiences and concerns.

Active support from district and school leaders

District and school leaders must actively participate in creating a safe and supportive environment for families to share their experiences and concerns. This involves creating a safe and supportive environment for families to share their experiences and concerns. This involves creating a safe and supportive environment for families to share their experiences and concerns.

Information on what is effective FACE activities, what barriers exist to engagement efforts, and how to overcome them. This involves creating a safe and supportive environment for families to share their experiences and concerns. This involves creating a safe and supportive environment for families to share their experiences and concerns. This involves creating a safe and supportive environment for families to share their experiences and concerns.

http://flpbis.cbcs.usf.edu/foundations/FACE.html

**Family Engagement Resources**

**Principals Share What Works for Family and Community Engagement**

http://www.livebinders.com/play/play?id=2285968

### Free E-Book: [www.PBIS.org](http://www.PBIS.org)

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


- ❖ **Consensus/Exploration/Adoption of Family Engagement in PBIS-MTSS:**
  - Leadership communicating vision 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:**
  - Teaming 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
  - Home-school support practices

#### Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

Concepts and Strategies for Families and Schools in Key Contexts



edited by  
Mark D. Weist  
S. Andrew Grunwald  
Kathleen Syme-Lane  
and Tom Jurkiewicz




**Family-School-Community Alliance**

*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.*

**Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)**


Concepts and Strategies for Families and Schools in Key Contexts



edited by  
Mark D. West  
S. Andrew Griggs  
Kathleen Lynne Lape  
and Don R. Krieger

**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](mailto:dminch@usf.edu)
  - Andy Garbacz: [sgarbacz@wisc.edu](mailto:sgarbacz@wisc.edu)






Florida's Positive Behavioral Interventions & Support Project

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



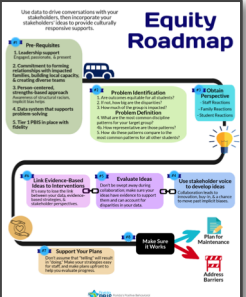
*A Multi-Tiered System of Supports*

The project was developed by the Florida Positive Behavioral Interventions and Supports Project, a partnership between the Florida Department of Education, the University of South Florida, and the University of Wisconsin-Madison.


**Florida's Process for Collaborative Problem-Solving**

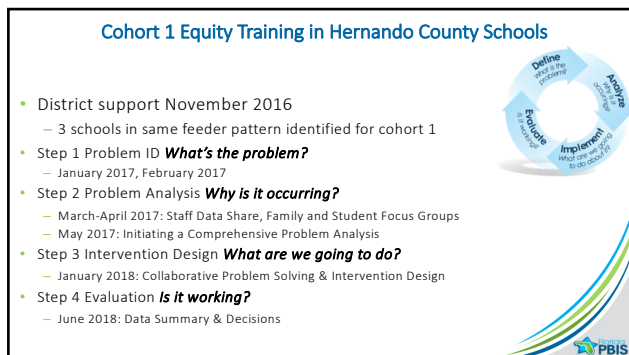
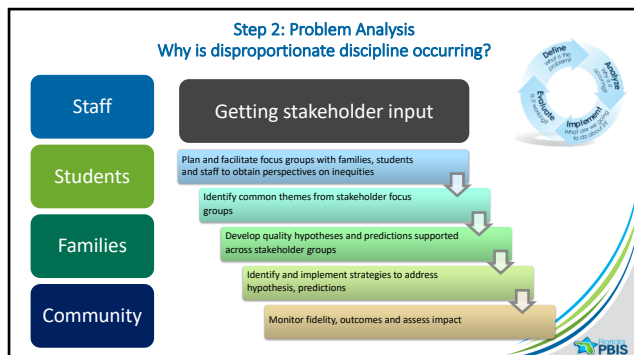
**Equity Roadmap**



**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





## Positive Phone Calls to Address Equitable Discipline: Eastside Elementary

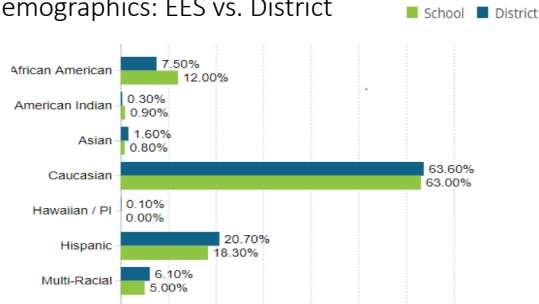
Sonsee Sanders – MTSS Coordinator Eastside Elementary

### Eastside Elementary

- Brooksville, FL
- Total enrollment: 646
- Rural
- Title I
- 87% free/reduced price lunch



## Demographics: EES vs. District



## Addressing Equity at Eastside Elementary

### Scope and Sequence

November 2016: Introduction and Background by USF PBIS

January 25, 2017: Equity Profile

February 22, 2017: Problem Definition Template

March/April 2017: Staff Data Share, Family and Student Focus Group

May 9, 2017: Initiating a Comprehensive Problem Analysis

January 19, 2018: Collaborative Problem Solving & Intervention Design

June 5, 2018: Data Summary & Decisions

### 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? Staff, Family and Student Focus Groups

- 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

Teacher Reflection	Family Focus Group Reflection	Student Focus Group Reflection
<p><b>Data/assessment:</b></p> <p>Does this reflect frequent flyers?</p> <p>Can we look at this by grade level?</p> <p>Can we look at this by gender?</p> <p>Are the majority of these students with disabilities?</p> <p>Does the time of year</p>	<p>Please to participate in focus group</p>	<p>Understood classroom rules and school-wide expectations</p>
<p>Poverty, neighborhood, family make all could be contributing factors</p>	<p>Cultural differences are in both academics and behavior</p>	<p>Range of responses to problem behavior</p>
<p>PBS is it effective? Have teachers consistently been following the procedures? (office managed vs. teacher managed)</p>	<p>Communication about behavior happens after the fact.</p> <p>Need to let families know before the behavior has gotten worse</p>	<p>Students receive different consequences sometimes based on your personal opinion or past behavior of that student.</p>
<p>Higher academic expectations lead to more behavior issues</p>	<p>Communication between teachers and families is lacking</p>	<p>Students who had bad behavior in the past are more likely to get in trouble</p>
<p>Need to look at infractions and determine what the discipline was written for</p>	<p>Cultural divide in the way of communicating, need more of a chance to explain what happened before getting to trouble.</p>	<p>Specific examples of teacher behavior that students know the teacher respects them (relationships)</p>
<p>Staff surprised that the number was so high, multiple responses indicated this reason</p>	<p>Need more diverse faculty and staff in schools and more diversity at the district level</p>	<p>Teachers need to get to know students</p>
<p>Need for cultural training, need to look at how we are interacting with diverse student population.</p>	<p>Teachers need more help in understanding different cultures, don't be afraid to ask for help. Use resources like people who have a connection with the student already</p>	<p>Teachers should show more positive attention and speak in a nice voice</p>

### 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/Black student has 4.86 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.



### Keeping Hypotheses On-Track

<b>C</b>	Curriculum & Instructional Practices	Academic, behavior & SEL
<b>A</b>	Awareness	Personal, cross-cultural, best practices
<b>R</b>	Relationships	Positive, authentic, Students, family, community
<b>E</b>	Environment	Climate, systems & policy variables; District, school & classroom levels
<b>D</b>	Discipline	Implementation of policies/ procedures

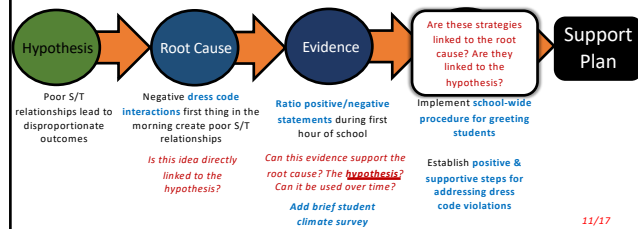
**Where do the CARED domains come from?**

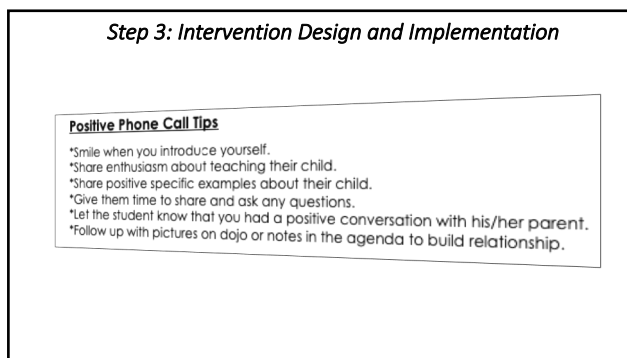
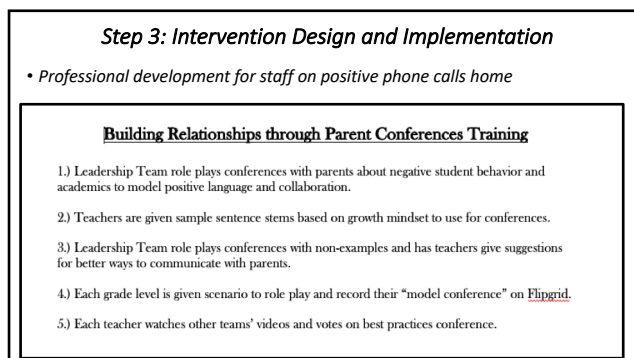
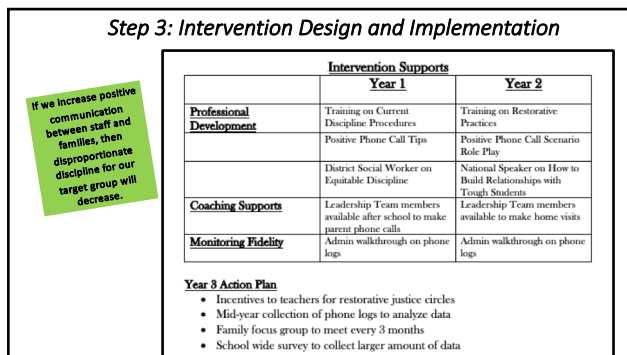
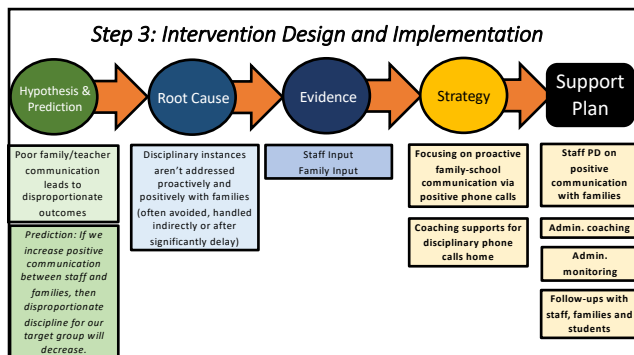
- Dear Colleague letter, USDOE (2014)
- Lit review: culturally responsive classroom management
- Lit review: systems change
- Lit review: problem solving process
- McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., & Sugai, G. (2014). Recommendations for addressing discipline disproportionality in education. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.

Teacher Reactions	Family Focus Group Reactions	Student Focus Group Reactions
Assumptions made about black parents' unwillingness to cooperate with school expectations/support children. Teacher frustration with lack of structure in place in school community largely to general ed. <b>Black students underrepresented in magnet</b>	African A makes re treated harder than those who are not-the individuals dealing with the behavior don't have the patience to listen to the child before punishing them.	I think African American students are more likely to be suspended because they don't cooperate as much as some non-African Americans.
I think this is due to the cultural disconnect between the teachers who are majority white and the African American students.	I can't think of any specific issues or instances. Child has been suspended but it was a function/impacted by the child's medical needs that impact his behavior.	This would only happen through their behavior, not the color of their skin. This behavior would happen maybe because they're having a bad day.
Cause non-black students who are being suspended seem to be regular violators of school rules/policy.	The race of the teacher made and makes a big difference with my child who struggles and with other children who also struggle. White teachers, at times may not be a good for the child. How the teacher is trained to handle and deal with students from all walks of life.	African American parents may not care as much as Asian or White parents. Parents may not ask how was your day.
I do not have personal knowledge that this is the case.	Have teachers trained with de-escalation techniques.	I think this happens because non-African American students don't get in trouble.
I don't feel like this statement is true.	Provide more support in the classroom.	Cause non-African they KKK and then they dis don't like us.
I feel they are written up more for things that can be handled in class. I also feel African American students are disciplined more harshly white teachers often fear the black male.		Blacks at this school often cause fights and arguments
I do not feel this statement is true.		African Americans at are better than anybody. elementary think we
No, I don't think African American students are purposefully targeted at		Because blacks are known for getting into trouble.

### 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.**







### Step 3: Intervention Design and Implementation

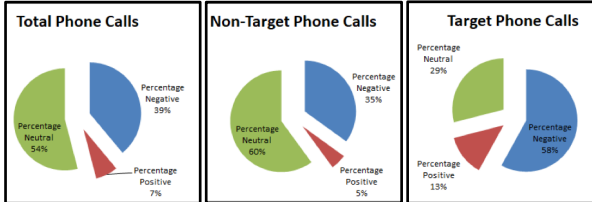
Parent Communication Hacks	
<b>Do NOT</b>	<b>DO</b>
<b>Blame the Child</b> "I have told John that he needs to stop hitting but he chooses to keep putting his hands on other kids."	<b>Consider Your Role</b> "I am working on ways to help John learn to use nice hands. I want to discuss the strategies I've been using and get your feedback."
<b>Assume Status</b> "Your child's behavior is not appropriate for 3rd grade and he knows that. Please teach him these behavior expectations at home."	<b>Assume the Parent is your Partner</b> "I know that we both want John to be successful so there are few behaviors that we need to work on to help him be his best."
<b>Give Attribute Praises</b> "Your child is smart."	<b>Give Specific Examples</b> "Your child takes initiative with problem solving. For example..."
<b>Shame the Child</b> John hit someone today and he isn't even sorry about it. He will miss recess for today and he'll be in ISS if this happens again."	<b>Stick on a Plan with the Child and Parent</b> "John and I have just finished having a discussion about hitting other students. Here's what we decided would have been a better choice and how he can fix what he has done. What would you like to add Mom?"
<b>Use Educational Jargon</b> "Your child is in Tier 2 for hit based on SAM data."	<b>Provide a clear explanation</b> "Recent math assessment results show that John will benefit from a math intervention group."

### Step 3: Intervention Design and Implementation

Parent Communication Log				
Date	Student/Parent	Nature of Phone Call	Method	Comments
		<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral	<input type="checkbox"/> In Person <input type="checkbox"/> Phone Call <input type="checkbox"/> Drop <input type="checkbox"/> Agenda	
		<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral	<input type="checkbox"/> In Person <input type="checkbox"/> Phone Call <input type="checkbox"/> Drop <input type="checkbox"/> Agenda	
		<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral	<input type="checkbox"/> In Person <input type="checkbox"/> Phone Call <input type="checkbox"/> Drop <input type="checkbox"/> Agenda	
		<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral	<input type="checkbox"/> In Person <input type="checkbox"/> Phone Call <input type="checkbox"/> Drop <input type="checkbox"/> Agenda	
		<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral	<input type="checkbox"/> In Person <input type="checkbox"/> Phone Call <input type="checkbox"/> Drop <input type="checkbox"/> Agenda	
		<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral	<input type="checkbox"/> In Person <input type="checkbox"/> Phone Call <input type="checkbox"/> Drop <input type="checkbox"/> Agenda	
		<input type="checkbox"/> Positive <input type="checkbox"/> Negative <input type="checkbox"/> Neutral	<input type="checkbox"/> In Person <input type="checkbox"/> Phone Call <input type="checkbox"/> Drop <input type="checkbox"/> Agenda	

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

Fidelity Outcomes: Phone Log Baseline Data

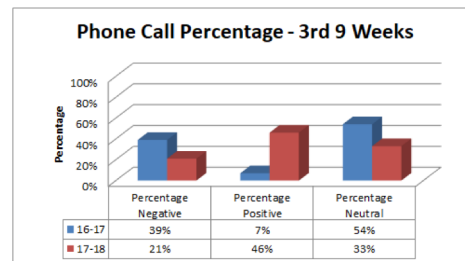


Staff indicated more negative, more positive and fewer neutral calls for the target group than non-target groups

2016-17 3rd 9 Weeks

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

Fidelity Outcomes: Phone Log Data

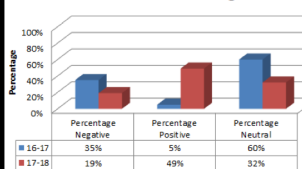


Positive calls increased and negative/neutral calls decreased for all groups

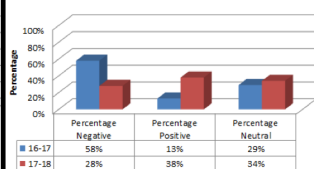
**Step 4: Did we implement the plan and what were the outcomes?**

**Fidelity Outcomes: Phone Log Data**

**Phone Calls - Non-Target**



**Phone Calls - Target Group**

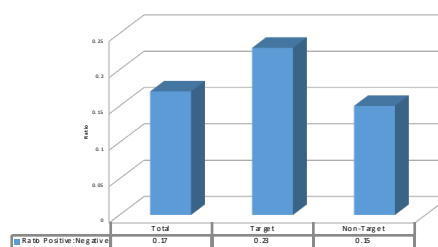


**Positive calls increased and negative calls decreased for target and non-target group**

**Neutral calls decreased for non-target but increased for target group**

**Phone Log Baseline Data**

**Ratio Positive:Negative Phone Calls**



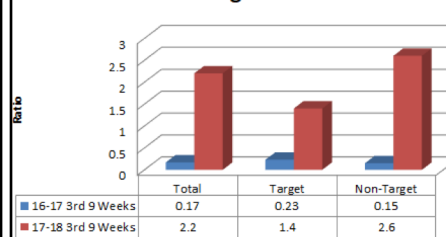
- Despite majority of negative phone calls, Target group had highest ratio of positive to negative

- Ratios of positive to negative phone calls low across all groups

2016-17 3rd 9 Weeks

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

**Ratio Positive:Negative Phone Calls**

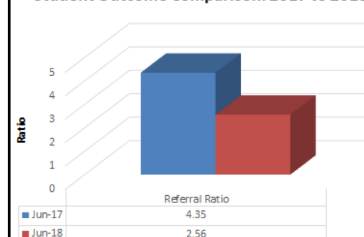


**Ratio of positive to negative calls increased for all groups (more for non-target)**

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

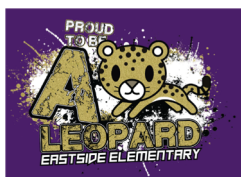
**Student Outcomes – Referral Ratio**

**Student Outcome Comparison: 2017 to 2018**



**Referral ratio for African-American/Black students decreased by approximately 40% from June 2017 to June 2018**

## Summary



## Questions & Contact Information

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