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# REMOTE INSTRUCTION STRATEGY MATRIX FOR COLLABORATION WITH FAMILIES

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# Remote Instruction Strategy Matrix for Collaboration with Families

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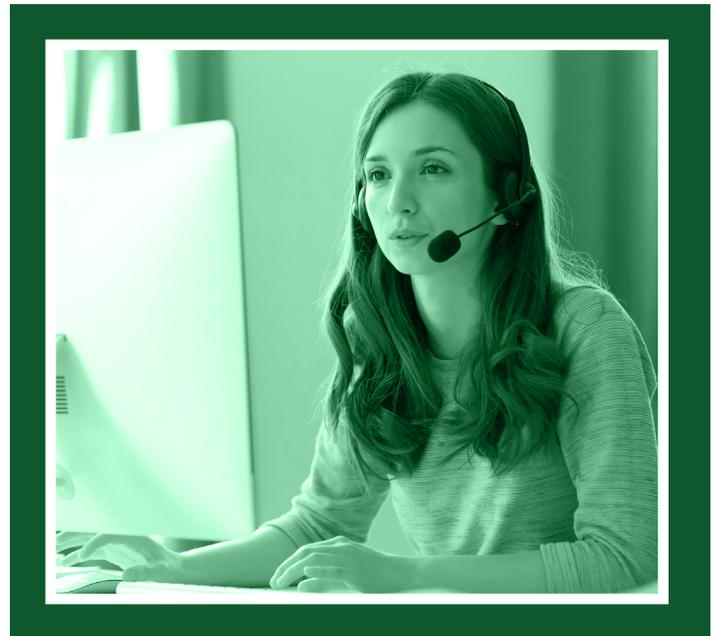
## Introduction

**E**ducators, parents,\* and families† are responsible for supporting students' academic, social, emotional, and behavioral needs. Successful partnerships between schools and parents/families benefit the academic success and social-emotional development of students. At the same time, technological challenges can get in the way of these partnerships. This brief describes the Remote Instruction Strategy Matrix for Collaboration with Families designed for educators (e.g., teachers, administrators, school counselors) to use as they collaborate with parents or families. Teachers, specialists, and administrators should use this strategy matrix within a continuum of supports based on available technology. This allows schools to coordinate efforts that match the regularity and depth of communication and supports based on identified student needs.



Multi-Tiered Systems of Supports (MTSS), such as Positive Behavioral Interventions and Supports (PBIS), provides an ideal framework for implementing strategies to support students in both the school and home. PBIS promotes success for all (students, educators, parents, and families) by clearly communicating expectations and effectively organizing advanced supports across a continuum of services. Using this multi-tiered approach for family support aims to (a) enhance home-school communication, (b) aid parents or families in supporting child progress, and (c) provide effective strategies that promote students' academic, social, emotional, and behavioral wellbeing.

For instance, Tier 1 supports may include sharing information of reasonable strategies on relevant topics (e.g., via newsletters, on the web) to every parent/family. Also, routine classroom communication that includes what is being learned and ideas to do at home to support learning may be considered Tier 1 classroom practices. Parents/families should always feel welcomed and encouraged to interact with teachers, counselors, and/or special education service providers working with their children. A home-school connection is especially important when students may require additional supports in small student groups (Tier 2) and/or individualized (Tier 3). The regularity and depth of communication efforts allow parents/families to stay informed of school interventions and feel empowered to use supportive practices at home based on needs.



All schools, regardless of geographical location, should build partnerships with parents/families based on mutual respect and common purpose. This effort requires the consideration of communication needs and available technology. However, barriers such as scheduling conflicts and distance can get in the way of home-school partnerships. These challenges may also get worse during times of crisis such as natural catastrophes or a pandemic. Despite that, school systems can create conditions to support care that extends from the classroom to the home. Intentional connections with parents/families can improve student learning and social-emotional development by solving obstacles together.

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\***parent** means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian authorized to act as the child's parent, or authorized to make educational decisions for the child; (d) an individual acting in the place of a biological or adoptive parent with whom the child lives, or an individual who is legally responsible for the child's welfare; or (e) a surrogate parent who has been appropriately appointed (Individuals with Disabilities Education Act, 2004; Sec. 602).

\***family** includes anyone who is legally responsible for a child's welfare or who provides care and parenting support.



## Using the Remote Instruction Strategy Matrix for Collaboration with Families

### Pre-Learning Assessment

Educators and parents/families can collaborate to support students during times of school closures or when learning from home. To promote equitable access to educational opportunities, educators should conduct an assessment of:

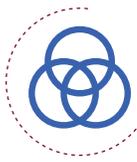
1. who the parents/families are;
2. how to best communicate with parents/families by having educators, parents/families select a preferred method of communication; and
3. parents/families, and students access to technology devices and broadband internet.
  - Suggest that educators, including special education service providers, review the technology accessible for communication and collaboration efforts with parents/families.
  - Although circumstances may not always allow for an exact match between access and preferences, a preferred communication method that is both accessible and ranked highly by educators and parents/families is more likely to be successful and enhance collaboration.

### Match Supports and Technology

The next step in the process is to match the level of support provided to parents/families based on student needs and the technology available in the home. Using existing academic and behavioral data, review student progress, determine the level of support needed, and revise support plans to include collaboration with parents/families. Use the matrix to identify the collaboration effort desired with parents/families by particular areas of need. For example:

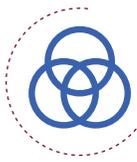
- A behavior specialist interested in supporting parents/families in using strategies to enhance the generalization of student skills at home might find the third row of the matrix (“Support students’ behavior intervention plans at home”) most applicable.
- A classroom teacher revisiting classroom expectations may choose to use an activity from this matrix such as “Promote using positive behaviors at home” to encourage the participation of parents/families in promoting student learning at home.

Table 1 supports decision making for educators, parents/families across (a) positive behavior support at home, (b) instructional delivery at home, (c) behavior intervention plans at home, and (d) IEP meeting participation from home. Each of these important strategies is described based on varying available technology.



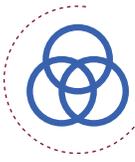
**Table 1. Remote Instruction Strategy Matrix for Collaboration with Families**

| Strategy  | Type of Technology   |  |   |   |
|---|--|--|---|---|
|   | Computer w/video capability OR Smart Phone/iPad device   | Computer without video capability  | Phone without internet access   | Tech-Free   |
| <p>Promote using <b>positive behavior supports</b> (schedule, routines, expectations, rewards) at home</p> <p><b>(Tier 1, 2, 3)</b></p> | <ul style="list-style-type: none"> <li>Host virtual themed night about <a href="#">PBIS strategies for remote learning at home</a><sup>1</sup></li> <li>Promote <a href="#">webinars about PBIS strategies at home</a><sup>2</sup></li> <li>Create space for weekly/monthly <a href="#">virtual educators' and parents'/families' conversation cafes</a><sup>3</sup></li> <li>Special education personnel host virtual themed nights adapted to meet more individual behavioral needs</li> </ul> | <ul style="list-style-type: none"> <li>Email or post <a href="#">video on social media introducing PBIS strategies for behavior support at home</a><sup>4</sup></li> <li>Email or post on social media examples of expectations matrix, schedules, routines, and reward systems for home</li> <li>Email or post on social media brief newsletters on PBIS strategies at home</li> <li>Share recordings of virtual themed nights or webinars</li> </ul> | <ul style="list-style-type: none"> <li>Mail hard copies of newsletters with examples on PBIS strategies at home</li> <li>Use an automated call system (i.e., SMS) to introduce PBIS practices at home and to communicate over time (e.g., weekly tips).</li> <li>Phone call home (matched by need) to discuss what practices or strategies are a good fit for the home</li> </ul>                                   | <ul style="list-style-type: none"> <li>Mail hard copies of newsletters with examples on PBIS strategies at home</li> <li>Mail hard copy of packet on PBIS that includes examples of expectations matrix learning routines, schedules, and recognition systems for home</li> <li><a href="#">Deliver newsletter and materials with the support of school bus system</a><sup>5</sup></li> </ul> |
| <p>Equip parents/families to provide continuity of <b>instructional delivery</b> at home</p> <p><b>(Tier 1, 2, 3)</b></p>               | <ul style="list-style-type: none"> <li>Provide office hours for sharing materials and strategies with parents/families</li> <li>Share online <a href="#">videos and apps that can supplement instruction</a><sup>6</sup></li> <li>Host virtual trainings for parents/families on supporting self-determination and advocacy in students</li> <li>Teacher schedules weekly or bi-weekly conference call with parents/families to discuss plan and needed accommodations</li> </ul>                | <ul style="list-style-type: none"> <li>Email newsletter or post video on social media on ways parents/families can extend learning during daily activities</li> <li>Email newsletter or post video on social media about tips for teaching students how to appropriately ask for parents'/families' assistance or what to do when parents/families are busy</li> </ul>   | <ul style="list-style-type: none"> <li>Phone call to support the application of social emotional and behavioral supports during academic time</li> <li>Teacher schedules weekly phone call with the parents/families to discuss plan and needed accommodations</li> <li>Mail home tip sheets and schedule follow-up phone calls to discuss student response to instruction and best use of interventions</li> </ul> | <ul style="list-style-type: none"> <li>Mail home worksheets and answer sheets</li> <li>Mail home blank logs to help students stay organized</li> <li>Provide self-addressed stamped envelopes so completed school work can be returned to school</li> <li>Provide strategies for helping students stay engaged through self-monitoring</li> </ul>   |



**Table 1. Remote Instruction Strategy Matrix for Collaboration with Families** *continued*

| Strategy  | Type of Technology   |  |   |   |
|---|--|--|---|---|
|   | Computer w/video capability OR Smart Phone/iPad device   | Computer without video capability  | Phone without internet access   | Tech-Free   |
| Support students' <b>behavior intervention plans</b> at home<br><br><b>(Tier 2, 3)</b>            | <ul style="list-style-type: none"> <li>On a video meeting, <a href="#">specialists lead activities with student to model and train parents/families</a><sup>7</sup> in real time</li> <li>Specialists conduct video meetings with the parents/families to answer questions and problem solve</li> <li>Parents/families record videos and share with specialist to receive feedback.</li> </ul> | <ul style="list-style-type: none"> <li>Email or call to train parents/families on how to implement strategies at home</li> <li>Schedule regular email check-ins to discuss home-based strategies</li> <li>Specialist and parents/families use shared online document to exchange updates</li> <li>Specialists send website links for resources to model intervention plan</li> </ul> | <ul style="list-style-type: none"> <li>Train parents/families on how to implement strategies at home during scheduled phone call or series of phone calls</li> <li>Schedule regular phone calls to discuss home-based strategies</li> <li>Communicate by text messaging to exchange updates</li> </ul>  | <ul style="list-style-type: none"> <li>Share hard copy of materials for home use</li> <li>Provide hard copy of steps on how to implement strategies, a copy of checklists of steps along with directions on how to use checklists and other tools such as logs and journals</li> <li>Schedule frequent phone calls or home visits outside of typical school hours as convenient for parents/families</li> <li>Specialist and parents/families have regular phone calls to exchange updates</li> </ul> |
| Promote parents'/ families' <b>participation in IEP meetings</b> from home<br><br><b>(Tier 3)</b> | <ul style="list-style-type: none"> <li>Email IEP meeting invitation</li> <li><a href="#">Host/record a parent led virtual call to explain the process to families and what they can expect</a><sup>8</sup></li> <li>Host webinar to discuss accessibility for parents/families and student</li> <li><a href="#">Conduct conference call</a><sup>9</sup></li> </ul>                             | <ul style="list-style-type: none"> <li>Email home meeting invitation</li> <li>Email or post on social media parent led explanation of process and what to expect</li> <li>Share online resources discussing accessibility<sup>10</sup></li> <li>Conduct conference where the parents/families can call in to participate on the phone</li> </ul>                                     | <ul style="list-style-type: none"> <li>Call home and mail IEP invitation</li> <li>Call home ahead of time and arrange accessibility for all participants</li> <li>Provide hard copy of resources discussing accessibility for remote learning</li> <li>Conduct meeting outside of school using safety precautions (e.g., buddy system, wear masks)</li> </ul> | <ul style="list-style-type: none"> <li>Provide hard copy of IEP invitation</li> <li>Visit home ahead of time to discuss and arrange accessibility for all participants</li> <li>Conduct meeting outside at school space using safety precautions (e.g. buddy system, wear masks)</li> </ul>   |



## Final Thoughts

Educators are encouraged to use the suggestions presented in the *Remote Instruction Strategy Matrix for Collaboration with Families* within a tiered system of behavioral and academic supports. By using available data, educators can identify parents/families who may benefit from more frequent collaboration on using

effective strategies to promote prosocial behaviors and academic skills at home. As remote learning continues, enhancing collaboration between educators, parents/families is critical to successfully supporting students' academic, social, emotional, and behavioral wellbeing.

## Additional Resources

[Supporting Students with Disabilities at School and Home: A Guide for Teachers to Support Families and Students](#)<sup>11</sup>

[Advancing Family-School Collaboration in PBIS Through the FSCA](#)<sup>12</sup>

[Family-School Collaboration in Positive Behavioral Interventions and Supports: Creating a School Atmosphere to Promote Collaboration](#)<sup>13</sup>

[Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports \(PBIS\): Concepts and Strategies for Families and Schools in Key Contexts](#)<sup>14</sup>

[Adapting PBIS Practices for Rural Settings: Remote Instruction Strategy Matrix](#)<sup>15</sup>

[Ten Positive Behavior Support Strategies to Support Families at Home](#)<sup>16</sup>

[Encourage Your Child's Positive Behavior and School Success](#)<sup>17</sup>

[Guide: Family Resources for Remote Learning](#)<sup>18</sup>

[Resources for Parents and Families for Remote Learning](#)<sup>19</sup>

[Digital Resources for Overwhelmed Parents](#)<sup>20</sup>

[Resources for Students with Developmental Disabilities](#)<sup>21</sup>

[Addressing Problem Behavior at Home](#)<sup>22</sup>



## Embedded Hyperlinks

1. <https://www.pbis.org/resource/supporting-families-with-pbis-at-home>
2. <https://www.apbs.org/about/gettingstarted/getting-started-with-pbis-families>
3. <https://www.chicoer.com/2016/12/24/principal-aims-to-get-parents-more-involved-engaged-through-morning-coffee/>
4. [https://www.youtube.com/watch?v=Z5uVZgKdcLU&ab\\_channel=FloridaPBIS](https://www.youtube.com/watch?v=Z5uVZgKdcLU&ab_channel=FloridaPBIS)
5. <https://fordhaminstitute.org/national/commentary/rural-districts-covid-19-response>
6. <https://www.newamerica.org/education-policy/edcentral/digital-resources-el-students/>
7. <https://www.youtube.com/watch?v=ii4HD3PprdQ>
8. <https://www.understood.org/en/school-learning/special-services/ieps/playing-a-role-in-the-iep-process>
9. <https://districtadministration.com/dont-forget-idea-requirements-when-conducting-virtual-iep-meetings/>
10. <https://www.pbis.org/resource/remote-learning-for-families-keeping-it-accessible-keeping-it-positive>
11. <https://www.pbis.org/resource/supporting-students-with-disabilities-at-school-and-home-a-guide-for-teachers-to-support-families-and-students>
12. <https://www.pbis.org/resource/advancing-family-school-collaboration-in-pbis-through-the-fsca>
13. <https://www.pbis.org/resource/family-school-collaboration-in-positive-behavioral-interventions-and-supports-creating-a-school-atmosphere-to-promote-collaboration>
14. <https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis>
15. <https://www.pbis.org/resource/adapting-pbis-practices-for-rural-settings-remote-instruction-strategy-matrix>
16. <https://www.huntsvillecityschools.org/sites/default/files/APBS%20Behavior%20Support%20Strategies%20at%20Home.pdf>
17. <https://www.pacer.org/parent/php/PHP-c218a.pdf>
18. <https://childmind.org/guide/family-resources-for-remote-learning>
19. <https://oese.ed.gov/resources/social-emotional-behavioral-support/resources-parents-families-remote-learning/>
20. <http://digitallearning.educatorpages.com/>
21. [https://www.mayinstitute.org/news/acl.html?id=4093&fbclid=IwAR3VAij03vKCNc1dBedvD0nB23C7pZwE4gbVwKlODIDch-VbwZ8VY\\_z13AE](https://www.mayinstitute.org/news/acl.html?id=4093&fbclid=IwAR3VAij03vKCNc1dBedvD0nB23C7pZwE4gbVwKlODIDch-VbwZ8VY_z13AE)
22. [https://www.mayinstitute.org/news/acl.html?id=4244&fbclid=IwAR0DU11naQ5QYHmrMwe\\_XTxARrmHjdUfHA6dSEBSnbp2LUSsje5AphkKAWY](https://www.mayinstitute.org/news/acl.html?id=4244&fbclid=IwAR0DU11naQ5QYHmrMwe_XTxARrmHjdUfHA6dSEBSnbp2LUSsje5AphkKAWY)



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