D1 – Enhancing Family-School Partnerships with Schoolwide PBIS

Presenters:
Kathleen Strickland-Cohen, University of Utah
Angela Hernandez & Eric Phillips, Arlington Independent School District

• Topic: Family, Equity
• Keywords: Community, Climate, Systems Alignment
When Working In Your Team

Consider 4 Questions

• How does this compare to our priorities?
• What team would oversee this work?
• What should we stop doing to make room for this work?
• How will we assess whether it’s (a) implemented well and (b) working?
Strand Overview

D1 – Enhancing Family-School Partnerships Within Schoolwide PBIS
Presenters: Kathleen Strickland-Cohen, University of Utah; Angela Hernandez, Arlington Independent School District (TX)

D2 – Developing Equitable Family-School Partnerships with Black & Latinx Families
Presenters: Clynita Grafenreed, University of Washington

D3 – Building School & District Capacity for Family-School Partnerships Within PBIS
Presenters: Andy Garbcacz, University of Wisconsin-Madison; Lindsay Fallon, University of Massachusetts-Boston; Shelby Cook, University of Memphis (TN); Devon Minch, University of North Carolina; Jenna White, PACT-Promise to Address Childhood Trauma
Learning Objectives

1. Define factors that facilitate and hinder communication between teachers and families
2. Describe a systematic approach to increasing family engagement within School-wide PBIS
3. Provide examples of strategies for accessing family voice and improving family-school partnership

Goal: Leave with at least one actionable step your team will take to improve family-school partnerships in your school/district.
FAMILY ENGAGEMENT IN SCHOOLS

Family engagement refers to the “systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems” (U. S. Department of Health and Human Services and the U.S. Department of Education, 2018).
FAMILY ENGAGEMENT IN SCHOOLS

Benefits of family engagement in education include:

- Improved behavioral outcomes (Semke et al., 2010; Smith et al., 2021; Reinke et al., 2019)
- Improved academic outcomes (DeSpain et al., 2018; Flores et al., 2019; Galindo & Sheldon, 2012)
- Consistent implementation of behavioral interventions across settings (Cox, 2005; Herman et al., 2012; Lebel et al., 2013; Reinke et al., 2009)
- Sustained implementation of schoolwide systems of behavior support (McIntosh et al., 2014)
A SWPBIS approach is uniquely suited to leveraging partnership with families to support early remediation of challenging behavior (Strickland-Cohen, Kyzar & Garza-Fraire, 2021)

Research on family engagement within PBIS has underemphasized working with families to support students with Tier 1 and Tier 2 needs (Garbacz et al., 2016; Sheridan et al., 2012)

- Engagement at Tiers 1 & 2 - school-to-home communication (Garbacz et al., 2018; Mitchell et al., 2011)
- Efficient, but do little to overcome common barriers to family engagement
Partnership is defined as “...a relationship in which families and professionals agree to build on each other’s expertise and resources for the purpose of making and implementing decisions that will directly benefit students and indirectly benefit other family members and professionals.”

(Turnbull et al., 2015, p. 161)
DEFINING FEATURES OF PARTNERSHIP

- Two-way communication between family members and school professionals
- Families and educators treated with equality and respect
- Shared decision making based on mutually agreed upon goals and valued outcomes
- Alliances between families and school personnel to create win-win solutions

Turnbull et al. (2015)
FAMILY-SCHOOL PARTNERSHIP WITHIN SWPBIS

( Strickland-Cohen & Kyzar, 2019 )

- Explore the ways in which existing teacher-family communication practices within schools implementing SWPBIS facilitate or hinder families’ abilities to partner with their children’s teachers
  - Examine experiences and events that impact the quality of teacher-family communication and partnership at Tiers 1 & 2
METHOD

- Participants
  - 27 teachers & 3 admin from 3 elementary schools
  - 28 family members:
    - Tier 1 (n = 18), Tier 11 (n = 10)

- Family member focus group data were collected through interviews of families of students with Tier 1 and Tier 2 needs held at each of the three participating campuses
FAMILY DATA: HELPING FACTORS

* 29% of CIs in this category focused on the use of a common language to describe behavior and behavioral expectations.

*WORKING TOWARD A COMMON GOAL

POSITIVE FEEDBACK FROM TEACHERS

- Active parent engagement in school: 18
- Regular teacher communication about student behavior: 17
- Multiple modes of two-way communication: 14
- Teachers being open to parent suggestions: 10
- Positive feedback to teachers from family members: 7

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* 29% of CIs in this category focused on the use of a common language to describe behavior and behavioral expectations.
Using a Common Language

There's a mission statement at school of being ready, responsible, and respectful, so we say that every morning now.... At home, as far as responsibility I'll always say, “Okay. You are not responsible for anybody else's behavior; not what they say, not what they do, not how they handle you. You can only be in control of yourself.” So anytime he has a behavior issue, we'll talk about that.
* 33% of CIs in this category described events in which a lack of timely information about issues at school prevented family members from being able to appropriately address student behavior at home.
IMPLICATIONS & RECOMMENDATIONS FOR DISTRICT

- Study finding highlight the importance of:
  - A common language and regular, effective communication systems between home and school
  - A focus on student strengths and working together with families to teach and support prosocial behavior
  - Increased family representation on SWPBIS teams and family-member input when designing and implementing school-wide behavior support
  - Providing professional development training and coaching related to cultural competence and effective partnership practices for school staff
DISTRICT FOLLOW-UP

- School and district leaders were provided with a detailed report of findings

- Dr. Strickland-Cohen worked with district PBIS team and Family and Community Engagement Department to build and provide professional development training to teams from all elementary and middle school campuses

- But that was just the beginning…
1D - Enhancing Family-School Partnerships Within School-wide PBIS
Angela Hernandez, M.A.
Positive Behavioral Supports and Interventions Coordinator
PBIS Department
Arlington Independent School District
Arlington, TX

Eric Phillips, M.Ed.
Family Engagement Specialist
Family and Community Engagement Department
Arlington Independent School District
Arlington, TX
13th Largest School District in the State of Texas

Nearly 60,000 students are enrolled.

The largest employer in Arlington and the sixth largest in Tarrant County, with a staff of approximately 8,500.

Seventy-five percent of secondary students are enrolled in the career and technical education program.
<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>47%</td>
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<tr>
<td>Black</td>
<td>27%</td>
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<tr>
<td>White</td>
<td>17%</td>
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<tr>
<td>Asian</td>
<td>5%</td>
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<tr>
<td>Two or More</td>
<td>4%</td>
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<tr>
<td>American Indian/Hawaiian</td>
<td>0%</td>
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</table>

Arlington ISD is 74% Socio-Economically Disadvantaged based on 2021-2022 data.
Initiatives Aligned To District Outcomes
The Arlington ISD Family and Community Engagement Department will serve the Arlington ISD learning community by fostering relationships through engaging, educating, and empowering the community to directly support student success.
CORE Values

All families have dreams for their children and want the best for them.

All families have the capacity to support their children’s learning.

Families and schools/program staff should be equal partners.

The responsibility for building and sustaining partnerships between school, home, and community rests primarily with school/program staff, especially the school/program leaders.

Beyond the Bake Sale, Karen Mapp
PARENT INVOLVEMENT VS PARENT ENGAGEMENT
With your right shoulder partner please define the difference between Involvement and engagement.

With your left shoulder partner give me examples of involvement and examples of engagement.
Involvement

Doing

For/Recipient

- Participates or provide services or programming.
- The recipient of information.
- Performs duties to support the needs for the campus.
Engagement

Doing with/Partnership

- Asked for feedback and included in decision making process
- The provider of information to influence decisions.
- Equal Partner
Benefits of Engaging Families

- Higher grades, test scores, and graduation
- Better school attendance
- Increased motivation, better self-esteem
- Lower rates of suspensions
- Fewer instances of violent behavior
- Greater enrollment in post-secondary education
Benefits of Engaging Families

- Greater morale (and self-esteem)
- Teaching Effectiveness (proficiency) increases
- Job satisfaction goes up
- Communication/relations with students, parents, families, and communities improve
- Community Support of schools increases
Benefits of Engaging Families

- Communication/relations with children and teachers improves
- Self-esteem goes up
- Education level/skills increase
- Decision-making skills become stronger
- Attitude toward school and school personnel improves
Benefits of Engaging Community

- Career/Internship Opportunities
- Citizenship
- Volunteerism
- Resources
- Campus Support
Intersection of Family Engagement

District stakeholder intersections...

- Statutory requirements
- Prevailing research leaders
- Evaluation requirements
- Department work
Family Engagement

CLASSROOM
- Student-Family-Teacher

EXECUTIVE
- District & community

DEPARTMENT
- Grant & Statutory Regulation

CAMPUS
- Principal & Community
Integrating PACE with School-wide PBIS in Arlington ISD
History of PBIS in Arlington ISD

SY2015
Schoolwide PBIS
--
70+ campuses

SY2016
Classwide PBIS and Fidelity Measures
--
4,000+ teachers

SY2017
Coaching Classroom PBIS
--
Tier 2 Cohort

SY2018
Ongoing Coaching Classroom PBIS
--
Tier 2 Cohort

SY2020
Parental At-Home Learning Environment Support

SY2022
Restorative Practices -- Parenting Empowerment Workshops

SY2023
Post-COVID Re-boot of Tier 1 Systems for ALL Stakeholders

SY2024
Continue Shared Ownership of PBIS at all Tiers
Stakeholders (students, families and community members) provide input on universal foundations...
• Collaborated with Parent and Community Engagement (PACE) Department

• Parent involvement ("do to") versus parent engagement ("do with")

• Identify parent engagement activities

• Discuss barriers to implementing engaging activities

• Identify two family engagement activities (connected to PBIS) that your campus plans to implement before the end of the school year
Team-Based Approach to Parent Engagement

Family Engagement

- Parenting
  - Parent Empowerment Classes
  - Health/wellness Programs
  - Parent Cafe

- Communicating
  - Conferences, Translators, social media
  - Notes, cells, newsletters

- Volunteering
  - Kids Hope
  - Upset motors
  - Parent resources

- Learning at Home
  - Parent info meetings (BOY)

- Decision Making
  - Parent Surveys

- Collaborating with community
  - Arlington Library summer program
  - Summer programs
  - Fundraisers (Cul's, Spring Creek)

Family Engagement Strategies

- We do:
  - Parent orientation @ BOY
  - Star cards/SM home visits
  - Class Day-Sec-Saw, Parent conferences
  - Volunteering/PTA
  - Learning at home-reading, math, science
  - Camp read-a-lot, Tech Night

- We want to do:
  - Home visits
  - Walk the neighborhood
  - Story time via Facebook
  - Trunk or treat @ school (2019 Halloween)
  - Parent education & resources

- Parent Barriers:
  - Lack of parent trust
  - Transportation issues
  - National School Lunch Program

Reach Elementary

- Parent education:
  - Newsletter
  - Social media
  - PTA

- Teacher meetings:
  - School-based meetings
  - PTA volunteers

- School events:
  - Family night
  - Movie nights
  - Parent-teacher nights

Barnett

- Free Movie Night
  - Parent-teacher night
  - Appreciation events

- Parent Ed Night
  - Parent education night
  - Parent-teacher night
Schoolwide PBIS and Parenting

Parent Cafe

Parent Empowerment Workshops
Parent Café

Have you heard about Parent Café?

- Grant to build Parent and Community Engagement

- Initial rollout - Special Education, Student Outreach Services, Title 1 Family Engagement Representatives

- A format for engaging parents and families
  - Discussion in and around 5 protective factors (Resilience, Relationships, Knowledge, Support, Communication)

- Option for engaging parents for input on school and home related behaviors and how to work collaboratively

- Planning for multi-tiered approach to family engagement
Parent Café and Coffee Talks

- Parent Café
  - Every 2 weeks (5 sessions)
  - Spanish in AM and English in midday
  - Bring a neighbor even if not enrolled student
  - Spanish 15 parents English 7

- Community Connection
  - MHMR Tarrant County put on their calendar
  - Built connection to families not necessarily in school zone

- Coffee Talk with principal (every Friday after report cards)
  - Parent education
  - PBIS and all other systems in building
  - Parents have opportunity and provide input
Fathers & Families

IS AN INITIATIVE TO ENCOURAGE DADS, UNCLEs, BROTHERS, AND OTHER POSITIVE MALE ROLE MODELS TO BECOME MORE ACTIVE IN THEIR STUDENT’S EDUCATION.

Coaching Sessions with Coach Gaffney

Discover how emotional intelligence (measure of emotional awareness) can aid in developing relationships.
Schoolwide PBIS and Health & Wellness

Community Resource Fair  Care Clinic
Annual Resource Fair for district employees

Resource designed for parents and community members to access when needing local mental health resources

Accessible in English and Spanish on website and at each campus
Services are provided in an environment that is both safe and confidential.

Arlington ISD state-licensed therapists facilitate services.
Schoolwide PBIS and Home To School Connections

- Student At-Home Learning Infographic
- Family Support Huddles
- Family Academy
- Motivational Moments
Student At-Home Learning

AISD parental support and tangible resources to assist parents in creating a productive learning environment at home. Areas focused on include:

- BEFORE learning occurs
- DURING at-home learning
- AFTER learning is completed for the day
STUDENT AT-HOME LEARNING
Ways to Support Your Child While Learning At Home

As your child uses the At-Home Learning Hub, consider these steps to create a productive learning experience:

**BEFORE**

**SCHEDULE**
Create a schedule with a variety of activities and make adjustments until it works.
- Examples: Regular Meal Times, Daily Check-In Sessions
- Examples: Morning Book Reading, Plays, Music

**SET EXPECTATIONS**
List what behaviors are expected in your home. Review the expectations frequently. Plan for what to do when expectations are not being met.
- Examples: Regular Daily Check-In, Weekly Reviews

**PREPARE THE LEARNING SPACE**
Set up designated learning area with access to materials/technology. Prepare rewards and break activities.

**DURING**

**GO AT THE RIGHT SPEED**
Allow your child to choose the order of assignments, check for understanding and change activities frequently.

**ENCourage**
Give positive, specific praise frequently during learning time and as work is completed. To discover positive words to praise your child during learning time, view Ways To Praise Effectively.
- Example: "Great job in being responsible by finishing the first 5 questions, Johnny."
- Non-example: "Nice job."
Give correction in a positive, calm and informative way.
- Example: "I look forward to watching your favorite TV show with you when you complete your work."
- Non-Example: "You can't watch your favorite TV show until your work is complete."

**TAKE BREAKS**
Take planned breaks per the family schedule. Take additional breaks to refresh and cool down when you or your child are feeling frustrated.

**AFTER**

**REINFORCE**
Give praise or rewards when your child meets expectations. Rewards should be reasonable and desired by your child. Examples:

**RELEASE**
Intentionally end the learning time. Consider using a timer or activity to signal the end of the day's learning.

**RELAX**
Get social (FaceTime, GroupMe, Facebook, Family Movie Night, etc.), physical (yoga) and make time for yourself (time to reflect, journal, sleep).
Family Huddles

• Two-Week Workshop Series for families to gain support around designated topics

• One (1) hour synchronous for parents to engage with parents around the At-Home Learning Infographic. Areas focused on included:

  • BEFORE learning occurs
  • DURING at-home learning
  • AFTER learning is completed for the day
Preparing Your Space Before At-Home Learning Begins

Family Support Huddle | 2021
Presented by PBIS Department

Creating Success During At-Home Learning

Family Support Huddle | 2021
Presented by PBIS Department

Taking Time for Family: Reinforce, Release and Relax After At-Home Learning

Family Support Huddle | 2021
Presented by PBIS Department
Family Academy

District-provided opportunity to engage with parents about how to adapt foundational PBIS concepts and social emotional learning practices to the home environment.

- Home Behavior Expectations
- Reinforcement and Corrective Practices
- Respect Agreements

Blending PBIS and SEL
Positive BEE-HAVIORS at Home
<table>
<thead>
<tr>
<th></th>
<th>In the Morning Before School</th>
<th>After School/Evening</th>
<th>Mealtime</th>
<th>Getting Ready for Bed</th>
<th>During Conflict</th>
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</thead>
<tbody>
<tr>
<td>Ready</td>
<td>• Have backpack by the door</td>
<td>• Complete homework</td>
<td>• Wash hands before</td>
<td>• Brush teeth</td>
<td>• Walk away</td>
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<tr>
<td></td>
<td>• Eat Breakfast</td>
<td>for the next day</td>
<td>eating</td>
<td>• Pack backpack</td>
<td>• THINK before commenting/posting.</td>
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<tr>
<td></td>
<td>• Choose appropriate clothes</td>
<td>• Pick up personal</td>
<td>• Help prepare the</td>
<td>• Charge electronics</td>
<td>• Is it...</td>
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<tr>
<td></td>
<td>for school</td>
<td>belongings from</td>
<td>meal or set the table</td>
<td>for the next day</td>
<td>• T= True</td>
</tr>
<tr>
<td></td>
<td></td>
<td>common areas</td>
<td></td>
<td></td>
<td>• H= Helpful</td>
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<tr>
<td>Respectful</td>
<td>• Take turns in the bathroom</td>
<td>• Help around the</td>
<td>• Use table manners</td>
<td>• Go to bed when told</td>
<td>• Keep your hands to</td>
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<tr>
<td></td>
<td>• Listen to guardians</td>
<td>house without being</td>
<td>• Use inside voice</td>
<td>• Keep music/technology at a low volume</td>
<td>yourself</td>
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<td>asked</td>
<td>• Help clear the table</td>
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<td>• Listen to understand</td>
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<td>• Listen to what your</td>
<td>after meals</td>
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<td>• Assume positive intent</td>
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<td></td>
<td></td>
<td>guardians ask you to</td>
<td>• Thank the person</td>
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<td>do</td>
<td>who prepared/provided</td>
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<tr>
<td>Responsible</td>
<td>• Brush teeth without being</td>
<td>• Complete household</td>
<td>• Put dirty dishes</td>
<td>• Go to bed without</td>
<td>• Apologize and accept</td>
</tr>
<tr>
<td></td>
<td>told</td>
<td>chores</td>
<td>in sink or dishwasher</td>
<td>being reminded</td>
<td>accountability</td>
</tr>
<tr>
<td></td>
<td>• Get to the bus/car on</td>
<td>without being asked</td>
<td>• Clean up any spills</td>
<td></td>
<td>• Make it right</td>
</tr>
<tr>
<td></td>
<td>time</td>
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<td></td>
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<td>• I'm sorry I made you feel...</td>
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<td>• Plan for making sure it</td>
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<td>doesn't happen again</td>
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## Sample Family Respect Agreement

### Me to Myself

- Use kind words about myself
- Keep myself clean
- Identify my feelings
- Ask for help when I need it

### Child Respecting Grown-Ups

- I will use kind words
- I will listen when grown ups are speaking

### Grown-Ups Respecting Children

- I will listen when children are speaking
- I will use kinds words
- I will be patient

### Sibling Respecting Sibling

- I will share
- I will keep my hands to myself
- I will take turns

### Everyone Respecting our Home

- I will pick up after myself
- I will use my inside voice
- I will walk, not run

### What we will do when things do not go like we plan...

- We will have a family meeting
- We will compromise
- We will make a plan so that is doesn’t happen again
Reinforcement at Home

- Give positive, specific praise frequently.
  - Example: “Great job in being responsible by washing the dishes, Johnny.”
  - Non-example: “Nice job.”

- Give praise or rewards when your child meets expectations.
  - Rewards should be reasonable and
  - Desired by your child

In pairs, pick a scenario and practice giving positive Reinforcement statements using the handouts.
Correction at Home
What to do when things do not go exactly right

- Give correction in a positive, calm and informative way.
  - Example: “I look forward to watching your favorite TV show with you when you complete your work.”
  - Non-Example: “You can’t watch your favorite TV school show until your work is complete.”

- Use matrix to re-frame thinking
  - Enforceable statements
  - Show respect and redirect
  - Re-teach and model to ensure understanding
Motivational Moments

Video series made available to families in an effort to provide support including numerous social-emotional topics.

Topics available via YouTube in English and Spanish.

- Mental Health
- Social Emotional
- Transitioning to and from summer
Mental Health Awareness

Gratitude

Importance of Self-Care

Bullying Awareness

Offered in English and Spanish

5 Minutes or Less
## Tips To Think About

<table>
<thead>
<tr>
<th>Connect to Outcomes</th>
<th>Engage vs. Involve</th>
<th>Team Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think Outside The Box</td>
<td>Educate and Empower</td>
<td>Determine Family Needs</td>
</tr>
<tr>
<td>Utilize PBIS Tier 1 Framework</td>
<td>Use Various Modes of Communication</td>
<td>Treat Families As Partners</td>
</tr>
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</table>
What Questions Do You Have?
Thank You!

Contact Us:

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kathleen.Strickland@utah.edu
Please Complete this Session’s Evaluation

10/27/22

1D – Enhancing Family-School Partnership within School-wide PBIS

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the gift card raffle!

Evaluations are anonymous! We send reminder emails to all participants.