3D – Building School and District Capacity for Family-School Partnerships within PBIS

Presenters:
Andy Garbacz, University of Wisconsin-Madison; Lindsay Fallon, University of Massachusetts-Boston; Shelby Cook, University of Memphis; and Jenna White, PACT-Promise to Address Childhood Trauma

• **Topic**: Family
• **Keywords**: Alignment, Behavior, Implementation, Research, Tier 1
When Working In Your Team

This slide is ONLY for presenters of the first session of each day. Remove this text reminder if you are the first session. If you are not the first session of the day, remove this slide entirely from your Presentation.

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?
Learning Objectives

1. Describe the context for family-school partnerships in PBIS
2. Describe strategies to promote the capacity for partnership-centered practices in schools and districts
3. Describe approaches to overcome challenges to building capacity for partnership-centered practices in schools and districts
4. Describe practical approaches to begin building capacity for partnership-centered practices in schools and districts
Research Support for Family-School Partnerships

Students
• Social Behavior
• Attendance
• Academic achievement

Parents and Teachers
• Parent-teacher relationships
• Parent competence
• Family-school engagement

Connell et al. (2007); Fan & Chen, 2001; Garbacz et al. (in press); Sheridan et al. (2017); Stormshak et al. (2011);
Family-School-Community Partnerships within MTSS

Meaningful communication, coordination, and collaboration among families, educators, youth, and community members

Aligning and integrating systems to promote children’s learning and development, reducing the risk of later concerns

Family-School-Community Alliance (2018)
Integrate Partnerships into MTSS

• Systems Planning
  • Teaming
  • Data
  • Collaboration

• E-Book on Systems-Level Collaboration within PBIS

Weist, Garbacz, Lane, & Kincaid (2017)
Equity Considerations in Family-School Interventions

• Some school policies and practices have disproportionately and negatively impacted culturally and linguistically minoritized families

• Families and community stakeholders do not frequently have a voice in school decisions

• These policies and practices contribute to disruptions in family-school relationships a lack of trust

Bryan (2017); Delale-O’Connor et al. (2017)
Re-Build Trust and Relationships

• Center on family and youth voice and experience
  • Zoom focus group, town hall, or family chats
  • Clear outcomes with implications for policy and practices
  • Lift up families as leaders
  • Learn together

Coburn (2001); Garbacz, Hoskins, & Weist (2020); Minch et al. (2017); Spillane et al. (2006)
Family-School-Community Partnership Impacts on Student Outcomes

**Family-School-Community Partnerships**
- Partnerships in problem solving meetings
- Improve routines and communication
- Use PBS at home
- Co-Create PBIS at school
- Knowledgeable about school-wide expectations
- Proactive outreach and positive communication

**Home and School Use of Positive Behavior Support**

**Improved Home-School Communication**

**Family-School Engagement**

**Positive Student Social Behavior**
Facilitators of Family-School Implementation from School Teams

• Promoting understanding about cultural diversity
• Use proactive, positive communication with families
• Gather feedback from key stakeholders
• Make family-school practices responsive to family needs
• Build connections between families and the school community
• Work with families in school decision making
Building District Capacity for Family-School Collaboration

Presenter: Lindsay Fallon, Ph.D.¹

Contributors: Adam Feinberg, Ph.D.², Katie Meyer, Ph.D.², Phylitia Jamerson³ and Emily Romero¹

¹University of Massachusetts Boston, ²UCONN, ³Lynn Public Schools, Lynn, MA
Collaboration

- PBIS trained between 2009-2016
- District leadership team
- Comprehensive strategic planning
- Growth from the pandemic
  - e.g., communicating more regularly via text messaging, distributing laptops
- Building in infrastructure for school-based student wellness teams
  - e.g., supporting student attendance
- Welcome Center
- Aiming to maximize student engagement and connectedness to school
Why District Coordination of Family-school Collaboration is Important

- District leaders are in positions to coordinate systems-level service delivery and build the capacity of school staff to support all students efficiently and effectively.

- Family-school collaboration can benefit students’ social, emotional and academic needs, and improve parent-teacher relationships, communication and trust.

- Trust is built when staff resist deficit thinking of caregivers and/or families, focus on developing and sustaining positive relationships, and connecting their home-school collaboration work to equity.
Why District Coordination of Family-school Collaboration is Important (Cont’d)

- Cultural responsivity is critical for district leaders to consider when building capacity to increase family-school collaboration

- To promote family-school collaboration in an MTSS context, school and district personnel are urged to consider the many ways in which families might be involved in MTSS implementation
### Leveraging Implementation Science to Promote Systems Change

<table>
<thead>
<tr>
<th>Stage</th>
<th>Purpose</th>
<th>Question</th>
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</thead>
<tbody>
<tr>
<td>Exploration/Adoption</td>
<td>A change or initiative is considered</td>
<td>“Should we do this?”</td>
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<tr>
<td>Installation</td>
<td>Infrastructure for the initiative is established</td>
<td>“Can we do this right?”</td>
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<tr>
<td>Initial Implementation</td>
<td>The initiative is piloted so that stakeholders can learn how to implement effectively before expanding</td>
<td>“Can we do this right?”</td>
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<tr>
<td>Full Implementation</td>
<td>The initiative is used more expansively</td>
<td>“How can we make this better?”</td>
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<tr>
<td>Continuous Regeneration</td>
<td>Results from regularly-scheduled evaluations guide changes necessary to maximize the efficiency and effectiveness of systems implemented</td>
<td>“How can we make this better?”</td>
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</table>
Executive and Implementation Functions

We use this systems-change model in the context of coordinating PBIS implementation to provide guidance about how to build capacity to increase family-school collaboration across school districts.

- The district team’s *executive functions* (inputs) include:
  1. stakeholder engagement
  2. funding and alignment
  3. policy
  4. workforce capacity

- The team’s *implementation functions* (outputs) include:
  1. training
  2. coaching
  3. evaluation, and identifying local implementation demonstrations
## Inputs: Leadership Teaming and Stakeholder Engagement

<table>
<thead>
<tr>
<th>Critical Features</th>
<th>Questions and Considerations</th>
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<tbody>
<tr>
<td><strong>Leadership Teaming</strong></td>
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<tr>
<td>Team Membership</td>
<td>• Does the district team include family members (or family representation) that is broadly representative of the community?</td>
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<tr>
<td>Team Expertise</td>
<td>• Are there individuals on the leadership team with expertise in local family concerns and needs?</td>
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<td>Team Operating Procedures</td>
<td>• Do team operating procedures include structures and practices that prompt communication with families to ensure transparency and promote feedback?</td>
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<td>Action Planning</td>
<td>• Do family stakeholders/representatives across various cultural groups have opportunities to provide input on the district strategic plan?</td>
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<td>Communication with Key Stakeholders</td>
<td>• Does the District Leadership Team regularly engage in two-way communication with family stakeholders to solicit feedback on implementation progress with district outcomes?</td>
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<tr>
<td><strong>Stakeholder Engagement</strong></td>
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<tr>
<td>Stakeholder Involvement</td>
<td>• Is a written process in place to actively involve families, especially underserved families and cultures, in setting goals and developing policies?</td>
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<td>Information Dissemination</td>
<td>• Have multiple pathways for communication with families been identified and utilized based on family input on preferred communication methods?</td>
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<td>Stakeholder Participation</td>
<td>• Do district leaders regularly participate in family-school collaboration events?</td>
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<td>Inputs</td>
<td>Critical Features</td>
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<td>Funding &amp; Alignment</td>
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<td>Community Agency Alignment</td>
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<td>Alignment to District Outcomes</td>
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<td>Alignment to Initiatives</td>
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<td>Initiative Adoption Procedures</td>
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<td>Policy</td>
<td>Vision/Mission Statement</td>
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<td>Policy</td>
<td>Discipline Policy Review</td>
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<td>Policy</td>
<td>Discipline Guidelines</td>
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<td>Workforce Capacity</td>
<td>Transition System</td>
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<td>Workforce Capacity</td>
<td>Hiring/Promotion</td>
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<td>Workforce Capacity</td>
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### Outputs: Training and Coaching

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<th>Critical Features</th>
<th>Questions and Considerations</th>
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<tr>
<td><strong>Training</strong></td>
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</table>
| *District Professional Development Plan* | • Does the District Leadership Team include input from families and/or family representatives when designing a 3-5 year professional development plan?  
• Does the PD plan include training for staff in family engagement strategies? |
| *District Professional Development Calendar* | • Is the PD calendar shared with families to support family member involvement? |
| **Professional Development Alignment** | • Are PBIS professional development materials and practices aligned with the goals of family support personnel? |
| **Ongoing Professional Development** | • Does district professional development include ongoing opportunities for families on how PBIS efforts support common family routines?  
• Are family engagement strategies integrated within the PBIS framework across tiers to support school-site practices? |
| **Communities of Practice** | • Are families invited to and regularly access in-district networking opportunities focused on PBIS? |
| **Internal Professional Development** | • Do families have access to PD on supports available to their child at Tiers 1, 2, and 3, as well as how they can support their child across the tiers or request assistance if they have concerns? |
| **Coaching** | • Do coaches at the school and district level have expertise in coordinating with families and engaging them in decision-making? |
| **Implementation Process** | • Is a written process in place for orienting family support personnel to tiered interventions and how to request ongoing assistance or coaching? |
## Outputs: Evaluation and Local Implementation Demonstration

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<tr>
<th>Outputs</th>
<th>Critical Features</th>
<th>Questions and Considerations</th>
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</thead>
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<tr>
<td><strong>Evaluation</strong></td>
<td><strong>Evaluation Plan:</strong></td>
<td>• Does the District Leadership Team complete a 3-5 year evaluation plan that includes input from families (e.g., through surveys, focus groups, etc.)?</td>
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<td><strong>Data Collection Systems</strong></td>
<td>• Do district and school level data systems include mechanisms for assessing family engagement and collecting information on family perceptions?</td>
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<td><strong>Evaluation Feedback Loop</strong></td>
<td>• Is there a district evaluation schedule that ensures feedback from families is collected as part of a broader evaluation and shared with internal coaches for problem solving and action planning?</td>
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<td><strong>Student Identification Data</strong></td>
<td>• Does the district provide schools with written guidelines supporting data-decision rules to identify students for Advanced Tiers supports include parent referral/request for assistance?</td>
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<td><strong>Student Performance Data</strong></td>
<td>• Do data indicate families are familiar with the referral process?</td>
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<td><strong>Annual Evaluation</strong></td>
<td>• Does the District Leadership Team track the proportion of students accessing and making progress with Tier 2 and Tier 3 supports and share this information in aggregate with families?</td>
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<td><strong>Acknowledgement of Progress</strong></td>
<td>• Are annual progress reports on the activities and outcomes related to PBIS (e.g., fidelity, student outcomes) shared annually with families?</td>
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<tr>
<td><strong>Local Implementation Demonstration</strong></td>
<td><strong>Site Selection</strong></td>
<td>• Do families receive information on district outcomes and accomplishment related to PBIS goals at least quarterly and are they solicited for feedback?</td>
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<td><strong>Model Demonstrations</strong></td>
<td>• Does the district's formal site selection process for selecting initial PBIS pilot schools and expanding to new schools include soliciting input from families and family representatives on needs, interest in involvement, and implementation considerations?</td>
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</table>
Suggested Practices to Promote Family Engagement School- and District-wide
Family-School Collaboration Focused on PBIS to Support the Family’s Child

- Listen and learn about families’ culture and community values
- Survey families about school climate, student well-being, and training needs
- Regularly share data relevant to PBIS with family members (e.g., school climate data, attendance data)
- Welcome and support families to participate in school orientation, parent-teacher conferences, PBIS trainings as well as school-wide events and celebrations
Family-School Collaboration Focused on PBIS to Improve School Climate

- Provide trainings to families to implement PBIS practices in the home setting
- Solicit and incorporate feedback from families about schoolwide PBIS practices
- Partner with family-school organizations (e.g., Parent Teacher Organization [PTO])
- Include family representation on school PBIS team
Family-School Collaboration Focused on PBIS to Promote Effective School Policy

Include family members on evaluation teams for students’ social, emotional and academic outcomes

Partner with family members to revise school policy based on evaluation data

Include family members on budget and hiring committees for school-level positions pertaining to PBIS (e.g., climate coach, family-school liaison)

Partner with family members to identify school improvement goals and strategies
Family-School Collaboration Focused on Improving District Engagement

Include family members on budget and hiring committees for district-level positions pertaining to PBIS (e.g., district climate coach)

Partner with family and community organization to support outreach and bridge PBIS across settings

Solicit family member input on district training activities

Include family representation on District PBIS Leadership Team

Include family members on district evaluation teams and partner with families to identify district improvement goals and strategies
Conclusion

• School districts are complex systems in which change and sustained implementation poses the opportunity to collaborate with families.

• There is an opportunity to build a district leadership team, invest the time and resources (inputs) to engage in actions (outputs) to promote positive youth outcomes.

• Local demonstration sites can serve as a model for others systems-wide.

• A collaborative, multi-partner district PBIS leadership team will ideally become the rule rather than the exception.
From Theory to Practice: Successful Family-School Collaboration in Schools

Shelby Cook, LMSW, LSSW
The University of Memphis
Acknowledgments

• Dr. Imad Zaheer
• Dr. Julie Fogt
• Dr. Laura Casey
• Misty Lewis
Case Studies

• West Tennessee School
  • Rural West TN public school
  • 2nd-6th grades
  • Identified as a Target Support and Improvement School by the TN Dept. of Education (2018-2019)

• Penn School
  • An Approved Private School, funded by Pennsylvania Dept. of Education
  • A laboratory school, governed by a university in PA
  • Serving students ages 6-21 with behavioral disorders and autism
Student Enrollment Demographics (n=440)

Race
- Black: 74%
- Hispanic: 6%
- White: 20%

Gender
- Female: 51%
- Male: 49%

- 66% Economically Disadvantaged
- 13% Students with Disabilities

(Tennessee Department of Education, 2020)
Penn School

Student Enrollment Demographics (n=72)

Race
- White 79%
- Hispanic 10%
- Black 6%
- Multi-racial 3%
- Asian 1%
- American Indian 1%

Gender
- Male 88%
- Female 12%

Primary Disabilities
- Emotional Disturbance 51%
- Autism 38%
- Other Health Impairments 5%
- Specific Learning Disability 3%
- Intellectual Disability 3%

50% Economically Disadvantaged
Building a Foundation for Family-School Partnerships
“Cultivating parent support begins with the recognition that parents are the experts on their children. Parents know much more about their children and have gained that information over a longer period of time than we, as school officials, ever could hope to do. As educators we must show great respect for parent’s opinions, privacy, background, dignity and their natural desire, just like ours, to grow. Part of that understanding comes from an awareness of who we are and what we value but a large part of it comes from the understanding that others may have profoundly different but equally decent and ethical guidance mechanisms.”

- Penn School’s Policy and Procedure Handbook
Philosophy in Practice

- Stated Job Expectations
- Staff Training
- Mentoring Opportunities
Family & Community Engagement (FACE) Leadership Teams

- Team Member Roles (members may serve in dual roles)
  - FACE Coach
  - Tier 1 Liaison
  - Tier 2 Liaison
  - Tier 3 Liaison
  - Community Liaison/Representatives
  - Family Liaison/Representatives
  - School Administrator
  - District Representative/PBIS Coach
Team Formation

- Think outside the box
- Evaluate who is serving in your community
- The more the merrier
- Diligent and thoughtful team building on the front end pays dividends
West TN School FACE Team

- School Counselor-Tier 3 Representative/Certified Trauma Practitioner-Education
- Principal-Tier 3 Representative/Administrator
- Instructional Coach-Previous Parent Involvement Team/District HS Graduate
- 6th Grade Teacher/Student Principal’s Club Chair
- 5th Grade Teacher/Tier 1 Representative
- Cafeteria Staff/Bus Monitor
- Cafeteria Staff/Parent of 2nd grader & 9th Grader/District HS Graduate
- Bus Driver/Previous Teacher/District HS Graduate
- Parent of 4th & 5th graders/Staff at local manufacturing facility
- Non-profit Secretary/Local Business Owner/District HS Graduate
- Parents of 2nd Grader/District Office Staff/Local Business owners
- Police Chief
- Health Connect America Staff/District HS Graduate/Parent of High School Student
Team Norms

- Set expectations early
- Self-define roles
- Identify creative solutions for scheduling issues
- Use a set agenda
West TN School Team Roles

- Facilitator
- Note Taker
- Community Involvement Liaison
- Helping Hand Representative
- American Woodwork Representative
- Student Needs Coordinator
- Outreach and Community Event Coordinator
- Teacher Representative
- Student Services
- Safety/Community Concerns
- Parent/Staff Ideas
West TN School Team Expectations

• Attend all meetings
• Start and end on time—one hour meeting sharp
• Meeting notes sent to all team members within 48 hours of meeting
• If you must miss more than one meeting per school calendar year, provide an alternate, attend via phone, or other solution (determined by team member)
• Members commit to one term (one school year), but can decide to recommend another person for their place if they choose to move to a different team during April meeting
Team Vision and Goals

• Team Vision:
  • To strengthen relationships in all aspects of the school community

• Team Goals:
  • Short-term:
    • Become more familiar to families
    • Educate families on available resources
  • Long-term:
    • Become a community school
    • Improve FACE survey results (familial and educator perceptions of school staff and climate)
# Family/Community Member Role Description for PBIS Leadership Teams

**Purpose of the role:** *School Name* values the input of families and the community. For that reason, we would like to include family and community members on our PBIS Leadership Teams. These members will serve as a liaison between the community and the PBIS leadership team, providing integral feedback and input to the team.

| Key Responsibilities: | ● Act as a representative of family and/or community voice  
| | ● Gather feedback from families and community members about PBIS  
| | ● Attend regular PBIS leadership team meetings  
| | ● Ask the facilitator to add feedback to the agenda  
| | ● Share feedback and questions with team  
| | ● Guide discussion to develop plan to address feedback/questions  
| | ● Disseminate information from meetings to the community |
Planning and Implementing Partnering Activities
Relative Impact of Family Engagement Strategies on Student Learning

Flamboyan Foundation defines family engagement as collaboration between families and educators that accelerates student learning.
Be flexible and adapt as needed
Using Facebook to Build Relationships

Star Student! From Mrs. Hickman’s class, Eumer is always respectful and follows directions. She pays attention in class, and is always kind and polite to others. Finally, she’s responsible and always completes her homework.

🌟 Staff Shoutout: Tammy Graves 🌟

Mrs. Tammy is the Instructional Coach at East Elementary School. She attended Humboldt Schools K-12, graduating Humboldt High School with the class of 1988!

Mrs. Tammy’s current office is the same room where her 3rd grade classroom was here at East. She considers it a privilege and honor to be back in the Humboldt City School system. As an instructional coach, she says her goal is to support our AMAZING teachers in any way possible—whew... See More

STUDENT SPOTLIGHT: Victoria is a great student! She is always willing to help, works hard in class, and is kind to her classmates. She is a smart, friendly, and trustworthy student who her teacher loves having in her class!
Include ALL staff!

We would like to say a giant THANK YOU to American Woodmark Right Environment Council for showing appreciation to the Crossing Guards at Humboldt City Schools.

They wanted to recognize these special ladies for all they do to keep our students safe.

Thank you, Gennie Turner and Lillie Taylor! You two are AMAZING!! We are so very grateful to have you here in Humboldt.
Using Facebook to Cultivate Community Partnerships

- Local Businesses
- Factories
- Non-profits
- Banks
- Stores
- Utility Company
- Fast food restaurants
Community Partnerships Continued

- Mayor
- Rotary Club
- Mental Health Agency
- Boys and Girls Club
- Local Head-start
- Local Library
- Local News
- Local Radio
- Local Authorities
- Local Artists
Open House Community Event

- Registration and Back to school Information
- Community Partner Booths
- Various agencies gave out school supplies
- Spirit Shirts for sale
- I ❤️ HCS Photo Booth
- Giveaway drawing for attendance
Open House Booths

**School Representatives**
- Family and Community Engagement (F.A.C.E.) Team
- Coordinated School Health
- Title I
- After-school Program
- Transportation

**Community Representatives**
- Arise2Read
- AKA
- Fire Department
- Police Department
- Girl Scouts
- Health Connect America
- Public Library
- American Woodmark
- Helping Hand
Connecting to PBIS

• Behavior Kickoff Week
  • I ❤ HCS Photos from Open House
• The Expectations Olympics—Videos with students teaching expectations
• Posts each day about #i❤hcs and PBIS
August Positive Behavior WATER DAY was a SPASH! 🌊

Miss Rylee got a SWAG slip today for her positive behavior! Mrs. Holmes said Rylee was extra kind to a classmate who was having a hard day. Her good attitude made her classmate and teacher's day! Way to go, girl!

Congratulations to our August Students of the Month! The Character Word for August was Courageous. 😊
Bridging with Academics: Literacy Night

- Put on by Primary and Elementary School teams
- Required literacy event each year
- Teachers from each school co-chaired this event put on one literacy night for all students K-6th grades
Strengths-based IEPs

• An initial intake meeting is held to:
  • Build rapport between teachers and families
  • Identify student and family strengths
  • Set expectations for collaboration
  • Identify family preferences for communication
  • Plan for ongoing case management

• Student strengths are leveraged to develop individualized programming

• Goal-setting and action planning is family & student-led
Collaborative IEP Meetings

• Conversations begin weeks prior to the meeting in weekly phone conferences
• IEP meetings are scheduled at a preferred time for the family
• Teachers are trained to invite family contributions, check for understanding, and facilitate familial agreement
• Family voice is heard, respected, and included
On-going Two-Way Communication

- Weekly phone conferences to discuss academic and behavioral progress
  - Centered around interventions rather than behavioral topography
  - Documented in a communication log

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>People Involved</th>
<th>Type</th>
<th>Notes or Screenshot of Communication</th>
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**Daily Communication**

- Teachers provide a 0, 1, or 2 rating related to classroom expectations
- Includes space for two-way communication
- Progress notes are positive and affirming
- Students receive bonus points for returning their point sheet
  - 24 points for a family signature
  - 50 points for a signature and a note

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<th>Work Completed (t/n)</th>
<th>S6</th>
<th>BB</th>
<th>AM Mgr.</th>
<th>Read</th>
<th>Edit</th>
<th>Write</th>
<th>Edit</th>
<th>Math</th>
<th>Science</th>
<th>Life</th>
<th>IPE</th>
<th>Dys</th>
<th>HW</th>
<th>AM Mgr.</th>
<th>Total Pts</th>
<th>Goal</th>
<th>Star</th>
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<tbody>
<tr>
<td>1. Be There, Be Ready (be prepared, stay in area)</td>
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<td>2. Be Responsible (complete work)</td>
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<td>3. Be Respectful (be polite, raise hand)</td>
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<td>5. Follow Directions (Right time)</td>
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**Centennial School Daily Point Sheet / Room 7 Elementary 2 Progress Report**

**Monday**

Teacher Comments & Signature: 

Parent Comments:
Bi-Annual Family Nights

• Held in lieu of family-teacher conferences
• Community event where stakeholders can:
  • Speak with school faculty and staff
  • Enjoy a meal together
  • Peruse the bookfair
  • Participate in attendance raffles
• “Family Reunion” atmosphere
Family Workshops

Preparing for Summer Camp

Before Camp
- Visit the camp
- Connect with the counselors to learn about a typical camp day schedule
- Copy the PBSP from your child’s IEP and provide the counselors with a copy
- Find a place at camp where your child can take time
- Practice a camp day schedule - wake up, drive, walk in, see camp space, practice going to the place where they can take time, drive home
- Discuss lunch choice options
- Setup reinforcers based on clear, attainable criteria

During Camp

Car Ride to Camp
- State expectations during the car ride and as you approach the camp
- Remind your child to use strategies if upset and the location at camp to take time
- Tell your child you love him and you have confidence he will have a great day

If problems arise...
- Acknowledge your child is upset
- Determine what your child needed in the moment where the problem occurred
- Talk to your child about what he can do in a similar situation if it happens again
- Speak to the counselors about what they observed during the problem
- Determine if the action plan can be followed by your child and the camp counselors

Car Ride Home from Camp
- Praise your child for completing a day of camp
- Prompt your child to share one thing that went well throughout the day
- Celebrate the successes from the day
- State expectations for snacks when your child gets home
- Review the schedule for the remainder of the day

After Camp
- Thank the counselors
- Debrief with your child to determine if this camp is a good option for next year
- Make notes for yourself about how the camp went, good counselor experiences, and what you did to have a successful camp experience
- Mark in your calendar to look at camps next February

(Heintzelman & Spradlin, 2018)

• Topics are family-generated and have included:
  - Cultivating positive communication with your child
  - Establishing home expectations
  - Managing low-level behavior at home
  - Supporting positive conversations about point sheets
  - Preventing and managing low-level behavior in the community
  - Preparing for summer camp
Data-based Decision-making
Sharing data with families

- Avoid jargon
- Ensure two-way communication
  - Ask powerful questions
  - Paraphrase concerns to show that you are listening and understanding
- Establish trust
  - Assume positive intent
- Data conversations should be on-going and not only for when there is a problem.

"It's not that your son is bad, he just exceeds standards for mischief."

(Garcia et al., 2016)
Data-sharing Approaches

School-wide:
- School-wide or grade level meetings
- Post data in a prominent location

Student-level:
- Individual family conferences for individual data
- Student portfolios of work and data to share regularly with families
Penn School’s strategies

• Academic reports are sent home weekly with the point sheet and discussed in the weekly telephone conference

• Student behavioral data graphed and shared monthly to allow families to see a process of growth

• Progress reports on IEP goals shared quarterly
Gathering Stakeholder Feedback

**Formal feedback**
- Family and educator surveys

**Informal feedback**
- During ongoing communication structures
- At family events and activities
Dear Parent,

We are seeking your feedback to better understand your satisfaction with Penn School’s policies & procedures. We will use your input to work toward enhancing your child’s experience at Penn School. All responses are anonymous. Thank you for sharing your thoughts and completing this survey.

At Penn School, we set clear expectations, follow policies and procedures, and use effective, positive commands in our school settings (e.g., classrooms, hallways, library, bathroom, gym) so students know what is expected of them.

1. Do you use these strategies in your home?   YES   NO
   a. IF YES, how helpful are these strategies?
      | Not at all helpful | Helpful | Very helpful |
      | 1 | 2 | 3 | 4 | 5 |
   b. IF NO, would you like training in how to use these strategies? YES NO

At Penn School, students are praised for positive behavior; on the other hand, challenging behavior that does not harm the student or others is often ignored.

2. Do you use these strategies in your home?   YES   NO
   a. IF YES, how helpful are these strategies?
      | Not at all helpful | Helpful | Very helpful |
      | 1 | 2 | 3 | 4 | 5 |
   b. IF NO, would you like training in how to use these strategies? YES NO

Thanks you so much for completing this survey!
Family and Community Engagement Survey for Families and Educators

- Gathers data on family preferences for communication and workshops
- Measures family and educator perceptions of family-school relationships
- Assesses indicators of family engagement in PBIS

(Castillo et al., 2016; Office of Special Education Programs Technical Assistance Center on PBIS, 2017)
Increasing Survey Participation

• Homeroom contest
• Goal: 80% from each homeroom
• Result: 356 surveys collected, 80% of student population!
Post-Implementation Family Survey Outcomes

• Comparisons of pre- and post- survey findings indicate increases in:
  • Families reporting that behavioral expectations are clear at school.
  • Familial reports of engagement in PBIS, including invitations to participate on leadership teams and provide input and feedback on SWPBIS features and family engagement in PBIS.
  • Families receiving positive behavior contacts from school.
  • Families reporting receiving information from the school about implementing PBIS at home.
  • Frequency of families using PBIS strategies at home (behavioral expectations, acknowledgement systems, and appropriate consequences).

(Castillo et al., 2016; Office of Special Education Programs Technical Assistance Center on PBIS, 2017)
Post-Implementation Educator Survey Outcomes

• Comparisons of pre- and post- survey findings indicate increases in:
  • Educator reports of feeling that families respect them.
  • Educator reports of mutual trust with families.
  • Educators reporting that school staff ensures families feel welcome.
  • Educators reporting they were asked to provide input on FACE in PBIS.
  • Educators reporting receiving information to support families in home implementation of PBIS.
  • Frequency of educators using resources to support families in home implementation of PBIS.
  • Frequency of educators making positive behavior contacts.
  • Educator reports of reinforcing family engagement.

(Castillo et al., 2016; Office of Special Education Programs Technical Assistance Center on PBIS, 2017)
Resources


Summary

• Emphasize relationships and trust

• Focus on strengths

• Communicate clearly and effectively back-and-forth

• Build and implement systems and practices that integrate family-school collaboration and are dynamic and flexible
  • Allow families to have ownership and be leaders
Thank you!

Questions?
Please Complete this Session’s Evaluation

10/27/22

3D – Building School & District Capacity for Family-School Partnerships Within 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.

National PBIS Leadership Forum