



Florida's Positive Behavioral Interventions & Support Project

Family and Community Engagement in Tiered Systems of Support

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A Multi-Tiered System of Supports





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Participants will understand:

- best practices for family and community engagement (FACE) and learn more about a systemic framework for FACE in tiered behavioral frameworks
- approaches, resources and strategies to build local capacity for implementing a systemic approach to FACE including:
 - Integrating teaming approaches in existing infrastructure
 - Development, alignment of goals and outcomes for family engagement connected to existing goals
 - Implementing tiered family engagement strategies aligned existing tiered supports focused on building positive relationships, empowering families, and using collaborative problem-solving strategies



Acknowledgements

- [Florida's Problem-Solving Response to Intervention Project](#)
- [Florida's Positive Behavior Support Project and the Family Engagement Workgroup](#) members
 - Anna Winneker, Brian Gaunt, Chris Vatland, Karen Childs, Hope Williams, Mario Montesino, Sarah Fefer and others
- Resources
 - Please note that many of the resources reviewed in this PowerPoint are hyperlinked for you in the PDF of your handout for easy access



<http://www.pbis.org/blueprint/implementation-blueprint>

Positive Behavioral Interventions and Supports Implementation Blueprint:

Part 2 - Self-Assessment & Action Planning

Technical Assistance Center on Positive Behavioral Interventions and Supports
10. Department of Education, Office of Special Education Programs
Version: 2017 May 10



STAKEHOLDER SUPPORT

1. Stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) are **actively involved** in goal-setting and policy development.
2. Stakeholders assist in **disseminating information** and accomplishments (e.g., website, newsletter, meeting presentations, conferences, media, annual progress reports).
3. Organizational leaders (e.g., state chief, superintendent, board of trustees, commissioners) **actively and visibly participate** in PBIS events and activities (e.g., attend annual events, visit implementation sites, acknowledge progress) to engage stakeholders.
4. Promoting positive school climate and student social-emotional-behavioral health are established by organizational leadership as one of the **top five permanent goals or priorities** for the next 3 to 5 years.








Establishing a Common Language-Common Understanding

A Multi-Tiered System of Supports

This product was developed by the Florida Behavior Assessment Intervention and Support Team in support of the Florida Department of Education's initiative to create a common language, building on the existing work of the Florida Department of Education, Florida Department of Education and Florida Department of Education. It is intended to be used as a resource for educators and other stakeholders who are involved in the implementation of the Multi-Tiered System of Supports (MTSS).

MTSS Video for Families



Chat Box: Please share your reactions to the MTSS video for families:

- *What information was consistent with what you already knew? Anything new?*
- *Do you already explain MTSS to families in this way? Was anything helpful for improving future MTSS communications with families?*
- *If this was shown to families, are educators in your building prepared to answer those questions for families?*

Group Share: Chat Box

What does **family engagement** mean to you (your school? your district? your state)?

How will you know if you've **achieved** family engagement?




Family and Community Engagement Defined

Family: Any adult in a child's life who has the responsibility of developing the child socially, mentally, academically, etc. This includes parents, and/or extended members of one's family.

Community: Organizations, community groups, and businesses that value the importance of local schools achieving high student outcomes and are identified as relevant stakeholders.




"For a lot of these families, you can't pick up the phone and expect that the number you called two weeks ago is still a working number. **But you can't use that as an excuse not to engage,**" explains Allison Rodman, an assistant principal in northeast Philadelphia. In fact, this truant teen's dad is very involved in his daughter's education; he just needs educators to be **willing to pursue creative strategies** for contacting him. **He and Rodman have worked out a system where, if she needs to get in touch with him, she calls a neighbor who takes the phone to him.**

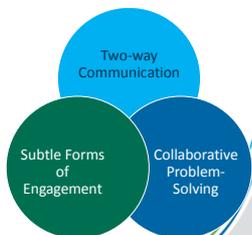
Laura Valaras
 Hold the Line: Engagement Practices that Welcome Families in Poverty
 ACSD Express




Family and Community Engagement Defined

Engagement:

- Collaborative relationships
- Based on trust, mutual respect, and understanding
- Sharing responsibility for student success
- Bi-directional communication and data-based problem-solving are central features of family engagement the purpose of supporting student learning





Florida's Positive Behavioral Interventions & Support Project





Importance of Family Engagement

A Multi-Tiered System of Supports

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Subtle Forms of Engagement



- > **Jeynes (2007, 2010):**
 - > Family communication of educational expectations
- > **Houtenville & Conway (2008)**
 - > Significant associations between family effort (as measured by ~25,000 8th grade students) and achievement:
 - > Family effort defined as: Parent-child discussions about interests, topics studied in school and courses
 - > All three of these were significantly related to achievement. Volunteering was not associated with improved student outcomes
- > **Wilder, 2014**
 - > Strongest support (largest ES) for parental expectations for student achievement

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

Paul Gorski





Two-Way Communication

- [Henderson & Mapp 2002](#)
 - Responsive, Active, Meaningful, Positive
- [Byrk & Schneider \(2002\)](#):
 - Trust as key to school reform
 - Trust is developed through transparent, dependable, ongoing, two-way communication
- Tools & Resources:
 - <https://www.naeyc.org/familvengagement/principles/2>
 - <http://www.hfrp.org/family-involvement/publications-resources/effective-home-school-communication>

Collaborative Problem Solving

- Use of structured problem solving to remove barriers to effective family engagement
- Integrating & involving families in problem solving teams at each tier of support:
 - Tier 1
 - [Academic Parent Teacher Teams \(APTT; Paredes\)](#)
 - [Learning Labs \(Ball\)](#)
 - Tier 2 & Tier 3:
 - Positive Family Support/Family Check-Up (Dishion)
 - Conjoint Behavioral Consultation ([CBC/Teachers and Parents as Partners](#); Sheridan/Kratochwill)

Involvement vs. Engagement vs. Partnership

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

Florida's Positive Behavioral Interventions & Support Project

National Context for Family Engagement

A Multi-Tiered System of Supports

This project was developed by the Florida Positive Behavioral Interventions and Supports (PBIS) Center, funded by the Florida Department of Education, in partnership with the University of South Florida, the University of Florida, and the University of Miami. The project was supported by the Florida Department of Education, the University of South Florida, the University of Florida, and the University of Miami.

National Context for Family Engagement

**NATIONAL POLICY FORUM FOR
FAMILY, SCHOOL, &
COMMUNITY ENGAGEMENT**

Beyond Random Acts
Family, School, and Community Engagement
as an Integral Part of Education Reform

Heather B. Weiss, M. Elena Lopez, and Heidi Rosenberg
Harvard Family Research Project

DECEMBER 2010

Initiated conversations around systemic family engagement calling for federal state and local education systems to emphasize the following:

- Leadership
- Capacity building
- Training & PD
- Innovation
- Learning & Accountability

National Context for Family Engagement

Working Systemically to Implement Meaningful Family and Community Engagement

- Shared responsibility for student learning
- Multiple and continuous support for learning from both in school
- Creation of multiple learning pathways
- Supportive culture for learning in family, classroom and community
- Opportunities and resources to foster advocacy for learning
- Quality education and learning opportunities for every child

National Context for Family Engagement

THE CHALLENGE	<p>High levels of opportunity loss in schools require efforts to build the capacity for innovation.</p> <p>Ineffective Family-School Partnerships</p> <p>High levels of opportunity loss in schools result from capacity for innovation.</p>
OPPORTUNITY CONDITIONS	<p>Positive Conditions:</p> <ul style="list-style-type: none"> • Linked to learning • Mutual respect • Relationships as service orientation • Inclusion <p>Supportive Conditions:</p> <ul style="list-style-type: none"> • Systems across the organization • Program embedded in all • Ongoing • Mutual, not resource and information
POLICY AND PROGRAM GOALS	<p>To build and sustain the capacity of both families and schools to:</p> <ul style="list-style-type: none"> • Collaborate (share, learn, and leverage) • Engage (share, learn, and leverage) • Collaborate (share, learn, and leverage)
FAMILY AND STATE CAPACITY OUTCOMES	<p>Family and Program:</p> <ul style="list-style-type: none"> • Shared and aligned <p>Effective Family-School Partnerships:</p> <ul style="list-style-type: none"> • Shared and aligned

USDOE Resources

Providing Equity through Family-School Partnerships

Striving to support growing populations of diverse students, states are increasingly embracing family engagement strategies as a key to positive educational results. Many states are developing new and innovative approaches to engage family engagement programs into their education systems' best work.

Tools and Support

Parents and Families, Schools and Districts, Communities, and State Boards

Resources and Guidance

- Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships
- The Dual Capacity-Building Framework for Family-School Partnerships (DCAF)
- DCAF: 2016 PDF or e-reader, 2016, 160pp (available beginning 2/2016)
- Toolkit of Resources for Engaging Parents and Community as Partners in Education
- Strong Research Center: Through This Part of the Journey and Beyond
- Education Act of 1983, as Amended, Non-regulatory Guidance
- Comprehensive Center
- Training and Advisory Services Equity Assistance Centers
- English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Regional Communications Office
- Toolkit for Engaging Families and Communities as Partners in Education

Programs and Guidance, Special Education

- Providing Students With Disabilities
- Implementing Family Services for
- Individual Education Plan
- Family Engagement
- Early Childhood Technical Assistance Center

National Context for Family Engagement

- **The challenge:**
 - Shift in focus away from deficit thinking about families to rethinking the systems we have in place to support family engagement
 - Educator capacity (skill, disposition, structural/systemic)
 - Family capacity (personal, cultural, structural barriers)

National Context for Family Engagement

- **Opportunity Conditions**
 - Connected to student learning goals
 - Focus on relationships
 - Focus on building the intellectual, social, and human capital of stakeholders
 - Effective capacity building (PLCs, Networks, Coaching that includes practice and feedback opportunities)

National Context for Family Engagement

- **Policy & Program Goals**
 - Capabilities
 - Connections
 - Confidence
 - Cognition

Shift from measuring attendance at events to components of partnership capacity

National Context for Family Engagement

FAMILY AND STAFF CAPACITY OUTCOMES

School and Program Staff who can

- Honor and recognize families' funds of knowledge
- Connect family engagement to student learning
- Create welcoming, inviting cultures

Families who can negotiate multiple roles

- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators

Effective Family-School Partnerships Supporting Student Achievement & School Improvement

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

A Multi-Tiered System of Supports

Logos for Florida PBS, ECIC, USF, and Florida Department of Education are included.

Critical Elements of Family and Community Engagement

6 Critical Elements to Family & Community Engagement

- Collaborative Problem-Solving
- Empowering Families
- Multi-Dimensional Multi-Tiered Approach
- Positive Relationships
- Data-Based Outcomes
- Leadership

Family and Community Engagement

Six Key Components and Indicators

- Leadership**
District level support and guidance is provided regarding the development, implementation, and monitoring of family and community engagement plans and practices within a multi-tiered system of supports.
- Data-Based Outcomes**
Desired outcomes of family and community engagement efforts are identified and monitored with data.
- Positive Relationships**
Relationships between educators and families are characteristically positive with educators recognizing families' needs and cultural differences leading to greater understanding and respect on both sides.
- Multi-Dimensional and Multi-Tiered Approach**
When families are not responsive to schoolwide family engagement efforts, they are effectively engaged through additional, more intensive outreach.
- Empowering Families**
Educators have increased the skills families need to support their child's educational success in a multi-tiered system of supports.
- Collaborative Problem-Solving**
Families of children receiving Tier 2 (targeted, supplemental) and all (universal), intensive supports are effectively engaged in all steps of the PS process.

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

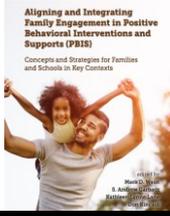
Chat Box: Reflect on how you currently connect family and community engagement efforts to existing systems, structures, practices in your building

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

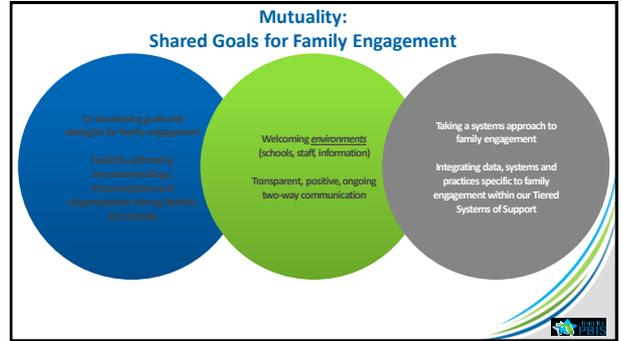
<http://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf>

- ❖ **Consensus/Exploration/Adoption of Family Engagement in PBIS:MTSS:**
 - Leadership communicating vision and benefits of ensuring families central to PBIS: MTSS approach.
 - Beliefs, values, consensus for family engagement in PBIS: MTSS.
 - Importance of developing shared understanding (roles, goals)
- ❖ **Infrastructure/Installation/Capacity-Building:**
 - Teaming structures and practices
 - Stakeholder involvement, time, data and evaluation tools for family engagement efforts
 - Strategic plans and resource maps
- ❖ **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







How is your school currently doing with family engagement? FACE Innovation Configuration



A Multi-Tiered System of Supports

School Level
Family and Community Engagement in Multi-Tiered Systems of Supports



School Level Model

1. Leadership
2. Data-based Decision Making
3. Student Involvement
4. Family and Community Engagement
5. Family and Community Engagement

Component 1: Multidimensional/Tiered Approach			
(Students have developed the skills, behaviors and/or supports to support their child's educational success in a multi-tiered system of supports)			
Tier Application	Available	Use then available	Indicators
<p>1. The school-wide family engagement efforts are characterized by all of the following:</p> <ul style="list-style-type: none"> • collaboratively developed by educators and families • provides multidimensional (i.e., engagement of school activities and staff members in school, and in related out-of-school activities and initiatives) in a way that meet an student and family need practices • implemented with fidelity, with a regular maintenance and shared update based on progress 	<p>2. The school-wide family engagement efforts are characterized by some of the following:</p> <ul style="list-style-type: none"> • collaboratively developed by educators and families • provides multidimensional (i.e., engagement of school activities and staff members in school, and in related out-of-school activities and initiatives) in a way that meet an student and family need practices 	<p>3. The school-wide family engagement efforts are characterized by some of the following:</p> <ul style="list-style-type: none"> • collaboratively developed by educators and families • provides multidimensional (i.e., engagement of school activities and staff members in school, and in related out-of-school activities and initiatives) in a way that meet an student and family need practices 	<p>There are no school-wide family engagement in MTSS plan.</p>





Florida's Positive Behavioral Interventions & Support Project





Leadership and Goal Development

A Multi-Tiered System of Supports

This project was developed by the Florida Positive Behavioral Interventions and Supports Project, funded by the Florida Department of Education, Department of Family and Community Engagement, and the University of South Florida. For more information, please contact the project lead, Dr. Robert L. Slone, at rslone@usf.edu.

Get Input from Families

PBIS Parent Survey

Download the Survey

Family-School Relationships Survey

A free survey tool to help educators gather feedback and engage families in their school communities.

Download the Survey

Build Capacity

Provide training, coaching and supports to educators and to families

Guidance for Using Training Modules

- Module 1: General Communication Strategies
- Module 2: Parent Fidelity TFP Practices
- Module 3: Home School Note
- Module 4: Behavior Strategies
- Module 5: Reading Strategies
- Module 6: Mathematics Strategies
- Module 7: Homework Strategies

Module 3: Home School Note

This module includes 4 components, outlined below. It is recommended that you print the outline and refer to it to help in developing content with its contents. It is recommended that you use these materials in a way that best suits your school needs.

- Outline
- Notes
- Sample Home School Note
- FAQ
- Practice Tools
- Additional Materials
- Webinars

<http://cyfs.uri.edu/futures/>
http://cyfs.uri.edu/futures/future_index.html
http://cyfs.uri.edu/futures/homeem_index.html

Build Capacity

Provide training, coaching and supports to educators and to families

Capacity Building Webinar Series
Leaders to Learn From: District-Wide Strategies for Building Capacity & Strengthening Family-School Partnerships

May 23, 2017

Building Strong Partnerships with Families (Video for School Secretaries)

This short video was created by parent leaders from **Highline Public Schools (WA)** as a training tool for school-based secretaries. It covers the importance of addressing and greeting parents, making eye contact, and providing language access. In this video, real parents talk about how the secretaries' actions in their children's school affects their decision whether to visit and be engaged. A simple yet powerful tool that could be replicated in other districts.

Learn More

5Rs: Ways to Engage Families

- 1. REACH OUT**
Reach out to families by providing the training and resources that are needed.
- 2. RAISE UP**
Provide family voice and access to the school community.
- 3. REINFORCE**
Provide ongoing support and training to help families become more engaged.
- 4. RELATE**
Provide opportunities for families to share their experiences and learn from each other.
- 5. REIMAGINE**
Provide ongoing professional learning opportunities for staff and families.

Develop Goals

Use surveys and input from families and staff along with best practices from research to develop measurable goals

- How do we know if we have supportive and positive relationships between educators, students and their families?
- What are ways you currently support development of these relationships?
 - Existing Data:
 - Benchmarks of Quality (BoQ; #41)
 - Tiered Fidelity Inventory (TFI; #1.1, 1.11, 1.15, 2.4, 3.4, 3.8, 3.12)
 - PBIS Implementation Checklist (PIC) Family/Community Engagement (#13, 23, 24, 26, 27, 28)
 - Team Implementation Checklist (TIC; #3)
 - Family surveys?
 - Community input?

Indicator	Strategy	Implementation Strategy
Indicator 1: Family/Community Engagement	Develop and implement a family/engagement plan	Develop and implement a family/engagement plan
Indicator 2: Family/Community Engagement	Develop and implement a family/engagement plan	Develop and implement a family/engagement plan
Indicator 3: Family/Community Engagement	Develop and implement a family/engagement plan	Develop and implement a family/engagement plan

Develop Goals

Use surveys and input from families and staff along with best practices from research to develop measurable goals

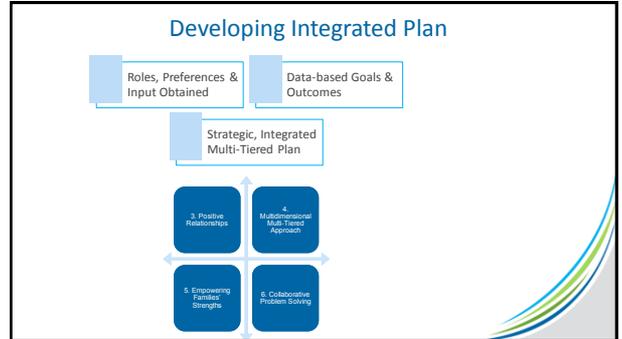
How to Develop a Logic Model for Districtwide Family Engagement Strategies

Data Collection Instruments for Evaluating Family Involvement

Classroom Family Engagement Rubric

PART 1: The teacher possesses the beliefs and mindsets to affect

INDICATOR	STAGE 4	STAGE 3	STAGE 2
1. The teacher values and respects families and sees them as assets in supporting student learning	The teacher does not engage families, including in the most families or problems. The teacher believes that engaging families will have no impact, or a negative impact, on student achievement.	The teacher makes some effort to engage families, but is not clear on how to do so. The teacher believes that engaging families will have a positive impact on student achievement.	The teacher engages families, but does not have a clear plan for how to do so. The teacher believes that engaging families will have a positive impact on student achievement.



Positive Relationships

The most important thing is our mindset. We have to **absolutely believe in our souls** that . . .

families want to **support their children** and (that) partnership can make a **significant difference.**

(Henderson and Mapp, 2006)

Positive Relationships

Mindset Diagnostic from Parent Engagement Toolkit	Yes	No
1. All of our parents have the capacity to support their students in learning.		
2. Leveraging parent knowledge and skills is key to supporting student achievement.		
3. Parents should be involved in making decisions regarding learning and instruction at school.		
4. We are responsible for empowering parents to know that their expertise is valuable to school performance.		
5. We value building trusting relationships with parents.		
6. Students will achieve more if we work closely with families and communities.		
7. Parents should have access to student school performance results.		
8. There should be clear processes and platforms for parents to voice concerns.		
9. Our school should have space for parents to work and come together.		
10. Parents have the ability to set goals, create plans, and initiate change at our school.		
11. We should offer opportunities for parents to develop their knowledge and skills based on their needs.		
12. We can find solutions to barriers to parent engagement in school.		
13. Parents know and understand their potential as part of the leadership of our school.		

Positive Relationships

3. Positive Relationships

4. Multidimensional Multi-Tiered Approach

5. Empowering Tailored Strengths

6. Collaborative Problem Solving

- Personal introductions and relationship building before issues arise
 - How can your team ensure teachers make personal connections with disconnected families within the first couple weeks of school?
 - How can support staff be used as family advocates/mentors?
- Ensure a transparent, welcoming environment
 - Provide training to secretaries and front office staff
- Ensure families and educators can engage in two-way communication
 - Provide opportunities to easily update contact information for families and educators
- Others?

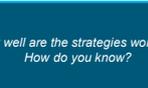
Multidimensional Multi-tiered Approach: What are you currently doing to engage families in tiered supports?



Tier 3 Supports

Daily Progress Reports that allow for bidirectional communication. Personal monthly parent contacts with updates on progress. Point System at Home _____

Providing families with resources to supplement target skills at home (e.g., behavior tips and routines _____)



Tier 2 Supports

- Bidirectional communication log regarding CICO _____
- Skillstreaming Cards at Home _____
- Giving families specific prompts, and verbiage to use when dealing with behavior _____



Tier 1 Supports

Title 1 rep on PBIS team to include PBIS content in regular parent communications and workshops. Title 1 rep works with teachers to create bidirectional communication tools and resources aligned with PBIS data _____

Parent surveys request communication preferences and needs _____

Open door policy: teachers request permission to live steam classroom to a point only parents can access _____

Coffee talks (based on family preference data) _____

PBS Tips School Newsletter (based on family preference data) _____

Home Expectations _____

Online videos demonstrating effective behavior management _____

How well are the strategies working?
How do you know?

Multidimensional Multi-tiered Approach: How are you communicating about tiered systems of support to your families?

PBIS at Home

Be Respectful, Be Responsible, Be Kind

Be Respectful	Assessing/Setting Expectations	Responsible	After School Learning/Events	Right Times/Right Place
Be Responsible				
Be Kind				



Multidimensional Multi-tiered Approach: Using family input to inform tiered supports

Proactive Screening that is "Respectful to Parents"
Revised Multiple Gating Approach



Positive Family Support: A tiered model for evidenced-based parental engagement

Adapted from PBIS at Home
October 2015
PBIS at Home
CISA & Family Center
© 2015 University of Florida

School Readiness Check-Up

Are you checking in with us to see how your student is doing? We're checking in with you to see how your student is doing. We're checking in with you to see how your student is doing.

Item	Yes	No	Not Sure	Other
Parent Readiness Screening				
Teacher & Staff Screening				
Family Check Up				
School-Parent PBIS plan				
Student & Family Support				

The Family Check-Up



Empowering Families' Strengths

- **Orienting families to PBIS**
- Active involvement of families and communities
 - [Letters introducing purpose of PBIS](#) to community partners
 - Ongoing communication and recognition of families



Mentor Recognition Kit 2008-2009

"Collaborating to understand, connect and support students, not to get families to 'fix' their children"



Collaborative Problem-Solving

- Inclusive and supportive
 - See overview video [here](#)
- Family input actively obtained and used throughout all steps of problem solving process
 - [Problem Solving Considerations \(pg. 14\)](#)
- Tier 1
 - Academic Parent Teacher Teams
 - Overview [here](#)
 - Video demo [here](#)
 - Learning Labs (Equity)
 - Overview [here](#)
 - Research article [here](#)
- Tier 2 & 3
 - Conjoint Behavioral Consultation/Teachers & Parents as Partners (Sheridan)
 - Overview [here](#)
 - Videos [here](#)
 - Positive Family Support/Family Check Up (Dishion)
 - Overview [here](#)



1. Positive Relationships
2. Empowering Families' Strengths
3. Positive Relationships
4. Multi-Tiered Multi-Tiered Approach
5. Collaborative Problem Solving



ACADEMIC PARENT TEACHER TEAMS
Student Learning
PBIS
Shared Responsibility Video 2
APTT model developed by Mark G. Purdin

Engaging Families in Collaborative Problem Solving to Address Equity



DCPS Technical Assistance Center on PBIS | 2017 PBIS Leadership Forum | Chicago, IL

PBIS: Starting, Scaling, & Sustaining

Helping states and districts create safe and effective learning environments for all

Hilton Chicago
100 S. Michigan Avenue
Schaumburg, IL

SAVE THE DATE

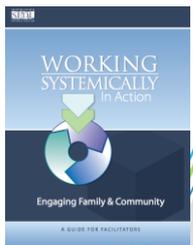
September 28-29th NEW MONTH! NEW LOCATION!

The Institute of Education Sciences, U.S. Department of Education, and other professionals have been designed to increase the effectiveness of PBIS implementation. Sessions are organized by strands that support social, behavioral, organizational, or procedural (C) and alternative education settings, and assist state and district planning to increase school quality and student success. Registering sessions specific to creating healthy, vibrant schools, and Community/Family partners. Registration will open April 20th. For more information, visit the [Upcoming Events](#) page at [www.pbis.org](#) by March.

Come and see our presentations on FACE and exemplars in Chicago!

Planning for Sustainability

- Considerations
 - How will you assess your family engagement activities and progress towards goals?
 - How effective were the strategies in achieving goals?
 - Is there a process in place that brings stakeholders together to review data, evaluate progress, update plans and strategies to ensure relevancy?
 - *Continually revise and refine based on data*
 - Is there connection with larger improvement efforts?
- Guidelines
 - Include measures of effort and measures of effect
 - Consider context, availability of data sources, usefulness, and stage of development of FACE efforts when selecting performance measures



WORKING SYSTEMICALLY in Action
Engaging Family & Community
A GUIDE FOR FACILITATORS

Summary

- Shift away from compliance-driven family engagement to **outcome-driven family engagement**
 - Not stopping at *We Did It* but asking: *Why didn't it work? What can we do differently?*
- Get to **know your families personally**
- **Ask** questions, ask for input
- **Be creative** in how you define family engagement and strategies you employ

Questions?

Thank you!

Devon Minch: dminch@usf.edu
 Heather P George: hgeorge@usf.edu



Websites and Resources

- Harvard Family Research Project
 - <http://www.hfrp.org/>
- National Family and Community Engagement
 - <http://nafce.org/>
- Institute for Educational Leadership Family Engagement
 - <http://iel.org/fce>
- RtI for Success
 - <http://www.rti4success.org/resources/family-resources>
- National PBIS TA Center
 - <http://www.pbis.org/family/family-engagement>
- Florida Positive Behavior Support Project
 - http://flpbs.fmhi.usf.edu/resources_family.cfm
- Florida MTSS Resources
 - <http://florida-rti.org/parentResources/index.htm>
- Midwest PBIS Project
 - <http://www.midwestpbis.org/Family/resources>

