A4 – Classroom Approaches to Build Family Partnerships & Enhance Student Academic 
& Social Behavior: Using Academic Parent-Teacher Teams (APTT)

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Exemplar Presenters: Carrie Sabel & Katie Tegge

Key Words: Classroom, Family Engagement
The Expanding World of PBS:
SCIENCE, VALUES, AND VISION

Miami, FL
Hyatt Regency Miami
March 11-14, 2020

For more information, visit: conference.apbs.org
Session Overview

• Family-school partnerships
• Family-school partnerships in PBIS
• Classroom approaches to family-school partnerships in PBIS and related MTSS
• Applying core features of family-school partnerships to promote classwide academic and behavior support
Systems that Influence Child Development

Conditions to Support Family-School Partnering

Research Support for Family-School Partnerships

Students
• Social Behavior
• Attendance
• Academic achievement
• Peer affiliations

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 Partnerships in Schoolwide PBIS

**Tertiary**
Individualized Supports for Families and Students

**Secondary**
Specific Procedures that can be used for many Families and Students

**Primary**
Family Engagement embedded in the Universal Systems of Schoolwide PBIS
Systems-Level Implementation of Family Engagement in PBIS

Effective Home-School Communication Systems

District and School Investment in Family Engagement

Schoolwide Systems to Promote Evidence-based Family Practices

Data Systems to Monitor Student Academics and Behavior

Teacher Communication and Relationship Building with Students

Teacher Communication and Relationship Building with Parents

Home-Classroom Engagement

Academic and Behavior Support at Home and School

Improved Teacher-Student Connections

Improved Teacher-Parent Connections

Improved Family Support for Academics and Behavior at Home

Positive Student Academic Performance

Positive Student Social Behavior

Valued Outcomes for Students

Garbacz & Grenke (2017)
Family-School Partnerships in Classwide PBIS

**Primary**
- Families are knowledgeable about classroom procedures
- Families understand homework expectations
- Teachers communicate and build relationships with families
- Families and teachers make decisions together

**Secondary**
- Families and teachers coordinate across home and school
- Structure and feedback routines are congruent
- Classroom meetings with other families and the classroom teacher

**Tertiary**
- Goal directed academic and behavior support at home and school
- Conjoint problem-solving meetings
- Plans are implemented for students across settings
Dual Capacity-Building

• Build systems and provide resources for teachers to collaborate with families

• Empower teachers to collaborate with families

• Create a clear role for family engagement in the classroom

• Engage families as partners in supporting children’s academic and behavior

Mapp & Kuttner (2014)
Classroom Factors to Support Family and Youth Engagement

Teacher Communication and Relationship Building with Parents

• Cultural responsiveness

• Positive and proactive communication
  – Start every week with a one sentence description of the activities for each day

• Relationship and rapport-building

• Teacher invitations for family engagement

• Family to family connections

• Partnership-centered approaches
  – Sharing class activities and inviting input
  – Describing opportunities for students and families to engage as partners

Christenson & Sheridan (2001); Dishion (2011); Garbacz et al. (2016); Garbacz et al. (2008); Herman & Reinke (2015); Hoover-Dempsey & Sandler (1995); Leverson et al. (2016); McIntosh (2017); Moore et al. (2016); Simonsen & Myers (2014)
Classroom Support for Academics and Behavior

• Classrooms are a proximal setting to strengthen home-school connections

• Multi-directional communication patterns are established and refined

• Academic and behavior systems applied schoolwide can be adapted for classrooms
Classroom Support for Academics and Behavior

• Observe a model
  – Academic support
  – Homework routines
  – A home matrix

• Practice and obtain feedback

• Engage in a small group

• Establish a common language

• Parent-to-Parent interactions
BDM Demographics

4K-5 School in Menasha, WI
Enrollment: 425
American Indian or Alaskan Native 0.5%
Asian 1.2%
Black or African American 2.9%
Hispanic/Latino 13.3%
White 75.1%
Students with Disabilities 20.0%
Limited English Proficient 10.0%
Free/reduced lunch
BDM Focus School History

- 2012: Wisconsin identified ten percent of Title I schools statewide as Focus Schools. The goal for Title I Focus Schools is to establish building-wide systems of support that help all students achieve.

- What did DPI specifically require of Focus Schools?
  ○ Implementation and coordination of Response to Intervention (RtI) initiatives in reading, mathematics, and behavior.

- Fall of 2012, BDM was identified as a Focus School due to low achievement in reading and math compared with other students in our school or state.

- 2010: School team went through PBIS training at the Universal level and implemented the framework school-wide.
BDM Focus School History

- 2014 - BDM Focus School Team attended a conference and learned about APTTs from Fort Howard Elementary in Green Bay.

- March 2015: West Ed trained Focus School Team on APTT Model; BDM school was on board; wrote grant; awarded grant through DPI

- 2015-16 - 10 elementary and middle Title I Focus schools served as APTT statewide demonstration schools in a Department of Public Instruction pilot program.

- The demonstration schools collaborated with WestEd to receive training and onsite assistance while implementing the new approach.

Academic Parent Teacher Teams (APTT)

APTTs are a classroom-based, teacher-led, data-driven family engagement model that re-purpose traditional parent-teacher conferences. Grade level teams align family engagement with school improvement goals and give families information, skills, and confidence to support student learning at home. At the same time, APTTs build educators' and families' capacity to work together to drive student achievement while creating a school culture of mutual support and shared responsibility.
Based on 6 hours of instruction, 180 days per year, and 8 hours of sleep time. 
(School = 1,080 Hours)  (Sleep = 2,920 Hours)  (Away from school = 4,760 Hours) 
(Total Hours in a Year = 8,760)
Family Involvement is what a school does to bring parents on to the school campus (or together outside of school).

Family Engagement is parent-teacher collaboration to drive student learning and achievement.
Preliminary assessments of the APTT system suggest results that answer the “Why should we do this?” question:

- Improved social networks among families
- Improved efficiency and time use: APTTs require the same number of hours as conventional conferences because the entire group of parents meet together at once, but instead of seeing parents only twice over the school year parents and teachers have more formal opportunities to meet.
- Parents feel empowered: Many of the parents who participate in APPT like the model and feel as though they can better support their children in school.
## BDM Report Card History

<table>
<thead>
<tr>
<th>Year</th>
<th>Overall Accountability Score and Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>57.9% Meets Few Expectations</td>
</tr>
<tr>
<td>2012-2013</td>
<td>67.9% Meets Expectations</td>
</tr>
<tr>
<td>2013-2014</td>
<td>63.6% Meets Expectations</td>
</tr>
<tr>
<td>2014-2015</td>
<td>No Report Card</td>
</tr>
<tr>
<td>2015-2016</td>
<td>84.9% Significantly Exceeds Exp.</td>
</tr>
<tr>
<td>2016-2017</td>
<td>85.8% Significantly Exceeds Exp.</td>
</tr>
<tr>
<td>2017-2018</td>
<td>82.6% Exceeds Expectations</td>
</tr>
<tr>
<td>2018-2019</td>
<td>No data yet</td>
</tr>
</tbody>
</table>

- 1st yr. APTT Implementation
- 2nd yr. APTT Implementation
- 3rd yr. APTT Implementation
BDM APTT History

- Fall 2012: Identified as a Title I Focus School
- 2013-14: Learned about the APTT model from Ft. Howard Elementary in Green Bay, WI
- March 2015 attended 1st APTT training with 10 other schools from the state; awarded grant
- 2015-16: 1st year of training and APTT implementation with support from DPIU and West Ed
- 2016-17: Awarded grant through DPI; 2nd year of continued training and implementation
- 2017-18: Awarded grant through DPI: 3rd year of continued training and implementation.
Welcome to the Academic Parent Teacher Team (APTT) Meeting #3

Butte des Morts Elementary School

Fourth Grade Staff

Katie Tegge, Katie Fugar, Bethany Brunette, Kari Ewald, Lauren

APTT Meeting Dates:
#3 April 26, 2018
Write a Note!

There is paper and pen on the table. Take a minute to write your child a letter and hand it to their classroom teacher.
Welcome to APTT Team Meeting #3

• APTT—where parents and teachers work together on strategies for learning and support for each other!
APTT Team Meeting #3

MEETING AGENDA

5:45– 6:00
Welcome & Team Building Activity

6:00 - 6:15
Review Foundational Grade Level Skills

6:15 - 6:20
Sharing Data

6:20 - 6:30
Model Activity

6:30-6:50
Practice Activities

6:50-7:00
Set SMART Goals

MEETING OUTCOMES

Today you will:

• Review your child’s progress since APTT #2
• Know your child’s current progress in the skills.
• Practice the new foundational skills
• Set new S.M.A.R.T. goals
THE APTT MODEL OF PARENT-TEACHER COLLABORATION

Team Meeting
Essential Elements
1. Welcome & Team Building
2. Teach Foundational Grade Level Skills
3. Share Data
4. Model Practice Activities
5. Facilitate Family Practice of Activities
6. Facilitate Setting S.M.A.R.T. Goals

Individual Session
Essential Elements
1. Build Strong Collaborative Relationships
2. Update on Student Academic Progress
3. Collaborate on a Plan of Action

Team Meeting
(75-min.)
Fall

Individual Session
(30-min.)

Team Meeting
(75-min.)
Winter

Team Meeting
(75-min.)
Spring
Goal: Your team must share out ideas and thoughts using the questions on the beach ball.

- One person in each team, start by throwing the ball to another team member.
- The second team member catches the ball, looks at the placement of their right thumb, and reads the question under their thumb to the group.
- The person catching the ball answers the question. (Anyone else can add on if they’d like.)
- Then the person reading the question can throw it to another team member and repeat the process.
Foundational Grade Level Skill # 1

Content Area: Math

Skill: Math Fact Fluency
**Foundational Grade Level Skill**

**Multiplication Fact Fluency**

<table>
<thead>
<tr>
<th>What is Math Fact Fluency?</th>
<th>Why is Math Fact Fluency Important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Multiplication math fact fluency is demonstrating speed and accuracy in multiplication facts 0-9</td>
<td>● Knowing multiplication facts is like knowing your basic sight words in reading.</td>
</tr>
<tr>
<td></td>
<td>● It allows your brain to be able to focus on higher level problem solving skills and multistep problems.</td>
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</tbody>
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The steps to memorization:

https://www.youtube.com/watch?v=LqFW5WvNAM4

What stage is your child currently on?
Bottom horizontal line (orange) is the current benchmark
Top Line (pink) is the end of the year benchmark.
Talk at your tables. What are some ways you help your children with math when they are at home?

- What were some things that you do to help your child use their math facts at home?
- What are some math games that your family has really enjoyed?
At the end of every 2 weeks, have your child take one of the timed tests we enclosed. Give them one minute to complete as many as they can. They cannot skip problems and must continue on in a straight line (up or down doesn’t matter). On the Fluency Graph, mark the number of problems your child had correct as well as the date of the test. If you are practicing throughout the week, your child will see an increase in their score.

Celebrate!
I Do, We Do, You Do...
**Practice Activity: Multiples of ______**

**Directions**

- Choose a game board. (Factors 2-9 are provided)
- Player 1 spins to create a multiplication problem. e.g., if the multiples of 3 game board is used and player 1 spins a 5, then player 1 creates the problem $3 \times 5$.
- Player 1 states the number sentence ($3 \times 5 = 15$) and places a counter on the product.
- Player 2 repeats.
- Players take turns until 1 player has 3 counters in a row.
Foundational Grade Level Skill

Content Area: Reading

Skill: Vocabulary/Prefixes
How will you incorporate these activities into your routine at home?

1. Turn to the person next to you.
2. Take turns responding to the question.
What is a S.M.A.R.T. Goal?

- **Specific**: Know exactly what you want your child to accomplish.

- **Measurable**: How will you know your child met the goal?

- **Actionable**: Create a plan outlining exactly how the goal will be reached.

- **Realistic**: Make sure the goal is not too far to reach, but far enough to be challenging.

- **Time-Bound**: When do you want your child to meet the goal?
Why is goal setting important?

1. Turn to the person next to you.
2. Take turns responding to the question.
Teacher Model: S.M.A.R.T. Goal

Academic Parent-Teacher Teams® (APTT)

Family S.M.A.R.T. Goal Sheet
(Family Copy)

Child: 

Date: 

Skill: Multiplication Fact Fluency

Today my child accurately solves ________ multiplication facts in one minute. I want my child to accurately solve ________ multiplication facts in one minute.

To help my child reach the goal ________ will practice with my child.

(person)

Number of days per week: 

How long each day:
Academic Parent-Teacher Teams® (APTT)

Family S.M.A.R.T. Goal Sheet
(Teacher Copy)

Child: ____________________________ Date: ____________________________

Skill: Prefixes

Today my child can identify the meaning of _______ prefixes. I want my child to identify the meaning of _______ prefixes.

To help my child reach the goal _______ will practice with my child.

(person)

Number of days per week: ____________________________ How long each day: ____________________________
Setting S.M.A.R.T. Goals

Write your child’s S.M.A.R.T. Goal:

1. Look at your child’s current progress on the graph
2. Write a realistic S.M.A.R.T. goal for your child
   • Top = Teacher copy
   • Bottom = Family copy
Please help us make APTT even better. Use the following links to do our survey. If you do not have access on your phone, please use our chromebooks.

**English link:** goo.gl/JcboRs

**Spanish link:** goo.gl/c65Gji
What to Take Home

In your folder are two different baggies; one with the prefix activity and one with the math activity. Each of these can go home as well as your copy of the smart goal. You can also take home your copy of the graphs.

Please give your other copy of the smart goals to your child’s classroom teacher.

Please leave your folder.
Thank You!

brunetteb@mjsd.k12.wi.us
fugark@mjsd.k12.wi.us
teggek@mjsd.k12.wi.us
ewaldk@mjsd.k12.wi.us
visserl@mjsd.k12.wi.us
Folder Pick Up!

Meeting Locations:
4K-Room 170 Mrs. Holtz
K- Room 165 Mrs. VanBeek
1- Room 157 Mrs. Vander Velden
2- Room 225 LMC
3- Room B-4, Art Room
4- Room 218 Mrs. Tegge
5- Room 234 Mrs. Hesselman
EBD-227
During our APTT meetings, we would like to share behavior related data with our families, along with our academic data that we have been sharing.
secondSTEP®
Skills for Social and Academic Success

www.secondstep.org
K-5 Second Step Program

It is a classroom-based social-emotional learning program with lessons and reinforcement activities designed to:

Increase children’s school success | Decrease problem behaviors

designed to:
Children with good social-emotional skills can:

- Have empathy
- Manage strong emotions
- Solve interpersonal problems
- Make friends
- Get along well with others
- Persist at tasks and follow directions
Children with good self-control can:

- Focus attention
- Manage thoughts and feelings
- Get along better with others
- Control behaviors
- Ignore distractions
- Sustain and shift attention
Thank you!

Questions?
Please Complete the Session Evaluation to Tell Us What You Thought of This Session

Three Ways to Complete Evaluation:

1) **Mobile App:** click on “session evaluation” under the session description.

2) **Online:** click on the link located next to the downloadable session materials posted at http://www.pbis.org/presentations/chicago-forum-19

3) **QR Code:** Scan the code here (or in your program book) and choose your session from the dropdown menu.