



# C12 - Implementing & Assessing Family-School Collaboration in PBIS

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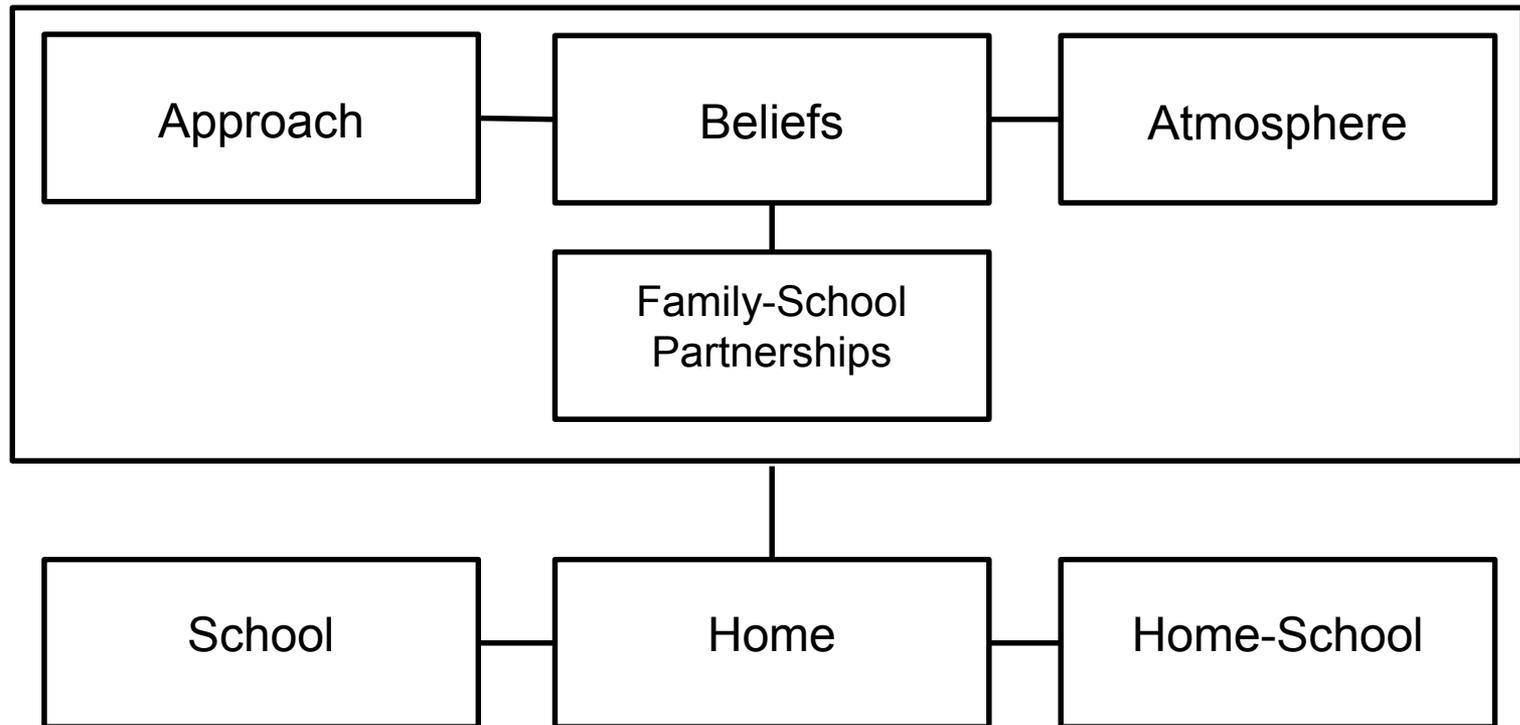
Key Words: Applied Evaluation, Assessment, Training



# Objectives

- Review features of family-school collaboration
- Describe integrated family-school collaboration data, outcomes, systems, and practices within PBIS
- Review assessment of family-school collaboration features within PBIS
- Discuss using assessment data for action planning

# Conditions to Support Family-School Collaboration



Christenson & Sheridan (2001); Fantuzzo, Tighe, & Childs (2000)

# Research Support for Family-School Interventions

## Students

- Social Behavior
- Attendance
- Academic achievement
- Peer affiliations

## Parents and Teachers

- Parent-teacher relationships
- Parent competence
- Use of effective strategies at home and school
- Family-school engagement

Connell et al. (2007); Fan & Chen, 2001; Garbacz et al. (in press);  
Sheridan et al. (2017); Stormshak et al. (2011);

# Key Effective Components of Family-School Interventions

- Communication
- School-based involvement
- Home-based involvement
- Behavioral support
- Parent-teacher relationship
- Collaboration

Sheridan et al. (2019)

# Framework for Family-School Collaboration

## Context

District-wide investment in family-school collaboration in SMH

School investment in family-school collaboration within SMH

Coordinated school & home systems to support student outcomes

Data systems to screen & monitor family-school engagement and child MH

## Core Mechanisms

Training and support for families and school staff on family-school collaboration in SMH

Proactive and effective family-school communication systems

Positive and collaborative parent & school staff interactions and relationships

Educator and family use of empirically-validated strategies

Meaningful (family-school) decision-making

## Outcomes

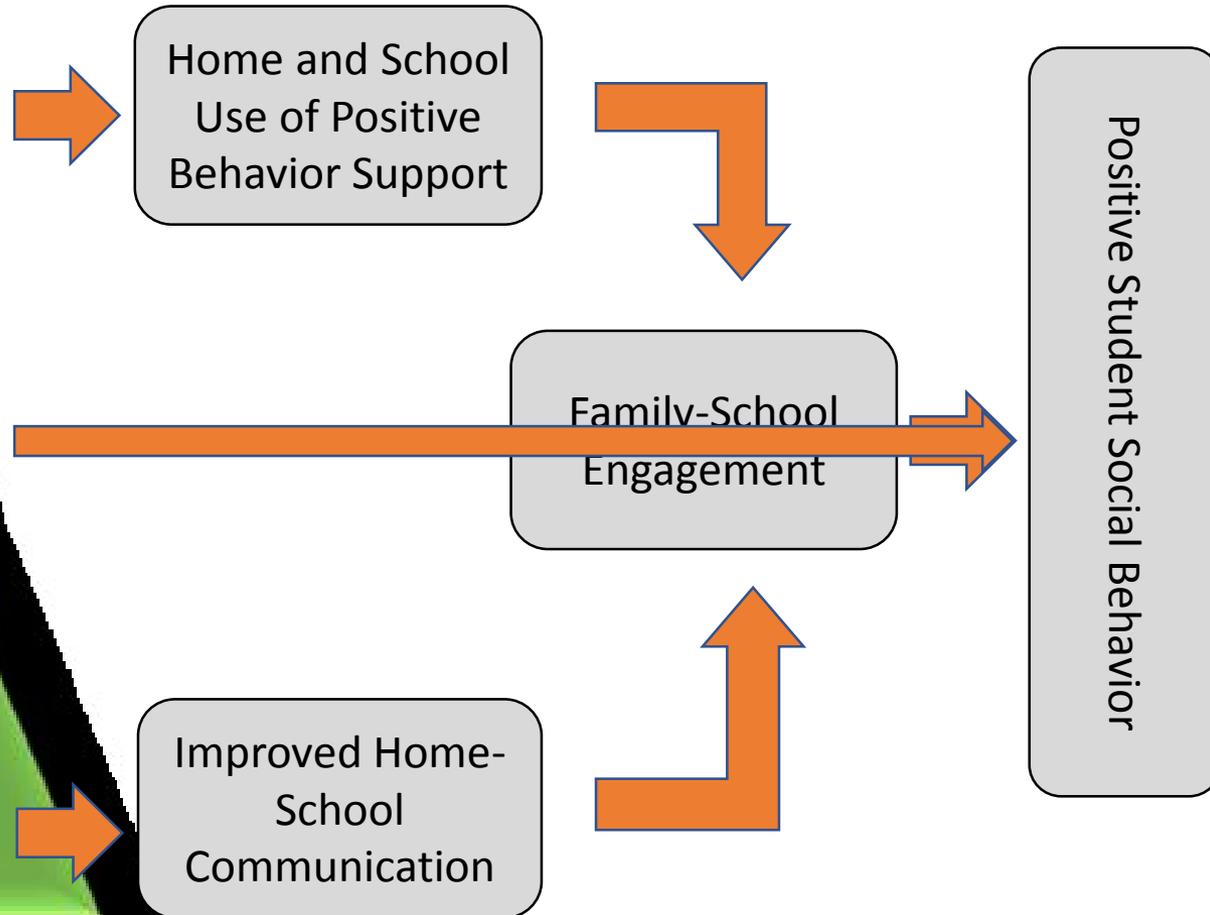
Students (social behavior, social-emotional competencies, MH)

School staff & families (improved relationships, increased efficacy)

Schools (improved climate, culture, lower rates and more equitable discipline)

# Logic Underlying Family-School Collaboration

Family School





# Family-School-Community Alliance

FSCA Model Elements		Family-School Collaboration: Tiered Fidelity Inventory (FSC: TFI)
District and school investment in family engagement within SWPBIS (atmosphere/culture, roles)		Meaningful Decision Making
		Equity Access & Representation
		Training and Support for Staff
		Training and Support for Families
Coordinated school & home systems to support student outcomes	Proactive and effective communication systems	Multiple Forms of Two-Way Communication
	Positive and collaborative family & school staff interactions and relationships	
	Educator and family use of empirically validated strategies	
Data systems to screen & monitor family engagement in SWPBIS		Evaluation
		Family Voice for Equitable Discipline



Psychometric  
studies (content  
validity, reliability)



Pilot studies



Supporting  
dissemination &  
use



...where we are headed

# Assessing Family-School Collaboration within PBIS

Family-School Collaboration: Tiered Fidelity Inventory		
Core Feature	Possible Data Sources	Scoring Criteria
<p><b>F.1 Positive Relationships:</b> The school makes proactive efforts to build and maintain positive, trusting relationships with families. The school collects data from both educators and families on their perceptions of home-school relationships.</p>	<ul style="list-style-type: none"> <li>Family and educator surveys, such as the School Climate Survey, Family-School Relationship Scale, Parent Trust in School Scale</li> <li>Focus groups</li> <li>Family interviews/conferences</li> </ul>	<p>0 = The school does not obtain data on home-school relationships from both educators and families.</p> <p>1 = The school obtains data on both family and educator perceptions of home-school relationships, but the data does not indicate that relationships are positive and trusting.</p> <p>2 = School data indicates that both educators and families report positive and trusting home-school relationships.</p>
<p><b>F.2 Multiple Forms of Two-Way Communication:</b> The school engages in on-going, two-way communication with families. The school provides multiple avenues for families to receive information and provide feedback on a regular basis that are responsive to family preferences.</p>	<ul style="list-style-type: none"> <li>Family surveys, interviews, or conferences</li> <li>Focus groups</li> <li>Home-school notes</li> <li>Emails</li> <li>Phone call logs</li> <li>Social media data</li> </ul>	<p>0 = The school does not have multiple avenues in place for on-going, two-way communication.</p> <p>1 = The school utilizes multiple avenues for two-way communication, but not on an on-going basis (only once or twice per year).</p> <p>2 = The school utilizes multiple avenues for two-way communication on an on-going basis, AND adapts communication strategies based on family preferences.</p>
<p><b>F.3 Meaningful Decision-Making:</b> The school provides a diverse range of opportunities for families to make shared decisions about PBIS systems and practices.</p>	<ul style="list-style-type: none"> <li>Team minutes &amp; agendas</li> <li>School handbooks</li> <li>Communication logs</li> <li>Decision records</li> </ul>	<p>0 = The school provides no opportunities for families to make decisions about PBIS.</p> <p>1 = The school provides some, limited opportunities for families to make decisions about PBIS.</p> <p>2 = The school provides a diverse range of opportunities for families to make decisions about PBIS and can provide evidence that there has been shared decision making between families and school staff about PBIS.</p>
<p><b>F.4 Equity Access and Representation:</b> The school makes intentional efforts to obtain input and diverse perspectives from families that are proportional to enrollment subgroups. The team has a protocol for ongoing review of the effectiveness of their efforts to obtain family input and adjustments to PBIS implementation are made as needed.</p>	<ul style="list-style-type: none"> <li>Team minutes &amp; agendas</li> <li>Team member roles and descriptions</li> <li>Response rate and representation of family surveys/interviews (focus groups, etc.) proportional to enrollment subgroups<sup>1</sup></li> </ul>	<p>0 = No protocol or evaluation of family representation/input takes place</p> <p>1 = Input is sought, but input is not used nor evaluated for effectiveness in shaping efforts or practices.</p> <p>2 = Input is sought successfully, periodic evaluations of family representation/input proportional to enrollment subgroups<sup>1</sup> are conducted (at least annually), outcomes shared with staff and district leadership, and clear alterations for practices are in process.</p>

<sup>1</sup>Enrollment subgroups include (but are not limited to) gender, racial, ethnic, or cultural identification, socioeconomic status, physical or learning disabilities, language abilities, and school-assigned classifications (e.g. special-education students).

# Assessing Family-School Collaboration within PBIS

## Family-School Collaboration: Tiered Fidelity Inventory

Core Feature	Possible Data Sources	Scoring Criteria
<p><b>F.5 Family Voice for Equitable Discipline:</b> The school makes intentional efforts to obtain voice, input and full and diverse perspectives of families of students experiencing disproportionate rates of exclusionary discipline. The team has a protocol for ongoing review of family input and adjustments to PBIS implementation are made as needed.</p>	<ul style="list-style-type: none"> <li>• Team minutes &amp; agendas</li> <li>• Team member roles and descriptions</li> <li>• Response rate and representation of family surveys/interviews (focus groups, etc.); Proportional to enrollment subgroups</li> </ul>	<p>0 = No protocol or evaluation of input from families experiencing disproportionate rates of exclusionary discipline takes place</p> <p>1 = Input is sought, but input is not used nor evaluated for effectiveness in shaping efforts or practices.</p> <p>2 = Input is sought successfully, periodic evaluations of input from families experiencing disproportionate rates of exclusionary discipline are conducted (at least annually), outcomes are shared with staff and district leadership, and clear alterations for practices are in process.</p>
<p><b>F.6 Training and Support Options for School Staff:</b> A written process is followed for teaching all relevant staff how to collaborate with families about PBIS.</p>	<ul style="list-style-type: none"> <li>• Professional development calendar</li> <li>• Lesson plans for teacher trainings</li> <li>• School policy</li> <li>• Staff handbook</li> </ul>	<p>0 = No process for teaching staff in place</p> <p>1 = Teaching process is informal</p> <p>2 = Written process used to teach all relevant staff how to collaborate with families about PBIS</p>
<p><b>F.7 Training and Support Options for Families:</b> A written process is followed for teaching families how to collaborate with school staff about PBIS.</p>	<ul style="list-style-type: none"> <li>• Family handbook</li> <li>• School website and social media accounts</li> <li>• School newsletters</li> <li>• Home matrix</li> <li>• Lesson plans for home</li> <li>• School event calendar</li> </ul>	<p>0 = No process for teaching families in place</p> <p>1 = Teaching process is informal</p> <p>2 = Written process used to teach families how to collaborate with school staff about PBIS</p>
<p><b>F.8 Evaluation:</b> Educators and families collaboratively develop and agree upon:</p> <ul style="list-style-type: none"> <li>• Comprehensive family-school collaboration goals/outcomes responsive to family and student needs across home, school, and community settings.</li> <li>• Strategies for monitoring progress towards goals (e.g., surveys vs. text/social media polls)</li> <li>• Regular review of data used to monitor family-school collaboration goals and adjustments to strategic plans based on data.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plans inclusive of explicit family-school collaboration goals</li> <li>• Data used to monitor family-school collaboration goals</li> <li>• Action plans illustrative of revisions and edits</li> </ul>	<p>0 = The school does not have goals or outcomes for family-school collaboration identified or those goals/outcomes have not been co-developed with families.</p> <p>1 = The school has goals/outcomes for family-school collaboration but they are not monitored with data</p> <p>2 = The school has goals/outcomes of family-school collaboration, they monitor goals/outcomes with data, and adjust strategic plans based on regular review (at least annually) of data.</p>

# Action Planning to Improve Family-School Collaboration within PBIS

The FSC: TFI generates scores reflecting the percentage of implementation of the core features of family-school collaboration. Scores are determined by calculating the percentage of possible points awarded for items under each core feature. No weighting of items is included in this calculation (see below).

CORE FEATURES	POINTS AWARDED/POSSIBLE
Positive Relationships	/2
Multiple Forms of Two-Way Communication	/2
Meaningful Decision Making	/2
Equity Access & Representation	/2
Family Voice for Equitable Discipline	/2
Training & Support Options for Staff	/2
Training & Support Options for Families	/2
Evaluation	/2
<b>TOTAL SCORE</b>	<b>/16</b>
<b>PERCENTAGE OF FAMIL-SCHOOL COLLABORATION IN SWPBIS IMPLEMENTATION</b>	<b>%</b>

The results of The FSC: TFI are the basis for Action Planning and are designed to facilitate the decision-making of a team as they identify (a) which items will be the focus of implementation efforts for the coming month, and (b) what the specific action(s) will be, who will lead in completing the action, and a date by which the action is expected to be completed. A sample action planning format is provided below on the next page.

School Name:	Coach Name:
District Name:	Date:

ITEM	CURRENT SCORE	ACTION	WHO	WHEN
Positive Relationships				
Multiple Forms of Two-Way Communication				
Meaningful Decision Making				
Equity Access & Representation				
Family Voice for Equitable Discipline				
Training & Support Options for Staff				
Training & Support Options for Families				
Evaluation				

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

# Measures to Examine Family-School Collaboration

Domain of Measurement	Name of Measure	Reference
Readiness	<i>Inventory for Creating School-Family Connections: Approach, Attitudes, Atmosphere, and Actions</i>	Christenson, S. L., & Sheridan, S. M. (2001). Schools and families: Creating essential connections for learning. New York, NY: The Guilford Press. Available from <a href="https://extension.umn.edu/parent-school-partnerships/creating-constructive-school-family-connections">https://extension.umn.edu/parent-school-partnerships/creating-constructive-school-family-connections</a>
Family Culture and Satisfaction	<i>Stakeholder Input and Satisfaction Survey</i>	Office of Special Education Programs Technical Assistance Center on PBIS (2017). <i>Stakeholder input and satisfaction survey – Family (SISS Family)</i> . Available from <a href="http://www.pbis.org">http://www.pbis.org</a>
Family Engagement	<i>Parent and Teacher Involvement Measure – Teacher</i>	Conduct Problems Prevention Research Group (1991). <i>Parent and teacher involvement measure – teacher</i> . Retrieved from <a href="http://www.fasttrackproject.org">http://www.fasttrackproject.org</a>
School Climate	<i>School Climate Survey Suite</i>	La Salle, T. P., McIntosh, K., & Eliason, B. M. (2016). School climate survey suite administration manual. Eugene, OR: OSEP Technical Assistance Center of Positive Behavioral Interventions and Supports. University of Oregon.
Perceptions of Beliefs, Skills, and Practices of Family Engagement in MTSS	<i>Family Engagement in RtI/MTSS – Family &amp; Educator Versions</i>	Castillo, J.M., Batsche, G.M., Curtis, M.J., Stockslager, K., March, A., Minch, D., & Hines, C. (2016). <i>Chapter 5 Tools to Measure Family Engagement</i> . Evaluation Tool Technical Assistance Manual. Retrieved from <a href="http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2016/ta_manual_revised2016.pdf">http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2016/ta_manual_revised2016.pdf</a>

# Action Planning

Objective	Description	Key Stakeholders
Create a Clear Role for Family-School Collaboration in PBIS	Define family-school collaboration at Tier 1, Tier 2, and Tier 3	Tier 1, Tier 2, Tier 3 teams
Reach out to Families Proactively	Clarify role expectations, Use data from families to inform actions, Make positive phone calls home	Tier 1 team, Teachers, School counselors, School psychologists, Administrators
Enhance the School Atmosphere	Enhance school spaces, Use warm greetings, Use social media, Make PBIS materials family friendly	Tier 1 team, All school staff and faculty
Emphasize Two-Way Communication	Ask parents for feedback and use their feedback, Hold “town hall” meetings or parent focus groups, Coordinate behavior support plans across home and school	Tier 1 team, Administrators, Teachers
Provide Guidance and Support for Family Collaboration in PBIS	Create a family subgroup of the Tier 1 team, Use a tutorial about serving on school teams	Tier 1 team, State consultants

# Integrating & Aligning Family School Collaboration within PBIS

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<sup>1</sup>Enrollment subgroups include (but are not limited to) gender, racial, ethnic, or cultural identification, socioeconomic status, physical or learning disabilities, language abilities, and school-assigned classifications (e.g. special-education students).

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented



# Action Planning Priorities for PBIS Integration

- **Systematically collect representative data (input) from families**
  - Include identifiable information for initial communication preferences survey
    - Utilize district and itinerant staff to reach out to initial non-responders via phone, etc.
  - Include race/demographic information
    - Ensure home-school communication systems are accessible and representative of input from all families
- **What to collect**
  - Communication preferences
  - Input on behavior expectations (what to teach, how to teach)
  - Ideas for encouragement & discipline systems

***Use data to shape home-school communication systems and adjust PBIS teaching and response systems***



# Action Planning Priorities for PBIS Integration

- **District/School Leadership Support**

- Integrate foundational questions about communication preferences into registration/back to school documentation process
- Share data with schools; classrooms prior to start of year to allow time for proactive communication planning

- **Using Data for Decision Making & Planning Home-School Collaboration**

- 90% of families said they prefer using a school-lead social media platform for school & classroom updates-
  - Allocate a position; PD time for supporting schools to use social media for home-school communication
- 85% of families said they felt comfortable supporting the expectations at home
  - Ask them for example of how they support them at home (in a discussion board format for others to see).
  - Follow-up with the 15% to figure out more information- do they need ideas? Do they not feel they fit?



# District Example

- District adopted Be Safe, Be Respectful, Be Responsible
  - Each school had option to add 2 additional expectations specific to their school setting
- District integrated questions for families within registration information to obtain input from families
  - *Do you feel the expectations (Be Safe, Respectful, Responsible) are important characteristics for the school to teach and encourage among all students?*
  - *The school will be teaching and encouraging these behaviors among all students, please share any ideas including language, examples, non-examples that are fit with your family, community and culture that would be helpful to the school.*
  - *Please share how you teach and encourage these behaviors at home so that the school can connect those examples when teaching these behaviors in school.*
  - *How would you like more information on teaching and encouraging these behaviors with your child? (When completing 1-3, please circle your #1 preferred communication method for receiving general information such as this from your child's school/teacher):*
    1. *Email \_\_\_\_\_*
    2. *Phone \_\_\_\_\_*
    3. *Workshop (Preferred day/time) \_\_\_\_\_*
    4. *I'd like to review information you share with me via (please circle all that apply): Facebook page, Twitter, School Website, District Website, Student Information System, Newsletters sent home with my child*
- The district provided these reports to the school & classroom teachers to assist in their communication approaches throughout the year



# Action Planning Priorities for PBIS Integration

- Ensure multiple avenues for representative data collection
  - QR Codes – *scanning takes you right to survey on your phone*
  - Tinyurls – *easy to remember, easy to share and advertise*
  - Hard copy – *include contact information for who/where to send the completed version; use the data entry folks to support entry into datasets for aggregation*

- Incentivize

- Create school/grade/classroom challenges to encourage participation; something the students will want so they are doubled as reminders 😊

*Pizza party for the grade-level (school, class) to get 100% parent surveys completed; let your teacher know if your family has questions or needs help completing the survey!*

- Follow-up

- *Thank families, let them know how your school/class/grade will be using their data to inform the strategies used during the year*
- *Let them know how to update contact information as the year progresses*



# Integrating & Aligning Family School Collaboration within PBIS

TFI Domain/Items	FSC: TFI	Full Implementation
Teaming	Meaningful Decision Making	The school provides a diverse range of opportunities for families to make decisions about PBIS and can provide evidence that there has been shared decision making between families and school staff about PBIS
<b>Example</b>		
Expectations are shared with families asking for input on language, strategies for teaching and supporting in ways that are connected with student & families' culture		

## Diverse Range of Opportunities

- Hard copy (notes home, flyers @ pick-up/drop-off, marquee)
- Online (website, social media, email)
- Phone (text/call with info on responding)

## Decision About PBIS

- What and how expectations are taught
- Input on CR teaching methods
- Communicating about PBIS

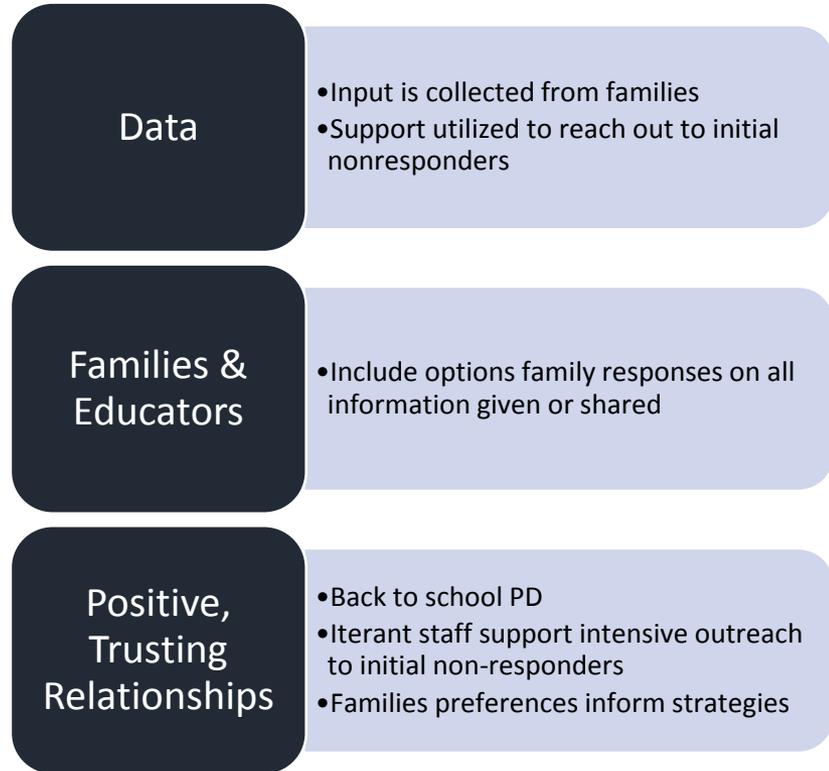
## Evidence

- Response data; Input is shared back with families & staff
- Used to inform any changes to expectations or approaches for teaching



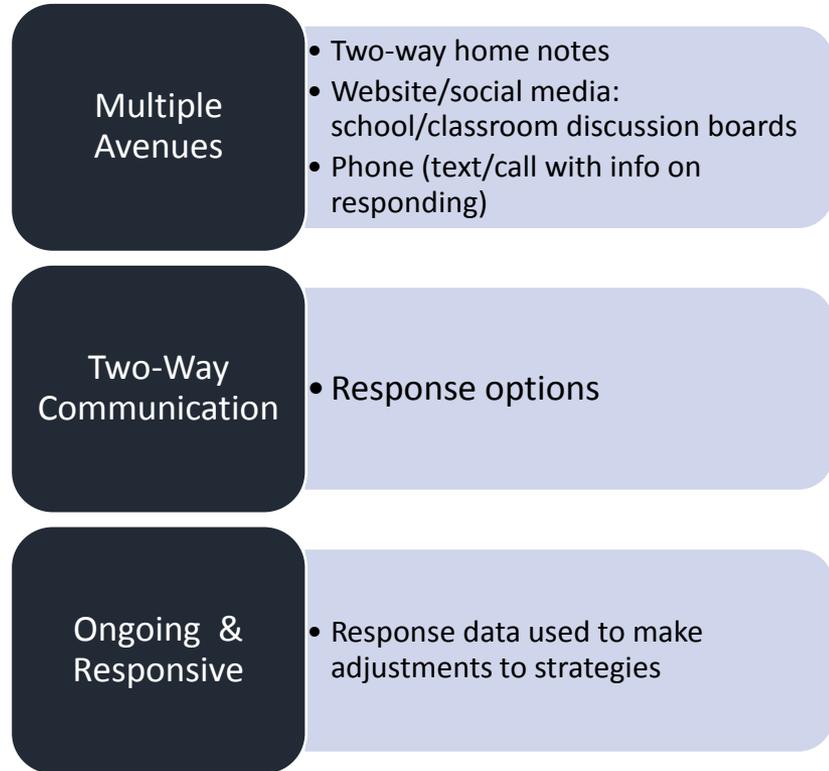
# Integrating & Aligning Family School Collaboration within PBIS

TFI Domain/Items	FSC: TFI	Full Implementation
Implementation	Positive Relationships	School data indicate both educators and families report positive and trusting home-school relationships
Example		
<p>Prior to the holiday break, classroom teachers do a check-in with families on home-school communication and relationships; the data are used to adjust strategies prior to the end of the year</p> <p>Towards the end of the year, families and educators are asked to report on their perception of the relationship with classroom teacher(s) and the school staff as a whole, as applicable.</p>		



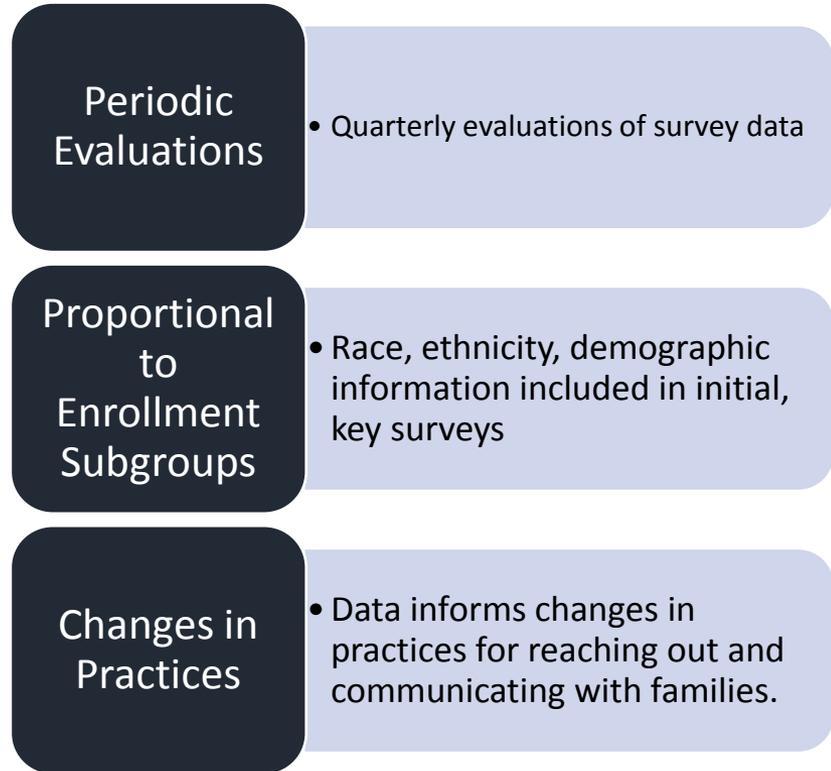
# Integrating & Aligning Family School Collaboration within PBIS

TFI Domain/Items	FSC: TFI	Full Implementation
Family/Community Involvement	Multiple Forms of Two-Way Communication	The school utilizes multiple avenues for two-way communication on an ongoing basis and adapts communication based on family preferences.
<b>Example</b>		
<p>During back to school, family communication preference surveys are collected. Incentives created, follow-up is conducted within initial weeks of school to ensure maximize response rate.</p> <p>Based on family responses, the school adjusts approaches for sharing schoolwide and classroom-level updates accordingly. Additionally, information regarding students receiving additional interventions is shared based on family preferences.</p>		



# Integrating & Aligning Family School Collaboration within PBIS

TFI Domain/Items	FSC: TFI	Full Implementation
Teaming	Equity Access & Representation	Input is sought and periodic evaluations of family input that is proportional to enrollment subgroups are conducted at least annually and clear alternations of practices are in process.
<b>Example</b>		
<p>The school notices that the when breaking down by racial/ethnic subgroup, communication preferences differed.</p> <p>The school then allocated time (specials, office staff) to manage social media and the texts/phone calls to ensure information is discussed with all families regularly.</p>		



# Integrating & Aligning Family School Collaboration within PBIS

TFI Domain/Items	FSC: TFI	Full Implementation
Evaluation	Family Voice for Equitable Discipline	Input is sought and periodic evaluations of input from families experiencing disproportionate discipline is conducted; clear alterations in place
<b>Example</b>		
<p>During monthly PBIS meetings, the team identifies students experiencing disproportionate discipline.</p> <p>The team identifies staff at the school with positive relationships with families, coordinates a time to discuss the issues and seek input from these families.</p> <p>The team reviews feedback and adjusts practices accordingly</p>		

Disproportionate Discipline

- Identify those in the school with relationships to families experiencing disproportionate discipline
- Coordinate opportunity to obtain feedback and perspectives on improving the problem.

Changes in Practices

- Data informs changes in practices for reaching out and communicating with families.



# Integrating & Aligning Family School Collaboration within PBIS

TFI Domain/Items	FSC: TFI	Full Implementation
Professional Development	Training & Support Options for Teachers & Families	Written process to teach families and staff how to collaborate about PBIS.
Example		
<p>The school's policies clarify regular communication expectations for educators on:</p> <ul style="list-style-type: none"> <li>-Obtaining and using family communication preferences</li> <li>-Sharing the classroom PBIS plan</li> <li>-Positive phone calls within first month of school</li> </ul> <p>The school develops a plan for communicating and supporting families with PBIS based on their preferences and needs</p> <ul style="list-style-type: none"> <li>-Workshops</li> <li>-Information aligned with school data</li> <li>-Information aligned with family-identified priorities</li> </ul>		

## Written Process

- Schoolwide approach and plan
- Expectations clarified, fidelity incentivized

## Teaching Staff

- Positive communication strategies
- Incentivizing fidelity

## Teaching Families

- Lesson plans for home
- PBIS principles



# Integrating & Aligning Family School Collaboration within PBIS

TFI Domain/Items	FSC: TFI	Full Implementation
Evaluation	Evaluation	The school has goals/outcomes of family-school collaboration, monitored with data, and a strategic plan reviewed regularly
<b>Example</b>		
<p>Families and educators identify their goals for family-school collaboration as 1) regular two-way communication and 2) supportive relationships.</p> <p>The school collected data to determine how staff &amp; families would maintain two-way communication. The school supported staff through PD, time and incentives for maintaining their efforts.</p> <p>Families and educators were surveyed twice/year on their perceptions of communication and supportive relationships.</p>		

## Goals & Outcomes

- Identify mutual goals of collaboration

## Data

- Identify and monitor perceptions & practices aligned with goals of collaboration

## Schoolwide Plan

- Adjust strategies and approaches when data indicate change is needed.



# Resources

- The Family-School-Community Alliance will be working to create implementation focused resources to support districts and school teams to advance family engagement within Tiered Systems of Support.

<https://fscalliance.org/>

- If you're interested in joining the FSCA, please contact us!
  - Devon Minch [dminch@usf.edu](mailto:dminch@usf.edu)
  - Andy Garbacz [sgarbacz@wisc.edu](mailto:sgarbacz@wisc.edu)



# Resources

<http://flpbis.cbcs.usf.edu/foundations/FACE.html>



Florida Positive Behavioral Interventions & Support Project  
A Multi-Tiered System of Supports

Home About Foundations Coaching Tiers Contact

- Home / Foundations
- PBIS in Schools
- MTSS
- Problem-Solving
- Effective Data Systems
- Culturally-Responsive PBIS
- Family & Community Engagement**

## Foundation

Share

### Family and Community Engagement (FACE)

“We have to absolutely believe *in our souls* that families want to support their children.”

— Henderson and Mapp (2006)

Family and community members are critical partners in building a culturally responsive multi-tiered system of supports. Effectively engaging with these groups sometimes means that schools have to be creative in ways that prevent authentic partnerships.

### Achieving Engagement

Meaningful family and community engagement can be achieved

### Family Engagement Resources

By: USFPBS\_Org

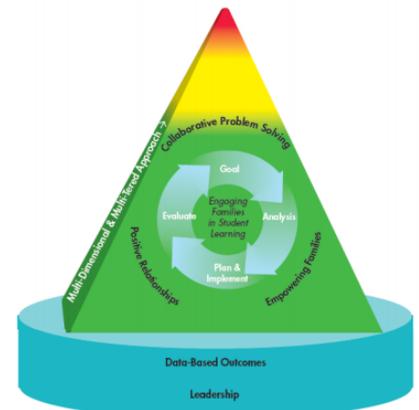
- Overview
- School Level Assessment (Innovation Configuration)
- For Educators
  - USDOE Dual Capacity Building Framework
  - Overview of Model Components
  - Leadership
  - Data-based Goals & Outcomes
  - Positive Relationships
  - Multi-Dimensional Multi-Tiered Approach
  - Empowering Families
  - Collaborative Problem Solving
  - Resources
- For Families

## Family and Community Engagement in Multi-Tiered Systems of Support

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### 6 Key Components of Effective, Sustainable Family and Community Engagement

- Leadership**  
*Leadership support and guidance is provided regarding the development, implementation, and monitoring of family and community engagement plans and practices within a tiered behavioral support system.*
- Data-based goals and outcomes**  
*Goals and outcomes are collaboratively developed among families and educators and data are used to monitor progress towards goals and intended outcomes of family and community engagement efforts.*
- Positive Relationships**  
*Positive relationships between educators and families are cultivated and characterized by educators recognizing families' needs leading to a greater understanding and respect among all all involved.*
- Multi-dimensional / Multi-tiered Approach**  
*Families are actively and effectively engaged through intensive outreach if unresponsive to traditional, school-wide family engagement and communication efforts.*



# Resources

<https://www.pbis.org/topics/family>

**PBIS** Positive Behavioral Interventions & Supports  
OFTP TECHNICAL ASSISTANCE CENTER

PBIS Topics Tools Conference & Presentations

## Family

We think of family as the people in a child's life with a vested interest in their well-being and educational success. Family, school, and community members are critical partners in developing an effective and responsive support system where all benefit. However, authentic partnerships continue to be a challenging reality for educators and families alike; schools must be creative in their efforts to reach out to and engage with their stakeholders so that positive, trusting relationships serve as the foundation of ongoing collaboration and problem-solving.

[Learn More](#)

### Examples

Check out these samples, case studies and lesson plans and use them as a springboard to improve your own implementation

[Learn More](#)

### Materials

Resources in this section include journal articles, templates, practice descriptions, fact sheets, and much more.

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### Presentations

Presentations about their experiences, published research, and best practices from recent sessions, webinars, and trainings

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### Publications

Publications listed below include every eBook, monograph, brief, and guide written by the PBIS Technical Assistance Center.

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### Video

Recordings here include keynotes and presentations about PBIS concepts as well tips for implementation.

[Learn More](#)

- Bullying Prevention
- Classroom PBIS
- Coaching
- Data-based Decision Making
- Disability
- District/State PBIS
- Early Childhood PBIS
- Equity
- Family**
- High School PBIS
- Juvenile Justice
- Mental Health/Social Emotional Well-Being
- Opioid Crisis and Substance Misuse
- Restraint/Seclusion
- School Climate Transformation Grant (SCTG)
- School-Wide

pics/family



*Promote family, youth, and community engaged partnerships in research, practice, and policy to improve prevention and intervention in the systems and practices of positive behavioral interventions and supports and related multitiered systems of support toward improvement in valued outcomes.*

<https://fscalliance.org/>



**Schools, facilities, and programs: proactively reach out to families to establish family-school partnerships; empower families to reach out to professionals to engage with them in partnership.**



**Families, youth, community members, educators and related personnel engage together at Tier I, Tier II, and Tier III to co-identify priorities, co-create plans, carry-out their shared plans within and across settings, and share in decision-making and evaluation in alignment with the functional properties and core features of specific programs.**



**Interactions between families, youth, community members, educators, and related personnel are multi-directional. As interactions evolve, partners are responsive to changes and adapt accordingly.**

# Some thoughts on the FSCA and recent meeting in Tampa

September 19-20, with thanks to Devon Minch, Heather George, Don Kincaid and USF

How about a shout out to Andy and Devon for the amazing progress ?

**RISK OF *Awesome***  
**TODAY**



# Family Engagement/Leadership Field

- Has been developed largely from experiences, anecdotes, non-empirical recommendations
- Need to move to an empirical emphasis and FSCA is filling this critical gap
- (e.g., the *Family School Collaboration: Tiered Fidelity Inventory*, being developed from a comprehensive literature review and very thoughtful development process)

# Critical role of communication with parents/families

- Need consistent, reliable, dependable communication and collaboration between school staff and families to establish trust
- We are very far from the five to one positive to corrective ratio
- Continuum of positive messaging about students to parents using technology
- Develop simple and straightforward messages for parents, e.g., what is PBIS?, how will it help my child? How can I become involved?
- Understand dimensions of effective messaging (e.g., in relation to length, timing, format, use of emojis, etc)...
- Need to overcome the challenge that contingencies in schools often block our progress

# Simple actions can be powerful

- For example, see Positive Parent Contact program by Sara Feffer (University of Massachusetts, Amherst)

# Relationship are central

- If they start off on the wrong foot, hard to get back on track
- See Clay Cook's relationship emphasis between teachers and students – establish, maintain, restore
- Should we use same framework for work with families?

# Reinforcement vs. demand ratio

- “For people to do things they need to be more reinforcing than demanding”
- Are demands we are placing on families comparable to demands we are placing on school staff?

# Thank you!



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