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

- Approach
- Beliefs
- Atmosphere

  - Family-School Partnerships

- School
- Home
- Home-School

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)

References:
- Dishion (2011)
- Garbacz et al. (in press)
- Garbacz (2019)
- Garbacz et al. (2018)
- Garbacz et al. (2017)
- Sheridan et al. (2019)
- Smolkowski et al. (2017)
- Stormshak et al. (2011)
Logic Underlying Family-School Collaboration

- 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

Family-School Collaboration

Home and School Use of Positive Behavior Support

Family-School Engagement

Improved Home-School Communication

Positive Student Social Behavior
### Family-School-Community Alliance

<table>
<thead>
<tr>
<th>FSCA Model Elements</th>
<th>Family-School Collaboration: Tiered Fidelity Inventory (FSC: TFI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District and school investment in family engagement within SWPBIS (atmosphere/culture, roles)</td>
<td>Meaningsful Decision Making</td>
</tr>
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<td></td>
<td>Equity Access &amp; Representation</td>
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<td>Data systems to screen &amp; monitor family engagement in SWPBIS</td>
<td>Evaluation</td>
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<tr>
<td></td>
<td>Family Voice for Equitable Discipline</td>
</tr>
</tbody>
</table>
...where we are headed

Family School Collaboration: Tiered Fidelity Inventory (FSC:TFI)

Psychometric studies (content validity, reliability)

Pilot studies

Supporting dissemination & use
### Family-School Collaboration: Tiered Fidelity Inventory

<table>
<thead>
<tr>
<th>Core Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
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<tbody>
<tr>
<td><strong>F.1 Positive Relationships</strong> 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.</td>
<td>• Family and educator surveys, such as the School Climate Survey, Family-School Relationship Scale, Parent Trust in School Scale • Focus groups • Family interviews/conferences</td>
<td>0 = The school does not obtain data on home-school relationships from both educators and families. 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. 2 = School data indicates that both educators and families report positive and trusting home-school relationships.</td>
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<td><strong>F.2 Multiple Forms of Two-Way Communication</strong> The school engages in ongoing, 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.</td>
<td>• Family surveys, interviews, or conferences • Focus groups • Home-school notes • Emails • Phone call logs • Social media data</td>
<td>0 = The school does not have multiple avenues in place for ongoing, two-way communication. 1 = The school utilizes multiple avenues for two-way communication, but not on an ongoing basis (only once or twice per year). 2 = The school utilizes multiple avenues for two-way communication on an ongoing basis, AND adapts communication strategies based on family preferences.</td>
</tr>
<tr>
<td><strong>F.3 Meaningful Decision-Making</strong> The school provides a diverse range of opportunities for families to make shared decisions about PBIS systems and practices.</td>
<td>• Team minutes &amp; agendas • School handbooks • Communication logs • Decision records</td>
<td>0 = The school provides no opportunities for families to make decisions about PBIS. 1 = The school provides some, limited opportunities for families to make decisions about PBIS. 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.</td>
</tr>
<tr>
<td><strong>F.4 Equity Access and Representation</strong> 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.</td>
<td>• Team minutes &amp; agendas • Team member roles and descriptions • Response rate and representation of family surveys/interviews (focus groups, etc.) proportional to enrollment subgroups</td>
<td>0 = No protocol or evaluation of family representation/input takes place 1 = Input is sought, but input is not used or evaluated for effectiveness in shaping efforts or practices. 2 = Input is sought successfully, periodic evaluations of family representation/input proportional to enrollment subgroups are conducted (at least annually), outcomes shared with staff and district leadership, and clear alterations for practices are in process.</td>
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1Enrollment 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
## Assessing Family-School Collaboration within PBIS

### Family-School Collaboration: Tiered Fidelity Inventory

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| **F5 Family Voice for Equitable Discipline:** 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. | • Team minutes & agendas  
  • Team member roles and descriptions  
  • Response rate and representation of family surveys/interviews (focus groups, etc.); Proportional to enrollment subgroups | 0 = No protocol or evaluation of input from families experiencing disproportionate rates of exclusionary discipline takes place  
  1 = Input is sought, but input is not used nor evaluated for effectiveness in shaping efforts or practices.  
  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. |
| **F6 Training and Support Options for School Staff:** A written process is followed for teaching all relevant staff how to collaborate with families about PBIS. | • Professional development calendar  
  • Lesson plans for teacher trainings  
  • School policy  
  • Staff handbook | 0 = No process for teaching staff in place  
  1 = Teaching process is informal  
  2 = Written process used to teach all relevant staff how to collaborate with families about PBIS |
| **F7 Training and Support Options for Families:** A written process is followed for teaching families how to collaborate with school staff about PBIS. | • Family handbook  
  • School website and social media accounts  
  • School newsletters  
  • Home matrix  
  • Lesson plans for home  
  • School event calendar | 0 = No process for teaching families in place  
  1 = Teaching process is informal  
  2 = Written process used to teach families how to collaborate with school staff about PBIS |
| **F8 Evaluation:** Educators and families collaboratively develop and agree upon:  
  • Comprehensive family-school collaboration goals/outcomes responsive to family and student needs across home, school, and community settings.  
  • Strategies for monitoring progress towards goals (e.g., surveys vs. text/social media polls)  
  • Regular review of data used to monitor family-school collaboration goals and adjustments to strategic plans based on data. | • Strategic plans inclusive of explicit family-school collaboration goals  
  • Data used to monitor family-school collaboration goals  
  • Action plans illustrative of revisions and edits | 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.  
  1 = The school has goals/outcomes for family-school collaboration but they are not monitored with data  
  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. |
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).

<table>
<thead>
<tr>
<th>CORE FEATURES</th>
<th>POINTS AWARDED/POSSIBLE</th>
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<tbody>
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<td>Positive Relationships</td>
<td>/2</td>
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<tr>
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<td>Evaluation</td>
<td>/2</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>/16</td>
</tr>
<tr>
<td><strong>PERCENTAGE OF FAMILY-SCHOOL COLLABORATION IN SWPBIS IMPLEMENTATION</strong></td>
<td>%</td>
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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.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CURRENT SCORE</th>
<th>ACTION</th>
<th>WHO</th>
<th>WHEN</th>
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<th>Domain of Measurement</th>
<th>Name of Measure</th>
<th>Reference</th>
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## Action Planning

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Key Stakeholders</th>
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<tbody>
<tr>
<td>Create a Clear Role for Family-School Collaboration in PBIS</td>
<td>Define family-school collaboration at Tier 1, Tier 2, and Tier 3</td>
<td>Tier 1, Tier 2, Tier 3 teams</td>
</tr>
<tr>
<td>Reach out to Families Proactively</td>
<td>Clarify role expectations, Use data from families to inform actions, Make positive phone calls home</td>
<td>Tier 1 team, Teachers, School counselors, School psychologists, Administrators</td>
</tr>
<tr>
<td>Enhance the School Atmosphere</td>
<td>Enhance school spaces, Use warm greetings, Use social media, Make PBIS materials family friendly</td>
<td>Tier 1 team, All school staff and faculty</td>
</tr>
<tr>
<td>Emphasize Two-Way Communication</td>
<td>Ask parents for feedback and use their feedback, Hold “town hall” meetings or parent focus groups, Coordinate behavior support plans across home and school</td>
<td>Tier 1 team, Administrators, Teachers</td>
</tr>
<tr>
<td>Provide Guidance and Support for Family Collaboration in PBIS</td>
<td>Create a family subgroup of the Tier 1 team, Use a tutorial about serving on school teams</td>
<td>Tier 1 team, State consultants</td>
</tr>
</tbody>
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Garbacz & Weist (2019)
Integrating & Aligning Family School Collaboration within PBIS

Family-School Collaboration: Tiered Fidelity Inventory

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<td>0 = The school does not provide data on family-school relationships. 1 = The school provides data on family-school relationships. 2 = The school provides data on family-school relationships, but the data do not indicate that relationships are positive. 3 = The school data indicate that relationships are positive and trusting.</td>
</tr>
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<td>F2: Multiple Forms of Two-Way Communication</td>
<td>Focus groups, Twitter, or conferences</td>
<td>0 = The school does not provide multiple forms of communication. 1 = The school provides multiple forms of communication. 2 = The school provides multiple forms of communication, but the communication is not ongoing. 3 = The school provides multiple forms of communication, and the communication is ongoing.</td>
</tr>
<tr>
<td>F3: Meaningful Decision-Making</td>
<td>Parent involvement, parent surveys, school handbook, consent forms, records</td>
<td>0 = The school does not provide opportunities for meaningful decision-making. 1 = The school provides some opportunities for meaningful decision-making. 2 = The school provides meaningful decision-making opportunities, but the decision-making process is not ongoing. 3 = The school provides meaningful decision-making opportunities, and the decision-making process is ongoing.</td>
</tr>
<tr>
<td>F4: Equity Access and Representation</td>
<td>Staff meetings, parent/consumer forums, school board meetings, community forums</td>
<td>0 = The school does not provide opportunities for equity access and representation. 1 = The school provides some opportunities for equity access and representation. 2 = The school provides opportunities for equity access and representation, but the representation is not ongoing. 3 = The school provides opportunities for equity access and representation, and the representation is ongoing.</td>
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Two-way Communication

Positive, Trusting Relationships

Data

Family-School-Community Alliance
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

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<th>TFI Domain/Items</th>
<th>FSC: TFI</th>
<th>Full Implementation</th>
</tr>
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<tbody>
<tr>
<td>Teaming</td>
<td>Meaningful Decision Making</td>
<td>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</td>
</tr>
</tbody>
</table>

**Example**

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

Family–School–Community Alliance
## Integrating & Aligning Family School Collaboration within PBIS

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<td>Implementation</td>
<td>Positive Relationships</td>
<td>School data indicate both educators and families report positive and trusting home-school relationships</td>
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### Example

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.

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.

### Data
- Input is collected from families
- Support utilized to reach out to initial nonresponders

### Families & Educators
- Include options family responses on all information given or shared
- Back to school PD
- Iterant staff support intensive outreach to initial non-responders
- Families preferences inform strategies

### Positive, Trusting Relationships
- Families & Educators
- Data
Integrating & Aligning Family School Collaboration within PBIS

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<tr>
<td>Family/Community Involvement</td>
<td>Multiple Forms of Two-Way Communication</td>
<td>The school utilizes multiple avenues for two-way communication on an ongoing basis and adapts communication based on family preferences.</td>
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</tbody>
</table>

**Example**

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.

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.

**Multiple Avenues**
- Two-way home notes
- Website/social media: school/classroom discussion boards
- Phone (text/call with info on responding)

**Two-Way Communication**
- Response options

**Ongoing & Responsive**
- Response data used to make adjustments to strategies
Integrating & Aligning Family School Collaboration within PBIS

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<td>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.</td>
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**Example**

The school notices that when breaking down by racial/ethnic subgroup, communication preferences differed.

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.

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### Periodic Evaluations
- Quarterly evaluations of survey data

### Proportional to Enrollment Subgroups
- Race, ethnicity, demographic information included in initial, key surveys

### Changes in Practices
- Data informs changes in practices for reaching out and communicating with families.
## Integrating & Aligning Family School Collaboration within PBIS

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<td>Evaluation</td>
<td>Family Voice for Equitable Discipline</td>
<td>Input is sought and periodic evaluations of input from families experiencing disproportionate discipline is conducted; clear alterations in place</td>
</tr>
</tbody>
</table>

### Example

During monthly PBIS meetings, the team identifies students experiencing disproportionate discipline.

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.

The team reviews feedback and adjusts practices accordingly.

### 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

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<td>Professional Development</td>
<td>Training &amp; Support Options for Teachers &amp; Families</td>
<td>Written process to teach families and staff how to collaborate about PBIS.</td>
</tr>
</tbody>
</table>

**Example**

The school’s policies clarify regular communication expectations for educators on:
- Obtaining and using family communication preferences
- Sharing the classroom PBIS plan
- Positive phone calls within first month of school

The school develops a plan for communicating and supporting families with PBIS based on their preferences and needs
- Workshops
- Information aligned with school data
- Information aligned with family-identified priorities

**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

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<td>Evaluation</td>
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<td>The school has goals/outcomes of family-school collaboration, monitored with data, and a strategic plan reviewed regularly</td>
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</tbody>
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**Example**

Families and educators identify their goals for family-school collaboration as 1) regular two-way communication and 2) supportive relationships.

The school collected data to determine how staff & families would maintain two-way communication. The school supported staff through PD, time and incentives for maintaining their efforts.

Families and educators were surveyed twice/year on their perceptions of communication and supportive relationships.

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**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
  • Andy Garbacz sgarbacz@wisc.edu
Resources

http://flpbis.cbc.usf.edu/foundations/FACE.html
Resources

https://www.pbis.org/topics/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?
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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