

Supporting Families at Home with PBS

MO SW-PBS Summer Institute



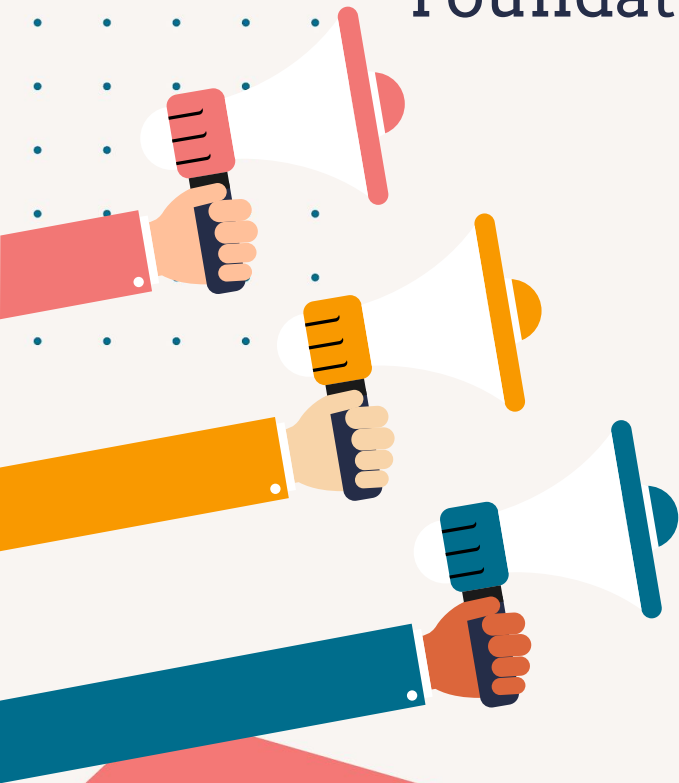
Our Session Goals for Today

At the end of our time together, we hope to have expanded our knowledge on the following topics.

1. Foundational Elements of Families in PBIS
2. Including Families within a Tiered Framework
3. Assessing Family Involvement with PBIS
4. Get Started with Families-Action Steps for the New Year

Goal 1:

Foundational Elements of Families in PBIS



1. Including families in PBIS implementation means families and school personnel work together and share in the responsibility making educational decisions and improving student outcomes.
2. Interventions connecting families and schools are essential to valued youth behavioral and mental health outcomes.[1]Including families' perspectives, values and voices within the development and implementation of your PBIS system makes your school responsive to the needs of students and families. Intentional efforts to engage and partner with families shows they are valued as equal partners in the work of educating students.

Foundational Elements of Families in PBS

The basic elements of partnering with families should include:

Building positive relationships

Engaging in two-way communication

- Ensuring equitable family representation

- Making meaningful data-driven decisions

- These are all must have components in a meaningful and collaborative partnership with families

Positive Relationships with Families

Relationships between educators and families are characteristically positive.

Recognizing families' needs and cultural differences leads to greater understanding and respect among all involved. Schools make proactive efforts to

- build and maintain positive, trusting relationships with families such as collecting
- data on the perceptions of the home-school relationships.

Equity, Access and Family Representation

Schools make intentional efforts to obtain input and diverse perspectives from families proportional to enrollment. School teams have a protocol for reviewing the effectiveness of their efforts to obtain family input and make adjustments to PBIS implementation as needed.

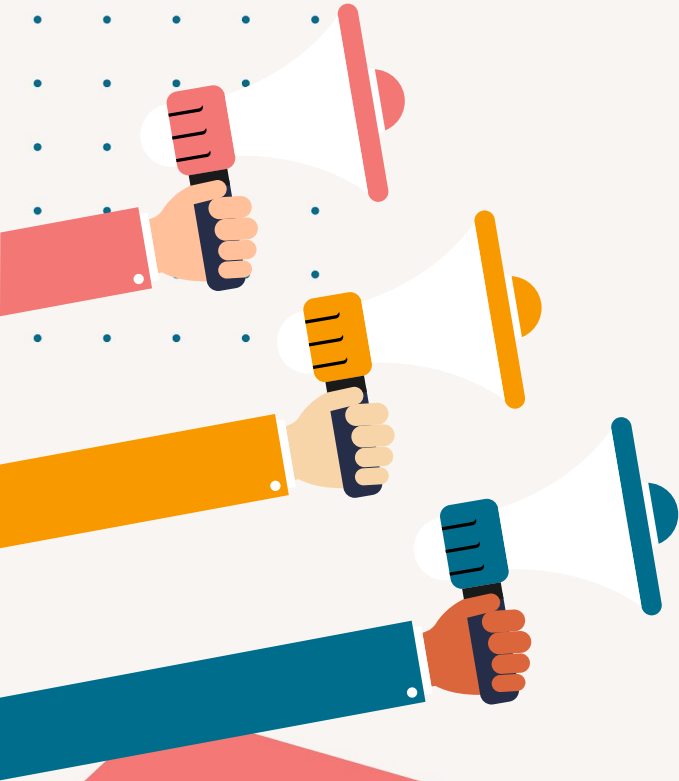
- Educators employ effective strategies to support families' knowledge, skills and efficacy for supporting student learning which results in empowered families who serve as leaders, advocates, supporters, and partners in student learning.

Meaningful Decision-Making with Families

The school provides a diverse range of opportunities for families to make shared decisions about PBIS systems and practices. Families of children receiving Tier 2 and 3 supports are effectively engaged in all decisions related to support for their child.

- This is done through multiple forms of communication such as PBS parent handbooks, PBS Tier flyers, and meetings with parents regarding Tier 2 and 3 student plans.

Goal 2: Including Families within a Tiered Framework



1. Similar to providing a continuum of supports for students in a school, information and supports to families can also be provided through a multi-tiered approach. What you communicate – the type and amount of information shared with families – may vary depending on the intensity of student need.
2. Providing Opportunities for families to give feedback on the types of communication and frequency provides additional opportunities to partner with families

Tier 1 Family Involvement Communication

For all students, family-school collaboration includes two-way communication on the overall school-wide approach to supporting behavior. It also includes asking for and utilizing family input to ensure school-wide supports are effective.

- At Tier 1, classroom teachers and families communicate from a positive lens focused on co-creating expectations and approaches to supporting student behavior. Teachers and families communicate throughout the year their positive experiences and current concerns regarding behavior in the classroom.

Tier 2 Family Involvement Communication

At this tier, family-school collaboration includes two-way communication about the targeted supports their students receive. Communication includes the purpose and approach to the targeted supports and a discussion about the families' role.

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- • • For example, one type of communication might clarify how and when progress data will be shared and ensure families stay regularly connected about their students' progress.
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Tier 3 Family Involvement Communication

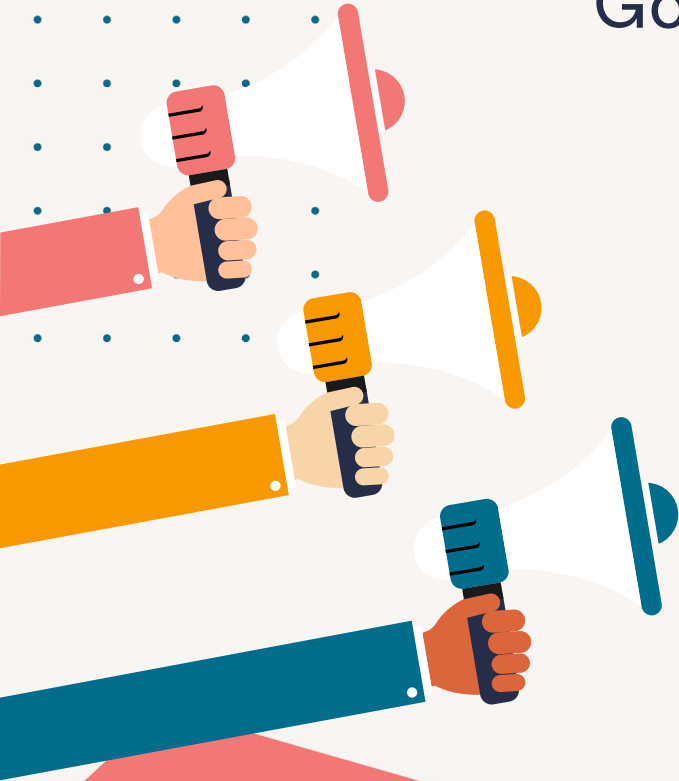
For students receiving tier 3 supports, family-school collaboration includes frequent two-way communication about the individual student's plan.

Communication includes the purpose and approach to the targeted supports and a discussion about the families' role.



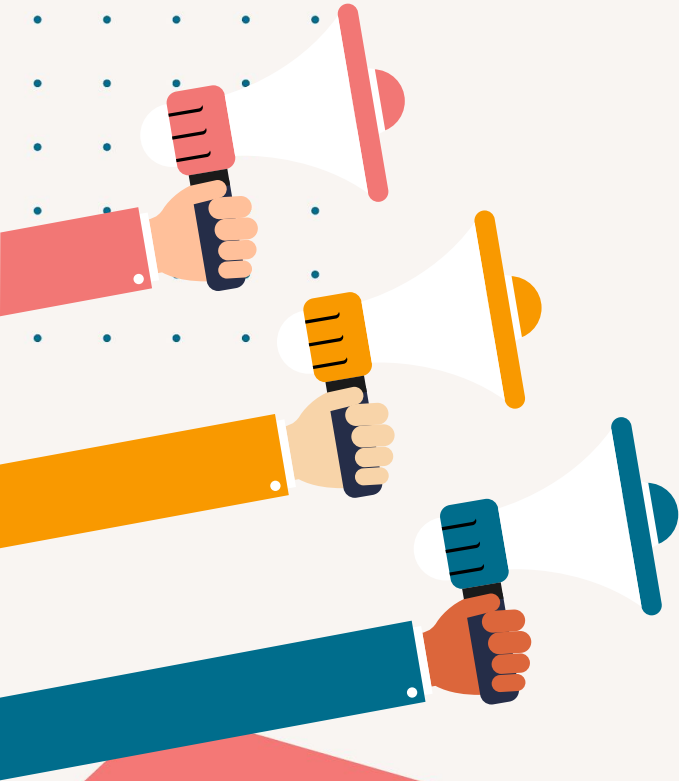
Goal 3. Assessing Parent Involvement

1. Define and determine participation of families in school PBS Structure
2. Determine family knowledge of current school PBS Plan and Structure
3. Define and evaluate the fidelity of PBS school structure
4. Determine next steps in providing families with opportunities to partner with school on PBS.
5. Gather feedback on resources for families to implement PBS at home.



Goal 4. Get Started with Families-Action Steps for the New Year

1. Prioritize Family-School Collaboration
2. Data Systems Screen & Monitor Family Engagement
3. Coordinate School and Home Systems to Support Outcomes
4. Next Steps for a New Year



Prioritize Family-School Collaboration

Engaging families starts with leadership teams setting the priority. School-level leadership ensure engaging families is a priority by including it in the school's vision, mission, and goals for continuous improvement. Align the school's efforts with the district's vision and goals for family and school collaboration within a tiered framework. Make sure to include opportunities for professional development and ongoing coaching to build strong foundations for working together to improve student outcomes.

Data Systems Screen & Monitor Family Engagement

Schools engaging families must use data to develop goals and monitor the outcomes of these partnerships. Drawing on skills, practices, and actions of school personnel and families, specific goals are collaboratively developed to progress monitor the effectiveness of family engagement. Use assessments to

answer questions like:

- How satisfied are families and educators with current efforts?

- How is your school doing in achieving its family-school collaboration goals?

- What's currently working?

- What isn't?

Thanks!

Do you have any questions?
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Resources

[1]Sheridan, S., Smith, T., Moorman Kim, E., Beretvas, S., & Park, S. (2019). A Meta-Analysis of Family-School Interventions and Children's Social-Emotional Functioning: Moderators and Components of Efficacy. *Review of Educational Research*, 89(2), 296-332. doi: 10.3102/0034654318825437

Aligning and Integrating Family Engagement in PBIS

<https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis>

This e-book reviews reasons for and ways to significantly enhance family engagement in schools. It can be used by anyone invested in including families in policy, research, and practices related to PBIS.

Working Systemically In Action: Engaging Family and Community

This supplement to Working Systemically in Action provides explanations for key concepts, suggestions, and ready-to-use tools to help schools and families come together as partners to support student learning.

<https://sedl.org/ws/ws-fam-comm.pdf>