Developing Behavior Systems that Work: Using Data to Inform Interventions

Working with Families Around Behavior

Developed by the Technical Assistance Partnership for Behavior and Equity

3/4/2022
Self-Advocacy
Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support
Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities
Schools provide high-quality inclusive programs and activities.

Transition Support
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.
Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.
Who Are We?

The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive support network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs).

Regional Partnership Centers (RPCs) are located in each of the 12 regions of NYS and provide these supports and services to the EOs within their region.
Today’s Facilitators

Name
Participant Introductions

• Name
• Role
• District
• School
• Population Served
## Training Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✧ Take care of your personal needs</td>
</tr>
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<td>✧ Return on time and quietly</td>
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<td>✧ Sign attendance sheets / complete eval. form</td>
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<td><strong>BE RESPECTFUL</strong></td>
<td>✧ Put cell phones to “off” or “vibrate”</td>
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<td>✧ Honor confidentiality when applicable</td>
</tr>
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<td></td>
<td>✧ Stay on topic</td>
</tr>
<tr>
<td><strong>BE ENGAGED</strong></td>
<td>✧ Be an active participant</td>
</tr>
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<td></td>
<td>✧ Participate with an open mind</td>
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<tr>
<td></td>
<td>✧ Take notes</td>
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<td></td>
<td>✧ Make plans to stay until training dismissal</td>
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# Virtual Training Expectations

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| BE ENGAGED       | ✨ Be an active participant  
                   ✨ Participate with an open mind  
                   ✨ Take notes  
                   ✨ Make plans to stay until training dismissal |
## Roadmap

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Title</th>
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</thead>
<tbody>
<tr>
<td>1:</td>
<td>Introduction to Equitable Behavioral Systems</td>
</tr>
<tr>
<td>2:</td>
<td>Using Discipline Data to Inform Interventions</td>
</tr>
<tr>
<td>3:</td>
<td>Creating Common Disciplinary Language</td>
</tr>
<tr>
<td>4:</td>
<td>Creating a Discipline Flowchart</td>
</tr>
<tr>
<td>5:</td>
<td>Tier 1 Practices to Support Student Behavior</td>
</tr>
<tr>
<td>6:</td>
<td><em>Working with Families Around Behavior</em></td>
</tr>
</tbody>
</table>
Materials

Module 1-5 workbooks with completed activities
Module 6 workbook

Resources and Handouts
- Classroom Family Engagement Rubric
- School-wide Family Engagement Rubric
- Essential features of family school collaboration and Culturally Responsive (CR) components
- Trust Generators for parents/caregivers
- Family School Collaboration Re-evaluation Checklist
- Connecting Classrooms & Communities article
- Evidence-Based Practice examples
Objectives for Module 6

Educational Organizations (EO) will…

- Affirm the importance and impact of effective family and community engagement
- Incorporate family engagement within your school’s discipline practices, policies and procedures
- Integrate culturally responsive strategies to foster positive school-family-community partnerships
- Develop a system for shared decision-making
- Create an action plan to meaningfully engage families and ways to measure it
Working with Families around Behavior
YOUR TURN

Activity 1: Grounding/Opening Reflection

• What was your experience as a student related to family engagement?
• What role did your family play?
• How did this impact your experience as a student?
• How does this impact your practice as an educator?
• Based on your pre-work, how do your personal experiences align with your school’s activities and initiatives around family engagement?
Defining the Parent’s Role

Involvement

Parent involvement is when parents participate in school events or activities, and teachers provide learning resources or information about their student’s grades.

Engagement

"Family engagement refers to active, interactive, and dynamic processes and practices that family members use to engage as equal partners with educators and other key stakeholders to support their children's development" (Garbacz, Witte, & Houck, 2017).

Collaboration

"Family-school collaboration refers to two-way communication, home-school coordination, and joint problem-solving between families and educators to make educational decisions for the purpose of supporting student success." (Garbacz et al., 2019).
Involvement and Engagement

One of the dictionary definitions of involve is “to enfold or envelope,” whereas one of the meanings of engage is “to come together and interlock.” Involvement implies doing to; in contrast, engagement implies doing with...

(Ferlazzo, 2011)
Activity 2: Involvement or Engagement?

- Holding a fall back-to-school open house where parents/caregivers follow their student’s daily schedule and hear about each teacher’s behavior expectations, grading policies and student handbook

- Asking the grandfather of a student in the school to be a mentor in an after-school program

- Recruiting a mother of a student to participate regularly on the school wide Positive Behavior Intervention Support (PBIS) team; when she cannot attend, she Skypes in

- Inviting 3 dads and moms to serve on a Social Emotional Learning (SEL) curriculum selection committee; their votes are considered equally with other committee members

- Releasing a youth from a study hall period to participate regularly in a division level committee about revising high school discipline policies
YOUR TURN

Activity 2: Involvement or Engagement

• Allowing the Parent Teacher Organization (PTO) to set up a school store at lunch to raise money to buy culturally diverse books for a classroom

• A principal and a parent co-teaching an evening session for families on homework strategies

• Staff collects donations of toiletries and cleaning supplies and distributes them to school families in financial need

• The Sunshine committee of the Parent Teacher Student Association (PTSA) plans a teacher appreciation week lunch for all staff
Family Involvement and Engagement improves:

- Academic achievement
  - school readiness
  - grades
  - performances on standardized tests
  - literacy
  - homework completion
  - graduation rates
- Attendance
- Dropout rates
- Behaviors and social skills
- Placements and transitions
  - Post-secondary outcomes
- School climate and environment
- Parents’ trust, connectedness, and relationship with teachers/schools

(Joyce, 2017; Oswald et al., 2018; Siegel et al., 2018. Van Voorhis et al., 2013)
### Classroom Family Engagement Rubric

The teacher possesses the beliefs and mindsets to effectively engage families.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The teacher values and respects families and sees them as important partners in supporting student learning.</td>
</tr>
<tr>
<td>1.2</td>
<td>The teacher sees engaging all families as part of his or her core role and responsibility and works to continuously increase his or her effectiveness.</td>
</tr>
</tbody>
</table>

#### Stage 1
- The teacher believes that engaging families will have no impact, or a negative one, on student achievement.
- **Example statements:**
  - "My students' families are the reason my students are so far behind."
  - "Engaging families won't help my students do better in school."
  - "My students' families are not smart enough to help their children succeed in school."

#### Stage 2
- The teacher makes some effort to engage families because he or she believes it will prevent behavior problems and misunderstandings throughout the year.
- **Example statements:**
  - "If you don't reach out to families now, you'll have problems with them later."

#### Stage 3
- The teacher engages families because he or she believes that knowing families better will help him or her better know, understand, and support students.
- **Example statements:**
  - "To really know my students, I must know my families."
  - "I want to have positive relationships with my students' families."

#### Stage 4
- The teacher engages families because he or she believes all families want the best for their children and that family engagement will help students reach their achievement goals, regardless of parents' socioeconomic background or education level.
- **Example statements:**
  - "My families are the most important partners in helping my students succeed."
  - "All families want the best for their children."

The teacher is willing to spend time and energy to engage all families at the beginning and throughout the year because he or she believes it is a necessary investment in raising student achievement. The teacher believes it is possible to engage all families and works relentlessly and creatively to remove barriers to this engagement.

- **Example statements:**
  - "Families can effectively do their job of supporting their kids' achievement when I provide the right support and tools."
  - "I must engage all families so they can help their children achieve their goals."
  - "It's my job and my responsibility to engage families."

Examples:
- Counting the number of
Strategy One: Creating a welcoming and engaging climate with strong relationships and communications between families and school staff

<table>
<thead>
<tr>
<th>Objective</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The school values families as important partners in their students’ education.</td>
<td>Families think the school would rather they not be involved.</td>
<td>Families think the school does not really care if they are involved or not.</td>
<td>Families describe the school as committed to engaging families but sometimes unable to do so meaningfully because of other school priorities.</td>
<td>Families describe the school as committed to engaging families and willing to put in the time and attention to make it a priority.</td>
</tr>
<tr>
<td>- School staff believe that families aren’t really capable of partnering in their student’s education, or that it is more trouble than it is worth to engage families. School staff do not articulate to families that their involvement is important.</td>
<td>- School staff believe that families have too many needs or are too busy to partner in their student’s education. School staff may articulate to families that their involvement is important, but not that they want to partner.</td>
<td>- School staff believe that most families can be effective partners in their student’s education and they try various strategies to support them. School staff articulate to families that they want to partner and why it is important.</td>
<td>- School staff believe that all families, if treated respectfully and given the necessary tools, can be effective partners in their student’s education. School staff articulate to families that they want to partner and explain to families what that looks like and why it is important.</td>
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</tr>
<tr>
<td>- The school does not pro-actively reach out to engage its families.</td>
<td>- The school makes initial efforts to engage families, but these efforts are not sustained throughout the year. If families are not responsive to initial outreach, the school does not make additional efforts to engage them. As a result, the school’s family engagement approaches do not equitably serve all families.</td>
<td>- The school makes sustained efforts to engage all families. The school successfully reaches some families, but usually is not able to reach their “hard to reach” families. As a result, the school’s family engagement approaches do not equitably serve all families.</td>
<td>- The school is relentless in ensuring that every student’s family is engaged in the success of their student. The school is persistent and creative in reaching all families, regardless of their circumstances, and their efforts reach all families equitably.</td>
<td></td>
</tr>
<tr>
<td>Sounds like:</td>
<td>My parents are the reason my kids are so far behind.</td>
<td>I try hard to get parents to be involved but it’s not my fault if they don’t show up.</td>
<td>To really know my students, I must know my families.</td>
<td>My parents are the most important partners in helping my students succeed.</td>
</tr>
<tr>
<td>- Engaging parents won’t help my students do better in school.</td>
<td>I don’t want to bother families by asking them to be involved.</td>
<td>I want families to feel good about our school.</td>
<td>All families want the best for their children.</td>
<td></td>
</tr>
<tr>
<td>- I can’t engage my parents because they don’t value an education.</td>
<td>Families might want the best for their students, but they can’t do what they need to do.</td>
<td>I try, but there are some families who I just can’t get in touch with.</td>
<td>I tell families I want them engaged and will do what</td>
<td></td>
</tr>
<tr>
<td>- It’s not my job to engage parents.</td>
<td>There’s nothing I can do to get families to step up.</td>
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YOUR TURN

Activity 4: Mindset Matters

• Where do you feel your family engagement efforts fit within this rubric?

• Where do you feel your EO fits within this rubric?

• How did you or didn’t you respond to stage 1 or 2? Why? How does that mindset impact teacher/student relationships?

• What supports do you need to have in place to achieve Stage 4?
Dr. Karen Mapp Shares Advice for Educators on Family and Community Engagement Strategies
YOUR TURN Video

Video: Dr. Karen Mapp

• New Learning?
• Connections made?
• Affirmations?

What’s Next?

- Examine core beliefs about families
- Communication is positive
- Linking communication to academics
Six Essential Features of Family-School Collaboration

1. Positive Home-School Relationships
2. Two-way Communication
3. Shared Decision Making
4. Family Voice for Equitable Discipline
5. Training and Support for Family Collaboration
6. Evaluation
Culturally Responsive Behavioral Systems

• Identify
• Voice
• Supportive Environment
• Situational Appropriateness
• Data for Equity
# Features of Family-School Collaboration within a CR Behavioral System

<table>
<thead>
<tr>
<th>Essential Features of Family-School Collaboration</th>
<th>Culturally Responsive Behavioral Systems</th>
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<tbody>
<tr>
<td><strong>Identity</strong></td>
<td><strong>Supportive Environment</strong></td>
</tr>
<tr>
<td>Positive Home-School Relations</td>
<td><strong>Voice</strong></td>
</tr>
<tr>
<td>An EO can start to build positive relationships by understanding who makes up their school community, in other words the identity of their school community. EOs should set up a system to collect data on race, ethnicity, ability, gender, identity, language, marital status, religion, sexual identity, socio-economic status and how these influence a person's or group's experiences. Seek to understand your families, not to change them.</td>
<td><strong>EO's can build positive relationships by providing opportunities for families to see themselves, their cultural values, and their histories in the school setting. An example of this might include having families come in and help decorate the halls and classrooms giving them a voice in what is seen and heard in the classroom setting.</strong></td>
</tr>
<tr>
<td><strong>Two-way Communication</strong> Once we have a good understanding of what cultures make up our school community we want to be sure we are getting feedback from all subgroups. Keep in mind, the</td>
<td><strong>Seek voices beyond your typical PTA committee by engaging and listening to underserved families. Each time we ask for feedback we want to have a way to disaggregate data and reach out.</strong></td>
</tr>
</tbody>
</table>
Positive Home-School Relationships
YOUR TURN
Activity 5: Stand Out Words

• Looking at the definition of Positive Home-School Relationships in your workbook, what words from the definition stand out to you?

• What is your school currently doing to build Positive Home-School Relationships?
# Building Culturally Responsive Positive Home-School Relationships

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Identity</td>
<td>Understand who makes up your school community</td>
</tr>
<tr>
<td></td>
<td>Create a visible multilingual and multicultural environment</td>
</tr>
<tr>
<td>Voice</td>
<td>Give families a voice in what is seen and heard in the classroom setting</td>
</tr>
<tr>
<td>Situational Appropriateness</td>
<td>Seek to understand how behavior expectations between home and school differ</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>Share with parents the mission of the school</td>
</tr>
<tr>
<td></td>
<td>Provide training to practitioners to examine their own culture and implicit bias</td>
</tr>
<tr>
<td>Data for Equity</td>
<td>Collect data on the family's perception of home-school relationships and strive to make it better</td>
</tr>
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</table>
Critical Components of Building Positive Relationships

• Build trusting relationships by:
  - Learning about, addressing, and incorporating their opinions & concerns
  - Gathering insight into students’ cultures, goals and learning preferences
  - Using trust generators with students and families
  - Connecting with families in the beginning of the school year to get to know them
  - Connecting with families to share positive feedback, not only negative feedback

• Believe that families are equal partners
• Value and respect the parent’s role
Activities to Build Family and Student Involvement

• Encourage families to share information with school
• Designing a process to help new staff acclimate to your community
• Participate in neighborhood meetings
• Plan for data-informed decisions through feedback from families and students
• Student engagement and leadership opportunities (e.g., student PBIS team, clubs)
YOUR TURN

Activity 6: Ideas and Action Planning for Positive Home-School Relationships

• Using the Ideas and Action planning checklist in the workbook:
  ▪ Evaluate where you are with each of the ideas
  ▪ Check one box for each item
  ▪ Determine two or three items that will be a priority for your action plan
Two-Way Communication
## Building Culturally Responsive Positive Two-Way Communication Systems

<table>
<thead>
<tr>
<th>Components</th>
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</table>
| Identity                    | Get feedback from all sub-groups  
Ensure communication sources are effective for all sub-groups.                                                                                   |
| Voice                       | Engage and listen to underserved families  
Reach out to any subgroup that is not represented  
Provide multiple opportunities for families to communicate in their language                                                                       |
| Supportive Environment      | Provide support for families who show an interest in decision making committees                                                                |
| Situational Appropriateness | Be mindful of “code switching”  
Get input from families when developing school wide or classroom expectations and discipline procedures                                             |
| Data for Equity             | Share data with families using different methods  
Acquire feedback on how to improve outcomes                                                                                                          |
Family Communication Tips

Developing a Successful Two-Way Communication System

- **Simple**: Write concisely at a fourth-grade level in the family’s home language.
- **Multi-channel**: Use mail, email, phone calls, and text messages to equitably communicate.
- **Skimmable**: Write using headings and bullets so it is easily skimmed.
- **Accessible**: compatible with a screen reader, enlarge font available, sign language, braille, etc.
- **Calendar**: Send communications on a regular schedule to establish a routine.
- **Timely**: Share actionable and relevant information.
- **Automatic**: Automatically enroll families in communications with the option for them to opt out.
Activity 7: Ideas and Action Planning Two-Way Communication

• Using the Ideas and Action planning checklist in the workbook:
  - Evaluate where you are with each of the ideas
  - Check one box for each item
  - Determine two or three items that will be a priority for your action plan
# Building Culturally Responsive Shared Decision Making

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<tbody>
<tr>
<td>Identity</td>
<td>Ensure all ethnic groups are represented when obtaining feedback and making decisions</td>
</tr>
<tr>
<td>Voice</td>
<td>Invite family members to be part of the leadership team</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>Diversity is incorporated into classrooms and school operations</td>
</tr>
<tr>
<td>Situational Appropriateness</td>
<td>Identify Cultural difference when making decisions</td>
</tr>
<tr>
<td>Data for Equity</td>
<td>Review data for equitable outcomes Use fidelity data to ensure follow through</td>
</tr>
</tbody>
</table>
Where Can Shared Decision Making Happen?

Part of the data decision leadership team
- Developing behavior definitions
- Developing behavior flowchart
- Identifying Tier 1 practices to be used in classrooms

Development of the code of conduct
- Any new or updated policy or procedures
Critical Components of Shared Decision Making

• Family voice is essential to installing effective educational practices and ensures the policies developed to support new practices are culturally and contextually responsive to the community served by the EO

• When establishing a Shared Decision-Making Process:
  - Provide upfront training to team members on roles and responsibilities of team members in the decision-making process
  - Ensure team has relevant and effective data for decision making
  - Authority to implement decisions made by the team
Outcomes of Including Families in Shared Decision Making

• Students, families, and community members provide input on universal foundations (e.g., expectations, consequences, acknowledgements) on an ongoing basis

• Families feel that their histories, interests, and experiences are embedded and visible throughout the school community
YOUR TURN

Activity 8: Ideas and Action Planning Shared Decision Making

• Using the Ideas and Action planning checklist in the workbook:
  - Evaluate where you are with each of the ideas
  - Check one box for each item
  - Determine two or three items that will be a priority for your action plan
“Learning is rooted in the lives and experiences of people and cultivated through activities that people find meaningful. When teaching is not rooted in students’ lives, student learning suffers. Perhaps worst, biases take hold and deficit perspectives become normalized throughout our schools and classrooms, structuring entire systems that blame students for failure.”

(NYSED, 2018 p. 11)
## Accessing Culturally Responsive Family Voice

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<tr>
<td><strong>Identity</strong></td>
<td>Provide opportunities for all families especially your underserved families to have a voice in the decision-making process</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Move from understanding groups by race to understanding their culture &amp; ethnicity</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>Set norms that allow for open and honest feedback from all sub-groups</td>
</tr>
<tr>
<td><strong>Situational Appropriateness</strong></td>
<td>Take the time to learn about your students’ cultural identities and validate and affirm cultural differences</td>
</tr>
<tr>
<td><strong>Data for Equity</strong></td>
<td>Look at all enrolled groups to determine where “business as usual” is adversely affecting sub-groups and seek input from the sub-groups that are being adversely affected</td>
</tr>
</tbody>
</table>
Examples of Family Voice in Equitable Discipline

Families and students representing all cultural identities adversely affected by disproportionality in the educational organization...

- participate in developing behavior definitions, the code of conduct, new behavior policies and practices
- participate in the review of data and problem-solving discussions that lead to action planning
- Participate in accessing racial/ethnic equity in acknowledgement systems (i.e., rewards used consistently with all groups of students)
Successful School Leadership Teams not only include stakeholders as team members but also actively elicit ownership, voice and broad representation of their families and communities, especially underserved families and cultures; families and cultures adversely affected by disproportionality in behavior policies and practices.
Community

How is the school viewed through the eyes of the community?

How is the community viewed through the eyes of the teachers?
YOUR TURN

How to Access Family Voice as Part of a Community

• Workbook Activities:
  - Activity 9: Connecting with Community Assets
  - Activity 10: How to Conduct a Community Analysis
YOUR TURN

Activity 9: Connecting with Community Assets

• In your workbook, read *Vignette D: Connecting Community Assets and Classroom Learning* and answer the following questions:

• Reflection Questions:
  - How could your school reach out into the community and connect with community members?
  - Who might those community members be?
  - How could community members support reaching your curricular goals?
  - How could community members support reaching your behavior goals?
  - How could your students’ family members’ assets be connected to their classroom? What would the benefit be?
YOUR TURN

Activity 10: How to Conduct a Community Analysis

• Read Article: *Connecting Classrooms & Communities*

• Using the suggested questions for Conducting Community Analysis located in the workbook, discuss how EOs can use these guide questions as a resource

• Identify any takeaways and where EO is in the process of community engagement
YOUR TURN


• Using the Ideas and Action planning checklist in the workbook:
  - Evaluate where you are with each of the ideas
  - Check one box for each item
  - Determine two or three items that will be a priority for your action plan
Training and Support for Family-School Collaboration
# Building Culturally Responsive Training and Support for Family-School Collaboration

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<tbody>
<tr>
<td><strong>Identity</strong></td>
<td>Collect data/information to help understand the needs of the families in your community</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Include family members to participate in training as speakers</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>Create training and support around those needs so that it is meaningful. Provide training on why the school uses a particular discipline policy. Inform parents that the role of the school is to teach academics and behavior</td>
</tr>
<tr>
<td><strong>Situational Appropriateness</strong></td>
<td>Provide training on code switching</td>
</tr>
<tr>
<td><strong>Data for Equity</strong></td>
<td>Provide training on using data for decision making</td>
</tr>
</tbody>
</table>
Critical Components of Training and Support for Families

• Connecting behavior interventions to home
  - provide examples of what behavior interventions look like in the school setting
  - use families existing behavior intervention strategies as cultural capital to create ways to promote the use of behavior strategies in the home

• Provide training to families
  - to increase their knowledge of the language, authority structure, and curriculum of the school
  - to assist in developing the skills needed to increase participation in parent organizations
Examples: Training Topics
Professional Development for Families

• Student-Directed IEP for Families
• Understanding the IEP Process for Parents of Preschool Students
• Positive Solutions for Families
• Parent and Family Engagement within the Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) Process
• Introduction to Culturally Responsive-Sustaining Education
• Discipline Procedures for Students with Disabilities
• Dimensions of Equity in Education
Examples: Training Topics II
Professional Development for District Staff

• Student-Directed IEP for Professionals
• Introduction to Culturally Responsive - Sustaining Education
• Family Engagement Communication and Culture
• Dimensions of Equity in Education
• Parent and Family Engagement within the FBA and BIP Process
• Using the FBA/BIP Process to Support Students Needing Intensive Intervention
• Classroom Management
• Introduction to the Behavior Pathway
• Discipline Procedures for Students with Disabilities
## Training, Practice and Coaching

### Effective Professional Development

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Demonstrate Knowledge</th>
<th>Demonstrate New Skill in Training</th>
<th>Use New Skills in Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus</strong> Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus</strong> Practice and Feedback</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Plus</strong> Coaching in the Classroom</td>
<td><strong>95%</strong></td>
<td><strong>95%</strong></td>
<td><strong>95%</strong></td>
</tr>
</tbody>
</table>

*Joyce and Showers, 2002*
Considerations when Planning Professional Development

• Offer choices that align with district priorities and individual learning goals
• Consider having teachers facilitate the learning; play to their strengths
• Acknowledge the teachers well being
• Use collaborative learning protocols
• Engage in activity and discussion protocols

Mancinelli, 2020
YOUR TURN

Activity 12: Ideas and Action Planning Training and Support for Family-School Collaboration

- Using the Ideas and Action planning checklist in the workbook:
  - Evaluate where you are with each of the ideas
  - Check one box for each item
  - Determine two or three items that will be a priority for your action plan
Evaluation
# Evaluating Culturally Responsive Family Collaboration

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identity</strong></td>
<td>Evaluate your process for collecting data on identifying families</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Evaluate your process to ensure you're giving families opportunities to be heard and exercise leadership within the school system</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>Use a school climate survey to determine family perceptions of the school’s supportive environment</td>
</tr>
<tr>
<td><strong>Situational Appropriateness</strong></td>
<td>Evaluate your process for understanding cultural differences when creating expectations</td>
</tr>
</tbody>
</table>
| **Data for Equity**           | Disaggregate data for analysis and action planning  
Openly communicate and discuss trends in the data regarding equity  
Use fidelity tools to measure progress of implementation |
Critical Components of Evaluation

• Since all families and communities are unique within a school and across a district, the goals, strategies, and efforts for monitoring family-school collaboration need to be responsive to each school community

• We also need to consider a school/district's efforts to obtain, and give equal consideration to, family input regarding the school’s behavioral systems and practices and consider if they are utilizing family input to guide ongoing improvements and adjustments in the strategies they are using

(Ferguson et al., 2010)
Tools for Evaluating Family and Community Engagement Initiatives

Working Systematically in Action; Engaging Family and Community

Family Engagement Best Practices Rubric and Assessment

Culturally Responsive school-wide PBIS Team Self-Assessment version 3.0
6062383b3f8932b212e9c98b_PBIS Cultural Responsiveness Field Guide v2.pdf (website-files.com)

Diagnostic Tool for School and District Effectiveness (DTSDE) Tenet 6

School Climate Survey
Plan-Do-Study-Act (PDSA) Cycle

**Plan**
- Describe objective, change being tested, predictions.
- Needed action steps. Plan for collecting data.

**Do**
- Run the test.
- Describe what happens.
- Collect data.

**Study**
- Analyze data.
- Compare outcomes to predictions.
- Summarize what you learned.

**Act**
- Decide what’s next.
- Make changes and start another cycle.
YOUR TURN

Activity 13: Ideas and Action Planning Evaluation

• Using the Ideas and Action planning checklist in the workbook:
  ▪ Evaluate where you are with each of the ideas
  ▪ Check one box for each item
  ▪ Determine two or three items that will be a priority for your action plan
"Unless commitment is made, there are only promises and hopes ... but no plans." (Peter Drucker)
Final Action Planning

- **Review** all action planning items from the previous sections
- **Copy and paste** those items in the table located in the workbook
- **Rank** the order in which you feel the items can be accomplished
- **Create** a final action plan that can be followed up on during the team's work sessions
Questions?