



New York State Education Department
Office of Special Education
Educational Partnership





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Family and Community Engagement in Tier 1 Positive Behavioral Interventions and Supports (PBIS)

Developed by the Technical Assistance Partnership for Behavior

1/24/2022



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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.

Today's Facilitators

Name

Participant Introductions

**(add your instructions here for the introductory activity
you choose for participants)**

Learning Expectations (In Person)

BE RESPONSIBLE

- Make yourself comfortable
- Take care of your needs (water, food, restroom, etc.)
- Action plan to implement what you are learning
- Follow through on your action items

BE RESPECTFUL

- Turn cell phones off or to vibrate
- Listen attentively while others are speaking
- Have only the training materials up on your computer/table/phone

BE ENGAGED

- Ask what you need to know to understand and contribute
- Contribute to the group by sharing relevant information and ideas

Learning Expectations (Virtual)

BE RESPONSIBLE

- Take time to **test technology** in advance
- Take care of your **needs** (breaks, water, food, restroom, etc.)
- **Action plan** to implement what you are learning
- **Follow through** on your action items

BE RESPECTFUL

- Find a **quiet place** to participate
- **Mute** your microphone when not speaking
- **Listen** attentively while others are speaking
- Turn **video on** when speaking
- Have only the **training materials** up on your computer/table/phone

BE ENGAGED

- **Ask** what you need to know to understand and contribute
- **Contribute** to the group by sharing relevant information and ideas

Organization of Modules



Blueprint for Improved Results for Students with Disabilities



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.

Agenda

- Welcome, Warm-Up, Virtual Norms and Introductions
- Purpose and Outcomes
- PBIS Overview
- Importance of Family Engagement
- Six Essential Features of Family-School Collaboration
- Integrating and Aligning Family-School Collaboration within PBIS
- One School's Example



Purpose and Outcomes

PURPOSE:

To increase knowledge of the important features of Family-School Collaboration and understand how they can be integrated within a Tier 1 PBIS system

OUTCOMES:

Identify and define PBIS and Family-School Collaboration

Describe the rationale for integrating Family-School Collaboration into a Tier 1 PBIS system

Identify opportunities for Family-School Collaboration across the 15 features of Tier 1 outlined in the Tiered Fidelity Inventory (TFI)

What is PBIS?



A decision-making framework that guides selection, integration and implementation of the best evidence-based practices for improving academic and behavioral outcomes for all students

PBIS is...

a *systems-level* approach to address student behavior

an approach that incorporates *explicit instruction* of behavioral expectations to *teach, model* and *reinforce* the behaviors we want students to display



PBIS continued...

Develops the capacity of schools to *prevent problem behaviors*, *promote positive school culture*, and to *evaluate the impact* on both social and academic success of all youth, including those with the highest level of need

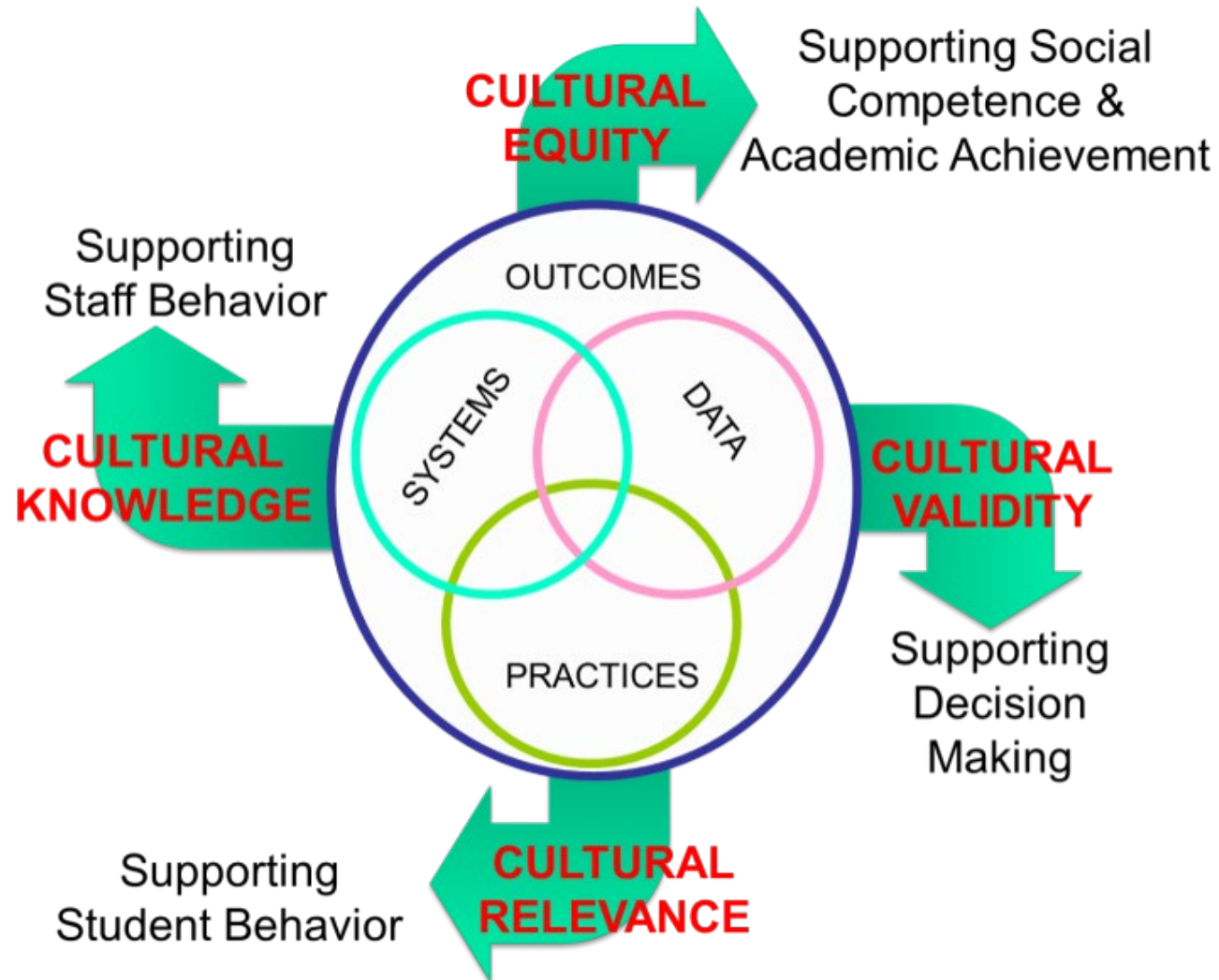
Reflects a shared vision of common values, beliefs, and expectations

Emphasizes four integrated elements:

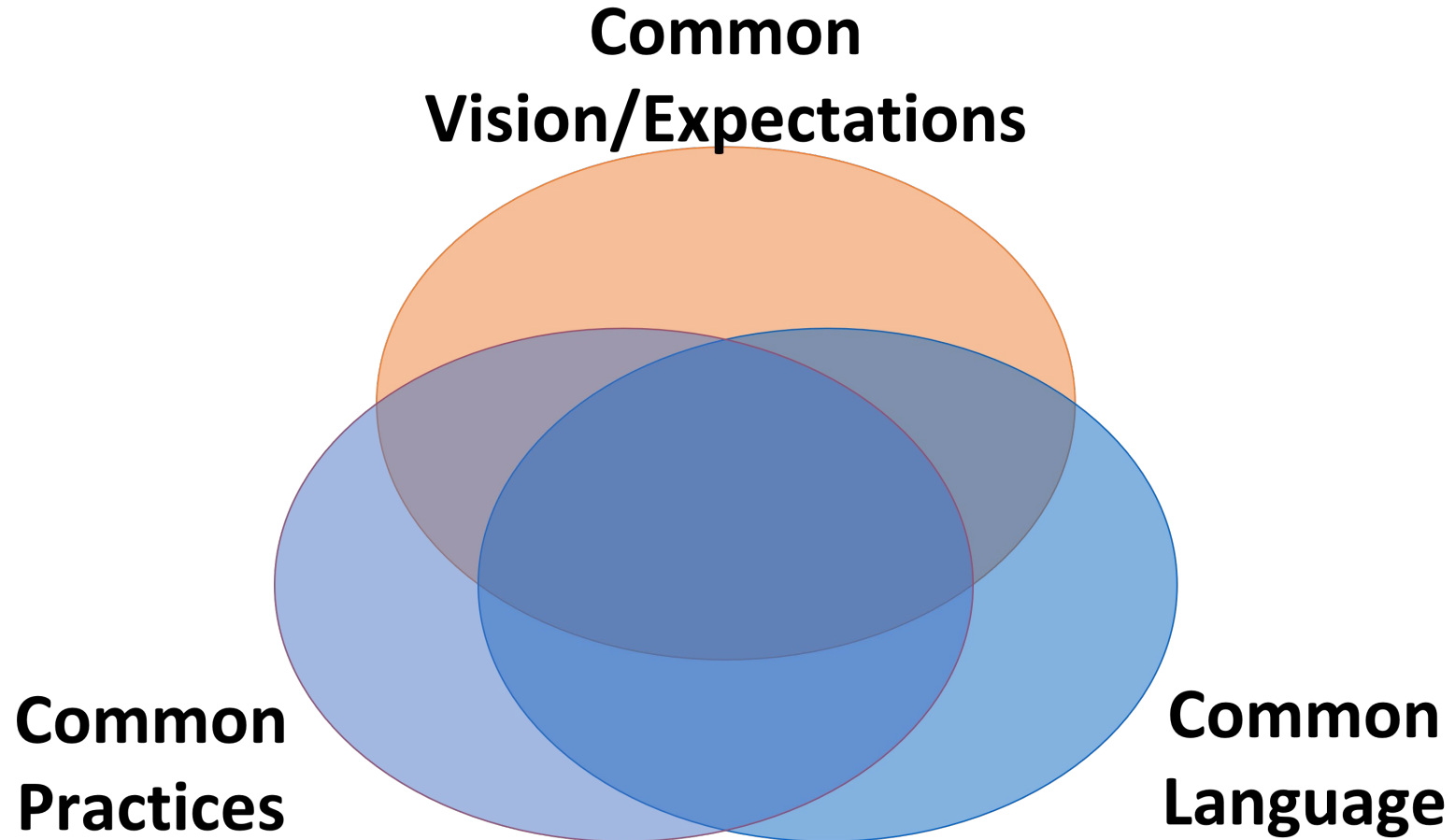
1. Data
2. Outcomes
3. Practices
4. Systems



Systems, Practices, Data and Outcomes



Establishing a Social Culture...Consistency Matters



Cultural Responsiveness

- Cultural responsiveness includes (a) holding high expectations for all students, (b) using students' cultures and experiences to enhance their learning, and (c) providing all students with access to effective instruction and adequate resources for learning (Klingner, et al., 2005)
- The goal of being culturally responsive is to use the framework of PBIS to improve school cultures and systems to increase educational equity
- Without cultural responsiveness, PBIS is not fully implemented



Group Share



What does Family Engagement mean to you?

How will you know when your school/district has achieved family engagement?

What is Family Engagement and Family-School Collaboration?



"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"

"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"

Importance of Family-School Collaboration for Students



Historically, the importance of family-school collaboration has focused on the impact of students' academic outcomes.

Research has also demonstrated that family-school interventions have a significant and positive impact on students':

mental health

- emotional regulation
- adjustment
- self-esteem

social-behavioral competence

- interpersonal skills
- self-regulation

Importance of Family-School Collaboration for Parents and Teachers



Parents and Teachers

Parent-teacher relationships

Parent knowledge of PBIS and related activities/supports

Use of effective strategies at home and school

Family-school engagement

Including Families within a Tiered Framework

Tier 3:

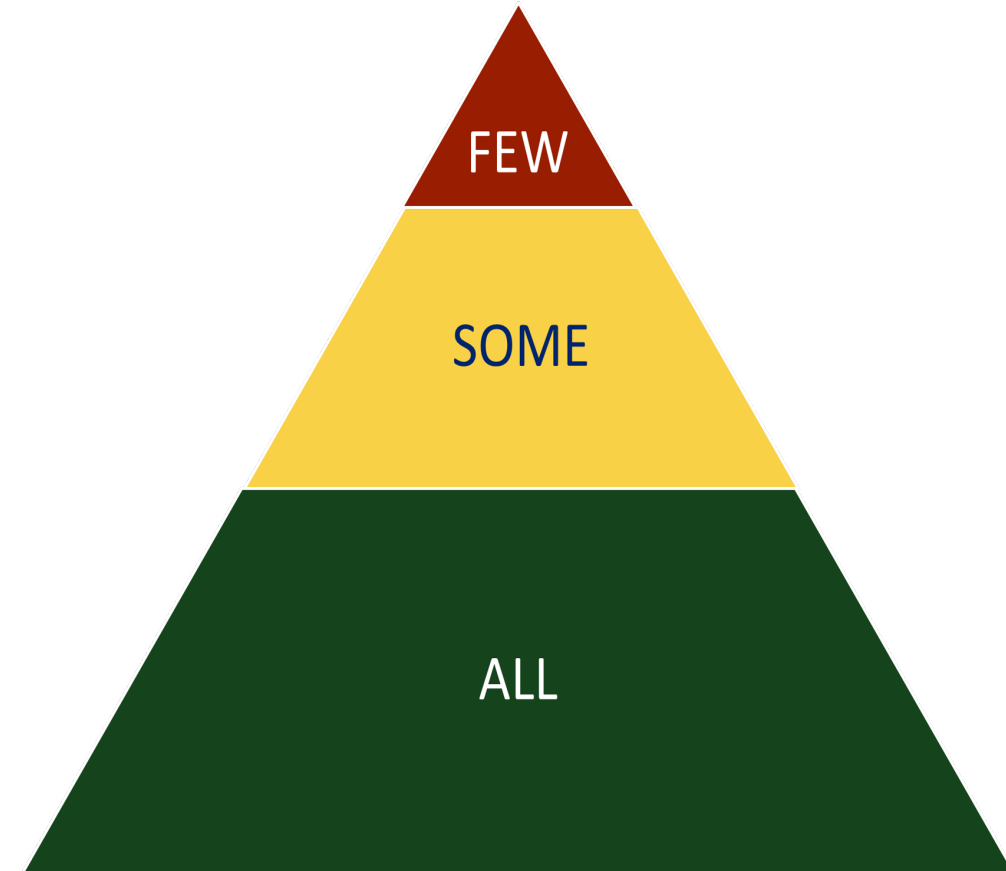
Frequent two-way communication about student's individual plan
Purpose and approach of Tier 3 support
Family's role within the Tier 3 support

Tier 2:

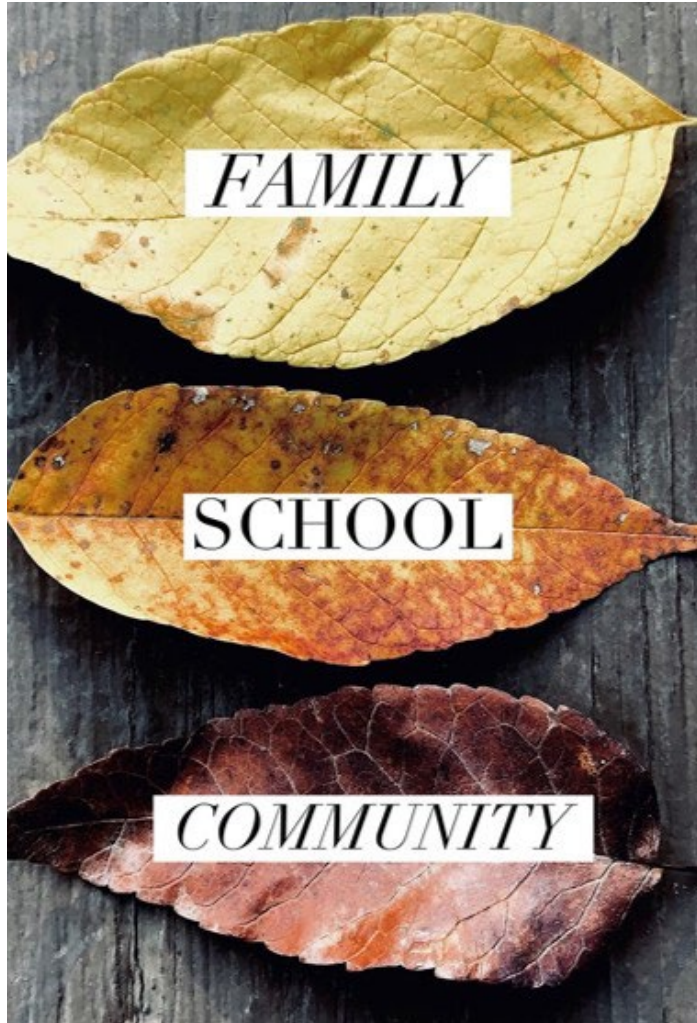
Two-Way communication with families of students receiving Tier 2 support
Purpose and approach of Tier 2 support
Family's role within the Tier 2 support

Tier 1:

Two-way communication with all families
Family input on school-wide practices and supports
Celebrate successes
Communicate concerns



Quote



"Research shows that what families and educators do together, and what families and students discuss and engage in together at home, have a significant impact on student success in school."

Getting Started with Family Engagement



Prioritize Family-School Collaboration

Data Systems Screen & Monitor Family Engagement

Coordinate School and Home Systems to Support Outcomes

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-School Collaboration
6. Evaluation

Guiding Principles of Family-School Collaboration in PBIS

Family Voice

School Responsibility

Integrated and Aligned with Tiered Frameworks

1. Positive Home-School Relationships

- Foundational strategies intended to connect families and schools
- Schools plays an important role in proactively and intentionally implementing strategies 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

Family and Educator Surveys such as School Climate Survey,
Family-School Relationship Scale, Parent Trust in School Scale

Family Focus Groups

Conferences/Family Interviews

Strategies for Developing Relationships with Parents

Smile when you see the parents

Learn the parents' names

Declare your partnership

Communicate often and in various forms

Make positive phone calls home

Lead with good news

Find a translator

Ask questions don't assume

Listen to parents

Invite parents to share

Let them know how they can help

Be a broker of resources

Explain instructional decisions

Involve them in shared decision making

Thank them

Share every success

Have a meal/share a coffee together



2.Two-Way Communication

Effective two-way communication is the essential mechanism through which families and educators connect. It occurs between school and home and is evidenced by the following:

- Multiple types of communication
- Ongoing
- Clear; presented in language that is understandable by a non-educator and in families preferred language
- Content includes academic standards, behavioral expectations, and curricula or supports being offered to students

Two-Way Communication Tips

Be friendly

Be positive

Foster a sense of trust

Communicate often

Communicate in forms that meet parent's needs

Make parents feel valuable

Acknowledge involvement

Ask questions (and listen)

Don't make assumptions



Two-Way Communication:



What to Communicate with Parents

Helping families understand what is happening in the classroom/school

Putting student outcomes at the front and center

Sharing building wide behavioral data

What supports are available

Parent's role in obtaining supports

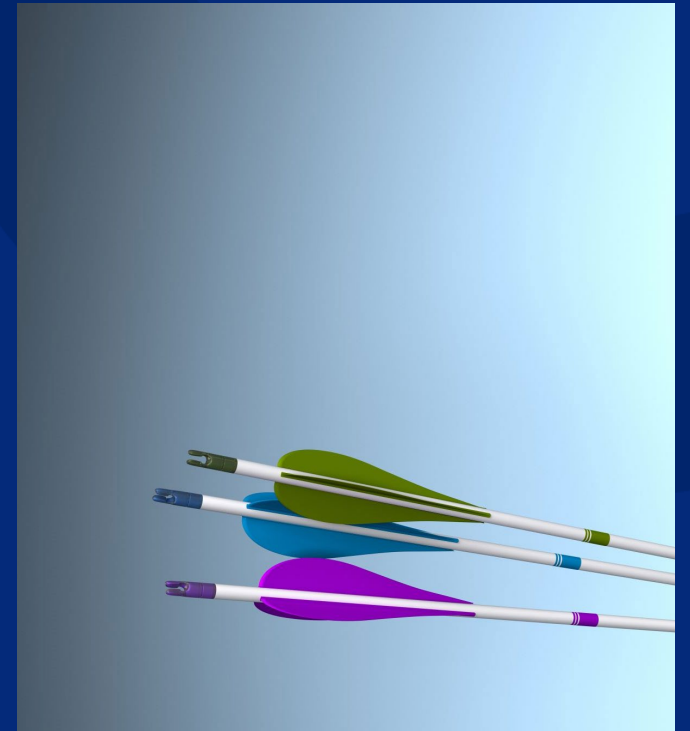
Obtain feedback on any new programs/practices or systems (allow parent input)

Communicating regularly with families about learning

Using student achievement data to design programs for families

3. Shared Decision Making

"A process by which all members of the educational community at the district and school levels cooperate in identifying educational issues, defining goals, formulating policy and implementing and assessing activities to help students reach standards of excellence."



Shared Decision Making

Members from stakeholder groups will participate in school-based planning to address educational issues that are directly connected to student outcomes.

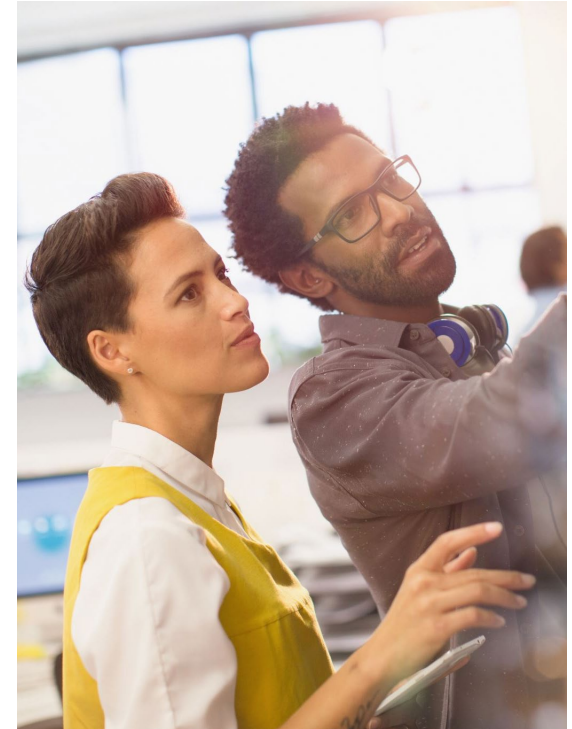


Shared Decision Making Continued

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 educational organization

Ideas for establishing a Shared Decision-Making Process:

- Provide upfront training to team members on what the role of the team is in the decision-making process in their educational organization.
- Describe the type of team: task specific committees, long standing more permanent teams



4. Family Voice for Equitable Discipline

Discipline policies influence a school's climate and culture, and when designed and implemented well, help a school run smoothly, support teachers, and set up equitable conditions of learning

The school plays a role in reaching out to families affected by disproportionate discipline, and obtaining and using their voice to improve PBIS systems and practices to achieve equitable discipline outcome for all students (Sandomierski et al., in review)

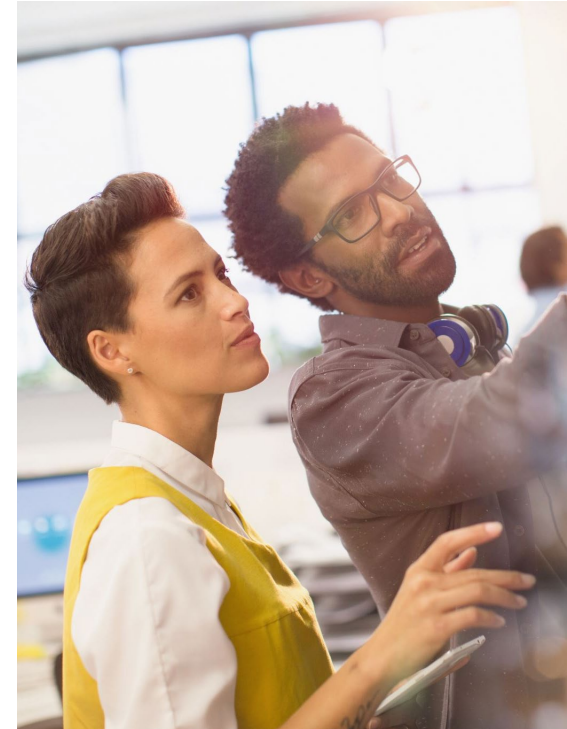


Family Voice for Equitable Discipline

PBIS teams build Tier 1 systems honoring students' cultural strengths by including student voices meaningfully in classroom systems and building positive student-teacher relationships

School personnel can learn about their own cultural backgrounds and personal biases to define and teach school-wide and classroom expectations reflecting the values and norms of their students, families, and communities

To improve relationships, school personnel should use strategies to acknowledge students meaningfully and respond instructionally instead of punitively



Family Voice for Equitable Discipline Continued



Triangulating perceptions and experiences of school discipline across stakeholder groups can help educators discover what aspects of discipline practices and policies are truly working, and for whom. Positive discipline practices help students, families, and staff to develop mutually respectful relationships, reduce disciplinary action, and improve classroom environment.

Activities to support Family Voice for Equitable Discipline:

- Families participate in development of behavior definitions in the Code of Conduct
- Participate in team meetings that review data and participate in problem solving discussions that lead to action planning

5. Training and Support for Family-School Collaboration

Family and school partnerships is an area where educators receive the least amount of training and support; however, the *required* communication between teachers and families is related to communicating about student problems and concerns

Families also need the opportunity to learn the principles and practices of PBIS to meaningfully engage in Tier 1, as well as to support positive student behaviors at home

It is critically important that we provide training and support options for both families and educators on family-school collaboration within PBIS

6. 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 PBIS systems and practices and consider if they are utilizing family input to guide ongoing improvements and adjustments in the strategies they are using.

Integrating & Aligning Family-School Collaboration within PBIS



Family-School Collaboration Essential Features vs. TFI Essential Features

Family-School Collaboration

Positive Home-School Relationships
Two-Way Communication
Shared-Decision Making
Family Voice for Equitable Discipline
Training and Support for Family-School Collaboration
Evaluation

TFI (Fidelity Measure)

Team Composition
Team Operating Procedures
Behavioral Expectations
Teaching Expectations
Problem Behavior Definitions
Discipline Policies
Professional Development
Classroom Procedures
Feedback and Acknowledgement
Faculty Involvement
Student/Family/Community Involvement
Discipline Data
Data-based Decision Making
Fidelity Data
Annual Evaluation

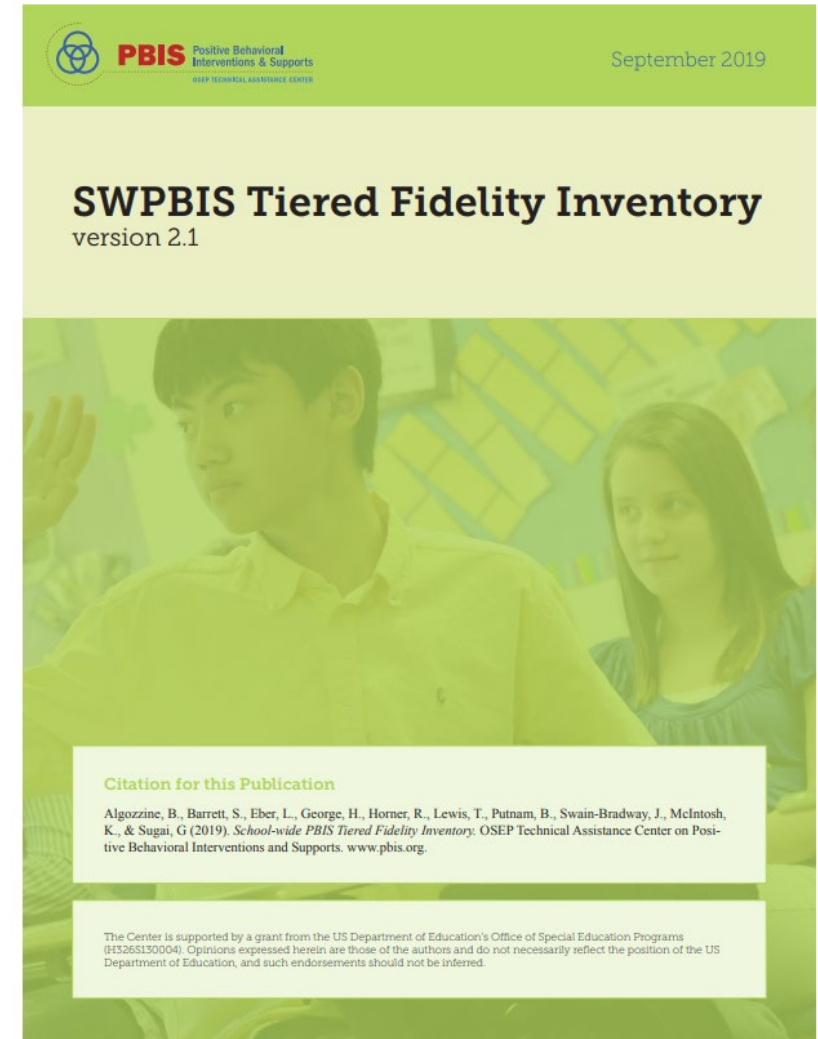
TFI

45 Items about implementation fidelity

- 15 items at Tier 1
- 13 items at Tier 2
- 17 items at Tier 3

PBIS Teams score items as

- 2 = Fully Implementing
- 1 = Partially Implementing
- 0 = Not Implementing Yet



TFI Feature 1.1

1.1 Team Composition:

Tier 1 team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.

Essential Features:

- Two-Way Communication
- Shared-Decision Making
- Family Voice for Equitable Discipline

Examples:

Team includes a family member who attends the meetings.

Meeting procedures are established to include how decisions are made—including obtaining parent input.

TFI Feature 1.2

1.2 Team Operating Procedures:

Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.

Essential Features:

- Two-Way Communication
- Shared-Decision Making
- Family Voice for Equitable Discipline
- Training & Support of Family & School Collaboration

Examples:

Training is provided to families to clarify operating procedures

Team has established procedures and protocols that facilitate family input

Family availability is considered when scheduling meetings

Family input is obtained, and families are provided information regardless of attendance

Action Planning – Teams



Family-School Collaboration TFI Action Plan					
<p>Directions: This form is intended to supplement your TFI Action Plan. Transfer your latest assessment scores for each essential feature of the Tier 1 TFI. Based upon this score, assess the team's capacity to execute additional action steps to improve Family-School Collaboration.</p> <p>Aspects of Family-School Collaboration are not operationalized within the TFI Features and are therefore not reflected in your current TFI scores. Family-School Collaboration action planning may still need to occur for features of the TFI which are scored a 2.</p>					
Tier I					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition		<p>Examples:</p> <ul style="list-style-type: none"> Team includes a family member who attends the meetings Meeting procedures are established to include how decisions are made – including obtaining parent input <p>Actions:</p>		
	1.2 Team Operating Procedures		<p>Examples:</p> <ul style="list-style-type: none"> Team includes a family member who attends the meetings Meeting procedures are established to include how decisions are made – including obtaining parent input <p>Actions:</p>		

TFI Feature 1.3

1.3 Behavioral Expectations:

School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.

Essential Features:

- Two-Way Communication
- Shared-Decision Making
- Family Voice for Equitable Discipline
- Evaluation

Examples:

- Family member on the team participates in the identification and definition of the behavioral expectations across locations
- Team seeks feedback from families before adopting school wide behavior expectations

TFI Feature 1.4

1.4 Teaching Expectations:

Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

Essential Features:

- Positive Home-School Relationships
- Two-Way Communication
- Family Voice for Equitable Discipline
- Training and Support for Family School Collaboration

Examples:

Behavior matrix (rules across settings) is shared with all families

Families are provided information on how they can reinforce these expectations and rules at home

Families can develop behavior matrix for home settings using the same school-wide expectations

TFI Feature 1.5

1.5 **Problem Behavior Definitions:**

School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.

Essential Features:

- Positive Home-School Relationships
- Two-Way Communication
- Shared-Decision Making
- Family Voice for Equitable Discipline
- Training and Support for Family School Collaboration

Examples:

Families are asked for feedback on the development of the problem behavior definitions: culture and identity are considered during development

The behavior (flowchart) policies are shared and discussed with families

TFI Feature 1.6

1.6 Discipline Policies:

School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.

Essential Features:

- Two-Way Communication
- Training and Support for Family School Collaboration

Examples:

Discipline policies are shared in different formats and in the family's native language

Schools provide training to families around the proactive, instructive, and/or restorative approaches

TFI Feature 1.7

1.7 Professional Development:

A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.

Essential Features:

- Positive Home-School Relationships
- Training and Support for Family School Collaboration

Examples:

A Professional Development plan should be written and used for orienting all families on the 4 core Tier 1 practices

During open house all parents listen to a 30-minute presentation on PBIS practices

Tier 1 practices are included in student handbook, student agendas, website, newsletters, etc.

Provide professional development to staff on the importance of family engagement and cultural responsiveness

TFI Feature 1.8

1.8 Classroom Procedures:

Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.

Essential Features:

- Positive Home-School Relationships
- Two-Way Communication
- Shared Decision Making

Examples:

Communicate with parents:

- Classroom expectations and rules
- Classroom routines
- How positive reinforcements are used in the classroom
- How continuum of consequences are used in the classroom

Continue to communicate regularly with positive news and reach out early with concerns. When concerns do arise ask parents for input on effective strategies

TFI Feature 1.9

1.9 Feedback and Acknowledgement:

A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.

Essential Features:

- Positive Home-School Relationships
- Two-Way Communication
- Shared Decision Making
- Family Voice for Equitable Discipline
- Evaluation

Examples:

Obtain feedback from families when developing acknowledgement system

Ensure acknowledgement system is created through culturally responsive lens

Once developed share information with families

Share school-wide and classroom goals with families

TFI Feature 1.10

1.10 Faculty Involvement:

Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.

Note: This feature of the TFI is specific to faculty and school staff. TFI feature 1.11 Student, Family, Community Involvement is the equivalent feature

TFI Feature 1.11

1.11 Student/Family/Community

Involvement:

Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.

Essential Features:

- Two-Way Communication
- Shared Decision Making
- Family Voice for Equitable Discipline
- Evaluation

Examples:

A school sends surveys home, at least annually, that allow families and community members to provide feedback and input on Tier 1 supports

A school includes diverse family and community members as part of the team, and these members have a voice regarding Tier 1 supports such as: development of expectations, consequences, and acknowledgements

Families and community members are asked to vote to ensure consensus on the school-wide Tier 1 behavioral expectations



Action Planning – Implementation

Family-School Collaboration TFI Action Plan					
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	1.2 Team Operating Procedures		<p>Examples:</p> <ul style="list-style-type: none"> • Team includes a family member who attends the meetings • Meeting procedures are established to include how decisions are made – including obtaining parent input <p>Actions:</p>		

TFI Feature 1.12

1.12 Discipline Data:

Tier 1 team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.

Essential Features:

- Two-Way Communication
- Evaluation

Examples:

A school reports relevant Tier 1 data with families via the school newsletter (i.e., fidelity data, office discipline referral data/data trends, attendance data/data trends)

During the school's open house, the Tier 1 team created a display/presentation to share out important Tier 1 data with their families

TFI Feature 1.13

1.13 Data-based Decision Making:

Tier 1 team reviews and uses discipline data at least monthly for decision-making.

Essential Features:

- Shared-Decision Making
- Family Voice for Equitable Discipline

Examples:

Educators and families collaboratively develop and agree upon all of the following:

- Student outcomes
- Identified goals
- Strategies for monitoring progress goals

Authority for decision-making and responsibility for student success is always shared between family, community and school personnel as evidenced through collaborative problem-solving relationships

TFI Feature 1.14

1.14 Fidelity Data:

Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.

Essential Features:

- Two-way Communication
- Shared-Decision Making
- Family Voice for Equitable Discipline
- Evaluation

Examples:

Fidelity tools are used to identify family and community engagement goals that represent comprehensive approaches that meet the needs of families and students across home, school, and community

TFI Feature 1.15

1.15 Annual Evaluation:

Tier 1 team documents fidelity and effectiveness of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.

Essential Features:

- Two-way Communication
- Family Voice for Equitable Discipline
- Evaluation

Examples:

Data that are collected from families are used to adjust strategic plans

Action Planning – Evaluation



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Step 1: Identify the Goal

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

**DISTRICT
EXAMPLE**

Step 2: Ensure All Stakeholders Have Input

Systematically collect representative data (input) from families

- Include identifiable information for initial communication preferences survey
- Utilize itinerant staff to reach out to non-responders via phone, email, text
- Include race/demographic information
- Ensure home-school communication systems are accessible and representative of input from all families

Integrating & Aligning Family-School Collaboration within PBIS – Step 2

Step 2 Continued: Methods to Ensure All Stakeholders Have Input

Ensure multiple avenues for representative data collection

- QR Codes
- Tiny urls
- Hard copy

Incentivize

- Create school/grade/classroom challenges
- Pizza party for the grade-level (school, class) to get 100% parent surveys completed

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 –
Step 2
continued**

Step 3: Planning What Information will be Collected and How

What to collect

- Communication preferences
- Input on behavior expectations (what to teach, how to teach)
- Ideas for encouragement & discipline systems

District/School Leadership Support (how data will be collected and shared)

- 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

Integrating & Aligning Family-School Collaboration within PBIS – Step 3

Step 4: Questions are Developed and Sent

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 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

Integrating & Aligning Family-School Collaboration within PBIS – Step 4

Step 5: Using Data for Decision Making & Home-School Collaboration

90% of families said they prefer using a school-lead social media platform for school & classroom updates

- Allocate a position; 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?

Integrating & Aligning Family-School Collaboration within PBIS – Step 5

Bright
Spot /
Affirmation



New
Thought...



Question...

Purpose and Outcomes Revisited

PURPOSE:

To increase knowledge of the important features of Family-School Collaboration and understand how they can be integrated within a Tier 1 PBIS system

OUTCOMES:

Identify and define PBIS and Family-School Collaboration

Describe the rationale for integrating Family-School Collaboration into a Tier 1 PBIS system

Identify opportunities for Family-School Collaboration across the 15 features of Tier 1 outlined in the Tiered Fidelity Inventory (TFI)

Contact Us



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
for Behavior



UNIVERSITY AT ALBANY
State University of New York