



**MEANINGFUL
FAMILY ENGAGEMENT:
MOVING BEYOND THE RHETORIC**

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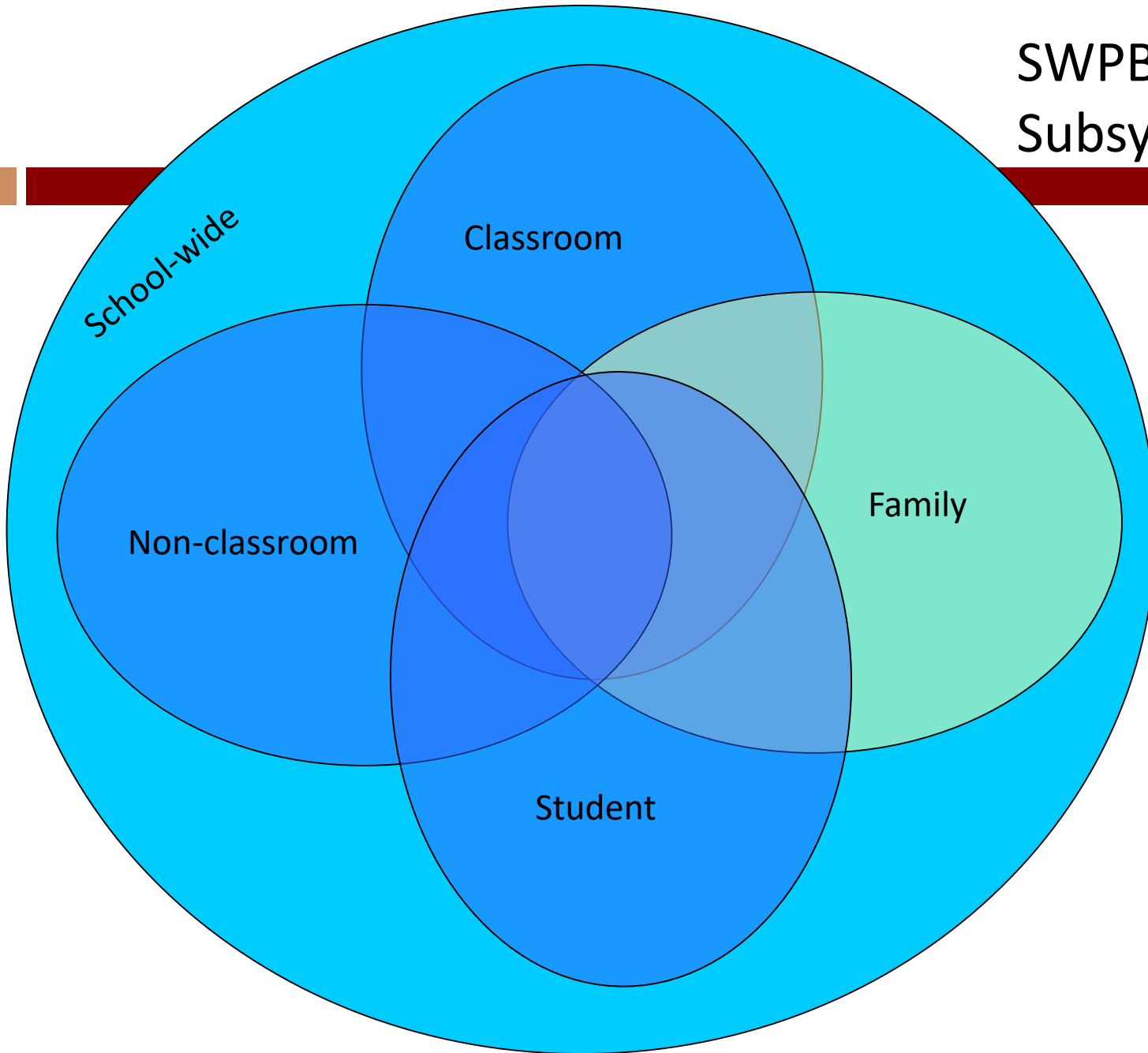




Family-School-Community Alliance Retweeted
Dave Shriberg @DrDaveShriberg Mar 12

When schools talk about "collaboration" with families, my experience has been that "collaboration" often means "families, you do what we want you to do". True collaboration takes respectful, open dialogue and shared decision-making.

SWPBIS Subsystems



Family Engagement in SWPBIS/MTSS

- Rhetoric

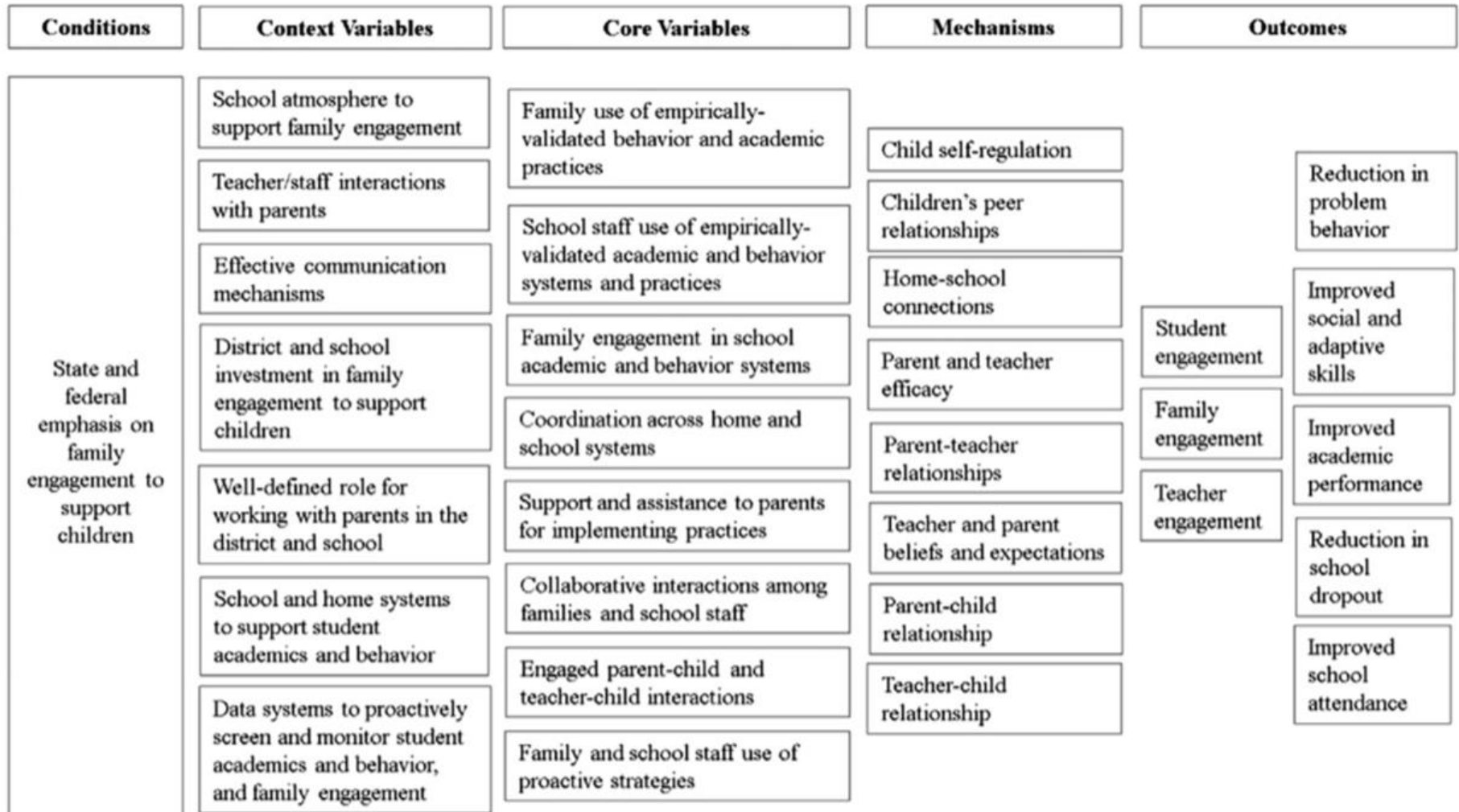
- It's an important thing to do

vs.

- Meaningful Actions

- How do we do it?

Family-School-Community Alliance Model Development (2018)



Overview



- Discussion: What are you doing?
- Current Practices to Engage Families in SWPBIS/MTSS
 - ▣ PBIS
 - ▣ Academics
- Action Plan: What will you do?

Questions - Discussion

- What do you see as your challenges for family engagement?
- What is not being done that would be most helpful?
- What are your most effective strategies used?

Assessing Family Engagement Practices in School-wide PBIS:

What are Schools Doing?

- Garbacz, S. A., McIntosh, K., & Eagle, J. W. (2014). *Family-school practices survey—school teams*. Unpublished scale.
- Garbacz, S. A., McIntosh, K., Eagle, J. W., Vatland, C., & Minch, D. (2017). Identifying and examining family engagement within schoolwide positive behavioral interventions and supports. *School Psychology Quarterly*.
- Garbacz, S. A., McIntosh, K., Vatland, C., Minch, D., & Eagle, J. W., (2018). Identifying and examining family engagement within schoolwide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*



Survey Development

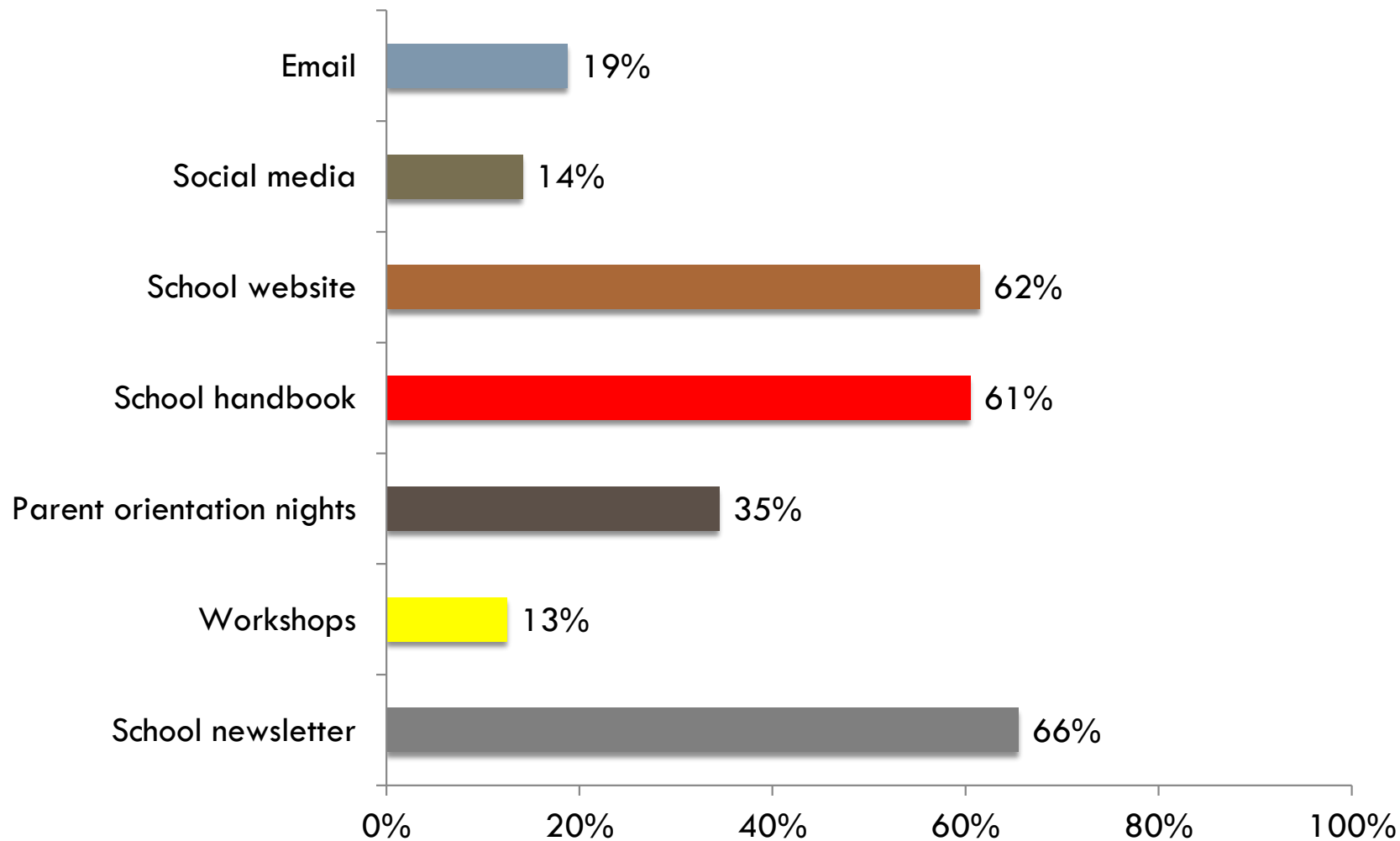
The survey was developed in relation to a model of family engagement in school-wide PBIS (Garbacz et al., 2016). Aspects of the survey related to the model include:

- (a) Information provided to families,
- (b) School to parent communication strategies,
- (c) Resources to support family engagement,
- (d) Specific PBIS practices at home and school,
- (e) Shared ownership of governance and decision making.

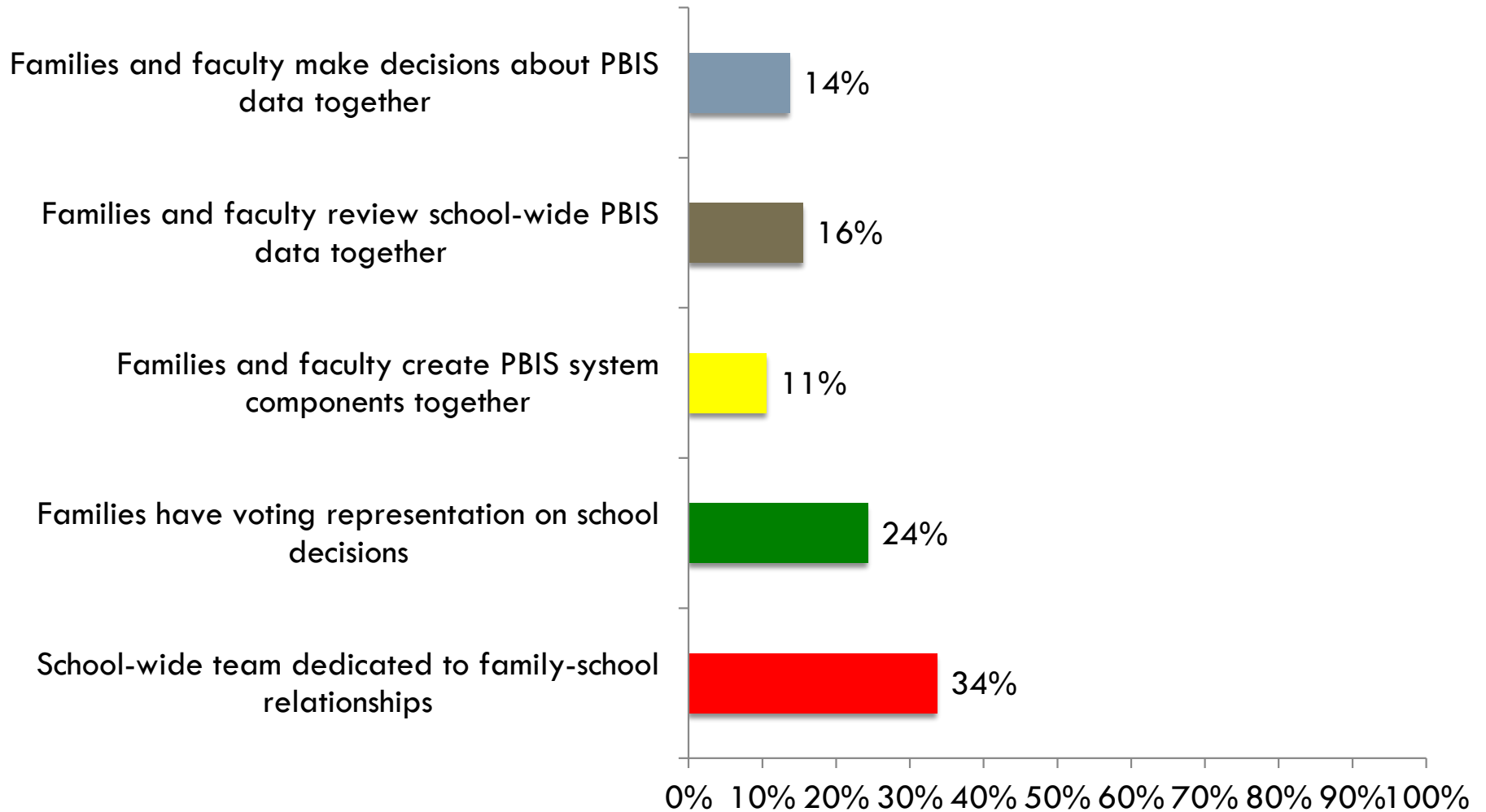
The Family-School Partnership Practices Survey

- The survey consists of over 60 items related to a school's approach to engaging families in school-wide PBIS. A unique aspect of the survey is its focus upon content related to specific observable actions schools use to work with families, rather than subjective reports of the importance placed upon family-school relationships.
- The survey was distributed to educators and state educational officials in Colorado, Florida, and Illinois. Responses were received from 302 schools.
- A representative of the school's PBIS Leadership Team completed the survey online via Qualtrics. Schools participating ranged from elementary and secondary levels.

Mechanism to Share Information about Tier I SWPBIS Systems



School Practices to Engage Families



School Practices to Engage Families

Practice	Percent	
Support to families to support their child to follow expectations at school	63.5%	
Teach families about how to use positive parenting strategies	40.2%	
Instruction to families about Tier I PBIS systems	50.6%	
Family members on Tier I PBIS team	49.2%	0
	31%	1
	19.8%	2 or more
PBIS team works with parent-teacher association	13.9%	Monthly
	13.5%	Quarterly
	21.6%	1–2 times per year

School Practices to Engage Families

Practice	Percent	
Support to families to support their child to follow expectations at school	63.5%	Yes
School newsletter	86.5%	≥1 time each year
Workshops or family topic nights	56.7%	≥1 time each year
Teach families about how to use positive parenting strategies	40.2%	Yes
School newsletter	79.2%	≥1 time each year
Workshops or family topic nights	68.8%	≥1 time each year
Encourage families to provide rewards at home for following school PBIS expectations	20.9%	All or almost all staff
Instruction to families about Tier I PBIS systems	50.6%	Yes
School newsletter	85.4%	≥1 time each year
Workshops or family topic nights	50.9%	≥1 time each year

School Practices to Engage Families

Practice	Percent	
Room or space at school dedicated to family services	15.7%	Yes
PBIS team works with parent-teacher association	13.9%	Monthly
	13.5%	Quarterly
	21.6%	1–2 times per year
Family participation in Tier I PBIS discussed at faculty meetings	9.7%	Monthly
	13.9%	Quarterly
	27%	1–2 times per year

School Practices to Engage Families

Practice	Percent	
Funds dedicated to support Tier I family-school activities	43%	School and/or district
Family-school liaison on staff	51.9%	School and/or district
Family-school liaison has FTE	26.5%	Yes
Home setting included in PBIS matrix	15.7%	Yes
Support to families to establish and teach home expectations	45.8%	Yes
School newsletter	82.1%	≥1 time each year
Workshops or family topic nights	59.6%	≥1 time each year

Results

- These components:
 - ▣ Communicating with families and
 - ▣ Providing support to families for helping children follow expectations at school

- Were related to PBIS Fidelity

Results

- Overall, funding for family liaison not related to PBIS implementation
- Presence of family liaison related to perceived comprehensiveness of Tier 1 supports
- Funding for family liaison was related to perceived comprehensiveness of Tier 2 supports

Discussion

- Results indicated schools are making efforts to promote family engagement in PBIS, but there is room for improvement in frequency of communication and method of effective practices.
- The majority of schools communicated with families about PBIS via a school newsletter, whereas less than half discussed PBIS, in person, at a family orientation night.
- The results are based from self-reported school practices with families and may not be representative of actual school practices.

Discussion

- Most communication is one-directional (school-to-home).
- Over 1/2 of school reported only presenting information about PBIS in 1 language
- Only 11% created PBIS components with family representatives

Barriers to Building Family-School Relationships

- Lack of school resources
 - ▣ Time
 - ▣ Allocated position
 - ▣ Lack of funding
 - ▣ Lack of multilingual outreach capacity

- Lack of family willingness to partner
 - ▣ Lack of parent participation
 - ▣ Lack of parent interest or comfort being involved

What is not being done that would be most helpful?

□ Communication

- Newsletters and positive communication not used as much as could be
- Don't contact them unless it is negative

□ Implement PBIS

- Consistency
- Regular staff meetings
- Involve parents

Most effective strategies used?

- Facilitate home-school communication with families
 - Consistency
 - Frequency - Daily communication
- Hold events and orientations
 - School orientation
 - Family nights / Parent workshops
 - After school events
- Build relationships and rapport with families
- Use recognition systems

Example School Teaching Matrix

Behavioral Expectations	All Settings	Classrooms	Playground Recess / P.E.	Cafeteria	Restrooms
Be Respectful	Use appropriate voice Share objects with others Use kind words and actions	Listen to others Raise you hand to speak	Follow rules of the game Include others in your play	Use proper table manners Eat your own food	Flush toilet after use Use bathroom pass
Be Responsible	Be on time Follow directions first time given Keep area clean & litter free	Be prepared w/ necessary supplies Complete classwork	Take care of equipment/facilities	Have lunch card ready Be orderly in all lines	Use two squirts of soap to wash hands. Throw paper towels in wastebasket.
Be Safe	Keep hands, feet, objects to self Remain in designated areas	Remain at desk Push in chairs	Use equipment properly	Walk at all times Wash hands Pout trash in	Use designated restroom Walk

Example Home Teaching Matrix

Behavioral Expectations	All Activities	Homework	Dinner	Bedtime	Ready for School
Be Respectful	Use kind words and actions Share with others Use quiet voice Ask politely	Follow directions to complete work	Chew with mouth closed Eat what you are given	Go to bed when asked Say goodnight	Wake up when asked Say good morning
Be Responsible	Follow directions first time given Be on time	Bring assignment folder home Put completed work in backpack	Use good table manners Eat all of your food	Bathe Put on pajamas Brush teeth	Eat breakfast Brush teeth Get dressed
Be Safe	Keep hands, feet, objects to self Only use appropriate items in house Walk in house Keep feet on floor	Use materials appropriately Put materials away	Use utensils properly Keep chair on floor	Put toys and clothes away Stay in bed	Remain seated on bus Walk to class

Remember the Key Aspects of PBIS

- How do we change student behavior?
- How do we change parent behavior?
- What is the commonality?
 - ▣ Change Staff Behavior

How do we change teacher behavior?

- Same as students
 - I. Teach/Model
 - II. Provide Opportunities for Response
 - III. Give Corrective Feedback
 - IV. Reinforce
 - V. Evaluate

ACTIVITY

How are you communicating with families at each Tier of Support?

TIER	Hard copy	In-Person	Phone	Technology (apps, email, etc.)
Universal (school-wide)				
Secondary (Targeted/At-Risk)				
Tertiary (Individualized supports)				

Examples of How to Involve Families Across All Three Tiers

Tertiary

Conjoint Behavioral Consultation (CBC; Sheridan & Kratochwill, 1996)
Team-Initiated Problem Solving (TIPS; Todd et al., 2011)
Wraparound Services (Eber, Sugai, Smith, & Scott, 2002)
Community Schools (Sailor, 1996)

Secondary

CICO/ Behavior Education Program / BEP-Home (Crone, Horner & Hawken, 2004; Eagle, 2009)
Cross-Setting Social Skills Instruction (Sheridan, 1995; McGinnis & Goldstein, 2001)
Home-School Notes (Galloway & Sheridan, 1994) Academic Progress Monitoring Data
Check and Connect (Christenson et al., 2008)
Parent Tutoring (Duvall, Delquadri, Elliot, & Hall, 1992; Hook & DuPaul, 1999)
Parent Management Training (PMT; Kazdin, 2005)
Incredible Years BASIC/ADVANCED/SCHOOL Programs (Webster-Stratton, 2009)

Universal

Newsletters /Home Matrix/Acknowledgments
Parent Teacher Conferences/Grades/Statewide Assessments/Universal Screening Assessments
Incredible Years Self-Administered Program (Webster-Stratton, 2008)
Systematic Training for Effective Parenting (STEP: Dinkmeyer, McKay, & Dinkmeyer, 1997)
AWARE Parenting Program (Solter, 1989)
Positive Discipline Program (Nelson, 2006)
Parent Institute for Quality Education (www.piqe.com)

Using Technology to Promote Family Engagement

Electronic Newsletters

Smore— [smore.com](https://www.smore.com)

Scheduling Tools

SignUp — [signup.com](https://www.signup.com)

Messenger Apps

Remind— [remind.com](https://www.remind.com)

Digital Portfolios

Fresh Grade— www.freshgrade.com

Seesaw: The Learning Journal — web.seesaw.me

Websites, Apps & Blogs

Weebly for Education — education.weebly.com

EduBlogs— edublogs.org

ClassDojo — [classdojo.com](https://www.classdojo.com)

ClassTag— [classtag.com](https://www.classtag.com)

Tier 1 Family Partnership Strategies to Promote Academic Achievement

“Learning At Home” (Epstein et al., 2009)

□ Language and Literacy

- ▣ Dialogic Reading (Whitehurst et al., 1994)
- ▣ Phonological Awareness Training (WWC, 2007)
- ▣ HELPS Reading Fluency Program (Begeny, 2009)

□ Mathematics

- ▣ Support Number Sense with Counting Boardgames (Siegler, 2009)
- ▣ Support Math Fluency with Incremental Rehearsal Interventions (Burns, 2005)

Tier 1 Family Partnership Strategies to Promote Academic Achievement

“Learning At Home” (Epstein et al., 2009)

□ Homework and Planning/Organization

- Teachers Involve Parents in Schoolwork (TIPS) Interactive Homework (Epstein, 2009).
- Homework, Organization and Planning Skills (HOPS): A Parent’s Guide (Langberg, 2014)
- Students (not parents) should complete homework. Strong association between parent *expectations* and student academic outcomes (Hill & Tyson, 2009; Loughlin-Presnal & Bierman, 2017).

Find What Works based on the evidence

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WWC Intervention Report

A summary of findings from a systematic review of the evidence



Beginning Reading

Updated March 2017

Success for All®

Intervention Description¹

Success for All (SFA®) is a whole-school reform model (that is, a model that integrates curriculum, school culture, family, and community supports) for students in prekindergarten through grade 8. *SFA®* includes a literacy program, quarterly assessments of student learning, a social-emotional development program, computer-assisted tutoring tools, family support teams for students' parents, a facilitator who works with school personnel, and extensive training for all intervention teachers. The literacy program emphasizes phonics for beginning readers and comprehension for all students.

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Name of Program and <i>Academic Area</i>	Grade Levels	Description of Parent Component from the What Works Clearinghouse (WWC) Intervention Report	Web Link for More Information
Success for All <i>Literacy</i>	Grades PreK - 8	“A whole-school reform model (that is, a model that integrates curriculum, school culture, family, and community supports)” “Family support teams for students' parents”	www.successforall.org
Doors to Discovery <i>Literacy</i>	PreK	“Family literacy activities are available to encourage additional early literacy practice, as well as partnerships between the school and the home”	http://www.mheducation.com/prek-12/program/doors-discovery/MKTSP-O01M0.html
Project CRISS ® (Creating Independence through Student-owned Strategies) <i>Literacy</i>	Grades 4 - 12	“Professional development program for teachers to improve reading, writing, and learning” “CRISS for Parents is designed to acquaint parents with CRISS principles and strategies” “Parent workshops are a component”	http://www.projectcriss.com
Voyager Universal Literacy System ® <i>Literacy</i>	Grades K - 4	“The program has a home study curriculum with 15-minute activities to use with parents”	http://www.voyagersopris.com/literacy

How to Involve Families Across All Three Tiers

Tertiary

Conjoint Behavioral Consultation (CBC; Sheridan & Kratochwill, 1996)

Team-Initiated Problem Solving (TIPS; Todd et al., 2011)

Wraparound Services (Eber, Sugai, Smith, & Scott, 2002)

Community Schools (Sailor, 1996)

Conjoint Behavioral Consultation (CBC; Sheridan & Kratochwill, 1992)

CBC is a data-based problem-solving model that systematically joins parents and teachers in the provision of services for children with academic, behavioral, and social concerns.

Goals of CBC

□ **Outcome:**

- Improve academic/social/behavioral functioning
- Enhanced generalization
- Improve skills/knowledge of all parties

□ **Process/Relational:**

- Increase communication
- Foster home-school partnership
- Promote greater conceptualization of concern
- Promote shared ownership

Problem Solving Process

Needs (Problem) Identification

Defining Problem/Directly Measuring Behavior

Needs (Problem) Analysis

Validating Problem
Identify Variables that
Contribute to Problem
Functional Assessment
Development Plan

Treatment Implementation

Implement with Fidelity
Progress Monitor
Treatment Modifications

Treatment Evaluation

Was it Effective?
Follow-up Procedures
Generalization / Maintenance

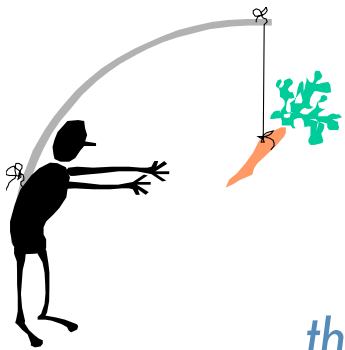


Purposes of Cross-Setting FBA

- Identify home / school environmental factors that affect the performance of a behavior and the desired outcome that behavior serves.
- Identify a replacement behavior that is an appropriate way for children to obtain a desired goal
- Determine individual specific characteristics that may prevent a child from performing an appropriate replacement behavior within either the home / school setting

Cross Setting Plan Development

- **Cross-setting plan development**
 - Parents and teachers KNOW the student and how he/she functions in the home and school setting
 - They can provide a cultural context
 - They can help identify what motivates the child?
 - They can determine if the plan feasible (resources, time)?

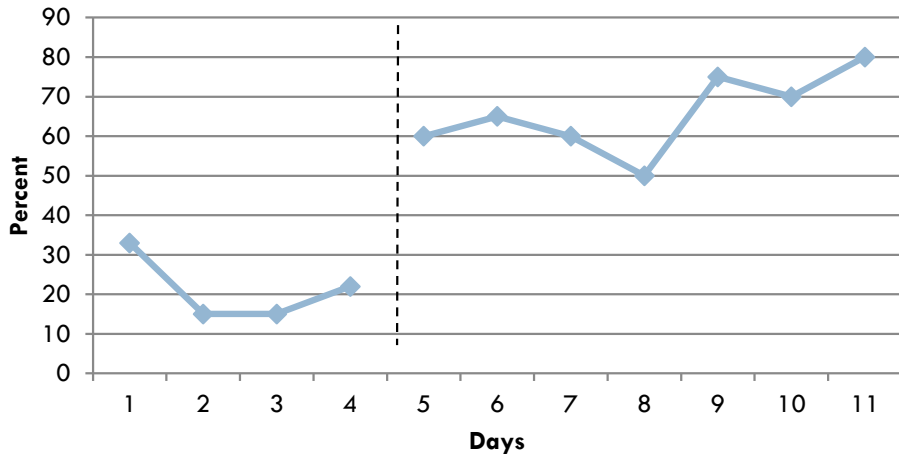


The best plan will not be implemented if the team members are unwilling or unable to implement it

Plan Evaluation

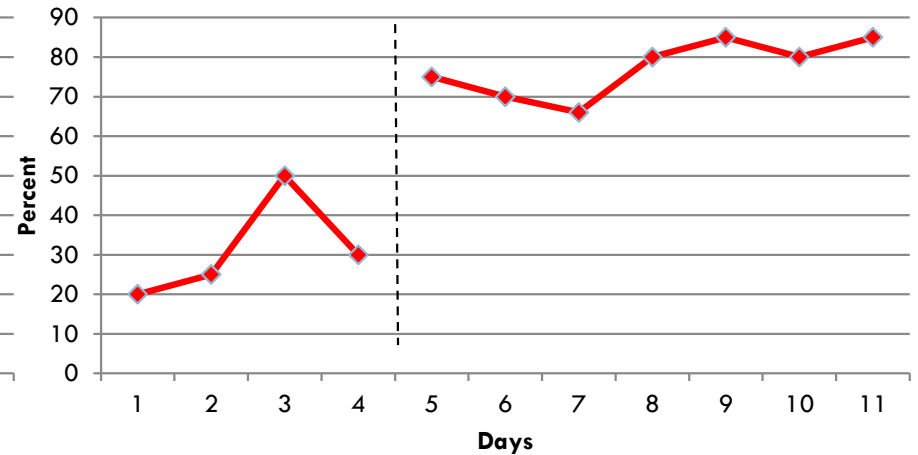
School

Compliance with Initial Instruction



Home

Compliance with Initial Instruction



Thank You

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