



5D - Using Key PBIS Elements & Collaboration to Strengthen Home-School Partnerships

Presenters:

*Nicole Peterson, University of Connecticut;
Diana MTK Autin, SPAN Parent Advocacy Network*

- **Topic:** Family
- **Keywords:** Climate, implementation, tier 1



Welcome!



Northeast PBIS

UConn
NEAG SCHOOL OF EDUCATION



Nicole Peterson

Nicole.peterson@uconn.edu



Diana Autin

diana.autin@spanadvocacy.org



National PBIS Leadership Forum

Meet the E-PATH Team

UConn/PBIS



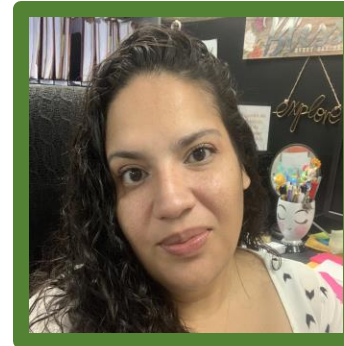
SPAN



**Brandi
Simonsen**



**Katie
Meyer**



**Jamie
Betances**



**Ijjou
Hammouch**



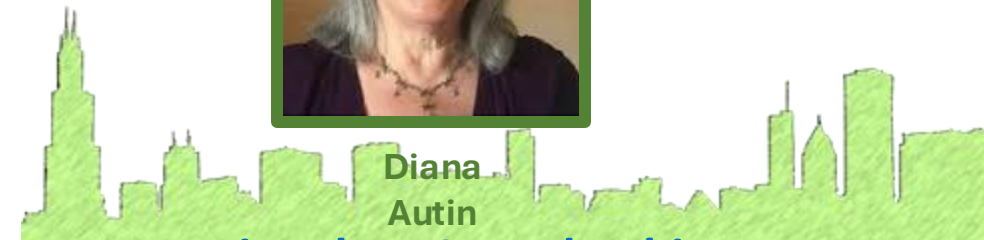
**Tracey
Lamothe**



**Peg
Kinsell**



**Diana
Autin**



National PBIS Leadership Forum

Who's here?

School-based
Implementors

Reginal/National-
level Implementors

District-level
Implementors

Researchers/
Higher Ed.

State-level
Implementors



Learning Objectives

1. Increase understanding of how the data, systems, and practices **framework** can be applied to help teams strengthen partnerships and capacity across school and home
2. Explore ways to **collaborate** with local parent centers to achieve identified family partnership goals
3. Use the E-PATH framework to identify and **prioritize action steps** to increase equitable outcomes



Operationalizing Family Engagement

About the E-PATH project and conceptual understanding



National PBIS Leadership Forum

Family-School Partnerships Improve Outcomes



Students

- Increased engagement
- Reduced absences
- Increased student self-regulation
- Higher GPA
- Improved social-behavioral competence
- Positive impact to teen's access to college



Parents

- Improved understanding of schools
- Better communication with child about school
- Increased involvement in educational activities at home
- Increased parenting efficacy
- Improved relationship with teachers



Teachers

- Greater job satisfaction
- Fewer transfer requests
- Improved teacher performance indicators
- Improved relationships, communication, and trust with parents

Family Engagement Supports Students with Disabilities

- On-task classroom behavior
- Academic achievement
- Grades
- Reading skills
- Participation in school activities and groups

- Disciplinary actions for students with disabilities
- Risk for exclusionary discipline
- Harassment and bullying
- Mental health problems (e.g., depression, anxiety, and suicidality)

Common Barriers to Family Engagement

Additional Barriers for Families of Students with Disabilities



Logistical

- The time or location of school-hosted family events
- Transportation challenges
- Communication barriers
- Childcare barriers



Family

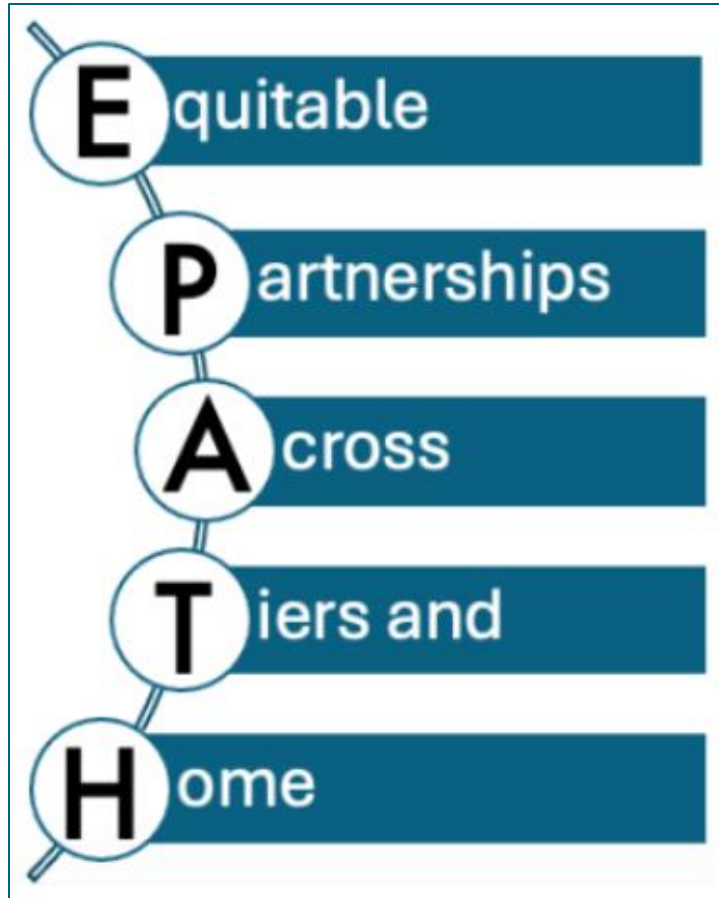
- Lack of knowledge about educational systems
- Feelings of inadequacy and distrust
- **Power differential between the family and the school**
- **Complexity of language used in special education policy & school documents**



Educators & School

- Lack of resources
- Lack of courses or professional experiences around Family Engagement
- Inadequate or inconsistent communication
- Lack of cultural competency

Leveraging PBIS/MTSS Teams to Strengthen Home-School Partnerships



Schools implementing this approach center the voices and experiences of their families and establish equitable partnerships across tiers (of their PBIS/MTSS framework) and home (E-PATH).

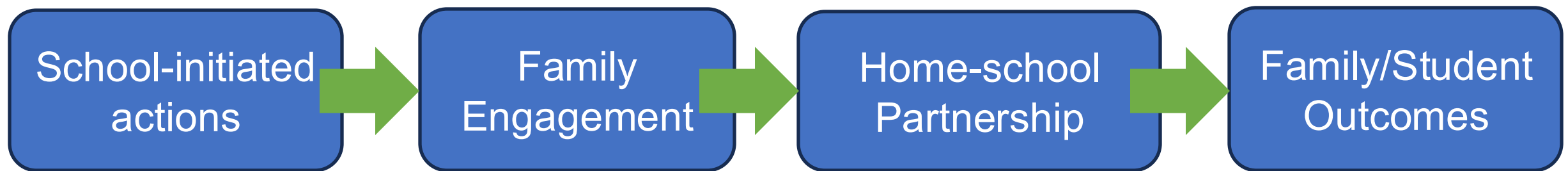
We developed this approach in partnership with the [Navigating Excellence Parent Center Assistance & Collaboration Team](#) (NE-PACT), the [SPAN Parent Advocacy Network](#), the [Rhode Island Parent Information Network](#) (RIPIN), and the [Connecticut Parent Advocacy Center](#) (CPAC).

This work is funded by The Office of Special Education Programs (OSEP) at the U.S. Department of Education (ED).

E-PATH Goals

Develop a **self-study process** for school leadership teams to...

- examine current practices,
- build data collection routines to guide decision-making, monitor implementation and outcomes



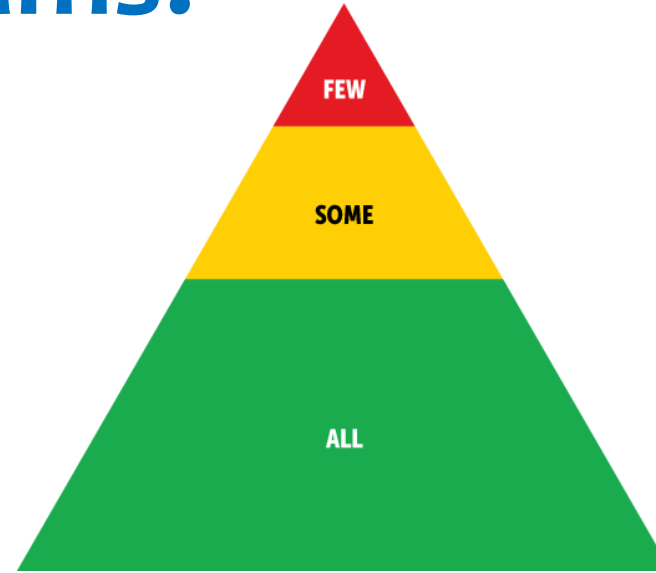
Why PBIS/MTSS Teams?



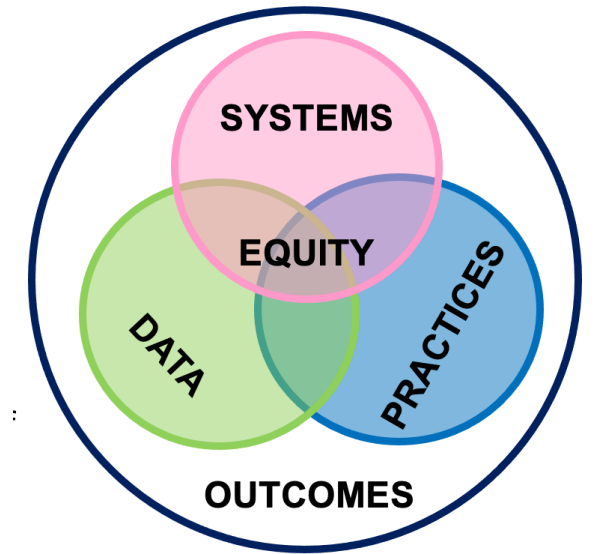
**Existing
structures in
place**



**Family voice is an
established priority**



**We understand
how to differentiate**



**We have a responsive
framework**

Parent Centers as a Collaborative Partner

Part 1: Roles & functions of parent centers



National PBIS Leadership Forum

Parent Centers as Essential Partners in PBIS

- Parent Centers (PTIs and CPRCs) are funded by the US Department of Education under Part D of IDEA through a competitive process
- 96 Parent Centers across the country (every state, DC, and territory) (find your Parent Center at www.parentcenterhub.org)
- Parent Center Boards must be a majority parents of children with disabilities aged birth to 26
- Parent Center staff are a majority parents of children with disabilities who have lived experience



Parent Centers as Essential Partners in PBIS

- In 2022-2023, Parent Centers had over 2.4 million contacts with parents, youth/young adults, and professionals
 - Almost 500,000 parents received individual assistance and over 1.3 million attended workshops
 - Over 160,000 professionals received individual assistance and over 393,000 attended workshops (23% of the total!)
 - Over 80,000 received individual assistance and almost 43,000 attended workshops



Parent Centers as Essential Partners in PBIS

- On post-services surveys:
 - **94 %** of parents reported that, as a result of the information:
 - They learned more about how to take care of their child's needs
 - The information met their needs
 - They were ready to use the information they received
 - **96%** of parents reported that they would recommend their Parent Center to friends or family



Parent Centers as Essential Partners in PBIS

- Role of Parent Centers:
 - Provide information, training, assistance and support to families of infants, toddlers, children, and youth with disabilities, and youth/young adults with disabilities, to assist in EI, special education, and transition to adult life; to families of children and youth at risk of inappropriate identification; and to the professionals who serve them
 - Share information about the needs of families, especially those who are underserved, low-income, and/or LEP, with local, state, and federal agencies to improve services to and outcomes for infants, toddlers, children, youth, and young adults with disabilities

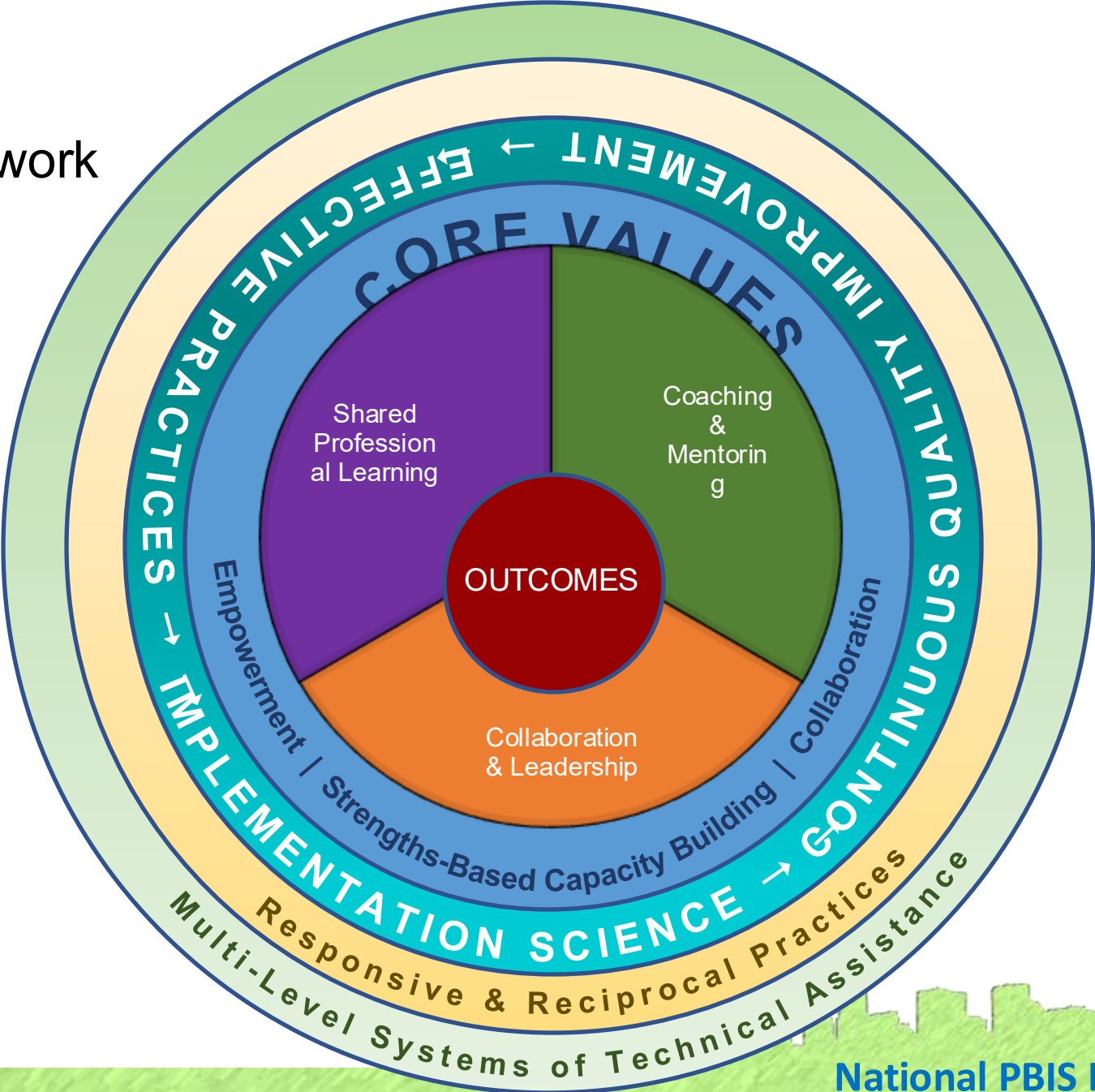


Parent Centers as Essential Partners in PBIS

- Discipline and positive behavioral supports is one of the top topics on which Parent Centers receive calls, and thus, is one of the top priorities of every Parent Center across the nation
- Parent Centers receive “seed” funding from the US Department of Education, but also partner with State Agencies for early intervention, special education, and vocational rehabilitation, as well as foundations, donors, and events, to expand and enhance our work



SPAN PTI
Conceptual Framework



Engagement within a PBIS Framework

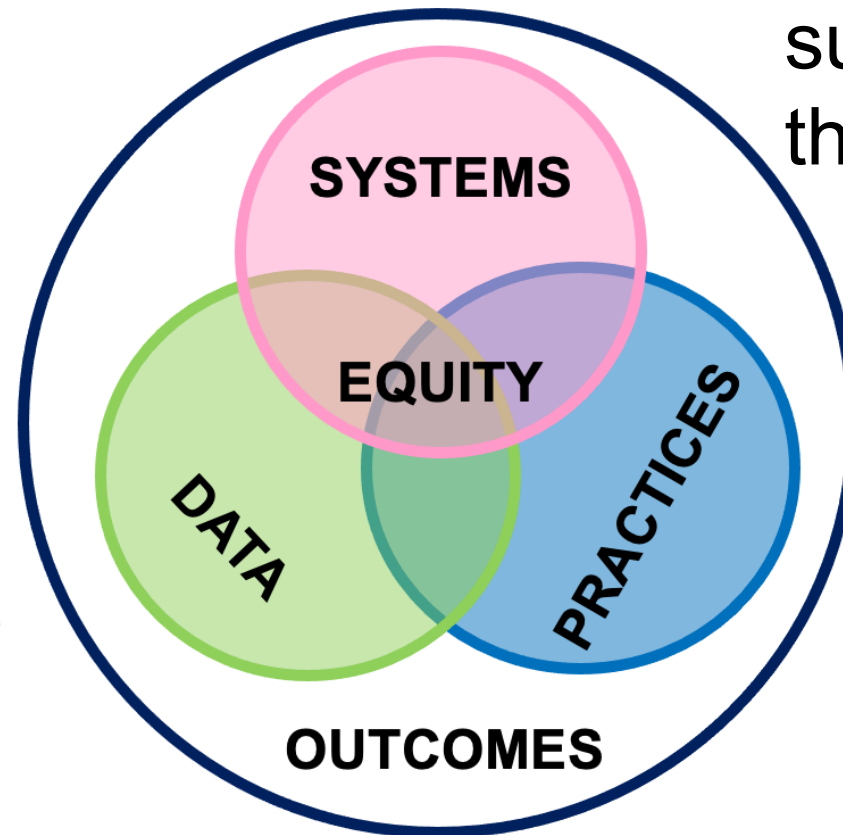
Using data, systems, and practices to strengthen partnership



National PBIS Leadership Forum

Our Responsive Framework

How we know if
we're doing it; how
we know if its
working

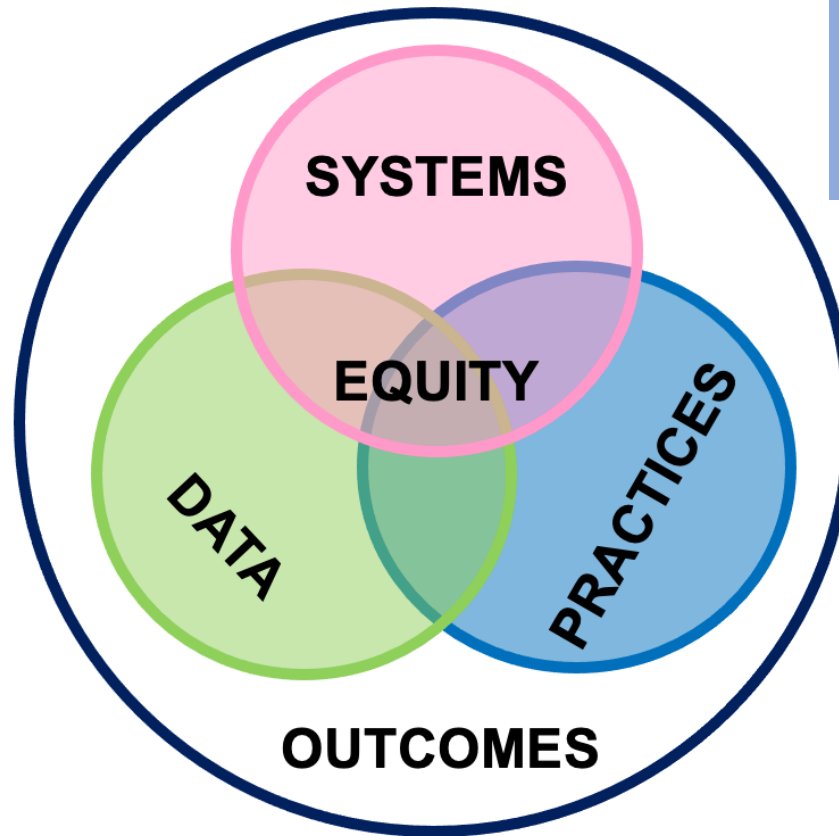


Things we do to
support grown-ups (so
they can support kids)

Things we do to
support kids

Our Responsive Framework, Applied to FE

Monitoring our use of effective FE practices; measuring perceptions, need, and impact



What we put in place to make it happen and promote

Things we do to increase family engagement and strengthen partnership

Practices... What we know



Narrow approaches to family engagement that focus **solely on active participation** in school events can disempower and alienate **underserved families of students with disabilities** and exacerbate educational inequities.



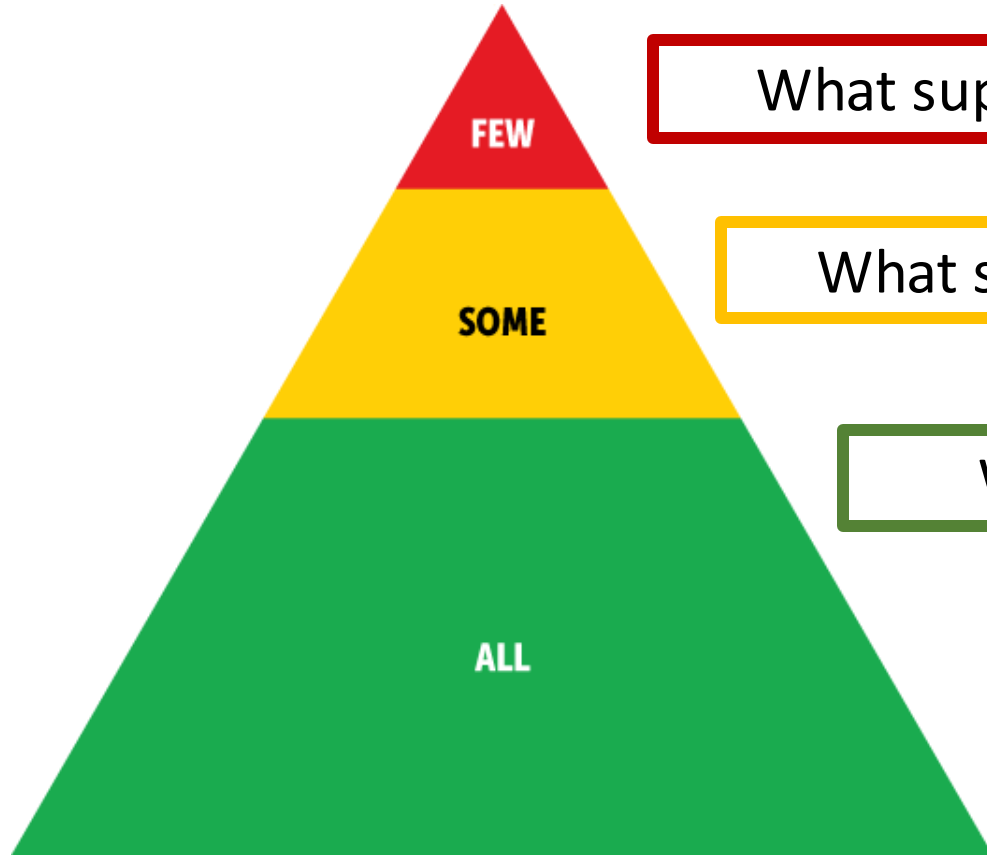
School-based Actions

Adapted from Barger et al., 2019 and the National Association for Family, School, and Community Engagement (NAFSCE) Family Engagement Core Competencies (2022).

Governance	Access to Information	Active Participation	Home-Based Application
<i>The equitable opportunity to be involved in school-based decision making.</i>	<i>Equitable opportunities to engage with school-based information, including asking questions.</i>	<i>Equitable opportunities to contribute to school-based decision making.</i>	<i>Equitable opportunities to transfer school-based information and skills outside of the school setting.</i>
Ex. Schools involve families in schoolwide (e.g., tier 1) planning.	Ex. Schools communicate effectively with families.	Ex. Events and opportunities to engage are inclusive and accessible.	Ex. The school provides training for families about supporting students at home.

More on this, later!

Practices... What we know



What supports do a *few families* need?

What supports do *some families* need?

What supports do *all families* need?

*How do we figure out
what families need?*

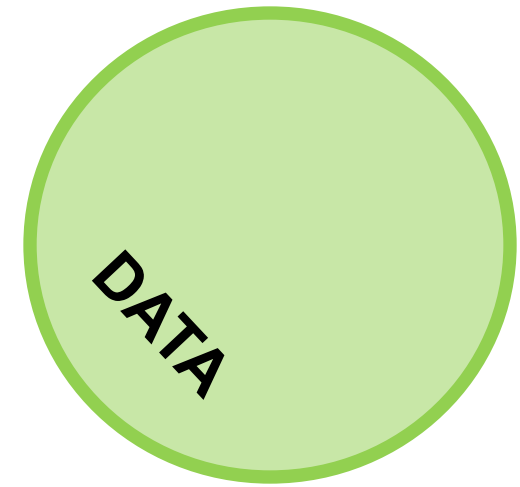
... Data!



Outcome Data	Fidelity Data
<i>(in FE)</i> measuring perceptions, need, and impact.	<i>(in FE)</i> Measuring our use of effective practices.



Outcome Data (some suggestions)



Measuring Perceptions, Needs, and Impact

Surveys (climate, relationships)

Focus groups

Town hall meetings

Event/leadership attendance data

Communication logs





Fidelity Data (our favorite suggestion!)

Equitable Family Engagement Fidelity Tool (EFE-FT)

Designed for use by school teams to measure of the extent to which schools are engaging in effective family engagement practices.

Domain 1 Governance			
The equitable opportunity to be involved in school-based decision making.			
Action Item	Criteria for Full Implementation	Score	Priority Item?
G.1 The team gathers information from families. <i>Scoring Notes/Action Planning:</i>	☐ More than one method is used to gather information from families (e.g., surveys, focus groups, town hall meetings); and ☐ the type of information includes perspectives, preferences, and needs; and ☐ content includes home-school communication, resource allocation, climate, barriers to engagement; and ☐ information is analyzed and disseminated to the school community and relevant partners.		

EFE-FT Resource Bank



A resource for turn their EFE

The Resource Bank has been organized using the four E
information, active partici

We encourage schools to
strengthen per reporting p
team's action plan to incre

Governance

The equitable opportunity to be

G.1 The team gathers information

G.2 The team includes family m

G.3 Schools involve families in

G.4 Classroom educators collab

Governance

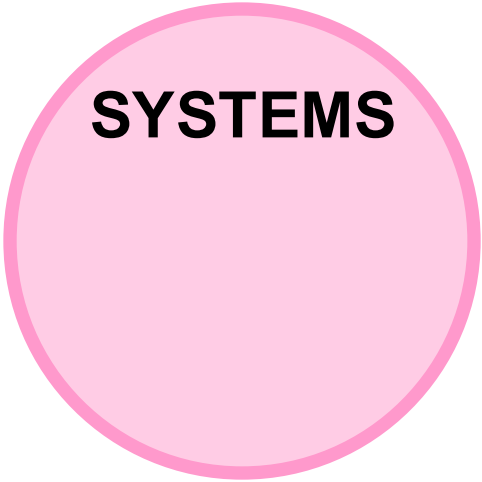


G.1 The team gathers information from families.

More than one method is
used to gather information
from families (e.g., surveys,
focus groups, town hall
meetings).

- Establish a data collection calendar that considers time of year and/or other planned school activities. For example, pair survey administration with planned school events to increase response rate (see P.1 for more).
- Build data routines with families to increase predictability and participation.
- Focus groups can be held with support by the local Parent Center
- A sample focus group protocol can be found [here](#).

Systems: making it happen and promoting sustainability

A large pink circle with a darker pink border, containing the word "SYSTEMS" in bold black capital letters.

SYSTEMS

- Identify equitable family engagement as a priority (e.g., include in school mission statement; link to school/district goals; include in communications about PBIS).
- Identify specific team members to lead the charge
- Preserve space/time during meetings
- Add items to your existing action plan/routines
- Include in your data collection calendar

Parent Centers as a Collaborative Partner

Part 2: Specific opportunities to co-develop an equitable approach



How Parent Centers Can Help with...

Team membership

- Ensuring representation across tiers and subgroups
- Understanding of local contexts from varied parent perspectives
- Identifying and recruiting potential parent leaders/participants from a variety of perspectives
- Providing leadership training to parents by parents with lived experience
 - Knowledge about PBIS and tiers of support
 - Leadership skills including Serving on Groups that Make Decisions
- Encouraging and supporting effective, honest communication with positive intention



How Parent Centers Can Help with...

Data collection, analysis, and use

- Parent Centers collect, analyze and use data every day and can be partners in identifying a range of tools and strategies to collect, analyze and use data from a variety of perspectives and for a range of purposes (surveys, focus groups, one-on-one conversations, etc.)
- Parent Centers can ask, what do we really want to know? What do we know? What else do we need to know? How can we find out?
- Parent Centers can provide training to parent members of teams about data (see Serving on Groups section on data) – types of data, assessing data validity, how to understand data, how to present data, using data to develop hypothesis and improvement plans, etc.

How Parent Centers Can Help with...

Parent Training and Advocacy

- Leadership training for parent members of teams and other parent leaders in the school/district
 - Serving on Groups that Make Decisions
 - Leading by Convening: The Partnership Way
- Training on parent and student rights and advocacy strategies
 - Workshop series providing comprehensive overview of key aspects of education law, best practices, tools and resources
 - Effective communication and collaboration skills
 - Multi-tiered systems of support including PBIS
- Training and support for professionals to help them work more effectively with families at all levels

Resources & Next Steps

Clear action items and resources to support implementation



Awesome! Now what?

1. Establish the **priority** within your team.

2. Connect with your Parent Center

<https://www.parentcenterhub.org/find-your-center/>

3. Complete a/the **fidelity tool** to determine what you already have in place and identify (a few) priority areas.



Resources (free!)

Information about PBIS and Families

Center Webpage (pbis.org):

<https://www.pbis.org/topics/family>

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and Strategies for Families and Schools in Key Contexts (eBook):

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

Enhancing Family-School Collaboration with Diverse Families:

<https://www.pbis.org/resource/enhancing-family-school-collaboration-with-diverse-families>

Surveys, tools

Parent Center Locator:

<https://www.parentcenterhub.org/find-your-center/>

Panorama Family-School Relationships Survey:

<https://www.panoramaed.com/products/surveys/family-school-relationships-survey>

Equitable Family Engagement – Fidelity Tool (E-PATH project page; find the fidelity tool and the resource bank here):

<https://nepbis.org/equitable-family-engagement/>

Logic Model Planner:

https://drive.google.com/file/d/1ILxxh1V5iZXfRANZeT3BkaZHqwktjYQC/view?usp=drive_link



National PBIS Leadership Forum

**What questions
can we answer?**

**What has implementation
been like for you?**

**What would you
like to share?**



Please Complete this Session's Evaluation

10/23

5D – Using Key PBIS Elements & Collaboration to Strengthen Home-School Partnerships

Four options, pick one!

1. Mobile App

Click "Take Survey" under the session description.

2. QR Code

Scan the code on this slide.



3. Online

Click on the link located next to the downloadable session materials posted online at:

www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link

Click the link provided in the email reminder you receive after your session ends.



After you submit each session evaluation, click the link to enter the **gift card raffle!**

*Evaluations are **anonymous!** We send reminder emails to all participants.*

National PBIS Leadership Forum