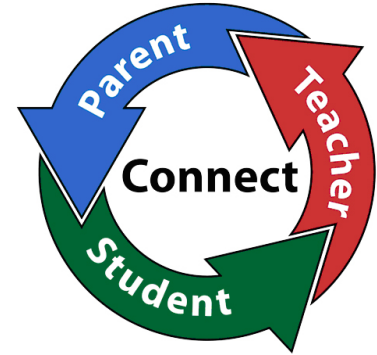


Partnering with Families within a Multi-Tiered System of Support

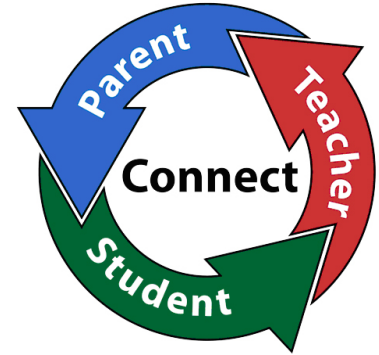
Meme Hieneman, Positive Behavior Support Applications
Kimberli Breen, Affecting Behavior Change Inc.
BET-C, October 05, 2017

*Special thanks to Sarah Fefer, Leanne Hawken, & Kristin Kladis
for contributions to this presentation*

Objectives of Session



- Identify benefits of family-educator collaboration
- Provide examples of how partnership may occur at each level within a multi-tiered system of support
- Describe variables that affect family engagement
- Identify implications for practice



What are family-school partnerships?

“child-centered connections between individuals in the home and school settings who share responsibility for supporting the growth and development of children”

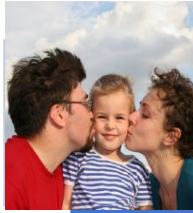
Clarke, Sheridan, & Woods (2010), p. 61

Benefits of Family Partnership in PBS



Students

- Higher grade, test scores, and graduation rates
- Improved attendance
- Improved motivation/self-image
- Less discipline problems
- Positive feelings about parents' involvement



Parents

- Positive attitudes towards school
- More self-confident
- Improved parent-child relationships
- Increased contact with school
- Develop effective parenting skills
- Community involvement

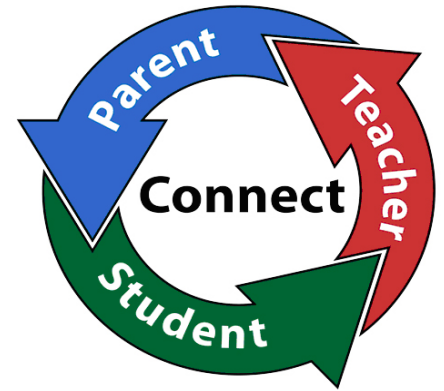


Teachers/Schools

- More proficient teachers (more time instructing)
- More student oriented activities
- Increased job satisfaction
- Implement more effective school programs (better performance overall)
- Efficient use of time and other resources

(Eagle & Dowd-Eagle, 2009; Christenson & Sheridan, 2001; Cox, 2005; El Nokali et al., 2010; Epstein, 1995, 2002; Jeynes, 2003, 2005, 2007, 2012; Hoover-Dempsey et al., 2005)

What are the challenges?



- Different strategies needed in different contexts (Mapp, 2003) – and at different levels of implementation
- Focus on ways parents can contribute to school rather than partnership (Epstein, 1995; 2002)
- Quality of interaction more important than quantity (Hoover-Dempsey et al., 2005)
- Hardest families to reach may be those that would benefit most (Semke et al., 2010)

Problem Solving Process

1. DEFINE THE PROBLEM
What is the problem?
**Defining the Problem/
Directly Measuring Behavior**

**2. PROBLEM
ANALYSIS**
Why is it occurring?
**Identifying Variables
that Contribute to
Problem Development
Plan**

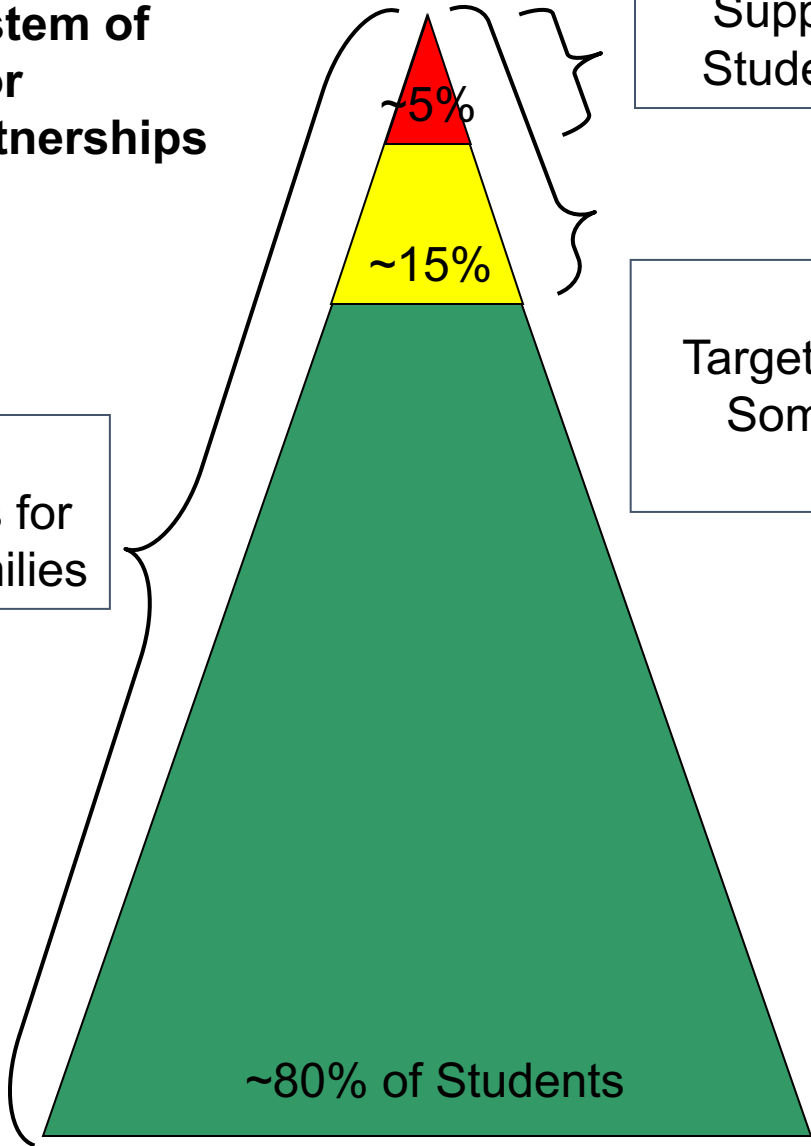


4. EVALUATE
Is It working?
**Response to
Intervention (Rti)
Was It Effective?**

3. IMPLEMENT PLAN
What are we going to do about it?
Implement with fidelity / Progress Monitor / Modify as Necessary

Multi-Tiered System of Support for Family/School Partnerships

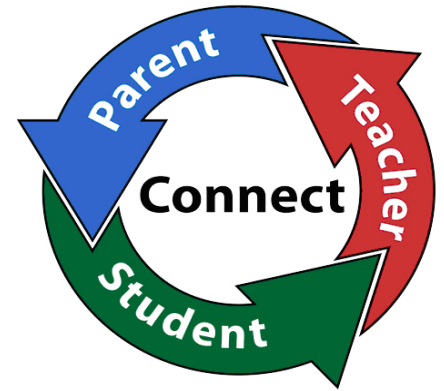
Tier 1:
Universal Supports for
All Students & Families



Tier 3:
Highly Individualized
Supports for a Few
Students & Families

Tier 2:
Targeted Supports for
Some Students &
Families

Handout: Family-School Partnerships at Each Tier



Few

- Individualized approach– not *one size fits all*
 - Use data to plan for needs of student
 - Engage family, educators, and community
 - Establish comprehensive support plan

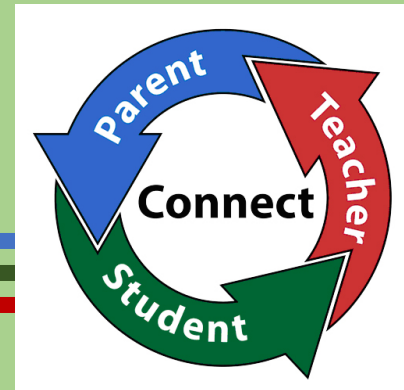
Some

- Create communication systems and group supports for students – and families - at risk

All

- Establish school-wide systems for engaging parents in planning and implementation of behavioral supports (e.g., providing information and resources)

Family/School Collaboration



Few

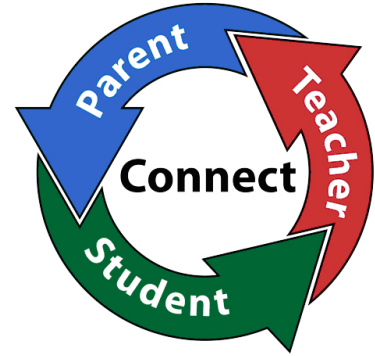
Some

All

What are you currently doing to promote family-educator collaboration?

- Tier 3: Individual students
- Tier 2: Groups, settings, or programs
- Tier 1: Entire school

Positive Behavior Support at Home



- Creating a support team
- Identifying goals and behaviors
- Figuring out patterns (FBA)
- Designing a support plan (prevent, teach, manage)
- Working together to implement
- Monitoring progress

Behavior Support Strategies for Amy

Create a daily schedule:

Changing activities every 15 minutes and interspersing less preferred activities with enjoyable activities (*T.V., computer time, playing with adults*).

Provide 1:1 attention prior to asking Amy to play independently (*e.g., upon arrival home*).

Explain rules of activities or complicated situations in advance (*e.g., meal time*).

Forewarn Amy if you will be unavailable (*e.g., on the phone or computer, interacting with another person*) for a period of time and provide special activities during that time.

Whenever possible, involve Amy in activities (*e.g., household chores, meal preparation*). Offer her a choice to help or play independently.

If you interrupt an activity Amy enjoys, let Amy know when she will be able to complete it.

Provide time limits for completing instructions (*e.g., by the count of 10*), making a game or competition out of the activity when appropriate

Teach Amy the following skills:

Appropriate ways to request attention based on the circumstances (*e.g., waving, saying hello vs. bringing a book or game*)

Playing independently (*e.g., puzzles, drawing, looking at books, computer games*)

Properly providing help (*e.g., how to do household chores*)

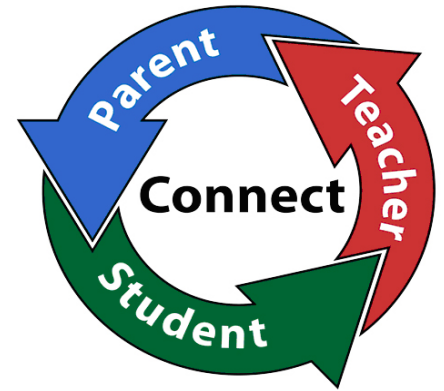
Respect for others (*e.g., use appropriate language, stay out of personal space*)

Provide descriptive praise and affection (*as well as activity-based rewards or treats*) for following instructions immediately, requesting attention in appropriate ways, and stopping undesirable behavior when asked. Avoid providing attention for inappropriate behavior.

Arrange the schedule so that less preferred activities (*e.g., playing independently*) are followed with preferred activities.

Give Amy big rewards (*e.g., computer time following dinner*) if she completes routines, keeps her hands to herself, and follows instructions with no more than one warning

Why Families Engage... And Disengage



Antecedent

Clear expectations
Resources/support
Inviting situation

History of conflict
Inadequate
resources or
information

Behavior

Support child's
education and
respond to school

Fail to engage or
respond or actively
resist school

Consequence

Positive outcomes
for student and/or
parent

No reinforcement
or "punishing"
interactions

Evaluating Options for Parent Engagement

Demand

Reinforcement

Low

Med

High

Low

Med

High

1. Making a note on the student's planner

2. Supervising student's homework completion

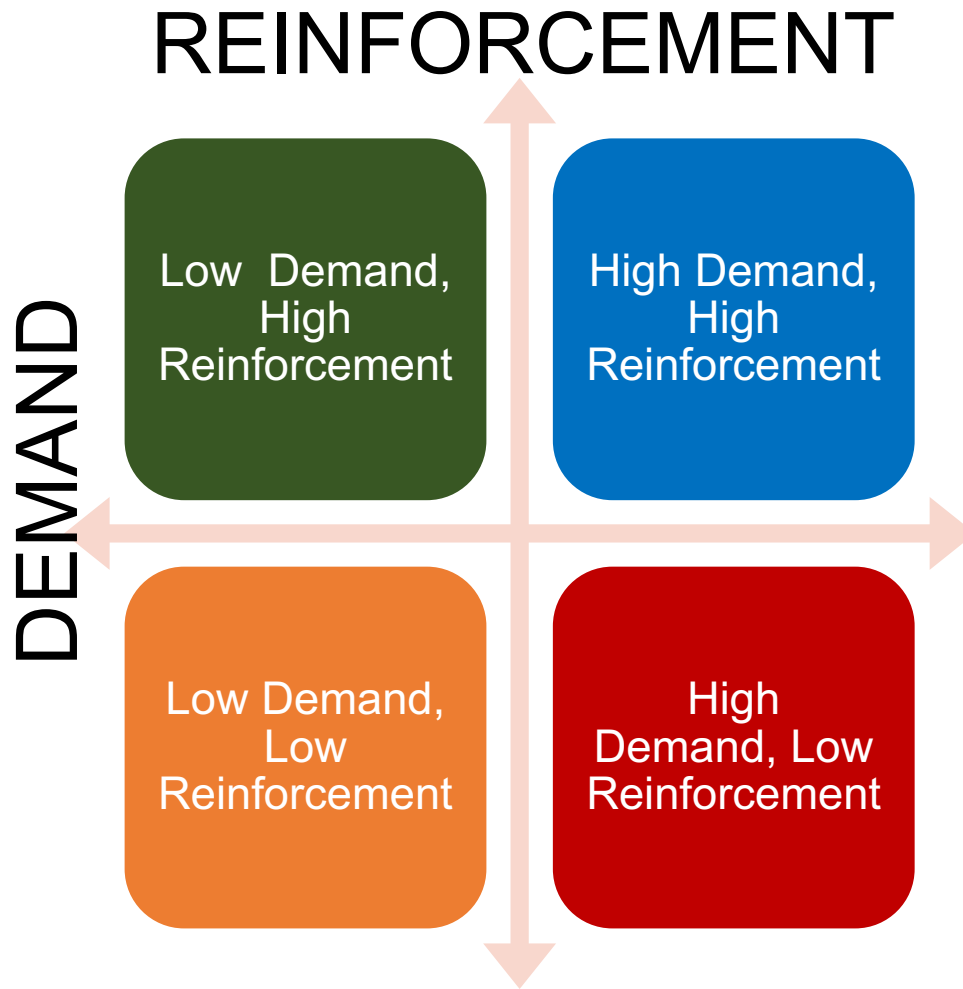
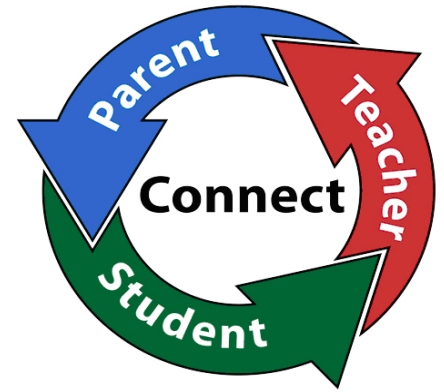
3. Attending a daytime parent-teacher conference

4. Providing resources requested for the classroom

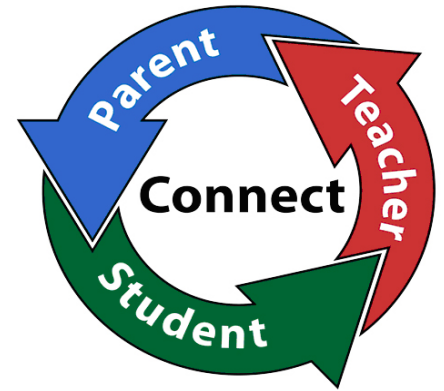
5. Checking the student's online academic portal

6. Addressing a student's discipline referral

Evaluating Our Expectations

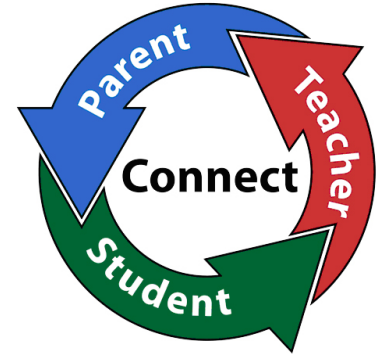


Tips for Engaging Parents



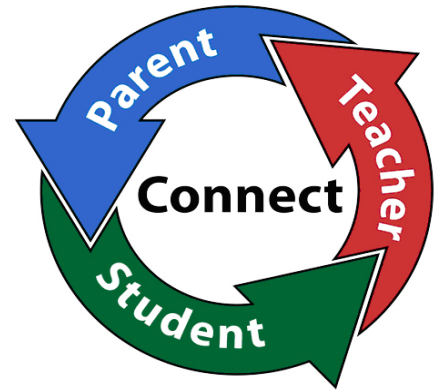
- Create a welcoming, nonjudgmental environment
- Make the time to communicate and collaborate
- Provide various participation options and mechanisms for collaboration (no one size fits all)
- Provide information and resources that empower parents to be active partners
- Offer supports that respect the cultural, linguistic, and economic diversity of families
- Attend to demands vs. reinforcement, finding ways to increase “pay-off” for participation

Helpful Links



- Association for Positive Behavior Support - <http://www.apbs.org/>
- Technical Assistance Center on PBIS - <http://www.pbis.org/>
- Home and Community PBS Network
 - Facebook Page - <https://www.facebook.com/HCPBS>
 - Website - <https://hcpbs.wordpress.com/>
- Parenting Special Needs Magazine – www.parentingspecialneeds.org
- KOI Education Center - www.koi-education.com

Questions? Comments?



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