

The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Training

Module 17: Family and Community Engagement

RTI  **arkansas**



Arkansas State Personnel Development Grant

Focus Area: Family and Community Engagement

Title of Training:



Module 17: Family and Community Engagement

Suggested Training Time: 1-2 Hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS.

What is included?

- The first part of this guide (pgs. 1 - 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
 - The activities will appear in a green text box with a **green star**. 
 - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are “homework assignments” (preparing for next steps), discussion questions, and resources for attendees.

Suggested pre-requisites to this training:

Module 1 (Philosophy and Overview of PBIS) will give more background about PBIS and help schools prepare for all future trainings.

Training Description:

This training module has been developed to highlight the importance and benefits of family and community engagement with PBIS. It shows strategies and examples for the team to help engage families and the community in PBIS.

Training Sections:

Section 1 – Benefits of Family and Community Engagement (Slides 3 - 8)
pgs. 5 – 13

Section 2 – Applying PBIS to Family Engagement (Slides 9 - 32) pgs. 14 – 50

Training Materials/Equipment Needed:**PowerPoint for Module 17: Family and Community Engagement**

- Equipment to project the PowerPoint
 - Laptop computer
 - Multiple ways to access PowerPoint (downloaded on computer, flash drive, etc.)
 - Projector
 - Speakers, if needed
 - Microphone(s), if needed
 - Required connecting cables, extension cords, etc.
 - “Clicker” to advance slides
- Note on showing videos embedded in the PowerPoint presentation:
 - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
 - It may take a minute for video to load. Be patient.
 - Once video is loaded, a still shot with arrow to start the video will appear on the slide.
 - Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint
- Only if necessary, provide a hard copy of the PowerPoint

Suggested Materials:

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

Handouts:

Physical and/or electronic copies of

- Home matrix examples (pgs. 23 - 25)
- Guiding questions (pg. 47)



Activities in this Training:

- Behavior Expectations for Home Setting (pg. 22)
 - Print and distribute the matrix examples on pages 23 – 24 and the blank template on page 25.
- Guiding Questions Activity (pg. 46)
 - Print and distribute questions handout on page 47.

Essential Questions:

These essential questions will be addressed in this training module:

- Why should schools engage families?
- How do you apply PBIS to family engagement?
- What works in high schools?
- How do you involve the community?

Trainer Tips:

- This module shows the benefits of engaging families as well as a lot of strategies and examples. The activities are geared more towards engaging teams in thinking about how they will work with families, as well as how they will prepare staff to work with families.
- Participants should have some background in the PBIS model, but there is a very brief review included. Be sure to check for understanding.

Training Section One

Benefits of Family and Community Engagement

Slides 3 - 8

Goals

Participants will understand

- What is family engagement?
- What are the benefits of family engagement?



Family and Community Engagement



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION



Images in this module were obtained at google.com/images unless otherwise specified.



Slide #1

[Family and Community Engagement]

Trainer Notes:

- In this session, we will talk about ways to engage and involve families and others in the community. The main resource for the content in this presentation is the e-book *Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS) - Concepts and Strategies for Families and Schools in Key Contexts* (edited by Mark D. Weist, S. Andrew Garbacz, Kathleen Lynne Lane, and Don Kincaid and supported by the Technical Assistance Center for PBIS, funded by the Office of Special Education Programs).

Context


- What is family engagement?
- Benefits of family engagement
- Family engagement in PBIS
- Communicating with families
- High school considerations
- Community involvement



Slide #2 [Context]


Trainer Notes:

- We will discuss the benefits of involving families and ways to communicate with, and engage, families and other community members.




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Why Engage Families?

- Build positive relationships
- Encourage new behaviors
- Teach & reinforce skills
- Increase optimism
- Expected in Individuals with Disabilities Education Act



Congress reauthorized the IDEA in 2004 and most recently amended the IDEA through Public Law 114-95, the Every Student Succeeds Act, in December 2015

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

Slide #3 [Why Engage Families?]

Trainer Notes:

- Through family engagement, schools and families work together towards better outcomes for students. Engagement is also required in IDEA. It's important to involve families in the process of “how” school and family engagement can happen to ensure trust and open communication.

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

Involvement vs. Engagement

Family *involvement*:

- Families do what educators ask or expect families to do.
- The school/educator is driving the outcome.



From "Collaborating For Success" Parent Engagement Toolkit
https://www.michigan.gov/documents/mde/4a_Final_Toolkit_without_bookmarks_370151_7.pdf
Christenson & Sheridan, 2001; Sheridan, Knoche, Kopyk, Edwards, & Marvin, 2011



Slide #4

[Involvement vs. Engagement]

Trainer Notes:

- The distinction between involvement and engagement is important. Involvement implies doing to, whereas engagement implies doing with. The term family engagement indicates a shared and continuous responsibility for student achievement and learning that occurs across multiple settings. Staff and leaders who serve youth are acknowledging that “experts” telling youth and families what they should be doing is not working. There is a paradigm shift emerging; research is showing that when equal partnerships are in place among children, youth, families, staff, and leaders that serve youth, positive educational, health, mental health, social and occupational outcomes for youth are promoted. Adapted from:
https://www.michigan.gov/documents/mde/what_does_it_mean_to_be_engaged_or_involved_370138_7.pdf

Involvement vs. Engagement

Family *engagement*:

- Families are partners.
- Families bring their own knowledge "together" with schools.
- Families share decision making and determination of goals and outcomes, such as...
 - active, interactive, and dynamic processes and practices that family members use.
 - engagement as equal partners with educators and other key stakeholders.
 - supporting their children's development.



From "Collaborating For Success" Parent Engagement Toolkit
https://www.michigan.gov/documents/mde/4a_Final_Toolkit_without_bookmarks_370151_7.pdf
Christenson & Sheridan, 2001; Sheridan, Knoche, Kopyk, Edwards, & Marvin, 2011




Slide #5

[Involvement vs. Engagement]

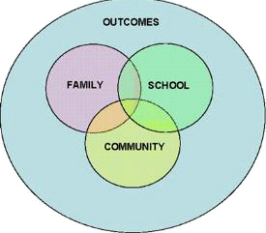
Trainer Notes:

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https://www.michigan.gov/documents/mde/what_does_it_mean_to_be_engaged_or_involved_370138_7.pdf

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School, Family, & Community Partnership Efforts Should Help Families...

- Know what children are doing at school
- Promote high standards for student work
- Gain skills to help children at home
- Understand what good teaching looks like
- Discuss how to improve student progress



Henderson, Mapp, et al. *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. The New Press, 2007.

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Slide #6

[School, Family, & Community Partnership Efforts Should Help Families...]


Trainer Notes:

- School, family, and community partnerships should help families have a clear idea of what their children are learning and doing at school. They should help families feel more empowered to help their children be more successful. Book recommendation: Henderson, Mapp, et al. *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. The New Press, 2007

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Positive Effect On Student Behavior

- More positive attitudes and behavior
- With support from home and school:
 - More self-confidence
 - Feel school is more important
 - Tend to do better in school
- At-risk behaviors decrease



National PTA, 10/28/2005

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Slide #7

[Positive Effect On Student Behavior]


Trainer Notes:




- (From the National PTA survey.) When families are involved, students exhibit more positive attitudes and behaviors. When students report feeling support from both home and school, they have more self-confidence, feel school is more important, and they tend to do better in school. Student at-risk behaviors, such as alcohol use, violence, and other anti-social behaviors decrease as family involvement increases.

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Benefits Of Family Engagement To Teachers And Schools

- Greater job satisfaction
- Higher ratings of teaching skills
- Higher ratings of school effectiveness
- Improved classroom behavior



 <https://www.pbis.org/topics/family>  Arkansas Positive Behavioral Interventions & Supports  Center for Community Engagement & Leadership

Slide #8

[Benefits Of Family Engagement To Teachers And Schools]

Trainer Notes:

- Teachers and schools benefit from family engagement through greater job satisfaction, higher ratings of teaching skills from families and principals, higher ratings of school effectiveness, and improved classroom behavior through increased knowledge of children’s family, cultural, and community contexts. Citation: <https://www.pbis.org/topics/family>

Training Section Two

Applying PBIS to Family Engagement

Slides 9 - 32

Goals

Participants will understand

- Review the PBIS model and learn how to apply it to family engagement
- Receive examples and strategies for working with families
- Have an opportunity to practice engaging with families through an activity
- Learn about engaging high school families
- Learn about engaging the community

Universal Components Of PBIS

School-wide

- Common purpose & approach to discipline
- Behavioral expectations
- Teaching of expected behaviors
- Encouraging of expected behaviors
- Discouraging of inappropriate behavior
- Data-based monitoring & evaluation



Slide #9

[Universal Components Of PBIS]

Trainer Notes:

- Review – we're leading into applying PBIS logic to family engagement.

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How To Apply PBIS To Family Engagement

Provide these for families:

- A continuum of positive behavior supports for all families
- Frequent, regular, positive contacts & acknowledgements
- Formal, active participation & involvement as equal partners
- Access to a system of integrated school & community resources

Arkansas Department of Education | PBIS Arkansas Positive Behavioral Interventions & Supports | Center for Community Engagement and University Studies

Slide #10

[How To Apply PBIS To Family Engagement]

Trainer Notes:

- This is PBIS logic applied to family engagement. According to www.pbis.org: “The primary focus on engaging families at the universal level is to build ‘awareness’ of the school’s behavioral expectations, teaching strategies and supports. A secondary focus on engaging families at the universal level is to ‘involve’ families in the PBIS (Positive Behavioral Interventions and Supports) development and implementation process. While less of an emphasis, family ‘supports’ are also addressed at the universal level of implementation.” Teach families what students are being taught so they can share common expected behaviors and/or outcomes. Sending home a behavioral matrix of school-wide expected behaviors helps families understand what is being taught.

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Developing Your Program


- Evaluate current status
- Formulate goals and strategies
- Form action steps and responsibilities
- Review performance
- Evaluate your plan

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Slide #11
[Developing Your Program]

Trainer Notes:




- (From Michigan Dept. of Ed Collaborating for Success Parent Engagement Toolkit.) Just like with PBIS, before starting something new, evaluate what you are already doing and see what can be used or adapted to fit within PBIS. From there, develop goals for family engagement, strategies for reaching those goals, and then specific action steps with responsibilities identified and assigned. It is important to include families throughout the development process. Again, with PBIS we always use data-based decision making. Monitor progress with your action steps and revise as needed. Then, do periodic evaluation to see if you are meeting or approaching your goals and consider revising or updating strategies and action steps.

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District Family Engagement Plan Example

<ul style="list-style-type: none">• Involvement is:<ul style="list-style-type: none">• Intermittent attendance or participation• One way, school-directed• School-driven decision making• Changes & evolves as child matures	<ul style="list-style-type: none">• Engagement is:<ul style="list-style-type: none">• Ongoing & continuous• Reciprocal• Strengths-based partnership between families & school• Shared responsibility• Changes & evolves as child matures
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From Marion Community Unit School District 2, Marion, IL

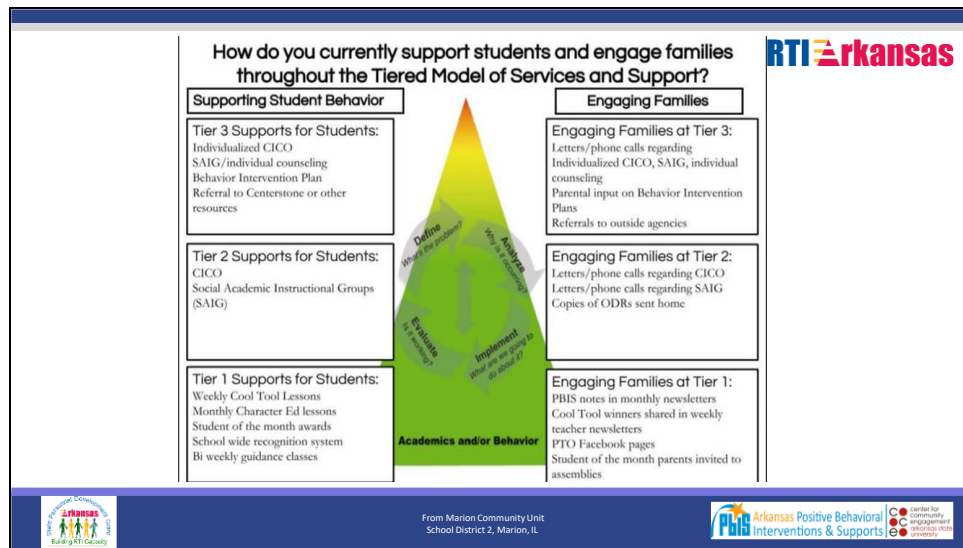


Slide #12

[District Family Engagement Plan Example]

Trainer Notes:

- Marion Community Unit School District 2 in Marion, IL went through the process of building capacity for family engagement in their district. Upon assessing their current status, they felt they needed to change their focus from family involvement to family engagement, so they started by defining family engagement. They also sent out a survey to assess needs of families.



Slide #13

[“Triangle” For Plan]


Trainer Notes:

- Marion CUSD2 then created this “triangle” during their process. It shows their plan/strategies for engaging families using the PBIS three tiered model.

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Examples Of Actions & Strategies

- Introduce behavioral expectations.
- Show progress on school-wide outcomes.
- Include family representatives on PBIS team.
- Have a sign-up list of volunteer activities.




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Slide #14

[Example Of Actions & Strategies]

Trainer Notes:




- Here are some examples of steps schools can take to engage families. The school can schedule family events focused on introducing expectations, show progress on outcomes, and provide volunteer activities, such as writing form letters to request free samples from local businesses to reinforce students for positive behavior.



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More Examples

- Blend PBIS into the daily family routine.
- Have trained family members wear “ask me about PBIS” buttons.
- Incorporate PBIS into Individualized Education Program (IEP).
- Provide information about community resources.



Slide #15
[More Examples]


Trainer Notes:

- Assist family members in blending PBIS into daily routines. Train family members and ask them to wear “ask me about PBIS” buttons. Work together with families to incorporate PBIS into the IEP.

RTI²-B Home Matrix
Liberty Elementary School, Franklin Special School District

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT	Make your bed Clothes in hamper	Have your backpack lunch, notes, keys	Do your chores	Clean up after yourself Play quietly	Put your things in your backpack when finished	Set the table Put dishes away	Brush your teeth Dirty clothes away
O OWN YOUR BEHAVIOR	Get up on time Get cleaned up and dressed on time	Be ready to leave on time	Clean up after yourself	Ask before you borrow Ask to change stations	Complete your homework on time Do your best!	Use kind words and "I statements" Recognize mistakes and apologize	Get to bed on time!
M MANNERS COUNT	Try a morning SMILE! Thank your parents for helping.	"Thanks for the ride" "Have a nice day"	Ask politely for help	Respect others things Offer to share	Ask for help respectfully "Thanks for the help"	Please and thank you Use your napkin	End the day with nice words and thoughts
E	V	E	R	Y	D	A	Y

Example Of A Home Matrix



Slide #16

[Example Of A Home Matrix]

Trainer Notes:

- This is an example of a matrix that a Tennessee school developed for families to use at home with students. This is from the Tennessee Behavior Support Project’s July 2017 guide “Including Families and Communities in your School’s RTI2-B Framework”. It can be accessed at: <https://vkc.mc.vanderbilt.edu/assets/files/resources/tbisfamilycommunity.pdf>



ACTIVITY

Give attendees examples on the next two pages (pg. 23 - 24). Have them practice creating behavioral expectations for a home setting, using the template on page 25 (headers can be changed). This activity is provided to give attendees an opportunity to think about how they will work with families who want to extend PBIS to the home. They will need to be able to explain this process.

RTI²-B Home Matrix

Liberty Elementary School, Franklin Special School District

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
H HELP OUT	Make your bed Clothes in hamper	Have your backpack lunch, notes, keys	Do your chores	Clean up after yourself Play quietly	Put your things In your backpack when finished	Set the table Put dishes away	Brush your teeth Dirty clothes away
O OWN YOUR BEHAVIOR	Get up on time Get cleaned up and dressed on time	Be ready to leave on time	Clean up after yourself	Ask before you borrow Ask to change stations	Complete your homework on time Do your best!	Use kind words and "I statements" Recognize mistakes and apologize	Get to bed on time!
M MANNERS COUNT	Try a morning SMILE! Thank your parents for helping.	"Thanks for the ride" "Have a nice day"	Ask politely for help	Respect others things Offer to share	Ask for help respectfully "Thanks for the help"	Please and thank you Use your napkin	End the day with nice words and thoughts
E	V	E	R	Y	D	A	Y

BEHAVIOR EXPECTATIONS AT HOME	Getting up in the morning	Getting to school	Getting home from school	Time to Relax	Time to do Homework	Mealtime	Bedtime
Be Responsible	Listen for your alarm! Get up on time!	Make sure you have all items: homework, lunch, pencil, paper, etc.	Do your assigned chores	Clean up; put away toys, games, etc.	Ask for help when needed Help younger siblings if you can	Help with meal prep, setting table, and/or clean up	Put dirty clothes in hamper Go to bed on time
Be Respectful	Put dirty clothes in hamper Make your bed	Get in car/on bus on time. Use appropriate voice level	Put shoes in appropriate place	Eat and drink in appropriate areas	Thank others for their help	Compliment the chef! Stay off of electronics during dinner	Be quiet so others can sleep
Stay Safe and Healthy	Eat breakfast!	Sit properly in seat, use seatbelt	Wash hands	Keep walkways and stairs clear of toys, shoes, etc.	Sit at desk or table Wear glasses	Wash hands before and after eating Eat well!	Brush teeth Take a bath or shower

BEHAVIOR EXPECTATIONS AT HOME	Getting up in the morning	Getting to school	Getting home from school	Time to Relax	Time to do Homework	Mealtime	Bedtime

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Communicating With Families

- Make it more personal.
- Be culturally and linguistically responsive.
- Define technical terminology.
- Empower family members.

Arkansas Early Childhood | Arkansas Positive Behavioral Interventions & Supports | Center for Community Engagement & University Outreach

Slide #17
[Communicating With Families]

Trainer Notes:

- Some families respond better to more personal outreach (e.g., phone calls, emails, even other families reaching out to them), as opposed to flyers sent home with students. Language barriers may be more extensive than you think. Some families are not very literate in their native language. Get to know families and their preferences, and don't assume families know acronyms or understand terms that educational professionals use regularly. Families may not have had good past experiences with education or may not think they have anything to contribute. Invite them to offer input and help plan activities. This will also ensure that school activities more accurately reflect the community and its various cultures. Also, offer families educational opportunities on academic topics, child development, etc. and invite them to help in the classroom. It could be helpful to talk about cultural and linguistic responsivity.

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Communication Tips

- Follow up after parent-teacher conferences.
- Send home student work for review and comment.
- Send home useful notices, memos, and/or newsletters.
- Respect family's perspective on their child's abilities and progress.
- Use social media (e.g., Facebook, messenger).
- Text family.

Arkansas Positive Behavioral Interventions & Supports | Center for Community Engagement and University-Wide Learning

Slide #18
[Communication Tips]

Trainer Notes:

- Follow up the annual parent-teacher conference with regular communications with families. Know how to get information translated into the languages of your students' families. Consider student-led conferences with families, especially at the secondary level. Consider families who do not read well and arrange for phone calls in their native language. Every week or every month, send home folders of student work for family's review and comment. Have a regular schedule to send home useful notices, memos, or newsletters. Respect family's perspective on their child's abilities and progress. They know their own child in a different setting than you do. Expect to disagree once in a while and embrace the opportunity to see things from a new point of view.



EXAMPLE

On the following two pages, there is an example of a PBIS family brochure that is given to families at Terrace Heights Elementary in Yakima, WA.

Golden Dust Pan



The Golden Dust Pan award:
4 classes each month will receive this award and 1 Bear Buck each for keeping their room tidy!

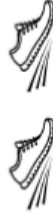
Awesome Attendance

- ❖ When an entire class is present and on time, the class will earn an Awesome Attendance Day Class Sticker
- ❖ When a particular class accumulates a certain number of Awesome Attendance Days, the entire class will be rewarded with Bear Bucks and recognized on the morning announcements
- ❖ Target levels are: 5, 10, 20, 30, 40, 50, 75, and 100

Mileage Club

Bear Bucks can be earned for participating in Mileage Club!

Every 5 Miles completed equals 1 Bear Buck!



Positive Behavioral Interventions and Support (PBIS)



“Terrace Heights wants to recognize and praise ALL students for positive behaviors!”

What is PBIS?

- A positive behavior management process to make Terrace Heights a safe place to be a student
- A system of clear school-wide expectations with consequences and incentives
- Interventions when students need help
- Recognizing and celebrating all students when they are successful

What does PBIS do for students?

Students are recognized and praised for positive behaviors:

Bear Bucks, Extra Recess, Prizes, Special Jobs, and Time with Staff

Students receive interventions to help them focus their unsuccessful behavior:

Teacher-Student Conference, Parent Contact, PAWS Room, and Office Referral

Bear Bucks



Problem Solve	Student _____
Accept Responsibility	Staff _____
Work Hard	Teacher _____
Show Respect	Good Job Self-Managing _____

How can you earn Bear Bucks?

Following the PAWS Rules:

- Problem Solve
- Accept Responsibility
- Work Hard
- Show Respect

Who awards Bear Bucks?

All Staff Including:

- Teachers
- Guest Teachers
- Office Staff
- Cafeteria Staff
- Custodians
- ParaEducators

Student Store

What can students spend their Bear Bucks on?

- 1: Raffle Ticket
- 2: Pencils, Bookmarks, Stickers
- 5: Tootsie Roll
- 10: Otter Pops
- Fruit by the Foot or Fruit Snacks
- McDonalds Coupon
- 15: Name on Reader Board
- Name on Morning Announcement
- Special Lunch with Friend
- Keychain
- 20: New Book
- Slurpee Coupons
- 25: Hat Day Pass
- Lunch with any staff member and two friends
- Free Homework Night
- 30: Custodian assistant
- Student Helper in Kindergarten
- 35: VIP Assembly seating
- Bear Water Bottle
- Drawstring bag
- 40: Special Lunch Table with Friend
- 50: PAW T-shirt
- Principal or Counselor chair
- 75: Popcorn Party for class
- Otter Pops for class
- Extra 15 minutes of recess for class
- 100: Yogurt with Principal and Counselor

*Store will be open every three weeks!

*Prizes may change throughout the year

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Prepare Staff To Work With Families

- Discuss hypothetical cases from family members' points of view.
- Have staff evaluate their assumptions and beliefs about families.
- Develop staff communication skills.
- Help staff understand research and rationale.
- Provide staff time to process difficult situations.

Arkansas Early Childhood | Harvard Family Research Project, 10/06 | Arkansas Positive Behavioral Interventions & Supports | Center for community engagement university of arkansas

Slide #19
[Prepare Staff To Work With Families]

Trainer Notes:

- Help those who work with families take different perspectives on situations by discussing hypothetical cases from different family members' points of view. Ask staff to evaluate their own assumptions and beliefs about the families with whom they work. Develop staff communication skills. Aid staff in understanding research on families and the theoretical rationale for the program. Provide staff time to process with others difficult conversations or situations.

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Remove Barriers

- Have face-to-face visits.
- Meet during nontraditional hours.
- Visit families in the community.
- Provide transportation, infant care, and meals at meetings.

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Slide #20
[Remove Barriers]

Trainer Notes:

- Get to know families. Remove as many barriers as possible for family meetings. Recruit families through face-to-face visits. Hold meetings for families during nontraditional hours, including weekends and evenings. Visit families in community locations. Provide transportation, infant care, and meals at meetings.

Know The Community

- Understand community beliefs, values, and attitudes.
- Ensure staff are culturally sensitive.
- Have current and former family volunteers help recruit.
- Think of recruitment and retention as routine.



Slide #21

[Know The Community]

Trainer Notes:

- Get to know the community in which your school is located. Understand the culture of the community.

Some Ideas

- Surveys:
 - Behavioral needs
 - Behavioral expectations
 - What families know about PBIS
 - How families can support PBIS
- Develop information for families about PBIS.
- Evaluate “family friendliness” of the school.

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Slide #22
[Some Ideas]

Trainer Notes:

- Make sure families know about and are involved with PBIS. Give information, but also collect information.

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- Display photos of families.
- Display images of various cultures.
- Have an “open-door” policy for visits.
- Develop family information centers.
- Have meetings with families in their homes and community settings.
- Consider the family’s native language and culture when communicating.








Slide #23
[Make Families Feel Welcome]


Trainer Notes:




- Make families feel welcome and make things convenient for them.

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Retention

- Send regular notes home about PBIS.
- Send home thank you notes for supporting PBIS.
- Increase use of technology as a form of communication with families.
- Hold a PBIS day that families plan and coordinate.
- Recruit families to develop displays related to PBIS.



Slide #24
[Retention]

Trainer Notes:

- These are some ideas for retaining family support and involvement with PBIS. Send regular notes home about PBIS developed by families for families. Send home thank you notes for supporting PBIS in schools. (These can be sent to families and/or staff and teachers.) Hold a PBIS day at your school that is planned and coordinated by families. Recruit families to develop displays around the school related to PBIS (e.g. PBIS student of the week, month, etc.).

Reaching Out

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Write a PBIS piece for school newsletter.

Create a home PBIS contract with families.

Help plan a PBIS family night.

Use social media to promote PBIS events.

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Center for Community Engagement and University Partnerships

Slide #25
[Reaching Out]


Trainer Notes:




- Here are some ideas for reaching out to families and communities about PBIS.

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Informing Families About PBIS

- Set up a PBIS table during parent-teacher conferences.
- Create PBIS family resources.
- Develop a PBIS family calendar.
- Have skits at half-time of sporting events about PBIS.



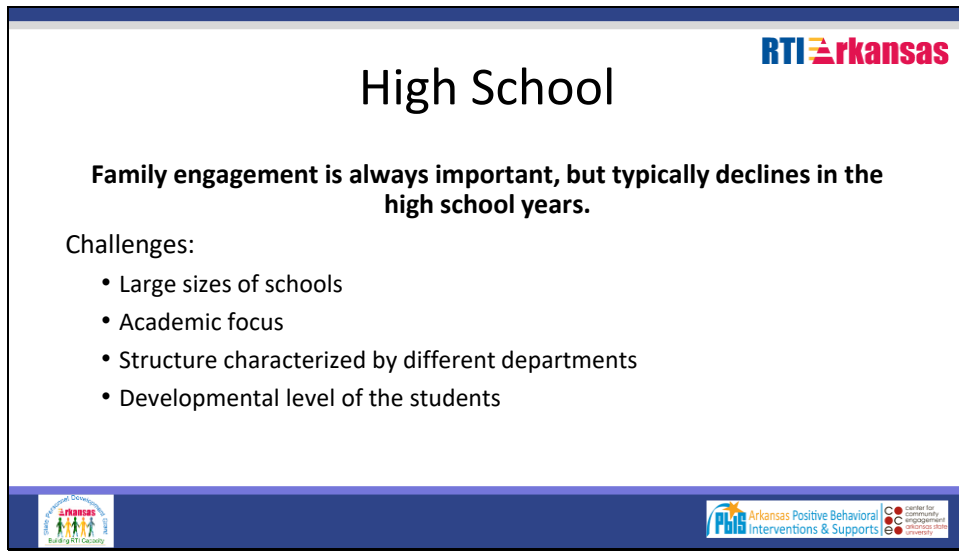
  

Slide #26

[Informing Families About PBIS]

Trainer Notes:

- These are some more ideas for including families in PBIS activities. Set up a PBIS table during parent-teacher conferences to give info on expectations, what you're teaching, acknowledgements, events, etc. Create PBIS family resources. These could include things, such as a behavior management "Tip of the Month" or "Five Ways a Day" to reinforce good behavior in the home. Have PBIS celebrations and upcoming events posted in the office or near the entrance of the school. Develop a PBIS family calendar to keep families up to date about current events, goals, challenges, etc.



The slide features a blue header with the RTI Arkansas logo in the top right corner. The main title "High School" is centered in a large, black, sans-serif font. Below the title, a bolded statement reads: "Family engagement is always important, but typically declines in the high school years." Underneath this, the word "Challenges:" is followed by a bulleted list of four items: "Large sizes of schools", "Academic focus", "Structure characterized by different departments", and "Developmental level of the students". The slide footer contains three logos: the Arkansas Family RTI Center on the left, the Arkansas Positive Behavioral Interventions & Supports logo in the center, and the Center for Community Engagement Learning with University on the right.

High School

Family engagement is always important, but typically declines in the high school years.

Challenges:

- Large sizes of schools
- Academic focus
- Structure characterized by different departments
- Developmental level of the students

Slide #27
[High School]

Trainer Notes:

- Family engagement **clearly promotes academic success and graduation**, yet typically declines in the high school years. Family engagement efforts at the high school level will be more effective when there is a clear vision for and commitment to meaningful family engagement that is communicated by the district leadership team. Schools should provide a range of opportunities for families to participate, invite families to collaborate, and encourage families to contribute.

High School Considerations

To give family engagement a boost in high school, consider...

- Including family members and students in PBIS teams
- Creating multiple communication options
- Giving clear guidance about who families are to contact
- Removing barriers to promote family participation in events
- Working with school counselors to engage families



Slide #28

[High School Considerations]

Community Engagement

- Give annual surveys to identify community interests, talents, and volunteers.
- Invite community member representatives on the PBIS team.
- Invite community members to school events and assemblies.
- Train local community centers that provide before and after care on Tier I practices.
- Train local church youth ministries on Tier I.



Slide #29

[Community Engagement]

Trainer Notes:

- A great way to inform potential partnerships is to distribute annual surveys to community members to identify interests, talents, and volunteer availability. A community member could give local insight to the team and take PBIS and school information back into the community.

Example Of Introducing PBIS In Youth Ministry

Children's Ministry of Missouri United Methodist Church
Positive Behavior Support

Philosophy:
The Children's Ministry of MUMC, staff and families, believe that all children can learn and that a positive environment will allow for the greatest growth in Christian education and social/behavioral areas. We believe that this philosophy will help our children to be responsible for their own behavior, become life-long and self-directed learners, and to be effective communicators and problem solvers. We believe that mistakes are an opportunity for teaching and learning to take place. To assist in this growth process a positive behavior supportive system has been established for our Children's Ministry.




Expectations:
I will be safe!
I will be respectful!
I will be a learner!

Teaching Opportunities:
Expectations will be posted in all Children's Ministry areas.
Practice, teaching and demonstration of expectations throughout all activities by staff, students, and volunteers.
Consistent use of specific verbal praise and reminders of expectations.
Reinforcement, reinforcement, reinforcement!

Re-teaching opportunities:

1. When mistakes occur in the classroom, expectations will be re-taught.
2. If the same or similar mistakes occur, thinking time is provided for the student apart from classmates and activities. This time is to allow the student to reflect on how to meet the expectations, intended to be short term and then back to activities (the student determines the length of time needed).
3. If the mistake continues, the student will be removed from the activity and returned to their parents for supervision. Before returning to regular activities there must be a meeting of student, parents and staff for further explanation of the expectation. A plan will be developed for the student to return to MUMC activities.

*In the case of intentional physical harm, we will go immediately to step 3 after ensuring the safety and well being of the person harmed.

Slide #30

[Example Of Introducing PBIS In Youth Ministry]



EXAMPLE

Community Involvement

(From Missouri PBIS.) On the next page, there is an example of PBIS implemented in a church children's ministry. It gives both the rationale for having PBIS, and how it is implemented.

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- *In the case of intentional physical harm, we will go immediately to step 3 after ensuring the safety and well being of the person harmed.

Partnerships

Ask/invite local businesses to:

- Donate resources; help with fundraising
- Help disseminate information on PBIS to a broader community
- Volunteer or help recruit volunteers
- Attend school activities



Slide #31
[Partnerships]

RTI Arkansas

Show Appreciation

- Family representatives recognize students, staff, and teachers.
- Make sure everyone feels welcomed in the building.
- Create banners for businesses that help with fundraising.
- Host a raffle at a family night event.
- Recognize involved family and community members in the school newsletter, on websites, or on social media.

Arkansas Family & Community | From TN Behavior Supports Project | Arkansas Positive Behavioral Interventions & Supports | Center for Community Engagement & University-Wide Learning

Slide #32

[Show Appreciation]

Trainer Notes:

- Be sure to show appreciation – acknowledgement and recognition – to families and community members that participate and donate time and resources. **Examples:** Family representative recognizes students, staff, and teachers for reinforcing behavioral expectations (at team meetings individuals can be identified who are exhibiting the behaviors that support PBIS in your school). Schools can show their appreciation by simply making sure that everyone feels welcome when walking into the building. Schools could create banners for businesses that help with fundraising, which is a great way to advertise the business and the school’s plan. They could also host a raffle at a family night or recognize involved family and community members in their school newsletter, on their websites, or on social media.

Guiding Questions

- In what ways will you communicate with staff, families, students, and the community about PBIS?
- In what ways would you like to see families involved and engaged?
- What actions will you take to encourage families to become (more) involved?
- How will you prepare staff to work with families?
- How will you develop relationships/partnerships in the community?



Slide #33

[Guiding Questions]



ACTIVITY

Guiding Questions

Have attendees take a few minutes to go through some of the guiding questions above (questions on the next page for printing) and begin developing some ideas for involving families and the community in PBIS.

GUIDING QUESTIONS

- In what ways will you communicate with staff, families, students, and the community about PBIS?
- In what ways would you like to see families involved and engaged?
- What actions will you take to encourage families to become (more) involved?
- How will you develop relationships/partnerships in the community?

RTI Arkansas

Do It With Fidelity!

Tiered Fidelity Inventory (TFI)

- Efficient, valid index of extent to which PBIS core features are in place
- Section 1.11 Student/Family/Community Involvement

Arkansas Positive Behavioral Interventions & Supports | Center for Community Engagement University of Arkansas

Slide #34
[Do It With Fidelity!]

Trainer Notes:




- The TFI is an important tool in the PBIS implementation process. It can be used in the development stage and then used in an ongoing manner to ensure all core features are in place. The TFI highlights each critical component of PBIS. Section 1.11 of the TFI covers student, family and community involvement.

RTI Arkansas
Subscale: Implementation

1.11 Student/Family/Community Involvement

Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
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.	<ul style="list-style-type: none"> Surveys Voting results from family meeting Team meeting minutes 	0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations. 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input not from all types of stakeholders. 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices (expectations, consequences and acknowledgements) within the past 12 months.

Main Idea: Schools need active engagement of students, families and the community to be successful.

Slide #35

[1.11 Student/Family/Community Involvement]

Summary

- Engage families with the goal that they become equal partners in helping students develop (e.g., socially, emotionally, educationally).
- Use PBIS logic for developing a family engagement plan.
- Communicate with families in ways that encourage and enable involvement with students and the school.
- Eliminate barriers as much as possible.
- Develop community partnerships.



Slide #36 [Summary]

Acknowledgements And Resources

- PBIS/OPEC Technical Assistance Center
 - <https://www.pbis.org/topics/family>
- US Department of Education
 - <https://y4y.ed.gov/tools/#family>
- Tennessee Behavior Supports Project
 - <https://vkc.mc.vanderbilt.edu/assets/files/resources/tbisfamilycommunity.pdf>
- Michigan Department of Education
 - http://www.michigan.gov/documents/mde/4a_Final_Toolkit_without_bookmarks_370151_7.pdf



Slide #37

[Acknowledgements And Resources]

Discussion Questions:

The following questions will help schools and PBIS teams start thinking about their next steps and how they will engage families and the community. If there is time, ask some of the questions below and assess whether attendees understand the materials that have been presented. If you have a larger group, consider having smaller groups discuss the questions and then report back to the entire group.

1. How will you prepare staff for involvement with families? How will you ensure that staff are equipped to interact with people of diverse backgrounds and circumstances?
2. What avenues will you use to communicate with families, to ensure that families are engaged and feel welcome to be involved with the school?
3. How can you apply PBIS logic to family engagement?