



Family Engagement Leaders of Ohio

The meeting will begin shortly.
Please turn on your webcam if
you are in a place where you can
do so.



THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT



Family Engagement Leaders of Ohio

Virtual Meeting · March 10, 2020



THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT

Agenda

- I. Welcome, updates, and agenda
- II. Share out: Successes, challenges, hopes, aspirations!
- III. Discussion Topic: Strategizing for family engagement across grades, settings, and ages
- IV. Partnering with Families for Success in Middle School
Hadley Bachman,
Ohio Statewide Family Engagement Center
- V. Debrief and questions
- VI. Message board and contact list
- VII. Next meeting, exit survey, and adjourn
- VIII. Optional: September Summit touch base





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Bienvenue

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Welcome

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Reframing the Conversation

Sponsored by:



Presenters:



You are Invited To

Reframe the Conversation:
How to Talk About Family Engagement
So People Understand

March 20, 2020
8:30 am – 4:00 pm

Cost: Free
Bridgewater Banquet & Conference
Center 10561 Sawmill Parkway
Powell, Ohio 43065

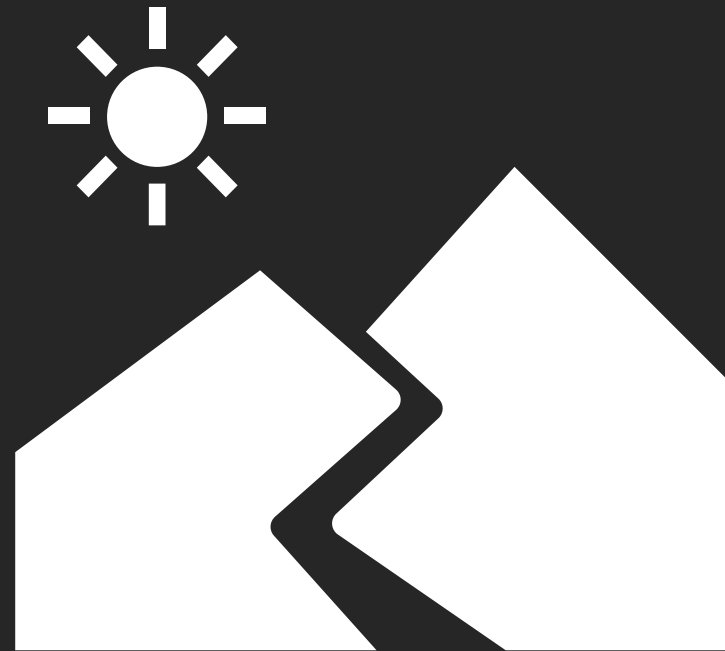
Register by March 1, 2020
<https://go.osu.edu/reframe>

For more information, email OhioSFEC@osu.edu or visit
<https://OhioFamiliesEngage.osu.edu>

After the Meeting: Discussing the Summit

September 17, 2020

Columbus, Ohio



A Kindergarten Teacher's Guide to SUPPORTING FAMILY INVOLVEMENT IN FOUNDATIONAL READING SKILLS



I have confidence in you.



You stuck with it and your improvement shows.



Let's make a plan for how to get this done.



I'm on your team!



What was the best part of your day?



What's a fair amount of time to be on your phone?



I'm here for you anytime you need me.



Reframing Family, School, and Community Engagement

A communications toolkit

PBIS Family Engagement Rubrics



Our **Choosing a School Tool** was designed to help you figure out what kind of school is the best fit for your child. It guides you through a series of questions, like a trusted friend might, to help you think through all of the options.

Ready to get started?

Yes! Let's get started.

No, just show me all options.

The *Example* Family's Positive Behavior Chart

Write in your expectations below (You may use your school's expectations to get started)	Time			
	Morning	Mealtimes	Bedtime	Out in the Community
Be Respectful	Say "Good Morning" 	Sit at table to eat 	Get in bed on time 	Wait for your turn
Be Responsible	Wash hands before meal 	Clean up your area when finished 	Brush your teeth 	Stay with an adult
Be Safe	Walk on sidewalk to meet the school bus 	Be careful using sharp utensils 	Pick up toys off the floor 	Look before crossing the street

Thinking Out Loud

Is there something that you would like to share with the group or receive feedback on? Turn on those microphones and consider the following:

- Share a success
- Ask a question
- Propose a challenge or opportunity
- Share about an event
- Share your progress



Discussion

How does thinking about family engagement change across grades, settings, and ages?





Partnering with Families for Success in Middle School

*Hadley Bachman,
The Ohio Statewide Family Engagement Center*



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*Why do we need
to tailor family
engagement
practices for the
transition to
middle school?*

Early adolescents are exploring their independence and sense of who they are.

“Hands on” family engagement practices that worked in elementary school may feel stifling to early adolescents who want to carve out their own identity.

When family engagement is tailored to fit the unique needs of early adolescents, their sense of self-confidence is bolstered.

What makes Middle Schoolers unique?

- ✓ Developing a sense of individual identity
- ✓ Becoming more complex and independent thinkers
- ✓ Gradually shifting their focus from parents & caregivers to peers
- ✓ Want to belong—to have a seat at the table of family decision-making



Strategy #1: Promote awareness of the changing developmental needs of early adolescents.



Adolescents are exploring their autonomy, they need to understand how their actions are connected to results, and they need to believe they have the skills necessary for success.

To promote effective family engagement, schools can:
Share ideas in accessible ways and in ordinary language on topics related to early adolescent development such as motivation, conflict management, and developmentally appropriate structure and routines.

Strategy #2:

Provide families with information about how to navigate the middle school context.



Parents can help students to successfully navigate this transition by developing a shared understanding about the value of academic achievement, by communicating their expectations about academic performance, and by ensuring that their children are utilizing appropriate study skills.

To promote effective family engagement, schools can:
Communicate learning topics with families and explicitly link what is being learned in the classroom with future careers so that families can continue these conversations at home.

Strategy #3:

Emphasize a growth mindset in the classroom, and provide families with ideas for how to encourage a growth mindset at home.



Early adolescents who hold a growth mindset believe that with enough effort, they have the potential to learn just about anything. They are more likely to engage in complex thinking, to stretch themselves academically, and to try out new strategies.

To promote effective family engagement, schools can:
Collaborate with families to encourage early adolescents to solve problems on their own and to use different strategies when they get stuck.

Strategy #4:

Provide actionable and specific improvement messages to help families support their early adolescent.



An improvement message equips families with specific information about what an early adolescent can do better and an affirmation that they can improve. These support families in providing wraparound care for the academic and behavioral progress of early adolescents.

To promote effective family engagement, schools can: Focus messages to families on concrete, actionable topics such as missed assignments and study needs. When behavior concerns are addressed, be clear about what action step the early adolescent can do to get back on the right path.

Strategy #5: Encourage families to approach homework with positivity.

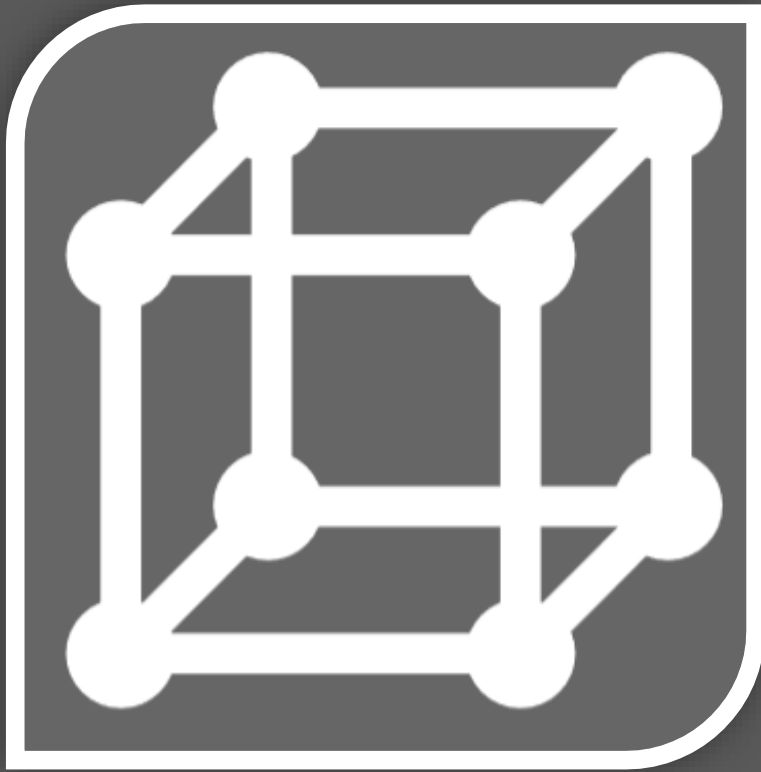


When families can maintain a positive mood and outlook on homework time, even if there are occasional lapses into frustration, early adolescents may develop more of a growth mindset, less helplessness, an increased sense of autonomy, and greater control over their emotions.

To promote effective family engagement, schools can:
Invite feedback from families about how the homework process is going at home. Is it a manageable amount? How often do early adolescents feel frustrated during homework time? How often do early adolescents feel confident in their abilities to successfully complete their homework in a reasonable time?

Strategy #6:

Partner with families to provide age-appropriate and supportive routines and structures.



Early adolescents crave independence at a time when they are still developing self-control and the ability to predict the long-term consequences of their actions. Therefore, it is a delicate balance for families and schools to work together to provide age-appropriate and supportive routines and structures. Effective and supportive monitoring means being aware without being intrusive and encouraging openness and honesty.

To promote effective family engagement, schools can:
Provide families with information about current social media platforms early adolescents are using and ways families can work with their children to provide structure and monitor their early adolescents' online behavior.

Strategy #7:

Collaborate to create a sense of belonging at school and at home.



The transition to a new middle school environment, often with new peers, teachers, and expectations, may lead to an early adolescent feeling anxious, insecure, and more likely to withdraw or act out. Families, teachers, and counselors can support early adolescents by being available in times of distress, providing security and comfort, and being personally involved with what is happening in their lives.

To promote effective family engagement, schools can: Collaborate with families to ensure that early adolescents are developing healthy friendships. Ask families to check in about friendships and to inform school staff if their early adolescent is feeling lonely.

Strategy #8: Communicate and model confidence in the early adolescent's abilities.



Early adolescents need their families to help them develop three “motivational resources” to help them be successful in school: the understanding that their actions are connected to future success or failure, the belief that they can carry out the actions necessary for success, and the belief that they are choosing the action for themselves that will lead to the successful outcome.

To promote effective family engagement, schools can:
Implement student-led conferences: use family-teacher conferences as an opportunity for early adolescents to lead the conference and share work they are proud of and how they have grown as a learner.

Strategy #9:

Value home-based involvement as the most impactful and developmentally appropriate form of family engagement.



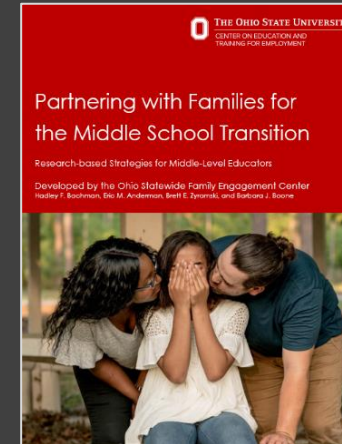
Traditionally, family engagement is thought of as direct involvement on the part of the family with the school, through volunteering, contacting teachers, etc. We know now that being involved with early adolescents at home is the most impactful and developmentally appropriate form of family engagement at the middle school transition. Teachers and counselors can and should help families to understand effective family engagement at the middle school transition.

To promote effective family engagement, schools can:
Tell families about the value of home-based involvement and express appreciation for their sometimes-unseen efforts.

go.osu.edu/mstransition

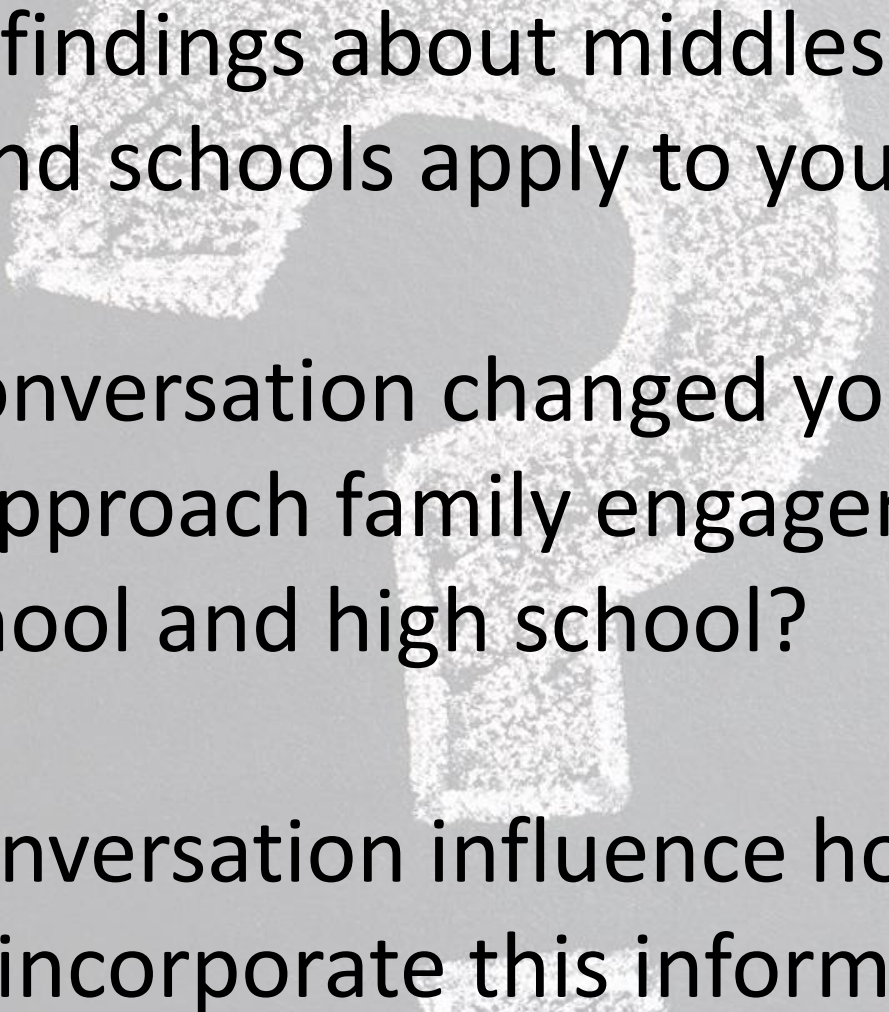
Available Tools

Where can I go to learn more about the research and access tools for my school and community?



- Research brief with brainstorming tool
- Tweet series for social media
- One page parent infographic

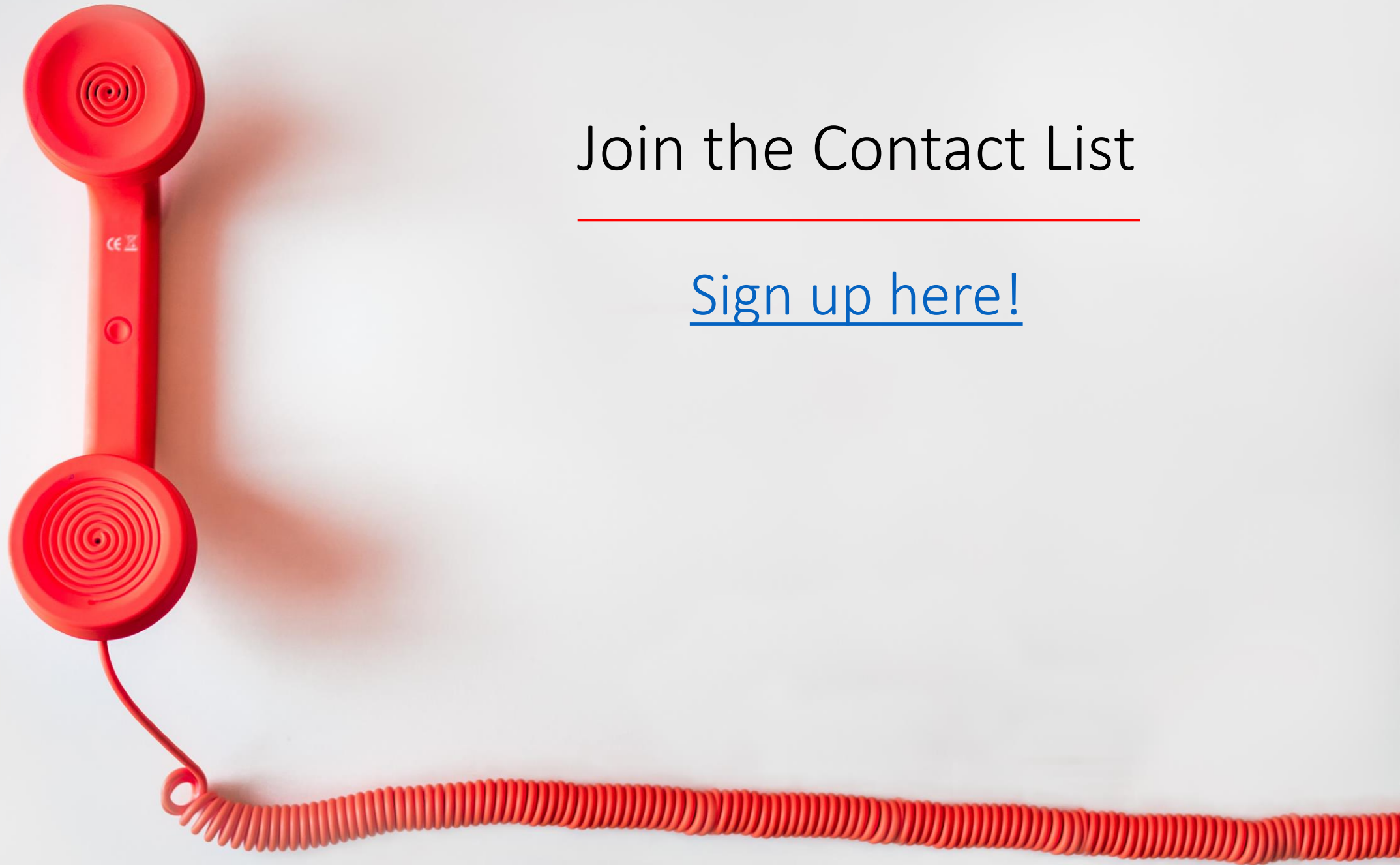


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- How do findings about middle schoolers, families, and schools apply to your work?
 - Has this conversation changed your view on how you approach family engagement in middle school and high school?
 - Did this conversation influence how future work may incorporate this information?

A photograph of two women sitting at a table in a meeting room, looking at a laptop. The woman on the left has long dark hair and is wearing a grey t-shirt. The woman on the right has short dark curly hair and is wearing a white top and a blue beaded necklace. A large white circular graphic is overlaid on the right side of the image, containing text and a URL.

Join the
conversation!

<https://go.osu.edu/felodiscussion>



Join the Contact List

[Sign up here!](#)

Next Steps

1. Exit survey
2. Next Meeting: May 12
3. Quick summit conversation



How did we do? How can we improve?

Please take the remaining scheduled time to complete the exit survey.

go.osu.edu/felosurvey





Connect With Us!

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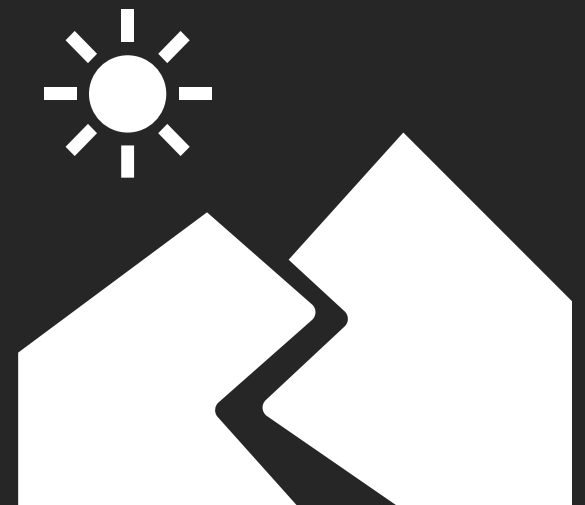
@OhioEngage

Discussing the Summit

September 17, 2020

Columbus, Ohio

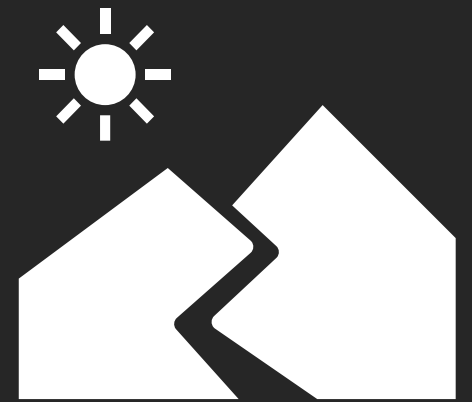
- We have a site!
- We will have an internal team working on logistics



Discussing the Summit

September 17, 2020

Columbus, Ohio



- When you hear “FELO Summit” what do you envision?
- What type of learning opportunities would be most valuable?
- Speaker or topic suggestions?

