

FIRST ANNUAL



Ohio Family Engagement

— LEADERSHIP SUMMIT —



THE OHIO STATE
UNIVERSITY

CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT



Ohio Statewide
Family
Engagement
Center

at The Ohio State University



Welcome!

This event will start shortly.
In the meantime, visit us at
OhioFamiliesEngage.osu.edu

Family Engagement through PBIS

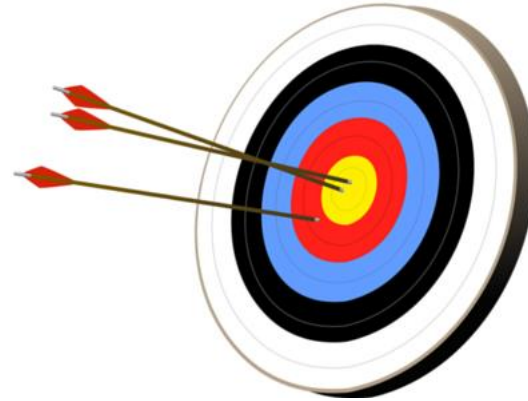
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Educational Service Center of Northeast Ohio



Objectives:



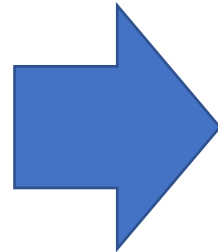
Participants will:

- ✓ Learn about the difference between family involvement and family engagement in PBIS
- ✓ Be provided with family engagement activities and strategies to implement at each tier within the PBIS framework
- ✓ Learn about a way to measure family engagement within their PBIS framework

Involvement vs. Engagement

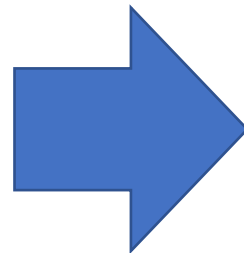
What's the difference?

Family
Involvement



- Telling families how they can contribute
- "Doing to"
- Families as consumer

Family
Engagement



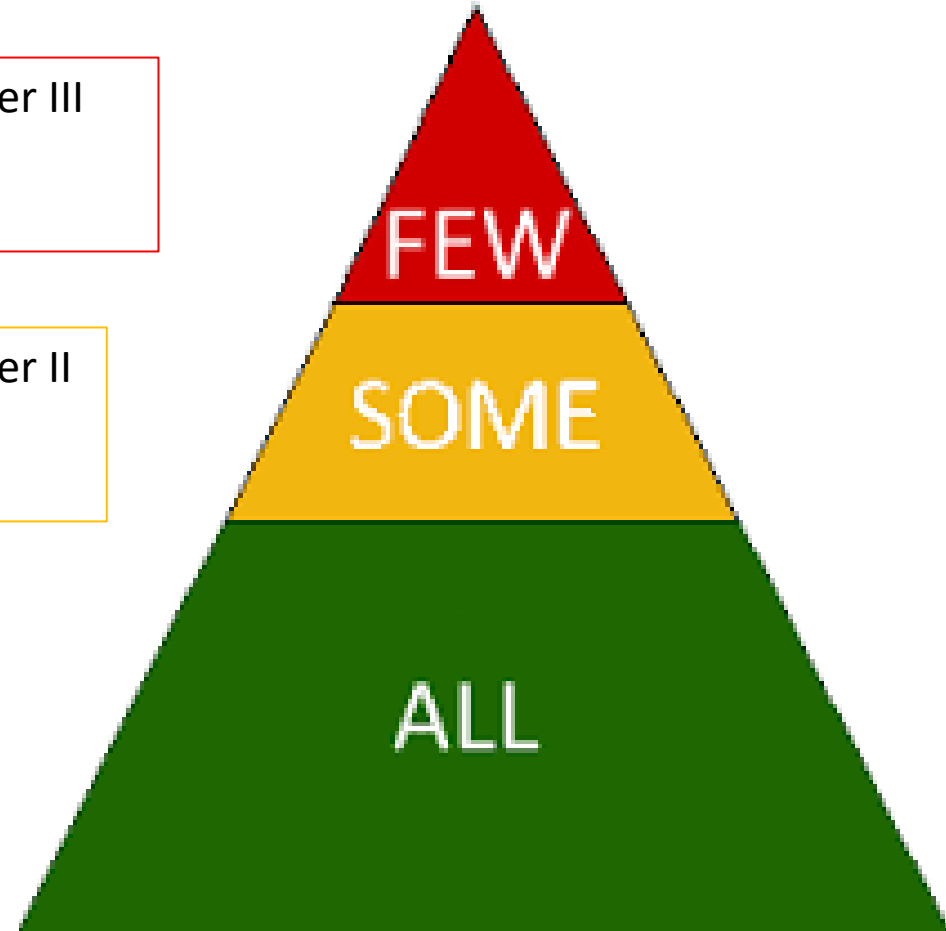
- Listening to what families need
- "Doing with"
- Families as active participants

Tiered Approach to Family Engagement

- Aligns with and supports goals of students receiving Tier III supports
- Empowers families

- Aligns with and supports goals of students receiving Tier II supports
- Networking and leadership opportunities

- Engaging all families as collaborative partners
- Welcoming, inviting school culture
- Communication methods are based on family preferences
- Positive relationships, awareness and two-way communication



4 Core Beliefs



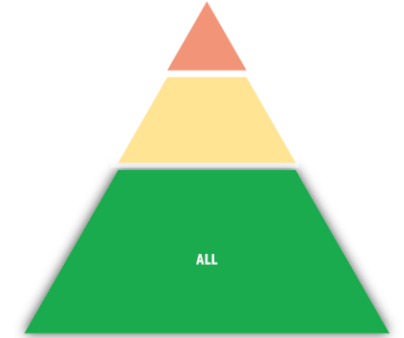
Education is a shared responsibility between home and school.

Families are equal partners.







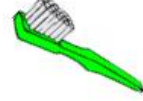





Students achieve more when families and schools work together.

Community participation supports school success.

Engaging Families at Tier I

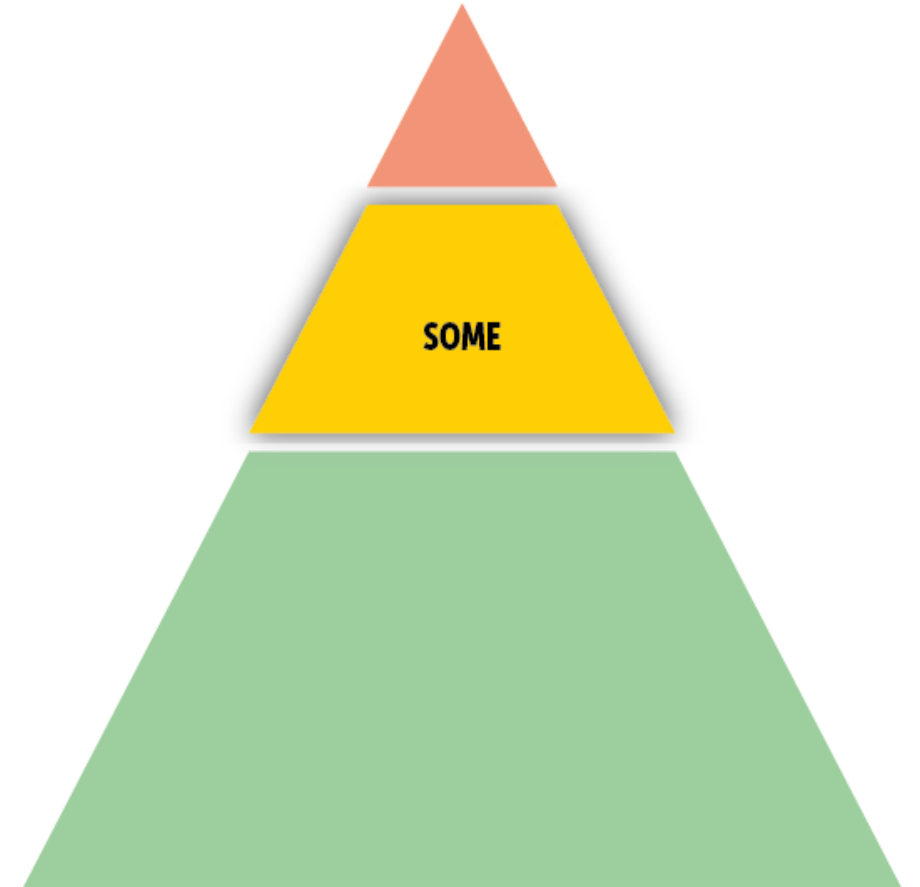


- ▶ Family members on Tier I team
- ▶ Family/School Partnership Committee
- ▶ The home matrix
- ▶ Positive communications

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 

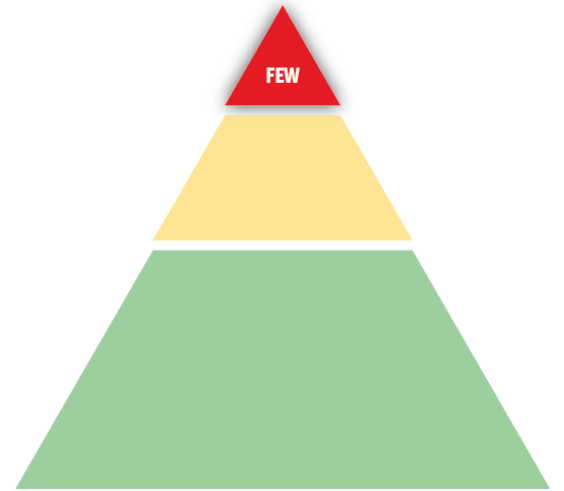
Engaging Families at Tier II

- ▶ Family involvement during planning
- ▶ Check In/Check Out
 - family referrals
 - notification letters
- ▶ Groups
 - progress reports
 - strategies for home practice
- ▶ Survey



Engaging Families at Tier III

- ▶ Family input in FBAs
- ▶ Collaboration with families is critical
 - align interventions with family culture
 - incorporate home parenting approaches
- ▶ Sharing of community resources + follow-up



PBIS Family Engagement

Positive Behavioral Interventions & Supports (PBIS) Family Engagement Rubric: Tier I

Key Area	Level 1	Level 2	Level 3 (Includes Level 2 Criteria)	Level 4 (Includes Level 3 Criteria)
Communication	Information about the PBIS team, planning, expectations, matrix and other PBIS activities are not shared with families. Families are unaware, or have limited understanding of PBIS in the schools.	The school informs families of the PBIS matrix for the school and expectations for student behavior. The PBIS matrix is in the school handbook. Communication is irregular or infrequent and limited to newsletters or meetings at the school. Some families are invited to recognitions and celebrations.	Communication is reciprocal. There are several universal methods of providing information to families and receiving feedback and ideas from families. There are specific strategies for communicating with families who speak other languages, do not have electronics, or who do not visit the school. Communication happens several times throughout the year. PBIS expectations are communicated to the local government and/or school board.	Families are informed of school activities in a variety of ways to maximize the number of parents and caregivers who are aware of and understand PBIS in the schools and what they can do to support positive behavior at home Pre K – grade 12. The school ensures that there are multiple methods of ongoing (year round) listening to families. The school values the feedback and ideas of parents and caregivers and integrates this information into planning and implementation. PBIS expectations are communicated to the larger community to inform all community members and families of children who are not school-age.
Decision Making	PBIS is an internal process in the district. The PBIS team does not include family members, and their perspectives are not included in planning.	Families participate in the PBIS planning process on a limited basis. There is a family representative on the PBIS team. Family surveys are conducted on an irregular schedule.	Families are invited to discuss the PBIS process and share their input on universal foundations every 12 months via surveys, voting at meetings, or other formats. Families provide input (i.e. surveys, focus groups) to measure school climate. Family members on the PBIS team are present at less than 50% of meetings.	The PBIS team includes families as equal, valued partners in the design and implementation of activities that affect students. Family members who are representative of the community population are members of the PBIS team. Family members attend and actively participate in over 50% of meetings. Surveys (or other measurements) are conducted each year at least once to gather feedback from families. Data from surveys of families and other informal data collection activities inform PBIS plans and activities.
Volunteering	Family members are not included in implementation of PBIS activities in the school or community.	There are a few opportunities in the school for a limited number of family representatives to volunteer to assist in implementing PBIS activities. There is no formal recognition of families for their contributions.	There are many opportunities and a variety of roles for families to support PBIS in the school, at home and in the community. All participants are recognized annually and are valued for their contributions.	Families of all children, regardless of their background, attend and are active participants in PBIS activities (such as kick off, boosters, recognition programs, celebrations). Family members of students Pre K – 12 are in leadership or support roles for PBIS activities. Families who do not come to the school are still considered partners with the school for the important role they have at home.
Parenting and Learning at Home	There is no information shared with families about positive behavioral supports at home.	There are some efforts made at the elementary level to share positive parenting information with families. The school informs families of the behavioral expectations at school. Families are encouraged to talk to their child about following school expectations.	The PBIS teams at each school (elementary, middle, high) provide resources to families about PBIS at home and positive parenting. Information is provided in several formats (e.g., videos, apps, website, and meetings). Families and teachers are on the same page regarding student behaviors. Each values the contribution of the other and are supportive of each other. Teachers ask about family members' hopes, dreams and expectations for their children now and in the future. Behavioral supports at school are related to and support home expectations and practices. The school creates opportunities to celebrate the families of all students. Families are viewed as the experts and most enduring teachers of their children.	Families are provided with support for creating tools for supporting positive behavior at home (e.g., home matrices). The school uses strategies to ensure every student has a caring adult in the school who knows the student well and is familiar with the student's family. The student knows he or she can approach teachers, coaches, parents and mentors for support. Families feel supported by the school and are treated as partners. The PBIS team supports positive parenting at home by empowering families with information and opportunities to learn and experience positive parenting skills. Supports for families continue Pre K – 12 and change with the developing role of the family at each grade level. Teachers and support staff receive professional development for understanding positive parenting, cultural competence and how to build trusting relationships with families.
Collaboration with the Community	There are no partnerships established with community organizations or businesses to support PBIS.	The school provides families with information about community resources. These resources include academic, social-emotional, and physical health. Families know what community resources are available to them and how to access these resources. The PBIS team has community members.	As part of PBIS, the school conducts a needs assessment of students, staff and families and develops partnerships with community organizations based on identified needs impacting student behavior and learning. Based on student data, partnerships are established with agencies and organizations to provide supports and services for students and families. Families seek out community resources for supporting PBIS in the school (e.g., donations, services).	Community partnerships are evaluated regularly through PBIS to ensure that student behavior and learning outcomes are met. Community programs implemented in schools that do not produce significant positive impacts for students are improved or eliminated. The school reaches out to build relationships with families through community partners (early childhood, MRDD, ADAMH), and to improve educational offerings in the community. The school organizes students, families and staff to provide support to the community.

Revised 5.3.2017. This rubric was written for the Ohio Department of Education by The Ohio Statewide Family Engagement Center of The Ohio State University in partnership with Ohio's PBS Network. It is free to use without restriction. Boone, S., Puzat, A., Beachack, M., Williams, M., O'Leary, E., O'Brien, M., & Yonka, E. (2017). Positive Behavioral Interventions & Supports (PBIS) Family Engagement Rubric: Tier I. Ohio Department of Education, Columbus, Ohio. Available at: <https://ohiofamilyengagement.osu.edu/>. Send inquiries to boone.32@osu.edu.

References and Resources

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Garbacz, S. Andrew. Engaging Families in Schools using School-wide Positive Behavior Interventions and Supports [PowerPoint slides]. Retrieved from <https://www.pbis.org>.

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Lewis, T., Mitchell, B., Horner, R. & Sugai, G. (2017). *Engaging families through school-wide positive behavior support: Building partnerships across multi-tiered systems of support*. Retrieved from <https://www.pbis.org>.

Ohio's PBIS Family Engagement Rubrics. Retrieved from <https://ohiofamiliesengage.osu.edu>.

Ohio's PBIS Website:

<http://education.ohio.gov/Topics/Student-Supports/PBIS-Resources>

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Thank you for watching!

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