



Ohio Statewide

**Family Engagement Center**

**Professional Learning** — at The Ohio State University

# Coaching for a Multi-Tiered Approach to Family Engagement



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— at The Ohio State University

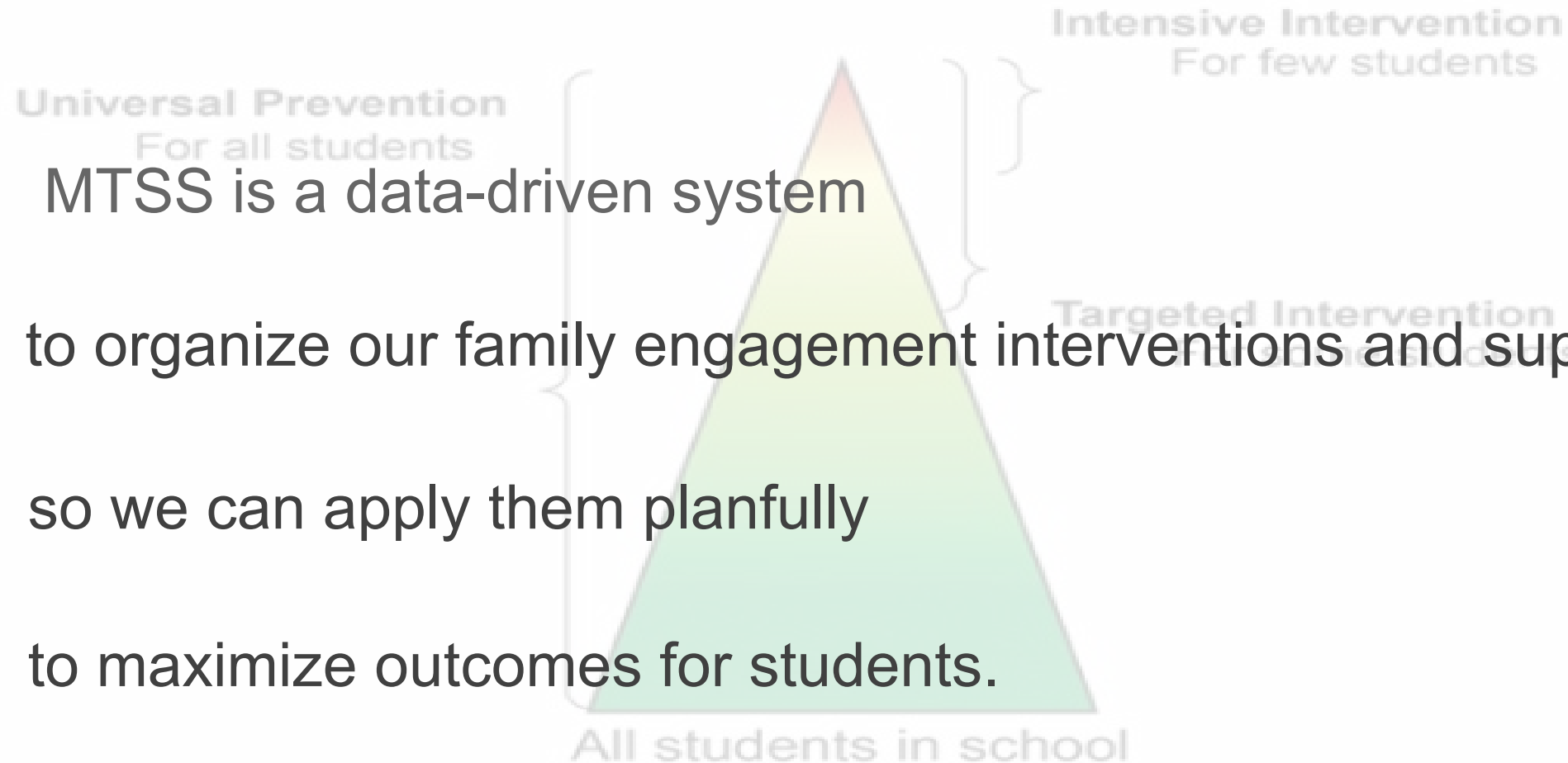
# Our goals

**To coach for collaborative, trusting home-school partnerships by applying an MTSS approach to family engagement to raise student achievement.**

- 💡 By explaining how implementing a multi-tiered system of support (MTSS) for family engagement creates “opportunity for all”.
- 💡 By describing the roles for families in a multi-tiered system of support model
- 💡 By integrating an MTSS approach to family engagement into our coaching



# An MTSS Approach to Family Engagement





# A Tiered Approach to Family Engagement

**Tier 3:** A very small number of individual families with unique situations need engagement beyond tier 2 supports. Tier 3 supports are intensive programs and strategies for **families** with highly individualized needs. The supports are designed to meet the **family's** specific needs.

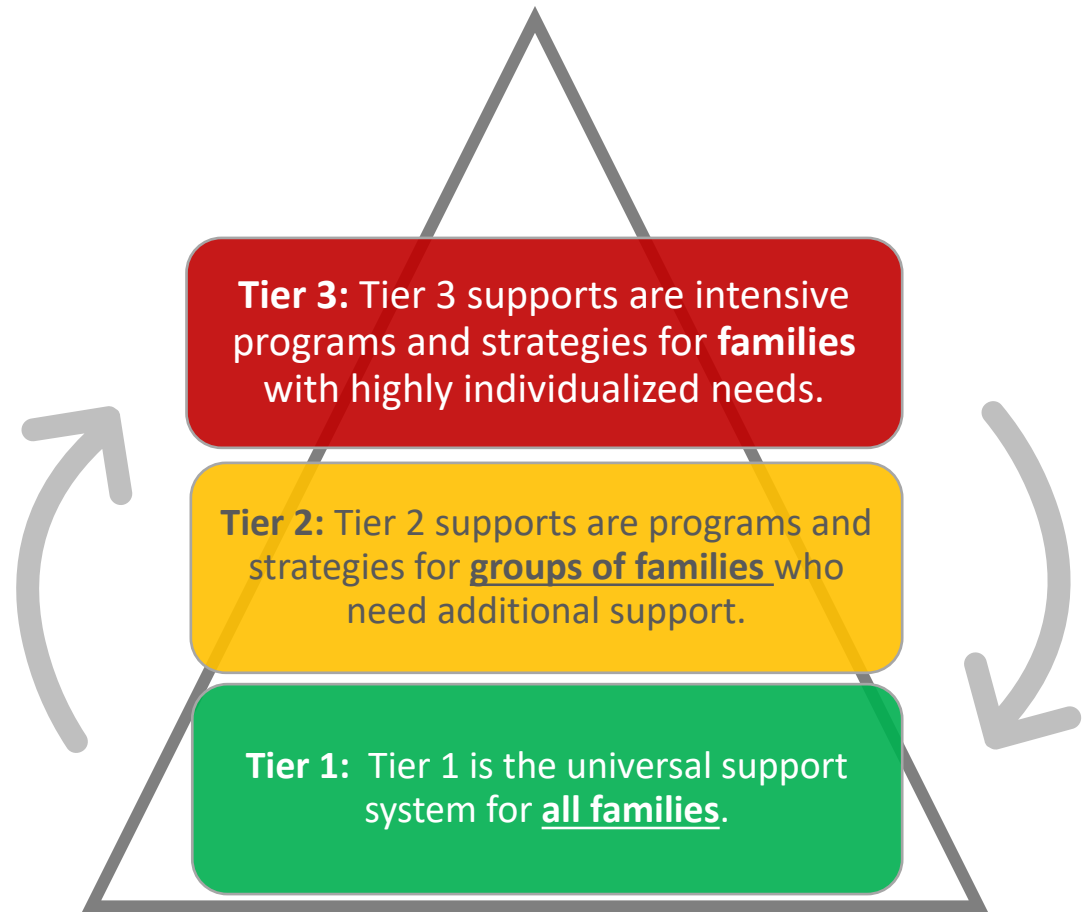
**Tier 2:** Tier 2 supports are programs and strategies for groups of families who need additional support or want to be engaged at a deeper level. **Families** receive targeted supports and opportunities, based on their needs, that are more intense and more frequent.

**Tier 1:** Tier 1 is the universal, school-wide support system for all families. Tier 1 establishes the school culture and communicates expectations for behavior and learning. Effective universal supports should meet the needs of most **families**.



# What indicates a need to change levels?

- 💡 Could be school, family, student, or community issue
- 💡 When current practices are not enough or not a good fit
- 💡 A need for a change in intensity/dose vs. change of practice
- 💡 Supports can be long- or short-term, based on the situation
- 💡 The primary goal is to have systems in place to be responsive and supportive





# What are the roles of families in an MTSS?



💡 Initiators

💡 Co-Designers - Team members

💡 Receivers of supports

💡 Providers of supports

💡 Evaluators

--providing feedback



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**Family Engagement Plan for:** *(Describe situation/initiative that is the basis for the plan)*  
***We are a school district that wants to improve student attendance.***

**Tier 3: Intensive for Individual Families**

Family needs/opportunities:

School response/supports:

**Tier 2: Targeted for Some Families**

Family needs/opportunities:

School response/supports:

**Tier 1: Universal for All Families**

Family needs/opportunities:

School response/supports:

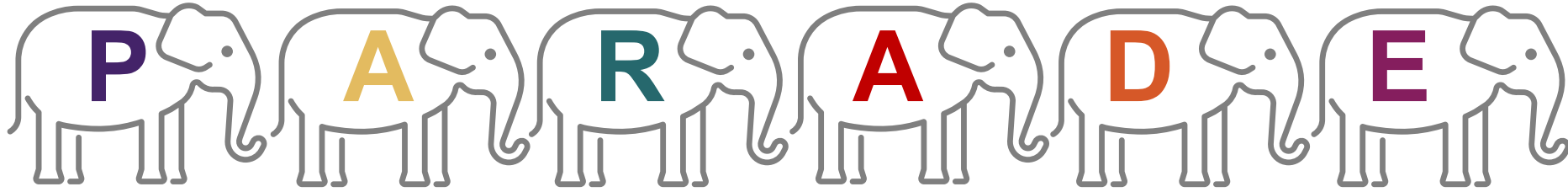




# What are the roles for families?

**Directions:** For your selected scenario, brainstorm how families might be involved in different roles in the MTSS.

Initiators	
Co-Designers	
Receivers	
Providers	
Evaluators	



Use the PARADE strategy to self-assess the quality of a MTSS for Family Engagement Action Plan.

**P** = Is it **PROACTIVE** & **PREVENTATIVE**?

**A** = Do **ALL** have Opportunity?

**R** = Are all **ROLES** for families included?

**A** = Is it planned in **ADVANCE**?

**D** = Are there **DATA-DRIVEN** indicators?

**E** = Are the strategies **EVIDENCE** informed?

- As a coach, when might you use this with a school district?
- How could you adapt this process for informal coaching conversations?
- Do you see application for this to inform your state-level planning?



# Access Materials

Access all MTSS Approach to Family Engagement materials here. Copy to your drive.

Scan here for materials!





## Reflection:

I used to think \_\_\_\_\_ but now I think \_\_\_\_\_ about coaching for family engagement.



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# THE OHIO STATE UNIVERSITY

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CENTER ON EDUCATION AND  
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