

**Families and schools working  
together for  
Positive Behavioral  
Interventions and Supports**

***For PBIS teams who are ready to  
partner with families***

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**PBIS: Tier II  
Family Engagement  
Rubric Guide**

**A planning tool  
for PBIS teams**

**Version June 2018**

Summary Page

| Key Area                         | Successes | Opportunities for Growth |
|----------------------------------|-----------|--------------------------|
| Communication                    |           |                          |
| Decision Making                  |           |                          |
| Volunteering                     |           |                          |
| Parenting & Learning at Home     |           |                          |
| Collaborating with the Community |           |                          |

| Priority Area | Action Steps | Who is Responsible? |
|---------------|--------------|---------------------|
|               |              |                     |
|               |              |                     |
|               |              |                     |
|               |              |                     |
|               |              |                     |
|               |              |                     |

Reference: Epstein, J.L., Sanders, M.T., Sheldon, S.B., Simon, B.S., Clark Salinas, K., Rodriques Jansorn, N.,...Willimans, K.J. (2009). School, family, and community partnerships: Your handbook for action. (3<sup>rd</sup> ed.). Thousand Oaks, CA: Corwin Press.

# Team Reflection Questions

(Record on Summary Page)

1. For each of the Key Areas:
  - a. What is going well and how do you know?
  - b. What are some ways your team can improve your practices?
2. What two areas are your priority areas for action planning?
3. Brainstorm action steps that will move your PBIS practices to a higher level of family engagement.
4. Select action steps and determine details for implementation including key persons responsible.

## What is family engagement?

There are many terms associated with family, school and community partnerships throughout the literature and programs in this area. Engagement entails commitment, synchronization, working together, support, and action. It is through engagement with families, schools, and communities that Ohio's students will receive the support they need for a bright future. Ohio's families are diverse and may speak a host of languages. Family members include parents, caregivers, grandparents, friends, and relatives. Families may live together or apart, may change housing frequently or never, and may include many generations or just a few. Schools that build successful family engagement recognize the strengths of each individual family and the hopes and dreams they hold for their children.

# Your PBIS team is ready to partner with families

## Purpose

The purpose of the **Positive Behavioral Interventions & Supports (PBIS) Family Engagement Rubric** is to provide PBIS teams with information and a consistent way to measure family engagement within their PBIS framework. It was designed to be descriptive and to assist teams with identifying the areas relating to PBIS and family engagement that are well established and those areas that need to be strengthened. PBIS teams can use the rubric on a regular schedule to help track progress and to focus planning for the next stage.

## Intended Participants

The rubric is used by the PBIS team with an active presence of administration, at the beginning of their implementation stage and on an annual basis to monitor growth. Family members are recommended members of PBIS teams. They provide the invaluable perspective of families of children in the school for PBIS planning.

## Using the Rubric

1. To prepare for using the rubric, your team should identify a record-keeper for your team discussion and responses.
2. As a team, review the PBIS: Tier II Family Engagement Rubric. Notice the Key Areas on the left side of the rubric. These are adapted from the Epstein framework (Epstein et. al, 2009).
3. The levels describe a progression of family engagement from Level 1 (emerging practices) to Level 4 (optimal practices). PBIS team members should read the descriptions at each level, one through four, for each Key Area, one Key Area at a time. Determine which level most closely represents your team's current practices.
4. Discuss the perspectives of team members and come to consensus on the level that best represents your school for each of the Key Areas.
5. Using the reflection questions and summary page, acknowledge and record evidence of successes for your team. Begin to prioritize the target areas for action for your team and determine which two potential priority Key Areas will be addressed. The summary form in this document is included to guide your team discussion.
6. Once your team has determined appropriate action steps and responsibilities for implementation, include these action steps in your current school PBIS Action Plan.

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

| Key Area                         | Level 1  | Level 2  | Level 3 (Includes Level 2 Criteria)  | Level 4 (Includes Level 3 Criteria)  |
|----------------------------------|--|--|--|--|
| Communication                    | Only some families are informed of Tier II supports and services offered by the school. Families are not notified immediately of behavioral concerns. Families are not notified when their child enters Tier II supports.            | All families are informed of Tier II supports and interventions offered by the school. Families are informed when student behavioral concerns occur at school and are informed prior to their child entering Tier II supports. Communication with families about behavior strengths, concerns, and Tier II supports is primarily one-way, from the school to families. | Availability of Tier II supports is communicated to all families early and throughout the school year through multiple means (handbooks, web site, presentations, social media, etc.). Communication with families is clear, jargon-free, and in families' home language. Communication with families about behavioral strengths and concerns is proactive and timely. The school uses feedback from families to determine the best methods for two-way communication. Two-way communication is maintained with families of students receiving Tier II supports. The Tier II team shares student progress monitoring and modifications to interventions with families. | Communication with families is differentiated to best fit the family (i.e. personal conversations, home-visits, phone calls, notes). Educators listen for, and are empathetic to, families' perspectives of student's behavior at home and school. When a student receives Tier II supports, families are updated frequently and are asked about a child's progress at home on individual skills or behaviors. The school's efforts to listen to and inform families are persistent, not giving up outreach efforts if families do not respond. The school establishes a non-judgmental, supportive atmosphere for families while discussing their child's mental and behavioral health. Communication processes are evaluated annually based on families' feedback to ensure effective two-way communication with families is maintained. |
| Decision Making                  | There is no process for families to request Tier II supports. Tier II teams do not include input from families in decisions made about Tier II supports.   | There is an informal process for families to request Tier II supports. Families are occasionally invited to provide data and participate in Tier II behavioral supports meetings for their child.  | Districts have clear systematic procedures in place to receive families' requests for Tier II supports for their child. Requests are then considered, and behavioral data are collected to determine needs and identify supports. The Tier II team and family work together to select Tier II supports. Families are encouraged to provide data regularly as part of the ongoing monitoring process.   | There is an established evaluation process, wherein at least annually, the Tier II team seeks input from all families about the extent to which Tier II supports are meeting the needs of students. This information is used to guide schoolwide action planning. Family engagement in decision making includes shaping Tier II supports to incorporate cultural values and priority issues for the community.   |
| Parenting                        | The school does not make an effort to share with families how they can use Tier II skill-building and reinforcement for students outside of school time. The Tier II team does not know the families of children in the school well. | The school shares information and encourages families to reinforce and support skills at home. Tier II supports for families are focused primarily at the elementary level. The Tier II team works to understand the parenting approaches of families.   | The school has face-to-face meetings with families of students receiving Tier II supports where the parenting supports are shared, taught and modeled. The team uses data from both home and school environments to measure progress, and provides coaching and support to families of students with Tier II supports. Parenting approaches that are successful at home are incorporated into Tier II supports. The school creates opportunities for families to connect, support and learn from each other.   | There are clear school procedures in place to promote partnership with families in Tier II interventions. Families are considered experts on their child and are asked to select interventions for their child. Supports for families continue Pre K-12 and adapt to the developing role of families at each grade level. School staff receive training on positive parenting, issues affecting access and equity, and how to build trusting relationships with families. The school offers opportunities for families to learn positive parenting skills.   |
| Collaboration with the Community | There is no collaboration with community resources to provide Tier II supports for families.   | The school invites and welcomes outside agencies to provide Tier II supports. A list of community resources that build on Tier II supports is made available to families.  | Community agency representatives are members of the Tier II team. Agencies are invited to present to all families and share service options. There is a school contact person who can assist families in the referral process and completing required intake paperwork.  | The school invites families to provide feedback about the school's use of community resources for Tier II supports. The school checks in with families after referral(s) to provide continued support and problem solving related to services.   |