

# Ohio Family and Community Engagement Network

*April 11, 2023*



THE OHIO STATE  
UNIVERSITY

CENTER ON EDUCATION AND  
TRAINING FOR EMPLOYMENT



Ohio Statewide  
Family  
Engagement  
Center

at The Ohio State University



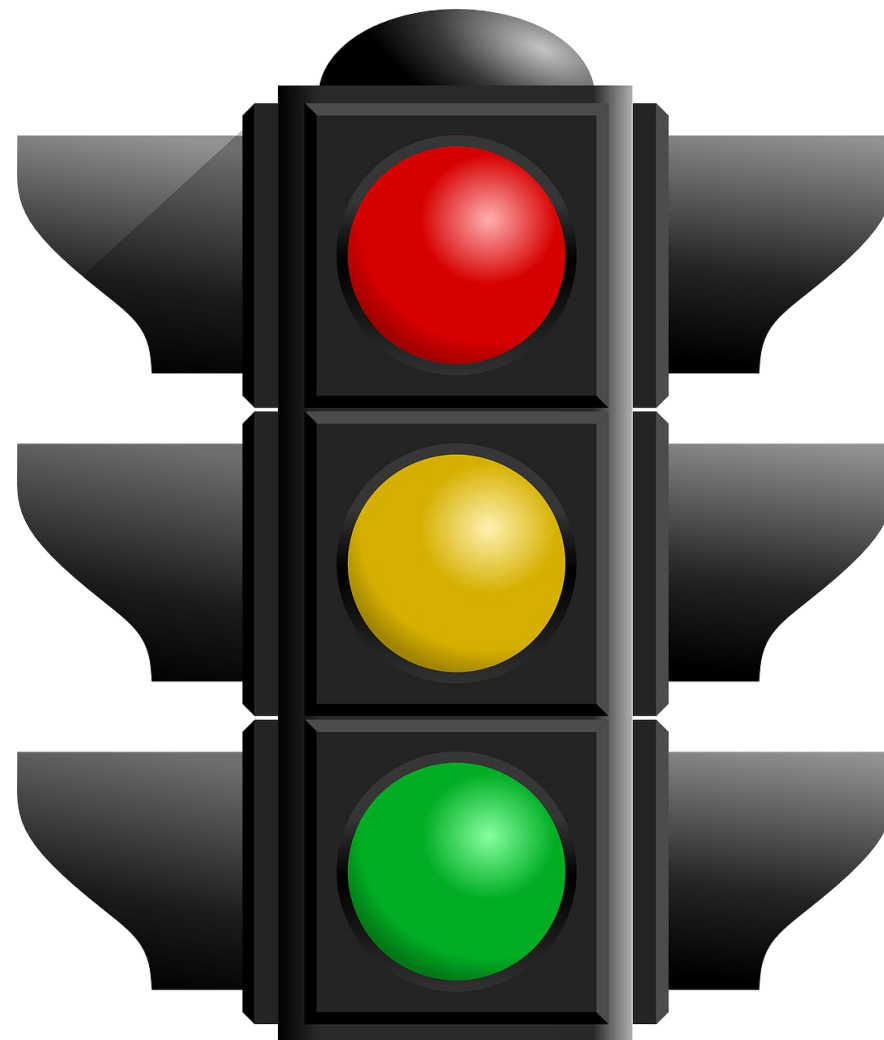
*Welcome!*



# Greetings!

PLEASE ADD YOUR  
NAME AND REGION TO  
THE CHAT BOX.

**Checking In**



# Agenda

- I. Welcome, Introductions, and Ice Breaker
- II. Updates from the Ohio Statewide Family Engagement Center
- III. Examining Family Engagement *Core Competencies*
- IV. Network Partner Updates
- V. Discussing Strategies from *Partnering with Families Through Special Education*
- VI. Sharing Our Work: PBIS Tool for Communicating with Families
- VII. Wrap up, Feedback, and Adjourn

# Reflecting

While chronic absenteeism was an important topic before the COVID-19 pandemic, it has become a critical area of improvement for nearly all schools since the “return to normal”.

In your region, what has the data shown about chronic absenteeism? What have conversations been in schools and districts? What tools has your region prioritized in response?





Ohio Statewide  
**Family  
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——at The Ohio State University——

# Updates

FOURTH ANNUAL

# Ohio Family Engagement

— LEADERSHIP SUMMIT —

*virtual*

Setting the Table Together:

**JOY** and  
**POWER** in  
**PARTNERSHIPS**

— Please join us —

SEPTEMBER 22,

**2023**

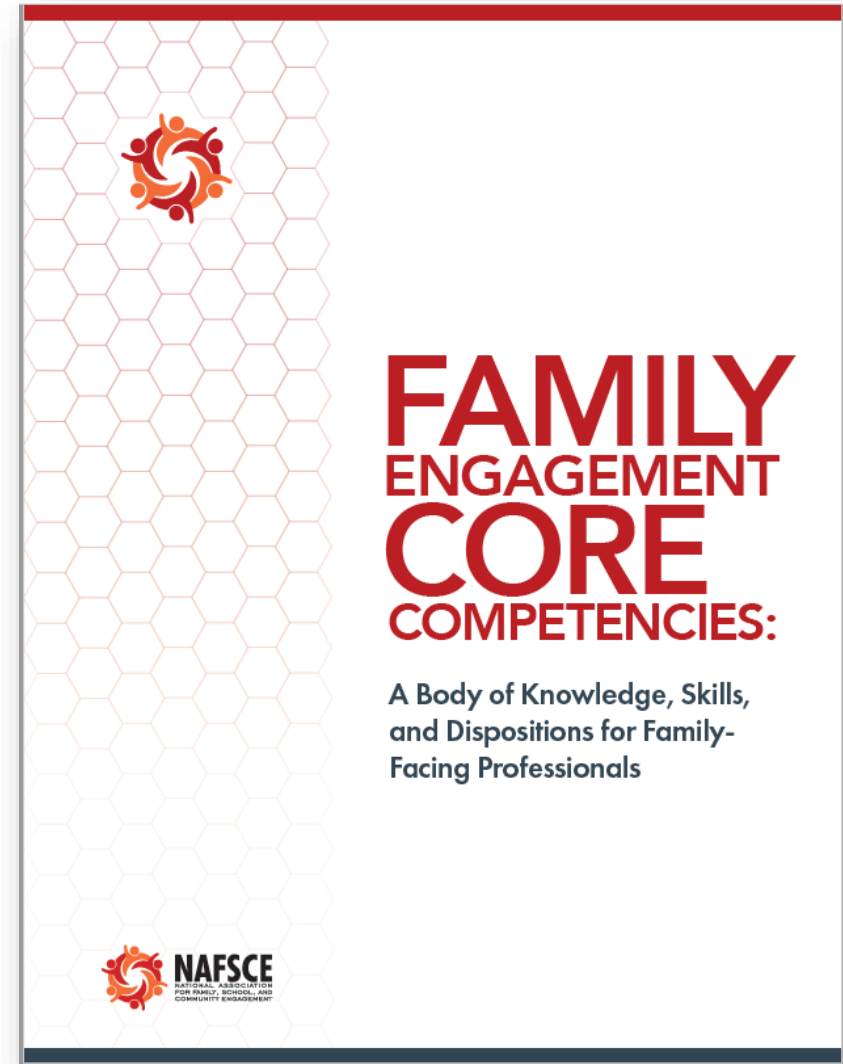
Hosted by the Ohio Statewide  
Family Engagement Center



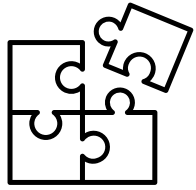
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# Jumping in!







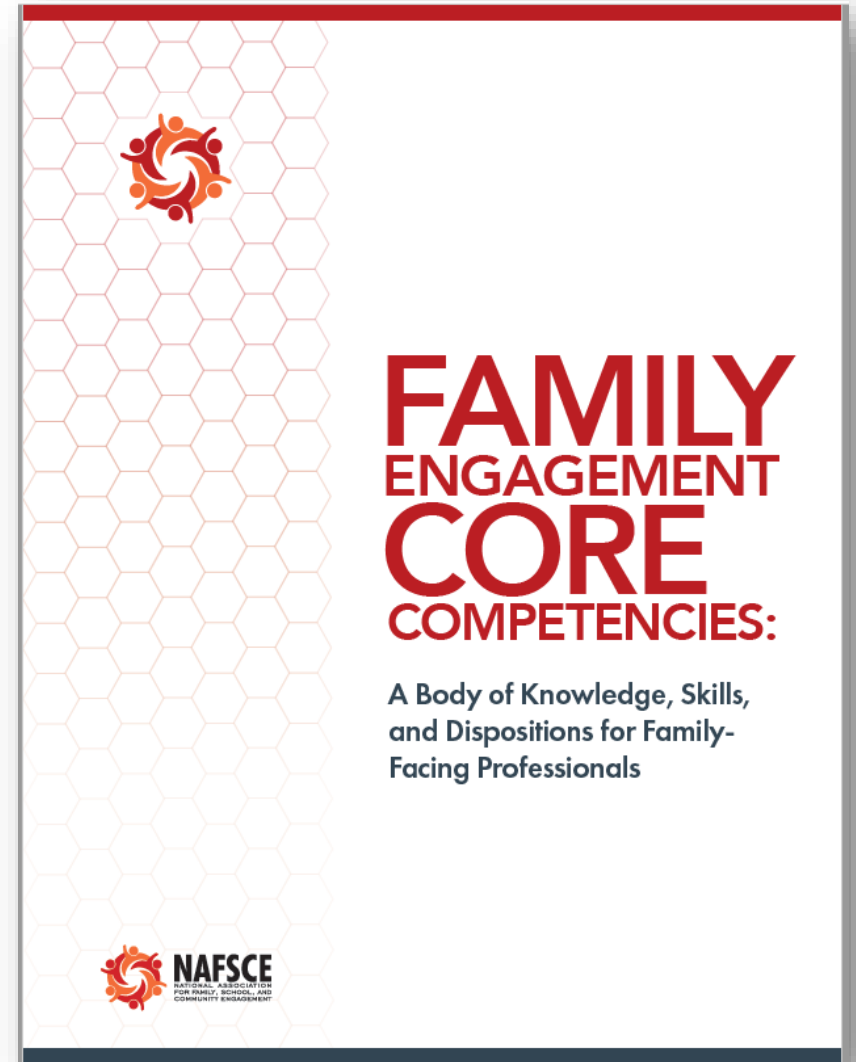
# Jigsaw

Breakout	Competency
Breakout 1	Competency 6
Breakout 2	Competency 7
Breakout 3	Competency 8
Breakout 4	Competency 9

- Synthesize the strategy.
- What is a coaching prompt from this strategy you could use in your work?
- How do applying these strategies look in your work as a consultant?
- [Collect your thoughts HERE!](#)

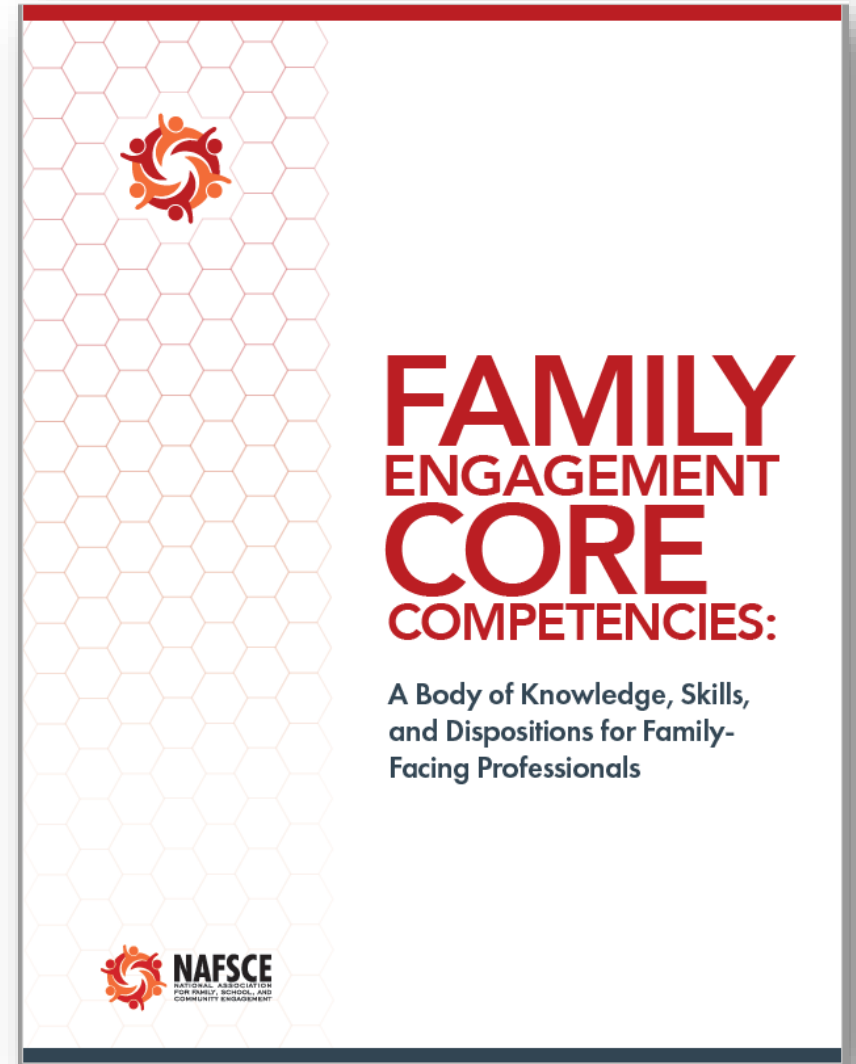
# Competency 5

Co-Constructing Learning  
Opportunities with Families



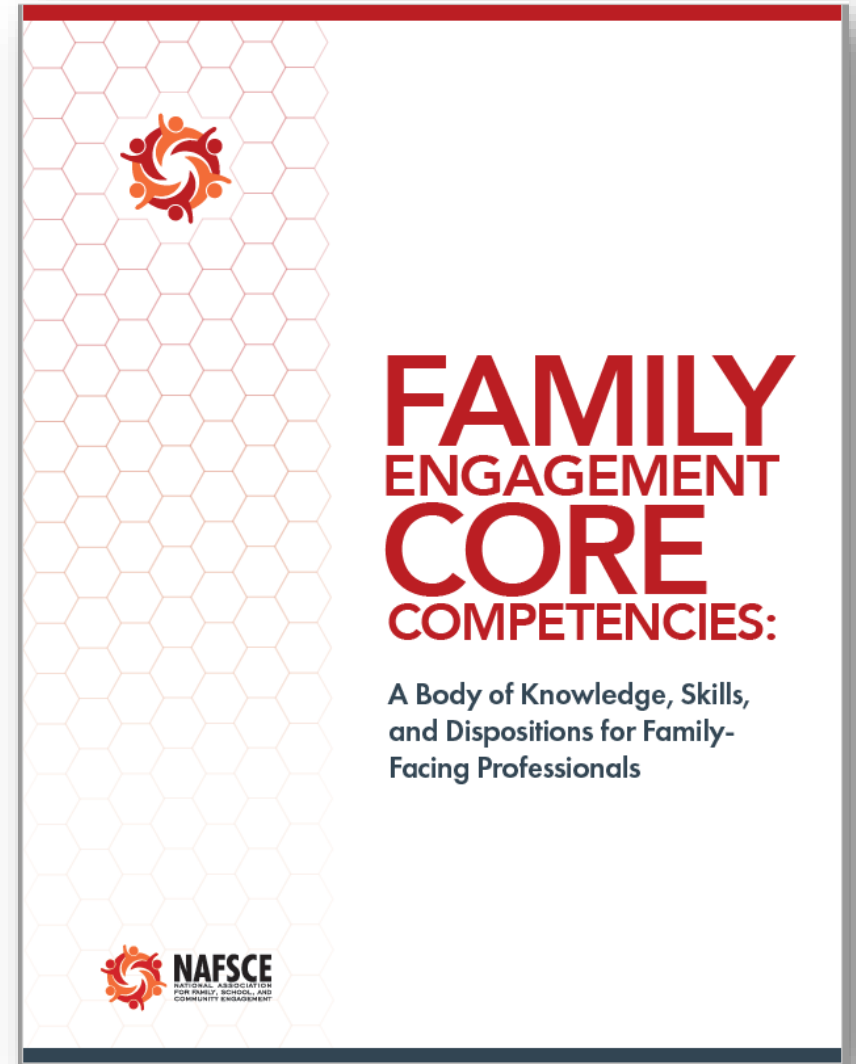
# Competency 6

Link Family and Community  
Engagement to Learning and  
Development



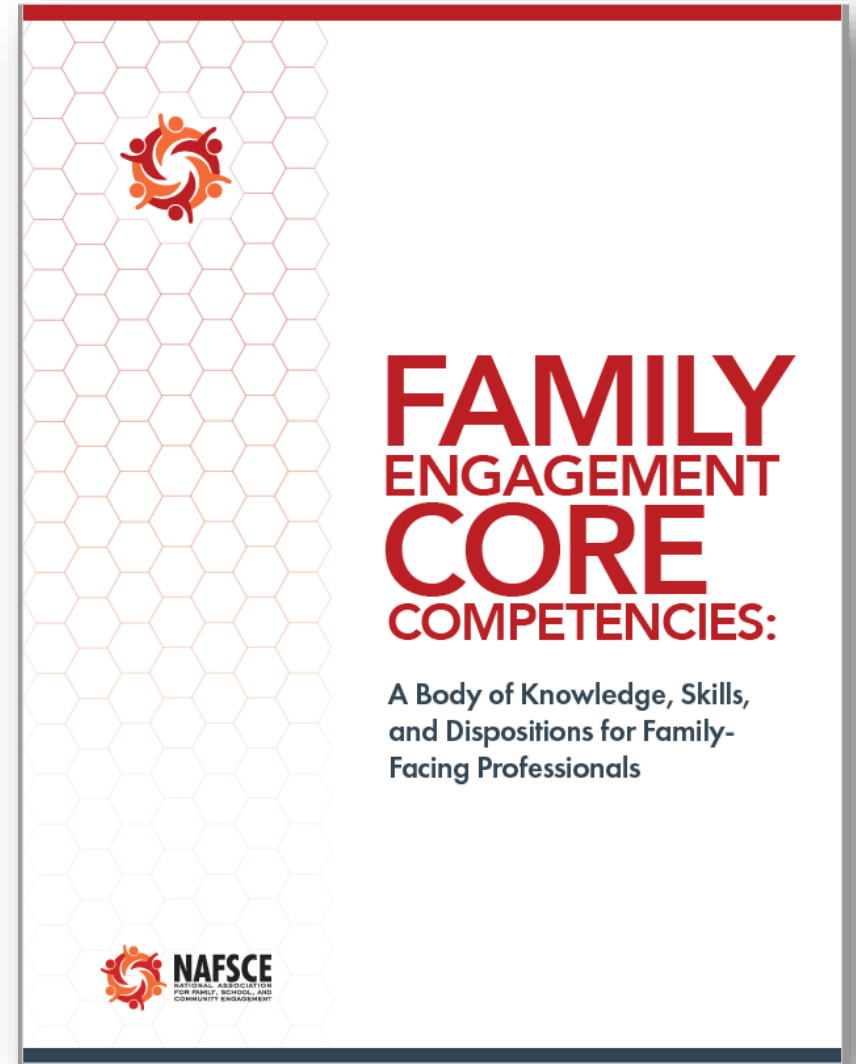
# Competency 7

Take Part in Lifelong Learning



# Competency 8

Advocate for Systems Change



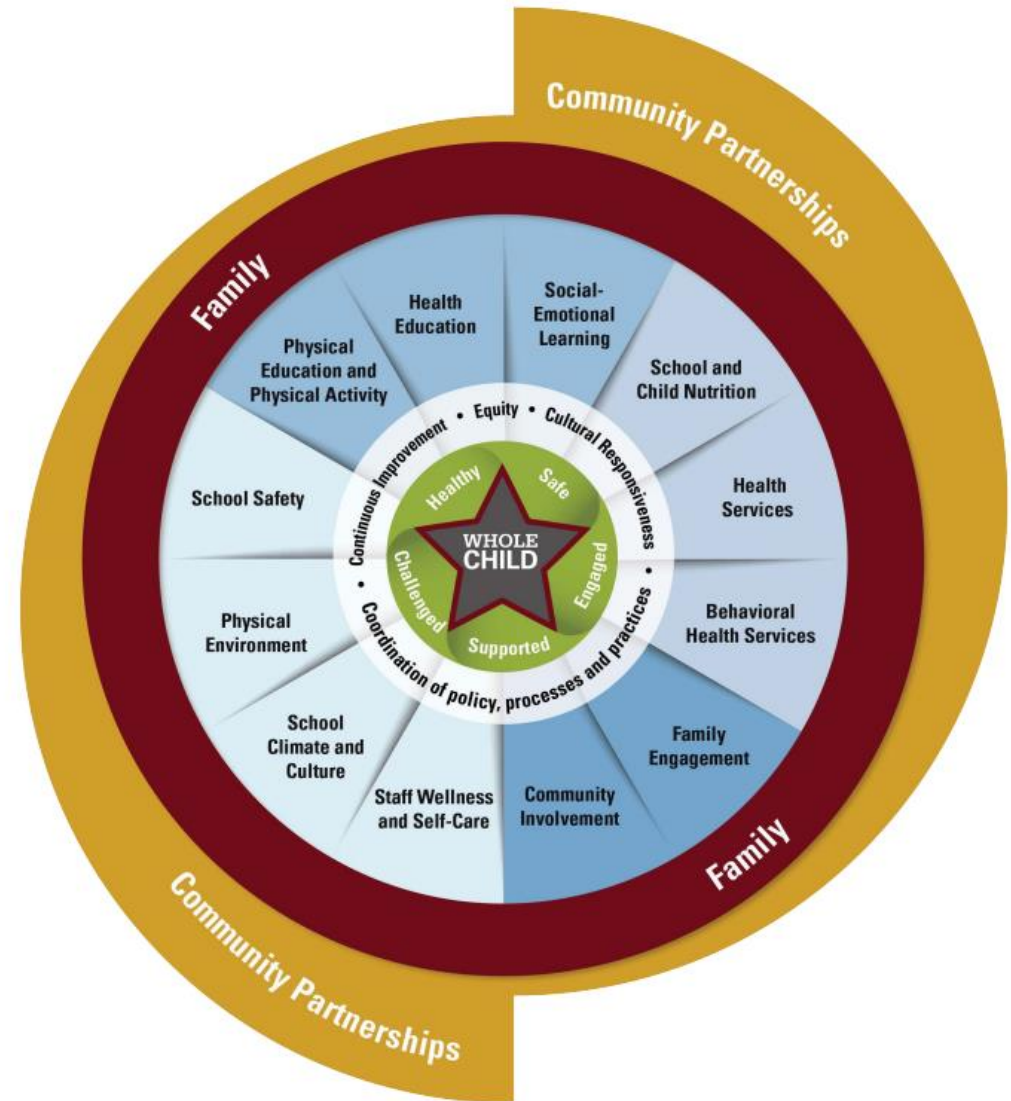
# SPECIAL EDUCATION



Office for Exceptional Children



Office of Whole Child Support





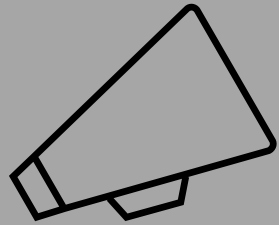
# Ohio Coalition for the Education of Children with Disabilities

Updates



**State Support**

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**Team**

**Announcements**





# Break Time

10-minutes

# Partnering with Families Through Special Education



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## Partnering with Families Through Special Education

Research-based Strategies for Special and General Educators

Developed for the Ohio Statewide Family Engagement Center  
Kenyona Walker, Gabrielle Hicks, Kyanna Johnson, Barbara Boone



Updates



Ohio's Parent Mentor Project

Our Students Deserve Special Attention

# Breakout Rooms

Breakout rooms will be assigned randomly.

- All groups discuss Strategy 7.
- Synthesize the strategy.
- What is a coaching prompt from this strategy you could use in your work?
- How do applying these strategies look in your work as a consultant?
- [Collect your thoughts HERE!](#)



## Partnering with Families Through Special Education

Research-based Strategies for Special and General Educators

Developed for the Ohio Statewide Family Engagement Center  
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# Bringing it all Together

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- [Let's see the ideas you shared!](#)
- Synthesize the strategy.
- What is a coaching prompt from this strategy you could use in your work?
- How do applying these strategies look in your work as a consultant?

## Reflections

Use this reflection tool to collaborate with your team to identify currently aligned practices and opportunities for improvement.

<b>Strategy</b>	<b>Glow</b> What can we celebrate about our current work?	<b>Grows</b> What are our next steps?
1. Treat parents as experts and show them their input is valued.		
2. Practice culturally responsive family engagement.		
3. Practice effective and reciprocal communication with family members.		
4. Commit to developing inclusive, empowering, consensus-building individualized education plan (IEP) processes.		

## Final Thoughts

5. Start transition planning for students early and connect families to services for all aspects of a full life.		
6. Support children and youth in their family engagement through inclusion and self-advocacy.		
7. Provide mentors as a support for families.		



POSITIVE BEHAVIORAL  
INTERVENTIONS & SUPPORTS

# **Communicating About PBIS with Families**



## Adding Family-Friendly Content to your School's PBIS Communications

Ohio Districts are now required to implement a Positive Behavior Interventions and Supports (PBIS) framework. A high quality PBIS framework includes communication and engagement with families and the community. "Research in American schools conducted during the past 20 years shows that the system called PBIS effectively promotes positive behavior in children and positive school climates."\* PBIS is about engaging children and promoting academic success. It focuses on teaching positive behavior so children will be successful in school and in life. In the table below, we share 8 different areas of PBIS, how to talk about these concepts with families, activities families can try at home, and additional resources surrounding that specific area.

What schools do to Support PBIS	How to Talk about this PBIS element with families?	Family-Centered Activities to Add to your PBIS Communications with Families	Links to More Family Resources
<b>Defining behavior expectations</b>	<p>Schools establish 5 or fewer behavioral expectations for staff and children to follow in all locations. These expectations are positively stated in order to focus on what schools want to see, hear, and feel more of, rather than listing behaviors they want to avoid.</p> <p>We know that when we focus on high standards for all children with clearly defined examples of what our expectations are, we can promote positive relationships that improve child outcomes.</p>	<ul style="list-style-type: none"> <li>What do the school-wide expectations look like, sound like, and feel like at home? How can we use these expectations when getting ready for school, getting ready for bed, or other challenging times?</li> </ul>	<a href="#">PBIS Home Matrix</a> <a href="#">Personal Matrix</a>
<b>Directly teaches the behavior expectations to children</b>	<p>We know that behavior is a skill much like any other academic skill, and therefore needs to be formally taught. This means that behaviors need to be modeled, practiced, and checked, just like anything else that we assess in school.</p> <p>These behaviors are taught separately from academic</p>	<ul style="list-style-type: none"> <li>Once the family has defined expectations, when can we provide family members the opportunity to practice these skills or routines? We recommend that you practice these behaviors when you have</li> </ul>	<a href="#">Family Plan for Positive Behavior at Home</a> <a href="#">What is PBIS?</a>

[https://docs.google.com/document/d/1lcAaRf6z7H-rBIFshMnVMYyGMP\\_GzA6RNidzA24RsTU/edit?usp=sharing](https://docs.google.com/document/d/1lcAaRf6z7H-rBIFshMnVMYyGMP_GzA6RNidzA24RsTU/edit?usp=sharing)

# Feedback



Scan the QR Code

-or-

Go to [Menti.com](https://menti.com) and  
enter

**4725 8523**



Let's meet!

<https://bit.ly/3A80sol>

# Thanks for a great meeting!

Next Meeting  
May 19, 2023 via

**zoom**

