



## **Family Engagement Plan for:** *(Describe situation/initiative that is the basis for the plan)*

Daily mindfulness practice to promote self-regulation skills for students.

### **Tier 3: Intensive for Individual Families**

Family needs/opportunities: A child with a disability for whom physical or other reasons make mindfulness more challenging. Families who want a volunteer role, parent champions, supports for traumatized children.

School response/supports: Home visits to practice the strategy together with the family and answer questions. Individual families trained as co-facilitators, co-design to adapt mindfulness practice to their individual child.

### **Tier 2: Tailored for Groups of Families**

Family needs/opportunities: Some families have more experience and can provide ideas and be models, some families have hesitations because it's contradictory to their belief system, families of students with learning differences may need different strategies, families speak languages at home other than English.

School response/supports: Articles for families that are evidence-based but also accessible for families who want deeper learning, translated materials (by families for families), small group support, alternatives prepared for families with hesitations.

### **Tier 1: Universal for All Families**

Family needs/opportunities: Methods they use at home, curiosity, need to understand the purpose and what it is, want to know the intended outcomes and how it relates to academics.

School response/supports: Information sessions, videos, survey families about methods they use at home to get input, gallery of images in the school or on social media of mindfulness.



## What are the roles for families?

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

Initiators	Families asking for more information, inform the school of trauma or high stress, initiate the program.
Co-Designers	Advisory board for planning the mindfulness experience, create a mindfulness fact sheet, inviting diverse families to create a plan that creates opportunity for all.
Receivers	Receive tipsheets, videos, informational meetings (online or in person), webinar, monthly practice sessions, family mindfulness ideas.
Providers	Provide practice with their child at home, providing support and practice with other families.
Evaluators	Exit surveys (could be as simple as one question), focus groups, teachers could check with their families.

## What will indicate a need to change levels?

**Directions:** Create decision indicators for your selected scenario that will signal a need for a different level of support/response.

Indicators for a <b>Change of Intensity</b> (How Much)	Family or student data (e.g., family or student request form) indicating a need for individual counseling and support with mindfulness practice.
Indicators for a <b>Change of Dose</b> (How Often)	A threshold for behavior data that indicates that families of students need more regular communication about the benefits of daily mindfulness practice.
Indicators for a <b>Change of Practice</b> (What)	Behavior data indicating decreased self-regulation after mindfulness.

