How to Build Capacity and Sustain Family Engagement through a Systemic Structure

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The Wisconsin RtI Center (CFDA #84.027) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this presentation and for the continued support of this federally-funded grant program. There are no copyright restrictions on this document; however, please credit the Wisconsin DPI and support of federal funds when copying all or part of this material.

Conceptual and Empirical Foundation for Family Engagement

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Rationale for Family Engagement

“... parents take their child home after professionals complete their services and parents continue providing the care for the larger portion of the child’s waking hours... No matter how skilled professionals are, or how loving parents are, each cannot achieve alone what the two parties, working hand-in-hand, can accomplish together”

(Peterson & Cooper, 1989; pp. 229, 2008)
Theoretical Support for Family Engagement

- Ecological systems theory (Bronfenbrenner, 1977, 1979)

School Conditions to Support Family Engagement

- Approach
- Atmosphere
- Attitude

Actions
- Communicating a tone of partnership through bidirectional home-school communication and fostering family involvement in learning at home
- Successful learning opportunities and outcomes for children

Outcomes

Goals of Family Engagement Programs

- Promote positive outcomes for children
- Build family member and school staff knowledge and skills
- Strengthen home-school-community connections
Family Engagement Components

- Distinct ways that families support their children (Fantuzzo, Tighe, & Childs, 2000; Jeynes, 2012)
- Embedded in cultural beliefs and ideologies (Hill, 2010; Leverson, Smith, McIntosh, Rose, & Pinkelman, 2016)
- Active, interactive, and dynamic (Sheridan, Knoche, Kupzyk, Edwards, & Marvin, 2011)
  - Active: Engage as equal partners in planning, decision-making, and implementation (Fette et al., 2009)
  - Interactive: Work with other stakeholders (Sheridan, Rispoli, & Holmes, 2014)
  - Dynamic: Changes over time (Eccles & Harold; Epstein & Dauber, 1991)

Empirical Basis for Family Engagement

- Review of correlational studies
- In-depth review of studies from an efficacy trial of a family-school partnership program for children with behavior concerns

Empirical Basis for Family Engagement

Findings from Correlational Studies

- Student academic achievement (Fan & Chen, 2001; Jeynes, 2007, 2012)
- Student behavior (Fantuzzo, McWayne, Perry, & Childs, 2004)
- Student motivation (Fan & Williams, 2010)
- School dropout (Bernard, 2004)
- Parents: efficacy, communication practices, and educational supportive behaviors at home (Becker, 1984; Davies, 1993; Phillips, Smith, & Wilred, 1989; Walker, Williams, Dallabone, Sandler, & Hooper-Dempsey, 2004)
- Teachers: improved job satisfaction, fewer transfer requests, higher principal ratings (Christenson, 1991)
Effects of Family Engagement and Family-Centered Programs

Students
Academics (Stormshak, Connell, & Dishion, 2009)
Homework performance (Power et al., 2012)
Social behavior (Stormshak et al., 2011)
Substance use (Stormshak et al., 2011)
Police arrests (Connell, Dishion, Yasui, & Kavanagh, 2007)

Parents and Teachers
Family management (Dishion, Nelson, & Kavanagh, 2003)
Parent-teacher relationships (Sheridan et al., 2017)
Parent competence in problem solving (Sheridan, Ryoo, Garbacz, Kuri, & Chumney, 2013)
Home-school communication (Sheridan et al., 2013)

Summary

• Family engagement is an important component of educational, social, and behavior programs for children and adolescents.

• When families and schools partner, there are benefits for children, family members, teachers, and the parent-teacher relationship.

• There are several important elements to consider when supporting family engagement, like a school’s approach to family engagement and school atmosphere.

Putting It All Together in Wisconsin

Culturally Responsive

Systematically providing equitable services, practices, and resources to ALL students based upon their responsiveness to effective instruction and intervention.
8/1/2017

Put Wisconsin's Vision of College and Career Readiness INTO ACTION by Implementing a Culturally Responsive Multi-Level System of Support

KNOWLEDGE: Students receive equitable access to the academic content

SKILLS: School- and classroom-wide behavioral expectations promote the application of these skills

HABITS: Positive behavioral habits lead to responsibility, perseverance, adaptability, and leadership

3E’s

Embrace      Engage     Empower

Embrace      Engage      Empower

Approach     Atmosphere   Actions   Outcomes

Atmosphere   Actions      Empower
Partnering with Families
Within a Culturally Responsive Multi-Level System of Support

Lower Impact
- Family resource room
- Positive phone calls
- Parent representation on PBIS/RtI Universal team
- Monitoring learning support strategies
- Data sharing folders
- Regular, personalized communication
- Read with child at home
- Literacy/math nights
- PBIS/RtI family brochures, website
- Home visits
- Potlucks
- Celebrations
- Monthly positive phone calls/contacts
- PT conferences to set goals
- Back to school nights
- Positive phone call

Higher Impact
- Embrace
- Engage
- Empower
- Adapted from the Class-wide Family Engagement Rubric created by Flamboyan Foundation. http://flamboyanfoundation.org/resources
- Communications done in home language
- Data sharing folders
- Read with child at home
- Literacy/math nights
- PBIS/RtI family brochures, website
- Home visits
- Potlucks
- Celebrations
- Monthly positive phone calls/contacts
- PT conferences to set goals
- Back to school nights
- Positive phone call

Seeking to Understand Protocol
- What I heard you say was....
- Tell me more about what you meant by...
- What angered (or excited) you about what happened?
- What hurt (or inspired) you about what happened?
- Has this happened before?
- How did it affect you? How does it affect you now?
- What do you need/want?

- Pacific Education Group – Beyond Diversity II From the Art of Mindful Facilitators, Author Lee Man Wah

Family Engagement Continuum of Supports

Needs of family
- Increased support
- If there are family members on teams, do they match the student demographics?
- If events are offered, are they offered at convenient times? (transportation, childcare available?)
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- Are events offered at convenient times? (transportation, childcare available?)
- How do families learn about their child's progress?
- Are expectations shared in the family's native language?
- How are academic and behavioral expectations shared with families?
- What are the student demographics?
- How are academic and behavioral expectations shared with families?
Structures for collaboration
Strategic use of data
High quality instruction for academics and behavior
Culturally responsive practices

Strategic Use of Data & Family Engagement:
1. Universal/Tier 1:
   a) Parent representatives on universal team
   b) Survey families
   c) Sharing of screening results
   d) Weekly data folders
   e) Grade level parent meetings
2. Selected/Tier 2:
   a) Solution seeking team participation for development of intervention
   b) Sharing of progress monitoring results
   c) Home-school behavior plans/CICO
3. Intensive/Tier 3:
   a) Wrap-around supports
   b) Solution seeking team monitoring
   c) Family voice and choice
   d) Parenting support sessions

Collaboration & Family Engagement:
1. Universal/Tier 1:
   a) Parent representatives on universal team
   b) Grade level parent meetings
   c) Positive phone calls
2. Selected/Tier 2:
   a) Solution seeking team participation for development of intervention
   b) Home-school behavior plans/CICO
3. Intensive/Tier 3:
   a) Solution seeking team monitoring
   b) Family voice and choice
   c) Parenting support sessions

High Quality Instruction & Family Engagement:
1. Universal/Tier 1:
   a) Parent representatives on universal team
   b) Grade level parent meetings
   c) Cool Tools for families
   d) Home/family matrices
2. Selected/Tier 2:
   a) Solution seeking team participation
   b) Home-school behavior plans/CICO
   c) Family education classes (i.e. English, behavior management)
3. Intensive/Tier 3:
   a) Wraparound supports
   b) Solution seeking team monitoring

Culturally Responsive Practices
1. Universal/Tier 1:
   a) Believe that families and communities are experts on their children
   b) Home visits – know families
   c) Have students welcome families to school
   d) Feature family photos in the building
   e) Meet families in the community
   f) Share expectations in home languages
   g) Share information about health services/other community agencies
2. Selected/Tier 2:
   a) Share strategies for learning that can be supported at home
   b) Gain family perspectives
   c) Family education classes (i.e. English, behavior management)
3. Intensive/Tier 3:
   a) Student/Family Voice & Choice
   b) Wraparound supports

Where Does Family Engagement Fit in the Wisconsin Model?

Family Engagement on PBIS and RtI Self-Assessments

Family Engagement items are on all PBIS and RtI self-assessment tools.

- TIC: 3 items (3, 8, 11)
- SAS: 1 item (13)
- SAS Individual Student: 2 items (6, 7)
- BAT: 6 items (12, 24, 26, 33, 41, 46)
- BOQ: 2 items (34, 41)
- TFI: 11 items (1.1, 1.11, 1.15, 2.3, 2.4, 3.3, 3.4, 3.6, 3.8, 3.12, 3.17)
- SIR: 5 items (7, 25, 34, 43, 49)
- SIR All Staff: 5 items (6, 12, 18, 23, 38)

Resources available at:

Family Engagement Increases As Schools Self-Assess More Often (Academic Lens)
Family Engagement Practices Increase As Schools Self-Assess More Often (Behavioral Lens)

- **Item 34**: Strategies to share key features of SWPBS program with families/community are developed and implemented.
- **Item 41**: Plans for involving families/community are developed & implemented.

**Resources**

- Flamboyan Foundation Rubric –
  - Schoolwide: goo.gl/72bSWL
  - Classroom: goo.gl/2F2ewC
- Family Engagement E Book – goo.gl/UyQYmV
- Family Engagement Website Page
  
  www.wisconsinpbisnetwork.org/family-engagement.html
- Harvard Family Research Project –
  
  www.hfrp.org

**Take Aways**

As a leader in your building:

- how do you build staff understanding that families want the very best for their child(ren)?
- how do you establish and maintain two-way communication with families?
- what practices build family partnerships that are intentional and genuine?

- What is one high impact practice you could begin to implement next year?