PBIS Family Engagement Rubrics: Tools for deepening partnerships with families

Safe and Healthy Schools Conference
June 4, 2018
Welcome!

Dr. Barbara Boone, Program Director
The Ohio State University, Center for Education and Training for Employment
boone.32@osu.edu
https://u.osu.edu/familyschoolpartnerships
I. Welcome Introductions Learning Targets

II. Family Engagement And PBIS

III. Epstein’s 6 Types of Involvement

IV. Getting to Know the Tier I and II Rubrics

V. Resources and Next Steps

Agenda
Learning Targets

- Understand Epstein’s framework and how it applies to PBIS and family engagement.
- Explore how to use the rubric with school teams and/or groups of parents and educators.
- Become familiar with Ohio’s Tier I and II PBIS Family Engagement Rubrics.
- Recognize additional PBIS tools for building home-school partnerships.
Engaged?
When you think about family engagement what comes to mind?

What do teachers do?

What do families do?
What is PBIS?

Positive Behavior Interventions and Supports

“…a framework or approach comprised of intervention practices and organizational systems for establishing the social culture, learning and teaching environment, and individual behavior supports needed to achieve academic and social success for all students.”

(Sugai, et al, 2010, p. 13)
PBIS Promotes

• Positive and calm environments
• Learning environments that teach behaviors
• Fewer disruptive behaviors
• Increased learning time, attendance and achievement
Why do we use PBIS at school?
Behavior is important for success

Video
What does PBIS emphasize?

• Adult PRACTICES that support positive student behavior

• SYSTEMS that support staff behavior

• DATA about behavior to support decisions
What does PBIS look like at school?

- PBIS is *individualized* to your school
- One set of *expectations are established* school-wide
Schoolwide Positive Expectations

Shilohview’s Shining Stars

Respect
Responsibility
Focus
Self-Control
Problem Solving
Schoolwide Positive Expectations
## What Expectations Look Like

<table>
<thead>
<tr>
<th></th>
<th>Hallway</th>
<th>Cafeteria</th>
<th>Restroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respectful</strong></td>
<td>Enjoy the artwork on the walls with your eyes</td>
<td>Use “inside voices”</td>
<td>Give others privacy</td>
</tr>
<tr>
<td></td>
<td>Walk quietly</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>Go directly to your destination</td>
<td>Clean your place when you are done</td>
<td>Go, flush, wash, leave</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Safe</strong></td>
<td>Keep hands and feet to yourself</td>
<td>Let teachers know when there are spills</td>
<td>Use supplies and facilities correctly</td>
</tr>
</tbody>
</table>
What does PBIS look like at school?

- Students are taught the expectations
- Visual reminders throughout school building
- Students are recognized and positive behavior is reinforced

![Mustang Way Logo](image)
Student Recognition

[Image of Wrenn Middle School Recognition award]

[Image of Fairfield Freshman rewards card]

NAME:

STAFF:

RESPECT

RESPONSIBILITY

PROBLEM SOLVER
Celebrations and Recognitions

Dozier rewards students with PBIS celebration

Dozier Elementary hosted a PBIS Celebration on Friday, April 20. With the “Rocking Good Behavior” theme in place, the campus atmosphere offered a mixed feel from the “Girls Just Want to Have Fun” movie and rock stars from the 80's and 90's.

The PBIS (Positive Behavior Intervention and Support) program allowed students to participate in “Rocking Good Behavior” activities, if they had successfully earned enough bobcat bucks for positive behavior.

The program was held on the school.
Tiers of Implementation

- **Tertiary Prevention**
  - Specialized
  - Individualized
  - Systems for Students with High-Risk

- **Secondary Prevention**
  - Specialized Group
  - Systems for Students with High-Risk Behavior

- **Primary Prevention**
  - School-/Classroom-Wide Systems for All Students, Staff, & Settings
Purpose

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 data for developing action steps.

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.
“In order to develop normally, a child requires progressively more complex joint activity with one or more adults who have an irrational emotional relationship with the child. Somebody's got to be crazy about that kid. That's number one. First, last and always.”

-- Urie Bronfenbrenner
THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

EPSTEIN’S SIX TYPES OF INVOLVEMENT

**PARENTING:** Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

**COMMUNICATING:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

**VOLUNTEERING:** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.

**LEARNING AT HOME:** Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.

**DECISION MAKING:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.

**COLLABORATING WITH COMMUNITY:** Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

<table>
<thead>
<tr>
<th>Key Area</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3 (Includes Level 2 Criteria)</th>
<th>Level 4 (Includes Level 3 Criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>The school informs families of the PBIS team, planning, expectations, and other PBIS activities are not shared with families. Families are unaware, or have limited understanding of PBIS in the school.</td>
<td>The school informs families of the PBIS matrix for the school and expectations for student behavior. Communication is irregular or infrequent and limited to newsletters or announcements at school. Some families are invited to receive information and updates.</td>
<td>Communication is reciprocal. There are several universal methods of providing information to families and feedback from families. There are specific strategies for communicating with families who speak other languages, do not have electronic devices, or who do not visit the school. Communication happens several times throughout the year. PBIS expectations are communicated to the local government and school board.</td>
<td>Families are informed of school activities in a variety of ways to maximize the number of parents and caregivers who are aware of and understand PBIS in the schools and what they can do to support students Pre-K–grade 12. The school ensures that there are multiple methods of ongoing and annual communicating with families. The school values the feedback and understanding of parents and caregivers in integrating information into planning and implementation. PBIS expectations are communicated to the larger community through various means, including meetings with members of the school community and families of children who are not school-age.</td>
</tr>
<tr>
<td>Decision Making</td>
<td>PBIS is an integral part of the district. The PBIS team does not include parents or caregivers. Parent perspectives are not included.</td>
<td>A few select parents and caregivers have input into the PBIS planning process. There is a parent/cooperative representative on the PBIS team.</td>
<td>Parents and caregivers are invited to discuss the PBIS process and share their input on universal foundation every 12 months via surveys, meetings, or other formats. Parents and caregivers provide input (e.g., surveys, focus groups) to measure school climate. Parent members of the PBIS team are present at least at 50% of meetings. Parent surveys are conducted on an irregular schedule.</td>
<td>The PBIS team includes parents as equal, valued partners in the design and implementation of activities that affect students. Parents who are representative of the community population are members of the PBIS team. Parents attend and actively participate in over 50% of the meetings. Surveys (or other measures) are conducted each year at least once to gather parent feedback. Parent data collection, surveys, and other informal activities inform PBIS plans and activities.</td>
</tr>
<tr>
<td>Volunteering</td>
<td>Parents are not included in implementation of PBIS activities in the school or community.</td>
<td>There are a few opportunities for parents and caregivers to volunteer to assist in implementing PBIS activities.</td>
<td>There are many opportunities and a variety of roles for parents and caregivers to support PBIS in the school, at home, and in the community. All participants are recognized annually and are valued for their contributions.</td>
<td>Parents and caregivers of all children, regardless of their background, attend all meetings and are active participants in PBIS activities (such as hiring, fundraising, and programs, celebrations). Parents Pre-K–12 are in leadership or support roles for some PBIS activities. Parents who do not come to the school are still considered partners with the school for the important role they have at home.</td>
</tr>
<tr>
<td>Parenting and Learning at Home</td>
<td>There is no information shared with families about positive behavioral supports at home.</td>
<td>There are some efforts made at the elementary level to share positive parent-child information with families. The school informs families of the behavioral expectations at school. Families are encouraged to talk to their child about following school expectations.</td>
<td>The PBIS teams at each school (elementary, middle, high) provide resources to families about PBIS at home and positive parenting. Information is shared in several formats (videos, apps, websites, meetings). Parents, caregivers, and teachers are on the same page regarding student expectations. Each value the contribution of parents and support of each other. Teachers guide parents through positive parenting and provide resources, strategies, and expectations for their children now and in the future. Behavioral supports at school are related to and support home expectations and practices. The school creates opportunities for families to celebrate the families of all students. Parents are viewed as the experts and most important teachers of their children.</td>
<td>Families are provided with support for creating home matrices. The school uses strategies to ensure every student has a caring adult in the school who knows the student well and is familiar with their student’s family. The student knows he or she can approach teachers, counselors, and parents for support. Parents feel supported by the school and are treated as partners. The PBIS team supports positive parenting at home by sharing resources with parents and coordinating activities that support learning and positive parent-child interactions. Supports for on continuous Pre-K–12 and change with the developing role of the parent at each grade level. Teachers and support staff receive professional development for understanding positive parenting, cultural competence, and how to build trusting relationships with families.</td>
</tr>
<tr>
<td>Collaboration with the Community</td>
<td>There are no partnerships established with community organizations or businesses to support PBIS.</td>
<td>The school provides families with information about community resources. These resources include academic, social-emotional, and physical health. Families know about community resources are available to them and how to access these resources. The PBIS teams have community members.</td>
<td>As part of PBIS, the school conducts a needs assessment of students, staff, and families and develops partnerships with community organizations based on identified needs. As part of student behavior and learning. Based on student data, partnerships are established with agencies and organizations to provide support services for students and families. Parents and caregivers seek out the school community to access resources for supporting PBIS in the school. (donations, services).</td>
<td>Community partnerships are evaluated regularly through PBIS to ensure that student behavior and learning outcomes are met. Community programs are implemented in schools that do not produce significant positive impacts for students are changed or eliminated. The school reaches out to build and maintain long-term relationships with families through community partnerships (early childhood, MRDD, ADAMH), and to improve educational offerings in the community. The school organizes student support and staff to provide support to the community.</td>
</tr>
</tbody>
</table>
Using the rubric

1. As a team, review the PBIS: Family Engagement Rubric.
2. Level 1 (emerging practices) - Level 4 (optimal practices).
3. Determine which level most closely represents your team’s current practices.
4. Using the reflection questions and summary page
5. Determine which two potential priority Key Areas will be addressed
6. Develop action steps for the school-wide PBIS plan
Choose two areas. Read the descriptions and talk about your school practices. What “Level” most represents your current practices? What could your school do to move up?

Share highlights of your conversation.

How could you use the rubrics?
The Ohio State University's CETE Results Management Team provides resources to teams, schools, and state leaders who would like to support family, school, and community engagement. We apply a range of planning, evaluation, and capacity-building services. In collaboration with EHE Faculty at Ohio State, we deliver high-quality, research-based strategies for our clients.