Have We Forgotten Something?

Strategies for Engaging Families in School-wide Positive Behavior Support

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The Parent Information Center (PIC), a New Hampshire statewide family organization, strives to achieve positive outcomes for children and youth, with a focus on those with disabilities and special healthcare needs. This is achieved through its partnerships with families, educators, youth, professionals and organizations.

PIC is committed to the belief that:
- Families make the difference.
- When families, professionals and other partners are well-informed and have a shared commitment to work together, everyone benefits.
- As youth move toward adulthood, they have increasing ownership of their future.
- Every child can succeed and contribute as valued members of society.
Why Is Partnership So Hard? We Say We Want It …

- Research says it's beneficial
- There are federal laws that require partnerships
- Can we agree? … Partnership has many different meaning, different views and different ideas

The Definition of Family Engagement

Family Engagement is any way that a child’s adult caretaker (biological parents, foster parents, siblings, grandparents, etc.) effectively supports learning and healthy development.

Karen Mapp, 2015

Differing Family Roles

- **Supporters** of their children’s learning and development
- **Encouragers** of an achievement identity, a positive self-image, and a “can do” spirit in their children
- **Monitors** of their children’s time, behavior, boundaries and resources
- **Models** of lifelong learning and enthusiasm for education
- **Advocates/Activists** for improved learning opportunities for their children and at their schools
- **Decision-makers/choosers** of educational options for their children, the school, and community
- **Collaborators** with school staff and members of the community on issues of school improvement and reform

What do we mean by Dual-Capacity?

Capabilities
Skills & Knowledge

Families
• Need to know about student learning
• Need to understand the inner workings of school as a system
• Need advocacy and educational support

School & District
• Need knowledge about the community
• Need knowledge about cultural competency
• Need to building trusting relationships
Connections - Relationships

- Family – Teacher
- Parent – Parent
- Teacher - Teacher

Confidence

- Personal beliefs about ability
- Knowing one’s own strengths
- Recognition of one’s own accomplishments
- Developing relationships across cultural lines

Cognition – Beliefs and Worldview

School & District

- Commitment to working as partners
- Belief that partnerships improve student learning

Families

- View themselves as partners with the school
- Understanding of multiple roles families play
Engaging Families at all 3 Tiers

Develop a Shared Understand PBIS
• District and School philosophy
• Build Parents and Staff capacity together
• Digitally connect- use technology, add videos of exactly how it should look and sound like
• Be creative

Our Connections Bridge the Gap
https://www.youtube.com/watch?v=vNdwJTkHdw&feature=player_embedded
Table Talk – Tier I

• Brainstorm the different ways you engage families in Tier 1?
• Talk with your table
  o Which ones appear to build the most capacity of families? Of staff?
  o Choose your top 3 to report out to the larger group.

Keep in mind the differing roles family play

Table Talk – Tier 2

• Brainstorm the different ways you engage families in Tier 2?
• Talk with your table
  o Which ones appear to build the most capacity of families? Of staff?
  o Choose your top 3 to report out to the larger group.

Keep in mind the differing roles family play

Table Talk – Tier 3

• Brainstorm the different ways you engage families in Tier 3?
• Talk with your table
  o Which ones appear to build the most capacity of families? Of staff?
  o Choose your top 3 to report out to the larger group.

Keep in mind the differing roles family play
Cultural Shift

• Families and schools are both seen and valued working together in partnership in their children’s educations
• Parent Partnerships need to be integrated into conversations across the curriculum
• Everyone has valuable input/thoughts
• Leadership for staff - Distributive Leaders
• Leadership for parents - parent leaders
• Parents are engaged in planning and decision making
• Problem solving not always problem solving

Final Thoughts

Apollos Hester
https://m.youtube.com/watch?v=X7ymrMhoj0

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