Youth and Families As Effective Partners in MTSS Implementation

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Annual Conference on Advancing School Mental Health
Las Vegas, NV • October 2018
Why Are We Here?

» To discuss stakeholder voice and choice in the development and implementation of MTSS

» To apply youth-adult partnerships in MTSS and family partnerships in MTSS using Hart’s Ladder of Student Involvement

» To identify policy considerations and implications and begin to develop policy recommendations for youth and family partnerships in MTSS
Partner/Group Share

» What kind of ally are you?
» What kind of ally do you want to be?
» Why do you want to be an ally?
Our Essential Question

»How might we create systems and services that engage families and young people to improve their experience of school climate and wellness?
Outcomes of MTSS/ISF

Tier 3

Tier 2

Tier 1
We Argue…

Tier 1

Tier 2

Tier 3
Cultural Inflection Point

Student and Family Engagement

OLD PARADIGM

Strategic Inflection Point

NEW PARADIGM

Accept Change
Adjust Methods

Reject Change
Maintain Status Quo

http://www.digitalclaritygroup.com/andy-grove/
What is Stakeholder Voice?

Many Names, Many Forms…

Student/Youth/Family leadership
Student/Youth/Family participation
Student/Youth/Family [civic] engagement
Student/Youth/Family decision-making
Student/Youth/Family empowerment
Many others
Ladder of Student Involvement

1. Students manipulated
2. Students are decoration
3. Students tokenized
4. Students informed and assigned
5. Students informed and consulted
6. Adult-initiated, shared decisions with students
7. Student-initiated, student-led decisions
8. Student-initiated, shared decisions with adults

Why Student & Family Voice?

• What is at the center of it all?
  • A sense of agency for students and families
What Makes an Ally...an Ally?
And, It’s Messy.
Opportunities & Experiences

Imagine you are a young person at your school or a family member.

• Cite examples of opportunities & experiences for:
  • Stakeholder voice (involvement, leadership, etc.) – may want to think about the steps of the ladder
  • School climate (positive), mental health, and/or wellness
• Does your school reach all students/families, some students/families, or few students/families in its school climate, mental health, wellness, & stakeholder voice efforts?
• Are your schools efforts mostly passive or active in the way of student/family participation/voice and school climate?
Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

Concepts and Strategies for Families and Schools in Key Contexts

edited by
Mark D. Weist
S. Andrew Garbacz
Kathleen Lynne Lane
Don Kincaid
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<tr>
<th>Conditions</th>
<th>Context Variables</th>
<th>Core Variables</th>
<th>Mechanisms</th>
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<td>State and federal emphasis on family engagement to support children</td>
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<td>School atmosphere to support family engagement</td>
<td>Teacher/staff interactions with parents</td>
<td>Family use of empirically-validated behavior and academic practices</td>
<td>Child self-regulation</td>
<td>Reduction in problem behavior</td>
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<td>Effective communication mechanisms</td>
<td>District and school investment in family engagement to support children</td>
<td>School staff use of empirically-validated academic and behavior systems and practices</td>
<td>Children’s peer relationships</td>
<td>Improved social and adaptive skills</td>
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<td>Well-defined role for working with parents in the district and school</td>
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<td>Family engagement in school academic and behavior systems</td>
<td>Home-school connections</td>
<td>Improved academic performance</td>
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<td>School and home systems to support student academics and behavior</td>
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<td>Coordination across home and school systems</td>
<td>Parent-teacher relationships</td>
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<td>Data systems to proactively screen and monitor student academics and behavior, and family engagement</td>
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<td>Support and assistance to parents for implementing practices</td>
<td>Parent and teacher efficacy</td>
<td>Improved school attendance</td>
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<td>Collaborative interactions among families and school staff</td>
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<td>Engaged parent-child and teacher-child interactions</td>
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<td>Family and school staff use of proactive strategies</td>
<td>Parent-child relationship</td>
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<td>Teacher-child relationship</td>
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Family Engagement (FE) improves student connectedness to school; MTSS efforts; teacher effectiveness; student social, emotional, behavioral, and academic functioning; and contributes to student graduation and subsequent success.

There are significant individual and societal costs for students not doing well in school; hence, there are significant individual and societal costs for not focusing on FE in schools.

Given these facts, why do efforts to promote FE in schools remain so limited?
Family-School-Community Alliance (FSCA)

» Active workgroup of the PBIS Technical Assistance Center supported by the Office of Special Education Programs

» Building from the e-book, initial meeting in September, 2017 at the University of Wisconsin–Madison (UWM with support and leadership from Andy Garbacz and the Wisconsin Center for Education Research)

» Co-chairs – Andy Garbacz and Devon Minch, with Steering Team and Family-School-Community Advisory Board

» Developing plans for logo, website, meetings, information sharing etc., with second meeting likely at UWM again in September, 2018
Questions?
Thank you!!

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