



# An Environmental Walk: One School's Commitment to Facilitating Family Engagement in PBIS

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# Agenda:

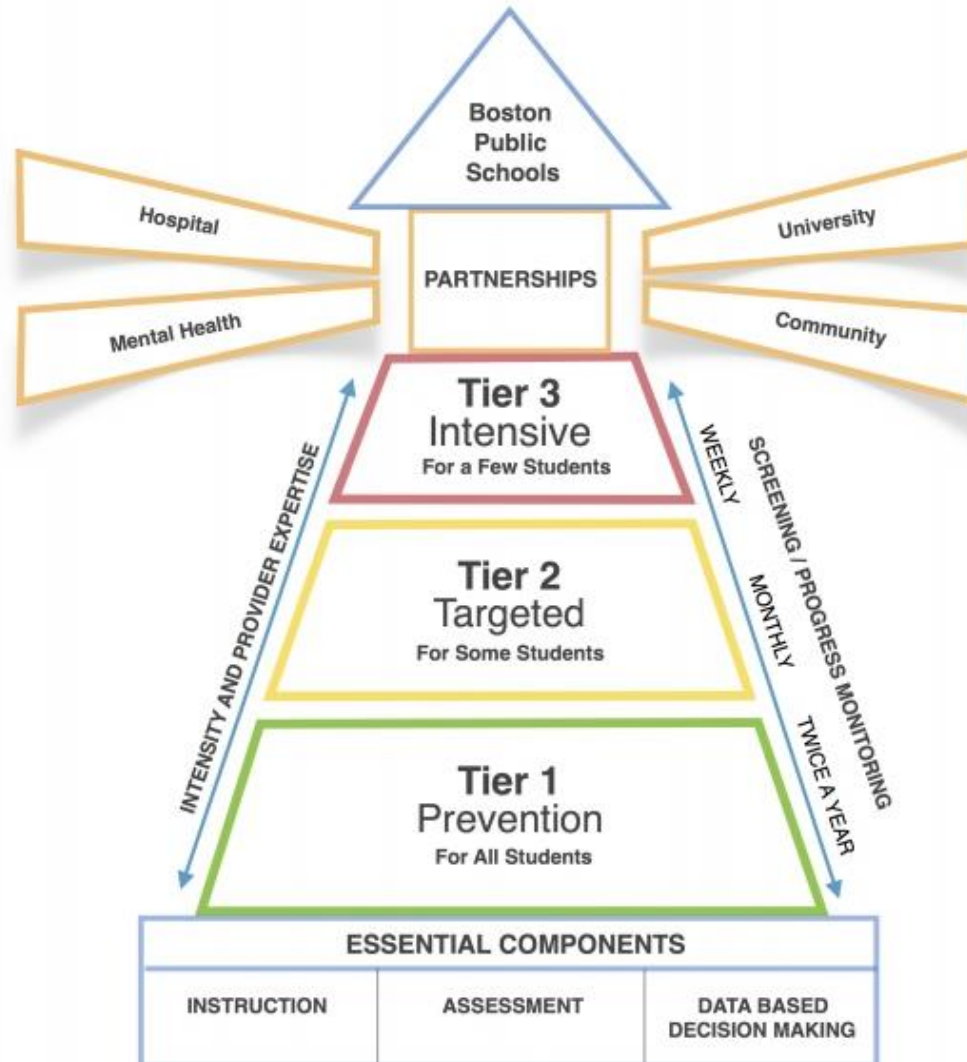
- Overview of CBHM, SW-PBIS, and Family Engagement
- Description of the Environmental Walk
- Initial Results: 1st EW
- What we learned
- Results across the 3 EW
- Impact and Recommendations

**1.**

# **CBHM, SW-PBIS, and Family Engagement**

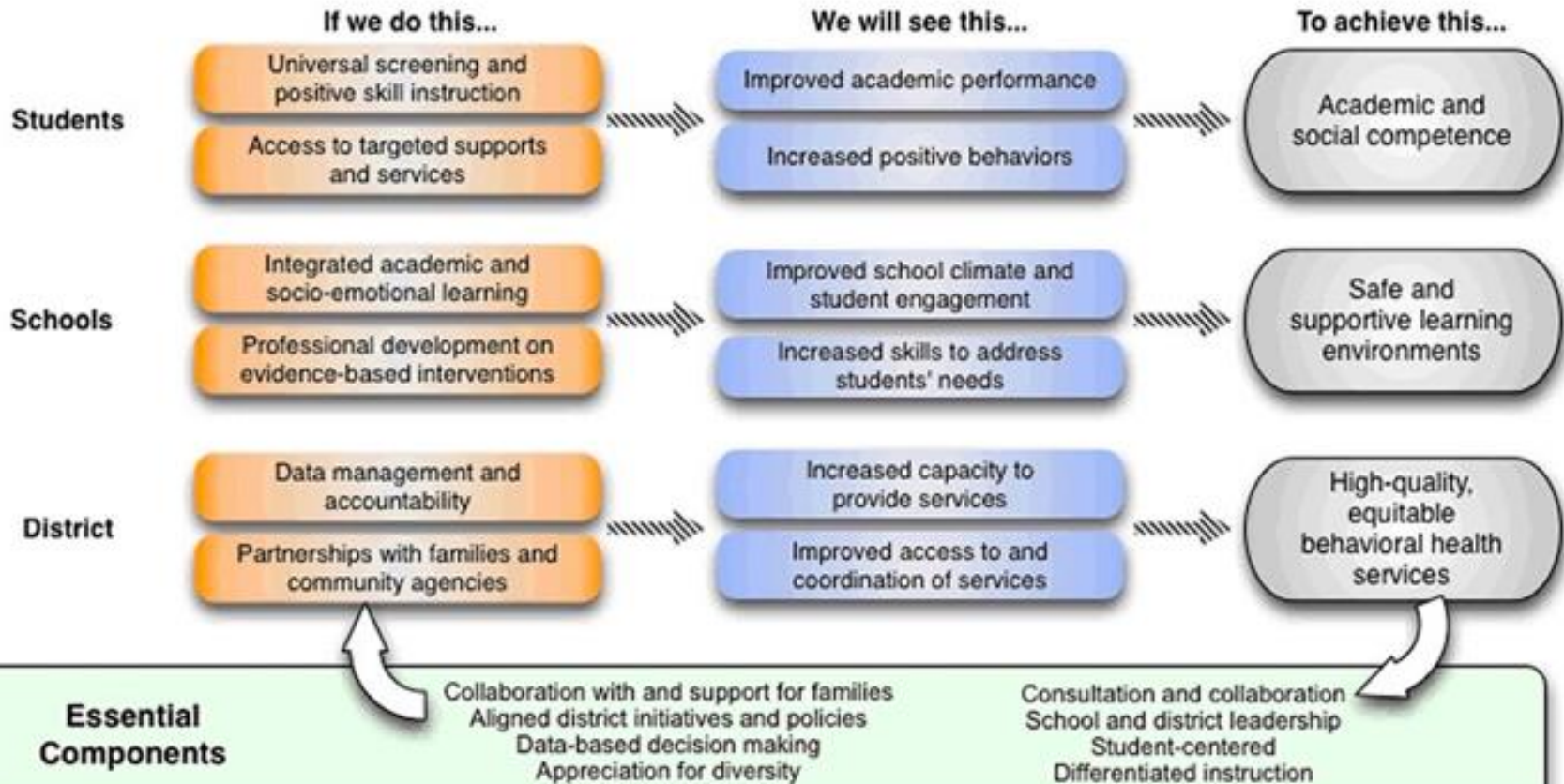
Explanations and Research

# Comprehensive Behavioral Health Model (CBHM)



# BPS Comprehensive Behavioral Health Model

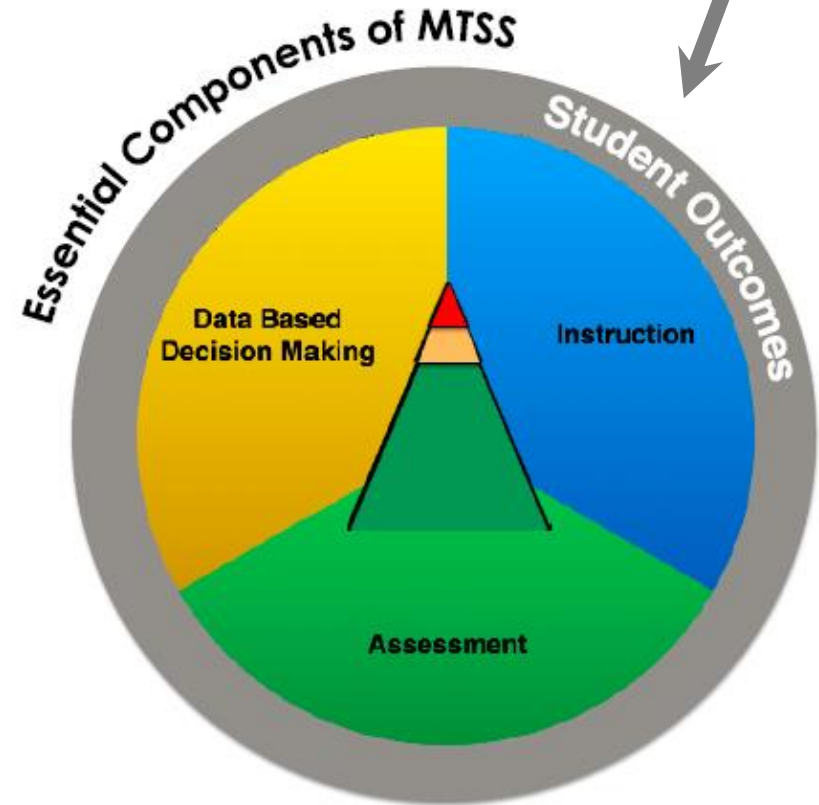
**Mission:** Ensuring that all students have a safe and supportive school where they can be successful



*Guided by Massachusetts Department of Elementary and Secondary Education's Behavioral Health Framework*

**Theory of Change:** Integrating behavioral health services into schools will create safe and supportive learning environments that optimize academic outcomes for all students.

# Multi-Tiered Systems of Support (MTSS) Essential Components



# Positive Behavioral Interventions and Supports (PBIS)

1. An **active leadership team**
2. School-wide **behavioral expectations**
3. Utilization of **data-based decision making**
- 4. Implementation fidelity** measurement
5. Regular **progress monitoring**

(Lewis, Mitchell, Horner, & Sugai, 2017; Office of Special Education Programs Technical Assistance Center [OSEP], 2015; Sugai & Horner, 2002, 2006)



# Parent/Family





# “Family Engagement within Schoolwide PBIS” Framework

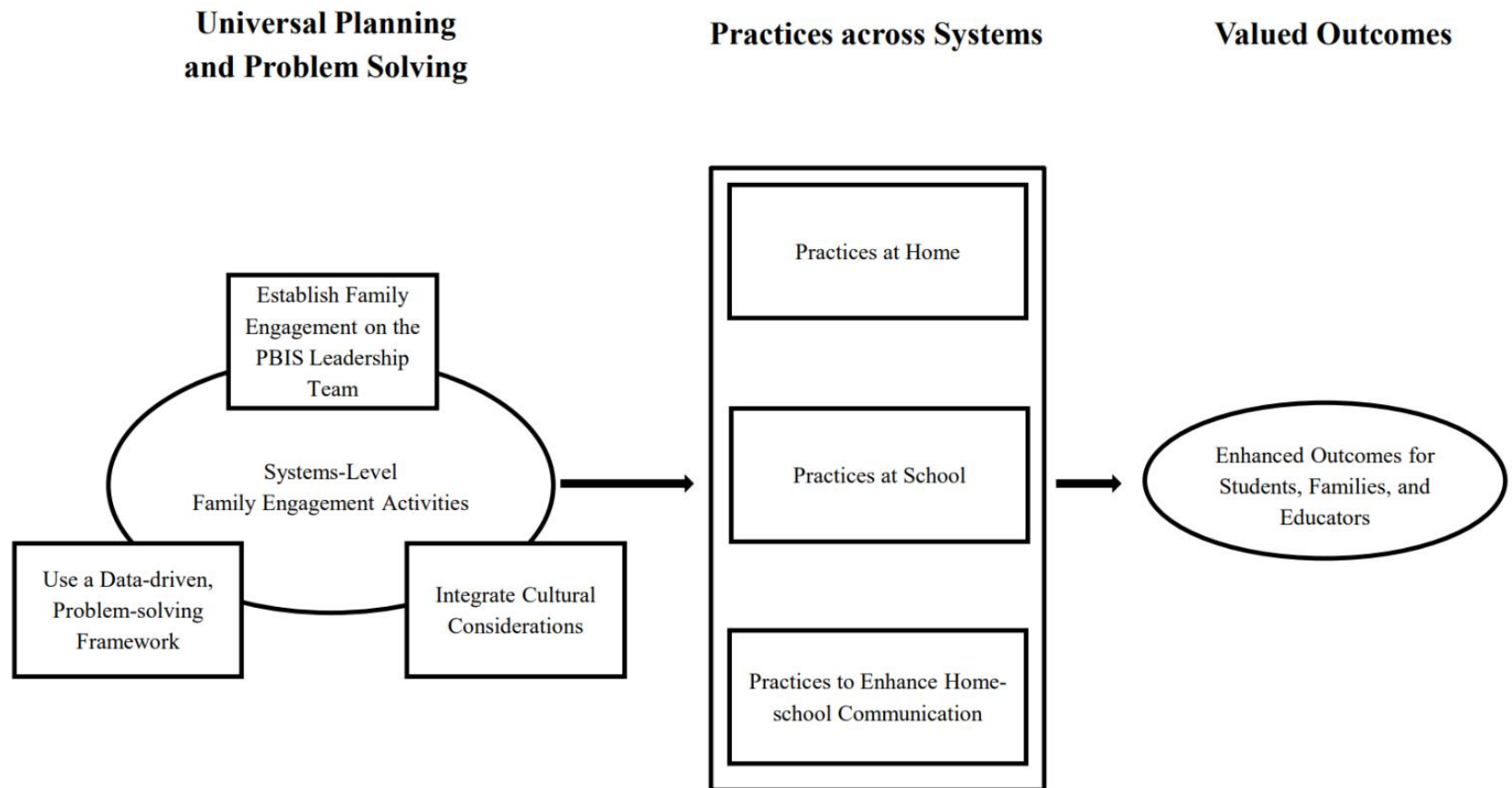


Figure 1. Conceptual model of family engagement within School-wide PBIS

(Garbacz et al., 2016)

# “Family Engagement within Schoolwide PBIS” Framework

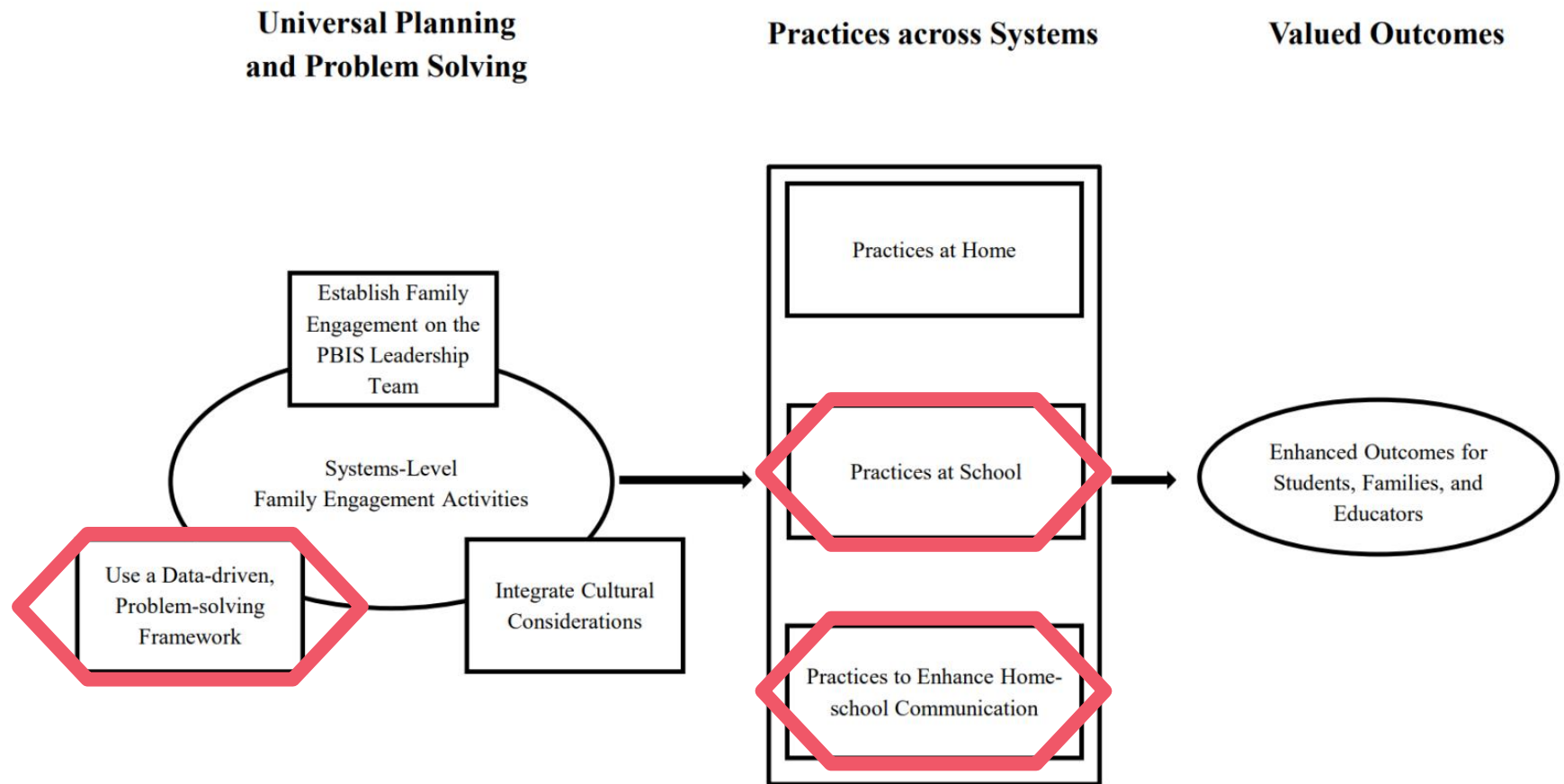


Figure 1. Conceptual model of family engagement within School-wide PBIS

(Garbacz et al., 2016)

**2.**

# **Environmental Walk**

What is it?  
And why this event?

# What is an Environmental Walk?

- A short, structured, and purposeful observation strategy used in education to visually investigate evidence of school climate or instructional practices (Durham, Bettencourt, & Connolly, 2014; The Center for Comprehensive School Reform and Improvement, 2007)
- Provides an opportunity for families to learn more about the school, implementation of SW-PBIS, and the core values



## Environmental Walk Steps

1. Event held in the **evening** at the school
2. All families/staff **first met in one location**
3. School staff **explained** purpose of the event, school's core values , and SW-PBIS positive reinforcement strategy (pride bucks)
4. **Staff led groups of parents around the school** (cafeteria, library, gym, classrooms, and computer lab) to observe evidence of school's climate and SW-PBIS core values
5. Families used **data collection sheets** to rate each core value represented across the school site
6. Families were encouraged to **collaborate and share** their findings with each other
7. Families and school staff were given **evaluation forms** to assess their pre and post knowledge of the core values



## PRIDE BUCKS

When your child is “caught” showing a core value they can earn a PRIDE Buck!

The classes that have the most PRIDE bucks at the end of the week earn extra recess.

- P** -Purpose
- R** -Responsibility
- I** -Individuality
- D** -Determination
- E** -Engagement

Welcome to our P.R.I.D.E Environmental Walk! We have great pride in our community and greater pride for the students and families we serve. That is why the School Climate Team created our school's P.R.I.D.E core values. P.R.I.D.E stand for Purpose, Responsibility, Individuality, Determination and Engagement. We hold ourselves and our students to these values and would like to take this opportunity to share our values with families to showcase all the great work ours students are doing. We look forward to your feedback and want to thank you for being a valued member of our community! We can't wait to show you our P.R.I.D.E.!

<b><u>P.R.I.D.E</u></b>	<b><u>P is for Purpose</u></b>	<b><u>R is for Responsibility</u></b>	<b><u>I is for Individuality</u></b>	<b><u>D is for Determination</u></b>	<b><u>E is for Engagement</u></b>
<b><u>Evidence of Practice:</u></b>	<b><u>Purpose:</u></b> Come to school prepared to work. Set goals for yourself and work to achieve them.	<b><u>Responsibility:</u></b> Take ownership of your progress and your behavior. Make good choices and support other to make good choices as well.	<b><u>Individuality:</u></b> Celebrate who you are. Lead others by being a positive example. Treat others with politeness and appreciation.	<b><u>Determination:</u></b> Work through academic and personal challenges. Give your best everyday. Believe in your ability to do well.	<b><u>Engagement:</u></b> Stay focused on your work. Be involved in your learning. Make a positive difference in your community.
<b>I noticed...</b> What evidence of PRIDE practice did you observe?					
<b>I Wonder...</b> What did you notice that raised questions for you?					

# Evaluation Forms

Evaluation forms assesses participants' pre and post knowledge of the school's core values and included questions about the families' impressions of the walk

## Family Environmental Walk: Family Evaluation form

Thank you for attending, please share your feedback on this event so we can improve the next one.

*Please rate your level of agreement with the following questions:*

*1 = Strongly Disagree*

*5 = Strongly Agree*

My participation in this Environmental walk will help me support my students learning at home.	1	2	3	4	5
My participation in this Environmental walk will help enhance my engagement in my child's school.	1	2	3	4	5

*Please rate from 1-5:*

*1 = Poor*

*5 = Excellent*

Please rate your level of content knowledge before the Environmental walk.	1	2	3	4	5
Please rate your level of content knowledge after the Environmental walk.	1	2	3	4	5
Clarity of the learning walk	1	2	3	4	5
Usefulness of handouts/resources and next steps	1	2	3	4	5
Opportunity to ask questions	1	2	3	4	5
Presenter's response to audience questions	1	2	3	4	5
Overall rating of your experience	1	2	3	4	5



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## How My Family Shows P.R.I.D.E.

.....

Instructions:

1. Circle a letter: P.R.I.D.E.
2. Draw how your family demonstrates that letter at home
3. Write 2-3 sentences about the picture

## P.R.I.D.E.

Purpose, Responsibility, Individuality, Determination, Engagement

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## Purposeful decisions made to enhance attendance

1. Families were grouped by language with translators provided
2. Each group led by a member of the Climate Team
3. Childcare and dinner provided
4. Documents translated
5. Multiple outreach strategies
6. Targeted population
7. Debriefing session with parents

**3.**

# Initial Results

The First Environmental  
Walk

# Attendance

**5**

**Teachers**

**3**

**District Staff**

**21**

**Parents**



## Staff Evaluations (n = 8)

*1 = strongly disagree*

*5 = strongly agree*

Overall satisfaction with the environment walk:

**4.6**

Overall satisfaction with the format of the environment walk:

**4.6**

Would you consider presenting another walk?

**100% Yes**

Would you recommend walks to others?

**100% Yes**



# Family Evaluations (n = 21)

1 = strongly disagree

5 = strongly agree

My participation in this environment walk will help me support my child's learning at home:

**4.7**

My participation in this environment walk will help enhance my engagement in my child's school.

**4.9**

1 = poor

5 = excellent

Usefulness of the handouts/resources and next steps?:

**4.67**

Overall rating of your experience:

**5.0**

	Level of content before the walk	Level of content after the walk
Mean Score	3.05	4.52



# I Noticed... Themes

**School  
Amenities**

**Communication  
with Parents**

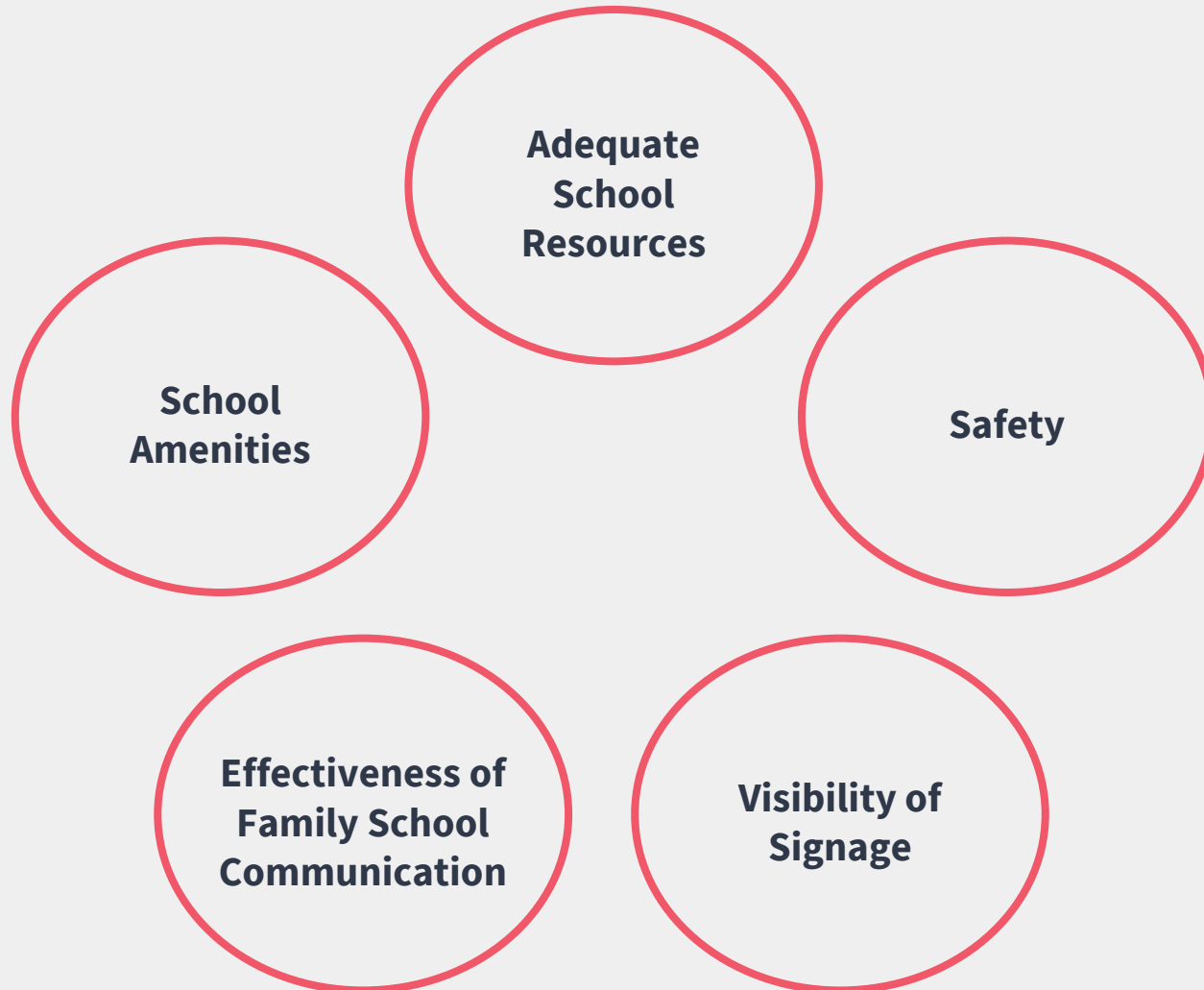
**Inspiring  
Personal and  
Community  
Engagement**

**Reflecting  
Students**

**Encourage  
Positive  
Social Skills**



# I Wonder... Themes





**4.**

# What we learned

What went well?  
What should we change?

## What we learned from this experience: Positives

- Parents met new parents
- Teachers met new parents
- Parents got to see whole school
- Parents learned more about school and core values
- School received feedback about how to target spending funds
- Received data supporting the event



## What we learned from this experience: Modifications

- Repeat the event more frequently
- Target different grades (K-2 & 3-5)
- Adjusted rsvp form
- Adjusted timing of event
- Edited evaluation form
- Edited observation form
- Edited beginning presentation



**5.**

# **Results across the 3 Environmental Walks**

Attendance, Evaluations, and  
Additional Feedback

## Completed Evaluation Surveys

	School Staff	Parents
First EW	8	21
Second EW	10	27
Third EW	0	6

<b>Family Evaluations</b>	1st EW	2nd EW	3rd EW
Helped me feel more connected to the school	--	4.63	3.83
Helped me feel more connected to school staff	--	4.44	3.83
I know how to talk about PRIDE with my child at home	--	4.63	3.33
I feel more comfortable at the school	--	4.67	3.83
Your level of knowledge about PRIDE before the environment walk	3.05	2.96	4.00
Your level of knowledge about PRIDE after the environment walk	4.52	4.44	4.50

<b>Staff Evaluations</b>	1st EW	2nd EW	3rd EW
Overall satisfaction with the walk	4.625	4.60	--
Overall satisfaction with the format of the day	4.625	4.90	--



# Family feedback across evaluations

## Most useful aspects of the walk:

- Seeing the varied spaces in the building
- Learning more about the school
- Meeting others (teachers and other families)

## What would you do differently as a result?

- Talk with son/daughter about PRIDE core values, goals, and achievements
- Become more personally involved at the school
- Help the school achieve its goals and update physical spaces



**6.**

# **Impact & Recommendations**

Regarding the school and  
family engagement



## Observed impact on family engagement and the school

- Designated **parent liaison** to the schoolwide leadership team
- Planned **annual environment walk events**
- Have **school specific data** about the school's core values
- Enhanced **feeling of connectedness** with the school, school community, and core values
- **Shared language** for families to use at home and in the community
- Provided an opportunity for **schoolwide feedback** and opened lines of **communication** with families
- **New collaborations** between parents and school staff
- **Initiated efforts** by leadership team members
- Enhanced a **feeling of school "pride"**



## Future recommendations

- Make family engagement a **priority** for the school and administration
- **Commit** to hosting an **annual** family engagement event
- Actively solicit parent feedback about schoolwide issues
- Have **printed and online materials available** for families that explain SW-PBIS and the school's core values/reinforcement system
- Provide **translations** of SW-PBIS materials and **translators**
- Coordinate with **parent groups**
- Work with families to **identify barriers to engagement**





# Thank You!

## Any questions?

You can contact us at:

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