

Youth and Families As Effective Partners in MTSS Implementation

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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?

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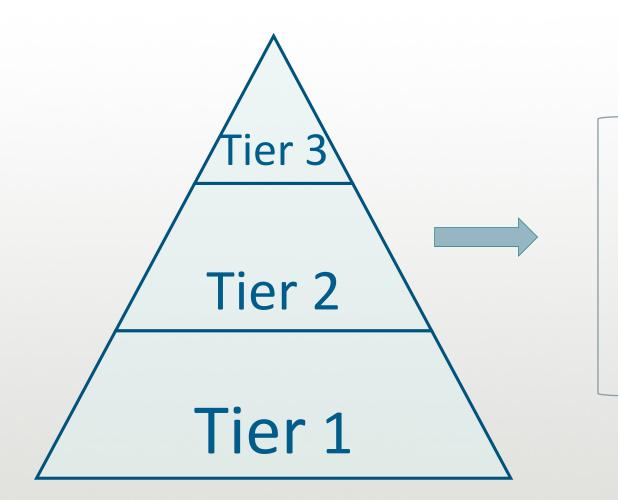


Our Essential Question

»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

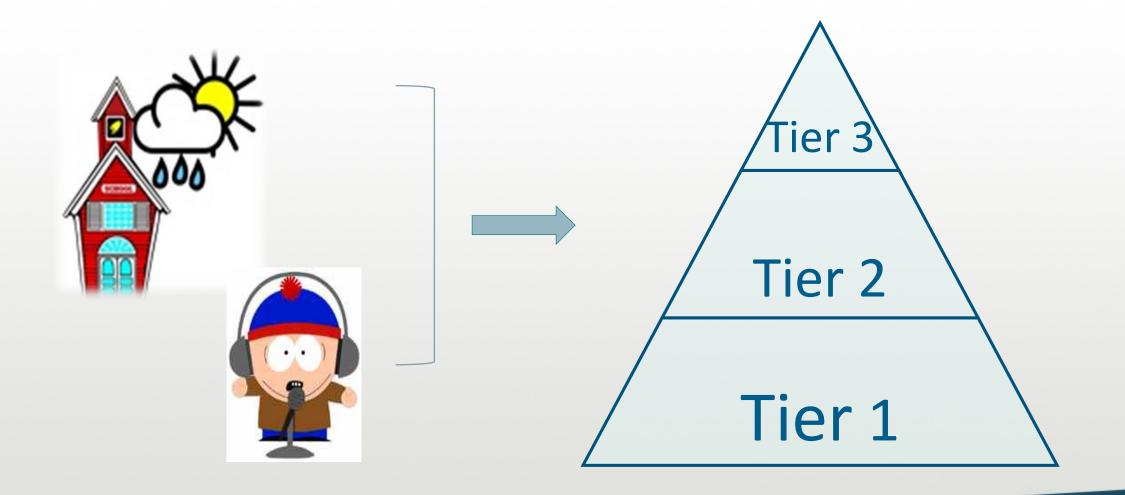




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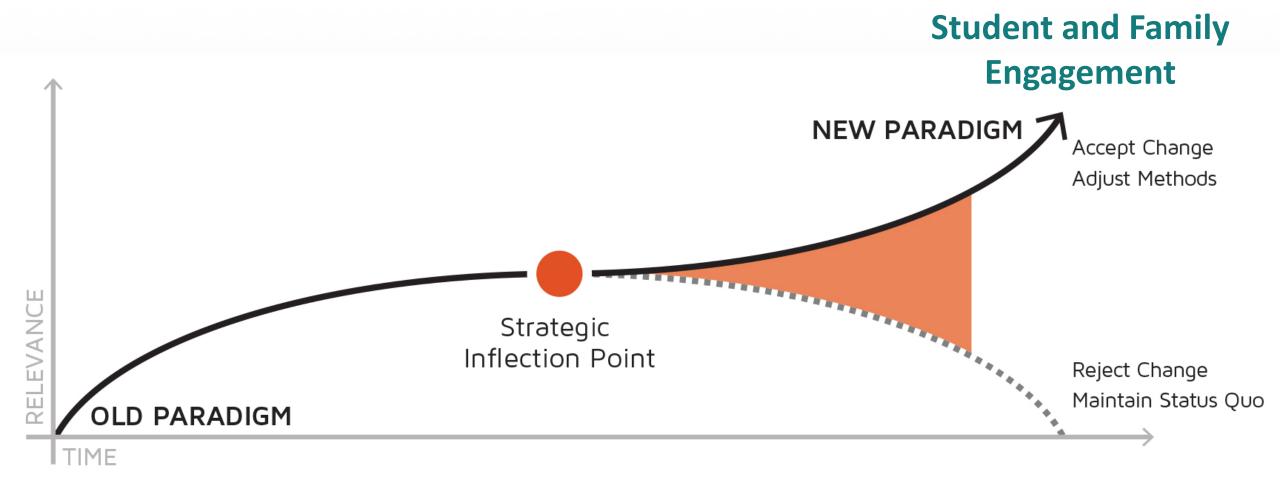


We Argue...





Cultural Inflection Point



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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

8. Student-initiated, shared decisions with adults

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

Adapted by A. Fletcher from R. Hart (1994). Children's Participation: From Tokenism to Citizenship. New York: UNICEF.

Degrees

Degrees

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Why Student & Family Voice?

- What is at the center of it all?
 - A sense of agency for students and families

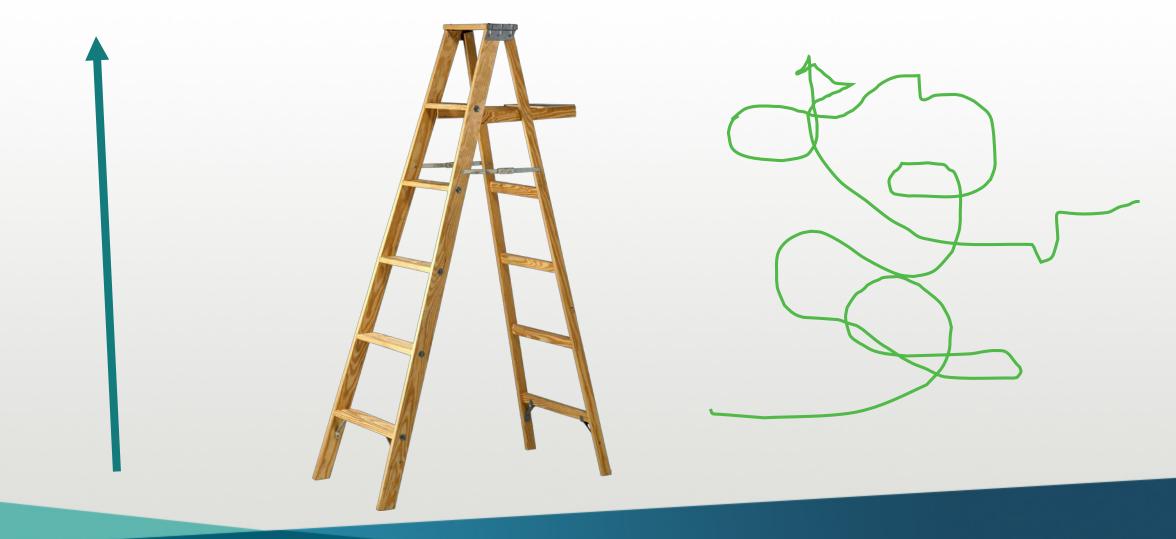
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What Makes an Ally...an Ally?



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

Weist, M., Garbacz A., & Minch D. (2018, February 9). *Developing the Family-School-Community Alliance (FSCA)*. Presented at the CEC 2018 Convention and Expo, Tampa, FL.

Conceptual Model of Family Engagement Conditions, Variables, Mechanisms, & Outcomes: Garbacz, Herman, Thompson, & Reinke (2017)



Conditions	Context Variables	Core Variables	Mechanisms	Outcomes
State and federal emphasis on family engagement to support children	School atmosphere to support family engagementTeacher/staff interactions with parentsEffective communication mechanismsDistrict and school investment in family engagement to support childrenWell-defined role for working with parents in the district and schoolSchool and home systems to support student academics and behaviorData systems to proactively screen and monitor student academics and behavior, and family engagement	Family use of empirically-validated behavior and academic practicesSchool staff use of empirically- validated academic and behavior systems and practicesFamily engagement in school academic and behavior systemsCoordination across home and school systemsSupport and assistance to parents for implementing practicesCollaborative interactions among families and school staffEngaged parent-child and teacher- child interactionsFamily and school staff use of proactive strategies	Child self-regulationChildren's peer relationshipsHome-school connectionsParent and teacher efficacyParent-teacher relationshipsTeacher and parent beliefs and expectationsParent-child relationshipTeacher-child relationshipTeacher-child relationship	Reduction in problem behaviorStudent engagementImproved social and adaptive skillsFamily engagementImproved academic performanceTeacher engagementReduction in school dropoutReduction in school dropoutImproved school attendance
		Weist, M., G	Garbacz A., & Minch D. (2018,	February 9). Developing the Family-School-

Community Alliance (FSCA). Presented at the CEC 2018 Convention and Expo, Tampa, FL.



Logic Model - Challenge

»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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