

It Takes a Village: Community and Family Involvement in PBIS as a Protective Factor for High School Students

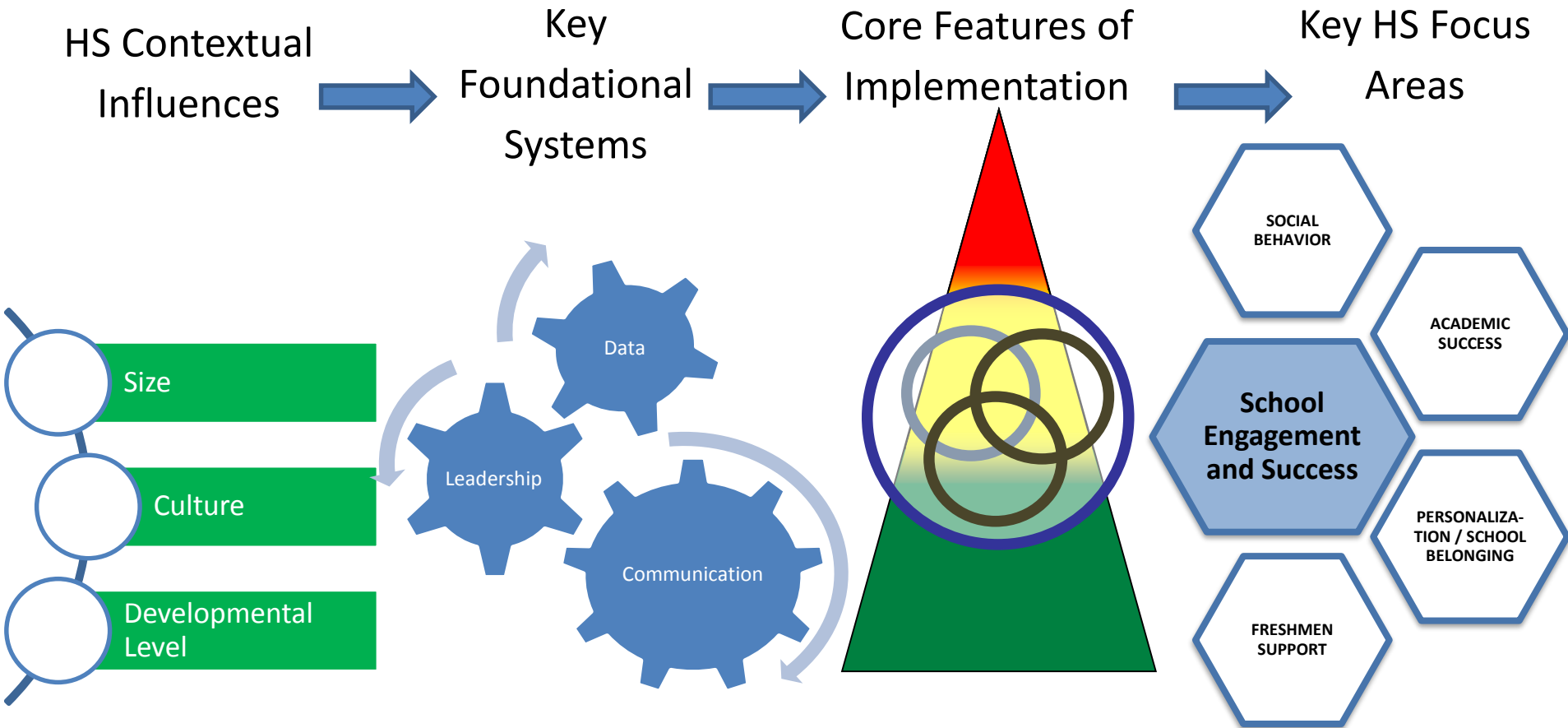
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Mid Atlantic PBIS Network

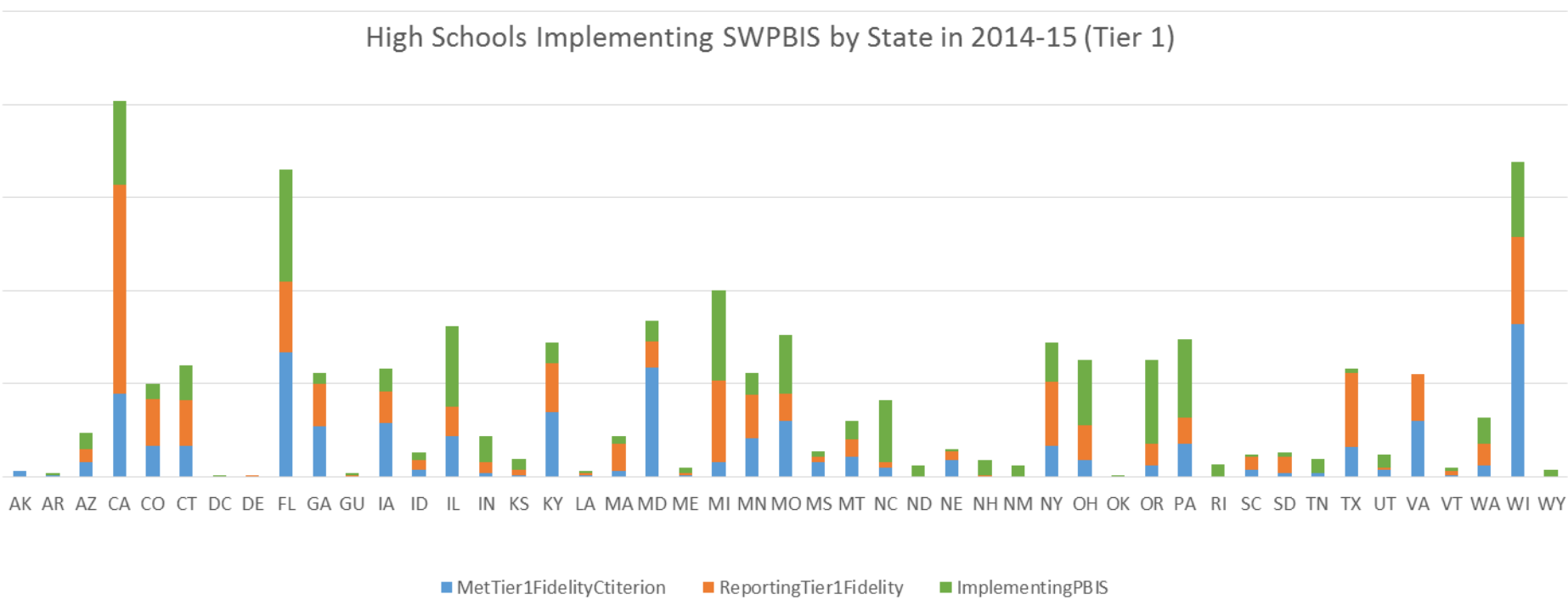
Objectives:

- Examine the benefits of including community and family voice in your high school PBIS effort as a protective factor
- Describe the impact community and family voice can have on culturally relevant PBIS ensuring equitable access to school-wide tier 1
- Discuss the benefits outreach to community and family can have on school connectedness for high school students

High School Implementation of SWPBIS



High Schools Implementing SWPBIS by State in 2014-15 (Tier 1)



Protective Factor or Vulnerable Contexts

“Failing School”

“High Achieving School”

Don't mistake academic label as an indication of
“health”

Benefits...

- Involving students, families, and community stakeholders not only promotes sustainability of your PBIS initiative but also enriches it by bringing multiple perspectives.
- Mobilizing families and community members strengthens our effort to support our young people in the school building as well as in the community.

Tiered Fidelity Inventory: Tier 1

<u>Team</u>	
1.1	Team Composition
1.2	Team Operating Procedures

<u>Implementation</u>	
1.3	Behavioral Expectations
1.4	Teaching Expectations
1.5	Problem Behavior Definitions
1.6	Discipline Policies
1.7	Professional Development
1.8	Classroom Procedures
1.9	Feedback and Acknowledgement
1.10	Faculty Involvement
1.11	Student/Family/Community Involvement

<u>Evaluation</u>	
1.12	Discipline Data
1.13	Data-based Decision Making
1.14	Fidelity Data
1.15	Annual Evaluation

1.11 Student/Family/Community Involvement

Subscale	Tiered Fidelity Inventory: Tier I Features
Implementation	<p><u>1.11 Student/Family/Community Involvement:</u> Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.</p>
	<p><u>PBIS Big Idea:</u> Engaging stakeholders enhances the contextual fit of SWPBIS systems and may increase consistency across school and other settings.</p> <p><u>ISF Big Idea: Having:</u> Family and community members as full and active team members expands the opportunities for cultural relevance and improved implementation.</p>
ISF Enhancements	<p><i>Family and community members actively participate on the District and Community Leadership Team, as well as the building level Tier I systems team.</i></p>
	<p><i>Family and community member perspectives on the components of ISF Implementation are solicited at least annually through a variety of methods.</i></p>

How schools are changing

- Policy Shifts- NITT, ESSA
- Climate Surveys (Student, Family, Staff)
- Focus Groups to inform Tier 1 implementation
- Family Screener in registration packet
- Home Teaching Matrix
- Behavior Dictionary

Vermont Joint House/Senate Resolution

(J.R.H 6) 2013

Whereas, following the mass shootings at the Sandy Hook Elementary School in Newtown, Connecticut, we, as a nation, have had time to reflect collectively on who we are and how best to respond to the slaughter of the innocents, and

Whereas, the General Assembly rejects the singular response of meeting force with force, and

Whereas, alternatively, the General Assembly embraces a Vermont

commitment that the mental, physical, and nutritional health of our students and their caregivers is addressed with the same level of attention and concern as is our students' academic and cognitive achievement, and

Whereas, Vermont schools must offer a learning environment that encourages all students to attain mastery of academic content, to practice generosity, to experience belonging, and to realize independence in their daily lives, now therefore be it

Resolved by the Senate and House of Representatives:

That the tears of Sandy Hook and our nation will not fall on fallow ground but will give rise to a rededication to our goal of maintaining safe and healthy schools, and be it further

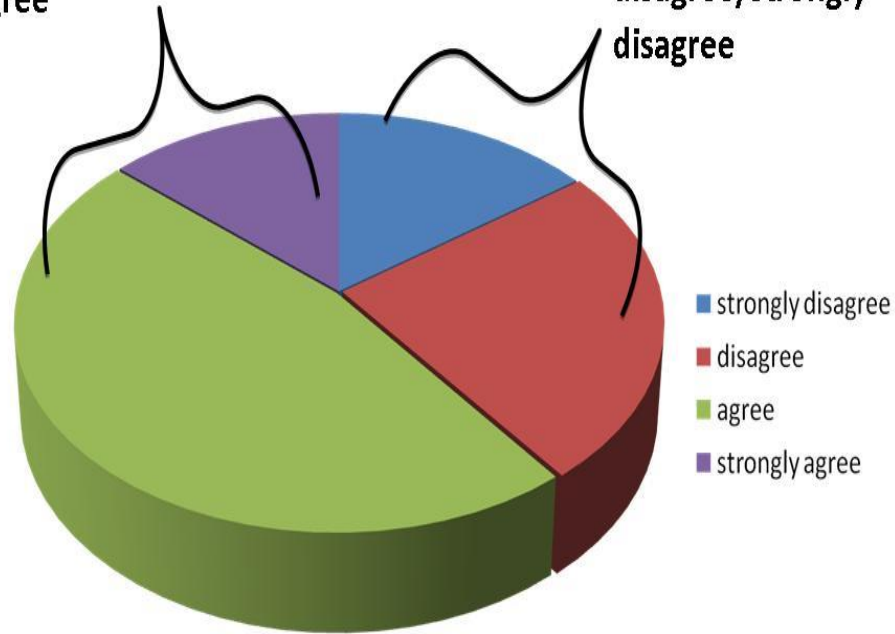
Resolved: **That the General Assembly declares Vermont to be a state in which equity, caring, and safety, both emotional and physical, are evident in all of our schools' practices.**

Belonging

"I feel like I belong"

60% of students
agree/strongly
agree

40%
disagree/strongly
disagree



N.E.S.T. Time

During school year 2010-2011, “NEST Time” was implemented instead of the previous 4 lunch periods.

NEST is a one hour lunch period for all students and staff. Students choose where and when they will eat lunch. Teachers have a duty for one half of NEST time and have a duty-free lunch for the other half.

Students can go to a quiet room and do their homework. They can get extra tutoring to improve their GPA. They can practice for HSAs , have their hair and nails done in the cosmetology salon, they can join one of the 86 clubs – there’s something for everyone, from Comic Book Club to Gardening to Yard Games to Sports Reporting! Students check in with teachers and are tracked with the “NEST Tracker” so that teachers, guidance and administrators can track where students are choosing to spend their time. This data is compared to assessment scores to identify students who need extra help but may not be taking advantage of tutoring sessions.

NEST stands for :

- N – Nourishment (Food! Lunch!)
- E – Extracurricular and clubs
- S – Socialization while Studying
- T – Tutoring

Parent Screener for ALL students transitioning to Middle school

School Readiness Check-In
Welcome to the new school year!
We're checking in with you to learn about your student's strengths and needs for support at school.
By answering these questions, you can help us start the year off right!



Please rate your student in the following areas:	Doing Great ☺	Some Concern ☹	Serious Concern ☹	Need Support? ☐
Cooperating with adults				☐
Behaving well at school				☐
Getting grades that are appropriate for his/her skills				☐
Having good relationships with other students				☐
Following classroom rules				☐
Focusing and staying on task in class				☐
Completing homework and assignments on time				☐
Showing up on time to school or other activities				☐
Avoiding tasks that seem difficult or challenging				☐
Spending time with students who break school rules				☐
Getting depressed, anxious, or irritable				☐
Getting easily distracted by other kids				☐
Needing structure and supervision to stay on task and behave well				☐
Liking attending school				☐

PBIS Matrix for Home

I am respectful

- Listen to my parents
- Be truthful to my parents
- Play cooperatively
- Speak nicely to others

I am responsible

- Put away my toys, bike, and equipment
- Help with jobs at home
- Follow my parents' directions
- Share Thursday folder with parents

I am safe

- Play safely with others
- Stay in designated areas
- Stay away from strangers
- Wear bike helmet and equipment

I am prepared

- Finish homework and share with parent
- Pack backpack at night for school the next day
- Go to bed on time
- Get up and get ready for school when called

Culturally Responsive Adaptation: Personal Matrix

(Leverson, Smith, McIntosh, & Rose, in prep)

- Aka “behavior dictionary”
- Tool to assist in “code-switching”
- The tweak:
 - Take school expectations and...
 - Add differences at home
 - Add differences in community
- Use **after** tailoring expectations to students, families, and community

How do we help our children and youth look at differences in school, home and community?

Elements of Culture	My values growing up	My values now	What my school values	How my students and families might be different	How this difference may create conflict
Appropriate personal space					
Appropriate voice level					
Appropriate dress					
Appropriate response to insults					

Expectation	At SCHOOL it looks like...	At HOME it looks like...	For MYSELF, this looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> • Keep hands and feet to self • Tell an adult if there is a problem 			
Be Respectful	<ul style="list-style-type: none"> • Treat others how you want to be treated • Include others • Listen to adults 			
Be Responsible	<ul style="list-style-type: none"> • Do my own work • Personal best • Follow directions • Clean up messes 			

Expectation	At SCHOOL it looks like...	At HOME it looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	<ul style="list-style-type: none"> • Keep hands and feet to self • Tell an adult if there is a problem 	<ul style="list-style-type: none"> • Protect your friends and family • Don't talk back 	<ul style="list-style-type: none"> • Stick up for your friends • Don't back down • Look the other way
Be Respectful	<ul style="list-style-type: none"> • Treat others how you want to be treated • Include others • Listen to adults 	<ul style="list-style-type: none"> • Do exactly what adults tell you to do • Don't stand out • Don't bring shame 	<ul style="list-style-type: none"> • Text back within 30 seconds • Be nice to friends' parents • Share food
Be Responsible	<ul style="list-style-type: none"> • Do my own work • Personal best • Follow directions • Clean up messes 	<ul style="list-style-type: none"> • Help your family out first • Own your mistakes • Share credit for successes 	<ul style="list-style-type: none"> • Have each other's backs • Own your mistakes • Check in about what to do

Involving Families

- Increase mutual understanding
 - SW PBIS
 - Social/emotional needs of adolescents
 - Cultural lens of families
- Establish/encourage communication
 - Honor family voice, values, histories, languages, cultures
 - Allow for and elicit feedback and input during decision making
 - Partner with families and the community to determine priorities

Increasing Mutual Understanding: Cultural Lens of Families

- Encourage families to share information with the school about culture, background, children's talents and needs
- Participate in neighborhood meetings to help families understand schools and to help schools understand families
- Make PBIS materials available in multiple languages

Families' Role in PBS at Lake Brantley High

- Share your knowledge about your child, including background and cultural information, etc.
- Share your expertise as your child's first teacher
- Express your interest in your child's education to your child and to his/her teacher
- Express your interest as a citizen of the community with a vested interest in the success of the school
- Share your understanding of issues facing the community and school that can help to inform problem-solving efforts



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Ensuring a bright future for every child.



This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Porte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



What Families Can Expect from Tier 2 and Tier 3 PBS at **Lake Brantley High**

What Families Can Expect from Tier 1 PBS

- Opportunities to ask questions
 - Opportunities to provide input (e.g., Tier 1 expectations)
 - Positively stated expectations
 - Expectations and rules
 - Information and updates
 - Data-based problem-solving by the school team to inform PBS implementation
 - Administration (Principal, AP, Dean) participation in PBS implementation and encouragement for family and community member participation
- Invitations to engage in problem-solving if your child is struggling behaviorally
 - Explanation of the Tier 2 and/or Tier 3 supports your child is receiving and how you can help support your child's success
 - Frequent updates on how your child is doing with Tier 2 and/or 3 interventions and supports
 - Successes your child experiences
 - Challenges for your child
 - Opportunities to ask questions and discuss concerns related to PBS



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What Families Can Do to Engage in PBS at Lake Brantley High

- Know the school's Tier 1 Expectations
- Provide input and offer suggestions on PBS practices
- Reinforce the Tier 1 expectations at home
- Demonstrate the Tier 1 expectations when attending the school or interacting with others from the school
- Talk with your child regularly about the school's Tier 1 expectations
- Talk with your child's teacher about PBS in the classroom
- Keep informed and ask questions about PBS
- Follow the school-wide expectations
- Ask your child if he/she has earned any Brantley Bucks and/or Positive Referrals (If not, ask them how they can earn them).



“It’s in everyone’s best interest that the schools are **safe, responsible & respectful.**”

“Schools are what **make a town.**”

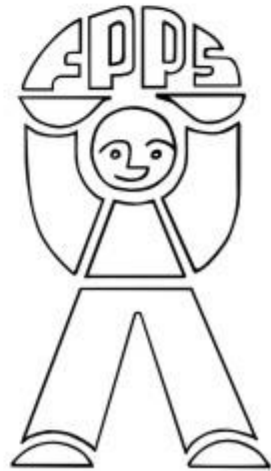
Timothy E. Gillian
Village Administrator



Forest Park Youth will...



- **Be Respectful**
- **Be Responsible**
- **Be Safe**



Sustaining PBIS Implementation Community-wide

- External Coach from the community setting
- Monthly Community-wide Leadership Team mtgs.
- Monthly Community-wide Coaches meetings
- Annual assessment of implementation
- Family/Community Forum/s
- On-going training (new summer staff at pool/park etc.)
- Picnic and other community events



Forest Park Youth will...



- Be Respectful
- Be Responsible
- Be Safe



Other Datasets

Using Census (income, family structure, population)

Positive Assets

- Parks & Playgrounds
- Hospitals
- Community Centers
- Recreation Centers
- Libraries
- Religious Buildings

Potential Risk Factors

- Alcohol Outlets
- Crime
- Vacant Housing
- Fast food outlets
- Lottery/Gambling Outlets

PBIS & the Community

- Local resources are crucial
- Political support
- Business investment
- Media coverage
- Alumni
- Community-wide events that highlight PBIS efforts
- Local Police

PBIS & the Community

Who is involved?

- Park District
- Community Center
- Parents
- Retail
- Library
- Schools/District
- Chamber of Commerce
- Faith Based Community
- Medical professionals

Community Partnerships That Strengthen

- Students, families and staff collectively provide service to the community (possibilities include: recycling, art, music or drama performances)
- Invite alumni to participate in school programs for students.
 - ‘The Link’
- Partnership with city government(Liberty School in MD)
- Engage retail partners
 - Prom Bundle

Involving School and Community Police Departments

- Communities have been providing opportunities for law-enforcement to have access to training in mental health awareness
- Efforts to change perceptions of youth
- Trauma informed law enforcement
- Schools have traditionally included school resource officers in SW PBIS meetings but more are including community police as well.

Community Members' Role in PBS at **Lake Brantley High**

- Share knowledge about community resources with school staff and family members
- Provide and support the school's access to resources
- Look for opportunities to reinforce behavioral expectations and provide acknowledgements to students within community settings



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The “Luncheon” ...

Worcester County, MD

Who attended?

- Assistant Superintendent
- Administrators
- Sunday School
- Parks and Recreation
- Health Department
- Faith based community (clergy)
- Juvenile Justice

What were the comments following?

- “When is the next luncheon?”
- Positive Comments
- Generated Interest
- Unaware of schools’ efforts
- Want to include expectations at church youth group

“Invite” them to be a part of the effort

What Families Can Do to Engage in PBS at Lake Brantley High

- Ask your child's teacher or principal what you can do to show your support for PBS
 - Support PBS in the comm
 - Assist with teaching or reir
 - Help to secure funding for
- Ask your child's Guidance PBS at home
- If your child is struggling be
 - Ask questions
 - Collaborate with staff throu your child
 - Support the interventions a
 - Keep informed of your chil

Community luncheon Worcester County MD



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Tell us how you include families and community stakeholders?

Guiding questions:

How can you include families in the PBIS efforts at your school? Community members? Who can initiate the effort to involve stakeholders? How can these stakeholders support your PBIS initiative?

- Share at your table for 3 minutes
- Select a spokesperson to share 2 ideas with the whole group

