

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

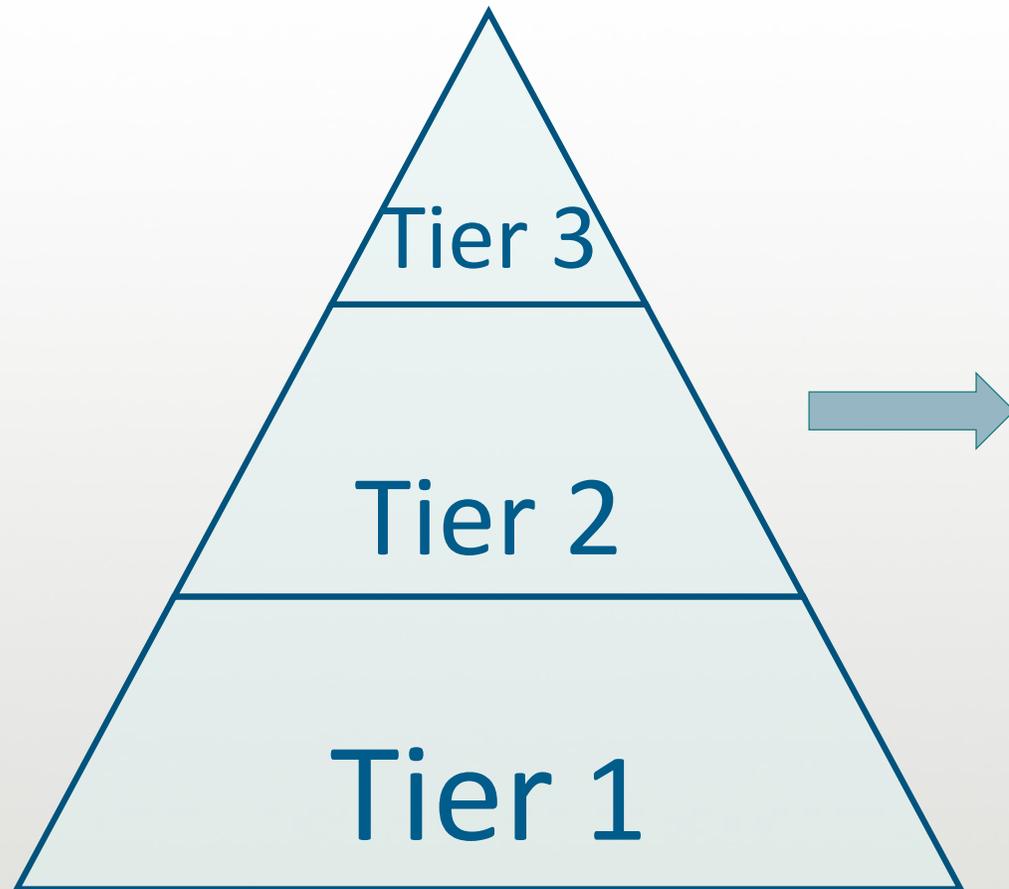
- » What kind of ally are you?
- » What kind of ally do you want to be?
- » Why do you want to be an ally?



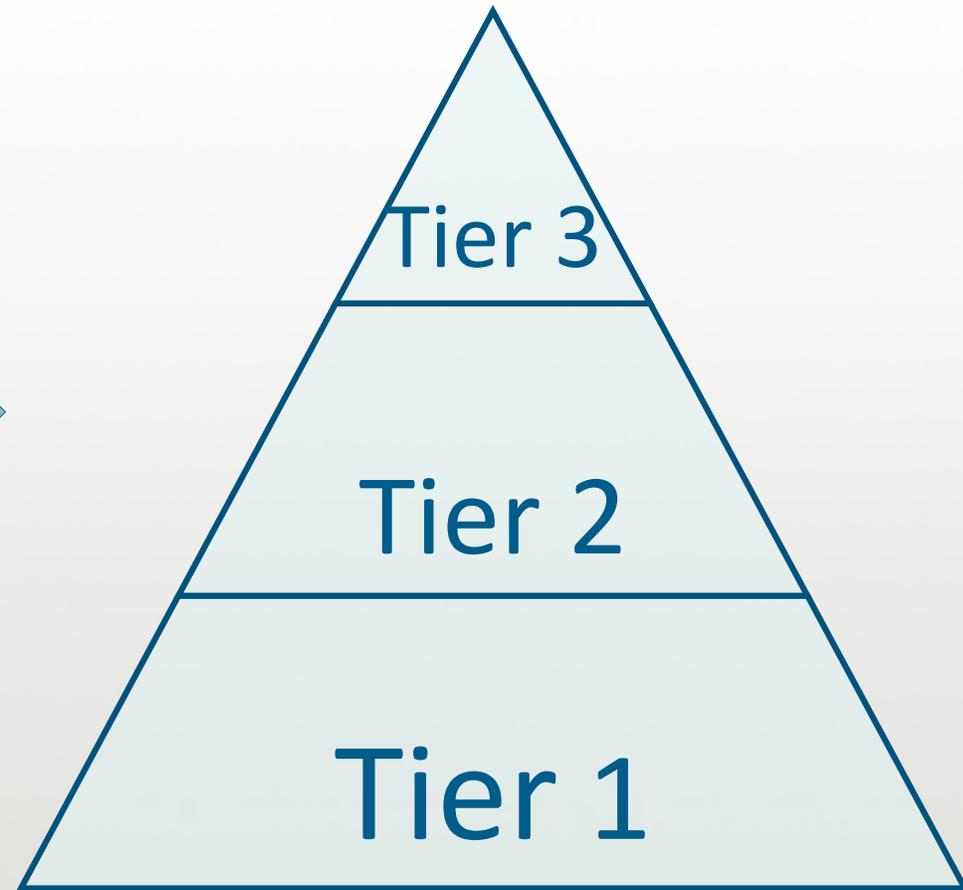
Our Essential Question

»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

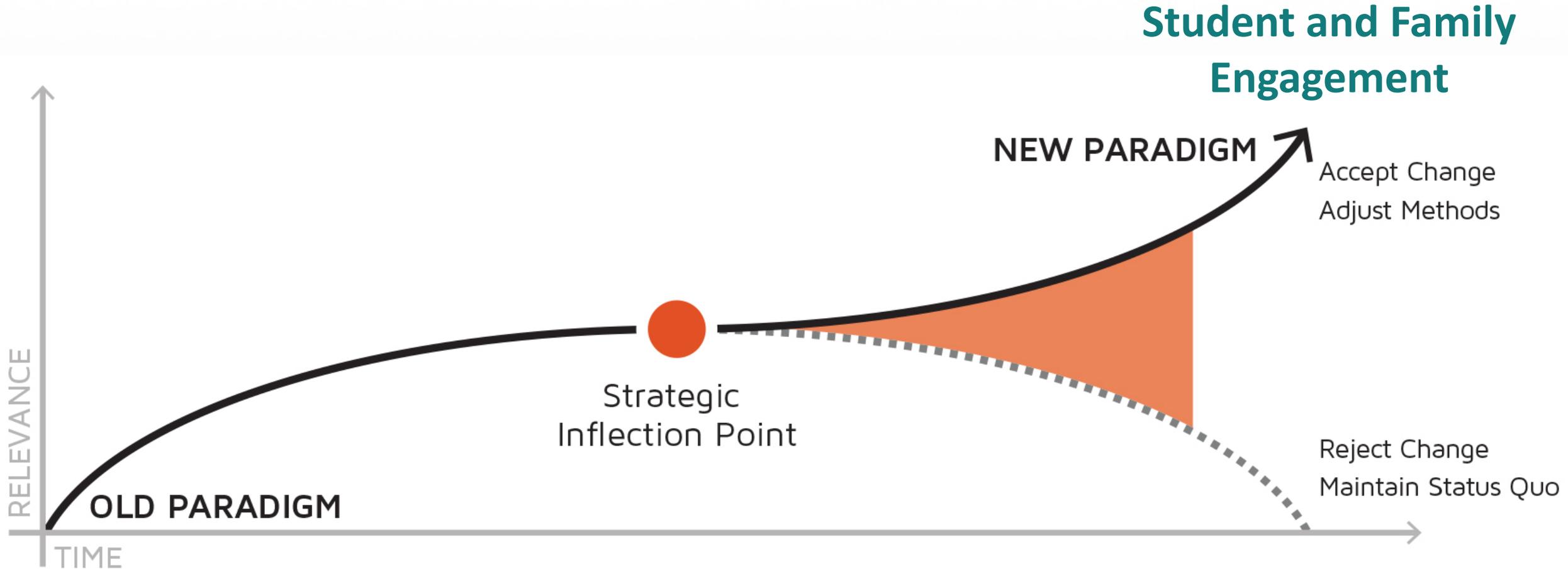


We Argue...





Cultural Inflection Point



What is Stakeholder Voice?

Many Names, Many Forms...

Student/Youth/Family *leadership*

Student/Youth/Family *participation*

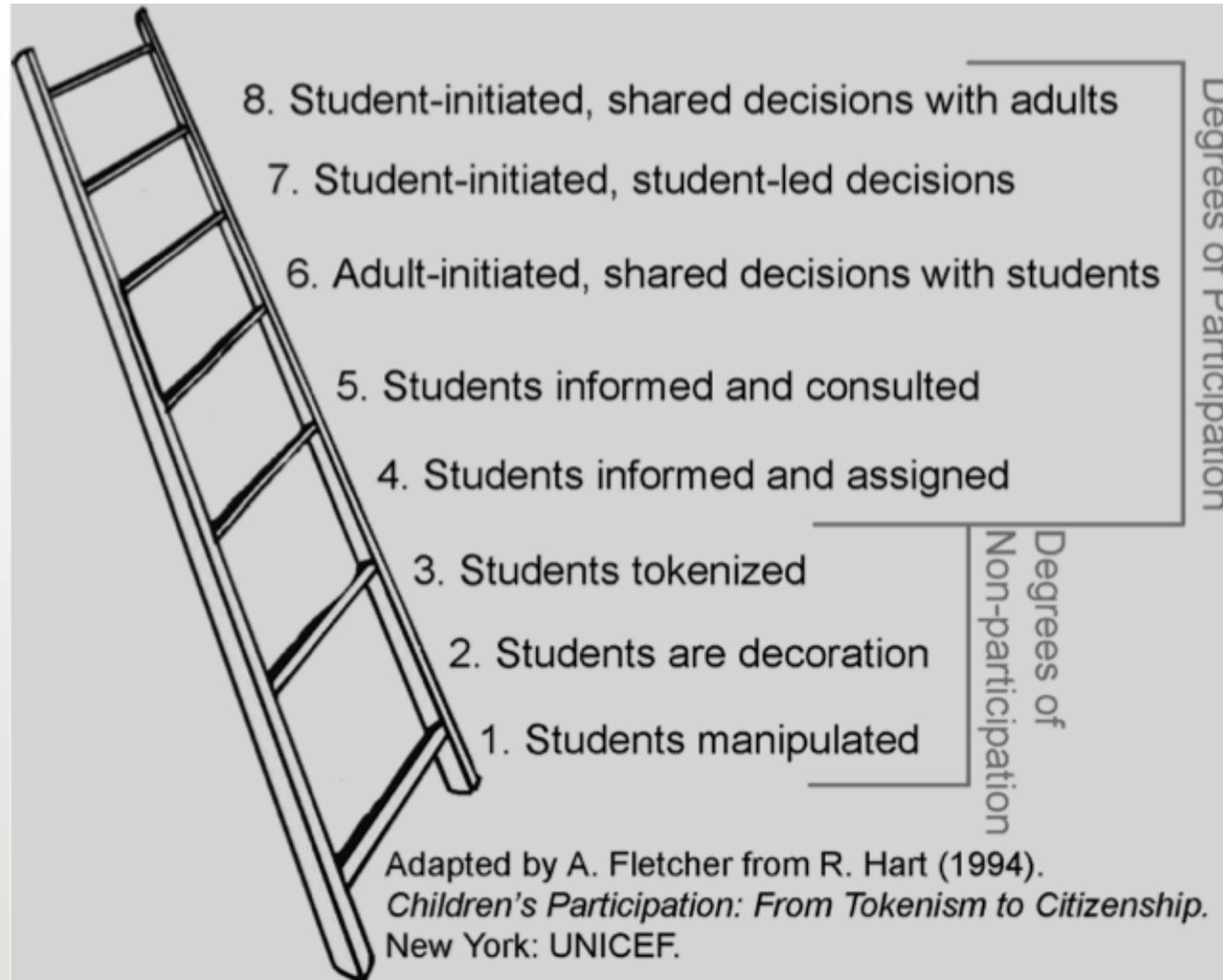
Student/Youth/Family [civic] *engagement*

Student/Youth/Family *decision-making*

Student/Youth/Family *empowerment*

Many others

Ladder of Student Involvement





Why Student & Family Voice?

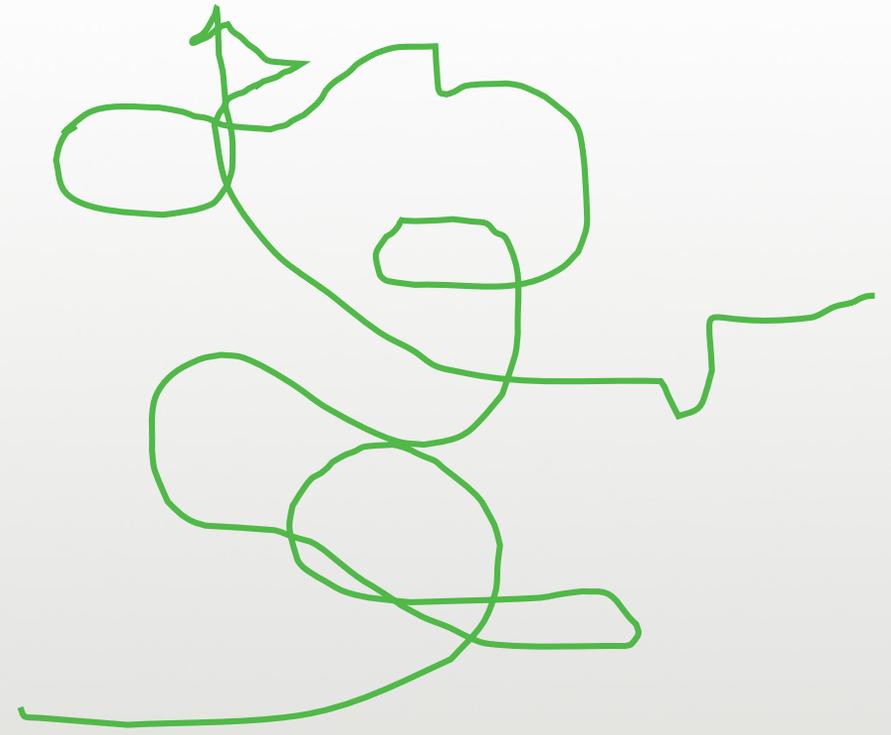
- **What is at the center of it all?**
 - A sense of agency for students and families



What Makes an Ally...an Ally?



And, It's Messy.



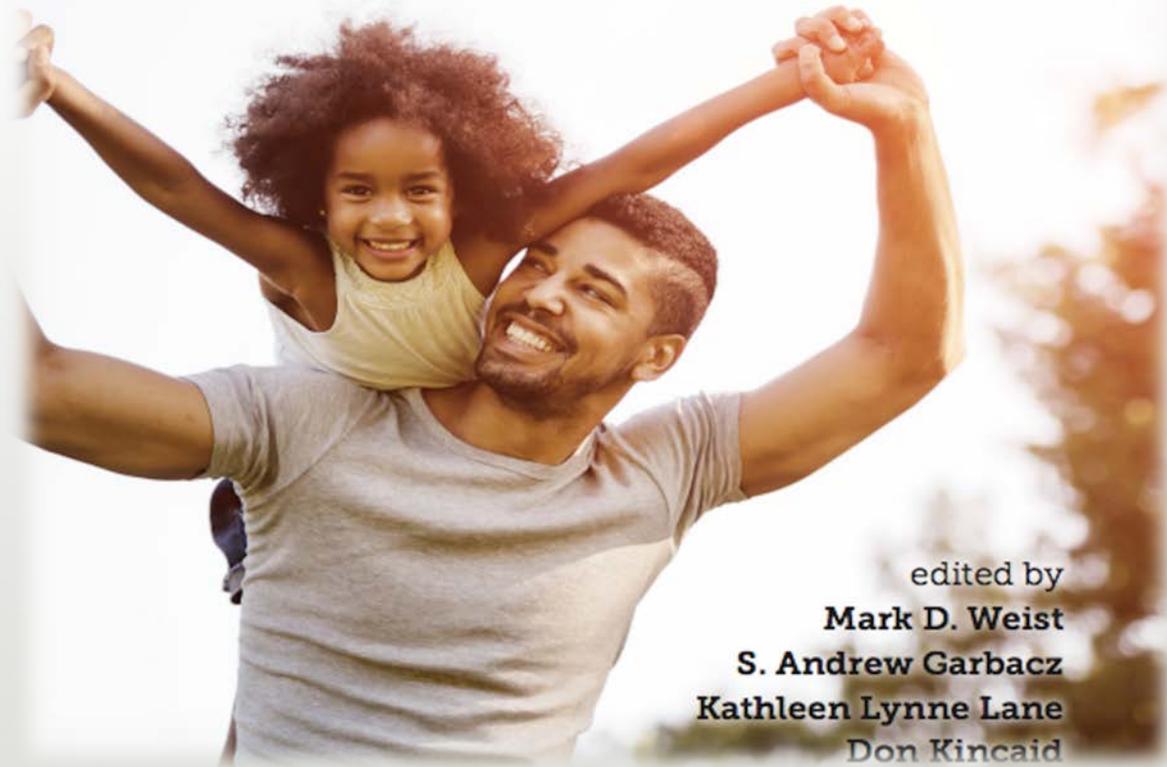
Opportunities & Experiences

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?**

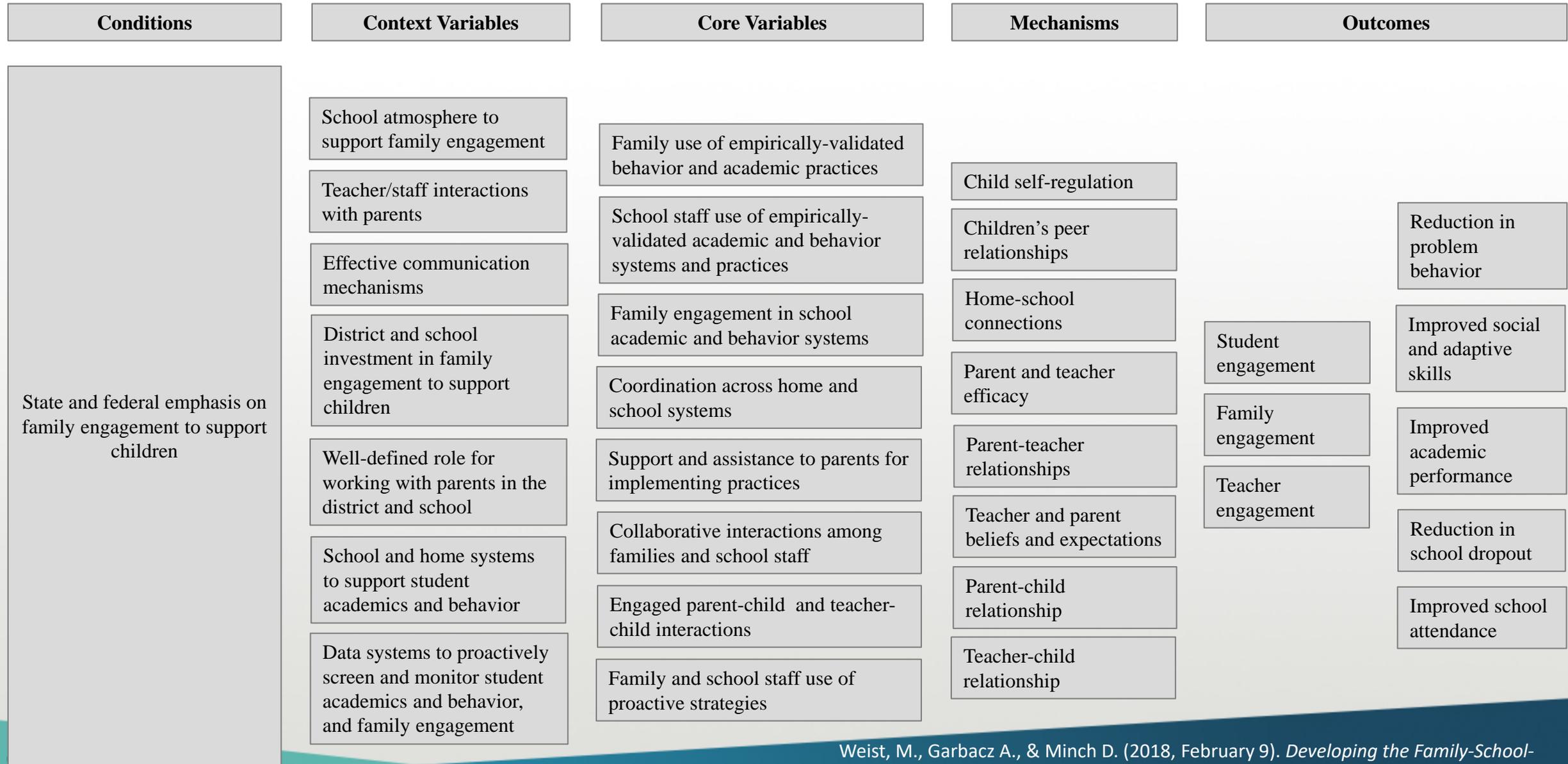
Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

Concepts and Strategies for Families
and Schools in Key Contexts



edited by
Mark D. Weist
S. Andrew Garbacz
Kathleen Lynne Lane
Don Kincaid

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



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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