



Strategies for Enhancing Family-Professional Partnership within Schoolwide Models of Behavior Support



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BACKGROUND

- Practitioner paper inspired by findings from Strickland-Cohen and Kyzer (2018)
- **Goal of paper:** find evidence based strategies that promote partnership
 - Take wishes and turn them in practice



GUIDING QUESTIONS OF ORIGINAL STUDY

- Research Question 1: What critical incidents (CIs) do family members perceive as having helped facilitate communication with teachers related to their child's behavior?
- Research Question 2: What CIs do family members perceive as having hindered communication with teachers related to their child's behavior?
- Research Question 3: What ideas do family members wish they could express to teachers about addressing their child's challenging behavior and supporting their child's appropriate behavior?



DATA COLLECTION



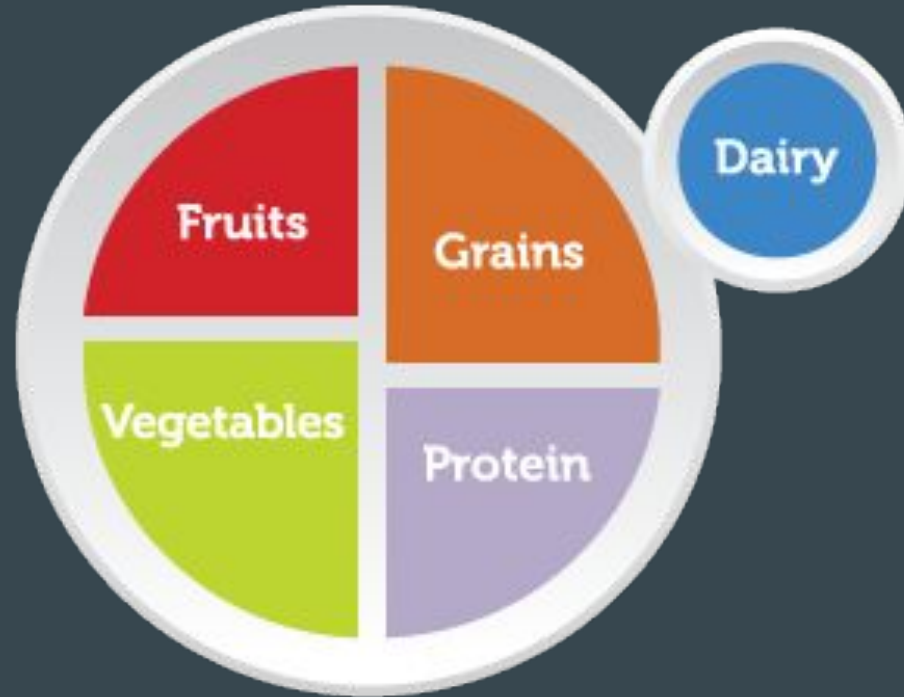
- 28 family members from 3 elementary schools implementing SWPBIS* from 1 local school district participated in focus group discussions
 - *SWPBIS: School-Wide Positive Behavioral Interventions and Supports
- Qualitative data collected from family members were used to identify helping, hindering, and wishlist incidents
- Sorted individual interviews based on PBIS Tiers and schools
- Found recurring themes from interview data

My Role in Data Analysis: Demographics

Participating Family Members:

- 85.7% Female
- 82.1% Married or Living with a Partner
- 42.9% Hispanic/Latino; 35.7% White; 17.9% Black/African American
- Median age: 37 (Range: 22 -61 years)
- 85.7% High school diploma or higher level of education
- 64.3% Parent of a child receiving Tier 1 behavior support; 35.7% Parent of a child receiving Tier 2 behavior support

PLATES & PARTNERSHIP



KEY FINDINGS



- Trust
- Feedback
- Common goals
- Positivity
- Open-mindedness
- Clear expectations



- **Communication**
- **Trust**
- **Teamwork**



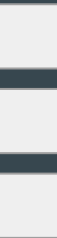
SO HOW CAN WE **ENHANCE** PARTNERSHIP?

Remember: every partnership is unique

STRATEGIES FOR TRUST

“I think trust is the most important thing. I am trusting my child with this teacher” (2017, p. 21)

- Partake in culturally responsive practices
 - Ex. provide language options
 - Learn about the culture
- Sit down and discuss respectfully
 - Mindset: each adult involved is an expert
- Follow through and check back in a timely manner
 - Build trust that work is being done
 - Ex. Email after a change is implemented



STRATEGIES FOR COMMUNICATION

- Consistent, two-way communication
 - Multiple modes
 - Positive feedback
 - Ex. Good news call (Graham-Clay)
- Parent involvement coordinator (Durisic)
 - Point person
 - Ensure parents are in the loop
- Clear expectations and wishes (REL)
 - How will parents help?



STRATEGIES FOR TEAMWORK

- Use a planned approach (Graham-Clay)
 - What mode and how often
- Create consistent environments
 - Similar expectations at home and school
 - Ex. Accent the value of putting materials away
- Provide parent resources (Carrasco)
 - Grow their skills
 - Ex. Parent activity day



MAIN TAKEAWAYS

- Partnership is not one size fits all
- You can mix and match strategies
- Trust, teamwork, and communication overlap
- Partnership doesn't have to be scary



QUESTIONS?