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

Presented by: Erin Dianis
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
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