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EVERYONE on the Same Page: District, Family and Community Collaboration

Dr. Michele F. Flowers

Clayton County School District, drflow69@yahoo.com

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EVERYONE ON THE SAME
PAGE- District, Family, and
Community Collaboration

Dr. Michele F. Flowers

National Classroom Management Trainer and Behavior
Consultant

The Journey.....

- As Districts embark on the PBIS journey to reduce problem behaviors and increase adaptive, socially appropriate behaviors, buy-In from ALL major stakeholders is critical to the overall success of PBIS implementation. It is not enough to just have a few people in the school or district to buy in if a climate and society in which appropriate behavior is the norm is to be established. **District, family, and community** support is vital to the sustainability of Positive Behavioral Interventions and Supports. The support of PBIS by all major stakeholders ensures the continued ability of the school to decrease office discipline referrals; which gives educators a classroom atmosphere where learning is the number one activity.

It Takes More.....

- Acquiring political support, business investment, media coverage, parental involvement, and school support are critical for effective and full PBIS implementation
- Each of these resources are crucial to self-sustaining capacity building within each district.

Sustain PBIS by making it

- **Easier** to do each year.
- **Effective** for all students
- **Available** to everyone in the school
- **Adaptive** to change over time
- **Public** accountability

Make SWPBIS **Easier** to do

-
- **Handbook**
 - Description of SW-PBIS core ideas
 - School-wide Behavioral Expectations
 - Teaching matrix
 - Teaching plans and teaching schedule
 - Reward system
 - Continuum of consequences for problem behavior
 - **Teaming System**
 - Regular meeting schedule and process
 - Regular schedule for annual planning/training
 - **Annual Calendar of Activities**
 - **On-going coaching support**

Make SWPBIS **Effective** for all: Implement to full criterion.

- School-wide
- Targeted
- Intensive Individual (wrap around services)
 - behavioral expertise

Document impact of SWPBIS on student outcomes

Make SWPBIS **Accessible** to all

- New students
- Students who enter mid-year
- Families
- New adults joining faculty/staff
- New administrators
- Substitute teachers
- Bus Drivers
- Cafeteria, Custodial staff.

Different materials for different audiences

Make SWPBIS **Adaptive** to change

- **Collection and use of data for decision-making**

- Are we implementing SW-PBIS?
 - **TFI, SET, SAS**
- Are students benefiting behaviorally?
 - **ODR, Suspensions, Referrals to SPED**
- Do students perceive the school as safe?
 - **School Safety Survey; School Health Survey**
- Are students benefiting academically?
 - **Standardized tests**

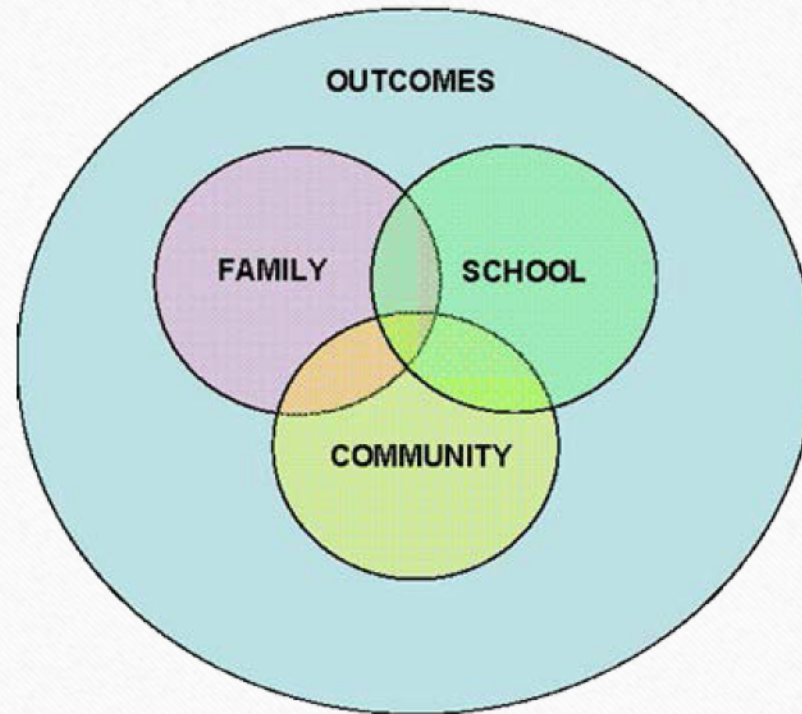
- **Satisfaction Surveys**

- Students
- Staff
- Families

Make SWPBIS efforts **Public**

- Newsletter to families
- Regular reports to faculty/staff
- Formal system for reporting to school board or district
- Information to community at large
 - Websites

OVERLAPPING SPHERE OF INFLUENCE



Benefits of Family Involvement

- Higher test scores
- Better grades
- Better attendance
- Higher levels of homework completion
- More positive student motivation
- Improved attitudes about school work

Darsch, Miao, & Shippen. (2004) A Model for Involving Parents of Children with Learning and Behavior Problems in the Schools: Preventing School Failure 48 (3) 24-35

Family Involvement has a positive effect on student behavior

- When families are involved, students exhibit more positive attitudes and behavior.
- When students report feeling support from both home and school, they have more self-confidence, feel school is more important, and they tend to do better in school.
- Student at-risk behaviors such as alcohol use, violence, and other anti-social behaviors decrease as parent involvement increases.

Demonstrated Benefits to Districts/Schools

- Greater job satisfaction
- Higher ratings of teaching skills from both parents and principals
- Higher ratings of school effectiveness
- Improved classroom behavior through increased knowledge of children's family, cultural, and community contexts

How to Involve Family

- Prepare staff to work with families
 - Ask staff to evaluate their own assumptions and beliefs about the families with whom they work.
 - Develop staff communication skills.
 - Provide staff time to process with others difficult conversations or situations.
- Help families create homes that get children ready to learn
 - Find out where to refer parents/guardians for family support programs that help with health, nutrition or other services.
 - Participate in neighborhood meetings to help families understand schools and to help schools understand families.

More Ideas

- Recruit and organize family help and support
 - Arrange to use parent/guardian and community volunteers in your classroom. Recruit widely so that all families know their contributions are welcome. Provide training, and match time and talent with the work to be done
 - Communicate with parents/guardians at the beginning of each year to identify talents, times and locations of volunteers.
- Focus on recruitment and commitment
 - Recruit families through face-to-face visits.
 - Ask current and former participants to help with recruitment.

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- Hold meetings for parents during nontraditional hours, including weekends and evenings.
 - Provide transportation, infant care, and meals at meetings.
 - Seek out and use community resources that can strengthen school programs
 - Help match community contributions to school goals; align child and family services with learning standards.
 - As a class or school, have students, families and staff provide service to the community. Among the possibilities are recycling, art, music or drama performances for seniors.
 - Bring alumni back to participate in school programs for students.

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- Develop family leaders and include them in school decisions
 - Be sure school councils and other school governance committees include family representatives.
 - Encourage parents/guardians from all segments of the school population to become leaders and to get leadership training.

FACULTY COMMITMENT

Faculty Commitment

- All are aware of behavior problems on campus
- Regular data sharing
- Involved in establishing and reviewing goals
- Feedback obtained throughout year using the existing database
- Conduct staff surveys
- Develop an “election” process for activities
- Use a “comments” or “suggestions” box or bulletin board



FAMILY PARTNERSHIPS

FAMILY IS IMPORTANT

- The link between families and positive behavioral interventions and supports is an important one. When families are meaningfully involved in educational activities their children do better in schools. Families play an important part in their child's education and social development.

Successful Partnerships Begin With Positive Beliefs about Families

- Core Belief #1: All parents have dreams for their children and want the best for them
- Core Belief #2: All parents have the capacity to support their child's learning
- Core Belief #3: Parents and school staff should be equal partners
- Core Belief #4: The responsibility for building partnerships between school and home rests primarily with school staff, especially school leaders



SIX TYPES OF INVOLVEMENT



6 TYPES OF INVOLVEMENT

- Type 1: Parenting
- Type 2: Communicating
- Type 3: Volunteering
- Type 4: Learning at Home
- Type 5: Decision Making
- Type 6: Collaborating with Community



PARENTING

Help all families establish home environments to support children as students.

- Create PBIS at home classes for parents

COMMUNICATING

Design effective forms of school-to-home & home-to-school communications about school programs and children's progress

- Create multiple ways to communicate your vision, mission, and PBIS initiative (email, newsletter, survey's, twitter, Facebook)
- Provide families with information on PBIS and encourage families to consider signing up to be involved with PBIS activities/teams during registration and/or open house
- Allow families to participate in the design and implementation of school-wide celebrations
- Acknowledge families ('gotchas') for their involvement at school
- Provide acknowledgement to parents when their children act in appropriate and exceptional ways



VOLUNTEERING

Recruit and organize parent help and support

- Provide a variety of volunteering opportunities that get families beyond the starting point.
- Special activities which increase family awareness of school supports offered to the students.
- Ask family volunteers to participate, support, and develop the PBIS Universal Store or incentives
- Family members can volunteer at lunch or bus to supervise and acknowledge expected behavior



LEARNING AT HOME

Provide information and ideas to families about how to help students at home with homework & other curriculum-related activities, decisions, & planning

- Help parents so that they are knowledgeable and comfortable with the content coming home and want to support the school more



TYPE 5: DECISION MAKING

Include parents in school decisions, developing parent leaders and representatives

- Invite parents to be active on PBIS team and other school meetings
- Being flexible with meeting times and locations
- PTO/PTA organizations support PBIS activities by designating a special line item in their annual budget.

Targeted Behavior

ATTENDANCE

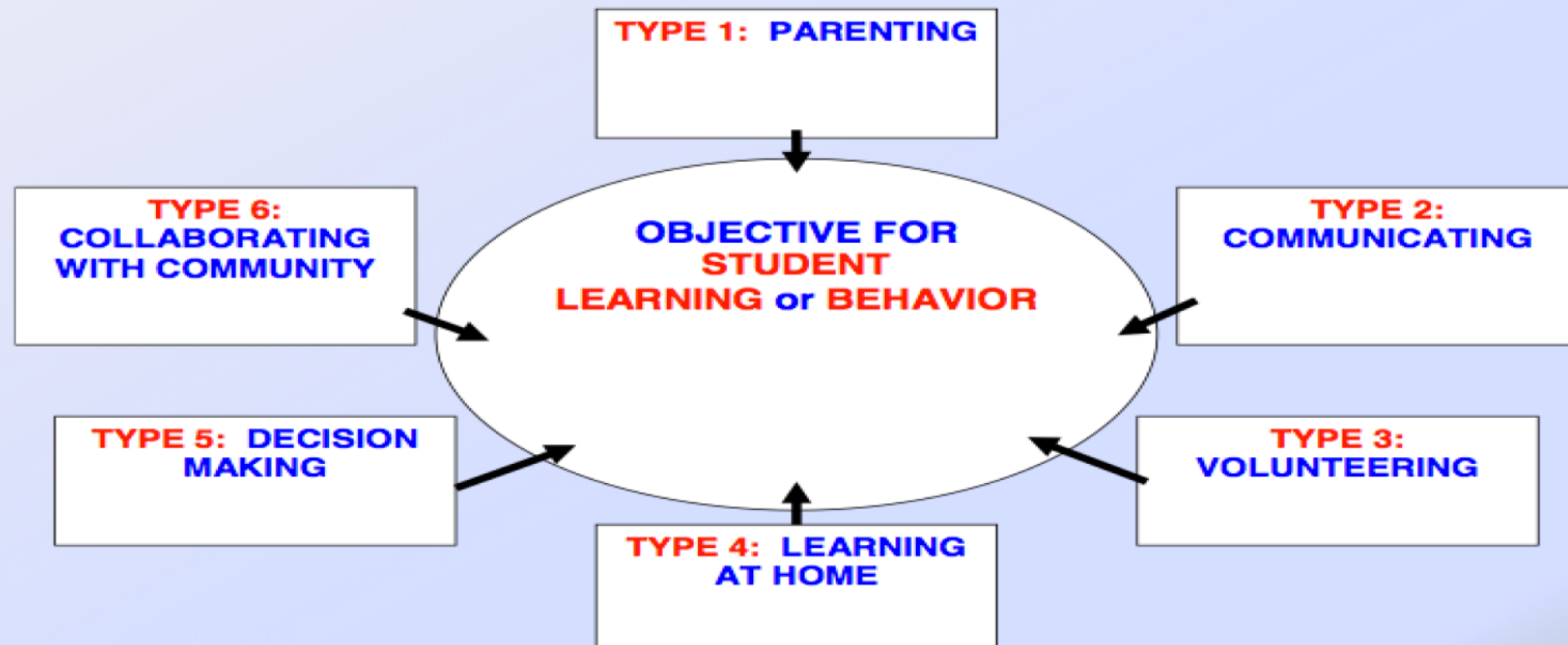
EXAMPLE

- ▶ **Parenting:** “Attendance Summit” for parents on the importance of student attendance. Speakers may include school administrators, counselors, legal experts, teachers, health service provider, students and family members
- ▶ **Communicating:** Recognition post-cards for good or improved attendance
- ▶ **Volunteering:** Family volunteers as attendance monitors; Family members handing out PBIS tickets for kids making it to school
- ▶ **Learning at Home:** Interactive homework for students and family partners to create poster as to why good attendance is important
- ▶ **Decision Making:** PTA/PTO communications, translated as needed, for all families on requirements for student attendance and on-time arrival, and steps to take when students return to school after illness
- ▶ **Collaborating with Community:** Agreement with local businesses to post signs that students are welcome only during non school hours.

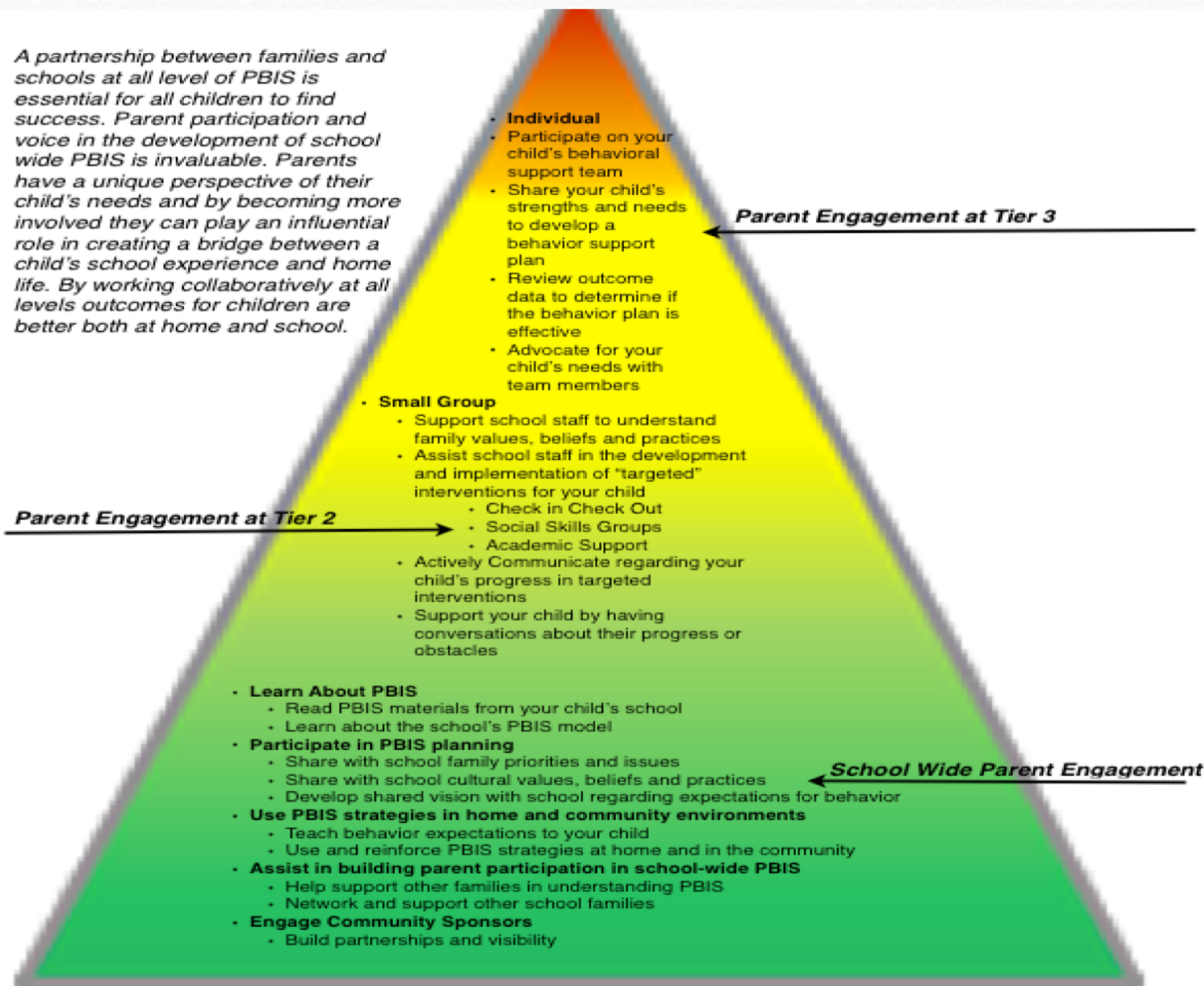


USE THE SIX TYPES OF INVOLVEMENT TO REACH A GOAL FOR STUDENT SUCCESS

Choose **one major GOAL for STUDENT LEARNING or BEHAVIOR** that is important in **your school** or a **school you know**. As a team, identify specific family and community involvement activities to support that goal.



A partnership between families and schools at all level of PBIS is essential for all children to find success. Parent participation and voice in the development of school wide PBIS is invaluable. Parents have a unique perspective of their child's needs and by becoming more involved they can play an influential role in creating a bridge between a child's school experience and home life. By working collaboratively at all levels outcomes for children are better both at home and school.



How To Get Community Involved in PBIS in a School District?

- COMMUNITY FORUMS
- MONTHLY MEETINGS
- COMMUNITY EVENTS
- PARENT ENGAGEMENT FORUMS



Community

- **Community Support is vital to the sustainability of Positive Behavioral Interventions and Supports. Local and community resources include:**
 - Political support
 - Business investment, and
 - Media coverage.
- Each of these resources are crucial to self-sustaining capacity building within each district.

Visibility/Political support in their district

- BEGIN TO INCLUDE YOUR COMMUNITY AND BUSINESS PARTNERS IN YOUR CONVERSATIONS
- Advertise, Advocate, and Actively Communicate the District PBIS message!
- Invite Community Members to events
 - PBIS Rallies/Kickoffs/Celebrations
 - PBIS forums
 - PTO Meetings etc.

Community Action Group (CAG)

- Community forums and the creation of the Community Action Group (CAG) was started by Georgia Appleseed and the District PBIS Coordinator.
- Key Partners included:

Community Church Leaders
Boys and Girls Club
Local Skating Rink
Local Law School
Local Political Leaders
100 Black Men
Law Enforcement

Community in Schools
Mayors Office
Local University
Public School Officials
Mentors Project
Chamber of Commerce
Legacy Builders Foundation

Build Family and Community Collaboration

- Business Partners
- Community Leaders
- Chamber of Commerce
- Georgia Appleseed Center for Law and Justice
- Family Engagement Checklist

Marketing PBIS

- Share Data/Presentations
- Start small
- Easy Implementation
- Showcase Success
- Integrate past school behavior plans
- Incorporate school colors or mascot

TOOLS

- What is a district commitment?
- PBIS DLT Self-Assessment
- Bus Bucks
- PBIS Home Matrix Blank
- District PBIS Leadership letter Sample

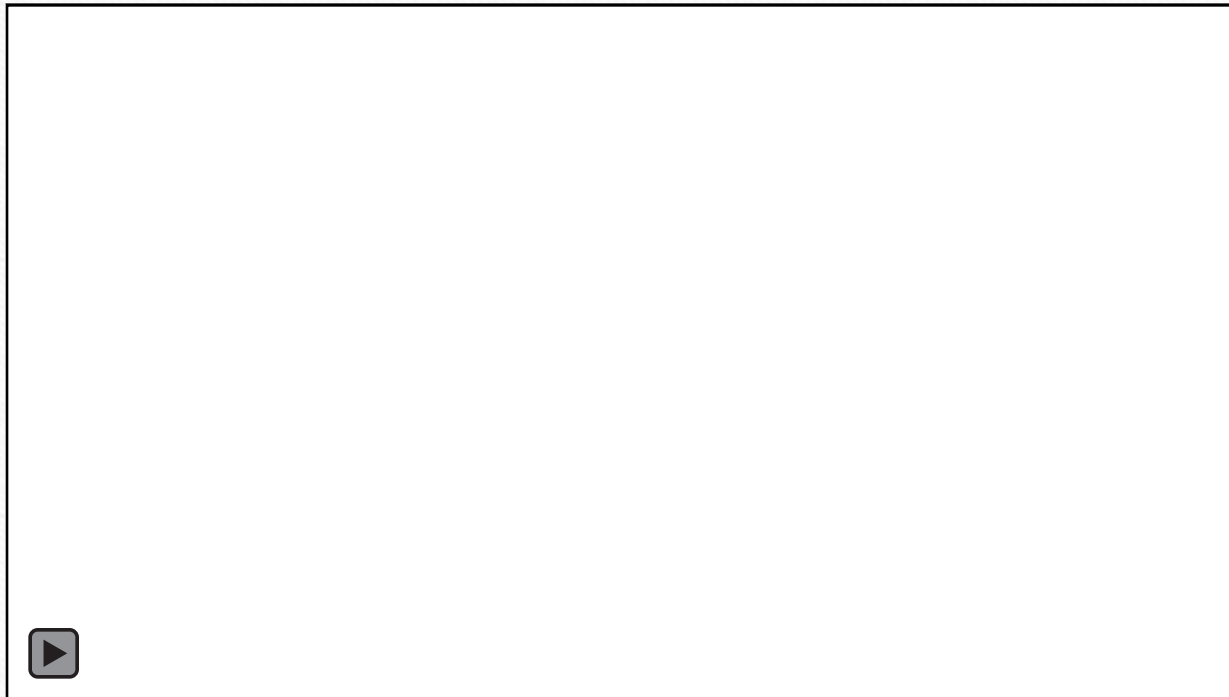
Additional Tools

- [Pledge.docx](#)
- [PBIS for Substitute Teachers](#)
- [sample parent letter.doc](#)
- [Letter Explaining Recognition System](#)

*“Strong leadership by principals, teachers, and parent and community leaders”...”have learned that **well-executed partnership goes hand in hand with school improvement**, whether prompted by their own desire to create a better school or in the process of effectively implementing state educational reform efforts and federal programs including NCLB.”*

Beyond the Bake Sale: The Essential Guide to Family Partnership

Leadership Lessons from Dancing Guy- How to Start a Movement



THANKS and Here's to Great START!

For More
Information Regarding
Trainings or Consultant Work
Contact

Dr. Michele F. Flowers

Drflow69@yahoo.com

Or

micheleflowers69@gmail.com

THANKS☺