

# Enhancing Parent Engagement: The Indicator 8 Training Modules Series

October 15, 2010



# Creating Family-School Partnerships

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# PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

# PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

# Enhancing Parent Engagement

## **AGENDA:**

- Setting the Context
- An Overview of the National PTA Standards
- The Indicator 8 Needs Assessment
- Unpacking the Training Modules


# Enhancing Parent Engagement

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## **Setting the Context**

# Enhancing Parent Engagement

- Top 5 Reasons Schools Need to Engage Parents



**Top Five Reasons Schools Need to Engage Parents**

5. Research shows that students with involved parents are more likely to:
  - earn higher grades and test scores;
  - attend school regularly;
  - have better social skills;
  - adapt well to school; and
  - go on to postsecondary education (National Parent Teacher Association, 2009).
4. Parents express a genuine and deep-seated desire to help their children succeed academically, regardless of differences in socioeconomic status, race, ethnicity, and cultural background (Mapp, 2004).
3. Because parents and teachers share an interest in and responsibility for children's learning and development, parents' voices and ideas add important dimensions to school decisions about children's education (Epstein, 2001).
2. Schools that have engaged parents benefit from:
  - improved teacher morale;
  - increased support from families; and
  - improved collaboration across the schools' communities (Henderson & Berla, 1994).
1. Positive student outcomes are evidenced in schools where educators communicate effectively and involve parents in activities focused on specific, targeted content such as behavior, attendance, math proficiency, homework, and/or reading (Epstein, 2005).

# Enhancing Parent Engagement

## IDEA

- State Performance Plan – Indicator 8:

Using the NCSEAM Survey, the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities



# Enhancing Parent Engagement

## IDEA

- State Performance Plan – Indicator 8:
  - How is the data collected?
  - Each year, parents of school-aged students with disabilities in approximately one-fifth of the state's LEAs receive the NCSEAM survey by mail and are asked to complete it. The survey consists of 25 questions designed to measure schools' efforts to partner with parents.

# Enhancing Parent Engagement

## IDEA

- State Performance Plan – Indicator 8:
  - Question: What is a sufficient percent of parents with a school age child receiving special education services reporting that their schools met the NCSEAM standard of school-facilitated parent involvement as a means of improving services and results for children with disabilities?

# Enhancing Parent Engagement

## IDEA



Pennsylvania  
Department of  
Education

### Bureau of Special Education

*Inspiring productive, fulfilled, lifelong learners*

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Data At a Glance

State Report

State Performance Plan  
Public Reporting for  
SD/CS (2005 – Current)

School District / Charter  
Schools SEDR (Archives  
2002-2004)

Gifted Students as % of  
Total Enrollment

PA Department of  
Education Sites:

[PennData Home](#) / [SEDR Home](#) / [Public Reporting School District List](#)

#### School District Public Reports (Alphabetic)

Select a School District:

School District Reports:

No Reports found

# Enhancing Parent Engagement

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## **Overview of Phase I - Resource Development**

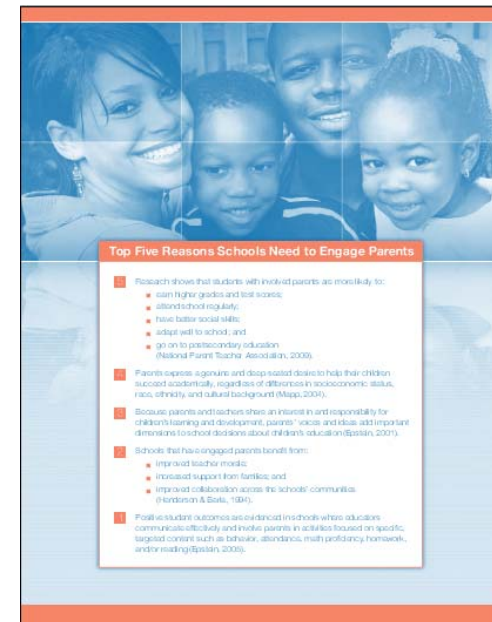
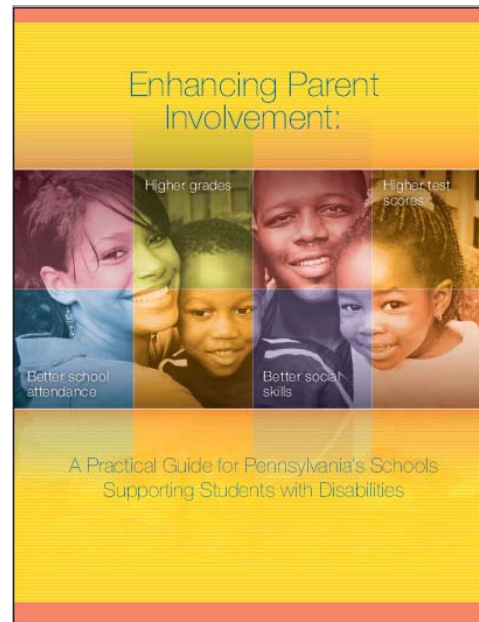
# Enhancing Parent Engagement

- Project Targeted for School Districts and Charter Schools
  - Continuous School Improvement
  - Effective Parent Engagement
- Developed In Partnership With:
  - Federally Funded Parent Centers
  - PaTTAN Parent Consultants
  - Consultline

# Enhancing Parent Engagement

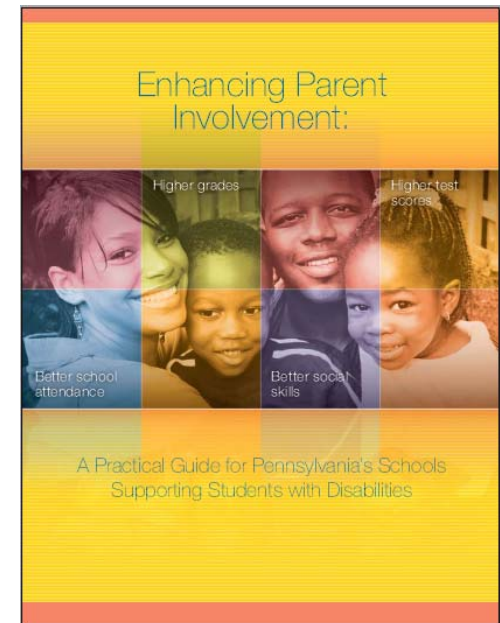
## Phase I:

- Development of publications for LEAs
- Dissemination of publications began in April, 2009



# Enhancing Parent Involvement: A Practical Guide for Pennsylvania's Schools

- Themes
  - Leadership
  - Relationships
  - Training
- Each theme consists of:
  - Considerations based on research and best practice
  - Suggestions for implementation



# Section I: Leadership

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- Involve parents in decisions that affect student achievement
- Establish a rapport with the broader community
- Develop a family-school partnership policy



# Section II: Relationships

- Family involvement that supports student learning at home is linked to improved student achievement (Henderson & Mapp, 2002)
- Family involvement is not a one-size fits all model
- Relationship building requires ongoing, two-way communication

# Section III: Training

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- Focus – Supporting Parents of Students with Disabilities
- Parent and Family Training
  - Processes and programs of general and special education
- School Staff Training
  - Core tenets of parent engagement

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# **Enhancing Parent Engagement: Phase II**

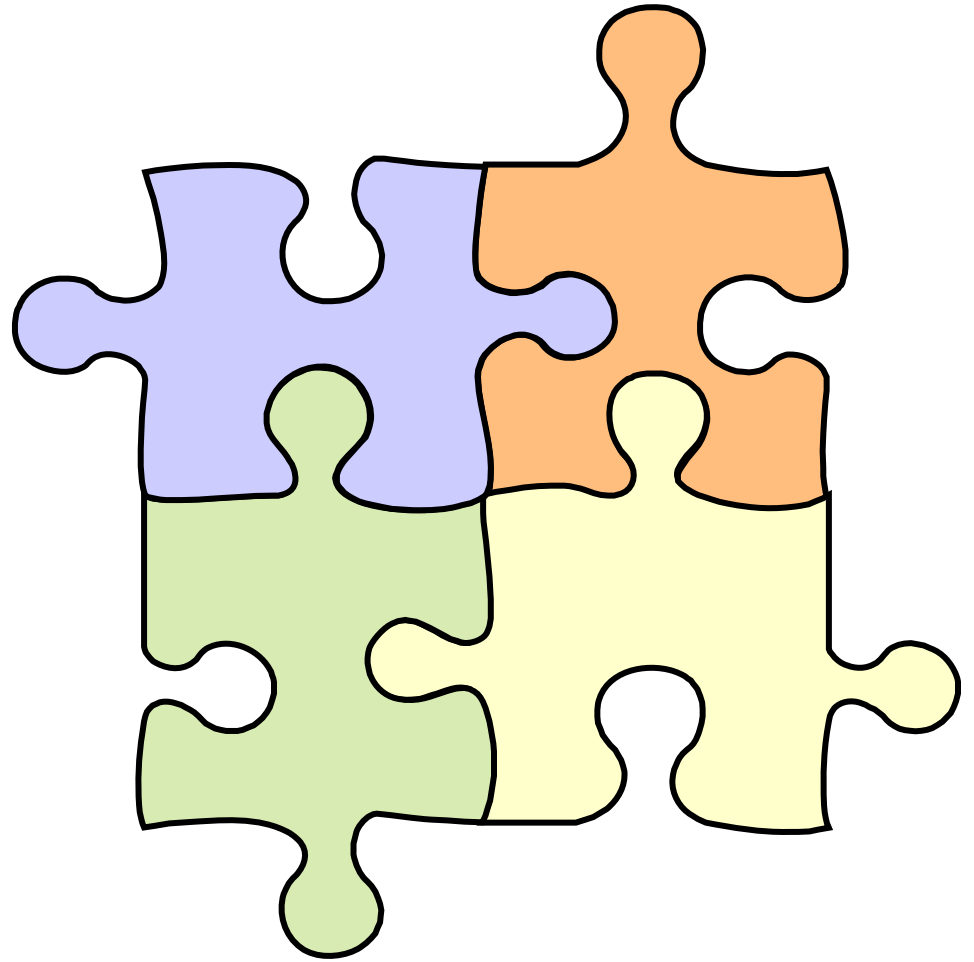
# Enhancing Parent Engagement

## A Review of PTA's National Standards for Family-School Partnerships



# Standards for Family-School Partnerships

- Form groups of six
- Each member of the group will review a PTA standard
- Take notes on the Jigsaw worksheet found on the training CD
- Share findings with small group



# Professional Development Modules

## Parent Engagement Needs Assessment Summary

Check the level of evident practice for each standard, based on the overall rating of your school's work. The overall rating per standard is found in the summary table at the end of each of the sections of the needs assessment. Based on your school's work in each of the standard areas, identify the top three standards your school will need to address through the Indicator 8 training module series.

	Not Evident	Partially Evident	Evident	Priority
Standard 1: Welcoming all Families into the School Community				
Standard 2: Communicating Effectively				
Standard 3: Supporting Student Success				
Standard 4: Speaking Up for Every Child				
Standard 5: Shared Decision Making				
Standard 6: Collaborating with Community				

# Enhancing Parent Engagement

## Phase II:

- Development of professional development modules for LEAs
- Each module addresses one of the National PTA Standards for Family and Community Engagement

### National PTA Standards / Family-School Partnerships:

1. Welcoming all Families Into the School Community
2. Communicating Effectively
3. Supporting Student Success
4. Speaking Up for Every Child
5. Shared Decision Making
6. Collaborating with Community

# Professional Development Modules

- Modules include:
  - self-reflection activities
  - hands-on, practical experiences and action planning
- Resources and materials will be included provided as an electronic toolkit



# Professional Development Modules

Standard 1: Welcoming All Families into the School Community



Enhancing Parent Engagement: The Indicator 8 Training

Standard 2: Communicating Effectively



Enhancing Parent Engagement: The Indicator 8 Training Module Series

Standard 3: Supporting Student Success



Enhancing Parent Engagement: The Indicator 8 Training Module Series



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Standard 4: Speaking Up for Every Child




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Standard 5: Shared Decision Making



Enhancing Parent Engagement: The Indicator 8 Training Module Series

Standard 6: Collaborating with Community



Enhancing Parent Engagement: The Indicator 8 Training Module Series



Pennsylvania Training and Technical Assistance Network

# Professional Development Modules

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- Modules include:
  - module overview
  - core PowerPoint presentation with trainer's notes
  - activity sheets
  - handouts
  - resources

# Professional Development Modules

## Standard 1: Welcoming All Families

**Purpose of Module:** Families and community organizations are needed to build successful schools for all students. Schools that offer a welcoming environment and that demonstrate respect for and recognize the value of family and community involvement produce positive outcomes for all. The purpose of Standard#1: Welcoming All Families is to assist school personnel in addressing means by which to establish and/or foster an inclusive, supportive and accepting school culture that welcomes and engages families at the school and classroom level. This module is designed to help schools identify their strengths and areas of growth in relation to welcoming all families into the school community.

In total, there are 4 separate topical areas that are addressed in this module: Family Friendly Atmosphere, Accessibility, Relationships, and Family Involvement. While all 4 topical focus areas hold relevance for schools and districts that prioritize Standard 1 as a priority, the module trainer may decide to address any combinations of the 4 topics in order to successfully implement the objectives of this module. Trainer decisions regarding which of the 4 topics to address are site-based determinations, if not addressing all 4 topics within the module for Standard 1.

### Objectives for this Module:

- Participants will construct a plan to address an inclusive, supportive, and accepting school culture that welcomes and engages families at both the school and classroom level.
- Participants will develop a plan to reduce barriers to meaningful family engagement at the school and classroom level.
- Participants will demonstrate strategies that foster the development of authentic relationships with families.
- Participants will identify a continuum of options for families to contribute to their children's schooling in a meaningful way.

Training Module Components	Time Needed	Activities	Materials
Opening, Welcome and Objectives	5 minutes	Not Applicable	PowerPoint slides 1-3 (Note: Slide #4 both substitutes for the trainer the 4 topical focus areas addressed in this module and directs the trainer to the

			various entry points for Standard 1. It is not necessary to share slide 4 during the actual presentation of the module.)
Family Friendly Atmosphere	30 Minutes	Optional Activity – Reading the Research (see facilitator notes on slide # 7)	PowerPoint slides 5-18  Articles cited on slide #7 (Henderson and Mapp, 2002) and (Epstein, 2003), which are available in this module's Articles and Resources Folder
	30 Minutes	Activity 1 - Reflections on a Welcoming Environment (see facilitator notes on slide # 9)	Activity sheet 1.1 – Reflections on a Welcoming Environment, chart paper, markers Handout 1.1 – Debriefing Worksheet (note: for facilitator's use, only)
	30 Minutes	Optional Activity - Active Listening (see facilitator notes on slide #10)	Handout 1.2 – The Art of Active Listening
	30 Minutes	Activity 2 – Visitors as Customers (see facilitator notes on slide #12)	Activity sheet 1.2 – Visitors as Customers, Activity 1.2 Advance Organizer, Activity 1.2 articles, Handout 1.1 - Debriefing Worksheet (note: for facilitator's use, only)

Variable	Activity 3 – Welcoming School Collage (see facilitator noted on slide # 14)	Activity sheet 1.3 – Welcoming School Collage, Activity 1.3 Planning Sheet, note cards/post it notes Handout 1.1 - Debriefing Worksheet (note: for facilitator's use, only)	Activity 2 Visitors as Customers
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		Activity 7 Materials: Chart markers Activity 8 Trust Builders Activity 8 Materials: computers or copies of article Activity 9 Inclusionary Documents Activity 9 Materials: School documents	Activity 9 Inclusionary Documents
Family Involvement	2 hours	Slides 31-69 Options Include: Activity 10 Whole Child Education Activity 11 Volunteer	Options Include: Activity 10 Whole Child Education Activity 11 Volunteer

# Professional Development Modules

- 24 Welcoming All  
Setting the Tone
  - What results are achieved when respect and trust are established?
    - Schools in which high levels of trust are established are three (3) times more likely to report gains in reading and math scores.
    - Schools in the top quartile on standardized tests has higher levels of trust expressed within their school community.
- 25 Welcoming All  
Setting the Tone
  - Relational trust entails much more than just making people feel good. It requires day to day routines based on:
    1. Respect
    2. Personal regard
    3. Personal integrity
    4. Competence
- 26 Welcoming All  
Setting the Tone
  - "Trust is...cultivated through respect, conversation, communication and action."
    - "It can, and often must be, consciously created; not simply taken for granted."
    - "It consists of assurance: in deed as well as in word; it is both the continual making and keeping of promises and the encouragement of others to make and keep their promises."
    - "Trust is a decision that opens up the world for us, builds and expands our capacities, and creates new possibilities, even new worlds."
- 27 Welcoming All  
Setting the Tone
  - When establishing respect and trust, consider...:
    - Focusing on building trusting, collaborative relationships among teachers, parents, and community members
    - Addressing families' needs, including culture differences
    - Embracing a philosophy of shared responsibility and shared leadership among educators for their children
- 28 Welcoming All  
Setting the Tone
  - Parents know their children best. Exercise respect and relational trust by asking parents to offer suggestions on how their children:
    - learn
    - what they like/don't like

Welcoming All  
Setting the Tone

- What results are achieved when respect and trust are established?
  - Schools in which high levels of trust are established are three (3) times more likely to report gains in reading and math scores.
  - Schools in the top quartile on standardized tests has higher levels of trust expressed within their school community.

(Bryk, A. & Schneider, S., 2002)

Core PowerPoint presentations can be customized

Bryk, A. & Schneider, S. (2002) *Trust in Schools: A Core Resource for Improvement*. New York: Russell Sage Foundation.

# Professional Development Modules

- Modules include:
  - trainer's notes

Welcome All  
Setting the Tone

- Convey genuine regard and respect
- Convey empathy and warmth
- Talk with people, not at people
- Avoid ego-oriented behavior (yours and theirs)
  - It tends to get in the way of engaging others
- Use active listening skills

Every member of the school community plays a role in shaping the tone of the environment. Administration, office personnel, all school personnel and the tone for welcoming people into the school.

The following are but a few suggestions that, when effectively and consistently employed, can give positive shape to feelings tone.

- \* Convey genuine regard and respect (e.g., research real interest and interact in a way that enables the individual to maintain a level of comfort and personal control)
- \* Convey empathy and warmth (e.g., understand and appreciate what the individual is thinking and feeling, ensure the person knows that they are welcomed and valued for their insights and contributions)
- \* Talk with people, not at people
- \* Usually, watch out for ego-oriented behavior (yours and theirs)—it tends to get in the way of engaging others
- \* Use active listening skills

Now, let's consider active listening skills.

(Note: Ask the participants to take 10 minutes to list as many active listening skills with which they are familiar. This quick write may be done as a whole group activity, small group activity, or independent activity, but results should be written or recorded.)

Now, let's review active listening in more detail (distribute Handout 1.1 & ask participants to compare your list to the active listening skills noted on Handout 1.1)

(Optional Activity—Active Listening)

Depending on the needs of the group, participants could be asked to engage in follow-up active listening activities.

Welcome All  
Setting the Tone

- Two-way information in many forms needs to flow regularly between school staff and families. (Bill Brooking, & Campbell, 2006)
- Information about academic goals, class work, and homework provided in parent's home language
- Multiple ways to share information (email, home visits)
- Parents provide feedback on the pertinent information

While the module addresses Standard 2: Communicating Effectively skills, into effective communication strategies more deeply, it is important to note how and how that effective two-way communication benefits about families between home and school, including welcoming, positive feelings tone.

Bill Brooking and Campbell (2006) found that family, two-way communication between school and parents is central to successful home-school partnerships.

Their research clearly suggests that if parents are to support their children's learning, they need to have good communication with the school, accurate information about their children's progress, and information about school progress in general. Bill Brooking and Campbell (2006) argue that there are necessary practices, such as homework and parent-teacher interviews that could, with slight modifications, give the parents information while at the same time allowing teachers to share on the recent knowledge parents have about their own children. When home-school partnerships seemed to be working well, teachers are aware of the extent to which they could learn from parents and there is genuine two-way communication.

Similarly, Joseph Allen (2005), of the Department of Language and Literacy Education at the University of Georgia, suggests that we, as educators, need to examine our existing practices, and revise them in some important ways.

-- Instead of one-way newsletters, consider dialogue journals. Dialogue journals provide a venue for family members and school personnel to exchange brief, frequent communications relating to educational needs of their student(s). Consider whether you institute dialogue journals for all families, the cycle for exchanging the journals, and the topics you might propose for the journals.

-- Sometimes differences in approaches make a big difference. Initiate informal conversations at students' out-of-school activities or instituting student-led parent-teacher conferences.

-- And, the search of "ghosts," past schooling experiences that teachers and family members bring to the proverbial conference table. If we are successful in building the trust

Welcome All  
Setting the Tone

Active Listening in a Customer Service

- Active listening is a cornerstone of effective two-way communication and affects the tone established within an organization.
  - but, there's more to it than that
- What do nurses, librarians, musicians or those who work in business have to teach customers when it comes to customer service and positive feelings-tone?

Active listening is a cornerstone of effective two-way communication and affects the tone established within an organization. And, as we just explored, there is more to active listening than good eye contact. But, there is more to it than just that when considering the tone in your school(s).

As we consider and explore ways to revise our existing practices in order to ensure a welcoming feelings tone is nurtured and established in our schools, it might be good to look to the business sector to provide additional insights. Consider the parents, family and community members you work with as "customers." (Refer to Activity 1.2)

Activity 1.2 asks us to translate (and) lessons learned from other professionals in order to better inform our concepts about welcoming, engaging customer service. The following articles discuss customer service. Each article was written for a different group of stakeholders (nurses, librarians, musicians, and entrepreneurs). Yet, the points raised in these articles have key points that can translate to the school environment.

(2005). *Are You Being Served?* *Electronic Mailman* (22) 6, 118. Retrieved from Academic Search premier database.

deKokler, L. (2007). *My Pleasure to Serve You: Client Service Marketing*. *Marketing* (52) 4, 140-144. Retrieved from Academic Search premier database.

Fry, A. (2009). *Service on Good Customer Service*. *Library Journal* (20) 14, 83-84. Retrieved from Academic Search premier database.

Jarvik, D. (2005). *Teaching Good Customer Service*. *Entrepreneur*. Retrieved February 17, 2009 from <http://www.entrepreneur.com/Startups/customer-service/030505a.html>

Tangue, S. (2006). *First and Last Impressions*. *Marketing Specialist* (22) 11, 64. Retrieved from Academic Search premier database.

(Note: This activity may be facilitated as a whole group activity, small group activity, gallery walk, or as a

Welcome All  
Setting the Tone

Family Friendly Meetings

- Use the same rules of etiquette you would use in your home
- Provide name tags with names and position
- Introduce everyone
- Explain the agenda and time frame
- Anticipate that parents may become emotional and not prepared to be supportive
- Provide snacks
- Follow up the meeting in a few days with a call

Imagine this scenario:

You walk into an examination room in your Doctor's Office. Your Doctor enters, accompanied by several other medical personnel with whom you are not particularly familiar. Immediately your Doctor starts to conduct your scheduled examination.

- How might you feel?
- How would the presence of other personnel affect you?
- Might you be anxious or confused as to the reason others are present in your examination?
- Would you be as apt to disclose information to your Doctor with the same level of ease and comfort in the presence of the other personnel?

Again, as Allen (2008) suggests (see slide 11), sometimes differences in approaches can make the biggest differences.

Think about how you facilitate meetings with families. Would you consider the way you set up your meetings, "family friendly?" What evidence do you have to suggest that your meetings are considered friendly and inviting?

Take a moment and discuss your approach to facilitating the tone of meetings with family members. Periodically reflect on the following:

- When large group meetings are convened, do you provide name tags for attendees?
- Do you take the time to introduce yourself and others at the start of the meetings?
- Do you explain the agenda and time frame associated with meetings prior to their start?
- How do you prepare for family members that may become distressed or emotional during meetings? (Sometimes, having a list of names at hand suggests conversation for the distressed family members.)
- When reference materials are necessary, do you have copies readily available in family friendly language, when appropriate, and/or in the primary language spoken by the family?

(Note: This activity may be facilitated as a whole group activity, small group activity, gallery walk, or as a

# Professional Development Modules

Standard 1: Welcoming All Families  
Activity 1.3

## Welcoming Schools Collage – Part I Time: 30 minutes

**Purpose:**

Read in to what your students and their families tell you about what a welcoming environment actually looks like. As a home-school project, ask your students (and their families) to contribute pictures and photos for purposes of assembling collages that embody “welcoming” concepts.

**Materials Needed:**

Activity 1.3 Planning Sheet (see below)

**Roles:**

Facilitator, to give directions

Participants, to determine plan and oversee implementation of the “Welcoming” Schools Collage(s)

**Activity:**

The collage may be facilitated at the classroom, grade/department, or whole school levels. The activity may also be appropriate for school community groups, such as PTA/PTO, advisory panels, school volunteers, etc. As a team, discuss how you want to structure the activity and design a plan to implement the activity.

Standard 1: Welcoming All Families  
Activity 1.3

## Welcoming Schools Collage – Planning Sheet

Planning Prompts	Notes / Person(s) Respon
1. Determine at which level the collage project will be implemented. (e.g. classroom, grade/department, school-wide level)	
2. Determine who will construct the collage(s). (e.g. teams of students, targeted classrooms/departments, each student and their family, identified school community stakeholder groups)	
3. Determine resources necessary to construct the collage(s).	
4. Determine in which venue the collage(s) will be constructed. (e.g. at school – during the school day, at home, during family-school events)	
5. Determine reasonable timelines for implementing the collage project. (e.g. kick-off date, submissions date for photos/pictures, window for collage assembly, display of products)	

Standard 1: Welcoming All Families  
Activity 1.3

## Welcoming Schools Collage – Planning Sheet, Cont.

Planning Prompts	Notes / ...
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Standard 1: Welcoming All Families  
Activity 1.3

## Welcoming Schools Collage – Part II Time: 30 minutes

Discussion:

# Professional Development Modules

Standard 1: Welcoming All Families

Handout 1.2

## THE ART OF ACTIVE LISTENING

Active listening is all about building rapport, understanding, and trust. Are you a good listener?

### Active Listening Skills

#### 1. Restating

To show you are listening, repeat every so often what you think the person said — not by parroting, but by paraphrasing what you heard in your own words. For example, “Let’s see if I’m clear about this. . .”

#### 2. Summarizing

Bring together the facts and pieces of the problem to check understanding — for example, “So it sounds to me as if. . .” Or, “Is that it?”

#### 3. Minimal encouragers

Use brief, positive prompts to keep the conversation going and show you are listening for example, “umm-hmmm,” “Oh?” “I understand.” “Then?” “And?”

#### 4. Reflecting

Instead of just repeating, reflect the speaker’s words in terms of feelings — for example, “This seems really important to you. . .”

#### 5. Giving feedback

Let the person know what your initial thoughts are on the situation. Share pertinent

# Professional Development Modules



## Family/School Partnership Checklist\*

The purpose of the inventory is to identify how family-friendly your school is, as well as how your school could improve. Each item has been selected because scientific studies have found it to be related to family/school partnerships. While no school has all of the family-friendly supports listed, it is often possible to develop such supports when citizens like you think they are important.

**Directions:**

- (1) Carefully examine the rating scale below before item, please circle the response that comes closest to indicates that the activity or approach is strong, that the activity is not yet part of the school's program for those items you are unsure of or do not have answer as many items as you can to the best of your ability.
- (2) We are asking you to rate whether each item example, when the question reads "Hosts regular meetings and school staff can get to know each other", then whether or not this occurs at your school, and how well attended, etc.
- (3) Prior to each section of the checklist, you will see if information is available, these items are completed based on schools that are participating in the Families, Schools, and Communities (US) Project at the University of Wisconsin-Madison. If the items will be left blank and you should answer based on your own information.

- 0 – Don't Know:** Unsure whether this occurs or not about this.
- 1 – Never:** Strategy does not happen at all.
- 2 – Rarely:** Occurs in only one or two classes. Clearly not emphasized in curriculum.
- 3 – Sometimes:** Occurs in some classes. Rare emphasis across grades. No consistent parental involvement plan.
- 4 – Often:** Occurs in many but not all classes. Fairly consistent time and emphasis. A fairly consistent involvement plan.
- 5 – Frequently:** Occurs in most or all classes. Consistent time and emphasis. A consistent involvement plan.

Early Childhood Educ J (2008) 35:419–427  
DOI 10.1007/s10643-007-0198-z

### Using Our Understanding of Families to Strengthen Family Involvement

Herman T. Knopf · Kevin J. Swick

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© Springer Science+Business Media, LLC 2007

**Abstract** The purpose of this article is to help teachers become more responsive to the changing needs and contexts of families in their efforts to establish relationships and encourage family participation. Through this article, the authors describe the changing landscape of parenting and the stressors experienced by contemporary families. The authors then provide a review of research that describes strategies that have been successfully employed by teachers of young children to foster increased communication and family involvement. The article concludes with suggestions to help early childhood professionals change their paradigm of parent involvement from a school-centric perspective to one that is more family-centric.

**Keywords** Parent-teacher relationships · Parent involvement strategies

The value of having strong parent and family involvement in early childhood education programs is supported by considerable research and study (Swick 2004). The chal-

lenges associated with such engagement? What barriers do schools face? What are the challenges associated with such engagement? What barriers do schools face? What are the challenges associated with such engagement?

#### Families Have Changed: What this Means for Family Involvement

As Stephanie Coontz (1997) suggests, families throughout time have experienced change and been challenged by the stressors prevalent in the context of their era. At no time in history, however, have families experienced more change and more stress than today's young families (Pipher 1996). These changes have affected families tremendously and indeed have affected their relations with early childhood

## Positive Behavior Interventions and Supports



- Howard S. Muscott
- Stacy Szczesiul
- Becky Berk
- Kathy Staub
- Jane Hoover
- Paula Perry-Chisholm

Schoolwide positive behavior supports (SWPBS) is a culturally responsive set of systems, practices, and data-based decision-making features designed to achieve socially important behavior change. One important feature of SWPBS is the evidence-based practice of engaging families as partners in schooling. Statewide initiatives, early childhood education programs, and K-12 schools engaged in SWPBS can establish and use home-school partnerships as leverage for school improvement. How can schools foster family engagement in developing, implementing, and sustaining SWPBS? What are the challenges associated with such engagement? What barriers do schools face? What are the challenges associated with such engagement?



# Contact Information

[www.pattan.net](http://www.pattan.net)

Carol Good, Assistant Director, Pgh

[cgood@pattan.net](mailto:cgood@pattan.net)

1.800.446.5607 ext.6824

## Educational Consultants

Barbara Monley, KoP

[bmonley@pattan.net](mailto:bmonley@pattan.net)

1.800.441.3215 ext. 7225

Susan Spadafore, Hbg

[sspadafore@pattan.net](mailto:sspadafore@pattan.net)

1.800.360.7282 ext. 3409

Donnalrene McKinley, Pgh

[dmckinley@pattan.net](mailto:dmckinley@pattan.net)

1.800.446.5607 ext. 6859



## **Commonwealth of Pennsylvania**

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