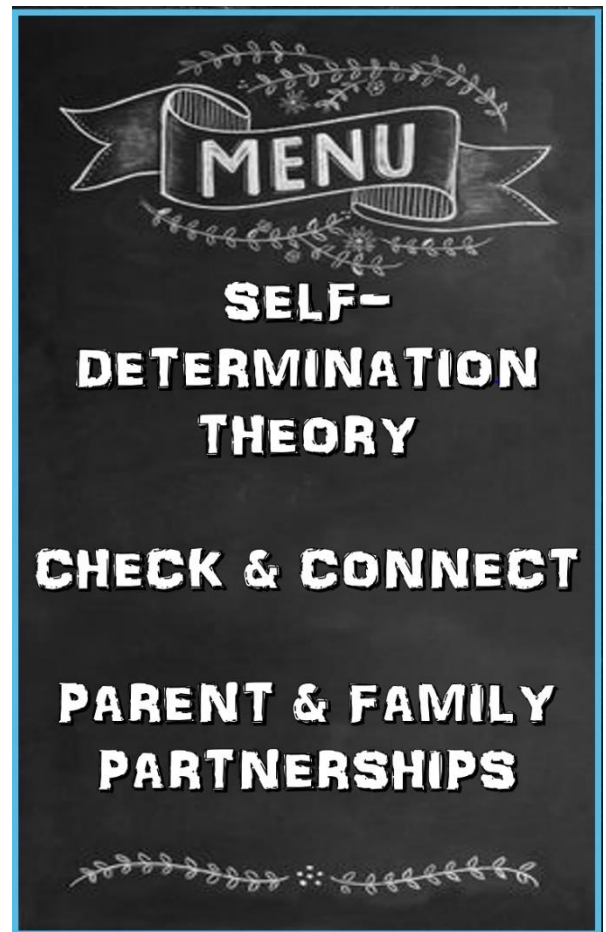


*opportunities to delve deeper into the high school PBIS implementation model and engage in collaborative conversations with multiple high school perspectives*

# HS-PBIS

## CoP #2








November 30, 2017

**HIGH SCHOOL PBIS**  
 POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS  
**COMMUNITY OF PRACTICE**









[www.pbiscaltac.org](http://www.pbiscaltac.org)

*Since you change people every day, make sure you change them for the better.  
–Aubrey C. Daniels*

 <b>Tiered Fidelity Inventory FEATURE</b>	<b>Data Source</b>	<b>Main Idea</b>
<p><b>1.9 Feedback and Acknowledgement:</b> A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.</p> <ul style="list-style-type: none"> <li> Are students and staff interviewed at least once per year to see if they are receiving and distributing acknowledgements?</li> <li> Are those acknowledgements linked to school-wide expectations?</li> <li> Are they distributed across school settings?</li> <li> Do at least 80% of students interviewed report receiving them?</li> </ul>	<p>TFI Walkthrough Tool</p> <p>Documented procedures for acknowledgments</p>	<p>Students will sustain positive behavior only if there are regular strategies for continuous re-teaching and rewarding appropriate behavior. Formal systems are easier for teachers/staff to implement.</p>
<p><b>1.9 Feedback and Acknowledgement / Cultural Responsiveness TFI Companion*</b> Teams involve students, families, and communities in the development and use of acknowledgement systems in order to create systems that are meaningful and authentic. School teams consider the culture of the students they serve when designing recognitions systems (e.g., opportunity to share success with friends). In addition, teams and school staff understand that learning new skills requires additional reinforcement, particularly when habits are already formed (e.g., when teaching code-switching). *Milaney Leverson, Kent Smith, Kent McIntosh, Jennifer Rose, Sarah Pinkelman (Nov. 2016) <i>PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches</i>. PBIS OSEP Technical Assistance Center. <a href="http://www.pbis.org/school/equity-pbis">http://www.pbis.org/school/equity-pbis</a></p>		

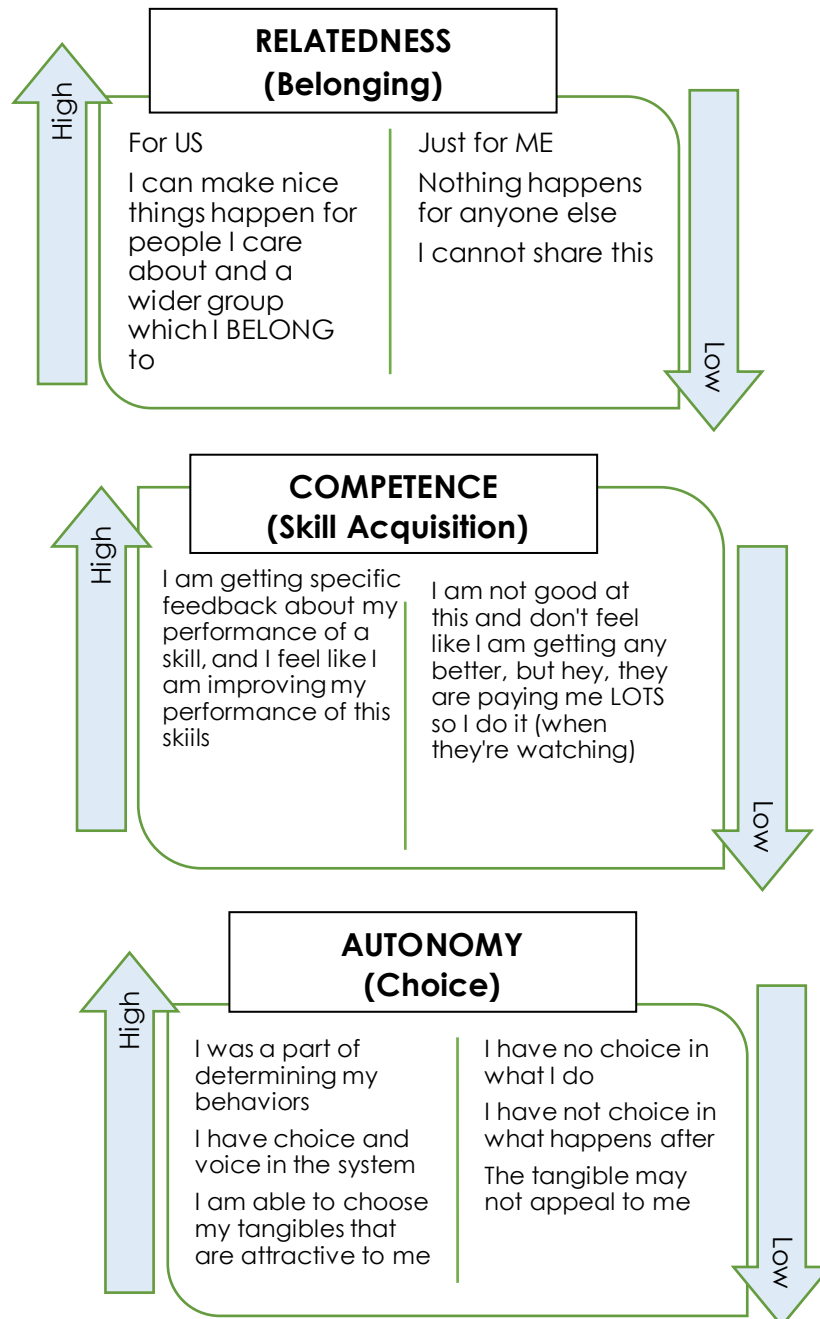
**Acknowledgment systems...**

-  Promote a safe and welcoming climate
-  Reinforce school-wide expectations and rules
-  Increase positive staff/student interactions
-  Prompt adults to acknowledge appropriate behaviors
-  **Foster intrinsic motivation and self-regulation**
-  **Have vicarious effects with benefits that may be long lasting**

# What is SELF-DETERMINATION THEORY?

Ryan & Deci, 2000

<https://www.youtube.com/watch?v=3sRBBNkSxPY>



Type of Motivation	A-Motivation	Extrinsic Motivation (4 Subtypes)				Intrinsic Motivation
		External Regulation	Introjection	Identification	Integration	
Associated Processes	Learned helplessness, Low perceived Competence, Non-relevance. Non-intentionality	Saliency of rewards/punishments, Compliance, Reactance	Ego involvement, Focus on approval from self or others	Conscious valuing of activity, Self-endorsement of goals	Hierarchical synthesis of goals, Congruence of values with wider group	Fun, Interest, Enjoyment
Locus of Control/Regulation (Who is in charge?)	<b>IMPERSONAL</b>	<b>EXTERNAL</b>	<b>SOMEWHAT EXTERNAL</b>	<b>SOMEWHAT INTERNAL</b>	<b>INTERNAL</b>	<b>INTERNAL</b>

**Regulatory Style** Hypothesized thoughts and actions accompanying each (Jennifer Payne APBIS Conference 2016)

Typical Thoughts	"I have no control and neither do you" or "no matter what I do, nothing changes"	"I do this because someone or something is making me. As soon as that stops, I stop"	"I am doing this because it's important to someone I care about and I would like to please them"	"I do this because I think it is important – my actions fit my own values"	"I do this because the action is congruent with the values I share with a wider group, and will lead to things happening to benefit that group"	"I do this because it is fun/enjoyable"
Examples	Someone refusing to vote because "it doesn't matter – all politicians are the same"	Someone working a job they don't really like because it pays well	Washing your partner's car because you know they love a clean car and it will make them feel good	A marathon runner training hard to run a marathon they won't win because they value hard work and fitness	A teacher working hard to teach their class because they want to make a difference to society	Kids playing on the swings 'cos it's fun!

## BUILDING INTERNAL MOTIVATION

<https://youtu.be/rrkrvAUbU9Y>

### **Autonomy, Mastery and Purpose**

Most of us believe that the best way to motivate ourselves and others is with external rewards like money—the carrot-and-stick approach. That's a mistake, Daniel H. Pink says in, *Drive: The Surprising Truth About What Motivates Us*. The secret to high performance and satisfaction—at work, at school, and at home—is the deeply held human need to direct our own lives, to learn and create new things, and to do better by ourselves and our world.

Drawing on four decades of scientific research on human motivation, Pink exposes the mismatch between what science knows and what business does—and how that affects every aspect of life. He demonstrates that while carrots and sticks worked successfully in the twentieth century, that's precisely the wrong way to motivate people for today's challenges. The three elements of true motivation are:

**Autonomy:**

**Mastery:**

**Purpose:**

**How can we create an acknowledgement system which supports development of RELATENESS, COMPETENCE, AUTONOMY and PURPOSE?**

## POSITIVE TEACHER-STUDENT INTERACTIONS

Positive interactions between teachers and their students play an important role in determining student success. Research shows that increasing positive interactions (e.g., praise statements) and decreasing negative interactions improves the classroom climate as well as student academic and behavioral outcomes. In general, a positive relationship with teachers boosts student motivation and cooperation. Interacting with students in a positive way teaches students valuable interpersonal skills as well. The ratio of positive to negative teacher statements to students should be 4:1.

Increasing praise statements to acknowledge appropriate behaviors, using error correction procedures to address misbehavior, and practicing active supervision (e.g., circulating, scanning, encouraging) are strategies teachers can employ to improve student-teacher interactions. Providing choices can also help to improve relationships with students as it gives students a sense of control and may stop challenging behaviors. In addition, giving students choices provides teachers with a chance to make a praise statement about the change in behavior.

Teachers may initially report that increasing praise statements feels unnatural or contrived. Help teachers set personal goals to increase praise statements throughout the class period. Improving interactions with students will take time and practice! Increasing positivity will improve student behavior and may improve teacher outlook as well.

Following are examples of the three types of feedback that can be given to students:

### Praise Statements

Some high school students may not hear very many praise statements at home, at school, or in other settings. Praise statements should be specific and genuine. It is helpful to tie praise statements to behavioral expectations to increase the likelihood students will repeat the desired behavior. By focusing on what the students do correctly, students feel competent and confident about their ability to do what is expected. Using the student's name when making praise statements personalizes the message: "*You did a great job participating in class today, Alex. Keep up the great work!*"

Some high school students may feel uncomfortable receiving public praise. Be sensitive to student wishes. Consider delivering praise privately in a quiet tone or non-verbal praise such as smiles, nods, high-fives or other gestures. Furthermore, positive notes can be written on homework, tests, or on scrap paper and delivered privately.

Pithy statements such as –Good work! are not sufficient. In addition, avoid –back-handed praise! such as –*You didn't mess up as badly as you did yesterday.* Such comments may lessen desired outcomes.

## Corrective Statements

The primary purpose of error correction is to assist the student in performing the correct response when a behavior is incorrect or unacceptable. Error correction is not punishment. For high school students, it is important to provide corrective feedback privately and quietly to avoid embarrassing the student or triggering an escalated behavior to —save face.¶

<p>1. Using a neutral tone of voice and facial expression, inform the student his or her response was incorrect.</p>	<p><i>“Please stop. Calling out in class is not acceptable.”</i>  <i>“Hold on for one moment. That voice volume is too loud.”</i></p>
<p>2. Tell the student what you want him or her to DO. If the error was an inappropriate behavior, is helpful to tie your feedback to a classroom expectation or routine.</p>	<p><i>“Please remember to raise your hand to share your answer.”</i>  <i>“Please use a quiet voice like mine so I can understand better what it is that you need.”</i></p>
<p>3. Immediately reinforce the student for demonstrating the correct behavior. This is very important!</p>	<p><i>“Thank you for your quiet raised hand! What would you like to share with the class?”</i>  <i>“Thank you for using a quieter tone. Now I can hear what you have to say.”</i></p>

## Negative Statements

Negative interactions with students can be extremely detrimental to student esteem and contribute to disengagement with school.

<p>When students engage in inappropriate behaviors to gain attention or escape a task, teachers may respond with negative feedback</p>	<p><i>“You’re late”, “You’re not listening again”</i> A direction to stop a behavior -- <i>“I said stop that!”</i>, <i>“Quiet!”</i>  A derogatory comment-- <i>“Only stupid people do that”</i></p>
--	---

In addition, teachers may provoke students with sarcasm during times when no misbehavior is occurring. These negative interactions can escalate student behavior and create a coercive cycle.

It is important for teachers to treat students with emotional and behavioral difficulties with dignity and respect at all times, even when student behavior is particularly challenging.

## Ways to Enhance Positive Student-Teacher Interactions

### Active Supervision

Active supervision promotes the development of a positive classroom climate by proactively encouraging and maintaining student on-task behaviors. Active supervision of students is characterized by patterns of teacher movement and high rates of positive interactions with students, including praise statements and error correction.

### Circulating

Circulation in the classroom provides teachers increased opportunities to praise students for on-task behavior, error correction, and encouragement. Teachers should use proximity to check in with students during independent and group work.

### Scanning

Frequent visual scanning of the classroom environment is a good way for teachers to observe student behavior related to expectations and routines. General statements of praise or error correction can be made:

*"I really like how everyone is on task right now. Great work!" "I see students working well in groups together. Excellent!"*

*"I'd like all students to stop. Please remember the homework routine. Homework goes in the blue bin."*

### Encouraging

Similar to praise statements, words of encouragement are important messages for students who have emotional and behavioral difficulties. Provide encouragement when students are struggling or have completed a task. Also encourage students to encourage each other! Then be sure to provide students with the appropriate supports (e.g., accommodations) to increase success.

### Choices

Providing choices can help redirect undesired behavior and create an opportunity for praise and/or encouragement. When students make a choice to follow expectations, remember to reinforce the appropriate behavior to increase the likelihood that students will repeat the desired behavior.

*"I see you have not started your math work. Would you like to use scrap paper or graph paper to help you figure the problems?"*

*(Student makes choice and starts to work).*

*"I'm glad to see you on-task now. Raise your hand if you get stuck, and I will be right over to help you."*



Positive Student-Teacher Interactions  
Worksheet

A. Think about the students in your class who display challenging behaviors. Complete the chart to help you reframe negatives into positives.

Student	Behavior	Strategy	Statement Examples

C. What is your goal for increased positive statements to students?

D. What strategy will you use to help you remember to increase positive statements to students?

E. What date will you begin implementation of increased positive student-teacher interactions?



## CHECK AND CONNECT

<http://ici.umn.edu/checkandconnect>

Check and Connect (Anderson, Christenson, Sinclair, Lehr, 2004; Evelo, Sinclair, Hurley, Christenson, Thurlow, 1996) is a procedure developed for high-risk urban students at the secondary level that utilizes a monitoring system with two components:

**Check:** The purpose of this component is to systematically assess the extent to which students are engaged in school.

**Connect:** The purpose of this component is to respond on a regular basis to students' educational needs according to their type and level of risk for disengagement from school. Students showing high-risk behaviors receive additional intensive interventions.

All student participants will be paired with an adult mentor in their school who will monitor their progress across several behavioral and academic areas and meet with the student to problem-solve risk. This is systematic and efficient process to monitor students in a mentoring relationship provides a way to connect disengaged students with immediate interventions and an essential link to the student's educational performance. Studies have demonstrated the closeness and quality of relationships between staff and students involved in the systematic Check and Connect procedure has led to increased attendance, homework completion and interest in school for students with learning disabilities and emotional and behavioral disorders.

<b>Indicators</b>	<b>Definition</b>	<b>Criteria for Risk (per month)</b>
<b>Tardiness</b>	Late either for school or for class.	Five or more
<b>Skipping</b>	Missing selected class periods within a day without an excused reason.	Three or more
<b>Absenteeism</b>	Full day excused or unexcused absence.	Four or more
<b>Behavior Referrals</b>	Student is sent to administrative or resource staff for inappropriate behavior.	Four or more
<b>Detention</b>	A consequence for inappropriate behavior for which the student —owesll time either before or after school. The student is often required to perform some custodial function on the school grounds, to complete school work, or at least to sit quietly.	Four or more
<b>In-School Suspension</b>	A consequence for inappropriate behavior for which the student spends the school day(s) in a separate area or classroom of the school building.	Two or more
<b>Out-of-School Suspension</b>	A consequence for inappropriate behavior for which the student spends a defined number of school days at home. The student is not allowed on school property for the suspension period.	Two or more days suspended per month
<b>Failing Classes</b>	Receiving a grade of F or D in any class. CARS Check and Connect will focus on grades in core academic classes (e.g., English, math, social studies, and science).	One or more F and/or two or more D's per grading period
<b>Behind in Credits</b>	Failing to earn enough credits to be on track to graduate in four or five years.	Earning less than 80% of the possible credits per grading period
<b>Missing Assignments</b>	Failing to submit assignments on time in core academic classes (e.g., English, math, social studies, and science).	Submitting assignments an average of 90% below

## **Mentor Roles and Responsibilities**

The role of the mentor is very important in effective implementation. Potential mentors include teachers, paraprofessionals, and/or other staff. Mentor caseloads can range from one to three students. Mentors should plan to spend at least one half hour to an hour per week per child to obtain data related to risk and to meet individually with the student for at least 10 min once per week.

When selecting mentors to implement Check and Connect, the following characteristics should be considered (Christenson et al., 2008):

- ▲ The willingness to persist with students, despite their behavior and decision-making
- ▲ A personal belief that all students, particularly those with high-risk, have abilities and strengths
- ▲ A willingness to cooperate and collaborate with families, school staff, and CARS staff
- ▲ Advocacy skills, including the ability to negotiate, compromise and confront conflict
- ▲ Organizational and case management skills
- ▲ A willingness to be a mentor

Mentor responsibilities include:

- ▲ Attend Check and Connect training sessions
- ▲ Make student and parent initial contacts
- ▲ Document student progress using the [Check and Connect Monitoring Sheet](#).
- ▲ Use criteria listed in the section Procedures for Measuring Outcomes to determine which variables score as –High RiskII for the month.
- ▲ Give students regular feedback about their overall progress and in relation to specific risk factors during regularly scheduled meetings.
  - Review monitoring sheet with student so he or she can have a concrete, visual representation of their progress.
  - Meetings should be at least 10 min to allow for conversation about Check and Connect progress as well as any other concerns a student may have.
- ▲ Problem-solve with students about indicators of risk. Guide students through problems using a cognitively oriented problem-solving five-step plan:
  - ▲ **Stop! Think about the problem.**
  - ▲ **What are some choices?**
  - ▲ **Choose one.**
  - ▲ **Do it.**
  - ▲ **How did it work?**





# Check & Connect High School Monitoring Form

Student: \_\_\_\_\_ ID #: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Mentor: \_\_\_\_\_ Month: \_\_\_\_\_

## CHECK

Academic data	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	High Risk
Number of Ds or Fs																					
Number of missing assignments																					
Cumulative grades	1st quarter grades		2nd quarter grades			3rd quarter grades			4th quarter grades												
	___ Ds ___ Fs		___ Ds ___ Fs			___ Ds ___ Fs			___ Ds ___ Fs												
Credit accrual	Credits earned out of _____ total possible															GPA					
Met state acad. standards (proficient)	Math: ___ Yes ___ No			Reading: ___ Yes ___ No			Writing: ___ Yes ___ No														
Behavior Data	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	High Risk
Tardy																					
Skipping classes																					
Unexcused/unverified absence																					
Excused absence																					
Behavior referral/infraction																					
Detention																					
Suspension (in/out-of-school)																					

## CONNECT

Communication	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
With student																				
Formal																				
Informal																				
Attempt/not reached																				
Left message																				
Note home																				
Phone conversation																				
Meeting																				
Home visit																				
Communication with school staff																				
Communication with outside agency																				





## CHAPTER EIGHT

# Enhancing Family Engagement through Positive Behavior Interventions and Supports in High School

**Jennifer Freeman** UNIVERSITY OF CONNECTICUT  
**Christopher Vatland** UNIVERSITY OF SOUTH FLORIDA  
**Janet VanLone** UNIVERSITY OF CONNECTICUT  
**Terry Mitchell-Morgan** MIDWEST PBIS PARENT COLLABORATOR  
**Don Kincaid** UNIVERSITY OF SOUTH FLORIDA

**H**igh schools have been charged with helping to develop and prepare students who, upon graduation, are able to (a) maintain their own personal health and wellness (Lemon & Watson, 2011), (b) contribute to and support their families and communities (Barber, Mueller, & Ogata, 2013), and (c) enter and successfully participate in a college or post-secondary training program or career of their choice (Morningstar, Lombardi, Fowler, & Test, 2015). Achieving these goals for all students is a significant undertaking which requires a focused partnership between schools, families, and communities.

The individual and societal costs of not meeting this challenge are staggering. Students who do not graduate from high school are likely to (a) make significantly less money over the course of their lifetime (Dynarski et al., 2008), (b) suffer from a variety of physical and mental health challenges such as depression (Liem,

Lustig, & Dillon, 2010), and (c) become involved in criminal activity and spend time in jail (Rumberger, 2011; Swanson & Editorial Projects in Education, 2009). At a larger scale, these outcomes include significant costs for communities including lower tax revenue, higher health care costs, and higher crime rates (Belfield & Levin, 2007; Maynard, Salas-Wright, & Vaughn, 2015)

Fortunately, we have a growing research base to ensure that our students leave high school prepared to succeed and to understand the critical role that parents and families play in this success. Risk and protective factors for school completion have been clearly defined in research. In addition to static risk factors such as race/ethnicity or socio-economic status, students who experience academic, behavioral, or attendance difficulties in school are less likely to complete high school or to be adequately prepared for life after high school (Dynarski et al.,

2008; Suh & Suh, 2007;). Preventing these failures early and systematically using a multi-tiered system to organize supports efficiently is critical (Brenner, Kutash, Nelson, & Fisher, 2013).

Positive Behavior Interventions and Supports (PBIS) is associated with promising and positive student outcomes closely associated with school completion at the high school level (Bohanon, Flannery, Malloy, & Fenning, 2009; Freeman et al., 2015; Freeman et al., 2016; Vitario, Brendgen, & Tremblay, 1999). Just as in lower grade levels, the PBIS framework is organized around four critical features: academic and behavioral outcomes are clearly defined, data are used to measure progress toward outcomes and to monitor implementation, evidence based practices are selected that align with established needs and contextual fit, and systems are developed to support adult implementation of selected practices (Lewis & Sugai, 1999; Sugai & Horner, 2009).

Researchers have repeatedly documented the importance of parent and family involvement in promoting student attendance, academic achievement, homework completion, positive behavior, career aspirations, and ultimately high school completion and increasing the likelihood that students will enroll in higher education (Christenson & Sheridan, 2001; Boulter, 2004; Darsch, Miao, & Shippen, 2004; Deslandes & Bertrand, 2005; Henderson, Johnson, Mapp, & Davies, 2007; Jimerson, Egeland, Sroufe, & Carlson, 2000; Lee & Burkham, 2002; Parr & Bonitz, 2015; Trusty, 1996). These results hold true in urban settings (Noguera, 2001) and across family backgrounds (Keith, Keith,

Troutman, Bickley, 1993). Despite the clear benefits of parent and family engagement for high school outcomes, researchers have also documented a decline in school outreach and engagement opportunities for parents resulting in a tendency for parent engagement to decline as students progress through school (Mac Iver, Epstein, Sheldon, Fonseca, 2015; Sheldon & Epstein, 2002; Simon, 2004; Spera, 2005).

The quality of family outreach and parent engagement efforts by schools are directly linked to improved student outcomes – especially during the critical first two years of high school (Mac Iver, Epstein, Sheldon, Fonseca, 2016; Sheldon & Epstein, 2002). Building systems to support meaningful family engagement within the multi-tiered PBIS framework can strengthen student/family connections, ensure that meaningful outcomes for families/communities are addressed by schools, provide additional opportunities for students to receive consistent messages and practice appropriate social/academic behaviors, as well as promote the sustainability of the PBIS framework across time (McIntosh et al., 2014).

The purpose of this chapter is to summarize existing research validating the importance of family engagement and to provide recommendations for structuring family engagement systems to support and enhance the PBIS framework. The following factors make high schools a unique context for both implementing PBIS and developing systems for family engagement: the size of many high schools, the academic focus, the departmental organizational structure, and the developmental age of the students. Each

of these factors have implications for leadership, communication, and data systems that support PBIS implementation and will need to be considered when building systems to support/enhance family engagement (Flannery, Frank, Kato, Doren, & Fenning, 2013). We begin by providing an overview of several critical features of family engagement at the high school level. We then provide specific recommendations and examples for overcoming the challenges of the high school environment, effectively organizing family engagement outreach, and incorporating opportunities within PBIS across tiers. Finally, we discuss and provide examples for evaluating systems designed to enhance family engagement.

### **Critical Features of Family Engagement**

Successfully engaging families in PBIS implementation at the high school level requires a coordinated effort across implementation levels. The following three critical features apply across tiers and will ensure that student benefit is maximized.

First, family engagement must be a district-wide priority. Just as with any implementation initiative, family engagement efforts at the high school level will be more effective when there is a clear vision for and commitment to meaningful family engagement that is communicated by the district leadership team. The district leadership team has a particularly important role to play ensuring that families are supported as their students' transition across buildings. For example, district leadership teams may ask middle and high school teams to coordinate family

engagement efforts for rising cohorts to ensure that families are welcomed, informed, and invited to participate in their students' education right from the start of their freshman year.

Second, across all tiers of implementation, the responsibility for family outreach and engagement lies with school leadership teams. While the end result of family engagement efforts should be a collaborative, reciprocal relationship between schools and families, schools should provide a range of opportunities for families to participate, invite families to collaborate, and encourage families to contribute. This effort must be ongoing, multi-faceted and monitored to ensure effectiveness.

Third, leadership teams at all tiers will need to consider specific strategies to enhance school-family communication and remove barriers to family participation. All leadership teams should consider providing multiple communication options for staff and families (e.g., letters sent home, email, website, twitter feed, and text messaging) in all languages spoken by family members. At the high school level, it is also important to consider providing clear guidance for families about who to contact, as many high schools have multiple administrators and students will have multiple teachers. When coordinating events for parents, leadership teams should always consider removing as many barriers as possible in order to promote parent participation. This may include considering holding events at a variety of times to accommodate parent work schedules, considering event locations that are most convenient for parents (e.g., school, community venues), as well as offering transpor-

tation (e.g., public transportation vouchers, car pooling) and child care (provided by students) for families (Harvard Family Research Project, Oct. 2006).

## **Tier 1 Systems for Family Engagement**

Tier 1 systems are designed to proactively support all students across all school settings and are guided by a leadership team comprised of a representative group of faculty members, non-professional staff, specialists, at least one administrator, and at least one parent representative. In high schools, leadership teams are also encouraged to incorporate student membership so as to capture their voice in all implementation activities.

The inclusion of family membership and voice on the leadership team is critical to ensuring that the systems developed and practices selected are contextually and culturally relevant and meaningful. However, there is significant variation in how this recommendation is met by high schools (Auerbach, 2009; Garbacz et al., 2016). At times, school teams can be hesitant to include parents on the leadership team for fear that parents will see the “messy” process of implementation (Muscott, et al., 2008). In some high schools, the parent representative is a faculty member who also happens to be a parent. In other high schools, the parent representative is the head of a parent organization and able to represent a segment of family and community voice. Other schools attempt to include broader parent voice by regularly conducting parent surveys and using that data to guide implementation planning but may not have an active family member on the leadership team. Although par-

ents or family representatives who participate on leadership teams should be fully included in all leadership team trainings they may or may not receive additional training related to parent or family advocacy within the leadership team context.

**Outcomes.** High school leadership teams should consider developing both short and long term goals based on clearly defined outcomes which are important to the school and community. For example, improving school climate, improving “social employability” skills (e.g., collaboration with peers, self-advocacy) or preparing students for life after high school are frequently identified by parents and family members as important outcomes at the high school level. These longer term outcomes can be closely linked to shorter term goals that may be a higher priority within the school such as reducing discipline infractions or improving attendance. Making this link explicit when developing short and long term goals can help parents, family, and community members understand how the outcomes they care most about are being addressed by the school (Freeman, et al., 2015; Swain-Bradway, Pinkney, & Flannery, 2015).

High schools may consider a variety of options for securing family voice and input when developing these goals. The responsibility for negotiating this process should fall on all leadership team members not just the designated family member (Auerbach, 2009; Garbacz et al., 2016). That is, all leadership team members are responsible for actively soliciting and considering family input rather than just waiting for feedback. For example, leadership team members may consider conducting a school climate sur-

vey or other parent survey to obtain information about how parents view current school practices and what outcomes or goals are most important to families (Schueler, Capotosto, Bahena, McIntyre, & Gehlbach, 2014). For example, the Georgia Parent Survey (Georgia Department of Education, La Salle, & Meyers, 2014; [www.gadoe.org/External-Affairs-and-Policy/Policy/Documents/Georgia%20Parent%20Survey.pdf](http://www.gadoe.org/External-Affairs-and-Policy/Policy/Documents/Georgia%20Parent%20Survey.pdf)) includes questions related to both parent involvement in decision making and participation in school events along as well as parent perceptions of the overall school climate. In addition, the family engagement checklist (Muscott & Mann, 2004; [www.pbis.org/resource/264/family-engagement-checklist](http://www.pbis.org/resource/264/family-engagement-checklist)) provides family members with an opportunity to rate both what is currently in place and indicate their priority for improvement. Information from one or both of these sources could guide leadership teams by identifying areas of strengths and weaknesses with respect to parent involvement and parent perceptions of school climate.

Leadership teams may also want to consider conducting parent focus groups (Quiñones & Kiyama, 2014; either in the school building or in community centers), asking for parent and family input at school events, or using a parent suggestion box or email account to collect information on parent and family priorities when defining outcomes and goals. Feedback from parents and families should be used both to develop initial outcomes and to refine them in an ongoing reciprocal process in which family input is valued (e.g., reflected in the schools defined outcomes and goals).

High school leadership teams should consider developing and including both short and long term goals based on the identified outcomes. For example, improving school climate, improving “social employability” skills (e.g., collaboration with peers, self-advocacy) or preparing students for life after high school are frequently identified by parents and family members as important outcomes at the high school level. These longer term outcomes can be closely linked to shorter term goals that may be a higher priority within the school such as reducing discipline infractions or improving attendance. Making this link explicit when developing short and long term goals can help parents, family, and community members understand how the outcomes they care most about are being addressed by the school (Freeman, et al., 2015; Swain-Bradway, Pinkney, & Flannery, 2015).

Once outcomes are defined leadership teams should ensure that these short and long term goals are clearly communicated to staff, students, families, and the community. As described above, the communication strategy from the leadership team should be multi-faceted and ongoing. For example, teams could consider publishing family-generated short and long term goals in school and community newspapers, as well as providing information via email or website portal. Communications surrounding goals should include specific information about the process for defining goals and how they align with and support family/community priorities.

**Data.** Once short and long term goals have been clearly defined, leadership teams will need

to identify data sources to measure these outcomes and to ensure that the implementation plan is being executed as intended. Whenever a data source is selected teams should ensure the chosen tool (a) clearly measures the intended short or long term goal, (b) includes multiple perspectives (e.g., students, staff, families) where appropriate, and (b) has been validated for the intended use and context. For example, a high school in which improving school climate was identified as a goal should consider directly measuring specific indicators of climate (e.g., behavior infractions, attendance) as well as student, staff, and family perceptions of school climate. A number of school climate surveys are available for this purpose and teams will want to select one that is both validated for use with high school students and that best fits their school/community context.

Teams may also consider selecting measures to monitor the extent to which families are engaged and supported throughout the implementation process and across the school community in general. Often, this outcome is measured by counts of parents who attend back to school nights or parent teacher conferences. We argue that true family engagement is more difficult to assess. While not developed specifically for high schools, the Family, School, and Community Partnership Fundamentals Rubric created by the Parent and Community Education and Involvement (PCEI) Advisory Council of the Massachusetts Board of Elementary and Secondary Education (<http://www.doe.mass.edu/boe/sac/parent/FSCPfundamentals.pdf>) is an excellent resource for leadership teams to

consider. This rubric identifies six fundamentals of family engagement and provides examples of each in schools that are initiating, progressing, or mastering these fundamentals. Used regularly as a self-assessment by high school leadership teams, this rubric can guide action planning, as well as, monitor progress toward enhancing parent and family engagement.

**Practices.** Practices are the activities or curricula used to teach and reinforce specific student skills and behaviors. Leadership teams may also consider specific practices to promote family engagement. Teams may want to consider antecedent, teaching and reinforcement strategies. Antecedent strategies make it more likely that parents and families will engage with the school. Teaching strategies build capacity in parents and families on how to engage with the school or how to support their students in the community. Reinforcement strategies provide encouragement for both families and faculty members for engaging in collaborative partnerships.

**Antecedent strategies.** There are a number of strategies that high school leadership teams may consider to make it more likely that parents and families feel welcome at the school and engage in promoting student learning. Simply creating a physical environment where parents and family members are clearly welcome is an important first step. For example, signs welcoming parents and family members to the school, easy to read school maps that identify key parent and family resources, posters providing information what to expect upon entering the school building, and even designated parking places for parents, family members, and visitors that are

close to the school entrance make it more comfortable for them to come into the school building.

High schools should also consider strategies to make it easier for parents and family members to communicate efficiently with members of the school community. In particular, at the high school level, students have multiple teachers, guidance counselors, administrators, and support staff with whom they interact each day. As a parent, knowing who to contact can be very challenging. High schools may consider identifying a family liaison for each grade cohort or department. School leadership teams should ensure that the removal of structural barriers to family engagement is an ongoing responsibility and includes such things as making certain that all school materials are available in all relevant languages, assuring that parent and family events and training opportunities are held at times that accommodate a variety of work and family schedules, and providing transportation or child care options that are readily available for parents and families.

***Teaching and reinforcement strategies.***

At the high school level, the students' developmental level offers some unique opportunities to promote family engagement in teaching practices. In many high schools, social skill lessons are taught by student leadership groups rather than by faculty members. Inviting parents to participate with their children in leading these lessons or inviting parents to join in reinforcing students when expectations are met are powerful ways to promote family engagement as well as build the capacity of parents and families to implement similar practices at home. In

some high schools, students and faculty members team up to provide training for parents and family members on the Tier 1 practices implemented in the school and provide examples of how these strategies may apply in the home environment. This encourages family participation by directly involving family members with their students and ensures that all stake holders share common language and practices across settings.

In addition to promoting family engagement in PBIS teaching practices at school, high schools may want to consider strategies for supporting the use of positive behavior support teaching and reinforcement practices in community, and home settings. In many communities, high schools share copies of their expectation matrix and reinforcement systems with local gyms and community centers. Schools, students, and family members can work together to provide training to community members. When all stake holders work collaboratively with common language and expectations, student and family benefit can be maximized.

**Systems.** In general, systems refer to the routines and supports available to adults to support and reinforce the implementation of practices. In many ways, systems are the most critical element of the PBIS framework and this is especially true when PBIS teams are focused on enhancing family engagement. In addition to the communication structures described above, leadership teams should consider developing systems related to professional development and reinforcement systems.

**Professional development.** Although the responsibility for developing systems to encour-

age family engagement lies with the school staff, it is not a valid assumption that all teachers and school staff are equally prepared to successfully implement these systems. High schools will need to assess the current comfort and skill level of faculty and staff with family engagement and develop appropriate professional development supports to ensure that all faculty and staff are knowledgeable about the school's systems for encouraging parent and family engagement and have the skills to successfully implement them (Harvard Family Research Project, Oct 2006). Specifically, high schools may consider providing professional development to faculty and staff to ensure a complete and common understanding of family engagement. Brief in-service strategy presentations could provide teachers with discrete skills and strategies for promoting family engagement in their classrooms and school-family liaisons could provide coaching and feedback for faculty and staff as they work to implement these strategies. Finally, providing opportunities for faculty and staff members to work together to engage families offers support to faculty and staff members as they learn new strategies.

***Reinforcement systems.*** Even adult learners need reinforcement. Changing habits and practices requires significant effort and often the new practice is initially more difficult than the old. Following professional development on family engagement, high school leadership teams may consider adapting their existing staff reinforcement systems to recognize and encourage staff who implement family engagement practices. In addition, leadership teams should consider developing systems for reinforcing par-

ents and families who participate in school activities. For example, schools can conduct raffles or offer certificates redeemable for school supplies or at local community vendors for attendance at school events or parent trainings. Other options for reinforcing family engagement may include offering childcare supports and meaningful parenting classes or supports free of charge, highlighting parent and family contributions in school and community newsletters, and promoting the development of family support networks.