



*WELCOME!*

Strengthening Family  
Partnerships Through a  
Multi-Tiered System of Support

Kimberli Breen, MS, CAS, MA

# I'm Happy to Join You

**Virtual coach** for sustainable change: supporting school, district, county, regional and state teams

>20 years as a PBIS implementer & trainer

MILO Regional Facilitator ([www.miloedu.com](http://www.miloedu.com))

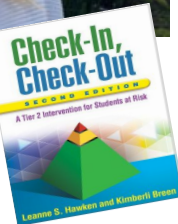
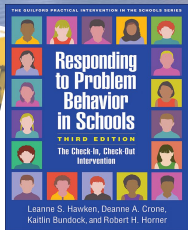
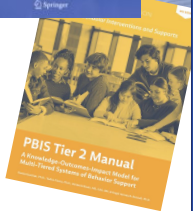
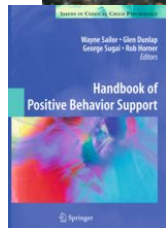
[www.ResilienceNowforParents.org](http://www.ResilienceNowforParents.org) contributor

**Published** on CICO, Tier 2, Function-based support (FBA/BIP), Tier 3, and Family Partnerships

**Supported statewide MTSS/PBIS in HI, NY, IL & CA**

Driven school reform as a School Counselor, School Psychologist and PBIS District Coach

**Parent implementing PBS at home**



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# I Wish You Well

- ☐ These times are hard
- ☐ We wish you peace
- ☐ You are appreciated
- ☐ Please take care

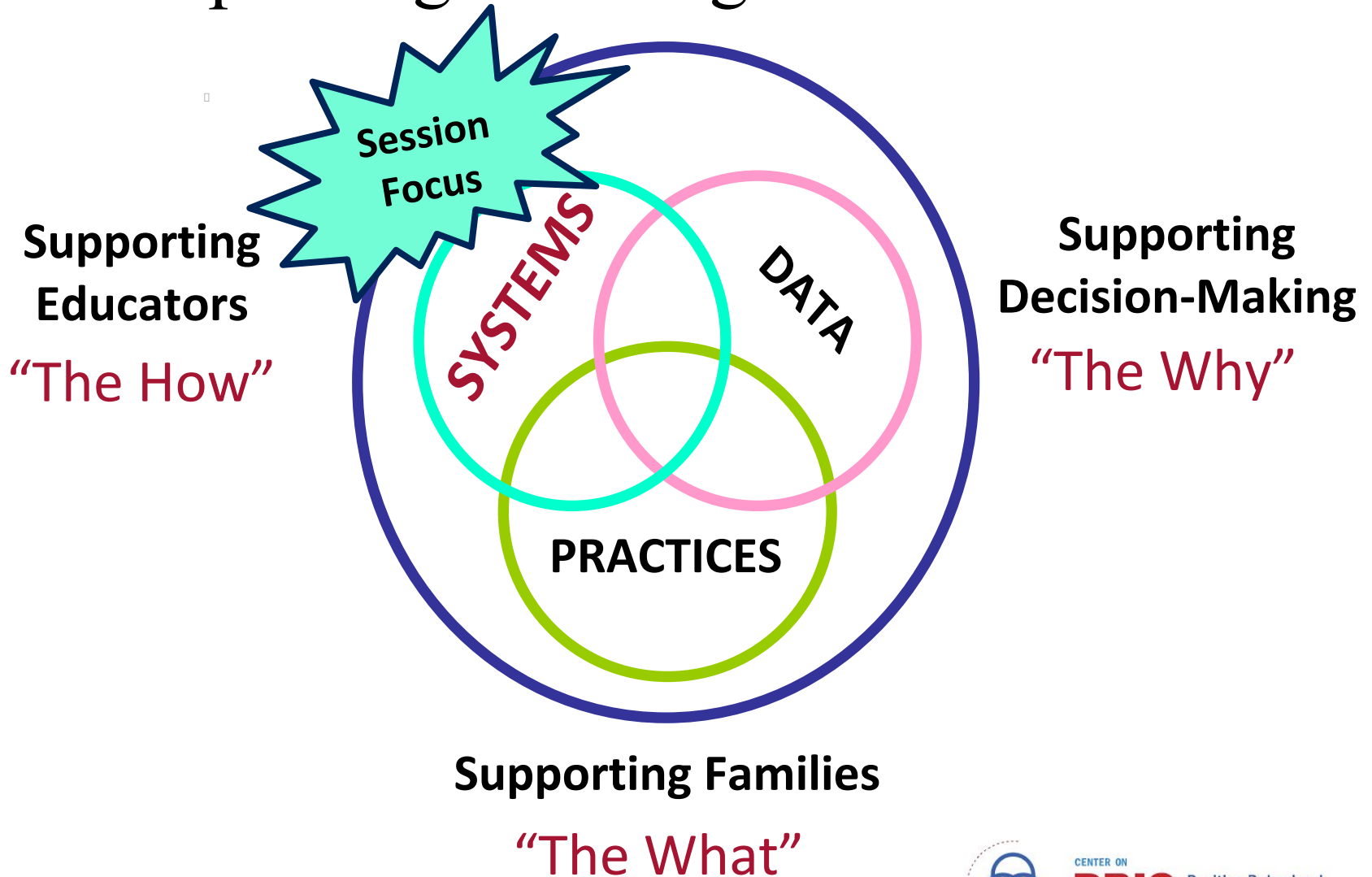


# Session Goals

You likely already know the value of family partnerships, and already have lots of great partnership practices.

In this session, we will explore how to **sustain and expand** these efforts by **leveraging** the power of **family voice** through a **multi-tiered system of support**.

# Improving Meaningful Outcomes





	Systems	Data	Practices
Details			
Strengths			
Needs			

# “Systems that...

create family partnerships where families and school staff are **co-equal** partners, engage in shared work and **joint planning**, and focus on promoting positive child outcomes through a **strengths-based** approach.”

# Joining Together to Create a Bold Vision for Next-Generation Family Engagement:

## Engaging Families to Transform Education

Executive Summary  
by: Global Family Research Project

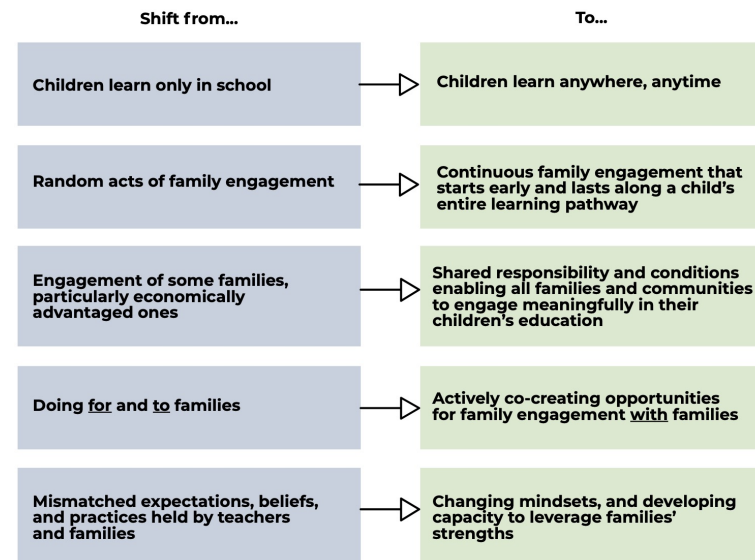
### Joining Together to Create a Bold Vision for Next-Generation Family Engagement: Engaging Families to Transform Education

**Executive Summary**  
by: Global Family Research Project

More than 50 years of research tells us that family engagement is one of the most powerful predictors of children's development, educational attainment, and success in school and life. If we hope to move the needle on greater educational equity and social justice, we must empower families to support their children's learning and ensure that all families and communities have what it takes to build equitable learning pathways for children.

**Equitable learning pathways are made possible when families are engaged.**

The challenge we put forth in this paper is to shift mindsets and encourage continuing innovation in family engagement by enabling families to be involved in their children's development and learning pathways from birth on. Strong research support and innovative practices show that family engagement is a key component of creating comprehensive learning pathways for children. In order for children to succeed, we must:



In short, the answer is hiding in plain sight:

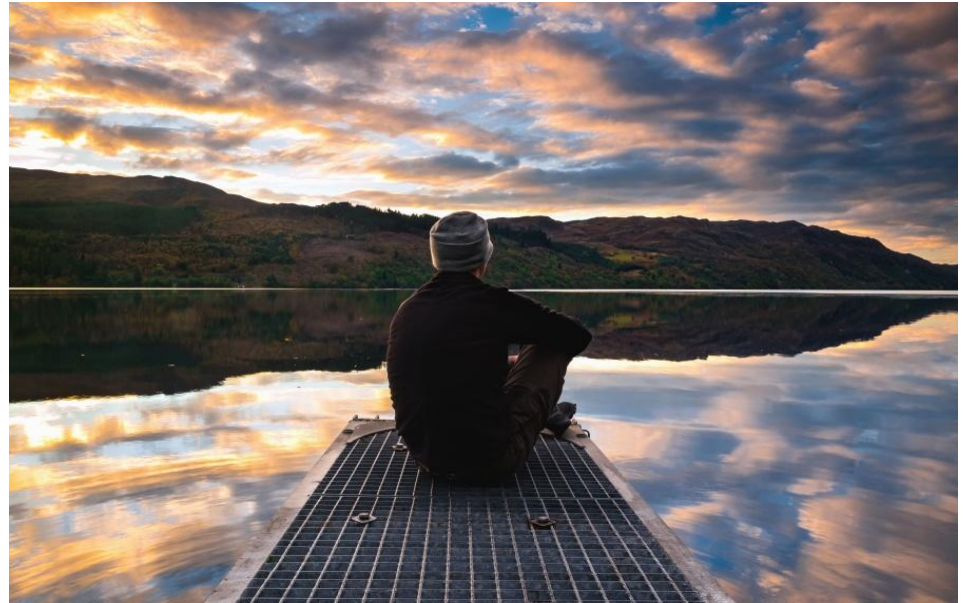
**"Families are key to ensuring equitable learning pathways for children that include high-quality in-school and out-of-school learning opportunities."**

It is up to educators and communities to transform our collective mindset and co-create family engagement opportunities with families.



# Reflect and Chat

- What do you think of when you hear “**systems**” for family partnerships?
- Can you think of any examples of “**systematized**” family partnerships?

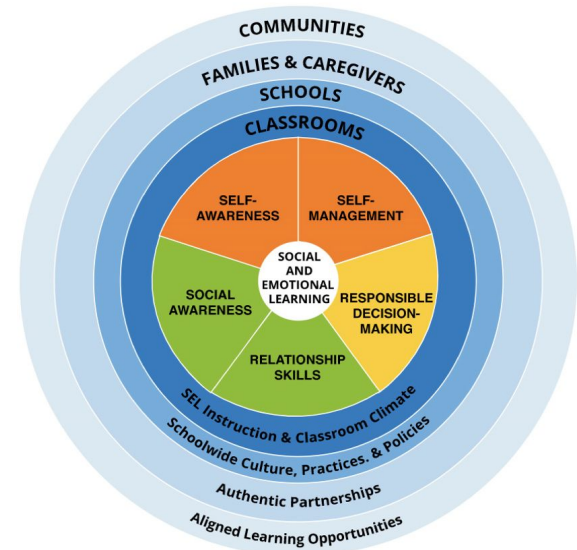
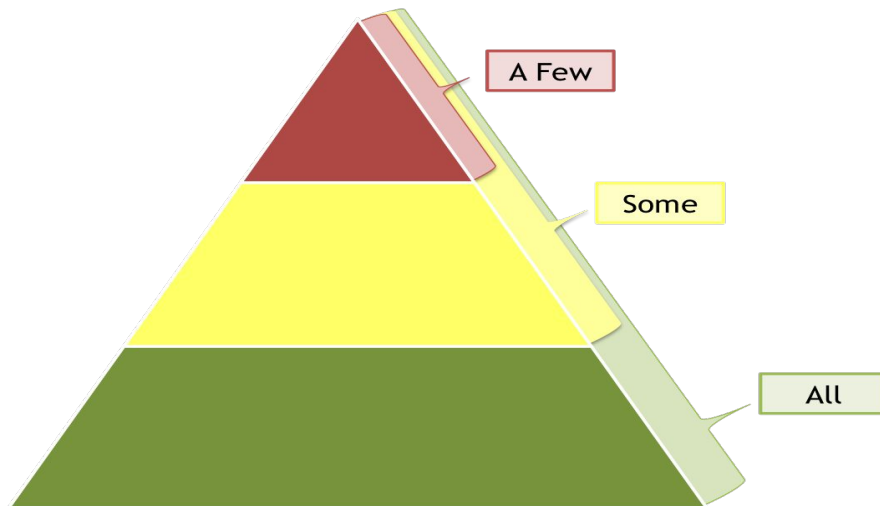




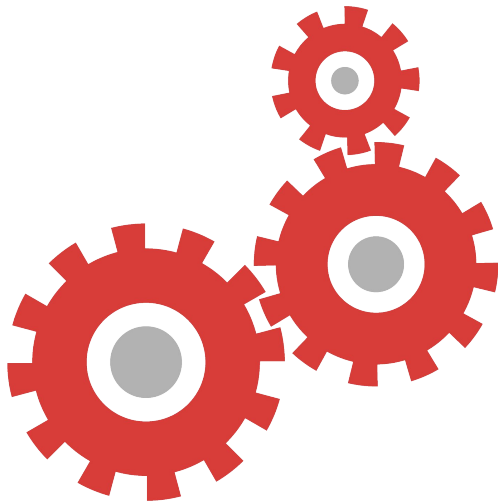
# Multi-Tiered System of Family Partnership Support



A layered framework of delivery that increases the duration, intensity and/or frequency of instruction and/or support based on stakeholder response, strengths and needs.



# System Definitions

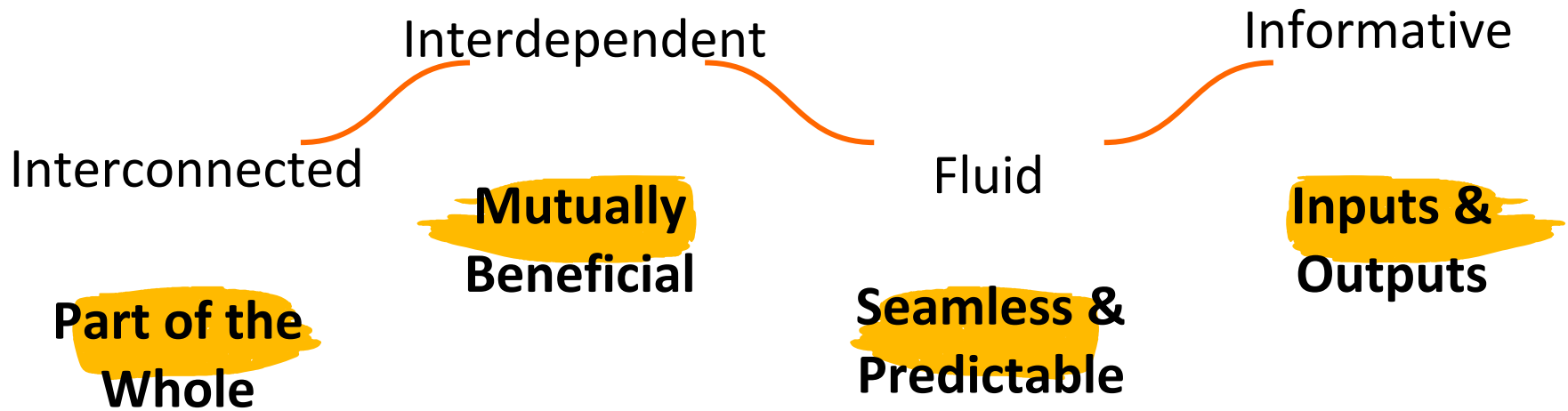


A set of connected things or parts forming a complex whole

A set of principles or procedures according to which something is done; an organized method

An organized, purposeful structure that consists of interrelated & interdependent elements

# Systems to Support Caregivers



# Systems

A SYSTEMS STORY  
A SHORT INTRODUCTION TO KEY SYSTEMS THINKING CONCEPTS




# Let's Chat

## Random Acts of Engagement

“Despite the rich evidence and support for family engagement in education, schools continue to struggle to move beyond *random acts of engagement* to **systemic, integrated, effective, and sustainable** family engagement practices that are central to school-based initiatives and improvement efforts.”





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- “Increasingly, staff and leaders from all youth serving systems including education, mental health, child welfare, juvenile justice, disabilities, primary healthcare and others are recognizing the paradigm of professional “**experts**” telling youth and families what they should be doing is **not effective** (Brandt et al., 2013; Hill & Tyson, 2009; McDaniel, Schiele, Taylor, Haak, & Weist, 2014; Rechtsly & Christenson, 2012).
  - This directive, hierarchical model suggests superiority of the professional over the student or family member, **promotes distance** in the relationship and negative reactions and feelings, and **decreases** the likelihood of positive change occurring (see Bickham et al., 1998; Fette et al., 2009).
  - Yet, these models perpetuate as in reality youth and families have **little voice** about what happens in the systems they participate in (see Hart, 1997; Smit, Driessen, Slegers, & Teelken, 2008). “

Sometimes  
“Starting” Means “Stopping”



*In order to fully,  
meaningfully,  
engage families,*

*we must first...*

*stop...*

*dise*

*ngaging*

*them.*

# Let's Chat

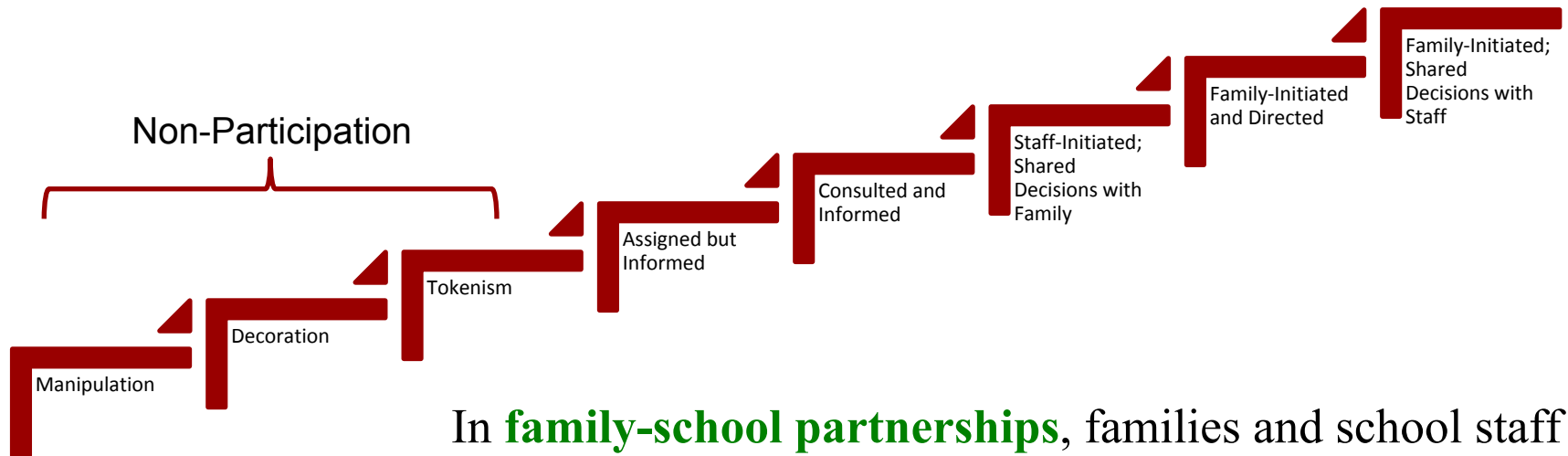
Can you think of **personal** examples of families being disengaged?



Can you think of **professional** examples of families being disengaged?



# Ladder of (Family) Participation

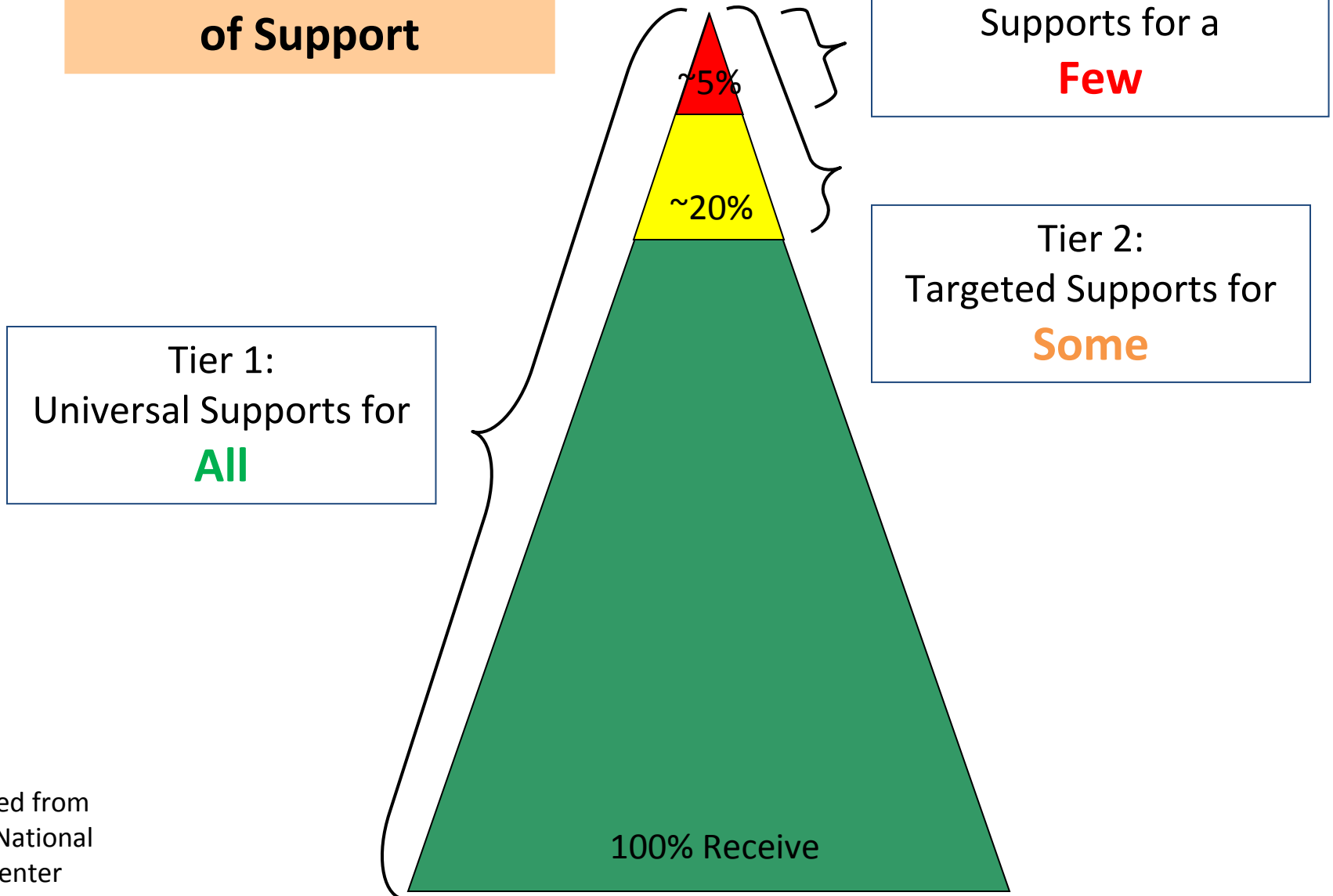


In **family-school partnerships**, families and school staff are **co-equal** partners, they engage in shared work and **joint planning**, and focus on promoting positive youth outcomes through a **strengths-based** approach (Christenson & Sheridan, 2001; Sheridan & Kratochwill, 2008).

# The Dual Capacity-Building Framework for Family–School Partnerships



# Multi-Tiered System of Support



Adapted from  
OSEP National  
PBIS Center

# Multi-Tiered System of Support Worksheet

## Supports for a Few Staff

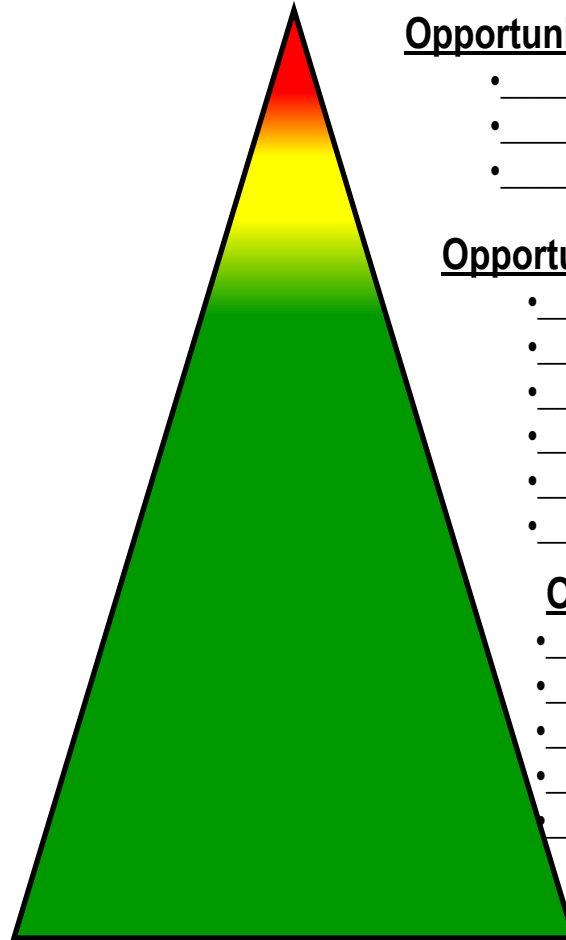
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## Supports for Some Staff

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## Supports for All Staff

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## Opportunities for a Few Staff

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## Opportunities for Some Staff

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*Adapted from Illinois PBIS Network, Adapted from  
"What is school-wide PBS?" OSEP Technical  
Assistance Center on Positive Behavioral Interventions  
and Supports.*



# Multi-Tiered System of Support Worksheet

## Supports for a Few Families

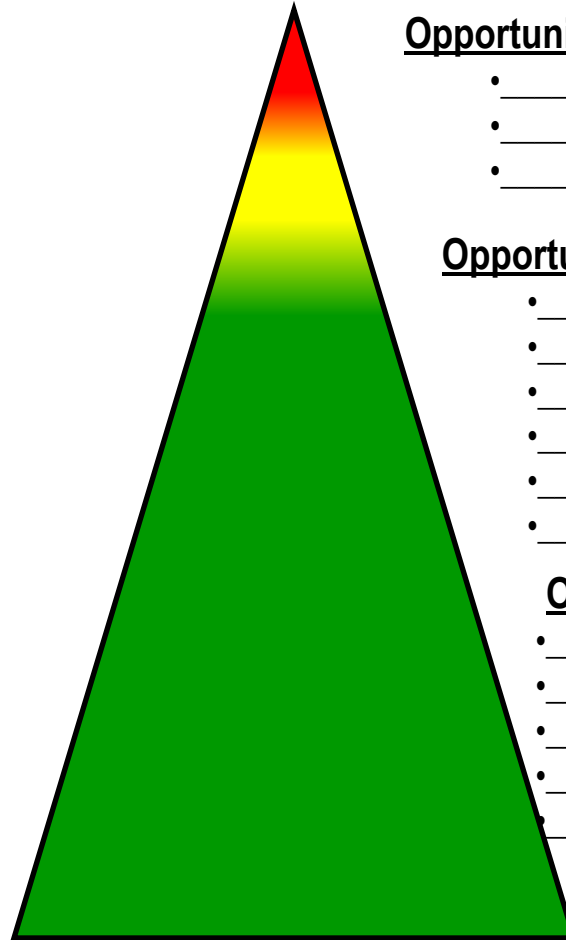
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## Supports for Some Families

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## Supports for All Families

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## Opportunities for a Few Families

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# Arisleyda's 3-Tiered Example of Family/School Partnerships

Started by being involved with **own child's schooling**; read notices; formed **connection** with teacher

Connection with teacher led to **volunteering** at school; volunteering created **sense of belonging & leadership**

Sense of belonging created **responsibility** for school community; joined PTA; **joined Hispanic Parent Leadership Institute**

# Let's Chat

- What comes to mind when you hear the phrase “**family voice**”?
- Are sites **systematically seeking and using** the voice of families who are **not satisfied**?
- Can you think of **actions taken** based on family voice?



