

Positive Behavioral Interventions & Supports (PBIS) Family Engagement Rubric: Tier III

Key Area	Level 1	Level 2	Level 3 (Includes Level 2 Criteria)	Level 4 (Includes Level 3 Criteria)
Communication	Only some families are informed of Tier III interventions/supports offered by the school. Families are not notified immediately of behavioral concerns. Families are not invited to discuss concerns about their children, services and supports available, or disciplinary consequences that occur at school.	Families are informed of behavioral concerns when they occur at school. Families are informed of the Tier III interventions/supports and how to request them after behavioral concerns occur. Some families request Tier III interventions/supports for their children. Communication is primarily one-way, from the school to families.	Availability of Tier III interventions/supports are communicated to all families early and throughout the school year through multiple means (handbooks, web site, presentations, social media, etc.). Communication with families about behavioral concerns is proactive and timely. Prior to identifying students for Tier III interventions/supports, educators communicate with families about concerns with their children's behavior. Documents and other communication with families are clear, jargon-free and in families' home language. Two-way communication is maintained with families of children receiving Tier III interventions/supports, including planning, feedback, progress monitoring, and modifications to interventions.	There is a Tier III Systems Coordinator who is a point of contact for two-way communication with families of children receiving Tier III interventions/supports. The Coordinator works to have a positive relationship with families. A non-judgmental, supportive atmosphere is established for families to discuss their children's mental and behavioral health. Communication with families is differentiated to best fit the family. Educators listen for, and are empathetic to, families' perspectives of their children's behavior at home and school. When a student receives a Tier III interventions/supports, families are updated frequently about their children's progress. The Tier III team's efforts to inform and listen to families are persistent and ongoing, not giving up if families do not respond. Communication processes are evaluated annually based on families' feedback to ensure that effective two-way communication is maintained.
Decision Making	There is no process for families to request Tier III interventions/supports. The Tier III team does not include input from families in decisions made about Tier III interventions/supports.	A Tier III team exists but is not uniquely designed with input/approval from the student/family. The Tier III team does not meet on a regular schedule. There is an informal process for families to request Tier III interventions/supports. Input from the family about home behavior is occasionally considered in the decision making process.	A uniquely constructed Tier III team exists for each Individual Student Support Plan with input/approval from the student/family. The plan includes formal or natural supports. The team meets on a regular schedule. The Tier III Team includes the family in the selection of the Tier III interventions/supports and families are encouraged to provide input regularly as part of the ongoing progress of the plan.	There is a process whereby families are encouraged and provided supports so they can actively contribute to designing and monitoring the student's Individual Student Support Plan. The Individual Student Support Plan documents both formal and natural supports, quality of life (QOL) needs/goals/strengths. Cultural considerations are defined by the student/family. The Tier III team honors the needs of families when setting meeting dates and times and establishes a student progress-monitoring schedule with the family to share outcomes.
Parenting	The Tier III team does make an effort to learn about families, or to share with them how Tier III interventions/supports for their children can be implemented outside of school.	The Tier III team makes an effort to learn about the families of children receiving Tier III supports. The Tier III team shares information with families about implementing interventions/supports outside of school.	The Tier III team incorporates parenting approaches from home into Tier III interventions/supports. The Tier III team interacts with the family to ensure that the resources and interventions/supports are aligned with the family's unique culture and needs. School staff receive training on impacts of substance abuse, trauma, mental health issues and crisis on families.	Supports for families are sustained, continuing PreK-12 and adapted to the developing role of the families at each grade level. The Tier III team and mental health partners provide families with learning opportunities to practice parenting strategies or interventions to support their children's behavioral and mental health at home. The Tier III team welcomes parenting expertise from families to provide in-service training to staff.
Collaboration with the Community	There is no collaboration with community resources to provide Tier III supports for families.	The Tier III team invites and welcomes outside agencies to provide Tier III supports. The Tier III team provides families with information about external support agencies that provide intensive, behavioral and mental health supports.	The Tier III team documents community resources provided to families, <u>or</u> there is a Tier III Systems Coordinator who can assist families in the referral process and completing required intake paperwork. When appropriate, representatives from community agencies are included in Individual Student Support Teams.	The Tier III team documents community resources provided to families <u>and</u> there is a Tier III Systems Coordinator. Tier III referrals are tracked and the data is used to inform school and district planning. Interventions and supports provided by community agencies are evaluated annually for effectiveness and aligned with identified students' needs.

Revised 10.18.2018. This rubric was developed by the Ohio PBIS Network Family Engagement Work Group with support from The Ohio Statewide Family Engagement Center at The Ohio State University. Send questions or feedback to, Barbara Boone, Ph.D., boone.32@osu.edu. Key areas adapted from Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Clark Salinas, K., Rodriguez Jansorn, N. ...Williams, K. J. (2009). School, family, and community partnerships: Your handbook for action (3rd ed.). Thousand Oaks, CA: Corwin Press.

Team Reflection Questions

(Record on Summary Page)

1. For each of the Key Areas:
 - a. What is going well and how do you know?
 - b. What are some ways your team can improve your practices?
2. What two areas are your priority areas for action planning?
3. Brainstorm action steps that will move your PBIS practices to a higher level of family engagement.
4. Select action steps and determine details for implementation including key persons responsible.

What is family engagement?

There are many terms associated with family, school and community partnerships throughout the literature and programs in this area. Engagement entails commitment, synchronization, working together, support, and action. It is through engagement with families, schools, and communities that Ohio's students will receive the support they need for a bright future. Ohio's families are diverse and may speak a host of languages. Family members include parents, caregivers, grandparents, friends, and relatives. Families may live together or apart, may change housing frequently or never, and may include many generations or just a few. Schools that build successful family engagement recognize the strengths of each individual family and the hopes and dreams they hold for their children.

Your PBIS team is ready to partner with families

Purpose

The purpose of the **Positive Behavioral Interventions & Supports (PBIS) Family Engagement Rubric** is to provide PBIS teams with information and a consistent way to measure family engagement within their PBIS framework. It was designed to be descriptive and to assist teams with identifying the areas relating to PBIS and family engagement that are well established and those areas that need to be strengthened. PBIS teams can use the rubric on a regular schedule to help track progress and to focus planning for the next stage.

Intended Participants

The rubric is used by the PBIS team with an active presence of administration, at the beginning of their implementation stage and on an annual basis to monitor growth. Family members are recommended members of PBIS teams. They provide the invaluable perspective of families of children in the school for PBIS planning.

Using the Rubric

1. To prepare for using the rubric, your team should identify a record-keeper for your team discussion and responses.
2. As a team, review the PBIS: Tier III Family Engagement Rubric. Notice the Key Areas on the left side of the rubric. These are adapted from the Epstein framework (Epstein et. al, 2009).
3. The levels describe a progression of family engagement from Level 1 (emerging practices) to Level 4 (optimal practices). PBIS team members should read the descriptions at each level, one through four, for each Key Area, one Key Area at a time. Determine which level most closely represents your team's current practices.
4. Discuss the perspectives of team members and come to consensus on the level that best represents your school for each of the Key Areas.
5. Using the reflection questions and summary page, acknowledge and record evidence of successes for your team. Begin to prioritize the target areas for action for your team and determine which two potential priority Key Areas will be addressed. The summary form in this document is included to guide your team discussion.

Once your team has determined appropriate action steps and responsibilities for implementation, include these action steps in your current school PBIS Action Plan.

Families and schools working
together for
Positive Behavioral
Interventions and Supports

*For PBIS teams who are ready to
partner with families*

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PBIS: Tier III Family Engagement Rubric Guide

A planning tool
for PBIS teams

Version:
October 2018

Summary Page

Key Area	Successes	Opportunities for Growth
Communication		
Decision Making		
Parenting & Learning at Home		
Collaborating with the Community		

Priority Area	Action Steps	Who is Responsible?

Reference: Epstein, J.L., Sanders, M.T., Sheldon, S.B., Simon, B.S., Clark Salinas, K., Rodriques Jansorn, N.,...Willimans, K.J. (2009). School, family, and community partnerships: Your handbook for action. (3rd ed.). Thousand Oaks, CA: Corwin Press.