

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 I Family Engagement Rubric Guide

A planning tool for
PBIS teams

Version:
June 2018

Summary Page

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

Priority Area	Action Steps	Who is Responsible?

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

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

Key Area	Level 1	Level 2	Level 3 (Includes Level 2 Criteria)	Level 4 (Includes Level 3 Criteria)
Communication	Information about the PBIS team, planning, expectations, matrix and other PBIS activities are not shared with families. Families are unaware, or have limited understanding of PBIS in the schools.	The school informs families of the PBIS matrix for the school and expectations for student behavior. The PBIS matrix is in the school handbook. Communication is irregular or infrequent and limited to newsletters or meetings at the school. Some families are invited to recognitions and celebrations.	Communication is reciprocal. There are several universal methods of providing information to families and receiving feedback and ideas from families. There are specific strategies for communicating with families who speak other languages, do not have electronics, or who do not visit the school. Communication happens several times throughout the year. PBIS expectations are communicated to the local government and/or school board.	Families are informed of school activities in a variety of ways to maximize the number of parents and caregivers who are aware of and understand PBIS in the schools and what they can do to support positive behavior at home Pre K – grade 12. The school ensures that there are multiple methods of ongoing (year round) listening to families. The school values the feedback and ideas of parents and caregivers and integrates this information into planning and implementation. PBIS expectations are communicated to the larger community to inform all community members and families of children who are not school-age.
Decision Making	PBIS is an internal process in the district. The PBIS team does not include family members, and their perspectives are not included in planning.	Families participate in the PBIS planning process on a limited basis. There is a family representative on the PBIS team. Family surveys are conducted on an irregular schedule.	Families are invited to discuss the PBIS process and share their input on universal foundations every 12 months via surveys, voting at meetings, or other formats. Families provide input (i.e. surveys, focus groups) to measure school climate. Family members on the PBIS team are present at less than 50% of meetings.	The PBIS team includes families as equal, valued partners in the design and implementation of activities that affect students. Family members who are representative of the community population are members of the PBIS team. Family members attend and actively participate in over 50% of meetings. Surveys (or other measurements) are conducted each year at least once to gather feedback from families. Data from surveys of families and other informal data collection activities inform PBIS plans and activities.
Volunteering	Family members are not included in implementation of PBIS activities in the school or community.	There are a few opportunities in the school for a limited number of family representatives to volunteer to assist in implementing PBIS activities. There is no formal recognition of families for their contributions.	There are many opportunities and a variety of roles for families to support PBIS in the school, at home and in the community. All participants are recognized annually and are valued for their contributions.	Families of all children, regardless of their background, attend and are active participants in PBIS activities (such as kick off, boosters, recognition programs, celebrations). Family members of students Pre K – 12 are in leadership or support roles for PBIS activities. Families who do not come to the school are still considered partners with the school for the important role they have at home.
Parenting and Learning at Home	There is no information shared with families about positive behavioral supports at home.	There are some efforts made at the elementary level to share positive parenting information with families. The school informs families of the behavioral expectations at school. Families are encouraged to talk to their child about following school expectations.	The PBIS teams at each school (elementary, middle, high) provide resources to families about PBIS at home and positive parenting. Information is provided in several formats (e.g., videos, apps, website, and meetings). Families and teachers are on the same page regarding student behaviors. Each values the contribution of the other and are supportive of each other. Teachers ask about family members' hopes, dreams and expectations for their children now and in the future. Behavioral supports at school are related to and support home expectations and practices. The school creates opportunities to celebrate the families of all students. Families are viewed as the experts and most enduring teachers of their children.	Families are provided with support for creating tools for supporting positive behavior at home (e.g., home matrices). The school uses strategies to ensure every student has a caring adult in the school who knows the student well and is familiar with the student's family. The student knows he or she can approach teachers, coaches, parents and mentors for support. Families feel supported by the school and are treated as partners. The PBIS team supports positive parenting at home by empowering families with information and opportunities to learn and experience positive parenting skills. Supports for families continue Pre K – 12 and change with the developing role of the family at each grade level. Teachers and support staff receive professional development for understanding positive parenting, cultural competence and how to build trusting relationships with families.
Collaboration with the Community	There are no partnerships established with community organizations or businesses to support PBIS.	The school provides families with information about community resources. These resources include academic, social-emotional, and physical health. Families know what community resources are available to them and how to access these resources. The PBIS team has community members.	As part of PBIS, the school conducts a needs assessment of students, staff and families and develops partnerships with community organizations based on identified needs impacting student behavior and learning. Based on student data, partnerships are established with agencies and organizations to provide supports and services for students and families. Families seek out community resources for supporting PBIS in the school (e.g., donations, services).	Community partnerships are evaluated regularly through PBIS to ensure that student behavior and learning outcomes are met. Community programs implemented in schools that do not produce significant positive impacts for students are improved or eliminated. The school reaches out to build relationships with families through community partners (early childhood, MRDD, ADAMH), and to improve educational offerings in the community. The school organizes students, families and staff to provide support to the community.

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