Putting the Pieces Together: Collaboration for Youth and Families

Presented by
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2nd Annual Downstate ABCD Conference

Autism, Behavior and Complex Medical Needs – Downstate

Sponsored by
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PROTECT: Promoting Resiliency of Trauma-Exposed Communities Together

Regency Conference Center
O’Fallon, Illinois
May 20, 2016
Objectives:

• Create a shared understanding of best practices of engagement
• Explore unique skill sets that facilitate engagement when behavioral health and related needs are present
• Create shared understanding of typical prevention/intervention systems in schools
• Explore unique factors in schools that can be barriers or leverage points for partnership
Working with Families

• All the best Family Engagement strategies are even more important when working around sensitive topics of mental health and trauma.

• What are the best practices?
The work of Dr. Joyce Epstein

- Parenting
- Communicating
- Volunteering
- Learning at Home
- Decision Making
- Collaborating with Community
Educational Outcomes

• Higher grades and test scores
• Participate in higher level courses
• Pass their classes, earn credits, and be promoted
• Attend school regularly
• Demonstrate improved social skills and behavior
• Adapt well to the school environment
• Graduate and enroll in postsecondary education
Working with Families

• Family Engagement strategies are even more important when working around sensitive topics of behavioral health and complicated case presentations
Family Engagement Framework

Standards of Effective Practice

1. Districts/schools develop a family engagement system that cultivates and empowers adults to jointly support student growth, address any barriers to learning, and ensure college and career readiness.

2. District and school personnel foster a welcoming environment for families that is responsive to student and family needs.

3. District and school personnel engage in ongoing and meaningful two-way-exchanges of information with families to support student learning and healthy development.

4. District and school personnel include parents in the decision-making process.
Motivational Interviewing
adapted from McKay & Lindsey (2011); Miller & Rollnick (2002)

- A method of communication rather than a set of techniques
- Elicits the person’s intrinsic motivation for change
- Focuses on exploring and resolving ambivalence as a key in eliciting change
- Builds self-efficacy
- Speeds and facilitates change
Motivational Interviewing (cont’d)

• Communication cues can work
  – Be intentional in starting our supportive engagement with families in the first phone call/in person contact
    • “It takes someone very strong to make this call.”
    • “You must be trying your very best.”
    • “What do you think your child could benefit from?”
    • “I know what the (school/case manager/doctor) said – what do you think you need?”
    • “Thank you for helping us understand more about your child and your family. This will help us to better help you.”
The model can also facilitate proactive problem-solving with open discussion

• “What could stand in the way of you getting here?”
• “How are you going to get here?”
• “Who might you bring with you?”
• “How will these people feel about coming?”
• “What resources do you have available to get to this appointment/meeting?”
  – i.e., child care, transportation, time off from work/school, insurance/financial support
Additional Resources


• Motivational Interviewing: Preparing People for Change. 2002, Guilford Press.


The Uniqueness of Schools
Framework with Supports
Student Intervention Framework (Example)

District Leadership Team

Practices for a Few
- 1-5%
- Functional Common Training
- Structured Plan Group
- Co-Teaching
- Visual Schedule
- Task Analysis
- Social Skills
- Mentors
- DIBELS

Practices for Some
- 5-15%
- Video Modeling
- Social Narratives
- Behavioral Contracts
- Functional Instructional Messages
- Peer-mediated Instruction
- Preventing Bullying

Practices for ALL
- 80-90%

5/9/2016 CKnight/ICAAP
MTSS Climate & Culture (within LEAs)

Intensive, Individualized Interventions
- HF School-initiated Wraparound
- SASS
- School Partnerships with Community Providers/Care Coordination

Secondary, Targeted Interventions
- Trauma-NME/(NMT-Providers)
- Check In-Check Out
- FBA/BIP
- Differentiated Instruction
- Co-Teaching
- YMHFA/(MHFA-Providers)
- Special pops (Autism, Behavioral Health)
- Family Engagement
- Transition Group Interventions (RENEW)

Universal Interventions
- Implementation Science Systems’ Change (MTSS)
- SEL Standards
- Trauma-informed Practices
- Positive Behavioral Interventions & Supports
- Restorative Practices
- Adaptive Leadership
- Suicide Prevention (Ann Marie’s Law) (Kognito-IDPH)
- Youth Mental Health First Aid (YMHFA-IL-AWARE) (MH First Aid Act)
- Bullying Prevention
- LRE Best Practices
- Family Engagement
- Transition Best Practices

1-5%
5-15%
80-90%
MTSS Climate & Culture (Inter-Agency)

**Universal Interventions**
- Public Health Model (MTSS)
- Trauma-informed Practices
- Suicide Prevention (Kognito-IDPH)
- Youth Mental Health First Aid (YMHFA-IL-AWARE)
- Family/Youth Engagement (FRDs-Peer Support)
- System of Care (SOC) DMH grants
  (IL-AWARE SMT, HFS, DCFS, DMH, DASA, DPH)

**Secondary, Targeted Interventions**
- Trauma-NME/(NMT-Providers)
- YMHFA/(MHFA-Providers)-IL-AWARE
- Special pops (Autism, Behavioral Health)

**Intensive, Individualized Interventions**
- SASS (HFS, DCFS, DMH)
- ICG Grants (HFS)
- School Partnerships with Community Providers/Care Coordination
- CRSA

The diagram shows the percentage distribution of interventions:
- **1-5%**: Intensive, Individualized Interventions
- **5-15%**: Secondary, Targeted Interventions
- **80-90%**: Universal Interventions
## 4 Versions of Family-School Partnerships

(Henderson, Mapp, Johnson, & Davies, 2007)

<table>
<thead>
<tr>
<th>Partnership School</th>
<th>Open-Door School</th>
<th>Come-if-We-Call School</th>
<th>Fortress School</th>
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<tbody>
<tr>
<td>All families &amp; communities have something great to offer – we do whatever it takes to work closely together to make sure every single student succeeds</td>
<td>Parents can be involved at our school in many ways – we’re working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.</td>
<td>Parents are welcome when we ask them, but there’s only so much they can offer. The most important thing they can do is help their kids at home. We know where to get community help if we need it.</td>
<td>Parents belong at home, not at school. If students don’t do well, it’s because their families don’t give them enough support. We’re already doing all we can. Our school is an oasis in a troubled community. We want to keep it that way.</td>
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<td><strong>Building Relationships</strong>&lt;br&gt;• Family center is always open, full of interesting materials borrow&lt;br&gt;• Home visits are made to every new family&lt;br&gt;• Activities honor families’ contributions&lt;br&gt;• Building is open to community use &amp; social services are available to families</td>
<td><strong>Building Relationships</strong>&lt;br&gt;• Teachers contact families once a year&lt;br&gt;• Parent coordinator is available if families have questions or need help&lt;br&gt;• Office staff are friendly&lt;br&gt;• Staff contact community agencies &amp; organizations when help is needed</td>
<td><strong>Building Relationships</strong>&lt;br&gt;• Better-educated parents are more involved&lt;br&gt;• “Many immigrant parents don’t have to come or contribute”&lt;br&gt;• Staff are very selective about who comes into the school</td>
<td><strong>Building Relationships</strong>&lt;br&gt;• Families do not “bother” school staff&lt;br&gt;• “Minority families don’t value education”&lt;br&gt;• Parents need security to come in&lt;br&gt;• It is important to keep community influences out of the school</td>
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| **Linking to Learning**  
- All family activities connect to what students are learning  
- Parents & teachers look at student work & test results together  
- Community groups offer tutoring & homework programs at the school  
- Students’ work goes home every week, with a scoring guide | **Linking to Learning**  
- Teachers explain test scores  
- Folders of student work go home occasionally  
- School holds curriculum nights 3 or 4 times per year  
- Staff let families know about out-of-school classes in the community | **Linking to Learning**  
- Parents are told what students will be learning at the fall open house  
- Parents can call the office to get teacher-recorded messages about homework  
- Workshops are offered on parenting | **Linking to Learning**  
- Curriculum & standards are considered too complex for parents to understand  
- “If parents want more information, they can ask for it”  
- “We’re teachers, not social workers” |
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<td><strong>Addressing Differences</strong>&lt;br&gt;• Translators are readily available&lt;br&gt;• Teachers use books &amp; materials about families’ cultures&lt;br&gt;• PTA/PTO includes all families&lt;br&gt;• Local groups help staff reach families</td>
<td><strong>Addressing Differences</strong>&lt;br&gt;• Office staff will find a translator if parents ask in advance&lt;br&gt;• Multicultural nights are held once a year&lt;br&gt;• “Minority” parents have their own group</td>
<td><strong>Addressing Differences</strong>&lt;br&gt;• “We can’t deal with 20 different languages”&lt;br&gt;• “Parents can bring a translator with them”&lt;br&gt;• “This school just isn’t the same as it used to be”</td>
<td><strong>Addressing Differences</strong>&lt;br&gt;• “Those parents need to learn English”&lt;br&gt;• “We teach about our country – that’s what those parents need to know”&lt;br&gt;• “This neighborhood is going downhill”</td>
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<td><strong>Supporting Advocacy</strong></td>
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<td>• There is a clear, open process for resolving problems</td>
<td>• Principal will meet with parents to discuss a problem</td>
<td>• School calls families when children have problems</td>
<td>• Parents don’t come to conferences</td>
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<tr>
<td>• Teachers contact families each month to discuss student progress</td>
<td>• Regular progress reports go to parents, but test data can be hard to understand</td>
<td>• Families visit school on report card pick up day &amp; can see a teacher if they call first</td>
<td>• Problems are dealt with by the professional staff</td>
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<tr>
<td>• Student-led parent-teacher conferences are held 3 times a year for 30 minutes</td>
<td>• Parent-teacher conferences are held twice a year</td>
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<td>• Teachers don’t feel safe with parents</td>
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<td><strong>Sharing Power</strong></td>
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<td>• Parents &amp; teachers research issues such as prejudice &amp; tracking</td>
<td>• Parents can raise issues at PTA/PTO meetings or see the principal</td>
<td>• Principal sets an agenda for parent meetings</td>
<td>• Principal picks a small group of “cooperative parents” to help out</td>
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<tr>
<td>• Parent group is focused on improving student achievement</td>
<td>• Parent group sets its own agenda &amp; raises money for the school</td>
<td>• PTA/PTO gets the school’s message out</td>
<td>• Families are afraid to complain. “They might take it out on my kid”</td>
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<td>• Families are involved in all major decisions</td>
<td>• Resource center for low-income families is housed in a portable classroom next to the school</td>
<td>• “Parents are not experts in education”</td>
<td>• “Community groups should mind their own business; they don’t know about education”</td>
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<td>• Parents can use the school’s phone, copier, fax &amp; computers</td>
<td>• PTA/PTO officers can use the school office</td>
<td>• Community groups can address the school board if they have concerns</td>
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# Systems & Mindset Shifts

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<th>Moving From...</th>
<th>Moving To...</th>
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<td><strong>Individual responsibility</strong> to support youth</td>
<td><strong>Shared responsibility</strong> throughout the local system</td>
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<tr>
<td><strong>Deficit-based</strong> or <strong>adversarial</strong> approach to interactions</td>
<td><strong>Strength-based</strong> and <strong>collaborative</strong> approach</td>
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<td><strong>Add-on</strong> programs to support change</td>
<td><strong>Integrated</strong> programmatic support for change</td>
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<td><strong>One-shot</strong> projects</td>
<td><strong>Sustained</strong> efforts</td>
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<tr>
<td><strong>Compliance-driven</strong> engagement and goals</td>
<td><strong>Shared</strong> ownership focused on <strong>continuous</strong> improvement</td>
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Review

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Additional References


References (cont’d)

• Illinois State Board of Education

• National Council for Community and Education Partnerships – Resource Center (2012)

• National Family, School, and Community Engagement Working Group (2009)