

SRBI: Approach to engaging families in the decision making process

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CT Parent Information and Resource Center

Share with us...

- Who are you?
- How many of you are parents/family/community member?
- What brought you to this session today?
- What would you like to get out of the session?

Today's Topics

- Family engagement
- Establishing and sustaining partnerships in SRBI
- The role of equity and culturally relevant family engagement

Outcomes

- Families, Educators and Community Participants will:
 - Understand school -family partnering definitions, collaborative approach, research , legal mandates and challenges and solutions
 - Learn about a tiered school family community partnership in the SRBI process
 - Learn about integration of family engagement, literacy and behavior
 - Learn about practices in SRBI and family engagement

Key Concept

Every family functions as a home learning environment, regardless of its structure, economic level, ethnic or cultural background.

Consequently, every family has the potential to support and improve the academic achievement of its children.

Let's Talk

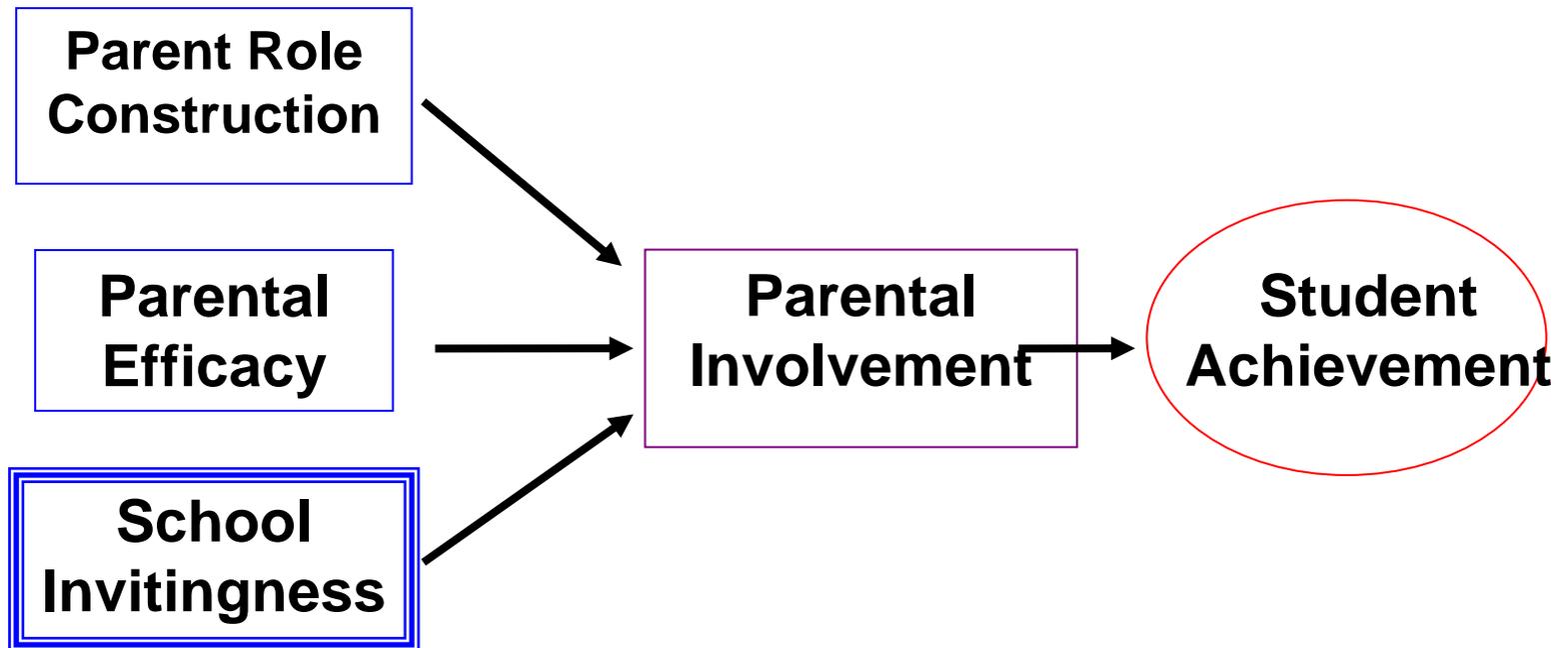
☐ Thoughts on key concept

- Agree? Disagree? Not sure?
- How does the Compass inform your response?

Importance of Family Engagement



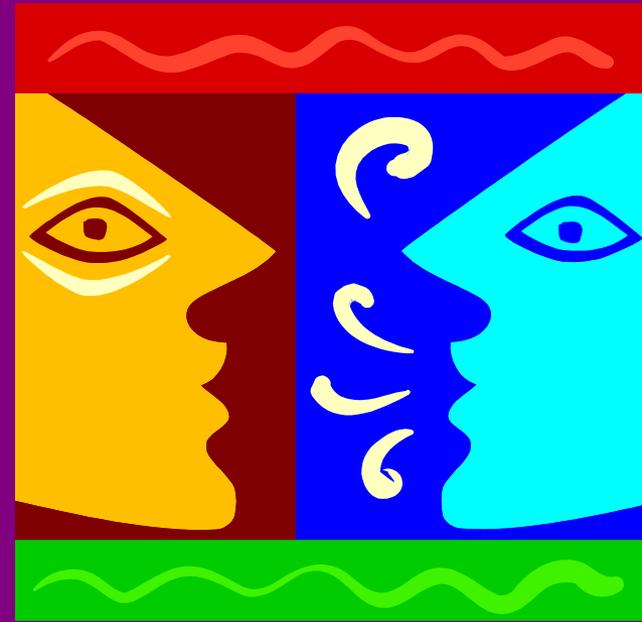
Why do parents get involved?



Adapted from Hoover-Dempsey (1997) and Lanthier, Wright-Cunningham, Edmonds (2003)

Home-school communication is among the most important factors in developing strong relationships between teachers and families

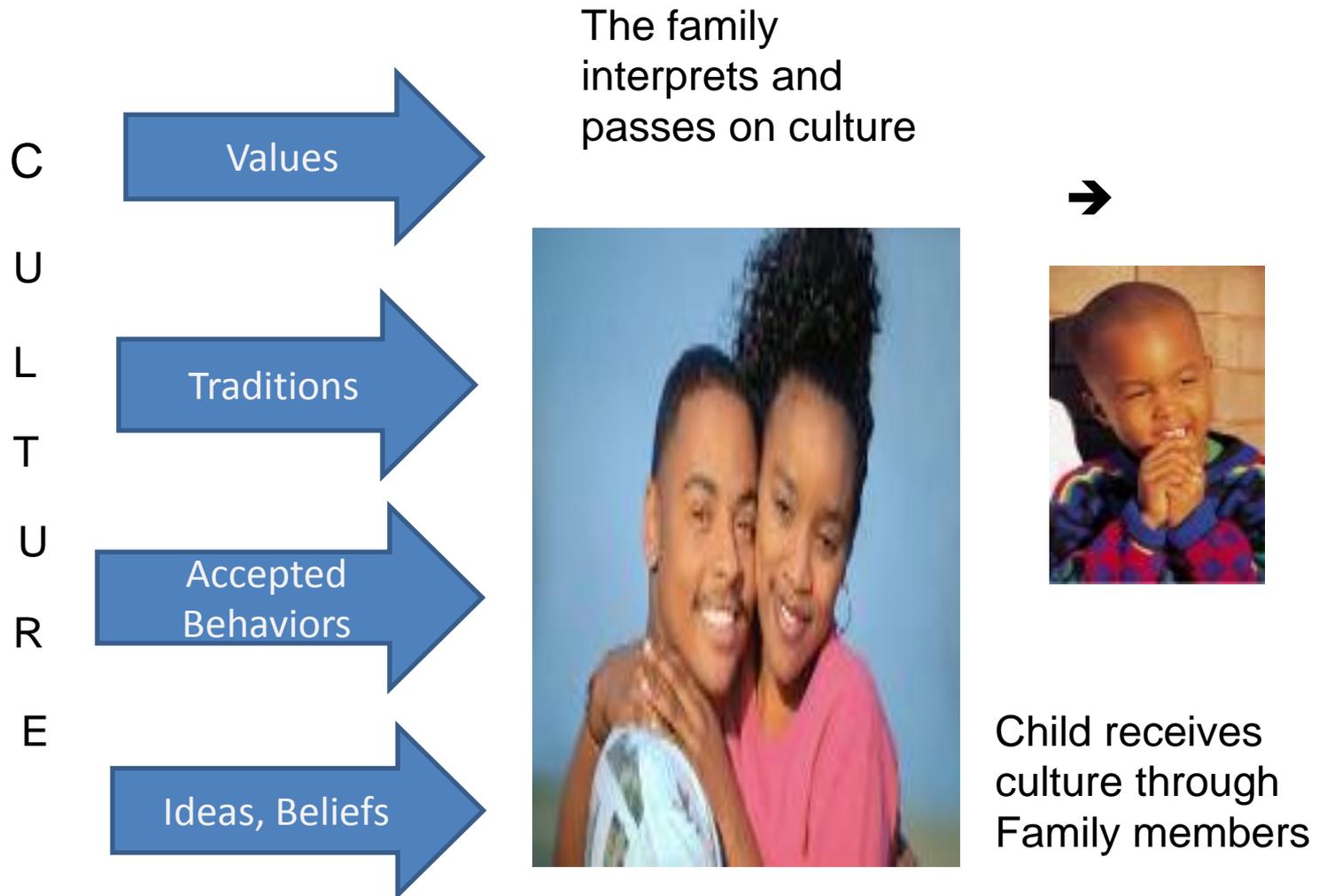
(Epstein, 1996; Christensen & Sheridan, 2001).



Things to consider:

- Research on family engagement indicates that it must be systemic, sustained and effective
- SRBI and partnering with families encourages home-school communication and home learning
- Parents responsibilities
- Parents believe they can make difference
- Welcoming environment

Culture and family





Cultural Responsiveness – respecting and responding to the cultural expectations and styles of others.

Cultural Reciprocity – respecting and learning about other cultures, while sharing information about our own culture.

Cultural Competence – learning to be as competent as possible in cross-cultural interactions; a positive attitude toward learning how to do this.

Beth Harry, Ph.D.

Why is Culture Important?

- It shapes *our values, assumptions, interpretations, conversations* and the *actions* we take. (Love, 2009)
- It *is a powerful lens* through which we *select* and *interpret* what we observe. (Lindsey et al, 2003)
- Use cultural specific traits as guidelines for observation and children-not as labels

Culturally Relevant Family Engagement

- Practices that **respect** and **acknowledge** the **cultural uniqueness**, life experiences, and viewpoints of families
- School staff ensures that the principles of family support are modeled by all staff in their day-to-day interactions with families, in the design of all programs activities, and in the district policies that govern school-based or support initiative for families

SRBI AND FAMILIES

SRBI defined:

- Continuum of support
- Tiers of interventions
- Progress Monitoring
- Universal Assessments
- Interventions
- Differentiated family engagement

CT SRBI Principles

- Research informs educational practice
- Collective responsibility and accountability
- Transparency
- Focus on continuous improvement
- Focus on prevention and early intervention
- School-wide or district-wide academic and behavioral supports

CT SRBI Principles

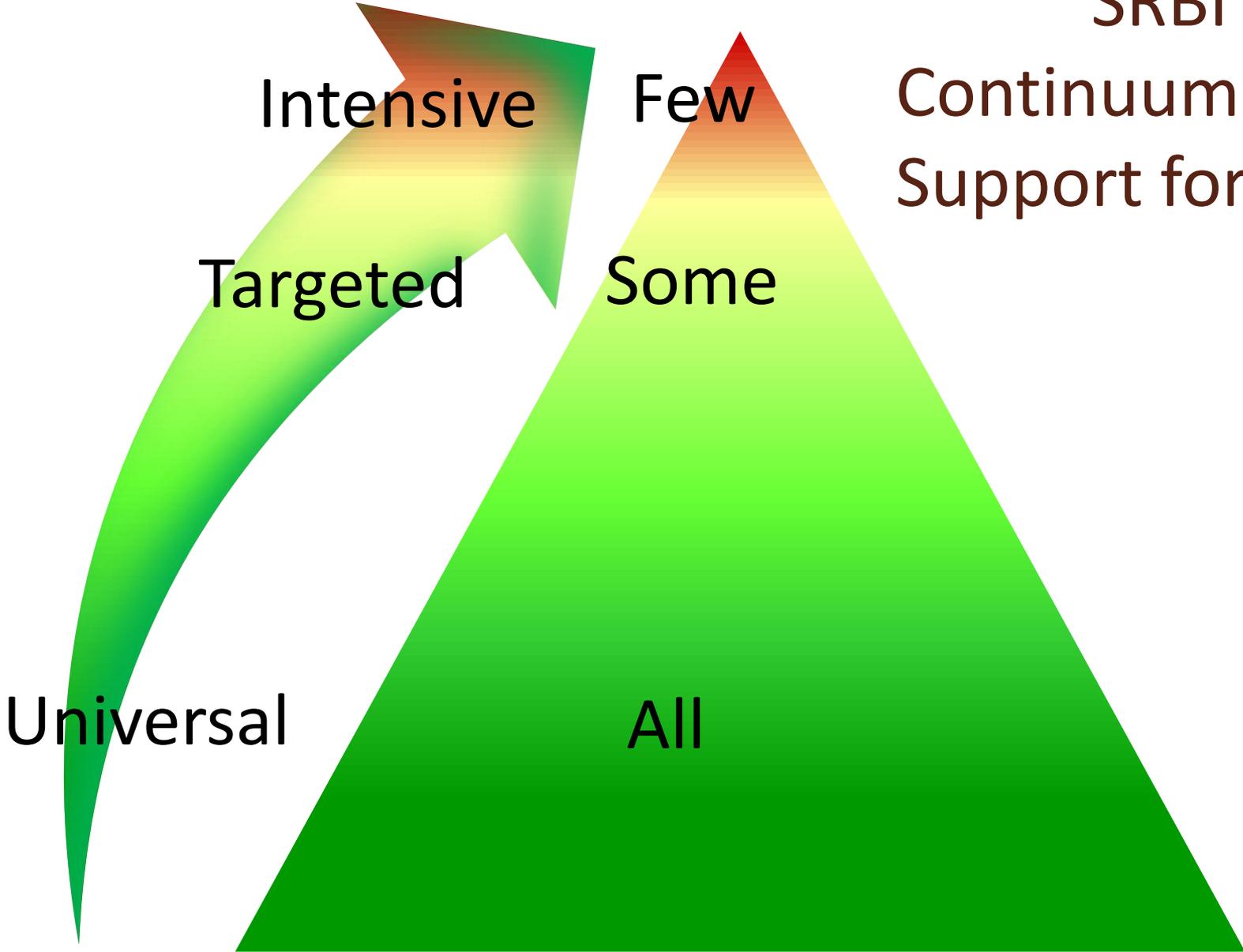
- Fidelity of implementation
- Culturally responsive teaching
- Comprehensive assessment plan and progress monitoring
- Data analysis
- Data driven decision making

SRBI IS NOT

- Replacement for a comprehensive evaluation for SPED services
- Modifications of the school work
- Accommodations for students with IEPs
- More of the same general classroom information

SRBI

Continuum of
Support for ALL

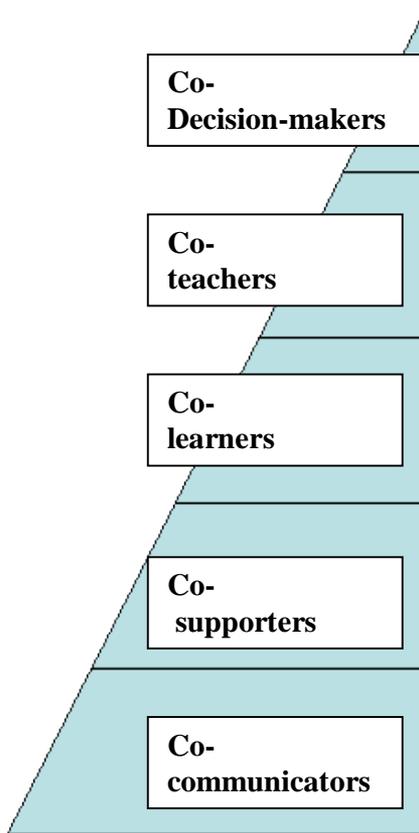


Differentiated Family Engagement

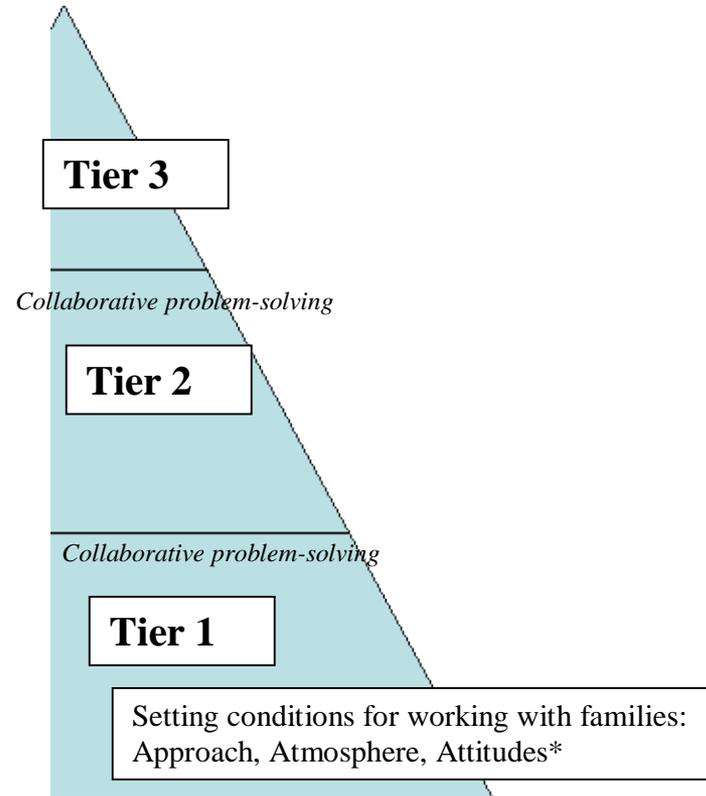


Dual Capacity Family engagement Framework

Figure 1. Family-School Co-Roles and Partnerships in RTI



Moles (1993) Co-Roles



*Christenson & Sheridan. 2001

What does it mean to have a partnership with families?

- Purpose: enhance student outcomes
- Shared responsibility, shared goals/priorities, shared accountability
 - Fantuzzo, Tight, & Childs, 2000; Jordan et al., 2000
- With attention to: Quality of connections, preventive-solution-oriented focus, and problem-solving
 - Christenson & Sheridan, 2001

WHAT DO YOU KNOW:

How would families in your school
define SRBI?

What can parents expect from the school implementing SRBI?

Based on communications with school-based personnel, do your parents really understand the purpose of tiers of instruction/interventions?

How does school-based
personnel describe tiers to
parents?

Do your parents know what questions should guide communications with the school?

If parents believe their child is struggling, what is their course of action?

SRBI PARTNERSHIPS

PRINCIPLES

SRBI Partnership principles

- Schools and families focus is always on student experiences collaborative support and encouragement between home and school
- Schools and families always focus student success, measurable goals, progress data and doing what works
- Schools understand that successful partnerships must affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society

Partnership Principles

- Culturally Linguistic differences are addressed because:
 - Authentic partnerships creates commonalities
 - Students see their worlds and experiences validated
 - It provides a forum for families and schools to have cultural reciprocity
 - Culture of the school and culture of the home

Partnership principles

- School staff work together to build positive relationships with families based on equality and respect
- Administrators, principals, and teachers recognize the capacity of families and honor their role in supporting the overall growth and development of all family members: young children, students and adults
- School staff understands that families are important resources to design, implement, and evaluate programs. They are resources to themselves and to other families

Contact Information

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