Utilizing a Team-Based Approach to Build Family and Community Engagement in PBIS
Shelby Cook, Dr. William Hunter, Carolyn Stark
Tennessee Behavior Supports Project, The University of Memphis

Introduction
Tennessee Behavior Supports Project (TBSP) utilized the tenets of implementation science and the framework of Positive Behavior Interventions and Supports (PBIS) to develop school-based Family and Community Engagement (FACE) Leadership Teams. In the 2018-19 school year, this approach was piloted within a rural district made up of 3 schools, all of which were already implementing PBIS with high fidelity. Post-implementation survey and fidelity outcomes indicate that this approach was successful in increasing familial engagement in PBIS and use of PBIS at home. This poster presentation details the process of building capacity, conducting training, implementing FACE leadership teams with fidelity, and supporting data-based decision making in FACE.

Contextual Information
Prior to the FACE team pilot, TBSP built capacity with schools through our coaching network. At our Regional Coaches meeting, TBSP distributed the Family Engagement Checklist (Muscott & Munn, 2004). From these findings, TBSP identified areas of highest priority and those least likely to be in place. These findings established a need for further training and support. TBSP then administered a survey to all coaches to measure their interest in attending training and developing a school-based PBIS FACE leadership team.

Training Format Preference

<table>
<thead>
<tr>
<th>Interest in FACE Leadership Teams</th>
<th>Immediate interest</th>
<th>Not now, but maybe later</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>28%</td>
<td>57%</td>
<td>3%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Pre- and post-test surveys measured family and educator perceptions of implementation according to the core features of FACE in RTI²-B model. After one year of implementation, the surveys indicated an increase in family reports of knowledge of and engagement in SWPBIS as well as an increased use of PBIS strategies at home.

Comparisons of pre- and post- survey findings from surveys indicated increases in the following:

- Families reporting that behavioral expectations are clear at school.
- Familial reports of engagement in PBIS, including invitations to participate on leadership teams and provide input and feedback on SWPBIS features and family engagement in PBIS.
- Families receiving positive behavior contacts from school.
- Families reporting receiving information from the school about implementing PBIS at home.
- Frequency of families using PBIS strategies at home (behavioral expectations, acknowledgment systems, and appropriate consequences).
- Educators reporting feeling that families respect them.
- Educators reporting mutual trust with families.
- Educators reporting that school staff ensures families feel welcome.
- Educators reporting they were asked to provide input on FACE in PBIS.
- Educators reporting receiving information to support families in home implementation of PBIS.
- Frequency of educators using resources to support families in home implementation of PBIS.
- Frequency of educators making positive behavior contacts.
- Educators reporting of reinforcing family engagement.

Fidelity Outcomes
After one year of implementation, teams demonstrated an average of a 37% increase in fidelity according to their TFI-FACE scores.

<table>
<thead>
<tr>
<th>TFI-FACE Scores</th>
<th>Primary School</th>
<th>Elementary School</th>
<th>Junior &amp; Senior High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Score</td>
<td>72%</td>
<td>72%</td>
<td>33%</td>
</tr>
<tr>
<td>Post-Implementation</td>
<td>53%</td>
<td>57%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Training Outcomes
Participants indicated a high level of satisfaction in the FACE Team Training.
- 99% of participants indicated that they plan to use this information in their work.
- 98% of participants indicated that they would recommend this training to colleagues.
- 99% of participants indicated that they found the training to be a good investment of their time.

References

Contact
For more information about TBSP and FACE Teams: Visit our website: www.tbpsmemphis.com/face
Contact: Shelby Cook. shrnkley@memphis.edu

Survey Outcomes

<table>
<thead>
<tr>
<th>Training Format Preference</th>
<th>3 one hour webinars (online) and 1 6-hour workshop (in-person)</th>
<th>1½ days of training</th>
<th>3 half day trainings</th>
<th>Not at all</th>
<th>Not now, but maybe later</th>
<th>Immediate interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>52%</td>
<td>45%</td>
<td>3%</td>
<td>15%</td>
<td>57%</td>
<td>28%</td>
<td>12%</td>
</tr>
</tbody>
</table>