

Multi-Tiered Systems of Support In Early Childhood Settings



Session #5 : MTSS in ECE Settings-Engaging Families

Family Involvement vs. Family Engagement

Think of “involvement” as implying DOING TO

Telling/asking parents how they can contribute...

- Projects
- Needs (gluesticks, pencils, volunteers, etc.)
- Goals (school & student specific)

In this scenario, families feel like helpers who follow the teacher’s directions and suggestions.

Think of “engagement” as implying DOING WITH

Collaborate with...and relate to the family of each child

- Reciprocal relationships
- Decision making and goal setting
- Two-way communication
- Home and Community
- Participation in advocacy efforts
- Comprehensive program-level system
- Inclusion

In this scenario, families are equal partners in their child’s education.

Habits that we've become accustomed to...

Familiar

- Optional
- Events-Based
- School centered
- Compliance
- Intermittent
- Head Counts
- For some

Possibilities

- Central
- Sustained
- Family centered
- Goal directed
- Systemic
- Specific student impact
- For all

Why should we focus on Family Engagement?

Families benefit while learning more about child development in general, and specifically as it's applied to their child/ren.

Engagement in the preschool years contributes to the success of children.

Children in families with low incomes experience added benefits from their ECE when their families are engaged with their child care or school.

Programs with effective FE respond best to the individual needs of diverse families.

Students experience improved social-emotional and behavioral development.

Strong family engagement efforts can support improved transitions among grades and into school.

Intensive supports such as home visiting and parent group membership have the strongest impact on child outcomes.

Effective Family Engagement



<https://www.youtube.com/watch?v=SgoRN4n0GGs>

Using an MTSS framework to **ASSESS** & **IMPROVE** your Family Engagement efforts

Tier 3= Tier 1 + Tier 2 + intensive programs and strategies for families with highly individualized needs. The supports are designed to meet the family's specific needs.

INTENSIVE

Tier 2= Tier 1 + supports that are programs and strategies for groups of families who need additional support. Families receive targeted supports, based on their needs, that are more intense and more frequent.

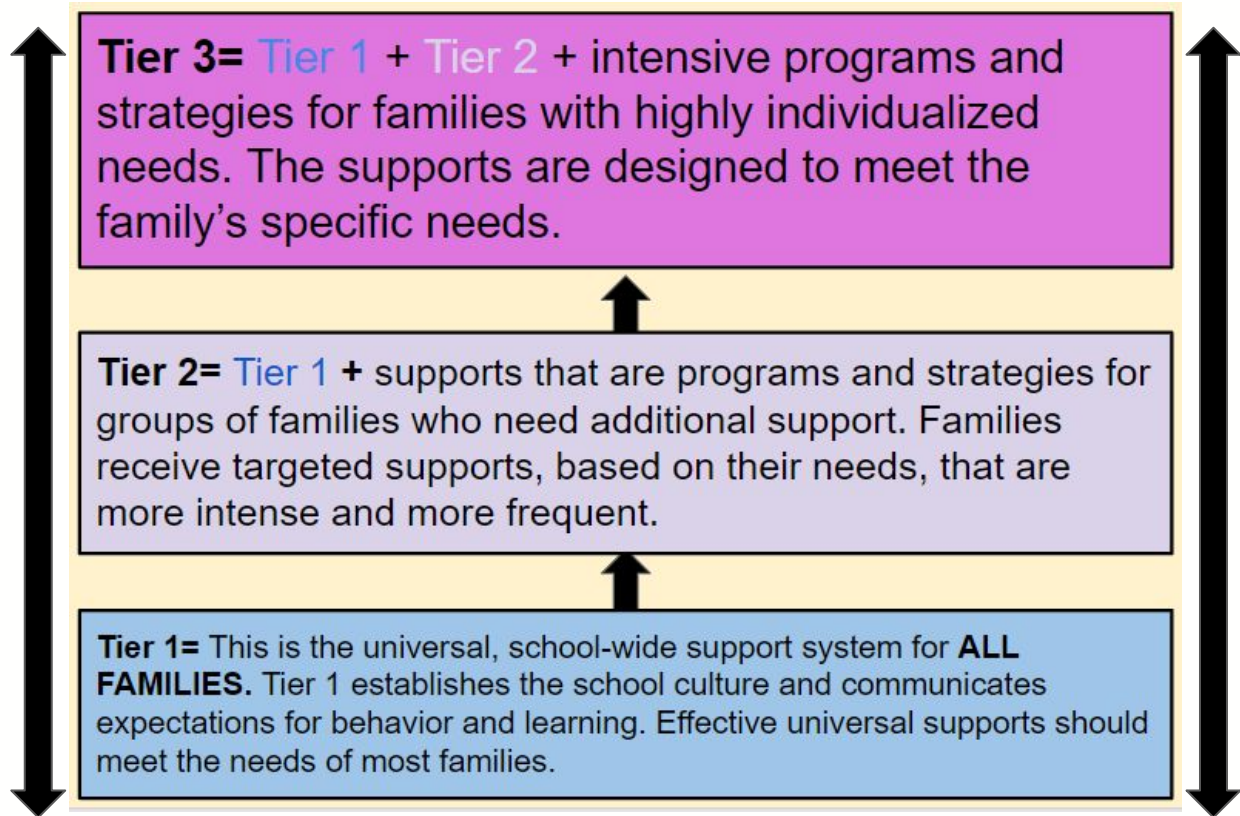
RESPONSIVE

Tier 1= This is the universal, school-wide support system for **ALL FAMILIES**. Tier 1 establishes the school culture and communicates expectations for behavior and learning. Effective universal supports should meet the needs of most families.

UNIVERSAL

Just like a student, you might find reasons to change levels...what might indicate a need for this?

- ★ A change within the school, family, student or community
- ★ When current practices are not a good fit
- ★ A need for a change in intensity or dose vs. a change of practice
- ★ A more significant change in the families life.
- ★
- ★
- ★



Family Roles

Initiators : Families saying, “we need this support!”

Co-Designers : Part of team deciding, “What are those appropriate supports & services for families?” –at the table

Receivers of Support : We’re helping to meet basic needs, learn appropriate interactions and assistance strategies, etc.

Providers of Support : School to Home carryover.

Evaluators : Families provide feedback...what’s working?

Whole group scenario- New Student Screening

What do **INDIVIDUAL** families need?

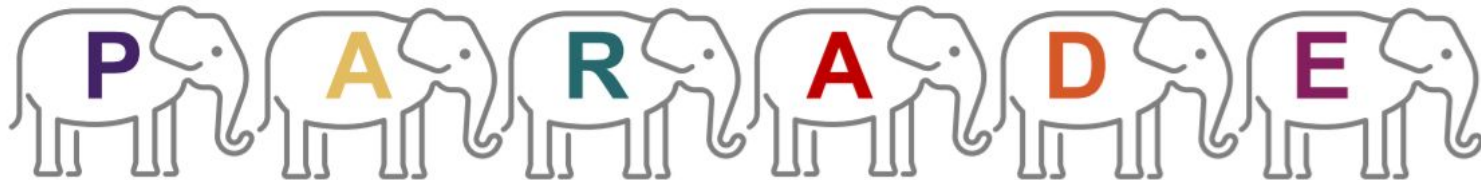
Tier 3= *Tier 1 + Tier 2 + intensive programs and strategies for families with highly individualized needs.*

What do **SOME** families need?

Tier 2= *Tier 1 + supports that are programs and strategies for groups of families who need additional support.*

What do **ALL** families need?

Tier 1= *This is the universal, school-wide support system for **ALL FAMILIES.***



Use the PARADE strategy to self-assess the quality of a MTSS for Family Engagement Action Plan.

P = Is it **PROACTIVE & PREVENTATIVE**?

A = Do **ALL** have Opportunity?

R = Are all **ROLES** for families included?

A = Is it planned in **ADVANCE**?

D = Are there **DATA-DRIVEN** indicators?

E = Are the strategies **EVIDENCE** informed?