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Communication, Empathy, and Trust: Exploring Teachers' Partnerships With the Families of Their Most Challenging Students

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COMMUNICATION, EMPATHY, AND TRUST: EXPLORING TEACHERS' PARTNERSHIPS WITH THE FAMILIES OF THEIR MOST CHALLENGING STUDENTS

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at Virginia Commonwealth University.

by

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Abstract

COMMUNICATION, EMPATHY, AND TRUST: EXPLORING TEACHERS' PARTNERSHIPS WITH THE FAMILIES OF THEIR MOST CHALLENGING STUDENTS

By Kim McKnight

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The purpose of this embedded mixed methods collective case study was to explore eight kindergarten, first, and second grade teachers' experiences partnering with families of their students who are at risk for emotional or behavioral disorders (EBDs). The teachers worked in two high-poverty, non-accredited Title-1 schools in an urban city. The study was part of a federally funded intervention called Behavioral, Emotional, and Social Training: Competent Learners Achieving School Success (BEST in CLASS- Elementary; BiC-E; Sutherland et al., 2017), which is targeted for students at risk for the development of EBDs. It uses evidence-based instructional practices to decrease students' problem behaviors and increase their engagement.

Teachers had BiC-E coaches help them implement a Home-School Partnership manual and process with 1 to 2 families of students at risk for EBDs. The teachers completed pretest measures, followed by a collection of weekly coaching reports for 15 weeks, then posttest measures and posttest interviews were conducted. The study intended to (a) learn more about teachers' perspectives of partnering with families of their most challenging student and (b) help expand the literature about home-school partnership strategies for teachers to use with their

families of students at risk for EBD. Mixed methods analyses revealed three keys to teachers' successes in partnering with families: a) using the Home-School Partnership process with the CARES Framework encouraged more than just communication, it built empathy, cultural awareness, and effective communication strategies, b) presence of coaches promoted family-teacher partnerships, and c) encouragement of a partnership approach for teachers and families underscored the strengths both partners provided. A conceptual framework illustrated the complicated nature of these partnerships and underscored further study of this under-studied topic. Themes from the qualitative components shed light on the importance of congruence in the roles and expectations for both families and teachers in the partnership. Implications for policy and practice are discussed. Findings help inform the scant literature on targeted home-school partnership processes for teachers and families of students at risk for EBD.

Chapter I

Introduction

"The way schools care about children is reflected in the way schools care about the children's families" (Epstein, 2009, p. 9). While a child's success in school can be attributed to many factors, it has long been recognized that teachers and families contribute to students' success. The Every Student Succeeds Act (ESSA) mandates that *teachers give parents the tools they need* to support their children's learning and *communicate regularly with families* about their child's school performance (Every Student Succeeds Act Public Law No. 114-95). The italicized words represent the crux of this study. What are teachers' perspectives on this topic? What are the tools teachers need to provide and what does regular communicate with families entail? Despite ESSA's guidelines, it remains unclear how to best involve families. Empirical evidence is needed as corroborated by a recent policy report titled *Parenting Matters: Supporting Parents of Children Ages 0-8* by The National Academies of Sciences, Engineering, and Medicine (2016) that suggested, "A national effort needs to address major gaps in the research-to-practice pipeline related to effective interventions that involve parents" (p.19).

Lack of Definitional Clarity

A growing body of research suggests that strong partnerships between parents and teachers can lead to positive outcomes for children (Green, McAllister, & Tarte, 2004; Reid, Webster-Stratton, & Hammond, 2007; Trivette, Dunst, & Hamby, 2010). Positive outcomes include decreases in students' problem behaviors (Sheridan et al., 2016), increases in their academic gains (Hughes & Kwok, 2007), and increases in their positive perceptions about school (Hoover-Dempsey & Sandler, 1995). In addition, parents are more likely to participate in their

child's schooling when they have high quality relationships with their child's teacher (e.g., Kohl, Lengua, McMahon, & Conduct Problems Prevention Research Group, 2000). Although the last 50 years of research have highlighted the importance of parental engagement, it remains poorly understood, and inconsistently defined and measured (Fan & Chen, 2001). The terms involvement and engagement are typically used interchangeably, which highlights Fan and Chen's (2011) argument that the constructs are often misunderstood or used interchangeably.

Ferlazzo (2009) argues that they have different meanings. Furthermore, Sheridan, Holmes, Smith, and Moen (2016) explain that the construct of partnerships in the literature use different definitions and terms, which leads to a "lack of definitional clarity" (p. 14). Some terms are used interchangeably or definitions may vary greatly (e.g., involvement, engagement, participation). Involvement and participation typically views the family as a recipient versus an equal partner. In comparison, engagement and partnership emphasize shared responsibility. The researcher used the terms that were indicated in each study (for example, Hoover-Dempsey & Sandler uses the term "involvement"), but it is important to note that these constructs may be defined differently. The focus of this study was engagement and partnerships, even though other constructs are discussed because the literature used the other terms.

Engagement and Partnerships

Researchers define engagement as, "shared responsibility in which schools are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development" as endorsed by the National Association for Family, School, and Community Engagement (NAFSCE, para. 2). In addition, Pugh and De'Ath (1989) define partnership as, "characterized by a shared sense of purpose, mutual respect, and the willingness to negotiate and a sharing of information, responsibility,

skills, decision-making and accountability" (p. 68). Both of these constructs, engagement and partnerships, were used in the current study because the goal of home-school partnerships is bidirectional and shared responsibility from both parties.

Teacher and Parent Roles of Engagement

The notion of engaging and partnering with families is tied to teachers' beliefs. Teachers vary in their use of engaging and partnering with families (Brown et al., 2009). Understanding teachers' perspectives is an important element of family engagement initiatives because their perspectives likely influence their choices (Dutton-Tillery et al., 2010). Teachers' roles in promoting parental involvement has changed drastically, due to teacher stress, lack of free time, and less training on how to cultivate partnerships with families (Pepe & Addimando, 2012).

Family status variables, such as education, income, socioeconomic status, and marital status are often associated with parent involvement (Semke et al., 2010). Although all families face some barriers when it comes to involvement in school, low-income families typically face more barriers (Hoover-Dempsey & Sandler, 1997). Another study by Waanders, Mendez, and Downers (2007) corroborated these findings where economic stress and neighborhood social disorder related negatively to parent involvement. These studies show that families living in poverty may have more barriers than those not living in poverty, but coupled with families raising students with problem behaviors adds even greater challenges. Parents of children with behavior problems may, "fear or mistrust school personnel because of their own negative experiences as students" (Dettmer, Thurston, & Dyck, 2005, p.77). Students with problem behaviors range in severity, but those with a high degree of disruption that adversely affects performance in the educational environment that cannot be attributed to age, culture, gender, or

ethnicity are considered at risk for or have an emotional or behavioral disorder (EBD) (IDEIA, 2004).

Students at Risk for Emotional or Behavioral Disorders

Problem behaviors can occur for a number of reasons, but Costello, Compton, Keeler, and Angold (2003) found there is a higher likelihood for children in poverty to show more disruptive behaviors. These behaviors can include aggression, arguing, non-compliance, or delinquent behaviors (Belden, Thomson, & Luby, 2008). Students who have or are at risk for EBD can demonstrate these types of problem behaviors. One study reported that students with EBD, as compared to the general population of youth, are more likely to live in poverty in a single parent household with that parent attaining a high school degree or less (Wagner & Cameto, 2004). It is not just the parent who may have low academic achievement, as found by Wu, Hou, and Schimmele (2008). The authors explained that students who live in poverty have more disruptive behaviors and lower academic competence than those who do not. Students who have both disruptive behaviors and low academic competence are challenging for families. Semke and colleagues (2010) assessed children with disruptive behaviors, and examined how parenting stress might negatively affect family involvement. They found that parents of children with disruptive behaviors' reported stress levels were negatively related to their beliefs in the role they play in their children's education, which could negatively influence their actual involvement in their child's schooling.

Students' disruptive behaviors have implications for families and teachers as well. Over time, Thijs and Eilbracht (2012) found students' problem behaviors moderated parent and teacher relationship quality. Specifically, when students had high rates of problem behaviors, negative parent and teacher relationships were linked. One study found that teachers' ratings of

student behaviors might be a result of poor relationships between parents and teachers. The study argued that poor parent and teacher relationships are associated with higher teacher ratings of children's problem behaviors and the degree of conflict in their relationship with the child (Serpell & Mashburn, 2011).

School-based Interventions

As a result of these recurring negative consequences, many school-based interventions for improving social and emotional learning programs and ameliorating child behavior problems have been created (Durlak et al., 2011). Behavioral interventions have been created as a mechanism to increase the effects of child behavioral outcomes. One such intervention is Behavioral, Emotional, and Social Training: Competent Learners Achieving School Success (BEST in CLASS; Sutherland, Conroy, Abrams, & Vo, 2010), which is a targeted early intervention (Tier- 2) for students at risk for the development of EBDs. It uses evidence-based instructional practices to decrease students' problem behaviors and increase their engagement. The success of the preschool intervention (see Conroy et al., 2017) has led to the development of an early elementary (Kindergarten to second grade) intervention called BEST in CLASS-Elementary (BiC-E).

BEST in CLASS- Elementary Home School Partnerships

Through the identification of practices and the contextual information collected through pilot data, BiC-E created a Home-School Partnership (HSP) manual and process to help teachers increase family engagement. The development of the HSP component highlighted the lack of empirical studies that increase family engagement. The researcher worked with a team to conduct a systematic literature review where they found few empirical studies that incorporate

classroom-based strategies aimed at increasing home-school engagement of children at risk for EBD.

Congruence and Incongruence

Pilot data in the targeted community of the current study highlighted disconnects between the families and teachers in a variety of home-school engagement areas. Sheridan et al. (2012) explains that these disconnects are also known as incongruence between teachers and families. Congruence and incongruence are used as a measure of how "in-sync" or "out of sync" the school and home are with one another. "Congruence is viewed as a multidimensional relationship concerned with the degree of similarity and shared perceptions among participants" (Sheridan et al., 2004, p. 126). The use of congruence and incongruence is based on each system's (home and school) perspective on the same issue.

Sheridan et al. (2004) suggests that increased congruence/similarity between home and school can lead to greater academic performance for students. Hill (2001) found perceptions of parents living in economic stress who believed they had a high-quality relationship with their child's teacher was related to kindergarteners' prereading scores. The author proposes that congruence between school and home may encourage a home environment that promotes early reading. Pianta and Walsh (1996) also stressed the importance of congruence. The authors explain that when there is a mismatch between home and school in regard to education, support, and communication, it can be a significant risk factor for youth. How can congruence between families and teacher occur while a child with problem behaviors creates negative interactions between them? One such mechanism may be by building trust between a family and teacher.

Trust

Henderson and Mapp (2002) explained in their review of 51 articles on home-school connections that one of the key practices of partnerships was the "focus on building trusting collaborative relationships among teachers, families, and community members" (p. 7). Both in the literature and the pilot data for the current study, trust emerged as one basis for effective partnerships in schools (Adams & Christenson, 2000; Tschannen-Moran & Hoy, 2000; Turnbull, Turnbull, Erwin, & Soodak, 2006). In a review of literature, Hoy and Tschannen-Moran (1999) defined trust as, "an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open" (p. 189). It can be challenging for teachers and families to establish because trust is built over time and through a progression. Fialka and Mikus (1999) explain, "Since trust is so fundamental to forming relationships, its absence early on is significant and often results in parents and professionals unintentionally colliding with one another" (p. 8). Moreover, Phelps (1999) found that teachers were apprehensive about working with families.

Whether it was a lack of skills, a lack of confidence, or teachers do not see it as part of their job, all too often, teachers and schools do not put in the same efforts to meet home-school partnership goals as much as academic goals with their students' families. Additionally, the literature indicated, families who live in poverty with children exhibiting high rates of problem behaviors may be even more apprehensive to partner with schools (Rimm-Kaufman, Voorhees, Snell, & La Paro, 2003). Consequently, interactions between teachers and families can lead to negative feelings and ultimately, mistrust.

Children's disruptive behaviors have been shown to lead to strained relationships and negative exchanges between families and their students' teachers (Sheridan & Kratochwill,

2007). These strained relationships can result from parents' frustrations with how the teacher attempts to meet the student's educational needs, as well as concerns from the teacher when they relay information to the families about the student's disruptive behavior (Greene, Beszterczey, & Katzenstein, 2002).

Congruence/incongruence and trust/mistrust are a result of a person's perception and belief as compared to someone else's perception and belief. In the case of the current study, it is a teacher's perception coupled with a family's perception about a child's education and behavior. As the literature showed, the effects of students with disruptive behaviors can also negatively affect how the teacher perceives the student and family.

The recent call to action by The National Academies of Sciences, Engineering, and Medicine (2016) report *Parenting Matters: Supporting Parents of Children Ages 0-8* encouraged researchers and educators to do more to increase family engagement. The report emphasizes the creation of interventions that engage families. Although the importance of engaging families is critical, a home-school partnership involves both families and teachers. Trust is built over time as a progression and congruence between families and teachers occur through similar beliefs.

Dettmer, Thurston, and Dyck (2005) stress that the focus on partnerships is on the needs and interests of the families and students, not on the teachers. Home-school partnership research highlights the importance of learning about both partners. However, the literature illustrates that teachers' perceptions are typically not the focus. As Brown, Knoche, Edwards, and Sheridan (2009) argued, "Little is known about the beliefs and experiences of practitioners as they work to develop skills to engage parents and build collaborative partnerships with families" (p.483). It is important to learn more about teachers' perspectives on this issue, so that greater collaboration can occur between both parents and teachers.

Statement of Problem

Students with disruptive behaviors tend to have parents who are disengaged or have low involvement with school (Dishion & Stormshak, 2006) and parents of these students tend to have lower quality relationships with teachers (Rimm-Kaufman, Voorhees, Snell, & La Paro, 2003). Some families feel frustrated because they do not have the skills to handle their child's misbehavior (Tully & Hunt (2016). These feelings of helplessness can be exacerbated when families live in poverty (Costello, Compton, Keeler, & Angold, 2003).

A teacher's decision to partner with families can be influenced by their perceptions of the family (Rimm-Kaufman, Pianta, Cox, & Bradley, 2003). The authors found that teachers' perceptions of parents' attitudes toward school were a strong predictor of early school outcomes for children. The combination of students with high rates of externalizing behavior and living in poverty coupled with disengaged parents and teachers' who perceive them that way leads to what Sheridan et al. (2016) said will, "widen, rather than close, opportunity and achievement gaps (p. 17). Without partnerships between families and teachers, the ability to help students between home and school is very challenging.

Rationale for the Study of the Problem

The lack of empirical home-school partnership interventions for students at-risk for EBD coupled with few studies on teachers' perceptions of engaging families highlights the need for deeper exploration of this topic. In addition, the pilot study for this current work found that teachers do not feel they have the strategies necessary to partner with their students' families. With these claims from teachers, they need to be taught strategies that can improve the engagement of their students' families. The BiC-E HSP manual incorporated a number of promising strategies targeting those families of students at risk for EBD. Furthermore, the HSP

manual and process focus on creating partnerships built on consistent communication and shared viewpoints to help the identified students succeed. Thus, the process promotes congruence and trust.

Fortunately, the literature illustrates that high-quality relationships between families and teachers can have positive influences on student behavior (Kim et al., 2013). Researchers and practitioners agree that home-school partnerships are important. However, there is a difference between agreeing they are important and actually cultivating them. Henderson and Mapp (2002) reviewed 51 studies on family involvement where they argued, "When programs and initiatives focus on building respectful and trusting relationships among school staff, families, and community members, they are effective in creating and sustaining family and community connections with schools" (p. 43).

Current policy is also shifting to the belief that if teachers and families cultivate child-focused partnerships, it will benefit all partners, especially the students (Weiss, Lopez, & Rosenberg, 2010). Greater emphasis is beginning to take place in research and policy concerning the family aspect of students' schooling. The policy report *Parenting Matters: Supporting Parents of Children Ages 0-8* (2016) recommended practices of parenting interventions that may increase parent participation. The first element that the committee recommends is, "Viewing parents as equal partners in determining the types of services that would most benefit them and their children" (National Academies of Sciences, 2016). The quality of interactions between students and caregivers in their primary setting (microsystem) and parents and teachers (across mesosytems, like home and school) strengthens the contexts and interactions where children learn (Sheridan, Eagle, Cowan, & Mickelson, 2001). Most family-school partnership efforts focus on the parents (Adams & Christenson, 2000; Green et al., 2007;

Hoover-Dempsey, Walker, Sandler, Whetsel, Green, & Clossen, 2005). Understanding teachers' perspectives about home-school partnerships with the families of students at risk for EBD is critical for implementing evidence-based HSP strategies because their perspectives likely influence their choices. Shifting the focus to teachers' perspectives on home-school partnerships with the families of their students at risk for EBD will expand the current dearth of literature on the topic.

Statement of Purpose

The purpose of this study was twofold: 1) to learn more about teachers' perspectives of partnering with the families of students in BiC-E, and 2) to help expand the literature about home-school partnership strategies for teachers to use with their families of students at risk for EBD. This embedded mixed methods study explored the overarching question: what is the nature of teachers' experiences in building partnerships with their students' families in BiC-E? Teacher perspectives on their efforts to partner with families were collected weekly for 15 weeks from a sample of teachers who participated in BiC-E. Their actions and thoughts were captured through pretest and posttest measures, weekly coaching plans, and teacher interviews. Using a conceptual framework created by the researcher, the current study aimed to explore teachers' perspectives on partnerships within the BiC-E intervention. In doing so, information was gathered to learn more about the strategies used to cultivate partnerships between teachers and families, so alliances could form and lead to student success.

Literature Background

The purpose of the literature review was to synthesize the information on teachers' perspectives on partnering with families of students who have or are at risk for emotional or behavioral disorders (EBD), particularly teachers' experiences of partnering during an

intervention that targets home-school partnerships. There were no articles found by the researcher that focus on this specific topic. As a result, a synthesis of the research on teachers' perceptions of partnering with families of children with or without disabilities was completed. In addition, literature on partnerships, barriers to engagement, and trust were used to discuss the multifaceted nature of partnerships.

A systematic literature review identified interventions that incorporate classroom-based strategies to increase home-school engagement of children (Kindergarten to second grade) who are at risk for emotional or behavioral disorders (EBD). The review described how engagement was defined, measured, and analyzed in the identified studies, as well as the reported rates of engagement coupled with the strengths and limitations of each study. Using specific inclusion and exclusion criteria (See Appendix A), seven studies were included after duplicates were removed from the 1,913 identified articles from the databases *ERIC (Proquest), EBSCO, Social Science Citations Index, and PsycINFO* from years 2005 to 2015. The results revealed common elements across the interventions with significant effects that included: (1) a "family-school specialist" (FSS), consultant, coach, or facilitator, (2) teachers used personalized communication, like phone calls, visits, or daily behavior report cards that were individualized to each student's needs, and (3) teachers incorporated structured and individualized problem solving strategies.

A need to investigate teachers' perspectives on home-school partnerships was shown through this lack of empirical studies with significant family outcomes. Through the identification of practices and pilot data in the targeted community, BiC-E created a Home-School Partnership (HSP) manual to help teachers increase parental engagement.

Research Questions

The research questions aimed to learn more about teachers' experiences building partnerships with families of students who are at risk for emotional or behavioral disorders (EBD). As a Tier-2 intervention, BiC-E trained teachers in evidence-based strategies on home-school partnerships and effective teaching practices to ameliorate problem behaviors. BiC-E focused on the interactions between the teacher and one to two students identified through a screening process as at risk for having EBDs in two urban, Title-1 elementary schools in kindergarten, first, or second grade. The goal of the research questions was to learn more about teachers' experiences as they built partnerships with the families of these students. Accordingly, the current study sought to answer the following research questions:

Overarching Mixed Methods Research Question: What is the nature of teachers' experiences in building partnerships with their students' families (Kindergarten to 2nd grade) in the BEST in CLASS-Elementary intervention?

Within this overarching research question were four sub-questions that helped focus this embedded mixed methods study. Each subquestion explored an aspect of the perceptions, practices, or characteristics of teachers within BiC-E. Qualitative methods were the dominant means of data collection, while the quantitative methods served a supporting role. The majority of studies that focused on teachers' experiences were quantitative, which underscores the use of both quantitative and qualitative methods to provide rich descriptions in this understudied field.

Mixed methods subquestion 1: What are teachers' perceptions of their students' families in BiC-E and how do they engage and communicate with them?

The researcher needed to know how teachers perceive engagement with families to understand how this partnership is or can be formed. This was answered through the pretest and

posttest measures and the qualitative weekly coaching plans. The pretest and posttest measures asked the teachers to describe their beliefs about the families. In conjunction with their perceptions as answered on the surveys, the weekly coaching reports allowed teachers to articulate their current beliefs to learn how these perceptions lead to more or less engagement with families.

Mixed methods subquestion 2: What are teachers' current practices to engage and communicate with families?

The goal of this question was to better understand how teachers communicate and were engaging or disengaging families. The coaches and teachers met weekly to discuss the home-school engagement progress using an action plan format. This data was collected from teachers weekly through coaching plans. The coaching plans included specific questions about strategies used to engage families, as well as its effectiveness, every week.

Mixed methods subquestion 3: What barriers do teachers face and strategies are used to overcome when trying to engage with their students' families?

The third mixed methods subquestion targets more information from the teachers to inform future practices to engage these families of students at risk for EBD. The goal of this question was to recognize strategies that have or have not worked, so that a greater understanding of how to build a partnership can occur. Teachers answered a question during the weekly coaching meeting of whether their HSP goal was reached, as well as why or why not the goal was achieved. Through their responses, the teachers' identified barriers were explored to assess if the HSP strategies helped overcome these challenges. Furthermore, new strategies were developed by teachers that may help others in the future to overcome barriers to family engagement.

Mixed methods subquestion 4: What are the teacher characteristics that relate to positive or negative beliefs about teacher-family engagement?

The fourth mixed methods subquestion was answered through the conceptual framework components. Teachers completed a number of measures that answered each of the four quadrants of the conceptual framework. Through their answers, the researcher gleaned information about the characteristics of the teachers and how they incorporated the intervention to increase home-school partnerships.

Definition of Terms

It is important for the reader to understand this study was part of a larger intervention development study. The definition of terms help clarify some of the words used throughout the proposal.

BEST in CLASS - Elementary (BiC-E). Behavioral, Emotional, and Social Training: Competent Learners Achieving School Success (BEST in CLASS). A classroom-based intervention created by Drs. Kevin Sutherland and Maureen Conroy for Tier-2 students enhanced from the previous BEST in CLASS- Preschool project. The intervention for grades kindergarten, first, and second grade used evidence-based practices delivered by teachers and facilitated by coaches through a cyclical process. It was currently in its development phase where a home-school component had been added, which was the focus of the current study.

CARES Framework. A theoretical framework for the BEST in CLASS- Elementary (BiC-E) Home-School Partnership (HSP) manual and process. It is adapted from the Double-Check program (Hershfeldt et al., 2009) that encourages the use of culturally sensitive practices for teachers to engage students. For the purposes of BiC-E, the framework encourages teachers to use these practices with families.

Embedded Mixed Methods Design. When a researcher collects and analyzes both quantitative and qualitative data within a traditional design. For this study, the researcher used quantitative data within a qualitative design. It was added to enhance the overall design, so more information could be gathered for the intervention development Creswell & Plano Clark, 2003).

Emotional or Behavioral Disorders (EBD). A student with an emotional/ behavioral disability has persistent and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity (IDEIA, 2004). Students at risk for EBD scored in high ranges using the Social Skills Improvement System (SSiS, Gresham & Elliott, 2008) that measures their externalizing behaviors. Students at risk for EBD are also considered Tier-2, which is in the Definition of Terms for further clarity. Students in BEST in CLASS- Elementary were identified as at risk for EBD and were considered Tier-2 students.

Family. The definition is based on research from McDaniel et al. (2005) that defines family as, "any group of people related or tied either biologically, emotionally, or legally. That is, the group of people that the person defines as significant for his or her wellbeing."

Home-School Partnership (HSP). The Home-School Partnership component was one aspect of the BEST in CLASS-Elementary intervention. It was a combination of a Home-School Partnership manual and had coaches facilitate the process to teachers over 15 weeks. Training was provided to teachers using specific skills to increase engagement with their students' families.

Teacher-Family Engagement. Teacher-family engagement means, "shared responsibility in which schools are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and

development" as endorsed by the National Association for Family, School, and Community Engagement (NAFSCE) developed by the National Family, School, and Community Engagement Working Group. The two terms: home-school partnerships (HSP) and teacher-family engagement are used throughout to capture the goal of the BiC-E HSP process.

Tier-2 students. Students who engage in chronic externalizing problem behaviors that place them at-risk for emotional/behavioral disorders (EBD). Students in BEST in CLASS-Elementary were identified as students in a Tier-2 intervention based on teacher nomination, high scores on an externalizing behavior screening, and family consent.

Trust. "An individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open" Hoy and Tschannen-Moran (1999, p. 189).

Assumptions

This study was conducted and written with the following assumptions:

1. The participants answered the pretest and posttest measures, weekly coaching plan questions, and interview questions in an honest and candid manner.
2. Participants had a sincere interest in participating in the study without any other motives.
3. The ontology of constructivism is assumed where there are multiple realities and they can be explored from different individuals' experiences and perspectives.
4. The axiology stance of the researcher is that biases are inevitable and should be discussed in order to represent the participants' experience as authentically as possible.

Chapter II

Review of Literature

Overview

The aim of the current study was to explore teachers' experiences as they build partnerships with the families of their students at risk for EBD. The experiences were captured during a 15-week intervention called BEST in CLASS- Elementary (BiC-E). BiC-E is a Tier-2 teacher-directed intervention targeting students in kindergarten to second grade who are at risk for EBD. The targeted grade range was ideal because Hamre and Pianta (2001) showed that quality teacher-student interactions in earlier grades impact academic achievement with strong effects in upper elementary to middle school. Furthermore, Conroy et al. (2009) explain that young students who exhibit chronic externalizing behaviors early in school are more likely to be identified later as having an emotional or behavioral disorder (EBD). Thus, early intervention is key to ameliorating problem behaviors and these future trajectories. BiC-E was in its development year with a small pilot study of intervention-only classrooms. The data collected and the information learned helped inform the randomized controlled trial (RCT) that will begin the following year.

BiC-E was adapted from the BEST in CLASS- Preschool (BiC-PK) classroom-based intervention that targeted preschool students who had or were at-risk for EBD. BiC-PK used evidence-based instructional practices that were teacher delivered to reduce the number of problem behaviors of the focal students. The findings from the BiC-PK efficacy trial showed significant increases in child engagement, teacher-student relationships, and teachers' use of the instructional practices (Conroy et al., 2017). Furthermore, there was a decrease in the focal

students' disruptive behaviors and negative interactions between the teachers and focal students (Sutherland et al., 2017). Although BiC-PK used home-school communication as an instructional practice, this component was not measured through data collection. As this chapter will illustrate, home-school partnerships are crucial for students at-risk for EBD. As a result, one of the aims of the BiC-E intervention was to increase engagement between the teachers and families in the intervention using evidence-based strategies.

One purpose of this review was to synthesize empirical literature using interventions that incorporated classroom-based strategies to increase home-school engagement of children (Kindergarten to second grade) who are at risk for EBD. Few empirical studies with significant family outcomes suggest the need to enhance home-school partnerships for this population. Thus, the current study aimed to explore this phenomenon further.

Another purpose of this review was to learn more about teachers' perceptions of partnering with their students' families, especially those students who are at risk for EBD and live in urban environments because this was the context for the current study. A deeper look at the different components of home-school partnerships was necessary due to the complexity of this topic. The researcher will begin with a review of the literature on home-school partnerships with low-income minority families before reviewing the existing studies of engaging low-income families with students at risk for EBD.

Parent-Training Interventions

Despite what we know about parental involvement, there is less information concerning subgroups with students who are at risk for EBD, such as families within urban settings identified as low socioeconomic status (Dauber and Epstein, 1993). The research that has studied low-income minority families' school involvement focuses on stereotyping families as

"unconcerned with their child's education" (Klimes-Dougan, Lopez, Nelson & Adelman, 1992), or teaching families new skills, such as behavior management (Butler and Titus, 2015). The research indicated families who live in poverty with children exhibiting high rates of problem behaviors might be even more apprehensive to partner with schools (Greene, Beszterczey, & Katzenstein, 2002). One way that schools have tried to increase partnerships with families is through parent-training interventions. Teaching families new skills or trying to involve them in the school setting are two typical goals. This is a common training model used by schools to involve families (such as Incredible Years Parenting Program [IYP]; Webster-Stratton, 2001, Parent Management Training [PMT]; Nock & Kazdin, 2005). Within the reviewed studies, parent-training interventions was the main vehicle used to explain why and how families from low-income communities engage with schools.

Stormshak, Bierman, McMahon, and Lengua (2000) found that behaviors associated with emotional or behavioral disorders often manifest in the home first, which is why parent-training interventions to reduce these behaviors make sense. Tully and Hunt (2016) published a systematic literature review spanning 20 years and 4,061 articles that compiled the efficacy of brief parenting interventions (<8 sessions) that taught parents new skills. This is often the direction that communities go for engaging families.

Whether these trainings are completed in the home or at school, these visits are not effective for families who will not agree to have teachers or coaches visiting their home or be willing to commit to a number of sessions to teach these skills. Instead, the current literature suggests that rather than training parents on these skills, emphasizing a partnership between families and teachers is more sustainable for low-income families in urban areas (Harvard Family Research Project, 2008).

While the included studies from Tully and Hunt (2016) showed promising results for the parent-rated child behavior, the use of parenting interventions are missing key elements to a student's success, the teacher and the parent as partners. Nock and Kazdin (2005) explained that multiple parent training programs are delivered to parents as receivers of services, instead of as an equal. In most cases, parents know their child better than anybody else. Children rely on their mothers, fathers, and caregivers to help them grow. Once they reach school age, teachers spend up to eight hours a day teaching and caring for the children in their class. Students who demonstrate challenging behaviors typically do so in their home and school (Serpell & Mashburn, 2012). To help a child across contexts, family and teacher partnerships are needed. This approach studied by Lines, Miller, and Arthur-Stanley (2010) is called *family partnership models* where opportunities for cooperation and problem solving between home and school are emphasized. A goal of family partnership models is, "not merely to get families involved, but rather to connect important contexts for strengthening children's learning and development" (Christenson & Sheridan, 2001, p. 7).

Framework Introduction

Before the literature is reviewed, a theoretical framework will explain how this study is guided by current theories. Once the theoretical framework is outlined, a systematic review of the current body of literature is presented. Then, a conceptual framework describes how the theoretical framework with the current context will guide the current study. The researcher will then explain how the BiC-E Home-School Partnership manual was created and its role in the current study.

Theoretical Framework

The theoretical framework for creating connections between teachers and families is grounded in Bronfenbrenner's (1986) proposition that human development must be understood through reference to the proximal and distal social systems that either help or hinder developmental processes. Adopting this ecological-systems perspective, there is an understanding that the two primary systems in most students' lives are their family and teachers and staff within their school. These two contexts have a reciprocal and bidirectional influence on students (Christenson & Sheridan, 2001). The authors also argue that by promoting continuity between individuals in the child's life at home and school, students can make smooth transitions across these environments.

Congruence and incongruence. Phelan, Davidson, and Yu (1998) found that students who had discontinuity between home and school had the hardest time making transitions between these contexts and were at the highest risk for low school performance. This study did not involve students with EBD, which Sheridan and Kratochwill (2007) argue can place additional strain on these relationships. These strains may be a result of incongruence. Discontinuity is also known as incongruence between teachers and families (Sheridan et al., 2012). Pilot data in the targeted community of the current study highlighted incongruence or being out-of-sink with the families and teachers. The degree of similarity and shared perceptions between home and school is based on each partner's perspective on the same issue.

Sheridan et al. (2004) suggests that increased congruence/similarity between home and school can lead to greater academic performance for students. Pianta and Walsh (1996) also stressed the importance of congruence when they explain that a mismatch between home and school in regard to education, support, and communication can be a significant risk factor for

youth. One way to create congruence between teachers and families of students with problem behaviors may be by building trust between the two parties. Without trust, it is challenging for families and teachers to feel like true valued partners (Adams and Christenson, 2000).

Trust. Adams and Christenson (2000) studied trust in the family-school relationship and suggested that both families and schools engage in the process of socializing children through support, teaching, nurturing, punishment, rewards, and evaluation. Trust is a developmental progression from predictability to dependability, to the final component of faith that ensures individuals will follow through and be responsive to one's needs (Adams & Christenson, 2000). To cultivate trusting relationships between families and teachers, communication and interactions between partners is vital. Due to various factors, the lack of parent-teacher interactions forces most relationships to stall at the basic level of seeking predictable behaviors. If these predictable behaviors do not occur and either party has had negative past experiences, this may also inhibit building a trusting relationship (Stoner et al., 2005).

Kim and colleagues (2013) found that high quality relationships are beneficial for students' success in school. As Sheridan et al. (2012) explained that congruence between these partners can help create high quality partnerships. Parents may be more likely to share in the process of creating expectations and values if they have established trust with teachers. Positive past experiences help overall trust in subsequent relationships (Ebmeier & Nicklaus, 1999). Furthermore, teachers may be more likely to communicate with parents regarding behavioral expectations. Rather than parents becoming defensive, they know the teacher has their children's best interests in mind and can continue to reinforce those values at home. In terms of students with or at risk for EBD, trusting relationships have the potential of de-escalating conflict during meetings between teachers and families (Lake & Billingsley, 2000). When parents and

teachers feel valued and respected, these interactions can lead to high-quality relationships. Another word for high quality relationships between teachers and families is relational trust.

Empathy. "Relational trust is the connective tissue that binds individuals together to advance the education and welfare of students" (Bryk & Schneider, 2003, p. 44). One way of feeling connected to someone else is through empathy. Empathy is the experience of understanding another person's condition from their perspective. You place yourself in their shoes and feel what they are feeling (Cotton, 1992). The author used 58 existing studies on empathy to expand on its importance. Her findings suggest that empathy training is important for children and adults. Most of the studies in her review were not conducted in schools. However, Okonofua, Paunesku, and Walton (2016) conducted a brief empathy intervention for teachers as a result of increases in punitive discipline policies for students. The intervention was an online exercise that led to halving suspension rates of students over an academic year. The online intervention encouraged teachers to adopt an empathic mindset about discipline (instead of a punitive mindset). It encouraged teachers uphold positive relationships with their students and value their perspectives. The intervention was conducted at five middle schools in three districts and resulted in halved yearlong student suspension rates from 9.6% to 4.8%. The authors discuss the importance of teachers' mindsets about discipline policies and creating high-quality relationships with their students. The current study extends the importance of empathy in the CARES framework that was used in the BiC-E HSP process, which is explained later in the literature review. In addition, empathy is connected to how a teacher feels about another individual. Exploring teachers' mindsets are not limited to students, but also to the students' families. Teacher perspectives play an important role in this research.

Teacher perspectives. Not only did Okonofua, Paunesku, and Walton (2016) stress the importance of teachers' perspectives, many other researchers have highlighted this construct. LaBarbera (2011) studied teacher attitudes towards students with disabilities and concluded "the significance of attitude cannot be underestimated" (LaBarbera, 2011, para.2). The authors illustrate teachers' attitudes towards students with disabilities in general education classrooms can either help or hinder their success, which mirrors the findings of Cassady (2011). In the case of the current study (with the exception of one special education teacher), teachers were teaching students who were at risk for EBD in general education classrooms. Teachers reportedly lack the skills they need to discuss with families about children's disruptive behavior and want can be done at home (McWilliam, 2010). It is not just a lack of skills that teachers have, but teacher perceptions can influence the amount of time they spend with students and their families (Serpell & Mashburn, 2012). Moreover, Rimm-Kaufman, Pianta, Cox, and Bradley (2003) found teacher perceptions of parents' attitudes toward school were strong predictors of children's early school outcomes.

Serpell and Mashburn (2012) extend the discussion to explain that it is not just the interactions, such as quantity of contacts with families, but the quality of these partnerships as perceived by teachers and families. The notion of quality is reflected in the earlier discussion of congruence between teachers and families in the role they are supposed to play in a child's schooling, as well as the notion of trust in the other partner. Claims supported by Serpell and Mashburn's (2012) findings that teachers' perceptions of the relationship quality with students' families may make parents more receptive to teacher-initiated interactions, as long as the family is in agreement with the relationship quality. The literature in this area is limited and it is important to note that this study was conducted in preschools, not elementary schools. However,

the authors underscore important findings that help justify why these partnerships should be studied further. An area of partnerships that has been studied in greater depth is the barriers families face that influences parental involvement. One focus of this study is barriers teachers face when partnering with their students families. Conversely, no known model was found that studies teachers' barriers. The closest model was the Hoover-Dempsey and Sandler (1995, 1997) model for parental involvement. A program for teachers created by Hoover Dempsey and colleagues (2002) called "Teachers Involving Parents" (TIP) aims to increase teachers' professional development for involving families. Instead of creating a model that views teachers' involvement, the program's model is based on Hoover-Dempsey and Sandler's (1995, 1997) model for parental involvement (Hoover-Dempsey et al., 2002). The authors used the model to explain how teachers may be able to partner with the families based on their identified barriers. A description of the model will follow, but a caveat is important to note: the model of parental involvement by Hoover-Dempsey and Sandler (1995, 1997) was not tested on families of students who were at risk for EBD. In addition, the current study is focused on teachers' involvement. By using a model that is focused on parental involvement to help teachers' efforts does not clarify teachers' perceptions for how and why they involve families. This gap in the literature highlights why a model of teacher perspective on family involvement should be created. The model by Hoover-Dempsey and Sandler is presented to show the barriers of parental involvement and the current study explored barriers to teacher involvement.

Parental Involvement

With these factors in mind, Hoover-Dempsey and Sandler (1995, 1997) used Bronfenbrenner's model to propose a theoretical framework for the decision-making process on why parents become involved in their children's elementary and secondary education. The

model incorporates home-based activities related to children's learning (e.g., reviewing homework, communicating with the teacher, and discussing school events with the child) and school-based involvement (e.g., attending field trips, volunteering in school, serving on a PTA-Parent Teacher Association).

Using three main constructs in a tiered system, they first explain that the parent's basic involvement decisions have a direct influence on the participation level and importance of the role they play in their child's education. Second, parents' self-efficacy for helping their child in and out of school stems from their beliefs in the positive influence they have on behalf of their child. Third, parents' perceptions of their role are influenced by the opportunities (or lack thereof) from the schools. Incorporating the home-based and school-based involvement, in addition to the decision-making influences, highlights the multifaceted nature of this construct.

The model's bottom tier represents the parents' role construction, which defines their beliefs about what they are supposed to do in their child's education and what they construe as important or necessary. Also, this tier represents parents' sense of efficacy for helping their children succeed in school by focusing on the extent to which parents believe they can exert positive influence. Hoover-Dempsey and Sandler's (1995, 1997) model is important for teachers because it explains the decision-making process parents engage in when deciding on their optimal level of involvement in their children's lives. The researcher used Hoover-Dempsey and Sandler's (1995, 1997) model to construct a conceptual framework that will be explained in a proceeding section.

Summary of Complexities in Home-School Partnerships

A summary of the presented ideas helps frame the current study. Bronfenbrenner's ecological systems theory is the theoretical foundation for this work. The interactions between

families and teachers are shaped by how they perceive one another. The reviewed literature underscored high quality partnerships have congruence or agreed upon roles that may, over time, lead to trust between the two partners. The perceptions of both partners impact how the teacher views the family and the family views the teacher. A conceptual model for teacher involvement was not found, so the researcher used Hoover-Dempsey and Sandler's (1995, 1997) model as a starting point for how teachers view home-school partnerships. Lastly, Research shows that parents who are uninvolved often do not participate, so what can schools and teachers do to increase involvement? Researchers recognize the impact of the partnerships between teacher and parent, parent and student, and student and teacher.

However, more research needs to explore how teachers feel about home-school partnerships. In addition, teachers must receive adequate training in how to help cultivate these partnerships. Adams and Christenson encourage researchers to turn their, "professional energy to the processes that promote a constructive relationship between family and school" (2000, p. 495). As the *Parenting Matters* report (National Academies of Sciences, 2016) recommends for further research, a national effort needs to address major gaps in the research-to-practice pipeline related to parenting. These processes should be grounded in empirically supported strategies that teachers can use in their classrooms. Before the systematic literature review on classroom-based approaches used to increase engagement and communication for families of children at risk for EBD or challenging behavior, a discussion by one of the leading researchers, Susan Sheridan, frames the complexity of this topic.

Complexities of Partnership Intervention Research

The systematic literature review will discuss the interventions that increased engagement and communication for families of children at risk for EBD. Sheridan and colleagues created the

intervention with the largest effect size called Conjoint Behavioral Consultation (CBC; Sheridan et al., 2013). In light of the promising outcomes that CBC has had on utilizing collaborative strategies between home and school, the researcher wrote an article about the challenges associated with field-based partnership intervention research. She highlights the confusion with imprecise definitions and terms used to describe home-school partnerships. Sheridan et al. (2009) uncovered difficulties in the definition of the word "partnership" by conducting qualitative interviews with early childhood educators who all had different definitions based on their own experiences. The educators thought of it from a one-directional, school-to-home way and not a two-way partnership direction, which is what the researchers were aiming to accomplish.

The second challenge Sheridan explains is the multidimensional nature of this research. Partnerships have many distinct dimensions that encompass an intervention, such as multiple types of interactions, different opportunities for joint decision making, and practices used in and out of school by families and teacher that are all part of the home-school partnership. "There is generally no consensus on what contributes to specific outcomes observed in partnership intervention trials. That is, the 'operative elements' or 'active ingredients' of partnership interventions that are responsible for producing outcomes" (Sheridan et al., 2016, p. 15). In addition, partnership research is comprised of relationships between people, which makes the call for more specification hard. The authors argue that there is little research on what components really matter and discussions of home-school partnerships will remain complex and broad until more information is gathered. It is challenging to conduct research in natural settings, like schools.

One of the main challenges that Sheridan et al. (2016) discuss is recruitment. Families and students with the greatest need may be least likely to engage. In her own research, she explains that 25% of students ranked as having the highest behavioral problems had parents who failed to participate in the study (Sheridan et al., 2012). The parents are the "gatekeepers to services" for their children. Until the students with highest rates of problem behaviors can receive help, it will continue to widen the achievement gaps. Another challenge of recruitment is also attrition and mobility. Partnership research is relying on maintaining a triad- parent, teacher, and student. For populations that are transient, attrition is a common challenge.

The final call by Sheridan et al. (2016) is to include key players in the research process that can help assess the factors that influence their decision to partner. The researcher encourages practitioners and parents to be involved in the research process, so their needs are met. "Although critical elements of partnership interventions have not been identified, it is likely that relational features, such as shared responsibility, mutual decision making, and bidirectional communication are components that contribute to a partnership intervention" (Sheridan et al., 2016, p. 22). The complexities highlighted by Sheridan underscore the importance of studying home-school partnership interventions further. The first step by the researcher was to conduct a systematic literature review to examine what classroom-based approaches to increase engagement are already used in schools.

Purpose of the Systematic Literature Review

The researcher systematically reviewed the literature to investigate classroom-based approaches used to increase engagement and communication for families of children in kindergarten to second grade who have or are at risk for EBD or challenging behavior. The literature review focused on identifying evidence-based practices that teachers use to engage

families. Through the identification of practices, the current study will use these strategies to help teachers in BiC-E understand the importance of, implications for, and skills needed to increase teacher-parent engagement.

Search Procedures

The databases searched included *ERIC (Proquest), EBSCO, Social Science Citations Index, and PsycINFO* using the following search terms and their variants: *engagement OR "on task" OR "off task" OR complian* OR noncomplian* OR behavior OR aggress* OR disrupt* OR problem* OR challeng* parent OR caregiver OR family OR home intervention OR treatment OR therapy OR prevent* kindergarten OR elementary OR preschool.* The following five eligibility criteria were used to determine whether chosen studies were appropriate for inclusion. First, the study had to be peer-reviewed and written in English. Second, it must have been published between 2005 and 2015. These dates were chosen in alignment with the 2004 reauthorization of the *Individuals with Disabilities Education Act (IDEIA)*, which mandated regulations that included "scientifically based research" where rigorous empirical studies were both encouraged and required. Third, it must be an empirical study that examined the effect of an intervention or program, which included a family component to increase parental engagement outcomes. Fourth, at least one child participant was in the following grades or age range: kindergarten, first grade, second grade, or between 4 and 8 years of age. Last, the intervention or program was intended for children who are at-risk or have been identified for EBD. In addition, the authors excluded studies that focused on children with Autism or other developmental disabilities.

Study Coding Procedures

Coding protocols were developed to ensure the highest methodological rigor and strongest forms of evidence for this body of research. A research team conducted the coding and

discrepancy discussions. The general coding procedures followed the PRISMA-P research method and reporting (Shamseer et al., 2015). The procedures were utilized to provide supplementary information on the features of the independent variables and the regularity of the dependent variables used among studies. A coding manual was created before the search began in order to define inclusion/exclusion criteria, search terms, and any other parameters. There were four coders: three students pursuing a doctorate and one professor. Specifically, the coders included one individual with a doctorate degree in special education and three individuals with master's degrees in education or special education and were doctoral students in educational psychology or special education. All of the coders had previous experience coding systematic reviews. The researcher and another graduate student were the primary coders.

The coding manual is in Appendix A to illustrate the search strategy used for each database. Once the screening process was complete, the four coders coded four articles in their entirety randomly selected from the first 100 articles to discuss discrepancies. The two primary coders then coded the initial 300 articles by title and abstract followed by a reliability check (IOA). The coders had an inter-rater reliability of 98.66% after the 300 articles. When the primary coders were unable to answer the inclusion/exclusion criteria through the title and abstract, full articles were then read and coded. At any point that the primary coders had discrepancies, the additional two coders would read, code, and discuss the articles for inclusion/exclusion. The primary coders continued to have IOA and discrepancy talks for the remainder of the 1,913 articles. At the conclusion of the IOAs, the team of coders had a group discussion about the remaining discrepant articles where there was 100% consensus.

Inclusion and Exclusion Criteria

The initial search identified 2,027 articles. The four search databases included Social Science Citation Index within Web of Science (*n* = 337), ERIC (ProQuest) (*n* = 473), EBSCO (*n* = 248), and PsycINFO (*n* = 969). An additional article was found through a hand search in key journals (*n* = 1). After 144 duplicates were removed, titles and abstracts were reviewed using the inclusion and exclusion criteria for 1,913 articles. If there was insufficient information in the abstract to answer the inclusion criteria questions, the full version of an article was reviewed (*n* = 66). Also, full-text articles that met the inclusion criteria were assessed to ensure they fulfilled the desired categories (*n* = 7). A flowchart overview of the search process with reasons is provided in Figure 1.

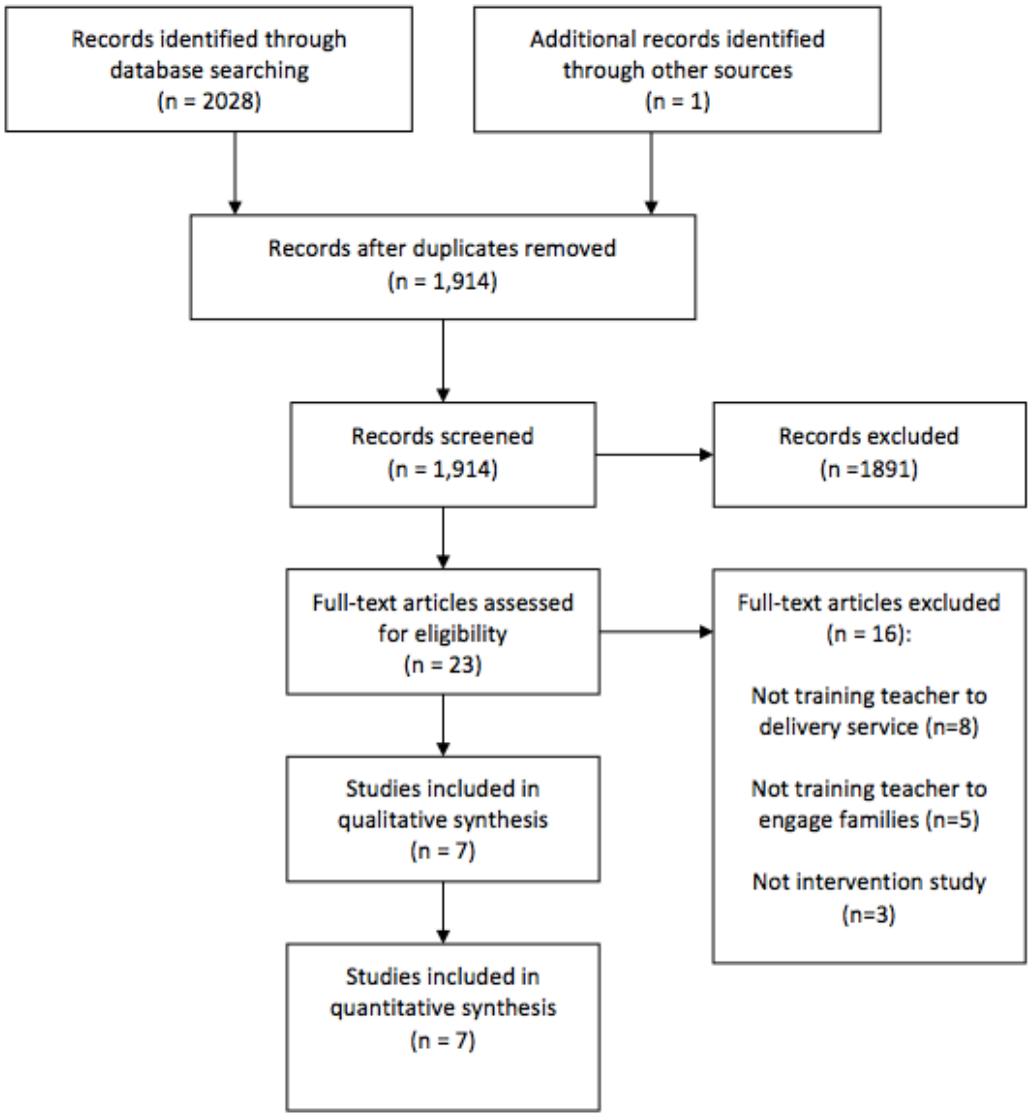


Figure 1. Flowchart of included and excluded studies and reasons for exclusion.

Inclusion Criteria

The use of specific inclusion criteria helped facilitate the identification of targeted studies. The three initial criteria that were used when reading the title and abstract included: (1) empirical studies that employed a school-based intervention that included a family outcome, (2) children between Kindergarten and second grade, and (3) the students were at risk or identified for EBDs. The major independent variables were the family component of the interventions, descriptive studies, or programs. The dependent variables used in this review were student and

family outcomes. Family outcomes assess family engagement measures to assess if the family components of the intervention had any positive effects on communicating or engaging with the families.

Excluded Studies

Before discussing the studies that were included in greater depth, it is important to note the studies that were excluded (*n* = 1,906). Within the excluded studies, the majority explored the idea of parental involvement through case studies, qualitative data analyses, or literature reviews. Many of these studies highlighted the importance of parental involvement for low-income, urban youth with problem behaviors and discussed essential issues that could and should be explored further. This relates to the included studies because the exploratory nature of the excluded studies may enhance the current identified interventions' effectiveness. A number of other excluded studies were not teacher-directed interventions or did not include the targeted ages, grades, or students with or at-risk for EBD.

Results

There were a total of seven studies that met the inclusion criteria. Among these, all were focused on an intervention with a family component for students with or at-risk for EBD. The author developed descriptions of the included studies to categorize details in eight areas: (a) authors, (b) study design, (c) participants, (d) family-related intervention procedures, (e) intervention duration, (f) intervention settings, (g) home-school outcomes, and (h) student outcomes (See Table 1). Columns (g) and (h) are explained further for the reader to understand the family components and outcomes described within each article.

Table 1 Summary table of characteristics of studies included in review

Authors	Study Design	Participants	Parenting Intervention Procedures	Intervention Dosage	Intervention Settings	Home-School Outcomes	Student Outcomes
Mautone et al. (2012)	RCT FSS-EE group (n=24) CARE control group (n=29)	53 participants with ADHD, from K-1st grade	Standard parent training, conjoint behavior consultation, daily report cards and family involvement strategies	12 weekly sessions: 90 min × 6weeks group meeting, 60 min × 4weeks individualized family session, 45min × 2weeks school-based consultation	Elementary schools	Family involvement in education. No significant differences between FSS-EE and CARE.	Child functioning in the family. No significant differences between FSS-EE and CARE.
Murray et al. (2008)	RCT Intervention group(n=15) Control group (n=9)	24 participants with ADHD from K-5th grade	Daily report card and conjoint parent-teacher consultation	20-30 min × 2-3 weeks a time, lasting 13.6 weeks at average (range from 9-18 weeks)	Elementary schools	Adherence measurement. DRCs collected averaged 59% (49– 63%) each month.	ADHD-related adaptive impairment. No post-test group differences were found on the Impulse Control subtest of the SKAMP. SKAMP total scores in both groups decreased significantly from pretest to posttest scores (p less than .01).

Power et al. (2009)	RCT FSS group (n=45) CARE control group (n=48)	93 participants with ADHD from 2nd - 6th grade	Parent group meetings, individualized family therapy, family–school consultations	12 weekly sessions: 90 min × 6weeks group meeting, 60 min × 4weeks individualized family session, 45min × 2weeks school-based consultation	Elementary schools	Family-School relationship. The correlations between Quality of the Parent–Teacher Relationship factor as well as the HPQ Teacher Support factor and clinician reports on the TIQ post intervention were significant for both groups (range from .38 to .46 across groups).	Attention and behavior problems. Teacher ratings of inattention, hyperactivity, and oppositional defiant behavior, were not correlated with ratings on the TIQ assessed at post-treatment.
Wolraich et al. (2005)	RCT Intervention group (n=122) control group (n=127)	267 participants with ADHD from K-4th students	Seminar on how to diagnose and treat ADHD, single one-on-one treatment	1-hour individual session lasting 14 months	Title 1 schools	Communication between families, teachers and PCPs. Parent-Intervention and 2 teacher-interventions had no effect.	Child symptoms. There were no significant reductions in these symptoms.
Webster -Stratton et al. (2008)	RCT	1768 participants with elevated problem from K-1st students	Teacher training	7 hours × 4 days	Elementary schools	Parent teacher involvement and satisfaction. (p=0.053)	Emotional self-regulatory and social skills. Significant improvements for emotional self-regulation.

Sheridan et al. (2013)	RCT Intervention group(n=113) Control group (n=94)	207 participants with disruptive behaviors from K-3rd students	Conjoint behavior consultation	8 weeks with 4 times consultations	Elementary Schools and family visits	Family involvement with schools. Effect size for CBC group on home-school communication versus control (d= 0.519).	Parent reported total problem behavior at home (g=−0.572)
Sheridan et al. (2012)	RCT Intervention classroom (n=43) control classroom (n=39)	207 participants with disruptive behaviors from K-3rd students	Conjoint behavior consultation	8 weeks with 4 to 5 times consultations	Elementary schools and family visits	Family involvement with schools. Effect size for CBC group on home-school communication versus control (d= 0.519).	Teacher reported adaptive skills (d=0.39) Parent reported positive change in social skills (d=0.42)

Types of interventions. The seven studies used varying interventions to increase positive parent and child outcomes. Each study is discussed to illustrate the different strategies used. Although not all studies included effect sizes for family outcomes, the author will begin with the intervention that measured the most family outcomes and had significant effect sizes Small effect size of $d = 0.20$, medium effect size of $d = 0.50$, and a large effect size of $d = 0.80$ was used as suggested by Cohen (1988, chapter 2). While reading the effect sizes, it is important to remember that it is the size or magnitude of an effect that can illustrate a difference between two groups based on some treatment variable.

Conjoint Behavioral Consultation (CBC) effectiveness. Sheridan, Ryoo, Garbacz, Kunz, and Chumney (2013) tested the effects of CBC to decrease problem behaviors, increase behavioral competence, and affect family variables such as family involvement in school and mother-child bonding. CBC emphasizes a parent-teacher collaborative team with the help of a highly trained consultant. Structured problem solving is a central goal of CBC. Teacher nomination and inclusion criteria resulted in a sample of 207 students (113 in treatment and 94 in control condition) who had disruptive behaviors in Kindergarten to third grade. Half of the students qualified for free or reduced-price lunch.

The primary purpose of the study was to explore the effects of CBC on student and family outcomes. A moderate effect ($d = 0.519$) of CBC on home-school communication was a particular strength in the study. In conjunction with the home-school communication was a statistically significant effect ($d = 0.697$) on child behaviors in the home as measured by parent competence in problem-solving. The results showed that 82% to 92% of the children in the CBC condition showed greater decreases in problem behavior than children in the control group. A

noteworthy final interaction is the increased involvement of families as reported by teachers (d = 0.703).

Conjoint Behavioral Consultation (CBC) efficacy. Sheridan et al. (2012) tested the efficacy of CBC for decreasing problem behaviors in both the home and school. Specifically, the family-school purpose of the study was to identify the effects of CBC on parent-teacher relationships and determine the role of the parent-teacher relationship as a potential mediator of its effects. Two hundred seven students and their families from 82 classrooms, as well as their teachers, were part of the 8-week intervention. As previously mentioned, 50% of the students qualified for free and reduced-price lunch and 38% of those students lived 1.5 times below the poverty line.

Four individualized plan strategies were utilized to reduce disruptive behavior and promote home-school communication. *The Tough Kid Toolbox* (Jenson, Rhode, & Reavis, 2010), *The Tough Kid Social Skills Book* (Sheridan, 1995), and *The Tough Kids Parent Book* (Jenson, Rhode, & Neville, 2003) helped structure the individualized plans.

The results for student outcomes show that 65% of the participants in the CBC condition had greater pre-post gains than the control group. These gains illustrate a reduction in problem behaviors in school and positive change in social skills at home. Also, an effect size of d = 0.47 suggests teachers in the CBC group reported equal or higher pre-post improvements in their perceptions of the teacher-family relationship and communication between the two parties. The indirect effect of CBC on adaptive skills through parent-teacher relationships was significant B = .48 (B = .06), t = 2.41, p < .05. Sheridan et al. (2012) found teachers in the CBC group self-reported increases in positive relationship with families (d = 0.47). Also, the results in Sheridan et al. (2013) showed a statistically significant effect (d = 0.519) of CBC on home-school

communication. In conjunction with communication, 82% to 92% of the children in the CBC condition showed greater decreases in misbehavior than children in the control group.

Daily Report Card (DRC) and Conjoint Behavioral Consultation intervention. Murray, Rabiner, Schulte, and Newitt (2008) utilized a daily report card (DRC) in combination with a CBC approach to engage parents and improve academic skills for students previously diagnosed with ADHD. Twenty-four participants were recruited and screened-in from four public schools in Durham, North Carolina. Fifteen participants were randomly assigned to the intervention group and nine were randomly assigned to the control group in order to reach the authors' goal to obtain a 2:1 ratio for more intervention participants. The results of the 15 students suggest that the intervention was effective based on a moderate effect size (d = 0.72) for academic productivity versus the control participants. The measurement of adherence was a particular strength of the study due to assessment through multiple methods by assessing acceptability, parent implementation, and teacher implementation. However, the schools' low-income populations ranged from 12% to 51%, which is a limitation when more information is needed about Title I schools that are identified as 40% or more students qualifying for free or reduced lunch.

Family-School Success. Power, Soffer, Mautone, Costigan, Jones, Clarke, and Marshall (2009) examined participant engagement in a family intervention for children with attention-deficit/hyperactivity disorder (ADHD). The authors used two interventions as a treatment and active control. Forty-five sets of students, teachers, and families participated in the treatment group called Family-School Success (FSS), which engaged families in a problem solving partnership over a 12-week intervention. FSS and CBC are very similar in their focus on resolving problems with support and help from the families. FSS incorporates methods of CBC

and sending home daily report cards. A psychosocial clinician was assigned to help with family-school consultations and individualize strategies for the families and teachers.

The second intervention with 48 sets of students, teachers, and families as an active control was called CARE, which stands for Coping with ADHD through Relationships and Education. Participants were children in grades 2 through 6 with an ADHD diagnosis. The authors incorporated the Teacher Investment Questionnaire (TIQ; Power et al., 2008) to assess teacher engagement in both interventions. Parent ratings of the quality of the family-school relationship were also assessed using the Parent-Teacher Involvement Questionnaire (PTIQ; Kohl, Lenqua, McMahon, & Conduct Problems Prevention Research Group, 2000). Several strategies were used to increase teacher investment before FSS began, such as a face-to-face meeting between the assigned clinician and teacher to discuss the study.

The results showed a significant effect on the quality of the family–school relationship and parenting behavior. One of the noteworthy strengths of the study was the assessment for quality of implementation from the perspective of how the intervention was received and not delivered. Hirschstein et al. (2007) found that intervention implementation typically focuses on the delivery.

Family-School Success- Early Elementary (FSS-EE). Mautone, Marshall, and Power (2012) piloted Family-School Success-Early Elementary (FSS-EE) with 61 kindergarteners and first graders with ADHD. FSS-EE had 12 weekly sessions that incorporated CBC, daily report cards, and specific strategies to increase family-school relationships. Mautone, Marshall, and Power (2012) mirrored Power et al. (2009) by using CARE as an active control condition. The authors used the Family Involvement Questionnaire (FIQ; McWayne et al., 2004) to assess caregiver engagement, Parent as Educator Scale (PES; Mautone et al., 2011) for caregivers'

perceptions of effectiveness in their child's education, and Parent Teacher Involvement Questionnaire (PTIQ; Kohl, Lenqua, McMahon, & Conduct Problems Prevention Research Group, 2000) to assess the quality of the family-school relationship.

There were no significant differences between FSS-EE and CARE at post-intervention for all three of the family involvement in education measures (FIQ, PES, and PTIQ). Even though there were no significant effects, parents reported high levels of acceptability for the FSS-EE program. Although the intervention placed a strong emphasis on parent components, a limitation was the lack of significant effects for the family measures.

ADHD communication intervention. Wolraich, Bickman, Lambert, Simmons, and Doffing (2005) evaluated two interventions to increase communication between families, teachers, and primary care physicians (PCP) for students with ADHD. 243 kindergarteners to fourth graders diagnosed with ADHD were randomized to treatment or control for 39 months. The sample consisted of 68% were male and 52% were African American. The first intervention was an implementation failure because the targeted teachers and physicians did not attend, while the second intervention was focused on single one-on-one sessions with a trained representative. The one-on-one tutorials for parents, teachers, and PCPs emphasized the need for all three parties to communicate. For example, the 1-hour session might teach a teacher how to approach a parent when he or she has a concern.

After a failed first intervention with very little participation (3 study participants showed up) from the stakeholders, Wolraich et al. (2005) created a second intervention as single one-on-one sessions with trained representatives who had college degrees in psychology, social work, or nursing. The trainers had adequate instruction about issues of communication and methods to improve it. The trainers learned about materials that teachers, families, and PCPs could use to

increase communication. The single one-on-one sessions with the trained representative for the families, teachers, and PCPs included a participant tool packet that consisted of: DBRC, contact information sheets for teachers, parents and PCPs, behavioral checklists, parent ADHD manual, and several handouts (e.g., "Dos and Don'ts of Parent/Teacher Communication").

The families completed communication surveys twice a year, while teachers and physicians completed them once a year. The survey's response for communication frequency allowed for quantifying the verbal and written responses between the three parties. The parents also completed the Client Satisfaction Questionnaire-8 that has 8 items about satisfaction of the treatment. There were no significant effects for the communication between the three parties. Results of teacher and family reports increased communication followed by a subsequent decrease. Thus, the effects were too small to be significant. Follow-up interviews asked parents and teachers about the intervention. Parents were much more likely to look at and use the materials versus teachers. The results show that giving participants tools without ongoing support in how to use them is ineffective. As the authors conclude, this intervention had "disappointing results" with little impact on the levels of communication between teachers, families, and PCPs.

The Incredible Years Plus Parent Training. Webster-Stratton, Reid, and Stoolmiller (2008) evaluated the *Incredible Years* intervention, which incorporated a parent training component in 14 Seattle elementary schools with high populations of students qualifying for free and reduced-price lunch. Through teacher and parent reports in Kindergarten, 433 students screened in to the study based on identification of elevated problem behaviors. Students were randomly assigned to either parent training and the *Incredible Years* Dinosaur Classroom

intervention (PT + CR) or just the classroom intervention (CR). The PT + CR Intervention focused on social skills, problem solving, and emotion regulation.

The parent training was held in the schools with weekly parent groups (12-14 sessions that occurred weekly for 2-3 hours for the 2 years of the intervention). Parents received meals, transportation, and childcare. A teacher-parent involvement questionnaire had teachers report on the perceived engagement and comfort level of parents within the school environment. Additionally, the family satisfaction questionnaire asked parents about the curriculum and practicality of strategies learned, in order to use them at home. Results indicated that out of the 89 families in the PT+CR group in the first year, 28% of families came to zero group sessions, 17% attended 1 to 5 sessions, 55% attended six sessions, and 23% attended all 12 sessions. By year 2, 52% of the families did not attend any sessions. 4.4% attended 1 to 5 sessions, 44% attended six sessions, and 25% attended 11 or 12 sessions. Results also indicated teachers reported that PT + CR mothers were more involved and their children had less externalizing problems in comparison to the control group. Furthermore, mothers in the parenting group had a mean satisfaction rating above 5 on a 7-point scale.

Discussion

The purpose of this review was to determine what classroom-based practices and strategies have been used to effectively increase home-school communication and family engagement for the teachers and families of children in kindergarten to second grade who have, are at risk for EBD, or have challenging behaviors. The systematic nature of this review aimed to identify evidence-informed practices that teachers can use to engage families. Through the identification of practices, research could be conducted on intervention development for BiC-E

to help teachers understand the importance of, implications for, and strategies to increase parental involvement.

Effective Interventions

Seven empirical studies met the inclusion criteria that employed an intervention training kindergarten to second grade teachers to facilitate home-school engagement with a family component as an outcome. Six out of seven studies included populations of socioeconomically disadvantaged students with challenging behaviors. Also, four out of seven studies' results found that there were increases in at least one home-school component.

Four studies (Murray et al., 2008; Webster-Stratton & Stoolmiller, 2008; Sheridan et al., 2012; Sheridan et al., 2013) demonstrated positive effects, including reductions in problem behavior, increased family-school partnerships, or increased parent involvement. All four studies either used the DRC or CBC as independent interventions or combined components to create a multi-modal program.

Daily Behavior Report Card in Combination with Conjoint Behavioral Consultation. Murray et al. (2008) used DRC and CBC approaches to engage parents, as well as to improve academic skills for students with disruptive behaviors. DRC is an evidence-based intervention that has the teacher rate a child's behavior every day to work cohesively with families who either provide rewards or consequences based on the information sent home each day. The child's specified behavior is individualized based upon concerns, both academic and behavioral. Although the nature of DRCs necessitates communication between home and school, it does not require collaboration because it is typically teacher-created and the families provide rewards or consequences based on the child's report. Thus, a combination of CBC allows for parents to be active participants in the process.

CBC was utilized by Sheridan et al. (2012 and 2013) to highlight a parent-teacher collaborative team. The strength of CBC is the series of action plans between the teacher, family, and consultant that begin with "Building on Strengths," then "Planning for Success" as a co-constructed plan, and "Checking and Reconnecting" as an evaluative tool to discuss modifications or other goals. This supports Hoover-Dempsey and Sandler's (1995, 1997) model for the decision-making process on why parents become involved. The authors explain that parents' self-efficacy for helping their child in and out of school stems from their beliefs in the positive influence they have on behalf of their child. Therefore, the co-construction of the CBC plans used by Sheridan et al. (2012 and 2013) encourages families to feel heard and appreciated as an active partner. Furthermore, parents' perceptions of their role are influenced by the opportunities from the schools, which directly links to effective personal invitations (such as phone calls or handwritten notes) to the families to be part of the CBC process. The last interaction that is noteworthy is the heightened effect of CBC on families at risk, which is consistent with other family-centered interventions (Stormshak, Connell, & Dishion, 2009). This is an important finding for intervention development that involves families of severe disadvantage or risk. The following sections explain the practices distilled from the interventions that facilitated engagement of families.

Number of Visitations, Contacts, and Sessions

Sheridan et al. (2013) attribute the significant effect on home-school communication to the home visitation component of the intervention, which is not always feasible due to parent refusal or school policies. However, it is worth noting that the most disadvantaged families made the largest gains in parent competence for problem solving. These results warrant schools

and researchers to attempt to find ways of home visitations or meetings that are convenient for the families.

While Sheridan et al. (2013) used home visits, Webster-Stratton and Stoolmiller, (2008) *Incredible Years* Dinosaur Classroom Intervention plus parent training (PT + CR) had parent trainings held in the schools with weekly parent groups (12-14 sessions that occurred weekly for 2-3 hours for the 2 years of the intervention). The results from teachers explained that PT + CR mothers were more involved and their children had less externalizing problems in comparison to the control group. This is an important finding because an intervention that increases family involvement while also decreasing externalizing behaviors is the goal for BiC-E intervention development.

Treatment Integrity

A strength of most of the studies, except for Webster-Stratton et al. (2008) and Wolraich et al. (2005), was the treatment integrity of the interventions. Murray et al. (2008) highlighted that parents and teachers in the intervention maintained moderately high levels of adherence and acceptability ratings over the average 14-week intervention (range between 9-18 weeks for participants). The use of DRC and CBC in the Murray et al. (2008) study was consistent with previous research on acceptability (Sheridan et al., 2001). Fidelity of support, assessments, and meeting procedures were a particular strength of Sheridan et al. (2012 and 2013). Consultants were provided adequate training on quality of service delivery. Additionally, the authors used Perepletchikova, Treat, & Kazdin (2007)'s multimethod, multisource, and multisetting approach to assess the fidelity of the procedures and implementation. Power et al. (2009)'s strength was the reliability and validity of the TIQ. The clinician-report measure designed to assess teacher engagement captured variability across the intervention in teachers' engagement levels.

Common Elements for Success

Common elements across the interventions include a "family-school specialist" (FSS), consultant, coach, and/or facilitator. Although they have different names, they are serving the purpose of a third party to help increase the partnership between families and teachers. Their role varies depending on the intervention. Nonetheless, they all received training on the intervention to facilitate the process of engaging families and teachers.

The successful interventions of Sheridan et al. (2012 & 2013) used trained representatives that had ongoing support for the teachers and families throughout the 8-week intervention to troubleshoot and consult when problems arose. Furthermore, the trained representatives in Sheridan et al. (2012 and 2013) did not just teach the participants, but empowered the families and teachers to be actively involved in the problem-solving process. Nock and Kazdin (2005) explained that multiple parent training programs are delivered to parents as receivers of services, instead of as an equal and active partner. It is important for researchers to receive buy-in from participants before the intervention begins. Building rapport, explaining the benefits of engagement, and empowering participants to help solve problems led to significant family outcomes (Sheridan et al., 2013). Additionally, they all had resources at their discretion to assist the teachers and/or families in the process.

This relates to Pepe and Addimando's (2012) finding that teachers do not feel adequately trained in successful strategies to use for involving families. Therefore, an expert to guide teachers will help lead to more successful partnerships. Furthermore, the interventions that had successful family engagement used personalized communication, like phone calls, visits, or daily behavior report cards that were individualized to each student's needs (Murray et al., 2008).

This supports the claim that personalized forms of communication encourages more meaningful teacher and family conversations (National PTA, Standard 1: Welcoming All Families, 2014).

Structured problem solving was a central goal of CBC, which was also individualized for each student and family (Sheridan et al., 2012 and 2013). When working with at-risk families, instability is often a concern. To combat this issue, personalized communication and multiple problem solving strategies are important, so the unique needs of each student and family can be met. While one family may have access to Internet and prefer email correspondence, another family may prefer in-person communication. Thus, teachers need to spend time learning about every family in their class, so they can learn the best and most effective ways to engage them.

Implications for Research and Practice

Results from this review suggest that mechanisms to strengthen parental engagement of students with problem behaviors may be an essential area to explore further by the demonstrated lack of studies in this aspect of education. Research supports that partnerships between parents and teachers in early grades are an important predictor of children's academic success later on (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999). It is vital to create partnerships between families and teachers, but as the reviewed studies show, there are a number of ways that partnerships can form. By building on some of the promising results of the studies discussed, interventions can and should be developed to increase family engagement.

An assessment of a student's and family's needs is imperative for engagement to thrive. This is especially true for students who are at risk for EBD because of the challenges they present across contexts for families and teachers (Sheridan et al., 2012). One cannot know how to help families and students without first evaluating their current needs and strengths. Each student and his or her family are unique and need to be treated with that in mind. Just as the

successful interventions displayed, it will be imperative for future interventions to use personalized communication, as well as have "experts" or "consultants" who can help troubleshoot when problems ultimately arise. Proactive strategies will be important for action plans and problem solving. Parents and teachers were encouraged to have a needs-based assessment and action plan in place before problems occur, which are two strategies used in CBC. These strategies were incorporated into BiC-E HSP.

A dearth of interventions that contain both decreases in problem behavior and increases in family outcomes is a noted limitation to this systematic literature review. However, it also underscores the significance of creating an intervention with a focus on both of these goals. Evidence suggests that teachers' strategies to involve parents in coordinated efforts have positive effects on children's academic, social, and emotional competence (Henderson & Berla, 1994). Moreover, a predictor of children's later social and academic success is parent and school engagement (Hawkins et al., 1999). With these predictors in mind, exploring the mediating variables within empirical studies will help lead to positive changes. The lack of empirical studies with significant student and family outcomes suggests the need to enhance home-school partnerships for parents and children who are at-risk for emotional or behavioral disorders.

Limitations Within the Identified Studies

Small or underrepresented sample. Multiple studies showed significant family outcomes, but three of the studies discussed their limitation in small sample size. Mautone et al. (2012) noted the limited power of analyses to find effects due to a small sample size. Also, Murray et al. (2008) had both a small sample and only one "expert" consultant who implemented the intervention. These small sample sizes and consultant numbers limit generalizability.

Power et al. (2009) discussed the underrepresentation of schools and families with high levels of adversity. The authors caution that their findings might be different for samples of families and schools from high-risk populations. This is an important population to target since Costello, Compton, Keeler, and Angold (2003) have shown that there is a higher likelihood for children in poverty to show more disruptive behaviors. Lastly, Power et al. (2009) highlighted the small number of clinicians that completed ratings for the teachers, which may have created bias in the ratings of a particular clinician.

Low attendance and consents. Even though the *Incredible Years* intervention had a small number of more involved families, the attendance rates were low. The researchers attempted to alleviate the barriers to the families by providing food, transportation, and childcare. Nonetheless, families still did not show up to the sessions. Wolraich et al. (2005) had similar outcomes. The researchers began with two interventions, but the first one was an "implementation failure" because only one PCP and two teachers who were part of the study attended the workshop. The researchers created a second intervention for one-on-one sessions with a trained representative. The results showed teachers were not invested in the intervention. Wolraich et al. (2005) explain that they followed up with teacher interviews and found that there were "other issues of much greater importance to the district, such as teacher discord because of low salaries and new curriculum requirements" (p. 365).

There were attendance issues where families did not attend sessions. The researcher believes their absences illustrate a need for intervention refinement. Their absences may be due to a number of reasons, but the researcher believes teacher or family investment were the primary reasons. The number of parents and teachers who participated in the workshops or sessions varied significantly. Absenteeism is often a concern for family-school interventions

(McKay et al., 2004). These findings highlight attendance concerns and investment issues that must be explored further.

The low attendance rates of Webster-Stratton et al. (2008) and Wolraich et al. (2005) relate to Power et al. (2009)'s recommendation to assess participant engagement before beginning an intervention. Power et al. (2009) found that parents' ratings of the quality of the family-school relationship were related to clinician ratings of teacher investment post-intervention. It is important for researchers to know that these methods of family and teacher engagement have been unsuccessful in the discussed studies to create a more effective way to involve families and teachers. These limitations yield several questions that led to the current study.

All of the included samples used nominations from teachers, families, or PCPs. Families were to consent to the studies, which leave a portion of the families who did not consent still unexplored. As two of the studies caution, their findings from families and teachers were based on self-reports and were not followed-up by observation or any other form of triangulation.

Limitations of the Systematic Literature Review

While results from some studies in this review were promising, certain limitations warrant caution. Although family involvement has been studied for many decades (Epstein, 1985), this systematic review only identified seven studies that met the inclusion criteria. The search terms used were very specific and because the researcher focused on emotional and behavioral disorders, this may have limited the scope of the review, such as excluding studies whose participants were students from low poverty and not at-risk for EBD.

Future Directions

Researchers and practitioners agree that home-school partnerships are important. However, there is a difference between agreeing it is important and actually cultivating it. The lack of empirical studies with significant family outcomes suggests the need to study this topic more. In addition, the interventions that do exist need to enhance their home-school partnership components for families of children who are at risk for EBD. Through the identification of practices, future research can be conducted to help teachers increase parental engagement. Teachers must be taught strategies that can improve the engagement of their students' families. Fortunately, the identified studies explored a number of promising strategies. As such, BiC-E incorporated a number of these strategies in its home-school component that will be explained after the contextual factors are presented.

Conceptual Framework

Before a discussion of goals and implications are presented, a conceptual framework that combines the theoretical framework, the review of literature, and the qualitative findings is presented. The researcher created a conceptual model that combines Bronfenbrenner's (1986) ecological systems theory where the interactions of the student's microsystems of home and school occur in the mesosystem (as shown in the green and yellow circles). The green and yellow bars at the top and bottom illustrate the components of Adams and Christenson's (2000) trust model and Hoover-Dempsey and Sandler's (1997) parental involvement model by higher levels of communication, empathy, and trust lead to stronger partnerships. Conversely, lower levels of these same partnership characteristics can lead to mistrust and less partnerships. Additionally, the successful strategies from the literature represent the arrows above and below (making time, higher motivation, and positive perceptions).

The four blue circles denote the central components of the research questions that influence positive partnerships- motivations, perceptions, incorporation of HSP strategies, and skill sets. It is important to know the salient skills teachers need to learn to effectively engage their students' families. To better understand what is going on with this phenomenon, teachers' perceptions and experiences must be explored. A teacher's willingness to be a partner with their students' families is central to this research. There are many factors that influence the role a teacher plays in these partnerships, but the four blue circles were central to teachers' ultimate partnerships. Motivation was used because the researcher needs to know what it takes to motivate teachers to *want* to partner with families. Making matters more complicated, teachers have so many competing pressures on their plates. Unfortunately, the literature supports that *time* is one of the most important components of building partnerships and trust with families (Adams and Christenson, 2000), which is one of the factors that teachers lack the most.

To build these partnerships, it was crucial to first learn more about the teachers' experiences. Their perceptions, motivations, and beliefs were gleaned through the pre- and post-test measures, weekly coaching meetings, family interviews, and focus groups. The researcher created it to encompass the various factors of the theoretical frameworks and the thoughts and beliefs of the teachers from the findings in the study to illustrate the conceptual framework.

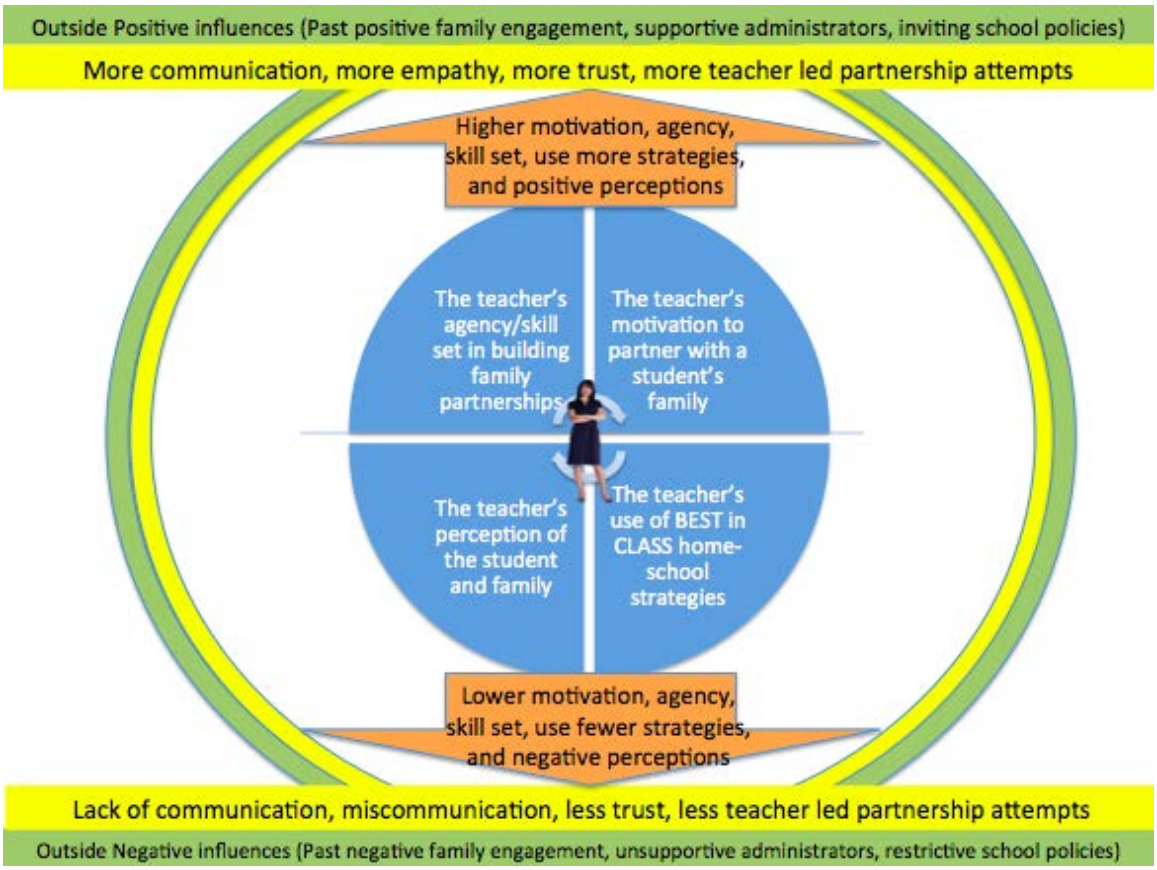


Figure 2. Conceptual Framework for Teachers' Characteristics Related to Home-School Partnerships for Low-Income Families of Students at Risk for EBD.

CARES Framework

The CARES Framework guides the partnership approach between the teachers, families, and students in BiC-E (Rosenberg, 2007). Through permission by the creator, Rosenberg, an adapted version of the CARES Framework is the foundation for the Home-School Partnership Manual (Appendix B). The framework's original purpose was to support teachers and students in creating supportive relationships and culturally responsive practices within classrooms in the Double Check model (Hershfeldt, Sechrest, Pell, Rosenberg, Bradshaw, & Leaf, 2009). Double Check is a professional development and coaching framework for teachers that address overrepresentation of disciplinary offenses to diverse students. The five components represented

by each letter of CARES focus on a culturally responsive practice that teachers could use with their students. BiC-E has adapted it to work for teachers and families instead. Although the original CARES framework had a focus on teachers' skill sets and student engagement, the adapted framework can use the same components to increase the engagement of the students' families. It is an iterative process that guides teachers in a systematic, but also individualized way to engage each family.

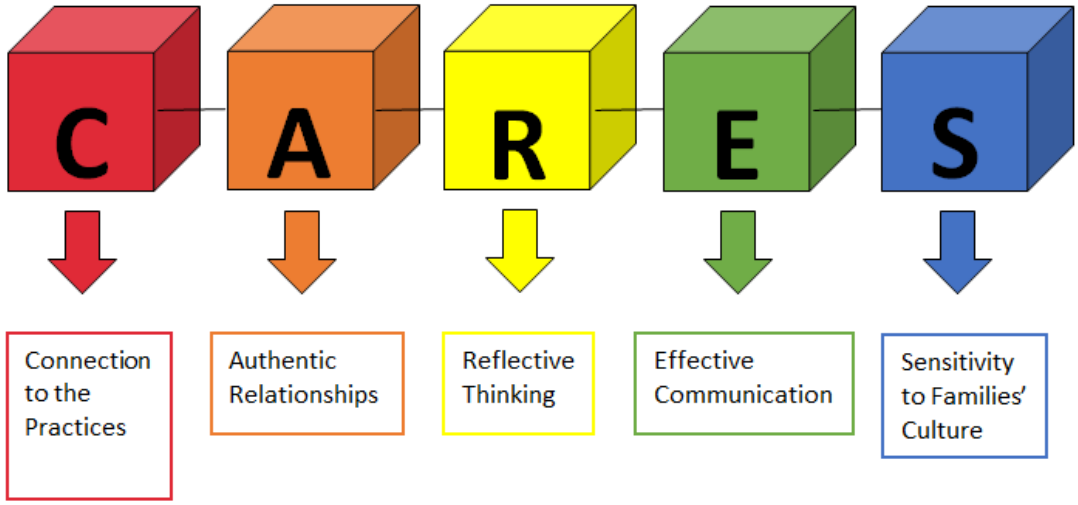


Figure 3. CARES Framework.

An explanation of the CARES framework helps justify the importance of each component. *C- Connection to the Practices* situates the home-school component within the broader BiC-E intervention. The HSP manual is only one of nine other practices used in BiC-E. With this in mind, the other eight are evidence-based practices that teachers will use with their tier-2 students to reduce challenging behaviors and increase their engagement. "BiC-E At Home" forms are an option teachers can send home to inform families about the practices being used in class. However, it is not the only option. Families will have an opportunity to voice their preferred means of communicating. These efforts can increase the likelihood that the practices will be effective because the student will have consistent strategies and language across

contexts. For example, if a teacher is implementing rules in his classroom and a student responds positively, then this strategy may also help the family at home. If the family prefers phone calls home, the teacher may briefly explain the practice and how it could be adapted at home. The key to connecting practices between school and home is involving the families by asking for their thoughts and ideas. As the literature showed, successful interventions involve families in the problem solving process by asking for suggestions and their input.

The second component *A- Authentic Relationships* targets the first of two aspects of the trust literature. Teachers who strive to build authentic relationships with families must demonstrate trust, dependability, and act consistently. Adams and Christenson (2000) argued that trust is a developmental progression from predictability to dependability, to the final component of faith that ensures individuals will follow through and be responsive to one's needs. The manual provides a checklist with strategies for teachers to use with families to build trust. For example, teachers are encouraged to establish positive contacts with families as soon as possible to start the first step of a trusting relationship. In addition, teachers should be transparent about concerns and emphasize the parent's important role. These contacts need to stay consistent and productive for a family and a teacher to build an authentic and trusting relationship.

The third component *R- Reflective Thinking* targets the racial and cultural barriers that teachers discussed in the focus groups. Coaches will help teachers engage in self-reflection of their attitudes, check their implicit biases, and use a strengths-based approach. A teacher's awareness of automatic thoughts will lead to more productive conversations with families. For example, if a teacher is frustrated that a parent is not returning her phone calls, the reflective thinking component encourages the teacher to take the family's perspective in why it may be

challenging for the parent to return the call. Furthermore, the teacher will learn to reframe her thinking from the negative to the possible opportunity that a note home may be more effective.

The fourth component *E- Effective communication* is the second aspect of building trust. Authentic relationships are focused on the teacher and how he or she acts. Students and families are constantly evaluating if they can trust the teacher. Likewise, the teacher is also assessing their ability to trust too. One of the best ways for teachers and families to earn each other's trust is through effective communication. It is a two-way process that makes both parties feel respected through active listening and understanding. It is challenging if contact is made through means other than in-person meetings, which is why BiC-E will emphasize an in-person meeting at the beginning of the intervention to establish desired communication styles. This component also supports the reviewed literature by incorporating a Daily Behavior Report Card as one option for teachers and families to use, which was shown to be effective for communicating. Coaches will stress to teachers that their preferred communication style may differ from that of the family, so compromises will be vital. Within the manual is another checklist for teachers to use for multiple strategies to engage their students' families.

The final component of the CARES framework is *S- Sensitivity to Families' Culture*. Teachers need to understand the influence that race, culture, and family experiences have on home-school partnerships. A quote that strengthens the importance of this component is from a teacher in the focus group who recounted when she was called racist by a parent. Sensitivity to a family's culture begins with teachers showing interest in their students' backgrounds. Flexibility in one's communication and engagement strategies are necessary, depending on the family's needs and resources. For example, a teacher may prefer to call a parent, but the parent may not have a reliable phone to use. In addition, if a family member had a negative school experience of

their own, he or she may be hesitant to meet the teacher to discuss concerns at the school. This component emphasizes flexibility on the teacher's part to use strategies that adapt to family differences.

All five components are integral to the success of creating and sustaining partnerships. The teachers will learn the CARES framework before the intervention begins to build foundation for the partnership process. The second and equally important segment of the manual includes the needs assessments, action plans, ongoing problem solving processes, and partnership goals. The implementation components stem from evidence-based strategies in the literature.

Manual Implementation

The literature review emphasized the effectiveness of CBC through randomized controlled trials with similar populations. However, the articles that used CBC did not go in great detail about the specific steps, so the BiC-E team used the book "Conjoint Behavioral Consultation: Promoting Family-School Connections and Interventions" by Sheridan and Kratochwill (2007) as a way to learn more about the intervention process. The authors present their procedures, case studies, and reproducible forms as a way to encourage others to follow their joint problem-solving process.

A distinct difference between CBC and BiC-E is its delivery model. CBC emphasizes the consultant as the leader between the teachers and families. For example, the consultant will call families to check-in and will be present at meetings between teachers and families. Conversely, BiC-E empowers teachers to lead the process, so it is more sustainable after their coach is no longer meeting with them weekly. BiC-E coaches support the teachers through the manual and specific steps, but the teachers take the lead. Specifically, teachers set up and

conduct meetings with families without a coach present. Each week, coaches will follow a similar CBC process to assess the current home-school goals.

BiC-E adapted multiple components from CBC for use in their manual. The first foundational stage that BiC-E adapted was establishing a connection and completing a needs assessment. Unlike CBC, the coach and teacher met first to discuss the focal students' needs and brainstorm ideas for home-school partnership goals. The coach helped the teacher feel comfortable with BiC-E forms and how to communicate effectively with the parent by remembering the CARES framework. Teachers then set up the first family meeting that introduced them to BiC-E, discussed the student's strengths and needs, and established preferences for communication and reaching their joint partnership goals. The first family meeting ended with the teacher summarizing their goal, exchanging contact preferences, and planning the next check-in. The BiC-E team had a step-by-step form to establish a connection during the family meeting. Just like CBC's emphasis on specific and measurable outcomes, BiC-E incorporated a home-school partnership action plan that the teacher and family used to develop a goal together. Coaches stressed the importance of both partners collaborating on the action plan to identify who would complete the clearly defined steps and when they would be completed.

The manual stressed the ongoing and dedicated efforts that were necessary to achieve the home-school partnership goals. Coaches and teachers met weekly and family meetings were held when needed. Every week, coaches used the "Family Meeting: Checking in and Reconnecting" and "Home-School Partnership Action Plan: Review" forms. Both forms addressed reviewing the action plan created to reach their individualized goals. For example, one family may have wanted help with using praise more often with their child, so the "BiC-E At

Home" forms was one strategy the teacher and family could use. Another family may want daily communication with the teacher, so the DBRC or text messaging may be the steps needed to reach their goal. At the conclusion of every meeting, the partners decided if they should change the plan, continue the plan, or create a new plan. This incorporated the reality of a fluid, individualized, and ever changing process.

The steps to reaching the goals were just as important as documenting the challenges they face, so the coach could help the teacher troubleshoot. Common challenges and solutions comprised the final section of the manual. The coaches helped the teachers overcome these barriers by using a problem solving approach. If the action plan and goals were not being met, the coach and teacher identified the barriers, brainstormed what could be done differently, incorporated resources and supports needed, and ultimately evaluated the strategies. The evaluation of strategies used the CARES framework where the teacher was encouraged to use a strengths-based approach with families. The manual contained strategies to support the partnerships between teachers and families. By incorporating evidence-based practices and the information from the teachers and families from the community, the home-school partnership manual and process aimed to increase the engagement between these partners.

Goals of the Current Study

Through the collection of quantitative and qualitative data, the goal of the current study was to learn more about teachers' experiences with partnering with families of students at risk for EBD. There is a gap in the research literature that examines teacher perceptions of partnering with families, but an even greater need to explore teacher perceptions of partnering with families of students at risk for EBD. There are many effective teachers who already have a plan in place to engage families, but this is not intuitive nor a priority for all teachers.

The conceptual framework demonstrates the interplay between the constructs that may lead to more or less engagement by teachers with families of students at risk for EBD. Through this study, the HSP component conveyed to teachers about the importance of and strategies to build partnerships. Lastly, teachers must continue to remember that they are partners in their child's education.

Chapter III

Methodology

The purpose of this study was to learn more about teachers' experiences building partnerships with families of students who were at risk for emotional or behavioral disorders (EBD). As a Tier-2 intervention, BEST in CLASS- Elementary trained teachers in evidence-based strategies on home-school partnerships and effective teaching practices that focused on the one to two students identified through a screening process as at risk for having EBDs in two urban, Title-1 elementary schools in kindergarten, first, or second grade.

Pilot Study

A pilot study in the same community took place before the current study to inform the development of BiC-E. Teachers from the identified schools and students' families were interviewed. The knowledge gained from their expertise informed the methodological decisions of the current study. For example, teachers were in focus groups for the pilot study. Dominant teachers spoke over others, so doing individual interviews in the current study captured each teacher's voice and gave them the freedom to speak more openly about their experience. The themes that emerged from the pilot data also informed the conceptual framework. The following themes and implications helped inform the current study.

Pilot study discussion of themes and implications. The teacher focus groups and family interviews shed light on the nature of the partnerships between families and teachers by learning about the perceptions of these stakeholders. The first and most important finding was the disconnect between effective ways for teachers to communicate with families and the

families' preferred ways to communicate with their children's teachers. Families and teachers were saying the same sentiments and yet, felt that 'the other' did not make the effort to build a partnership. Each partner needed to feel valued and appreciated. Somehow, all teachers and their students' families demanded to find a way to effectively communicate where they feel supported, engaged, and seen as a partner.

These interviews and focus groups validated that many forms of communication were used, but did not achieve the goal of using effective communication to strengthen a child's school success. Ultimately, teachers and families must believe they both have the same goal: they want to help their child succeed and need to come to an agreement on how they will reach that goal. This is also known as congruence between families and teachers (Sheridan et al., 2012).

Some of the final messages that were the takeaways from what the teachers and families said include individualization, supports in place to overcome barriers, and proactive strategies to communicate before problems occur. Both sides need to be more understanding and appreciative of the other. Between training the teachers in an all-day workshop before the intervention began, a coach for each teacher to help individualize and troubleshoot, and the HSP manual and process filled with strategies to combat these barriers, there were promising possibilities for supportive partnerships between teachers and families.

The HSP component of BiC-E was created to help support teachers and families as they partner. However, BiC-E HSP is only one piece of a larger puzzle that leads to home-school partnerships. The pilot study informed the development of the current study that explored this phenomenon in more depth. Teacher perceptions were the driving force of this study while BiC-E HSP provided support for partnership efforts. There is a dearth of literature on teacher

perceptions of engaging families of students at risk for EBD. Thus, the current study sought to answer the following research questions:

Research Questions

Overall mixed methods research question: What is the nature of teachers' experiences in building partnerships with their students' families (kindergarten to second grade) in BiC-E? Within this overarching research question were four sub-questions that helped focus this embedded mixed methods study. Each subquestion explored an aspect of the perceptions, practices, or characteristics of the teachers within BiC-E. Qualitative methods were the dominant means of data collection, while the quantitative methods served a supporting role because little literature exists in this area and rich descriptions were needed to learn more.

Mixed methods subquestion 1: What are teachers' perceptions of their students' families in BiC-E and how do they engage and communicate with them? The researcher needed to know how teachers perceive engagement with families to understand how this partnership was or could be formed. This was answered through the quantitative pretest and posttest measures and the qualitative weekly coaching meeting reports. The pretest and posttest measures asked the teachers to describe their beliefs about the families. In conjunction with their perceptions as answered on the surveys, the weekly coaching reports allowed teachers to articulate their current beliefs to learn how these perceptions lead to more or less engagement with families.

Mixed methods subquestion 2: What are teachers' current practices to engage and communicate with families? The goal of this question was to better understand how teachers communicate and were engaging or disengaging families. The coaches and teachers met weekly to discuss the home-school engagement progress using an action plan format. These data were collected from teachers weekly through weekly coaching plans. The weekly coaching plans

included specific questions about every tool and strategy the teacher used to engage families every week. Lastly, teachers completed a Family Engagement survey at pretest and posttest that asked them to circle their current practices and space for additional practices not included.

Mixed methods subquestion 3: What barriers do teachers face and what strategies are used to overcome when trying to engage with their students' families? The third mixed methods subquestion targeted more information from the teachers to inform future practices to engage these families of students at risk for EBD. The goal of this question was to recognize strategies that have or have not worked with the families, so that a greater understanding of how to build a partnership between teachers and families can occur. Teachers answered a weekly question during the weekly coaching meeting of whether their goal for family engagement was reached, as well as why the goal was or was not achieved. Through their responses, teachers' identified barriers were explored to assess if the HSP strategies helped overcome these challenges. Also, teachers completed a Family Engagement survey at pretest and posttest that asked them to circle the barriers they faced and included space for teachers to describe additional barriers not included in the survey.

Mixed methods subquestion 4: What are the teacher characteristics that relate to positive or negative beliefs about teacher-family engagement? How do teachers rate their trust, relationships, and involvement with families, before and after the intervention? This mixed methods subquestion was analyzed using the pretest and posttest measures for teachers. Teachers completed four measures on their relationships with the BiC-E families, their perception of the family's involvement, and demographic information. Through their answers, the researcher gleaned information about the characteristics of the teachers and how they incorporated the intervention to increase home-school partnerships. The research questions

explored a topic that has been under studied. As a result, an in-depth exploration was needed. An embedded mixed methods collective case study design was utilized. A justification for this design follows.

Collective Case Study Design

Creswell et al. (2007) explain that different methods and approaches can be used within qualitative methodology. The method chosen for this study was a collective case study design. Due to the nature of this under studied phenomenon as shown in the systematic literature review, the case study approach was particularly useful to obtain an in-depth exploration of teachers in their natural context (Crowe et al., 2011). Cases could be defined individually or as a group. The researcher chose to study teachers on an individual case first to reinforce the unique perspective and practices of every teacher. Each teacher was an individual case of analysis. Then, a collective case study was utilized to compare how individual teacher's perception is understood in comparison to the other teachers in the study. The study's design analyzed within and between cases.

Hans Eysenck (1976) said, "sometimes we simply have to keep our eyes open and look carefully at individual cases- not in the hope of proving anything, but rather in the hope of learning something!" (p. 9). Yin (2003) argued that collective case studies are similar in nature to multiple case studies. The current study utilized a collective case study that combined multiple cases into a single study for comparison within and between contexts (Stake, 1995).

Although Yin and Stake use different terms, both underline the importance of propositions and issues. Propositions were used to focus the conceptual framework as potential guesses to possible outcomes. For example, one proposition for the current study related to the barriers teachers face when they do not know how to effectively engage families (Chavkin,

2005). The use of propositions, in conjunction with the conceptual framework, was vital during analyses to draw reasonable conclusions as it related to the phenomenon (Baxter & Jack, 2008). The propositions were highlighted during the discussion.

The collective case study was used in a mixed methods design. An explanation of the research design, context, and sample are followed by the data collection methods, measures, and analyses. The final components discussed in the methods for the current study include validity protocols.

Mixed Methods Design

Unlike quantitative research questions, qualitative research questions are phrased in more broad terms to explore complex factors within a phenomenon through a variety of perspectives (Creswell, 1999). As a mixed methods collective case study design, the current study describes multiple cases within a phenomenon and the themes that emerge from it.

The current study's use of qualitatively dominant mixed methods design was one of the only recommended methods to capture the complexity of educational issues (Creswell, Shope, Plano Clark, & Green, 2006). By exploring teacher perspectives on the partnerships between themselves and their students' families using BiC-E HSP, a mixed methods research study examined the phenomenon and produced new information that neither a qualitative nor quantitative design alone could accomplish (Creswell & Plano Clark, 2011). When the researcher collected, analyzed, and integrated both quantitative and qualitative data, it enhanced the completeness of the results. Then, the findings from the mixed methods analyses provided more explanation by adding deeper insight to the findings (Teddlie & Tashakkori, 2009).

Mixed methods embedded design. A mixed methods embedded design enhanced the current study through more evidence by using both quantitative and qualitative findings to

explore the complex partnerships between teachers and families in BiC-E through the teachers' perceptions (Creswell & Plano Clark, 2011). The themes that emerged from the pilot data point to the complex nature of these relationships. It was essential to have comprehensive data collection methods and analyses to capture the teachers' perspectives. As such, an embedded design allowed one primary data set to be complemented by another, secondary data type (Creswell & Plano Clark, 2003). One of the goals of the current study was to learn more about teachers' experiences with family partnerships in BiC-E. How teachers answered the pretest and posttest measures and responded to interview questions were important as a way of uncovering their perceptions and beliefs. This was a strength of a mixed methods embedded design because the quantitative and qualitative data collected before, during, and after the intervention explored the participants' experiences and shed light on the results.

In the current study, quantitative data played a supportive role to the qualitative design. Specifically, the quantitative measures that teachers completed added a layer of information that would otherwise be absent during the interviews. As such, the information from the measures shed light on the characteristics of the teachers.

The embedded design used both sets of data to learn more about the teachers' experiences with BiC-E HSP as they partner with their students' families. The quantitative data was used as supportive evidence to the qualitative design and is written QUAL+quan design (Lieberman, 2005). The embedded design should be used when researchers are looking for "how" and "why" questions (Baxter & Jack, 2008). Furthermore, Sandelowski (2003) supports the use of displaying quantitative results with themes from the qualitative findings to enrich analyses. Greater understanding was gained by using the teachers' responses from the qualitative components (weekly coaching plans and teacher interviews) coupled with their perceptions and

beliefs as indicated by their responses to the weekly HSP goal achievement, as well as pretest and posttest measures. Figure 4 provides a visual model for the current study's phases and procedures.

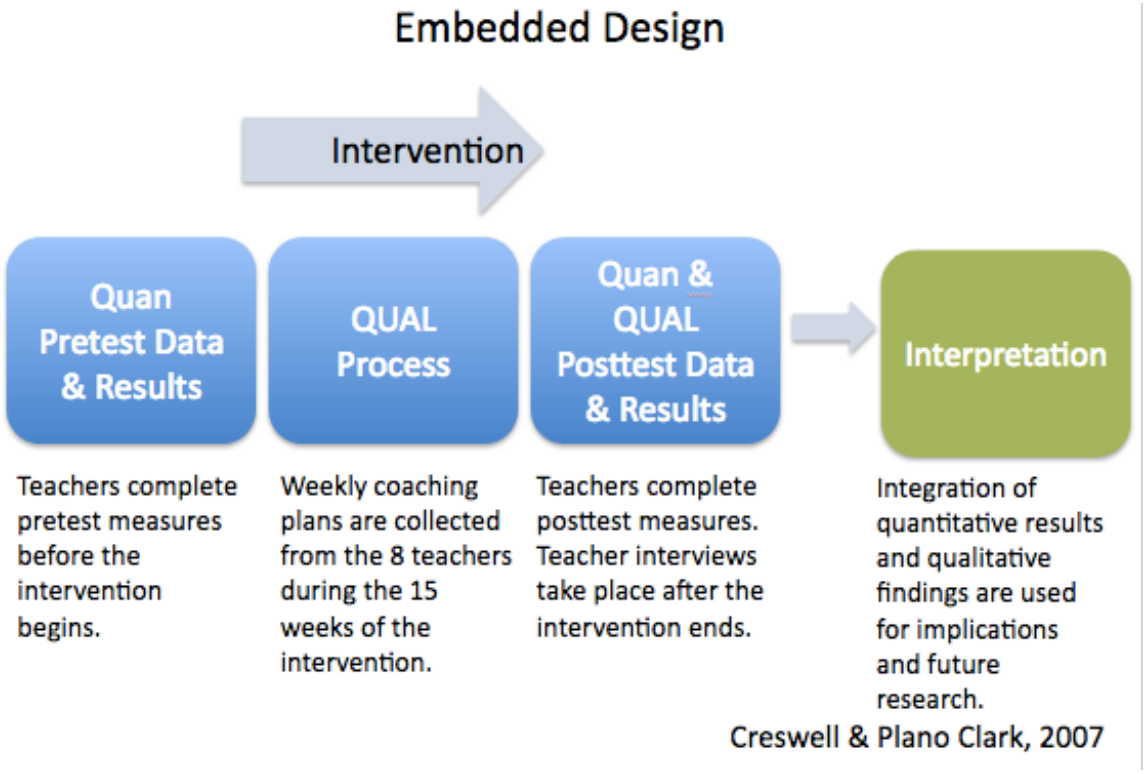


Figure 4. Model of embedded mixed methods design procedures (Creswell & Plano Clark, 2007).

BEST in CLASS Context

The current study was part of a larger grant-funded study, BEST in CLASS. The following section describes the BEST in CLASS context and then the current study's contexts and recruitment procedures. The relationships the researcher formed through her work with the BiC-E intervention were vital to the success of this study. BiC-E is a classroom-based intervention developed by researchers at Virginia Commonwealth University and University of Florida and used by teachers to address the learning and behavioral needs of students at risk for

EBD. The professors with whom the researcher works are the principal investigators (PIs) for the grant-funded project, Dr. Kevin Sutherland and Maureen Conroy. Over the past ten years, their research team has worked tirelessly to build relationships in the local school divisions, including the targeted urban city.

It is important to note that the current study was embedded in the larger BiC-E project that was in its intervention development phase. Many of the research questions in the larger project target teacher and student outcomes surrounding effective instructional practice elements, while the focus of this study was on one of the other main components of the intervention: home-school partnerships (HSP).

Setting of the Current Study

BiC-E spanned across two elementary school sites in an urban city in the Mid-Atlantic region. The two elementary schools, Oakton and Cedar Park, were predominantly made up of Black students from low socioeconomic status: 99.76% of students qualify for free or reduced-price lunch at Oakton and 99.79% at Cedar Park (Department of Education 2016-2017 Eligibility Report). The community included four out of the six largest housing projects in this urban city. In 2013, the median income of a family was $12,947 (Local newspaper, 2013).

The researcher's field notes included descriptions of the school. As one drove up to Oakton Elementary School, you first pass public housing projects and vacant buildings. The school itself was an old building with multiple broken windows. There were never less than three students sitting in the front office for different reasons, including one of the focal students in BiC-E. He was often kicked out of his classroom for aggression. The coaches kept field notes and reported each week on their experiences. Fights, destruction of school property, and suspensions were in the field notes for all fifteen weeks of the intervention.

Cedar Park was surrounded by older homes with beautiful architecture that have become the site of “fixer uppers” where more affluent people are moving into the area. Although some of the families who lived around Cedar Park sent their children there, most of the students who attended were from the housing projects not directly around the school. Cedar Park was a newer building that had a sign out front that designated the school as having an International Baccalaureate (IB; www.ibo.org) program that distinguished them as academically rigorous with a focus on leadership and pedagogy. Accounted for in the researcher’s field notes, teachers were often absent and students were split among other classrooms leaving teachers with more than the legal limit of students because both schools could not find substitute teachers. The aesthetics of the building and the experience of the students and teachers in the schools do not capture the home lives that were often discussed during the weekly coaching meetings. More details of the area provide context to where the students live.

A reporter at a local newspaper published a story about the housing projects where the students of Cedar Park and Oakton lived. The identity of the author and newspaper has been removed to help protect anonymity for the participants. The newspaper article reported that since January 1, 2017 until June, 2017, seven people were killed and another 13 were shot in one of the housing projects where roughly 2,000 people reside (Local newspaper).

Police officers who patrol these areas discussed a growing number of gangs comprised of teenagers and people in their early twenties. Graffiti covered buildings where gangs left their mark or spray painted threats to other gangs. The reporter interviewed a group of teenagers in the neighborhood to ask about the violence and rampant rival gang activity. Within the article, a founder of a private tuition-free school in the area, said, “Spend time with a 6-year-old who's lived a good life," he said. "Then talk to a 6-year-old who's lived here. It's different.” The article

described life for children living in these housing projects. Twenty-three students in the district that the current study took place were shot between September 2016 to May 2017 during non-school hours. Five of the students died. These stories mirror the experiences of the teachers in the study. The researcher kept field notes from each visit and conversation with participants. The field notes include delays in meetings with teachers because "lockdowns" were common, due to gunshots being heard in the surrounding areas. One of the teachers in the study had a student whose mother was killed from multiple gunshots in the face while her student and sibling were in the house. A last statement from a parent in the housing project sheds light on the experience of families living in this area.

> I think people who live in public housing are judged so much. You know, people don't really know what we go through. They just know what they see on TV. Okay, somebody got shot. But they don't realize that we have to tell our kids that somebody got shot. That we have to tell our kids that their friend's brother just got killed. You know, it's just hard.

The students and families living in these areas, as well as the teachers' experiences working in the schools helped elucidate challenges that were faced when teachers and families tried to partner with one another. It is important to note that none of the teachers in the study lived within the housing projects where their students lived. Within the context of the two schools, an explanation of how participants were selected and a description of the participants will follow.

Recruitment Procedures

Teacher recruitment. Fliers were placed in teacher mailboxes at every kindergarten, first, and second grade class at the two targeted urban elementary schools. The flier advertised that in exchange for participating in the intervention and for completing the pretest and posttest

measures, teachers would receive $150, 45 points for professional development, and a coach to help them for 15 weeks. Teachers also received a $50 stipend and a meal for their time in the posttest interviews. Purposive sampling was used due to selected criteria to recruit kindergarten, first, and second grade teachers in two urban, Title-1 schools that built on the previous BiC randomized controlled trial in preschools in the same or similar communities.

Ten teachers were recruited from two urban elementary schools that evenly represent kindergarten (n = 3), first grade (n = 4), and second grade (n = 3). The researcher read the consent form to the teachers, as well as answered any questions to ensure they understood their role within the intervention. Signed consent forms were collected (See Appendix E for consent form) from all ten teachers that agreed to be part of BiC-E. The day before the intervention began, one teacher asked to leave the study, due to personal issues that would require too much of their time. A second teacher was removed from the study within one month of the intervention starting because her class was "swapped" with another second grade class. The principal felt the teacher would be a better fit for the students in the other class, so the families were informed on a Friday that their child would have a new teacher the following Monday. Due to the screening process and lack of time to recruit more students, this teacher was not included in the remainder of the study. However, she did receive ongoing support from the BiC-E staff to help her develop classroom management skills.

Family/student recruitment. The students and their families were recruited from the eight participating teachers' classrooms. The criteria for the 1-2 students to be identified as having externalizing behaviors that were disruptive through a process of: (a) teacher nomination; and (b) student screening process using *Systematic Screening for Behavior Disorders* (SSBD; Walker & Severson, 1992, see Appendix D). The student assent form is available in Appendix F.

To help identify important aspects of each case, student and family demographics were included. An overall description includes that all fourteen students were (a) in grades kindergarten to second grade, (b) screened in as at-risk for EBD, (c) they identified themselves as Black, and lived in the school district of Oakton and Cedar Park Elementary Schools.

Coach recruitment. Four coaches were recruited to work with the eight participating teachers. The researcher and one other coach were full-time doctoral students who were paid through the BiC-E grant-funded project. The third coach was recruited as a part-time doctoral student in the counseling doctoral program. The last coach was recruited through the project manager of BiC-E because she was a stay-at-home mother who wanted to begin working outside of the home again. Three out of four of the coaches were former elementary educators and the fourth coach was a current family counselor. Four coaches were each assigned to teachers. They were female, White, and between the ages of 26 and 46. All four coaches had Master's degrees and three out of four were former teachers. The years taught ranged from 3 to 8 for the former teachers. The researcher for the current study was one of the four coaches.

Teacher Participant Demographics

The sample for the current study included eight teachers. All participants' names are pseudonyms for confidentiality purposes. For anonymity and protection of teachers' identities, a description of the overall demographics will follow. All eight teachers were female and taught in grades kindergarten, first, or second grade. Five teachers were White and three were Black. The teachers ranged in ages from mid-twenties to over fifty-five years old. Their years taught ranged from 1 to 29 years.

Training Procedures

Teacher training. Each teacher participated in an 8-hour training program on all components of the BiC-E intervention. One hour was designated for the HSP component during the training to introduce teachers to the HSP manual, the strategies for engagement, and the CARES framework. Furthermore, teachers received reminders about the strategies and CARES framework for home-school engagement during their weekly coaching meetings with their designated coach (See Appendix P for more information about the coaching meetings).

Coach training. The training for coaches involved a rigorous process of teaching and assessing every component of the BiC-E intervention. Although the coaches were taught and assessed on every aspect of the intervention, only the HSP training will be explained. The procedures for training coaches on the HSP component involved a two-hour training program on the elements of the HSP manual and process. The training helped coaches understand the complexity of teacher and family partnerships, as well as taught them the importance of their role in supporting teachers as they use the HSP manual to increase engagement. Coaches adhered to detailed procedures that follow a systematic protocol to help teachers increase engagement throughout the intervention (See Appendix B for the coaching manual that includes the procedures and protocols).

Once coaches were trained on the HSP components, along with the other BiC-E elements, the researcher who was also the lead coach, worked with each coach to ensure they had ongoing support to implement the strategies and protocols for HSP within the BiC-E intervention. Teachers were assigned coaches who worked together for the extent of the intervention. One exception to this system was one teacher's coach circumstances. Due to ongoing scheduling conflicts from both the teacher and the coach, this teacher's coach was

replaced with another coach at week 7 of the intervention. The second coach maintained a strong alliance and helped her complete BiC-E. Coaches had a weekly observation and coaching meeting, once the intervention began. Coaches were asked to keep memos of their experiences while in the field. Their notes were then discussed at the weekly coaching meetings. In addition to discussing the weekly memos, coaches met weekly with the lead coach and project coordinator, as well as the principal investigators of the project, to help troubleshoot any problems and provide assistance during the intervention. Each coach was assigned to teachers by the project coordinator, based on their personality and teaching experience. The alliance between teachers and coaches were captured through a Coaching Alliance survey at posttest (See Appendix L & M).

Data Collection Procedures

Data collection occurred at three time points 1) the teacher training for pretest data collection, 2) weekly in all eight teachers' classrooms for data collection during the intervention, 3) posttest data was collected at the individual teacher interviews. An overview of the entire pretest, intervention, and posttest data collections provides a clearer picture of the procedures.

Training. BiC-E intervention began in November at a daylong teacher training. Data collection for this study began when the pretest measure packets were given to teachers with multiples measures, including the HSP measures at the training. At the conclusion of the training, teachers and their assigned coaches discussed the upcoming week of their first observation and coaching meeting. Coaches received a refresher training the week before the intervention on every aspect of BiC-E, including the HSP component, so the materials were organized when coaches began the intervention. See Appendix B for the manual that included

the schedule of meetings and what protocols teachers and coaches followed for the HSP component.

Weekly data collection. For the next 15 weeks, coaches and teachers met weekly for an observation, but also a coaching meeting. The HSP protocols were followed at every meeting. Coaches completed weekly coaching plans with the progress of the home-school partnership goals. The weekly coaching plans from the 15 weeks for all eight teachers were used to assess the engagement levels between teachers and their students' families in BiC-E. Weekly coaching meetings included a weekly coaching plan that used semi-structured questions that allowed for more probing and follow-up (See coaching plan in Appendix P). The nature of these conversations was intentionally casual, so teachers would feel safe to share their opinions. They were allowed to choose the location of their coaching meeting to increase the comfort level.

At the conclusion of the meeting, the coach sent the typed coaching plan that was completed during the meeting to the teacher for the following week's observation. If there was any information that the teacher disagreed with on the coaching plan, teachers had opportunities to speak weekly with their coach. When the coach sent the coaching plan to the teacher, the researcher also received a copy to compile the progress of the HSP component through qualitative open-ended responses.

Posttest data collection. Once the intervention was finished, teachers completed the posttest measures. Teacher interviews were conducted individually, due to the sensitive nature of the questions. Since the researcher wanted the teachers' thoughts to be current for the teachers and families, the interviewers were conducted within one to two weeks of intervention completion. Once the 15 weeks of intervention implementation were finished, the researcher used semi-structured interviews with the teachers to learn more about their experiences

partnering with their students' families and the HSP process. The teachers' responses to pretest and posttest measures, as well as their engagement levels with families through weekly coaching plans, allowed for ongoing data collection.

All teacher interviews were conducted in private spaces at the university where the researcher attended, so teachers could talk freely about experiences at their schools. Consents were signed agreeing to be audio taped (See Appendix C and H). There were two different recorders to ensure that at least one could hear all of the responses. Furthermore, the researcher kept field notes to inform the transcriptions. A deeper description of each component of data collection will follow.

Teacher interviews (See Appendix G for the protocol) were used to discuss teachers' experiences with BiC-E HSP to try to partner with families, barriers they faced, and what current practices they found successful or unsuccessful for engaging families. Teacher interview protocol was created from the themes that emerged from the pilot data, the literature, as well as the issues that emerged during the intervention. The researcher received feedback on the semi-structured interview protocol from the principal investigators, the project coordinator, and the coaches to ensure that all relevant questions were included.

The researcher and one other coach, who was also a doctoral student with experience in qualitative research, led the interviews. Semi-structured interview protocols with open-ended questions were used to let the interviewees speak openly about topics, while the researcher tried to stay neutral, but very engaged in their responses. Both coaches had experience being empathic listeners from their training to become BiC-E coaches. The researcher conducted six of the teacher interviews and the other coach conducted the last two. Since the researcher coached the last two teachers, it was important that she did not participate in their interviews, due

to questions that asked how they felt about their coach. In order for the teachers to feel comfortable discussing their coach, it was important for someone other than their coach conduct the interviews. In addition to the person conducting the interview, a BiC-E data staff member joined every interview to take notes. Details of the additional notetaker were included in the validity section later.

Teacher interviews took place off of school grounds where doors were shut, confidentiality agreements were read and signed, and teachers were assured that pseudonyms for teachers and schools were used to make their identities masked. It was important that teachers were not in their classroom or school because sensitive questions were asked about their students, students' families, administrators, and overall school experience.

Measures

Teachers and coaches completed measures at pretest, during intervention, and posttest that help answer the research questions about the teachers' perceptions of their students' families. Although there were more measures as part of the larger study, the focus of the current study remained on the teacher measures that captured their engagement levels. All measures were de-identified. Furthermore, all original completed measures were kept in a passcode-protected room at Virginia Commonwealth University. In addition, all completed measures were compiled and stored on a password protected online server at Virginia Commonwealth University. The data staff had two different people enter data to ensure its accuracy. The results were compared and then discrepancies were addressed by returning to the original measure for confirmation. There were no recorded discrepancies for the measures used in the current study.

Coach measures. BiC-E adapted the *Supervisor Working Alliance Inventory-Supervisor* (SWAI; Efstation et al., 1990) to assess coaches' perceptions of their alliance with their teachers

with the *Practice-based Coaching Working Alliance Inventory: Coach Form* (See Appendix L). Coaches self-reported on 23 items using a 7-point scale (1 = almost never, 7 = almost always). This measure had three factors, Client (Child) Focus, Rapport and Identification, and has adequate reliability (alphas ranging from .71 to .77). This measure captured the teachers' beliefs in the intervention delivery through the alliance with their coach. It captured the teachers' beliefs in the intervention delivery through the alliance with their coach. Coach ratings on all 23 items were averaged to create a total alliance score.

Teacher measures

***Demographic Survey*.** Teachers completed demographic information survey that asked questions related to their racial background, gender, age, and specific questions about their years of experience as a teacher or their specific family for the parents (See Appendix Q). A table with the participants' demographics is in the participant section.

***Practice-based Coaching Working Alliance- Teacher form*.** The BIC-E team adapted the *Supervisor Working Alliance Inventory-Supervisee* (SWAI; Efstation et al., 1990), so teachers' perceived alliance with their coaches were assessed through the *Practice-based Coaching Working Alliance- Teacher form* (See Appendix M). Teachers self-reported on 19 items using a 7-point Likert scale (1 = almost never, 7 = almost always). This measure had two factors, Rapport and Client (Child) Focus, and has demonstrated adequate reliability (alphas ranging from .77 to .90). This measure gained more insight into the working relationship between the coaches and teachers.

***Parent-Teacher Involvement Questionnaire- Teacher form*.** A revised version of the *Parent-Teacher Involvement Questionnaire* (Teacher version is Appendix N) (INVOLVE-T; Webster-Stratton et al., 2001) explored teachers' perceptions of the BiC-E families' involvement

in school activities and communication with families. Likert scale-items of 1 (Not at all) to 5 (Very much) were included on the measure. There were four dimensions on the INVOLVE-T: parent involvement in education, parent involvement with school, parent bonding with teacher, and total involvement. Total scale scores ranging from 20 to 100. The individual teacher's scores are indicated in their teacher profile.

Only one subscale was used, INVOLVE-T Total Involvement because it combined questions from the other subscales for teachers' perceptions of the parent's involvement and bonding by asking questions, such as "How much is this parent interested in getting to know you?" and "If you had a problem with this child, how comfortable would you feel talking to his/her parent?" The total involvement subscale used thirteen questions and teachers were asked to rate their level of agreement with the items assessing the parent's attitude towards school. Total involvement scale scores ranged from 13 to 65. Higher scores indicated teacher's perception of stronger family involvement with the teacher, school, and child's school life.

It has adequate reliability and validity and has been used with diverse samples (Webster-Stratton, 1998). The reliability (r = .90) by the authors indicated strong internal consistency for the Parent Involvement-Total subscale.

Parent- Teacher Relationship Scale. The *Parent-Teacher Relationship Scale* (PTRS; Vickers & Minke, 1995; teacher version; see Appendix O). It consists of 24 items to measure the relationships between the teachers and families through teacher's perspective. The Items were rated on a five-point Likert scale (almost never, once in a while, sometimes, frequently, almost always). There are two factors (Joining and communicating) as part of the PTRS. The two subscales of *joining* and *communication to others* as a measure of quality. The *joining* subscale has 19 items assessing the degree to which parents and teachers are interpersonally

connected, including sharing expectations. For example, the first question asks, "We trust each other." The communication subscale represents effective interactions between the parent and teacher. For example, "I tell this parent when I am pleased." Vickers and Minke (1995) reported Cronbach's coefficient alpha of .98 for the joining subscale and .85 for the communication to others subscale.

Due to the focus of this study on overall relationship quality, the researcher combined the two subscales because the researcher contacted the author of the measure to ask if this has been done before. Dr. Minke explained that Sheridan et al. (2012) and Moorman et al. (2013) did use the same total score to give an overall indication of the teacher's perception of his or her relationship with the family. The combined scores had a score range of 24 to 120. A higher score indicated that the teacher had a more positive perception of their relationship with the family. Alternately, a lower score suggested the teacher had a more negative perception of their relationship with the family. As indicated by the author of the measure, there are no known cutoff scores, but instead, higher and lower scores are used to assess teachers' perceptions of their relationship quality with the family member.

Researcher-created survey. The additional survey for teachers given during pretest and posttest is the *BiC-E Teacher Survey on Family Engagement- Pretest and Posttest* (See Appendix H & R). It included questions to capture the engagement strategies that were used by teachers in the first two months of school, before BiC-E began. To increase the validity of the survey, the survey was piloted through convenience sampling with three elementary school teachers followed by cognitive interviews to discuss how they answered or felt during the survey. The teachers felt the answers were clear and easy to follow. Through piloting this survey with three teachers, the questions forced teachers to either agree or disagree. These

definitive choices captured teachers' perceptions about their partnerships with their students' families before and after BiC-E. The use of the researcher-created survey helped triangulate the other sources of data to learn more about teachers' communication barriers and supports.

Specific questions about the communication techniques, such as text messaging and phone apps, were included. The survey questions were informed by the PTRS and INVOLVE-T, as well as communication strategies and barriers identified during the pilot study where teachers and families completed interviews and focus groups. For example, a list of common communication strategies before the pilot study did not include phone apps, but then apps were included as a strategy on the survey. Many questions were taken directly from the PTRS and INVOLVE-T, but were asked with YES or NO answers to see how they answered each survey.

Weekly coaching plans. The researcher used the weekly coaching meetings to track the weekly interactions between the teacher and the family and the HSP goal attainment. Every week, the coach and the teacher completed a weekly coaching plan (See Appendix P). Within the scripted coaching plan questions, the coach typed every response from the teacher. The question that was most pertinent to the current study was if the teacher met their weekly HSP goal and why she did or did not meet it that week.

Data Analysis

First, an in-depth explanation of the qualitative, quantitative, and mixed-methods data analyses will be explained. Then, each analysis that was used is presented.

Qualitative data analysis. Each teacher's posttest interviews served as the unit of analysis. Then, each teacher's responses were compared collectively across cases to determine trends, themes, and differences. Collective case studies extend external validity by analyzing similarities and differences between cases (Miles & Huberman, 1998). The process of

transcribing and coding are stages of data analysis because the data chosen to code and the coding structure impact the assertions made to answer the research questions (Miles et al., 2014). An explanation of the processes used for the qualitative component will follow.

Transcription process. Recordings were transcribed through a software program called Express Scribe (NCH Software, 2017). Two graduate students and a recent graduate with a bachelor's degree, all with prior experience transcribing, assisted the researcher. The researcher trained the three students by using an existing interview to train them on transcribing. The researcher showed the transcribers existing transcriptions to show the desired format. Once the transcribers felt comfortable with the software and the process, the eight interviews were split between the transcribers. Every non-word (e.g., mmhmm, um, uh) was transcribed to be consistent. The researcher continued to have weekly meetings with the transcribers to ensure all questions were answered. Transcribers slowed the recordings and only worked for two to three hours at a time to not miss any information as a result of fatigue.

Once a transcription was complete, a second reading took place for every transcription by a different transcriber where he or she would listen to the transcription at a slower speed while reading the transcribed text. Any changes were made with tracked changes in Microsoft Word. The third step was spot-checking where the researcher chose a five-minute segment from each transcription to ensure that it was transcribed accurately. Any changes were noted and then, the researcher listened and re-read the transcriptions for accuracy, but also as a means of analysis. Since the researcher conducted six out of eight interviews, she had listened to each transcription between two and three times before the coding process began. The re-reading coupled with the field notes helped find more connections between initial ideas and further reflections.

Consensual Qualitative Research. The researcher used consensual qualitative research methods for data analysis (CQR; Hill, Thompson, & Williams, 1997) in the qualitative component of the study. CQR recommends using small samples (this study used 8 cases) to try to deeply understand each participant's story using multiple perspectives in the analysis process (Hill, 2012). It is recommended to use CQR for investigating social phenomena, such as attitudes or perceptions. CQR supports researchers' extensive knowledge of the context. To ensure an understanding of the context, the researcher and the other coaches spent between three and five days per week for the 15 weeks of the intervention at these schools.

CQR uses semi-structured interview protocols with open-ended questions, so participants can speak openly about their own experience to "describe the phenomenon and draw conclusions based on the gathered data" (Hill, 2012, p. 7). The researchers who conducted the interviews asked open-ended questions to draw on previous experiences of the participants, so the nature of the partnerships between the teachers and families could be explained through direct quotes. Data analysis occurred simultaneously with data collection. The researcher and coaches kept field notes of their experiences and feelings. More information about field notes is listed in the validity section.

"Because of the inherent biases in this process of making meaning out of people's stories, CQR involves a team of judges to analyze the data" (Hill, 2012, p. 9). The researcher asked two other doctoral students, also BiC-E staff, each for roughly three years, to be part of the data analysis team. In addition, the project coordinator for BiC-E, served as the auditor. By giving feedback at key points throughout the process, the auditor acted as a "check on the team" (Hill, 2012, p. 135). For example, the auditor provided feedback on the creation of the semi-structured interview protocol. The role of the auditor will be explained in more depth during the coding

process. The researcher's professional relationships with these three people were ideal because they felt comfortable respectfully disagreeing with one another. This was critical to the process.

The CQR training process began with an overview of the background and process by the researcher. Both doctoral students participating in the CQR team were a coach, a data staff member, and both participated in the posttest interviews; they had an understanding of the context. ATLAS.ti Version 1.6.0 [computer software] (Scientific Software Development, 2016) was used as the data analysis software to create and organize the themes that emerged during the transcriptions. It is important to note that the CQR training process recommends not using any computer software to organize data, which is an approach used in grounded theory to stay close to the data (Hill et al., 2012). However, the researcher's experience using ATLAS.ti for data analysis helped justify why this change in the protocol was made. Additionally, the CQR training team encourages researchers to make changes that help them in their exploration, as long as there is a justification for why they made the change (Hill et al., 2012). Thus, the researcher chose ATLAS.ti due to her comfort and confidence in the software's ability to organize the codes and themes.

Semi-structured interview questions informed the development of the initial codebook. The primary documents were uploaded and read for the creation of more codes. The researcher and two doctoral students used the first teacher interview to add codes and definitions to the coding manual. Each team member independently coded the rest of the first teacher interview. The team met the next day to compare their initial coding records. After finishing the first teacher interview, the team went line by line through the interview to agree or disagree with the coding decisions. Whenever codes were not captured, they would be added to the codebook. The coders would then recode from the beginning of the first interview to ensure that the new

codes were not missed in the previous transcriptions. After a great deal of deliberation, the team was in agreement with the codes. The auditor gave feedback on this initial coding where some codes were clarified and others were changed.

Researcher and doctoral students coded the remaining seven interviews. The team of coders would meet for two hours at a time. They would review the codebook before beginning their consensus process every coding session. The team met together for every coding session, but they had already independently reviewed the transcription with initial codes. They would take turns reading every line that was coded to either agree or disagree with the identified codes. This process was time-intensive due to the discussions that would occur. However, discussions led to deeper reflections about each teacher. The auditor then met with the researcher after the initial coding by the team for each interview. The auditor's role is, "instrumental in reducing the impact of group-level bias that may affect the objectivity of the analysis" (Hill, 2012, p. 112). By having multiple perspectives, it enabled the team to capture the complexity of the data. The research team then discussed the suggestions from the auditor until 100% mutual agreement occurred. Then, the cross-analysis phase of identifying common themes across cases took place. The CQR process is time intensive and often tedious, but led to richer descriptions for each case.

Quantitative data analysis. Descriptive statistics and reliability coefficients were used to add more detail to each case and collectively across cases using SPSS (IBM SPSS Version 24.0). The quantitative pretest and posttest results generated descriptive statistics through means, standard deviations, and change scores for the PTRS and INVOLVE-T to show teacher perceptions of their relationship with students' families. In addition, Cronbach's alphas were run for internal reliability. The analyses shed light on the responses from the qualitative components

of the study. These statistics were used as a comparison at the conclusion of the intervention to see where changes occurred.

Mixed methods data analysis. Strengths of an embedded mixed methods design were the use of quantitative and qualitative data to provide a more in-depth understanding of a phenomenon. Onwuegbuzie and Teddlie (2003) discussed seven stages in the mixed methods data analysis process. Data reduction is the first analytic stage where descriptive statistics were run for the quantitative data and thematic coding for the qualitative data. Data reduction is used to focus and organize the data, so conclusions can be drawn (Miles & Huberman, 1994). Data transformation and a side-by-side comparison for merged data occurred next. Data transformation is a form of merging where qualitative findings were transformed into quantitative variables (Creswell & Plano Clark, 2011). Aspects of the qualitative findings were "quantitized" as coined by Sandelowski (2003) in the weekly coaching plans.

Following the recommendations of Onwuegbuzie and Teddlie (2003), the researcher, with the help of each coach, assigned a new dichotomous variable. For example, the teachers reported if the teacher reached or did not reach her HSP goal of engaging the family for that week. If progress was made and the goal was met, the teacher would receive a 2. If progress was made toward the goal, but the goal was not met, then the teacher would receive a 1. However, if no progress was made and teachers were not making efforts to reach the HSP goal that week, the teacher would receive a 0.

A side-by-side comparison for the merged data was the next analytic technique used. This process used a visual model to display the quantitative results and the qualitative findings in a summary table for straightforward comparison. The teacher's score at pretest and posttest for the Parent Teacher Relationship Scale and the Parent Teacher Involvement Questionnaire was

coupled with the weekly HSP goal attainment score. Data correlation involved summarized responses from the teachers of why they did or did not meet their HSP goals while the "quantitized" data was displayed to show their goal attainment and their reasons for why. An example of a HSP goal at a score of 2 is the family came to school for a Family Meeting and they agreed to talk on the phone every Friday. A score of 1 may be the teacher has played "phone tag" with the family and are trying to schedule a time to meet. Lastly, a score of 0 occurs when a teacher says, "I have been so busy that I haven't had time to contact the family this week."

Once the stages of mixed methods data analyses were completed, interpretation of the results took place to answer the research questions. Creswell and Plano Clark (2011) recommend an embedded design to synthesize the findings about the process with the intervention outcomes to "enhance the understanding of the experimental conditions" (p. 232). In other words, how did the BiC-E home-school engagement process play a role in the partnerships between teachers and families?

Research Question Data Analysis

Analyses for each research question follows (See figure 5 for measures included in each research question). By incorporating the pretest and posttest data, as well as the weekly HSP coaching plans, a more complete picture of teachers' experiences occurred.

Overall mixed methods research question: What is the nature of teachers' experiences in building partnerships with their students' families (kindergarten to second grade) in the BEST in CLASS-Elementary intervention?

Within this overarching research question were four sub-questions. The overall mixed methods research question was informed by the answers of each subquestion that explored aspects of the

perceptions, practices, and characteristics of the teachers within BiC-E. Qualitative methods were the dominant means of data collection, while the quantitative methods served a supporting role.

Mixed methods subquestion 1: What are teachers' perceptions of their students' families in BiC-E and how do they engage and communicate with them?

The researcher needed to know how teachers perceive engagement with families to understand how this partnership was or could be formed. This was answered through the quantitative pretest and posttest measures of the PTRS, INVOLVE-T, BiC-E Teacher Survey on Family Engagement, and the first coaching meeting's response. PTRS and INVOLVE-T pretest and posttest scores represent the teacher's perception of their relationship and involvement with the family. In addition, the BiC-E Teacher Survey on Family Engagement asked specific questions, like "Do you trust this family? and "How often do you communicate with this family?" During the first coaching meeting focused on the focal students of BiC-E, the teacher was asked to, "Tell me about this student and their family." Their open-ended responses were recorded by the coach and used as a way to gauge a) the negative or positive perception b) how much information does the teacher know about this family? In addition, qualitative weekly coaching meeting reports provided additional insight into what the teacher thought of the family. In conjunction with their perceptions as answered on the surveys, the weekly coaching reports allowed teachers to articulate their current beliefs to learn how these perceptions lead to more or less engagement with families.

Mixed methods subquestion 2: What are teachers' current practices to engage and communicate with families?

The goal of this question was to better understand how teachers communicate and were engaging or disengaging families. The pretest and posttest BiC-E Teacher Survey on Family Engagement had a list of communication practices that came from the literature, in addition to open-ended spaces for teachers to fill in additional strategies. Teachers circled all of the practices they used to communicate with the families. Then, the same survey was completed at the end of BiC-E to see if their practices changed over time. A cross analysis of all eight teachers' pretest and posttest responses are displayed in the results.

Additionally, coaches and teachers met weekly to discuss the home-school engagement progress using an action plan format. This data was collected from teachers weekly through their coaching plan responses. The weekly coaching plans included specific questions about every tool and strategy the teacher used to engage families every week. The compiled responses are summarized in the teacher profiles. The use of a side-by-side comparison shows the teachers' strategies at pretest and posttest.

Mixed methods subquestion 3: What barriers do teachers face and strategies are used to overcome when trying to engage with their students' families?

The third mixed methods subquestion targeted more information from the teachers to inform future practices to engage these families of students at risk for EBD. The goal of this question was to recognize strategies that have or have not worked, so that a greater understanding of how to build a partnership can occur. Teachers answered a question during the weekly coaching meeting of whether their goal for family engagement was reached, as well as why or why not the goal was achieved. Through their responses, the teachers' identified barriers were explored. Also, teachers completed the BiC-E Teacher Survey on Family Engagement at pretest and posttest that asked them to circle the barriers they faced and space for additional

barriers not included. The use of a side-by-side comparison shows teachers' barriers at pretest and posttest.

Mixed methods subquestion 4: What are the teacher characteristics that relate to positive or negative beliefs about teacher-family engagement?

The last subquestion was analyzed using the pretest and posttest measures for teachers. Teachers completed measures about their perceived relationships with the BiC-E families, their perception of the family's involvement, and demographic information. Through their answers, the researcher gleaned information about the characteristics of the teachers and how they incorporated the intervention to increase home-school partnerships.

Table 2

Validity and Fidelity Measures

Questions	Measure
To what extent is BiC-E HSC implemented with integrity?	BiC-E HSP Integrity: Coach form
What are teacher perceptions regarding the working alliance with their coach?	Practice-based Coaching Working Alliance- Teacher form
What are coach perceptions regarding the working alliance with their teacher?	Practice-based Coaching Working Alliance Inventory: Coach form

Research Question	Measure	Measure	Measure	Measure	Measure
	Parent-Teacher Relationship Scale-Teacher Version (PTRS-T)	*Parent-Teacher Involvement Questionnaire*: Teacher Version (INVOLVE-T)	Home-School Partnership Weekly Goal Justification	BiC-E Family Engagement Survey	First Coaching Meeting Questionnaire
What are teachers' perceptions of their students' families in BiC-E and how does he/she engage and communicate with them?	✓	✓		✓	✓
What are teachers' current practices to engage and communicate with families?			✓	✓	
What barriers do teachers face and strategies are used to overcome when trying to engage with their students' families?			✓	✓	
What are the teacher characteristics that relate to positive or negative beliefs in teacher-family engagement?	✓	✓	✓	✓	✓

Figure 5. Research Question Measures

Ethics (Human Subject Protection)

Every study has ethical concerns that must be dealt with in order to protect the respondents. The researcher received Institutional Review Board at Virginia Commonwealth University approval for the current study. Within this study, there are legitimate concerns about confidentiality. If the teachers' answers were shared with the schools or administration, there could be negative consequences. For instance, if a teacher shared frustration about a certain child and the family found out, this could endanger the partnership between the teacher and

family. Moreover, if a teacher complains about the school culture surrounding family engagement, the teacher could face repercussions from administration.

Confidentiality was the most important component of data collection. See Appendix G to view the teacher interview protocol that emphasized that all answers will be kept in confidence. Lastly, the consent form highlights that all answers were kept in confidence to ensure the participants can be honest in their responses. The ethical considerations combined with the attention to validity strategies helped ensure the conclusions are plausible. Before a discussion of validity strategies, an explanation of the fidelity measure highlights the delivery method of the HSP component for BiC-E.

Fidelity

Stormont and Reinke (2013) stressed the importance of measuring treatment fidelity during intervention delivery. BiC-E had multiple fidelity checks embedded in its intervention process. One of the most important aspects for this study was the fidelity measure. Since the literature highlighted the use of a consultant, or BiC-E's use of a coach, it was important that the coaches deliver the HSP components with fidelity. In other words, do coaches deliver the HSP components as the intervention intended. This was measured using the *Coaching Integrity for HSP Form* (See Appendix J). Coaches self-reported on their fidelity (i.e., coaches adherence to the protocol). There were six subscales, but the one subscale used for the current study was Shared Goals Total because it encompassed the six questions that asked about the HSP goal setting process.). For example, "Did the coach discuss potential challenges that may be hindering the partnership?" 1 (Not at all) to 5 (Very much) and Not applicable was an option. Scores ranged from 6 (Not at all) to 30 (Very much). Coaches did not always report their integrity forms, which is why it is based on the number of weeks it was collected.

Validity

The concept of validity has varied terms between quantitative and qualitative research. However, both methodologies underscore the importance of accounting for validity threats, so that claims made were credible. In mixed methods research, Tashakkori and Teddlie (2003) identify validity as one of the most important aspects of a research project. Within the current study, strategies were used to enhance the validity through the use of previously validated surveys and extensive trustworthiness for the qualitative components.

The PTRS and INVOLVE-T were previously validated measures. Dawson and Wymbs (2016) examined the validity evidence of the PTRS that showed high internal consistency across factors and test-criterion relationships between the PTRS and other child-level variables. The authors conducted confirmatory factor analyses that supported the two-factor solution had adequate fit as originally proposed by Vickers and Minke (1995). Additionally, test-criterion relationships between the PTRS were associated with child outcome variables to support the test-criterion relationship.

The reliability of the two measures were analyzed and reported in the results section to show the internal consistency of the items.

Qualitative validity. Validity in qualitative research can be described as trustworthiness, authenticity, and quality (Maxwell, 2013). Since there is subjectivity in qualitative methods, it was important for the researcher to use as many validity approaches as possible. In order to make the study as high quality as possible, strategies were used to enhance validity. With this in mind, researcher bias was one of the most serious validity threats. The researcher wanted to know what teachers' current perceptions and practices were with the ultimate goal of trying to

enhance these partnerships. Validity practices were put in place, so the researcher's goal did not lead to biased answers.

Field notes and research memos. Miles et al. (2014) explains that field notes and research memos should be maintained throughout the entire study because they help guide, shape, and enhance qualitative inquiry. By using research memos, it helped the researcher be reflective in the conclusions being made during the study. They were a critical component to enhance trustworthiness. The researcher and the other three coaches spent significant time in the two schools. Weekly observations, coaching meetings, and constant communication with the teachers were logged. Over the course of fifteen weeks, twenty hours per week per coach were spent with the teachers. This allowed the researcher to think deeply about the data to reduce the risk of unwarranted inferences. To control for biased answers, the researcher maintained field notes throughout the entirety of the study. In addition, coaches kept field notes and had weekly meetings to discuss any potential issues that arose during the week. For example, the coaches would discuss their concerns about participant's issues. One teacher talked about her own feelings of depression and if she should seek help. By recording this particular memo, it helped provide details that would otherwise be lost during the analyses.

Researcher bias. A critical element of researcher bias in the current study was the researcher's background as a White, middle class, former teacher conducting interviews in a predominantly Black, low-income community. The researcher was also a coach for two of the teachers. As a coach, the researcher was immersed in the community for over 15 weeks, which complicates the subjectivity.

The researcher tried to take this potential threat head-on by incorporating many strategies to represent the interviewees' voices to the best of the researcher's ability. Between field notes,

weekly meetings to share thoughts with the research team, and having multiple perspectives to help code, the researcher made every effort to combat these biases. It was important to use the second data staff member who took notes during the interviews as a check on the researcher.

There were two interviewers: the researcher and another coach, Dominique. They both knew all of the teachers from the previous 15 weeks of BiC-E. This led to a comfort level that the interviewees showed by talking honestly about their experiences with family partnerships. This comfort was also illustrated in the Coaching Alliance measure (See Appendix M) where every teacher expressed high satisfaction with her coach. For example, one teacher called her BiC-E coach her "life coach" because she would often help her with personal issues, as well as BiC-E issues.

***Researcher bias as coach and interviewer*.** The researcher was part of the teacher interviews and was a coach. Due to the nature of the coach and teacher partnering process, the researcher was matched as a coach for one teacher she had met at the focus group the summer before BiC-E began. There was very little interaction between the teacher and the coach before BiC-E began. The coaches had extensive training on rapport-building, effective communication, and strategies to form alliances with their teachers. Since BiC-E was an intervention that took place in many classrooms, it was important that the coaches and teachers formed partnerships at the same time to have consistent dosage of teacher and coach interactions.

Member checking. Maxwell (2013) warrants that the use of member checking is one of the best strategies for avoiding misinterpretation of participants' voices and identifying and correcting research bias. BiC-E had more than one research team member present to take field notes and allow for "member checking" at the conclusion of the interviews. By summarizing after the interviews, the "member check" gave respondents the opportunity to revise what the

researchers thought they said. Every interviewee agreed with the summaries. Furthermore, at the conclusion of each interview, participants had the opportunity to follow up through phone call or email if they felt they were unable to voice their opinion. At this time, no one has emailed or called to disconfirm what was summarized. The member checking allowed the researcher to feel confident that the opinions shared during interviews represented their beliefs and views.

Triangulation. Maxwell (2014) explains that triangulation is the collection of data using multiple instruments from a variety of participants and contexts. Triangulation was key to this study because various forms of data collection were used through qualitative and quantitative data collection methods. Fielding (2012) emphasizes the fallibility of any one particular method and to triangulate to combat validity threats. Fielding recommends using a variety of methods to better assess the explanations of participants. For example, teachers' weekly reflections on their HSP goals were a way to gauge their partnership efforts that using just pretest and posttest responses would not have captured. The pretest and posttest measures, weekly coaching plans, and posttest interviews coupled together contributed to richer descriptions of each teacher's experience. In addition, various perspectives for the coding team were also included through CQR. The use of CQR allowed for triangulation from multiple point-of-views. The team of three coders, in addition to the auditor, helped strengthen the understanding of this social phenomenon.

The validity of quotes from the teachers during the weekly coaching plans and the posttest interviews are important to note. In editing the direct quotes, some words were deleted, such as transitional words. However, the researcher took care to not alter the meaning of the teachers' ideas.

Mixed methods validity. Onwuegbuzie and Johnson (2006) outline forms of validity for both quantitative and qualitative research methods. The most important component for validity in mixed methods research is potential compromises in the merging or connecting of the strands and ultimate conclusions (Creswell & Plano Clark, 2011). The researcher followed strategies for minimizing the potential threats by using the same sample for quantitative and qualitative data collection, developing a joint display with both forms of data to converge the results/findings, and maintaining a straightforward data transformation technique to enhance the reliability and validity of the scores. Furthermore, the researcher had data staff members review all of the transformed data to ensure reliability.

Chapter IV

Results

The results and findings of the study analyses follow. First, aggregated quantitative results of the pretest and posttest measures illustrate teacher characteristics, such as perceived barriers and communication efforts between the family and teacher. Teacher profiles provide a description of each teacher through their demographics information, perceptions of the students' families, and the weekly coaching meetings. Lastly, a cross analyses of all teachers illustrates the nature of teachers' experiences as they built partnerships with the families of their students who are at risk for EBD. Accordingly, the current study sought to answer the following research questions:

Overall Mixed Methods Research Question: What is the nature of teachers' experiences in building partnerships with their students' families (kindergarten to second grade) in the BEST in CLASS-Elementary intervention?

Mixed methods subquestion 1: What are teachers' perceptions of their students' families in BiC-E and how do they engage and communicate with them?

Mixed methods subquestion 2: What are teachers' current practices to engage and communicate with families?

Mixed methods subquestion 3: What barriers do teachers face and what strategies are used to overcome when trying to engage with their students' families?

Mixed methods subquestion 4: What are the teacher characteristics that relate to positive or negative beliefs about teacher-family engagement?

Aggregated Quantitative Results

Current Practices to Engage and Communicate with Families:

Means of Communication Used Pretest	Teacher Name							
	Ms. Caje	Ms. Saul	Ms. Talley	Ms. Goode	Ms. Robb	Ms. Sanger	Ms. Declan	Ms. Easton
Phone call	✓	✓	✓	✓	✓	✓	✓	✓
Text message	✓	✓	✓		✓		✓	✓
Messaging App	✓	✓	✓			✓		
In-person	✓		✓	✓	✓	✓	✓	✓
Newsletter								
School wide letter		✓	✓		✓	✓	✓	
Group email							✓	
Class wide letter		✓	✓		✓	✓	✓	
Individual email					✓		✓	✓
Personal blog							✓	
Individual note		✓	✓				✓	
Back to School Night						✓		
Parent Night	✓	✓		✓		✓		
Class Website								
Behavior Calendar								
After school activities		✓						

Means of Communication Used Posttest	Teacher Name							
	Ms. Caje	Ms. Saul	Ms. Talley	Ms. Goode	Ms. Robb	Ms. Sanger	Ms. Declan	Ms. Easton
Phone call	✓	✓	✓	✓	✓	✓	✓	✓
Text message	✓	✓	✓		✓	✓	✓	✓
Messaging App	✓						✓	
In-person	✓	✓	✓	✓	✓	✓	✓	✓
Newsletter								
School wide letter	✓	✓	✓	✓	✓			
Group email							✓	
Class wide letter	✓	✓	✓	✓	✓	✓	✓	
Individual email		✓			✓		✓	✓
Personal blog							✓	
Individual note	✓	✓	✓	✓	✓	✓	✓	✓
Back to School Night			✓	✓		✓	✓	
Parent Night	✓	✓	✓				✓	
Class Website							✓	
Behavior Calendar	✓							
After school activities								

*Green boxes indicate the teacher's perception of the most effective means of communication at the conclusion of BiC-E

Figure 6. Teachers' Means of Communication Pretest and Posttest.

Teachers' strategies ranged from three means of communication to nine different ways to communicate at Pretest. At posttest, every teachers' number of strategies increased. The number of means ranged from five means to twelve different ways to communicate. The highest rated means of communication were phone calls, text message, and the messaging app.

Barriers teachers face when trying to engage with their students' families:

Barriers to Communication Pretest	Teacher Name							
	Ms. Caje	Ms. Saul	Ms. Talley	Ms. Goode	Ms. Robb	Ms. Sanger	Ms. Declan	Ms. Easton
Incorrect Contact Information	✓	✓		✓		✓	✓	✓
Absent Family Members	✓	✓		✓	✓	✓	✓	✓
Time conflicts			✓	✓	✓	✓	✓	
Conflicting expectations for student		✓		✓	✓			
Differing communication styles					✓			
Parents Block Number	✓							
Language Barriers	✓							
Will Not Answer		✓						
Lack of Administrative Support		✓						
Phone Not in Service								
Limited training in how to engage families								

Barriers to Communication Posttest	Teacher Name							
	Ms. Caje	Ms. Saul	Ms. Talley	Ms. Goode	Ms. Robb	Ms. Sanger	Ms. Declan	Ms. Easton
Incorrect Contact Information	✓	✓	✓					
Absent Family Members				✓	✓	✓		
Time conflicts	✓			✓	✓	✓	✓	✓
Conflicting expectations for student				✓	✓			
Differing communication styles				✓				
Parents Block Number								
Language Barriers								
Will Not Answer								
Lack of Administrative Support				✓				
Phone Not in Service		✓						
Limited training in how to engage families		✓		✓		✓		

Figure 7. Barriers teachers face when engaging their students' families.

The number of barriers teachers faced decreased for seven out of eight teachers from pretest to posttest. The highest rated barriers were incorrect contact information, absent family members, and time conflicts. Time conflicts were the highest rated barrier at posttest for six teachers. Additionally, the number of teachers who rated "limited training in how to engage families" went from zero at pretest to three teachers at posttest.

Coaching alliance. The total coach alliance scores represent the overall alliance between the coaches and their teachers as self-reported by the coaches. Total Coach Alliance ranged from 4.91 to 5.96 (M = 5.57 SD = .33) and α=.79.

Teacher alliance. The total teacher alliance represented the overall alliance between the coaches and their teaches as self-reported by the teachers. The measure was rated on a 7-point scale. Total Teacher Alliance ranged from 6.79 to 7.00 (M = 6.91 SD = .08) and α= -.12.

Parent and teacher involvement. The following are mean scores for the group of teachers to show changes between pretest and posttest. INVOLVE-T Parent involvement total scores at pretest ranged from 19 to 48 (M = 29.43 SD = 9.27) and posttest ranged from 24 to 47 (M = 35.57 SD = 7.58). INVOLVE-T Parent involvement total for pretest and posttest the alpha score (r = .966) shows strong internal consistency indicating strong scale reliability.

INVOLVE-T Parent involvement total scores for the group of eight teachers and their focal students' families from pretest scores to posttest scores changed from M =29.42 at pretest to M = 35.57 = change score of 6.14. In other words, scores improved on average of 6 points on teachers' perceptions of overall parent involvement. This change score illustrates overall parent involvement scores increased from pretest to posttest.

Parent and teacher relationships. PTRS- Joining total scores at pretest ranged from 43 to 81 (M = 60.25 SD = 12.15) and posttest ranged from 46 to 85 (M = 66.85 SD = 10.52). PTRS- Communicating total scores at pretest ranged from 20 to 34 (M = 28.69 SD = 4.29) and posttest ranged from 46 to 85 (M = 66.86 SD = 10.52). The following are mean scores for the group of teachers to show changes between pretest and posttest. Lastly, the alpha score for pretest and posttest for the joining subscale (r = .91) and the communication subscale (r = .81) show strong internal consistency indicating strong scale reliability.

The results for the group of eight teachers and their focal students' families from pretest scores to posttest scores changed from 60.25-66.85= -6.6 showing an increase in the joining scores by 6.6 points. In other words, scores improved on average of 6.6 points on teachers' perceptions of their relationship with the families.

Higher scores on the first factor of joining indicate greater perceptions of affiliation and support, dependability and availability, and shared expectations and beliefs in the parent-teacher

relationship. Higher scores on the second factor of communication indicate more sharing of emotions and information in the parent-teacher relationship. The results for the group of eight teachers and their focal students' families from pretest scores to posttest scores changed from 28.69-31.86= -3.17 showing an increase in their communication by an average of 3.2 points. This change score suggests that, on average, teachers' perceptions of their communication with families improved after BiC-E.

Coaching integrity for HSP Form. Coaches self-reported on their fidelity (i.e., coaches adherence to the protocol). Scores ranged from 6 (Not at all) to 30 (Very much). The total mean for the eight teachers is 12.83, which meant the coaches felt they did goal sharing between not at all and somewhat.

Table 3. *Coaching Integrity for HSP.*

Teacher Name Shared Goals Total	N	M	SD
Ms. Caje	14	11.57	3.00
Ms. Saul	15	14.13	7.54
Ms. Talley	14	10.50	3.39
Ms. Goode	10	11.80	3.22
Ms. Robb	14	17.29	5.99
Ms. Sanger	15	12.00	5.23
Ms. Declan	15	13.77	4.28
Ms. Easton	14	11.6	1.76

Teacher Case Studies

The case studies that follow were constructed from the mixed methods data, and provide insights gained from each teacher during coaching sessions. Data used to construct the case studies answered part of the following research questions: mixed methods subquestion 1:

teachers' perceptions of their students' families in BiC-E and how do they engage and communicate with them, mixed methods subquestion 2: teachers' current practices to engage and communicate with families, and mixed methods subquestion 3: barriers teachers face and strategies used to overcome them when trying to engage with their students' families. The insights described here highlight the overall case of each teacher, with the content of each presented in a consistent format: a) A direct quote from the posttest interview to capture the overall sentiments shared by the teacher; b) The demographic information to provide background information on the teacher; c) The teacher's response to the prompt used to begin the initial coaching session ("Tell me about the focal student and their family"); d) A summary of teachers' reports in weekly coaching meetings related to why they did or did not meet their HSP goal; and e) A graph of the teacher's weekly HSP goal attainment scores, and PTRS, and INVOLVE-T pretest and posttest scores, to highlight teacher characteristics and assess any changes over time.

Ms. Sanger

I just think I probably could have done some things differently. Like looking back, I think just the time- I think we just had big time conflicts, and then I think there were just days where I could've called, but I was so tired, I just wanted to get home and I just—I just felt like it wasn't working sometimes. For just getting a hold of them was a challenge.

Teacher perception of families and engagement. Ms. Sanger described Ahmed as moody and running "hot and cold" both academically and behaviorally (e.g., he would be willing to work, but then decided he was not going to do his work). She said he was often grouchy, sad, or noncompliant. In the classroom, he was more concerned with what was happening around him versus trying to control his own behavior and do his own work. As a result, he was very low academically.

Ahmed's legal guardian was his great grandmother. Before BiC-E began, Ms. Sanger had an in-person conference with her where she learned more about Ahmed's family. His mother had been incarcerated since the beginning of the school year. The great grandmother had a daughter with breast cancer and lives next to her sister who has dementia. The great grandmother told Ms. Sanger that she was always busy, but would make time for Ahmed. Although Ahmed's great grandmother would not share many more details with Ms. Sanger, they exchanged cellphone numbers and she felt the meeting went well.

Teacher characteristics related to engagement. Ms. Sanger was in her second year teaching at Cedar Park Elementary School. The previous year had been in second grade where she said, "I really struggled as a first year teacher." She was moved to kindergarten for her second year at the same school. At the conclusion of the intervention, she told the staff that she was leaving teaching because it was too hard. On the Family Engagement survey, Ms. Sanger reported that family engagement was not one of her strengths at the beginning and the end of BiC-E.

Perceptions of families and engagement experiences.

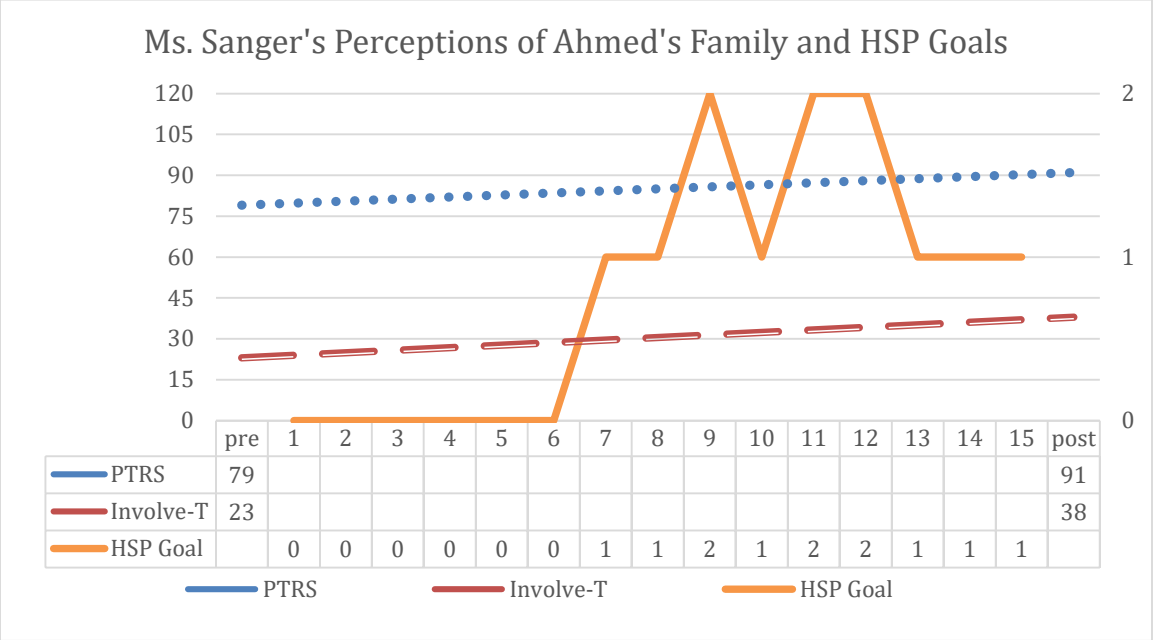


Figure 8. Ms. Sanger's Perceptions of Ahmed's Family

Parent Teacher Relationship Scale (PTRS) scores ranged from 24 to 120 and Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T) scores ranged from 13-65. Higher scores indicated stronger relationships and involvement. Ms. Sanger's PTRS score with Ahmed's family increased 12 points and the INVOLVE-T score increased 15 points. Ms. Sanger's Home-School Partnership Goal Achievement average was 0.800, which suggests, on an average week, she was not meeting the goal.

Current practices, barriers, and supports. Ms. Sanger had a meeting with Ahmed's great grandmother the week before the intervention began. However, the first step of BiC-E's HSP process was to set up a family meeting that follows a protocol to learn more about the student, the family's needs, the teacher's needs, and the best way to communicate with one another. As shown in Figure 8, the first six weeks of BiC-E did not have any progress, with a

score of 0. A summary of the recorded responses that the coach typed while the teacher explained why the HSP goal was or was not met is presented.

Ms. Sanger said at Week 1 that, "I set up a family meeting, but Ahmed's great grandmother did not call or show." Ms. Sanger's coach encouraged her to continue to call. This same theme of calling, sending a note, sending a flier, telling Ahmed to tell his great grandmother continued every week the coach asked about Ms. Sanger's progress. At week 5, Ms. Sanger said, "Numerous attempts have been made via phone calls and notes home in a variety of ways (daily folder, Tuesday folder). I will write another note home asking for a meeting with available dates/times and that I am available to come to her (as long as another person comes along)." This was the first time Ms. Sanger had agreed to potentially meet at Ahmed's house.

Ms. Sanger told her coach that she was uncomfortable with the coach's idea to go to the house. After this note, the great grandmother told Ms. Sanger she wanted to meet to "get him straight." At week 9 of 15, Ms. Sanger went to the house with another teacher and she recounted that Ahmed's father, great aunt, uncle, and great grandmother were all present. Ahmed's mother was also called halfway through the meeting and placed on speakerphone. Ms Sanger said, "the family called Ahmed in during the meeting for an "intervention-like" setting, which made me uncomfortable. Ahmed's father and uncle asked to be called by me every other day to report Ahmed's behavior, which I am okay with this plan. At the meeting, the family also consented to a Therapeutic Day Treatment counselor for Ahmed."

After the family meeting, the uncle and father did not return Ms. Sanger's texts or calls, but Ahmed's great grandmother did. Ahmed was out of school and the great grandmother called to tell Ms. Sanger that he would not be in there due to a "family crisis." She called a second time

to be sure that Ms. Sanger received the message. The great grandmother's concern for Ms. Sanger knowing about Ahmed's absence was important for an open line of communication to continue to build the partnership. The coach suggested that she call the great grandmother to check in and see if there was anything Ms. Sanger could do to help Ahmed at school. Ms. Sanger said at Week 15, "I am satisfied with the progress I have made with Ahmed's family. I feel like having any level of communication with his family is better than none at all. When I am consistently in contact with his family, it is reflected in his daily behavior."

Summary of teacher's experience. Ms. Sanger indicated the highest barrier was unresponsiveness from the family. Ms. Sanger used Ahmed's great grandmother's situations as an explanation why she could not communicate with the family. The strategies that worked to overcome the barriers were coach driven. Ms. Sanger was motivated to try and was always encouraged by her coach. The home visit was a turning point for Ms. Sanger to overcome the communication barriers and build more trust.

Ms. Sanger represented the voice of a new teacher who felt overwhelmed and was unsure of how to partner with families. Her BiC-E coach gave Ms. Sanger ongoing support that encouraged her to use various strategies to communicate with the family. Although empathy was present when Ms. Sanger said that the great grandmother is overwhelmed and stressed, this did not motivate Ms. Sanger to hold the family meeting for the first six weeks. Ms. Sanger's coach continued to encourage her to have a family meeting at their home. She was reluctant, but eventually agreed. As Ms. Sanger recounted her family meeting with Ahmed's family, she was uncomfortable. However, the discomfort led to a more productive partnership as she said at week 11, "I feel like the communication between his family and I are really helping Ahmed in school. His behavior has definitely changed and he seems more self-aware. He used to be one

of my biggest problems, but now he isn't." Furthermore, the partnership continued to show more promise when Ahmed's Great Grandmother called the school twice to make sure Ms. Sanger got the message that Ahmed would not be in school, due to a family crisis. This concern for making sure Ms. Sanger knows about Ahmed's absence was another sign of a partnership.

Unfortunately, Ms. Sanger has decided to leave teaching after only her second year. She had a very challenging class and felt she did not have the support she needed from her administration. Ms. Sanger praised her coach for helping her through the entire intervention, "I think what she did was exactly what I needed and wanted just keeping it positive, but also constructive." The coach's support led to Ms. Sanger meeting or making progress on her HSP goals during the second half of the intervention. Ms. Sanger's scores on the PTRS and INVOLVE-T both increased from pretest to posttest, which suggests that her ability to partner and communicate with Ahmed's family was beneficial to their relationship and involvement.

Ms. Goode

So when I call you about your child, I don't need you to give me a problem about it, I need you to do what you need to do as a parent and handle it, and not run to the principal every time I call you.

Teacher perception of families and engagement. Ms. Goode explained that Kristopher lived with his mother, but felt that she did not share what is going on at home. She said Kristopher, "cried all the time over nothing and got angry." He threw tantrums, but he did respond well to positive attention. Ms. Goode said she had very little information about Anthony's family. He would often blurt out answers and had to be told to raise his hand often. He took a long time to complete his work. He had improved from the beginning of the school year though. He still had outbursts and tried to fight classmates sometimes.

Teacher characteristics related to engagement. Ms. Goode was in her 11th year teaching at Oakton Elementary School. The previous six years of teaching were in the Bronx, New York. She indicated that this was her second to last year until retirement. She will be returning for one more year at OES. On the pretest Family Engagement survey, Ms. Goode reported that family engagement was one of her strengths, but it was not one of her strengths by the end of BiC-E.

Perceptions of families and engagement experiences.

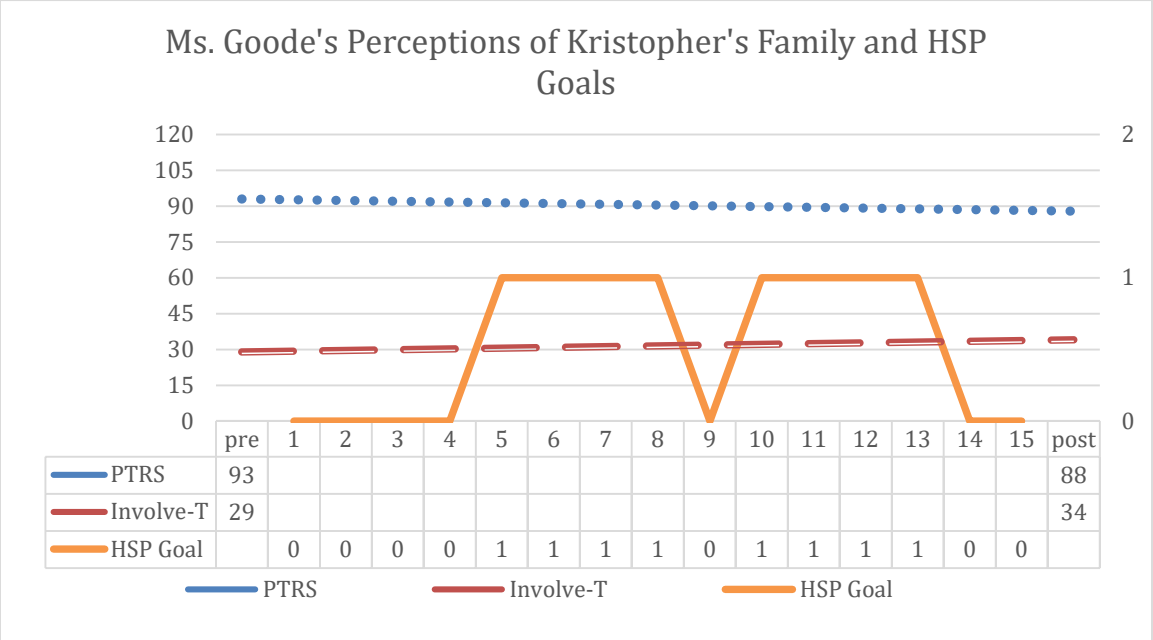


Figure 9. Ms. Goode's Perceptions of Kristopher's Family

Parent Teacher Relationship Scale (PTRS) scores ranged from 24 to 120 and Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T) scores ranged from 13-65. Higher scores indicated stronger relationships and involvement. Ms. Goode's PTRS score with Kristopher's family decreased 5 points and the INVOLVE-T score increased 5 points. Ms. Goode's Home-School Partnership Goal Achievement average was 0.533, which suggests, on an average week, she was not meeting the goal.

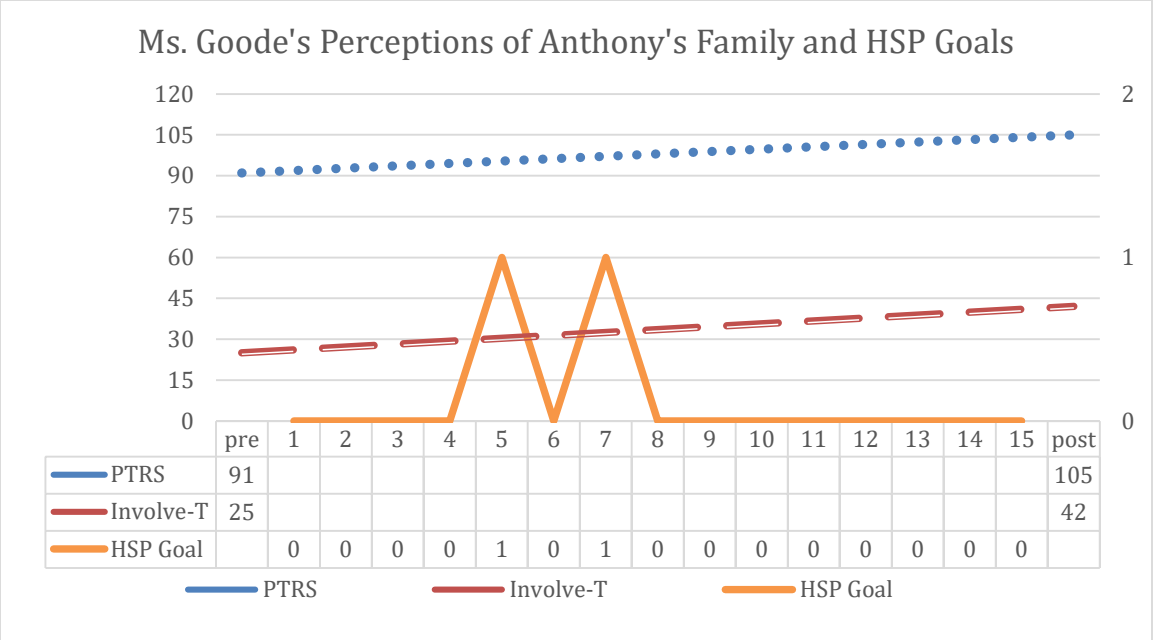


Figure 10. Ms. Goode's Perception of Anthony's Family

Parent Teacher Relationship Scale (PTRS) scores ranged from 24 to 120 and Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T) scores ranged from 13-65. Higher scores indicated stronger relationships and involvement. Ms. Goode's PTRS score with Anthony's family increased 14 points and the INVOLVE-T score increased 17 points. Ms. Goode's Home-School Partnership Goal Achievement average was 0.133, which suggests, on an average week, she was not meeting the goal.

Current practices, barriers, and supports. Ms. Goode began BiC-E saying that she does not have time and would prefer to have the coach reach out to the families. Ms. Goode explained that she could not contact the families from weeks 1-4. She called Kristopher's Mom on week 5, but did not have an opportunity to bring her to school or meet at her house to have the family meeting. In fact, Ms. Goode did not hold either of her family meetings for the duration of BiC-E. At week 6, "I have contacted Kristopher's mother, but I do not believe I am getting all that is going on at home. I think Anthony has more support at home, but I have not had regular contact with them. I will continue to send the daily behavior report cards, but I am unsure if contact makes a difference." Ms. Goode told her coach she contacted the families and then said she

ended at week 15 saying, “I was never able to get in contact with the families to have the meetings. Scheduled one and parents didn’t show up. One family does not have a phone or computer.”

Summary of teacher’s experience. Ms. Goode’s barriers were either her own time or used the family’s absence as the reason she was unable to meet her HSP goals. The coach continued to encourage her, but no attempts were successful. When asked during the posttest interview about additional strategies she could have tried to overcome these barriers, she said, “Unless you go to their house and [laughs] no one’s going to want do that unless you have someone from BEST in CLASS or someone to supervise to go to their house, but that’s the only way I know.”

Although Ms. Goode was empathic at times, she showed little motivation to overcome the barriers, due to lack of time and reasons related to the families’ absences. At week 6, “I have contacted Kristopher’s mother, but I do not believe I am getting all that is going on at home. I think Anthony has more support at home, but I have not had regular contact with them. I will continue to send the daily behavior report cards, but I am unsure if contact makes a difference.” Ms. Goode did not discuss with the family about sending home the daily behavior report cards, so they would understand what it was and why it was being sent home. Furthermore, it may have been a strategy they did not prefer, but without the family meeting and communicating with the family, it was challenging to find out.

Ms. Goode showed signs of mistrust when she said, “I do not believe I am getting all that is going on at home.” She also said, “I am unsure if contact makes a difference.” Despite weekly attempts by the coach to get Ms. Goode to engage the families, she often blamed the family for not meet the HSP goals. For example, indicated at week 12 why the families cannot come to the

school for a meeting, “They have problems. They have a lot of children. They can’t just come out.” This statement is one indicator of teacher characteristics that separate those who were and were not motivated to troubleshoot and problem solve. Ms. Goode’s response can be compared to Ms. Sanger, who was uncomfortable with going to the family’s home, but did it anyway.

Ms. Saul

I’ll take pictures of them doing stuff in class and just send [the families] pictures and they like that. So I don’t know, I feel like it’s certainly something I can improve on, we never grade it, there’s always room for improvement. I do feel like I’ve always tried to communicate with parents because I know it’s important.

Teacher perception of families and engagement. Ms. Saul described Nikia as having emotional problems. Ms. Saul told a story about Nikia in kindergarten where she scratched a little girl until she bled and said, “The devil made me do it.” Ms. Saul explained that she is a tough cookie to figure out. Nikia’s Mom could be helpful sometimes. Mom “talks a big game,” but did not always follow through. Ms. Saul said that Nikia’s mother seemed really concerned and could be very grateful, but she knew little about what is happening at home. They did not have many in depth conversations. Ms. Saul is thankful that she could call Nikia’s mother when she was angry and hand the phone to Nikia to calm her down. Nikia’s mother admitted at the Family Meeting that she can let her kids get away with too much.

Jamari was in Ms. Saul’s class last year because he was repeating first grade, due to very low academic performance and was very young. He was on a low dose of medication for attention deficit disorder. He could not write any numbers and was on the preprimer level for reading. He got very upset when he did not know how to do something, so he either got loud and screamed, “I don’t know how to do it!” or got someone else to do his work for him. Jamari’s mother was fairly supportive, but the only way to get her was through text. Many times, her

phone did not work. If Jamari was out of hand, the mother would send her father, Jamari's grandfather, to school and he could calm him down. Ms. Saul said that Jamari's Mom struggled intellectually, but really did love her boys. Ms. Saul explained that Jamari's mother wrote notes with so many misspellings. Jamari had a brother, with a different father, in a self-contained special education class. Jamari used to talk about his father last year, but had not brought him up this year. Ms. Saul concluded by saying, "She really does try and is concerned about him."

Teacher characteristics related to engagement. Ms. Saul had taught for seventeen years and had been at OES for four years. She had always taught older grades, but this was the second year that she was teaching first grade. It is important to note that during the intervention after week 8, Ms. Saul suffered a brain injury. During that time, the students were either divided among the other first grade classrooms, split among other grade levels, or a substitute teacher was able to come in. There was no consistency for the students. While she was gone, both Jamari and Nikia had behavioral issues that continued to worsen when she returned for week 9 of the intervention. There was a three week break between week 8 and week 9 of the intervention.

Even after Ms. Saul's return, she had to leave early almost every day for another month to attend physical therapy or neurologist appointments. One week after Ms. Saul's return, Nikia injured Ms. Saul by scratching, kicking, and hitting her teacher. She was suspended for two weeks and then "paneled." Paneling is a process where students are brought in front of a panel to decide if the student can return to the school, be transferred to another school, or will be placed in a self-contained classroom. Nikia was transferred to another school, as decided by the panel. Consequently, Nikia was not tracked for the home-school partnership goals after week 11. However, data was collected on Ms. Saul's perception of Nikia's family through the INVOLVE-T and PTRS, even after Nikia was at the other school.

Perceptions of families and engagement experiences.

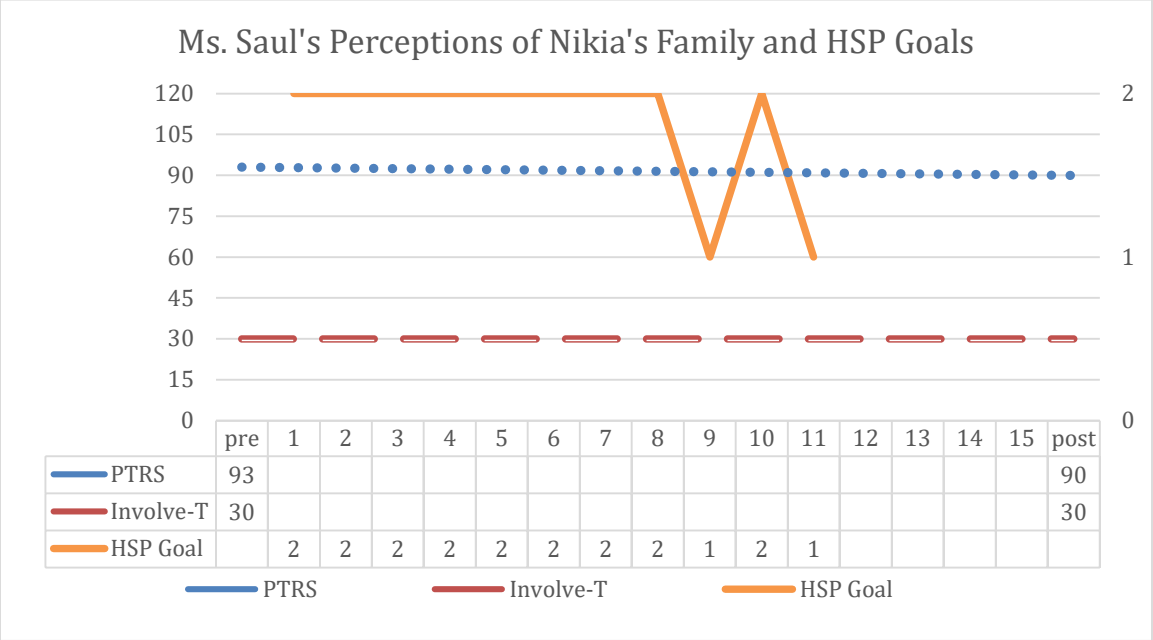


Figure 11. Ms. Saul's Perceptions of Nikia's Family

Parent Teacher Relationship Scale (PTRS) scores ranged from 24 to 120 and Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T) scores ranged from 13-65. Higher scores indicated stronger relationships and involvement. Ms. Saul's PTRS score with Nikia's family decreased 3 points and the INVOLVE-T score stayed the same. Ms. Saul's Home-School Partnership Goal Achievement average was 1.818, which suggests, on an average week, she was making progress towards the goal.

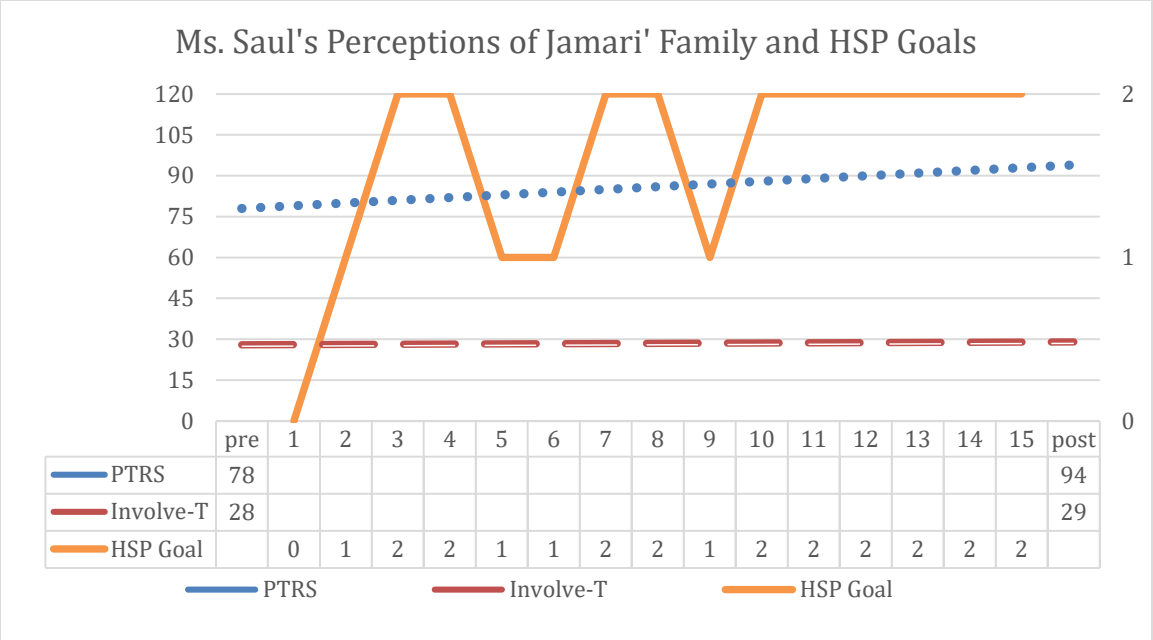


Figure 12. Ms. Saul's Perception of Jamari's Family

Parent Teacher Relationship Scale (PTRS) scores ranged from 24 to 120 and Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T) scores ranged from 13-65. Higher scores indicated stronger relationships and involvement. Ms. Saul's PTRS score with Jamari's family increased 16 points and the INVOLVE-T score increased 1 point. Ms. Saul's Home-School Partnership Goal Achievement average was 1.60, which suggests, on an average week, she was making progress towards the goal.

Current practices, barriers, and supports. Before the first week, Ms. Saul had already held Nikia's Family Meeting and was trying to schedule Jamari's Family Meeting. Her motivation to partner with the families was evident. By week 3, she had Jamari's Family Meeting and was motivated to meet the HSP goals without the help of her coach. The high rates of problem behaviors were the challenge because Ms. Saul had to continue to contact the families when this would happen. For example, at week 4: "I did reach the goal of texting, but Nikia was kicked out of the room for fighting and it took three adults to get her out. Jamari threw up twice and his Mom never came to get him. He has been out of control. Something is going on."

Ms. Saul overcame the barriers of Jamari's mother being unresponsive by reaching out to Jamari's grandfather. She had gotten to know him the previous year since he was repeating first grade. The HSP goals were being met until Ms. Saul was in the car accident and missed three weeks of school. She returned at week 9, which was her first day back after the car accident. She said, "I called the parents, but I could not get through to them. I will try again next week." Nikia was suspended the next week and then removed from the school after her "paneling." Ms. Saul continued to maintain a partnership between Jamari's mother and grandmother. Even at the final week, Jamari's grandfather came up to school when he was having a hard time to just sit with him.

Summary of teacher's experience. Ms. Saul had many strategies to overcome the barrier of unresponsive families that she faced. The best example was contacting Jamari's grandfather when she could not contact his mother. Nikia's behavior led to injuring her teacher and being kicked out of the school. She tried to maintain a partnership with Nikia's mother, but that was challenging, given the circumstances. Overall, Ms. Saul possessed most of the characteristics of a trusting partner, but the injury and the "paneling" decreased her abilities to partner.

Ms. Saul was a veteran educator that knew what it took to try and build a partnership. However, she encountered many obstacles when she tried to communicate with her students' families. Her ability to overcome these barriers illustrated both her motivation to partner and her skillset. She never stopped at the first means of communication, but instead, found different ways to communicate or communicate with different family members. At week 15, when asked if she was satisfied with the progress of her home-school partnerships, she said,

> I think both of the families are caring parents and they want that communication and because we set it up and they were kind of expecting it. They knew I was going to call

and it seemed to work. It wasn't where some of these parents are on the defensive. They won't even answer sometimes. They knew. They were expecting my call and it wasn't always negative. She highlighted her positive perceptions of the family, but also the model of trust where partners seek predictable behaviors by saying "They knew. They were expecting my call and it wasn't always negative." Unfortunately, her car accident had negative consequences, personally and professionally, and led to issues with both focal students' behaviors. Due to the stress from the accident, teaching at a very challenging school began to take its toll. Ms. Saul will be moving to teach at a neighboring county next year.

Ms. Talley

I guess the level of comfort in communicating and knowing that this is the first year I haven't been cussed out. So that made it easier to continue communicating because I think if you know, "Oh I need to call Sue's Mom today and I know she's going to cuss me out, but here we go." You know, it was easier to make those phone calls and make them frequently.

Teacher perception of families and engagement. Ms. Talley described Jasmine as smart and funny. Jasmine's mother had been hard to get a hold of because she did not have an email address and when she could get data, she would receive a text message back sometimes. When Ms. Talley called and left a voicemail, she said she sometimes used her cellphone, instead of the school number to get her to reply, implying that Jasmine's mother will not pick up for the school. Jasmine's mother showed up to a meeting that had been rescheduled and no one (including Ms. Talley) was there, which makes a partnership more challenging when predictable behaviors are not present.

Ms. Talley described Shanika as not having too extreme of behaviors, but would hit classmates and become easily frustrated. Ms. Talley said she loved her though. She also had

issues with stealing money. Ms. Talley did communicate with Shanika's father and mother. Shanika was also in the "Milk and Cookies" group that was formed for students with incarcerated parents. Her father was in jail. She kicked Ms. Talley and thought she would need her knee replaced. Shanika called Ms. Talley a derogatory name and Ms. Talley said that was not nice, but the student said, "Well, that's what my Mom calls you." This led to Ms. Talley's reservations to partner with the families. Nonetheless, she still tried.

Teacher characteristics related to engagement. Ms. Talley was the only teacher born and raised in the city where Oakton is located. She taught the only special education class in the study, which put her in a unique position of only having five students. She was the second lowest of her home-school goals because she wanted to engage, but was very hesitant, as reported by her coach. She was the one teacher that one of the focal students called her "an ugly dwarf" and she said that was not nice, but the student said, "Well, that's what my Mom calls you." This led to Ms. Talley's reservations to partner with the families.

Perceptions of families and engagement experiences.

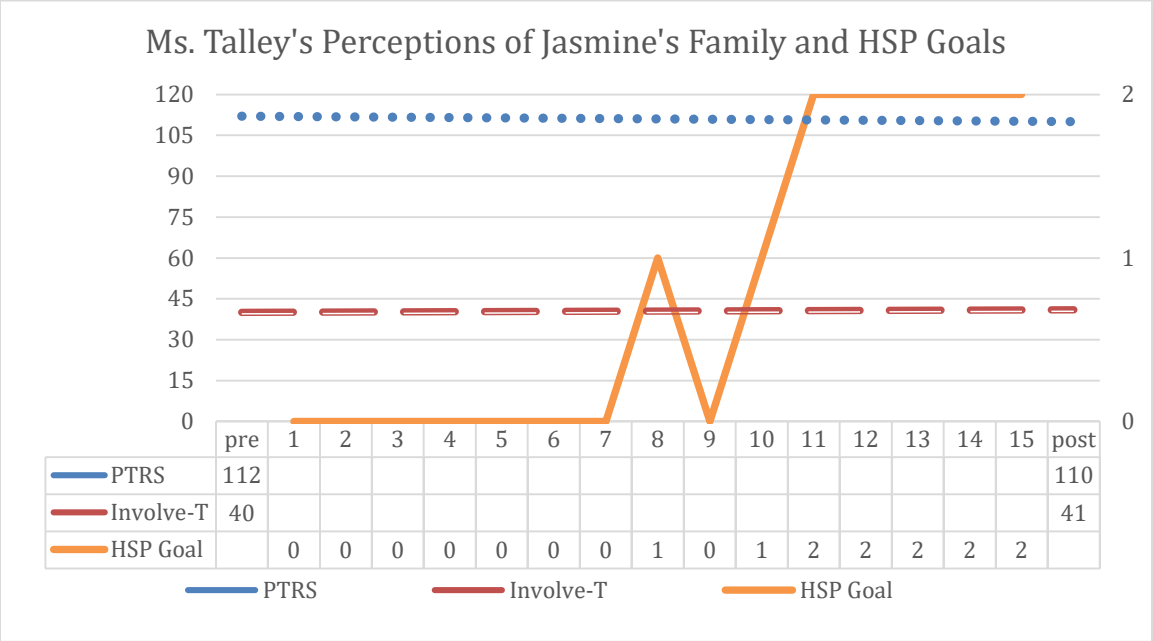


Figure 13. Ms. Tally's Perceptions of Jasmine's Family

Parent Teacher Relationship Scale (PTRS) scores ranged from 24 to 120 and Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T) scores ranged from 13-65. Higher scores indicated stronger relationships and involvement. Ms. Talley's PTRS score with Jasmine's family decreased 2 points and the INVOLVE-T score increased 1 point. Ms. Talley's Home-School Partnership Goal Achievement average was 0.800, which suggests, on an average week, she was not meeting the goal.

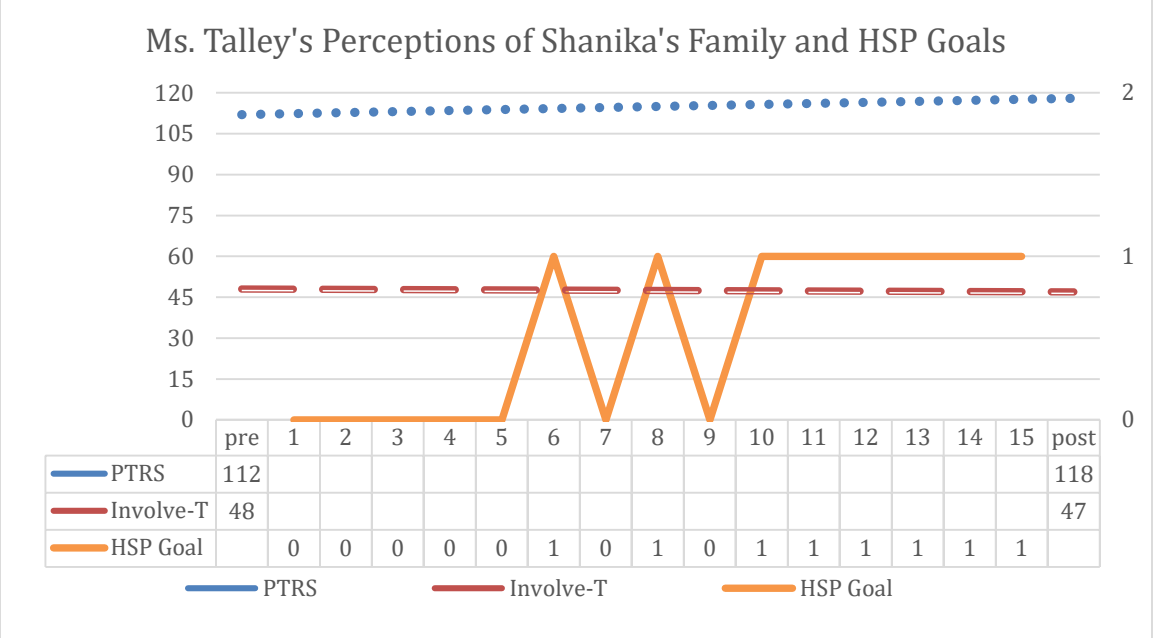


Figure 14. Ms. Tally's Perceptions of Shanika's Family

Parent Teacher Relationship Scale (PTRS) scores ranged from 24 to 120 and Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T) scores ranged from 13-65. Higher scores indicated stronger relationships and involvement. Ms. Talley's PTRS score with Shanika's family increased 6 points and the INVOLVE-T score decreased 1 point. Ms. Talley's Home-School Partnership Goal Achievement average was 0.533, which suggests, on an average week, she was not meeting the goal.

Current practices, barriers, and supports. Ms. Talley had already been sending a note home to both parents weekly before BiC-E began. She had her own system in place where she gave the student the carbon copy of a note and if they signed and returned the form, they would get a prize from the treasure box. It took six weeks for Ms. Talley to make progress setting up a Family Meeting with Shanika's family and eight weeks for Jasmine's family. Each week explanation was described as the families are "difficult to reach" or "her phone is unreliable" or "I can't seem to have any planning time." At week 11 was when Ms. Talley met with Jasmine's mother. She was happy with the weekly goals being met the rest of BiC-E. Although progress was made with Shanika's mother, a Family Meeting never occurred.

Summary of teacher's experience. Ms. Talley was very hesitant to partner with her students' families, even though she said it was a strength. She met the Family Meeting goal at week 11 with Jasmine's mother. She explained the benefits of that meeting at week 15, "I don't get too much feedback from her, but during the meeting I got a better phone number for her. Now the texting gets a response, so we can schedule things and get notes out of the backpack. Ms. Talley represented the kind of teacher who could really benefit from a coach for family-school partnerships. Her coach described her as "very sensitive" and would take things personally, which was hard for a teacher working at a school where family situations fluctuate. She was the type of teacher who needed that push to keep trying. She often used a lack of planning or hard to reach families as the reason she could not hold her Family

Meetings. She did not have one Family Meeting, but did hold the other. Regardless, she continued to communicate with the families. She told her coach about having her feelings hurt by Jasmine's mother, as explained in the teacher characteristics.

This also underscores the complicated nature of partnerships, especially when the student says something negative to the teacher. However, once she did meet with Jasmine's Mom, she said that, "It was good to have a conversation." This further illustrated the importance of these face-to-face interactions, especially when both partners had an opportunity to discuss their thoughts and feelings to create a mutual partnership goal.

Ms. Robb

I feel like you need to know what's going on in the home and if you don't, you can't really be understanding towards the child, but I feel like it's very necessary you know where this child has come from, what this child has gone through, and understand that. I do feel like both of the families have no idea what I go through in the classroom and that is rough because it's just like, "You're making excuses."

Teacher perception of families and engagement. Ms. Robb began her description of Jamal by saying that his Mom was supportive, but his mother told Ms. Robb at the Family Meeting that, "Maybe if Dad got off his butt and worked with him, then his homework would be done." Jamal's father had ADHD and was against medicating his son. The mother was talking to doctors to find out more information about his attention issues. Even though he struggled to complete his work, he was one of the strongest readers in the class. Jamal had issues with inappropriate touching and sexual references. Jamal had a sister in third grade, a brother with cerebral palsy in kindergarten, and a three-month-old sister. The Mother informed Ms. Robb during BiC-E that she was pregnant again.

Kameron's Mom asked Ms. Robb, "How did he make it to first grade?" due to his low academic performance. There were ten people living in his house. Kameron's parents worked

opposite schedules (one days and the other nights), so no one was doing work with him at home. He did not turn in homework assignments for three weeks. Kameron had an older brother from the same father and a younger sister from the mother and her boyfriend who lived with the family. Kameron's Mom explained that the boyfriend did not allow the second grade brother to be around the little sister because he did not trust him and what he might do to her. She had heard that Child Protective Services had been alerted before.

Teacher characteristics related to engagement. This was Ms. Robb's ninth year teaching at Cedar Park Elementary School. She was viewed as a teacher-leader who had been both team leader and International Baccalaureate teacher representative. She would speak negatively to other teachers about her students' families, but then also talk about how close she was with her students' families. It was from speaking to others that led to a confrontation between Ms. Robb and Jamal's mother that was explained during the posttest interview and expanded below.

Perceptions of families and engagement experiences.

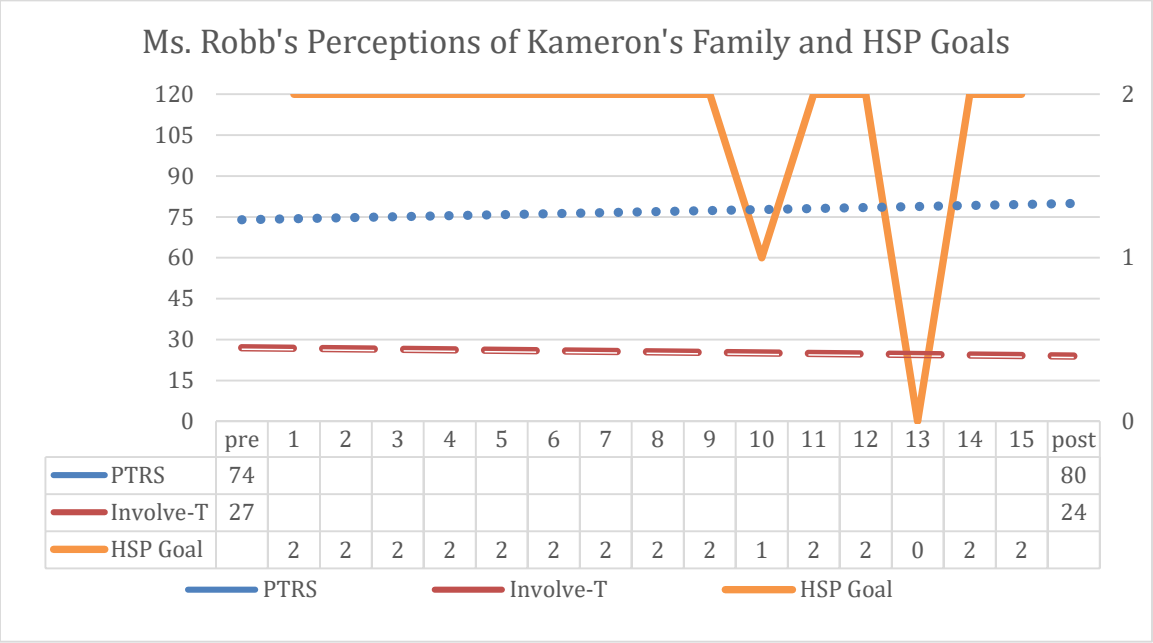
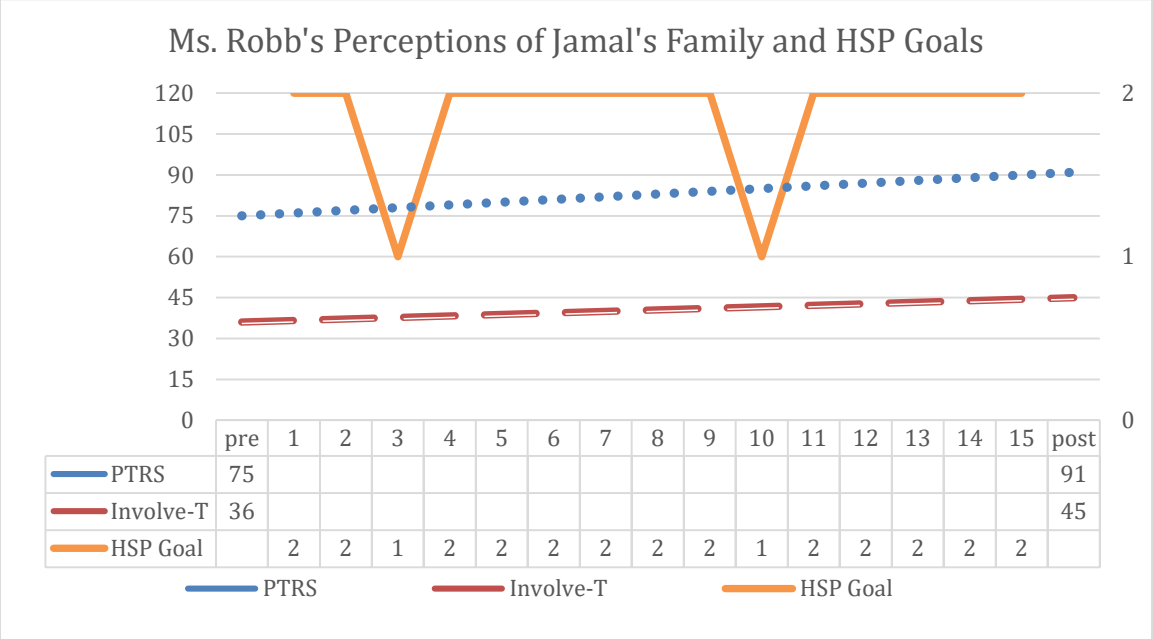


Figure 15. Ms. Robb's Perceptions of Kameron's Family

Parent Teacher Relationship Scale (PTRS) scores ranged from 24 to 120 and Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T) scores ranged from 13-65. Higher scores indicated stronger relationships and involvement. Ms. Robb's PTRS score with Kameron's family increased 6 points and the INVOLVE-T score decreased 3 points. Ms. Robb's Home-School Partnership Goal Achievement average was 1.8, which suggests, on an average week, she was making progress towards the goal.



	pre	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	post
PTRS	75																91
Involve-T	36																45
HSP Goal		2	2	1	2	2	2	2	2	2	1	2	2	2	2	2	

Figure 16. Ms. Robb's Perceptions of Jamal's Family

Parent Teacher Relationship Scale (PTRS) scores ranged from 24 to 120 and Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T) scores ranged from 13-65. Higher scores indicated stronger relationships and involvement. Ms. Robb's PTRS score with Jamal's family increased 16 points and the INVOLVE-T score increased 9 points. Ms. Robb's Home-School Partnership Goal Achievement average was 1.866, which suggests, on an average week, she was making progress towards the goal.

Current practices, barriers, and supports. Ms. Robb held both Family Meetings within a day of texting the two mothers to see if they were available to come to the school, which speaks to Ms. Robb's partnerships with the families before BiC-E began. Both focal students were suspended multiple times from inappropriate behaviors. The mothers were supportive and would both say things to Ms. Robb like, "What did he do now?" or "I think he should be suspended for that." Even though Ms. Robb had strong communication skills, she would often

complain about the families not following through. For example, at week 5: "Jamal's Mom acts like she is on board, but is not following through with additional requests like changing his medication or doing his homework.

She continued to communicate weekly, but said at week 10: "Jamal's Mom has been getting sketchy where she just responds "ok" and seems to not care when I text her. Kameron's Mom ignored my text because she is really overwhelmed." Even though there were moments of frustration, Ms. Robb concluded that she was satisfied with the progress she made because, "I don't think I would have gotten that far with Jamal's Mom and I don't think I would have communicated with Kameron's Mom for positive reasons." Between BiC-E ending and Ms. Robb's posttest interview, she received a call from Child Protective Services and Ms. Robb told them everything. From what Ms. Robb shared, Jamal's mother came to school to confront Ms. Robb about what CPS told Jamal's mother that Ms. Robb had said about her son. This explains the drop in trust on both sides.

Summary of teacher's experience. Ms. Robb was the first teacher to hold her Family Meetings and maintained communication throughout BiC-E. The barrier to her ability to partner was the inappropriate behavior that both focal students would display, which would lead to suspension.

Ms. Robb had built rapport before BiC-E as evidenced by her ability to get both mothers to come in for a Family Meeting within a day's notice. She would constantly complain about the boys, but also seemed to care deeply about them. As a mother of three boys herself, she would often compare herself about the expectations for Jamal's and Kameron's mothers. For example, she would talk about staying up late with her son to help with his homework because that was what needed to get done, while their Moms would not send back homework.

Her partnerships with both mothers were tested multiple times, due to constant suspensions and inappropriate gestures from both boys. She still seemed to be able to keep them as her partner, which may be a result of her constant communication. She communicated often, whether it was good or bad. The mothers seemed to respect Ms. Robb, but there were some moments of mistrust when Child Protective Services had to get involved at the conclusion of BiC-E for Jamal.

Ms. Caje

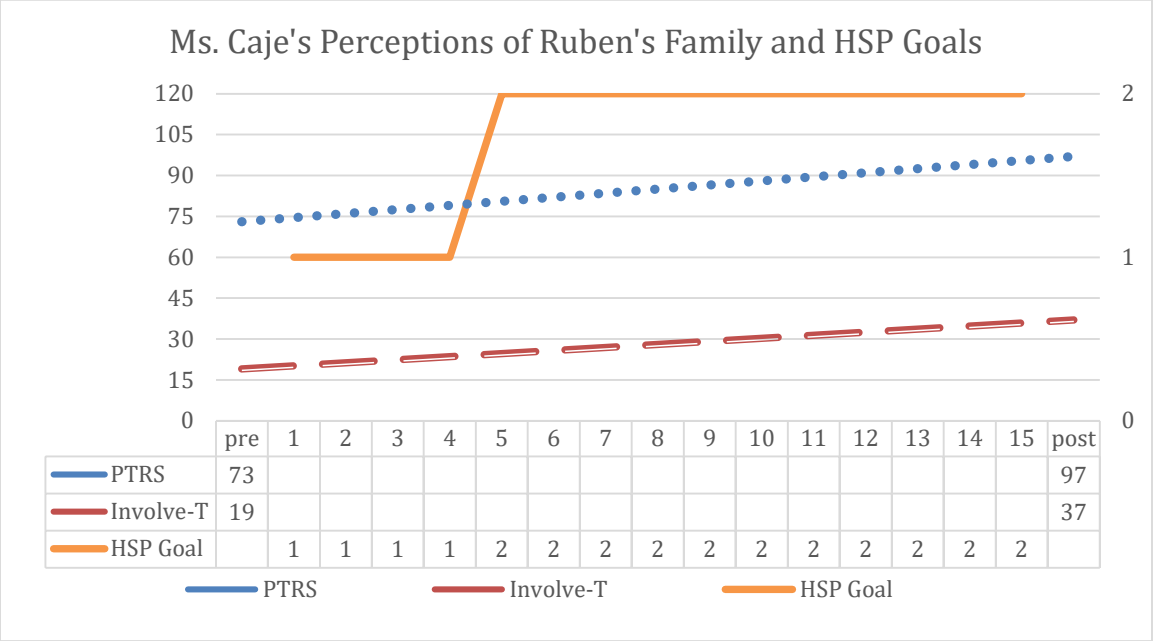
I feel like I've always made an effort to get to know parents because I need their support to be able to educate their child. I mean you need to be the same team basically.

Teacher perception of families and engagement. Ms. Caje described Natasha as unpredictable because she would be fine one week and then get upset out of nowhere another week. She blamed others and could have tantrums and use obscenities when talking to other students. Very emotional and had breakdowns and meltdowns. Throughout the intervention, it became less in the classroom. Ms. Caje loved Natasha's Mom. They communicated at least a week or every other before BiC-E started. She came in and gave her a hug and said I'm sorry you aren't going to be her teacher anymore. Communication became more consistent and more positive as part of BiC-E.

Ms. Caje said Ruben likes to be in control of everything during activities. If he thinks it is unfair, he will lay on the floor and push himself around. He gets in fights. Ms. Caje and Ruben had daily power struggles. He lived with his mother. They were homeless for a while and lived in a motel from what information she gathered. Ruben said he hated to go to the uncle's house on the weekends. At the end of BiC-E, his family had a house. Ms. Caje texted with Mom regularly.

Teacher characteristics related to engagement. Ms. Caje had already communicated frequently with Ruben's family and met in person with Natasha's family before BiC-E began. She had the second highest scores for her HSP goals of any teacher. She had been in the same school for 11 years. From the first week, Ms. Caje said, "I've already met with Natasha's Mom" and "Mom should be easy to get a meeting with" for Ruben at week 1 BiC-E.

Perceptions of families and engagement experiences.



	pre	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	post
PTRS	73																97
Involve-T	19																37
HSP Goal		1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	

Figure 17. Ms. Caje's Perceptions of Ruben's Family

Parent Teacher Relationship Scale (PTRS) scores ranged from 24 to 120 and Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T) scores ranged from 13-65. Higher scores indicated stronger relationships and involvement. Ms. Caje's PTRS score with Ruben's family increased 24 points and the INVOLVE-T score increased 18 points. Ms. Caje's Home-School Partnership Goal Achievement average was 1.733, which suggests, on an average week, she was making progress towards the goal.

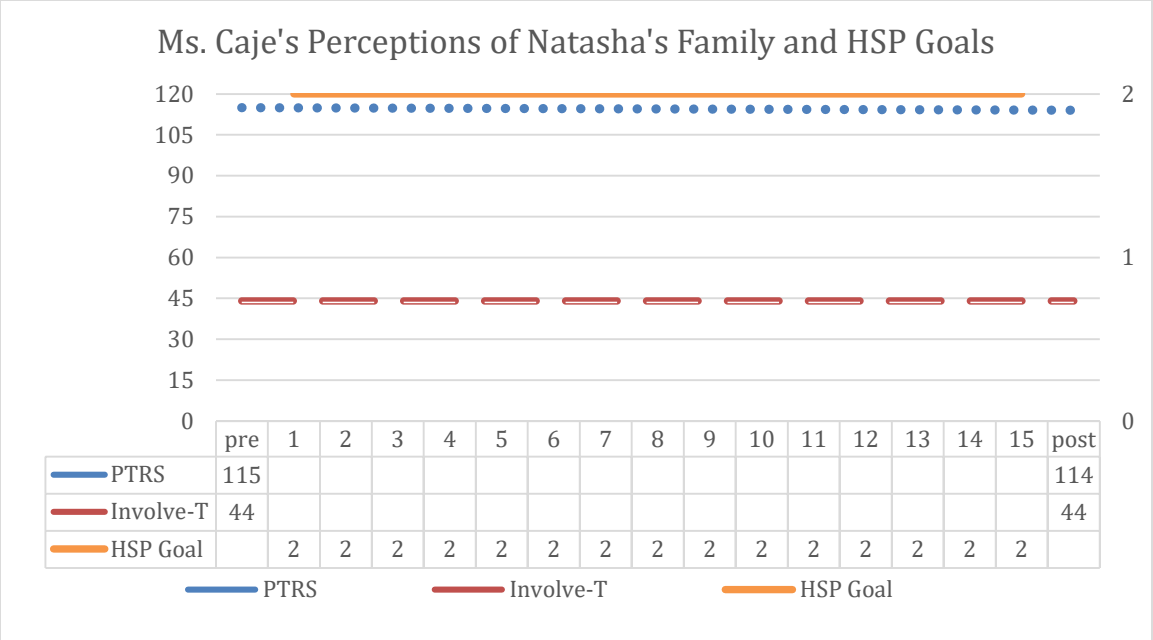


Figure 18. Ms. Caje's Perceptions of Natasha's Family

Parent Teacher Relationship Scale (PTRS) scores ranged from 24 to 120 and Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T) scores ranged from 13-65. Higher scores indicated stronger relationships and involvement. Ms. Caje's PTRS score with Natasha's family decreased 1 point and the INVOLVE-T score stayed the same. Ms. Caje's Home-School Partnership Goal Achievement average was 2.00, which suggests, on an average week, she was meeting the goal.

Current practices, barriers, and supports. From the first week, Ms. Caje had already had a Family Meeting and established communication that worked for both families. She met the goal for both students almost every week. Even if the families did not respond by text or call, she would she empathy by saying, "Natasha's Mom is always receptive to communication. She has a busy work schedule that changes weekly." Ms. Caje had an awareness of what was going on in both students' families. She was constantly communicating when she said at week 6: "I have been texting both parents a couple times each week. I am trying to use more positive communication. Mom shared that Natasha has been having a hard time at home too." Both families were willing to open up with Ms. Caje about personal matter, which is a sign of trust.

Summary of teacher's experience. Ms. Caje was a partner to both families for home-school partnerships. She was strong at communicating with families and was self-aware of this too. Ms. Caje saw the benefits of home-school partnerships and continued to partner because of these positive outcomes. Ms. Caje described home-school engagement as one of her strengths at the beginning of BiC-E. She concluded BiC-E by saying, "One of the things I really tried to do, especially with Natasha's Mom, is that we clicked a little sooner than Ruben's Mom. With Natasha, September and October were really rough; we had to have more negative phone calls." Nevertheless, she found the communication style that worked for her students' families: text messaging and Class Dojo.

"I really try to turn it around now and make it positive, especially if there is something more negative to share, keeping that extra positive makes it better." Throughout the entire intervention, she would consistently contact the families. There were very few excuses. She was both motivated and had the skillset to achieve the home-school partnership goals. She viewed the families as partners and said, "You need to be on the same team."

Ms. Easton

I feel that the parent/teacher have to be a good strong relationship. I always feel that from day one. You know, you need to open the doors and set the communication, so that they're open to you. If there's ever a problem or if you ever have a problem, you have their support. So we have to be on the same page and it has to be that open communication dialogue because I think that makes an effective school year.

Teacher perception of families and engagement. Ms. Easton says that she got along really well with Darren's Mom. Darren's Mom told Ms. Easton that she "handpicked" Ms. Easton for her son because she had heard that Ms. Easton has a "nurturing personality." Before BiC-E began, Ms. Easton reported that they had a good child study meeting. On occasion, Mom would come into the classroom and talks to the teacher when Darren was upset about something.

Darren was "difficult to read sometimes." He did not express emotions. He did not smile very much and Darren's mother agreed. Ms. Easton felt they had "a good form of communication." Darren's Mom left her full-time job to be able to be part of the school and be part of the PTA. She was constantly in the school. Darren's father was incarcerated, while his mother is incredibly involved; she would "be right over whenever Darren had a problem."

As a former special education teacher, Ms. Easton said, "I feel really close to Jay because he has some disabilities." However, she also said, "There is difficulty with some communication," because Jay's Mom doesn't follow through. Jay does not always come back with his homework, and was the last to pay and turn in forms for field trips. "We have issues with overall communication," Ms. Easton said.

Ms. Easton wanted to know what Jay's behaviors looked like at home and if Mom saw similar behaviors at home that Ms. Easton sees at school. Mom said she did not see behaviors like that. Jay's mother was incarcerated earlier in his life and Jay was with his father frequently. However, Jay's Dad was not involved and Mom worked really late.

Teacher characteristics related to engagement. Ms. Easton was a special education teacher for over twenty years and this was her first year as a general education teacher. She wanted to go back to special education after this one year because she liked the one-on-one instruction. Ms. Easton did hold Jay's Family Meeting over the phone, but never had Darren's Family Meeting. Ms. Easton spoke to Darren's mother frequently because she was on the Parent Teacher Association. Ms. Easton wanted help from BiC-E to contact Jay's family. She did not feel she needed help with Darren's family because she already had communication with his mother.

Perceptions of families and engagement experiences.

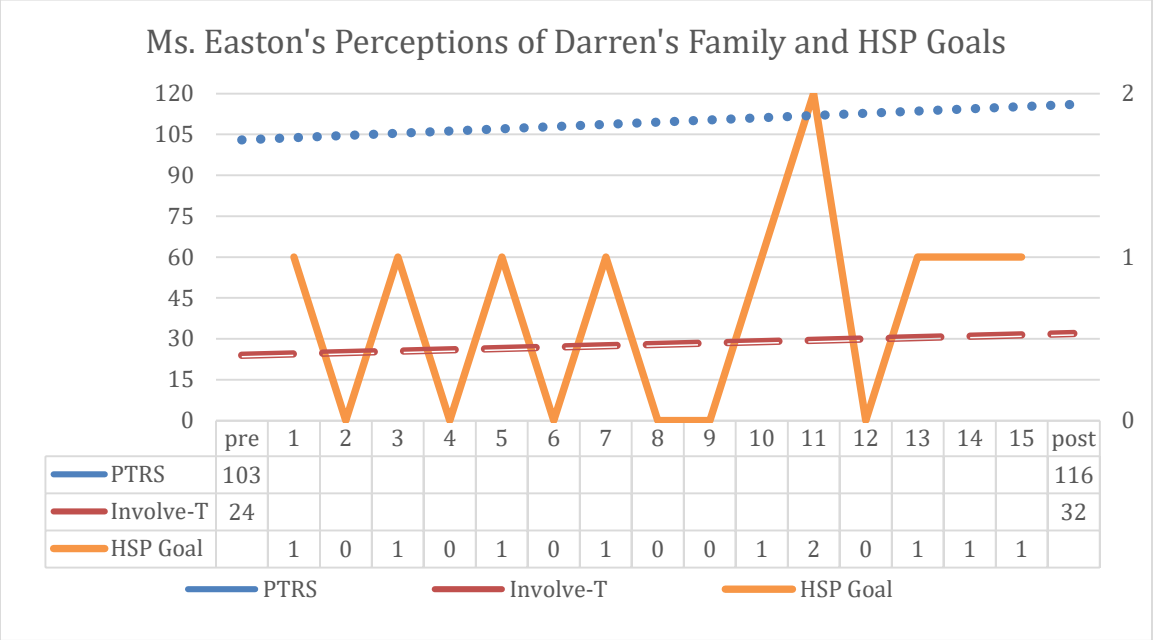


Figure 19. Ms. Easton's Perceptions of Darren's Family

Parent Teacher Relationship Scale (PTRS) scores ranged from 24 to 120 and Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T) scores ranged from 13-65. Higher scores indicated stronger relationships and involvement. Ms. Easton's PTRS score with Darren's family increased 13 points and the INVOLVE-T score increased 8 points. Ms. Easton's Home-School Partnership Goal Achievement average was 0.667, which suggests, on an average week, she was not meeting the goal.

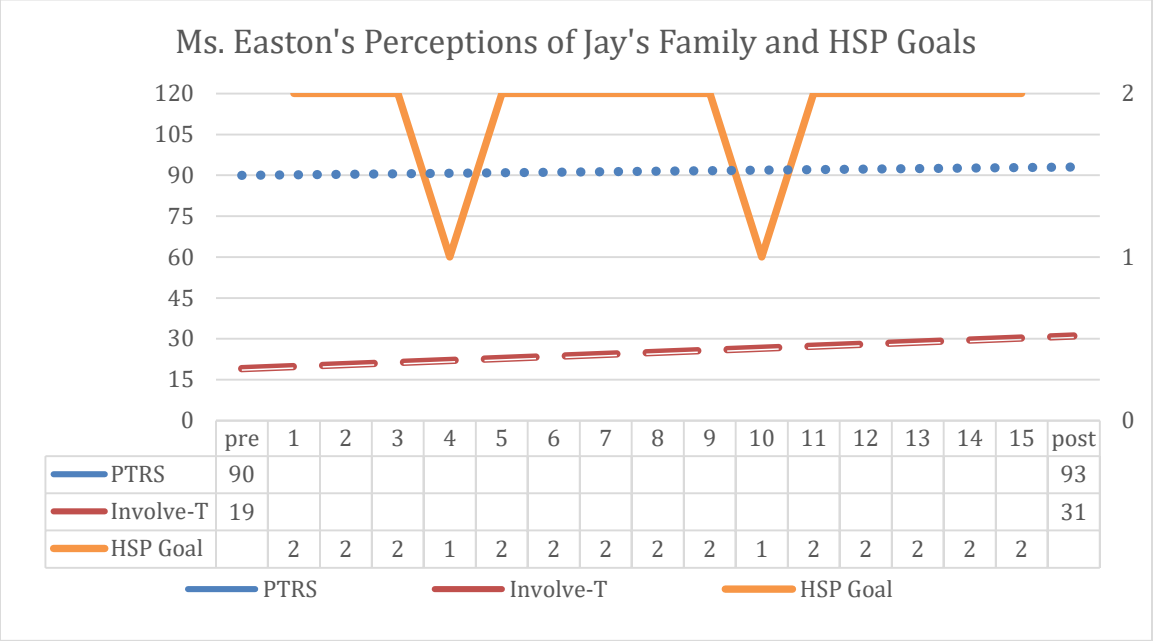


Figure 20. Ms. Easton's Perceptions of Jay's Family
Parent Teacher Relationship Scale (PTRS) scores ranged from 24 to 120 and Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T) scores ranged from 13-65. Higher scores indicated stronger relationships and involvement. Ms. Easton's PTRS score with Jay's family increased 3 points and the INVOLVE-T score increased 12 points. Ms. Easton's Home-School Partnership Goal Achievement average was 1.866, which suggests, on an average week, she was making progress towards the goal.

Current practices, barriers, and supports. Throughout the fifteen weeks, Ms. Easton spoke to Darren's mother, but it was not about BiC-E. At week 3, she reported, "Darren has been cooperative. I had a 15-minute meeting with his Mom, but not a formal Family Meeting. Jay has been having good and difficult days, it depends. I will send a behavior chart home every day, calls weekly with good and bad days. I also sent home some school supplies." Ms. Easton continued to try and partner with Jay's family without success.

I texted Jay's Mom because he had a rough day yesterday. I have been able to leave messages on phone and text back and forth. Sometimes, Mom doesn't get back to me. She works until 9:30 pm. I have never met Jay's Mom face to face- she is very busy. It is difficult to keep up with the goal for Jay because Mom doesn't have a lot of time because of work when she gets home." Conversely, Ms. Easton said, "I talked to Darren's Mom last week. She came in for a meeting regarding an incident that occurred. We got some bonding and felt like a team. Darren's Mom is easy to reach and have constant communication with her." The communication would fluctuate: At Week 11, "I texted Jay's Mom and Dad about how he was a leader and read to the class and what an amazing job he did. Jay's Mom answered, which she usually doesn't. Dad responded to the text and then came in for lunch the next day. Mom then texted with more questions. Darren's Mom finally responded to my texts and messages about the great day he had."

Summary of teacher's experience. Ms. Easton wanted help from BiC-E for Jay because his parents were not very involved. Throughout the fifteen week, Jay's father went from "not in the picture" to volunteering every week. Darren's mother communicated with Ms. Easton regularly, but they never had their Family Meeting. The communication was frequent at times, but there were family dynamics happening between Jay's parents because they were getting a divorce. This was brought into the communication systems because of Ms. Easton's approach.

Ms. Easton made efforts to communicate with both families often. Darren's father was in jail and his mother quit her job to join the PTA at school. Ms. Easton already had ongoing communication with Darren's mother. Ms. Easton would often say she could not schedule a Family Meeting with Darren's mother. Even though it looked like they had a great partnership by the number of times they saw each other, their partnership was often inefficient and did not always communicate effectively.

Jay's parents began to communicate more over time. Jay's father went from "not being in the picture" to volunteering in the classroom. At Week 15, Ms. Easton reported:

> Jay has come a long way! He has his good days and bad days, but I called Dad and he came right in! Jay's Dad responded right away to my call and comes in the classroom. He stayed and helped out! I think the home school communication has helped get him more involved. Darren's Mom has still not come in for the meeting. Mom has gotten a new job and has been busy, but we do have some communication back and forth.

As the positive outcomes illustrates, Ms. Easton's strategies to engage Jay's family was fruitful. Characteristics included consistent communication, motivation to continuing trying, and her positive beliefs in the family, which helped lead to success.

Ms. Declan

In the very beginning, he was absent all the time. Until he started to actually like me and wanting to come to school. So I really feel that it's just the trust and personal relationship make her want to respond to me and talk to me. She'll text me, she's one of the parents that I didn't want to have my phone number, but she does [laughs], so I think it's just personally, she just likes me and trusts me.

Teacher perception of families and engagement. Matt was described by Ms. Declan as very impulsive, stole from other students, and could be aggressive. He was academically lower than other the other kindergartners. Rather than working, he preferred to jump, dance, karate chop, or break dance. He was going to school in a surrounding county because that was where his Dad lived, but he was removed from that school district when the father could not prove residency. Matt's mother lived in the district of CPES and began attending CPES in October. His mother emailed the teacher to ask if he was making friends and Ms. Declan set up a parent teacher conference to discuss his progress before BiC-E began, but the mother did not show up. However, by Week 1, she had already rescheduled and held her Family Meeting.

Teacher characteristics related to engagement. Ms. Declan had been a teacher for four years; she spent two years in private school and this was her second year at Cedar Park. She had the highest score of HSP goal attainment with all 2s every week. She was confident in her abilities to partner and saw its effectiveness, which made her want to continue to send pictures, messages, and contact families regularly.

Perceptions of families and engagement experiences.

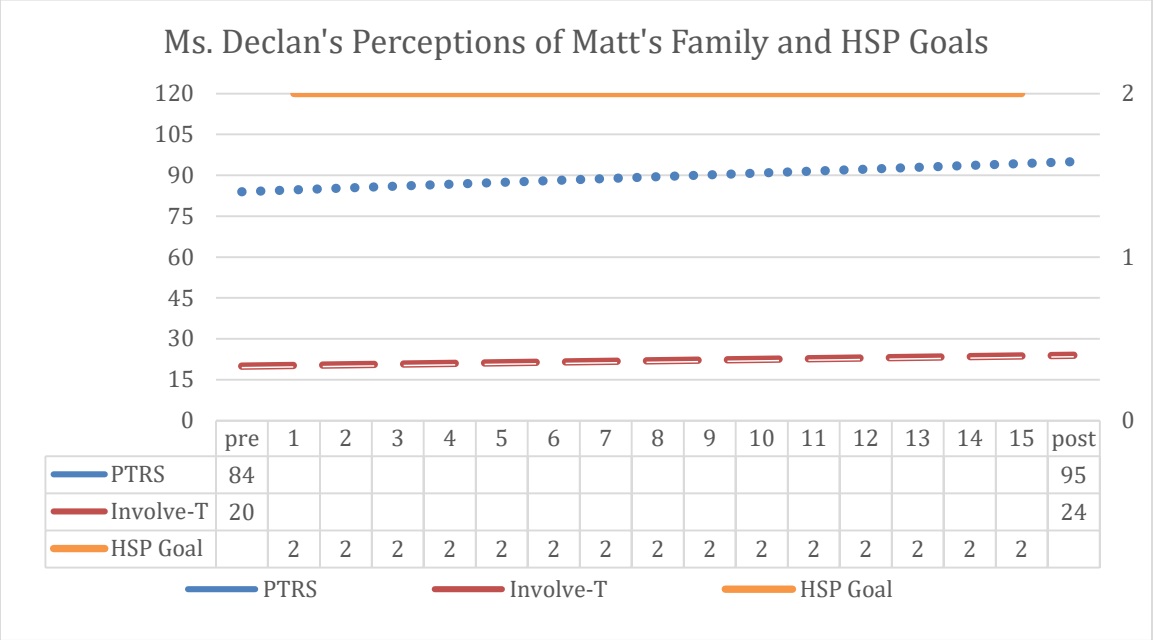


Figure 21. Ms. Declan's Perceptions of Matt's Family

Parent Teacher Relationship Scale (PTRS) scores ranged from 24 to 120 and Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T) scores ranged from 13-65. Higher scores indicated stronger relationships and involvement. Ms. Declan's PTRS score with Matt's family increased 11 points and the INVOLVE-T score increased 4 points. Ms. Declan's Home-School Partnership Goal Achievement average was 2.00, which suggests, on an average week, she was meeting the goal.

Current practices, barriers, and supports. Ms. Declan already held her Family Meeting at week 1. By week 2, "We have already met and Mom has requested communication through Class Dojo. I include pictures of him behaving appropriately and struggling with his behavior. Mom has responded." She thought the communication is effective, as she explains at week 5, "I think Mom is of the mindset, 'Here you deal with it at school and I'll deal with it here.' I really feel like using Class Dojo has helped a lot. She will respond to me, especially if I send a picture of him." Ms. Declan started seeing changes in Matt's behavior too. At week 11, "Yes, the texting seems to be more consistent than messaging through Class Dojo. Matt has started apologizing to me after a bad day and giving me hugs and telling me, 'I'll be better the next

day.'" By the last week, Ms. Declan said, "Matt is regulating his behavior on his own most days. I am texting Mom at least once a week, sometimes more."

Summary of teacher's experience. Ms. Declan had the highest score for HSP goal attainment. She communicated through Class Dojo and then texting every week. She never seemed burdened by it, but instead, it was just part of her expectations. There were no barriers that arose for HSP. She was motivated to communicate with her students' families.

Ms. Declan described family engagement as one of her strengths at pretest and posttest. This was evident since she had the highest score for HSP goal attainment. She communicated through texting and Class Dojo every week. She never seemed burdened by it, but instead, just part of her expectations. When asked what she thought about the Family Meeting, she said, "I liked that part because I could learn more about what happens at home and what I can do. What works at home probably will work at school too, so I really liked that plan and we came up with a goal for him together and I mean, it seemed to work, it's still working." There were no barriers that arose for HSP. She was motivated to communicate with her students' families. Matt's mother was a true partner as evidenced by her telling Ms. Declan to remind Matt that he could not go to basketball practice if he had a bad day. These consistencies between school and home were important to strengthen the partnerships.

Themes from Cross Analyses

A discussion of the themes that emerged from all eight interviews will follow. There were themes that emerged from some teachers and not others, which are explained further in the conceptual framework section. The purpose of including themes that were present in all eight interviews was to underline shared experiences that all eight teachers experienced.

Expectations. Expectations, both for what each teacher felt were her job expectations and what she felt was the parents' role, were coded in all eight interviews. As Ms. Goode described the difference between expectations at home and school, "if they're getting away with stuff at home, then they think they can come to school and get away with stuff and not listen to the teacher or do what the teacher asks them to do because they're doing it at home." In addition, Ms. Talley talked about what she learned over her time about what students are doing at home

It took me a long time to understand that a lot of times, children we are working with are the adults at home and then when they come to school, we are expecting them to be that 8 or 9 year old they are supposed to be and sit in the chair and follow our directions. When at home, they are giving directions and disciplining.

These are two examples that represent the teachers' expectations for the families. Ms. Goode's quote illustrates her perception that the students are "getting away with stuff" at home, which is why they are doing similar behavior at school. Also, Ms. Talley's quote illustrates her belief of how students are in charge of households. Both examples were related to the teachers' perceptions of the families. Every teacher shared a similar sentiment about what the students' families do or are supposed to do. Some were negative, others positive, and some were more neutral.

Two examples of more neutral responses were from Ms. Easton and Ms. Sanger. Ms. Easton said, "One parent was more difficult because of her hours. She works so hard and long hours that, you know, I didn't always get the feedback right away." Ms. Easton's expectations for this mother were based on her perception of the mother's work schedule. Ms. Sanger described her experience talking to Ahmed's great grandmother about his very low academic

performance, “Because he’s being raised by his grandmother, she’s like, ‘When my kids were in school, they learned this way later.’ I don’t think they realized how high the standards have risen for kindergarteners.” The expectations in this example were what the great grandmother believed, which highlighted the importance of families’ expectations too. All of these examples relate to Sheridan et al. (2012)’s idea of congruence and incongruence. Both partners must agree in the roles they were supposed to play. If Ms. Easton assumed that the parent would not engage, due to the work schedule, then the expectations were that he or she would not be able to engage. Similarly, if Ms. Sanger explained that Ahmed’s great grandmother thought the expectations for kindergarten were too high, then there was a disconnect between the two partners’ expectations.

Trust/mistrust. A link between strong partners and trust was evident in the teachers’ responses. All of the teachers talked about trust or mistrust in some form. There was a large amount of hesitancy for trust. Both teachers and families seemed to be hesitant at times. A quote about mistrust that turned to trust by Ms. Declan that occurred during the Family Meeting highlights how families may be feeling.

> I think she’s used to her kid just being in trouble all the time and only coming in for a meeting to be told that her kid was horrible. So I think she was just really hesitant to come to the meeting and to be open-minded about it. So I don’t think she was very open to it at first, but after the Family Meeting realizing that I wasn’t there saying anything bad about him. I was just trying to learn about him and communicating with her afterwards and not just about negative things. She kind of opened up a little more.

When asked during the posttest interviews if they trust the family, Ms. Saul spoke about mental health issues when dealing with the mother, “It’s not so much that I don’t trust her, but

sometimes I don't know what kind of mood where she is mentally or what her state of mind is." Other teachers talked about the families being angry at times. Much of this stemmed from the teachers calling or texting the families because their child got in trouble.

Problem behaviors. A theme throughout all eight interviews was children's problem behaviors and how it impacts the partnership with the family. Teachers were often frustrated because families would not pick up or reply if a student had gotten in trouble. Ms. Caje said, "because you're calling about a behavior, and parents get tired of it or their attitude is, 'They're on your time. They're your problem.'" Also, Ms. Saul explained why problem behaviors impede the partnership when she said, "Because even though I felt like I was communicating with them, it was choppy. It was just more about the behavior for the day." Discussions of problem behaviors make any communication difficult because it is focusing on negative interactions. In some cases, the teachers called with the same sentiment often, such as Ms. Saul. As a result, her perceptions of the family would shift when they started not picking up their phone when she called. Furthermore, every teacher discussed the sentiment of negative perceptions about the family's engagement.

Negative perceptions. Even the strongest teachers had negative perceptions of some of their students' families. Ms. Declan, the teacher with the highest HSP goal achievement score said while laughing, "Some of them just don't want to be bothered- they're just like, 'Okay, you have my kid for the day. Bye.' or 'That's your problem.' Every teacher in the study referenced negative perceptions, even if it was that they did not return the call because the parent was really busy. Even though the teachers had experienced absent family members, it did not hinder some of the teachers' willingness to still try.

Barriers and strategies. The figure below is the pretest and posttest responses from teachers where they indicated every barrier that they faced. In addition, the barriers were discussed in the individual teacher cases, as well as the strategies that were used to overcome the barriers.

Barriers to Communication Pretest	Teacher Name							
	Ms. Caje	Ms. Saul	Ms. Talley	Ms. Goode	Ms. Robb	Ms. Sanger	Ms. Declan	Ms. Easton
Incorrect Contact Information	✓	✓		✓		✓	✓	✓
Absent Family Members	✓	✓		✓	✓	✓	✓	✓
Time conflicts			✓	✓	✓	✓	✓	
Conflicting expectations for student		✓		✓	✓			
Differing communication styles					✓			
Parents Block Number	✓							
Language Barriers	✓							
Will Not Answer		✓						
Lack of Administrative Support		✓						
Phone Not in Service								
Limited training in how to engage families								

Barriers to Communication Posttest	Teacher Name							
	Ms. Caje	Ms. Saul	Ms. Talley	Ms. Goode	Ms. Robb	Ms. Sanger	Ms. Declan	Ms. Easton
Incorrect Contact Information	✓	✓	✓					
Absent Family Members				✓	✓	✓		
Time conflicts	✓			✓	✓	✓	✓	✓
Conflicting expectations for student				✓	✓			
Differing communication styles				✓				
Parents Block Number								
Language Barriers								
Will Not Answer								
Lack of Administrative Support				✓				
Phone Not in Service		✓						
Limited training in how to engage families		✓		✓		✓		

Figure 22. Barriers teachers face when engaging their students' families.

Between pretest to posttest, the number of barriers the BiC-E teachers' faced decreased or remained level, with the exception of Ms. Goode. Ms. Goode also had the lowest home-school partnership goal achievement scores. The most common barrier at pretest was absent family members, which teachers explained as either not calling or meeting when scheduled or not responding when a teacher tried to communicate. By posttest, time conflicts were the most common barrier. The reduction in barriers over time suggested that teachers overcame the communication barriers through additional supports and strategies.

The teachers' responses in the posttest interviews align with this data when asked about the barriers they face when trying to communicate with families. Ms. Goode blamed the families

every week for why she could not communicate with them. “Well, because first of all, I can’t get in contact with them, that’s number one, and number two, when you try to call them about their child‘s behavior they run—they right away run to the principal. I’m supposed to deal with this behavior all day long. I’m not supposed to, I’m just a teacher.” The part to emphasize is “I’m just a teacher” because her statement is a reflection of the role she believes a teacher should play. Ms. Goode’s motivation to partner with families was very low as evidenced by her reasons from week-to-week for why she could not communicate with the family.

It was not just the barriers she faced or her lack of motivation, she had a negative perception of the families too. “A lot of them need parent training because most of these parents are young parents, they had these children very young, and so they don’t know what it’s like to be a mother or be a parent.” Ms. Goode’s coach continued to encourage her to use the BiC-E strategies to contact the families.

In comparison to Ms. Declan, who had the highest home-school partnership achievement score. She felt engagement was a strength and that the family trusted her before BiC-E began. She would often tell the focal student that she would contact his mother if he misbehaves. She felt the mother was a partner. When asked about the BiC-E family trusting her, Ms. Declan said, “I think she trusts me because her son trusts me. Honestly. I guess the fact that I was comfortable enough to give her my cell phone number, I think that showed her that I trusted her. I guess that worked out [laughs].” Ms. Declan expanded her story about Matt’s mother having issues with past teachers. “Matt’s Mom told me I’m the only teacher he’s ever liked and I think she appreciates that. I think if I were any other teachers that he didn’t like, she seems kind of stubborn like, ‘I’m not going talk to you’ type. I’m not trying to make assumptions, but just going off of what she’s told me herself about other teachers.”

This made Ms. Declan hesitant to give her cellphone number to the mother. However, she said Matt's mother had not abused it. Ms. Declan had to place herself in a vulnerable position by giving her number and wait to see if it would work out or not. Over the fifteen weeks, Ms. Declan contacted Matt's Mom every single week. By the end of the intervention, Ms. Declan would warn Matt that she would contact his mother if he didn't behave. "Matt's Mom will be like, 'I told him this morning that if his name is moved down, he doesn't get to go to basketball practice. So just remind him of that.' So that helps me out and I'll be like, 'Matt, don't forget about basketball practice today.' And he's like, 'Oh gosh. She knows. How does she know about basketball practice?'" Ms. Declan is a partner with Matt's mother and incorporated the communication strategies that Matt's mother preferred. In addition, this example clearly demonstrated congruence between Matt's mother and Ms. Declan by tag teaming to help Matt's behavior.

Current practices. Teachers indicated the practices used to engage and communicate with their students' families on both the pretest and posttest survey. In addition, the weekly coaching plans indicated the preferred means of communication. Below is a description of the strategies used with quotes from the teachers about their communication practices. As indicated in the figure, teachers used means of communication. However, quantity of communication is not as important as quality. The teachers preferred phone calls and text messages the most. Some teachers used consistent communication through a class app called Class Dojo. The two highest-ranking teachers both used Class Dojo. They discussed how easy it was to contact the whole class or individual students. The app allows pictures to be sent and families can reply through the app.

Means of Communication Used Pretest	Teacher Name							
	Ms. Caje	Ms. Saul	Ms. Talley	Ms. Goode	Ms. Robb	Ms. Sanger	Ms. Declan	Ms. Easton
Phone call	✓	✓	✓	✓	✓	✓	✓	✓
Text message	✓	✓	✓		✓		✓	✓
Messaging App	✓	✓	✓			✓		
In-person	✓		✓	✓	✓	✓	✓	✓
Newsletter								
School wide letter		✓	✓		✓	✓	✓	
Group email							✓	
Class wide letter		✓	✓		✓	✓	✓	
Individual email					✓		✓	✓
Personal blog							✓	
Individual note		✓	✓				✓	
Back to School Night						✓		
Parent Night	✓	✓		✓		✓		
Class Website								
Behavior Calendar								
After school activities		✓						

Means of Communication Used Posttest	Teacher Name							
	Ms. Caje	Ms. Saul	Ms. Talley	Ms. Goode	Ms. Robb	Ms. Sanger	Ms. Declan	Ms. Easton
Phone call	✓	✓	✓	✓	✓	✓	✓	✓
Text message	✓	✓	✓		✓	✓	✓	✓
Messaging App	✓						✓	
In-person	✓	✓	✓	✓	✓	✓	✓	✓
Newsletter								
School wide letter	✓	✓	✓	✓	✓			
Group email							✓	
Class wide letter	✓	✓	✓	✓	✓	✓	✓	
Individual email		✓			✓		✓	✓
Personal blog							✓	
Individual note	✓	✓	✓	✓	✓	✓	✓	✓
Back to School Night			✓	✓		✓	✓	
Parent Night	✓	✓	✓				✓	
Class Website							✓	
Behavior Calendar	✓							
After school activities								

*Green boxes indicates the teacher's perception of the most effective means of communication at the conclusion of BiC-E

Figure 23. Teachers' Means of Communication Pretest and Posttest.

Ms. Declan, who had the highest HSP goal achievement score, used more strategies (12) by the end of BiC-E than other teachers. Ms. Declan said, "I'll send pictures of their kids like, "Oh so-and-so is doing a great job on their morning work today" and take a picture or "Hey look, he's break dancing in the hallway" and take a picture, like they know that I'm going to send a picture, whether it's good or bad, and it shapes the kid up too like, "I'll give you one chance and I'm sending this to your mom."

Ms. Declan leverages these partnerships to help her overall classroom management by reminding the students that she will be contacting the family. These partnership efforts are seamlessly involved in her daily routine. The trust model begins with predictable behaviors, then

dependability, and then having faith that the partner will do what they say they will do. Ms. Declan had achieved this highest level of trust by consistent communication over time. She had proven to Matt's mother, throughout the school year, that she had her son's best interests at hand. In turn, his behavior had improved. The final week of BiC-E, she said, "We aren't using the points as much anymore because he is regulating his behavior on his own most days. I am texting Mom at least once a week, sometimes more." Her BiC-E coach was merely there as a cheerleader to applaud her efforts. She had the skillset and agency to problem solve on her own. Ms. Declan was motivated to want to partner with her students' families because she saw the benefits of it through Matt's decrease in problem behaviors and Matt's mother's appreciation for communicating with her.

Ms. Caje also exemplified strong partnerships with her two focal students' families. During the first week of school, Ms. Caje sent home a parent survey. She explained what is included, "What do you want me to know about your child? What are your child's strengths? What are your child's weaknesses? I mean it's simple, but it's a way that parents can say, 'Oh I have a concern about' or 'Oh, you need to know that my child is easily distracted,' so I'm trying to make every effort to get to know the child and their family." These efforts proactively proved to families that Ms. Caje genuinely cared for their child.

She not only tried to learn more about the families, she was willing to put down her guard by giving her personal number to every family. As she recounted in her posttest interview, "I tell parents, 'Here's my cellphone number. Please feel free to call me.' I've only had one parent that I was like, 'Yeah, no. We're going to block you.' And in twelve years, I thinks that's pretty good." The trust model illustrated the vulnerability that families have to take by sending their child to a stranger (i.e., the teacher). Both Ms. Declan and Ms. Caje were willing to take a risk

and share their personal numbers with the families of their students. In fact, seven out of eight teachers shared their cell phone numbers with the families. Ms. Goode was the only teacher unwilling to give her cellphone number to the families.

Teacher characteristics. The additional survey for teachers given during pretest and posttest is the *BiC-E Teacher Survey on Family Engagement*. The data from the pretest and posttest collection of this survey are in table form below. The first column in the table includes the teacher's name followed by the average score of HSP goals for one to two focal students. The next two columns have the pretest and posttest scores of the teacher's perception of their ability to engage families. Lastly, columns five and six asked the teacher if they trust the family or if the family trusts the teacher.

Table 4. *Teachers Rank for HSP Goal Attainment*

Teacher	Average Score of HSP Goals for FS	Pretest: Do you view family engagement as a strength?	Posttest: Do you view family engagement as a strength?	Posttest: Do you trust this family?	Posttest: Do you think this family trusts you?
Ms. Declan	2.00	Yes	Yes	Yes to Matt	Yes to Matt
Ms. Caje	1.87	Yes	Yes	Yes to Ruben, Yes to Natasha	Yes to Ruben, Yes to Natasha
Ms. Robb	1.87	No	No	Yes to Kameron, No to Jamal	Yes to Kameron, No to Jamal
Ms. Saul	1.71	Yes	Yes	Yes to Nikia, Yes to Jamari	Yes to Nikia, Yes to Jamari
Ms. Easton	1.23	Yes	Yes	Yes to Darren, Yes to Jay	Yes to Darren, Yes to Jay
Ms. Sanger	0.80	No	No	Yes to Ahmed	Yes to Ahmed
Ms. Talley	0.67	Yes	Yes	Yes to Jasmine, Yes to Shanika	Yes to Jasmine, Yes to Shanika
Ms. Goode	0.33	Yes	No	Yes to Kristopher, Yes to Anthony	Yes to Kristopher, Yes to Anthony

Note. HSP goals range from 0 to 2.

The teachers are rank ordered by highest to lowest HSP goal attainment. In addition, their pretest and posttest responses speak to the teachers' agency and skillset, as well as their perception of their partnership with the family. Highest ranking teachers viewed engagement as a strength and felt both trusted and that they trusted the family. Conversely, two out of the three

lowest ranking teachers did not view engagement as a strength, but did feel they could trust the family and that the family trusted them.

Conceptual framework characteristics. Teacher characteristics are represented in the conceptual framework by the four areas that were refined throughout the study: motivation, perception of the family, skillset/agency, and use of BiC-E strategies. Within the BiC-E strategies, communication strategies, a problem solving process, and the CARES framework were used. The five components represented by each letter of CARES focus on a culturally responsive practice that teachers could use with their students. The teachers that used or did not use the elements of the CARES framework influenced their success with reaching the home-school partnership goals. An explanation of how each teacher fits in the conceptual framework highlights the teacher characteristics.

Ms. Declan and Ms. Caje were strong in all four areas of the conceptual framework. (a) They viewed the families as partners and spoke about joint decision making, which indicated positive perceptions, (b) they were motivated to partner by successfully meeting their home-school partnership goal every week with consistent communication, (c) they felt confident in their abilities by possessing a strong skillset to partner as shown on the BiC-E Teacher Survey for Family Engagement. They also both incorporated a large number of strategies, (d) and consistently used the strategies encouraged in the BiC-E HSP manual and process and exemplified the CARES framework.

Teacher's motivation to partner. Six out of the eight teachers (Exceptions were Ms. Goode and Ms. Sanger who had two out of three lowest HSP scores too) discussed the importance of partnering with families during their posttest interviews. Ms. Saul said, "I've

always thought that was important to try to stay in touch with parents, so I've always tried to put them all in my phone. I give them my personal phone number." Ms. Caje said,

> Natasha's Mom, I really trust because she does respond and I make a point with not only my focal student families, but all my families, 'Okay, here's what your kid did right today.' 'Hey, let's call mom and tell her- or dad or whoever your- whoever the parent, guardian- grownup is—lets tell them what you did today!' 'You got a hundred on your test- that's a big deal. Let's- let's brag about this.' I try to make sure they get those positives.

C- Connection to the practices. Connection to the practices situated the home-school component within the broader BiC-E intervention. The HSP process was one of nine other practices used in BiC-E. With this in mind, the other eight are evidence-based practices that teachers used with their tier-2 students to reduce challenging behaviors and increase their engagement. Families had the option of using "BiC-E At Home" forms where teachers could send home fliers to inform families about the practices being used in class. Families who held their family meeting had an opportunity to voice their preferred means of communicating. Within the existing study, no family requested this option. These forms were typically available for families that were already engaged and wanted more engagement.

The key to connecting practices between school and home was involving the families by asking for their thoughts and ideas. As the literature showed, successful interventions involve families in the problem solving process by asking for suggestions and their input. Families were asked for their ideas and help at the Family Meeting. Five teachers held all of their Family Meetings. The remaining three teachers (Ms. Talley, Ms. Goode, and Ms. Easton) did not hold all of their family meetings. Specifically, Ms. Talley and Ms. Easton held one Family Meeting,

but did not hold one for their second focal student. Ms. Goode did not hold either Family Meeting. Coaches emphasized the importance of these meetings, so families learned about BiC-E, were asked important questions about the student, and could collaborate with the teacher to create a home-school partnership goal. Two out of three lowest HSP goal achievement scores did not have their Family Meetings, which was an important first step to establish shared responsibility and goal setting.

A- Authentic relationships. Authentic relationships targeted the first of two aspects of the trust literature. Teachers who strive to build authentic relationships with families must demonstrate trust, dependability, and act consistently. Adams and Christenson (2000) argued that trust is a developmental progression from predictability to dependability, to the final component of faith that ensures individuals will follow through and be responsive to one's needs. The manual provided a checklist with strategies for teachers to use with families to build trust. For example, teachers were encouraged to establish positive contacts with families as soon as possible to start the first step of a trusting relationship. In addition, teachers should be transparent about concerns and emphasize the parent's important role. These contacts need to stay consistent and productive for a family and a teacher to build an authentic and trusting relationship, just as Ms. Caje and Ms. Declan demonstrated successfully.

R- Reflective thinking. Reflected thinking is targeted to racial and cultural barriers. Coaches helped teachers engage in self-reflection of their attitudes, check their implicit biases, and use a strengths-based approach. A teacher's awareness of automatic thoughts will lead to more productive conversations with families. For example, if a teacher was frustrated that a parent was not returning her phone calls, the reflective thinking component encouraged the teacher to take the family's perspective in why it may be challenging for the parent to return the

call. Davis states that, “perspective-taking is a "cognitive, intellectual reaction" and empathy is a "visceral, emotional reaction" (1983, p. 113). In other words, perspective taking is associated with a cognitive skill and empathy involves an emotional capacity.

There is a distinct difference between perspective taking and empathy. Perspective taking is purely an alternative point-of-view. It does not necessarily lead to feelings of empathy. It is difficult to tell which teachers were truly empathic and which were trying to consider the family’s perspective. For example, Ms. Robb brought up Jamal’s family and Kameron’s family during the posttest interview when asked if she trusts them. She began to discuss the Child Protective Services worker telling Jamal’s mother what Ms. Robb said about Jamal “coming to school dirty and eating candy when he walks into school.”

> I just don’t think that either of them follow through. I did notice that when tax season came in, Kameron came in with brand new shoes that he knew were $95 a piece. He came in with brand new clothes, but I bought his composition notebooks and when he gets mad and rips them up, I supply more. I don’t mind, but I think now I’m at a point where it’s April, I’m going to give you a sheet of paper, I’m going to hold you to the same standards. We don’t get supplies; I just kept getting books that Kameron would take home. His mother says she’s doing stuff with him, but then he tells me she doesn’t. It’s not that I don’t trust James’s Mom, I just think that she’s in a very vulnerable state, so if someone comes to her and says, “Hey, Ms. Robinson said this,” she doesn’t have that maturity to say, ‘Okay’ and back up and listen. She’s going to take offense because naturally she’s already being attacked- and it’s happened to her before.

E- Effective communication. Effective communication was the second aspect of building trust. Authentic relationships are focused on the teacher and how he or she acts. Students and families are constantly evaluating if they can trust the teacher. Likewise, the teacher is also assessing their ability to trust too. One of the best ways for teachers and families to earn each other’s trust is through effective communication. It is a two-way process that makes both parties feel respected through active listening and understanding.

It is challenging if contact was made through means other than in-person meetings, which is why BiC-E emphasized an in-person meeting at the beginning of the intervention to establish desired communication styles. This component also supported the reviewed literature by incorporating a Daily Behavior Report Card as one option for teachers and families to use, which was shown to be effective for communicating. Coaches stressed to teachers that their preferred communication style may differ from that of the family, so compromises would be vital.

Ms. Easton believed she had strong partnerships when she said, "Okay, I feel like the families were on board with me. I did have their support, we had good relationships." Even though Ms. Easton felt confident, she exemplified how her engagement efforts were not inclusive of the families' preferences. She held one family meeting, but the second was not held because she insisted she already had a strong partnership with Darren's family. During the middle of BiC-E, Ms. Easton decided to change her weekly means of communication to Daily Behavior Notes with Darren's family. She told her coach that she was upset that the Daily Behavior Notes did not come back signed, but the family never agreed to that mode of communication. This highlighted the importance of effective communication that both parties feel heard and their preferences were valued.

S- Sensitivity to families' culture. Sensitivity to families' culture encourages teachers to understand the influence that race, culture, and family experiences have on home-school partnerships. This component emphasizes flexibility on the teacher's part to use strategies that adapt to family differences. Ms. Sanger was very uncomfortable to go to the student's home, but she got comfortable in the discomfort and it paid off for building a partnership with Ahmed's family.

There were multiple instances across the teachers' interviews that showed a lack of sensitivity to families' cultures, such as Ms. Robb's explanation of sending home notes to Kameron's mother and explained the mother's response, "I got your message, but I didn't have time to look in his bag for the note." Ms. Robb continued talking about her frustration and recommended that the family participate in a training she described this way, "Hey, this is life from a teacher's point of view. They have all of this paperwork to do and they have all of these standards of learning that they have to get your child to understand." She also gives advice as to what she wishes families would say when she calls about a child's misbehavior.

She says, "don't make excuses, just maybe talk to your child and say, 'hey, this is what your teacher asked you to do. Mommy really needs you to do this.' Instead of thinking that their child is just going to be like this for the rest of their life when they say, 'I don't know what to do with him. I don't even know how he listens to you.'" She replies with sarcasm, "So that makes me feel good." Ms. Robb was an example of a teacher that had a strong skillset for communicating with families, was motivated by wanting to reach her goals, used some of the BiC-E HSP strategies, but had a negative perception of the family, which may have led to her lack of trust. And in turn, the families' mistrust, as accounted in her explanation from Jamal's mother, receiving a call from Child Protective Services and the worker explained that Ms. Robb called Jamal dirty and that he does sexual things at school.

Ms. Robb reenacts what Jamal's mother said as she confronted Ms. Robb about the CPS situation, "[Jamal's mother] was like, 'so I'm telling you right now, I don't trust no one.'" This is corroborated with Ms. Robb feeling similarly to Jamal's mother when she said she does not trust Jamal's mother at both pretest and posttest on the Family Engagement questionnaire. When asked during the interview as to why she does not trust Jamal's mother, Ms. Robb explains that

she often called Jamal's mother when he was misbehaving to ask if he got his ADHD medicine. Rather than coming to the school to give the medicine, Jamal's mother said that she was going to come and pick him up. Ms. Robb said she was worried because Jamal's mother was coming regularly to pick him up, which Ms. Robb stated she did not want her to do. Then, Ms. Robb exclaimed, "So, I don't know if she's trying to build up a case to say, 'I've been called to get him,' so I had to talk to the assistant principal and say, 'hey, I am begging her [not to pick him up]" and [the assistant principal] sat behind me when I talked." Due to Ms. Robb's mistrust, she asked the assistant principal to witness the phone call, just in case Jamal's mother tried to makeup a story about Ms. Robb's frequent phone calls to pick up Jamal from school when he misbehaved.

All five components were integral to the success of creating and sustaining partnerships. The teachers learned the CARES framework before the intervention began to build a foundation for the partnership process. They were then reminded during the weekly coaching meetings, especially when they would make an insensitive statement or made assumptions about the family.

Findings Summary

Teachers' perceptions of partnering with their students' families ranged from positive to negative experiences. There were a number of themes that crossed for all eight teachers, such as expectations and trust. The themes related to both barriers and supports that were used by the teachers. Overall, the number of barriers decreased for 7 out of 8 teachers. The number of communication strategies increased or remained level for all 8 teachers. The overall change scores for the PTRS and INVOLVE-T showed increases, which indicated more positive perceptions of the families. Strong coaching alliance scores indicated by the teachers

represented their satisfaction with being coached weekly on HSP strategies. Lastly, HSP goals were met for 10 of the 14 students. Overall, the teachers showed success or progress in their attempts to partner with their students' families.

Chapter V

Discussion

The purpose of this study was to explore how kindergarten, first, and second grade teachers partner with families of students at risk for EBD. The research questions explored the barriers, strategies, and teacher characteristics of these home-school partnerships. Findings from the study extend the limited literature about teachers' perspectives on partnering with families of students who are at risk for EBD.

Specifically, this study adds to the literature in four important ways. First, to the researcher's knowledge, this is the first study to examine teacher perspectives on their partnerships with families of students at risk for EBD during a HSP intervention using a mixed-methods design. By using qualitative and quantitative data collection methods to capture teacher perspectives before, during, and after an intervention aimed to increase home-school partnerships, more information shed light on teachers' experiences partnering with their students' families.

Home-school partnerships are not a new topic, but the focus on teachers, instead of the typical focus on families, is novel and the findings of this work highlight a need for further investigation of this important topic. Second, the conceptual framework developed from this work helps illustrate the complicated nature of teachers' perspectives of partnering with students at risk for EBD. Such a framework can be used to systematically guide future research. This study also illuminated ways in which teachers partner with their students' families by carefully tracking teachers' experiences. Mixed methods analyses revealed nuances that quantitative nor qualitative components could not capture alone.

Specifically, teachers' experiences were unique, but findings suggest that teachers can and should develop partnerships with families. Teachers who did partner with their students' families saw improvements in students' behaviors (e.g., Ms. Sanger and Ms. Declan) and increased classroom involvement from family members (e.g., Ms. Easton and Ms. Saul). The success stories were coupled with identified barriers teachers faced too, such as time issues and absent family members. However, there were strategies that helped overcome some of these hurdles that may help other teachers in the future. For example, Family Meetings were well received, as indicated in the posttest interviews. Finally, important themes emerged in this study that supported existing literature and extended the current literature for home school partnerships. Many of the themes have future implications for home-school partnership efforts.

Different Teacher Perspectives

Similar to Brown et al. (2016), evidence from the current study suggests that teachers of students at risk for EBD in urban environments vary in their use of engaging and partnering with families. Additionally, these teachers are stressed and lack free time (Pepe & Addimando, 2012). This was true for all eight teachers, but whereas some seemed to use their levels of stress and limited time to justify their lack of family partnerships, others found ways to build partnerships with students' families, despite feelings of stress and pressure. Indeed, all of the teachers had limited time, but some insisted that building partnerships was worth it. Ms. Talley was very hesitant to partner, but eventually did meet with one of the students' families and began meeting the HSP goals. Ms. Talley's sentiments at her posttest interview reveal why the extra time spent engaging families is worth it. She was asked what she thought about BiC-E HSP,

> I think it really worked in that you were committed to making that connection, even if you were hesitant and I think that I learned more about the students, especially the focal

> students and ultimately the other students. And simply because it worked with them, so why not do the same strategies with the others? I thought [the action plan] was good in that I could ask the parent how they wanted me to communicate with them and what is most effective.

Ms. Talley and Ms. Sanger were very hesitant, while some other teachers were eager to begin since they were already engaging families before BiC-E began. These are just two examples of many more differences in teachers' skills, motivation, and perspectives. Another example was the stark differences between how Ms. Caje and Ms. Robb approached partnering with their students' families. It seems to be linked to expectations for themselves and for their students' families, which aligns with findings from Christenson and Sheridan (2001) on congruence and incongruence in the partnership. Christenson and Sheridan (2001) found that when teachers and families were congruent or shared similar beliefs about the roles they play, it led to better student engagement.

Congruence and incongruence were used as a measure of how "in-sync" or "out of sync" the teacher and home were with one another. "Congruence is viewed as a multidimensional relationship concerned with the degree of similarity and shared perceptions among participants" (Sheridan et al., 2004, p. 126). For example, congruence was illustrated when Ms. Caje said about her student's mother, "Mom and I found a good way- just a pattern that was comfortable for both of us" and incongruence was shown when Ms. Goode said, "[Parents are] not answering their phone or they're changing their phone number. I can't get a hold of them." When teachers and families feel as though the other is on their team and both are trying their best, Christenson and Sheridan (2001) argue that it will lead to better outcomes for students. Conversely, disagreement or blaming between teachers and families highlights the incongruence between

these two systems. This was evident in the current study, but it is challenging to pinpoint the exact mechanisms that lead to these types of partnerships. "A promising line of research is needed to empirically derive the operative features of partnership interventions and determine the active ingredients of family-school partnerships that are responsible for outcomes at the student, parent, and teacher levels" (Sheridan et al., 2016, p. 20).

Expectations

A theme throughout all eight interviews was expectations, both for themselves as educators and the expectations for their students' families. Hoover-Dempsey & Sandler (1997) supports this finding where their study suggested that a person's understanding of their role is critical to the 'productive functioning' of the groups to which they belong. Congruence and incongruence were used as a measure of how "in-sync" or "out of sync" the teacher and home were with one another. "Congruence is viewed as a multidimensional relationship concerned with the degree of similarity and shared perceptions among participants" (Sheridan et al., 2004, p. 126). This was evident for one of Ms. Easton's student's family when she said, "So we have to be on the same page and it has to be that open communication dialogue going because I think that makes an effective school year." When teachers and families feel as though the other is on their team and both are trying their best, Christenson and Sheridan (2001) argue that it will lead to better outcomes for students. Conversely, placing blame on the other party (families disagreeing with teachers and teachers disagreeing with families) highlights the incongruence between these two systems. This was evident in the current study, but it is still challenging to pinpoint the exact mechanisms that lead to these types of partnerships. Sheridan et al. (2016) said, "a promising line of research is needed to empirically derive the operative features of

partnership interventions and determine the active ingredients of family- school partnerships that are responsible for outcomes at the student, parent, and teacher levels" (p. 20).

Language-Action Contradictions

Bezdek, Summers, and Turnbull (2010) coined a phrase "language-action contradiction" (p.360) to explain when professionals who say they want to partner, but then their actions do not reflect what they said. This was a consistent theme for six out of eight teachers (The two highest scores by Ms. Caje and Ms. Declan are the exception). All, but two teachers considered engaging families a strength. In addition, every teacher spoke about the importance of engaging families in their posttest interview. For example, Ms. Easton said, "You need to open the doors and set the communication, so we have to be on the same page and it has to be that open communication dialogue going because I think that makes an effective school year." However, the weekly reflection for engaging families illustrated that they were not always engaging the families for various reasons, just as Ms. Easton shows where she never had a Family Meeting throughout the intervention. Yet, at the posttest interview, she said, "I don't really feel like I had barriers [to engaging the families], I think we were on the same page and we wanted what was best for the child." Language-action contradictions underscore the importance of teachers understanding their role and what successfully fulfilling their responsibilities in the home-school partnership.

Differences in Teacher Characteristics

The differences between the four teachers with the highest scores (Ms. Caje, Ms. Declan, Ms. Robb, Ms. Saul) and the lowest scores (Ms. Goode, Ms. Talley, Ms. Sanger, Ms. Easton) include the four components of the conceptual framework: motivation, perception of the family, skillset/agency, and use of BiC-E strategies.

Conceptual Framework

Extant literature highlights that teachers and families should partner, but few empirically based strategies to foster teacher-family partnerships for students at risk for EBD exist. The systematic literature review found only a handful of interventions that incorporated a home-school component for students at risk for EBD. Students at risk for EBD can place additional strain on the relationship between teachers and families (Sheridan & Kratochwill, 2007; Sheridan et al., 2012). The findings also corroborate that most of the teachers experienced challenges when dealing with the families. However, the teachers who were successful were motivated to overcome these frustrations by continuing to partner. There were characteristics that emerged to help create a conceptual model, since one did not exist. The closest model was created in 1997 for family involvement and did not address teachers' point of views.

The Hoover-Dempsey and Sandler model (1995, 1997) was the only model that seemed to explain the levels of family involvement in schools, but the researcher highlighted the problems with this model, due to the fact that it did not examine families of students at risk for EBD. Moreover, there was no conceptual model for teachers' partnerships with families of students at risk for EBD. The current study adds to the literature by creating and refining a conceptual framework to help illustrate this topic.

The teacher characteristics are one aspect of the conceptual framework that was created and revised during this study. The information gathered from the literature and the pilot data built the foundation.

The conceptual framework drove each research question where perceptions, practices, and characteristics of the teachers highlighted the nature of these partnerships. The conceptual model was continuously refined during the study as more data emerged. At the conclusion of the

intervention, the eight teachers individually provided feedback on the conceptual framework. With their help, the conceptual model in its current form is presented in the next section.

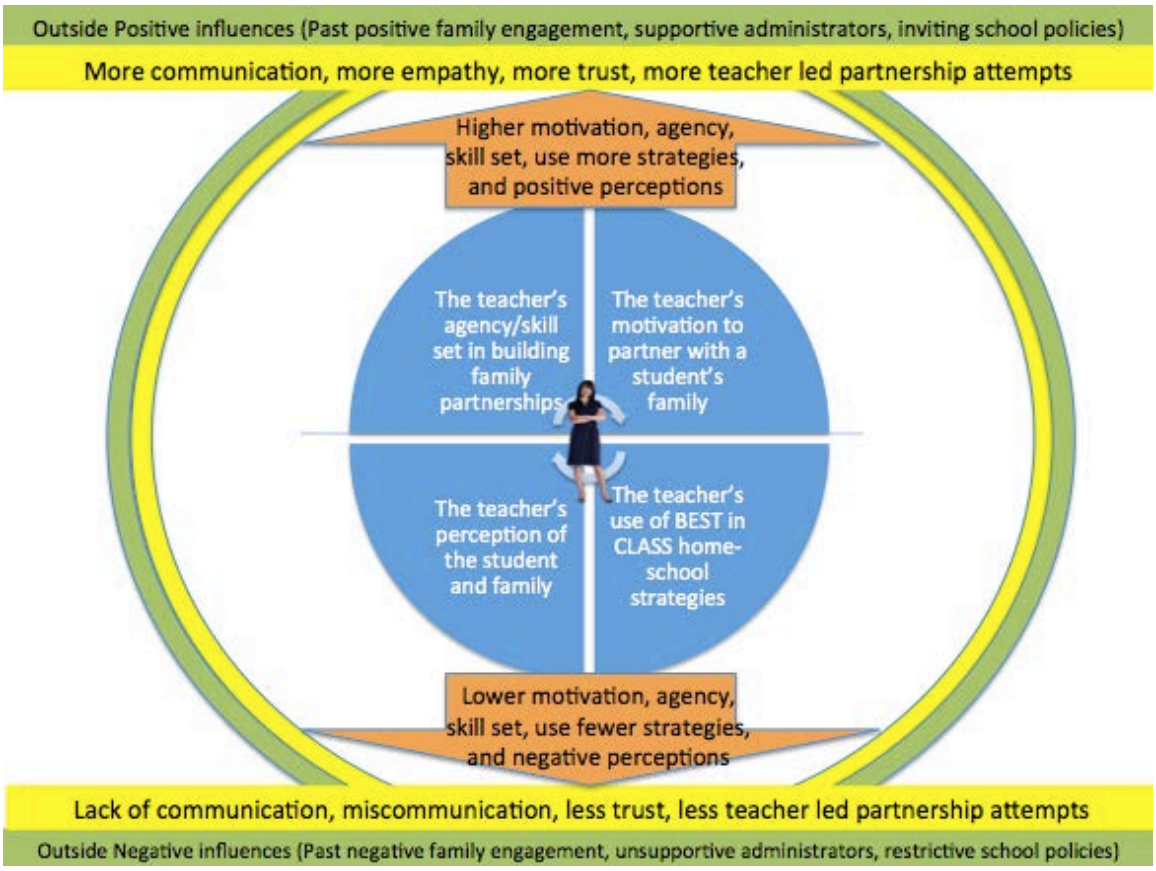


Figure 24. Conceptual Framework for Teachers' Characteristics Related to Home-School Partnerships for Low-Income Families of Students at Risk for EBD

Motivation and skill set. The teachers who had the strongest partnerships as shown through their consistent communication and partnerships with their students' families also began the intervention with confidence in their ability to engage families. They rated their engagement as a strength and also said that engagement and partnering with families was important. These teachers did not stop at just one attempt to communicate; they tried multiple ways to communicate with families. The teacher with the highest HSP goal attainment said she sent

pictures to families throughout the day of their children at school. Something small created something much bigger, as these parents seek predictable behaviors in their child's teacher. They begin to expect to see them, which helped the family feel connected to their child's school. The teacher with the second highest scores on her partnership goals spoke about her motivation from day one where she sent a survey home to every family asking about their needs. This was above and beyond what the school expected, but she still did it every year. These two examples of teachers were strong in all four of the components of the conceptual framework, but what about the teachers who were not as strong? Ms. Sanger's path to engagement shows promise for other teachers due to her insecurity, but willingness to try.

CARES, empathy, and trust. The CARES framework emphasized important elements when partnering with students and their families, including sensitivity to families' culture, which also illustrates empathy. Empathy is not only about being sensitive to what one is experiencing, but the researcher believes there are different degrees of empathy. A teacher can be empathic when a family discusses their circumstances, but empathy is on a different level when a teacher steps into the family's world by visiting them at their home. Ms. Sanger is the only teacher who made a home visit. The literature supports the use of home visits to increase home-school partnerships, but this is often difficult due to school policies and teachers' apprehension (Meyer & Mann, 2006). For half of the intervention, Ms. Sanger did not meet or make progress on her HSP goals. Ms. Sanger's coach continued to encourage her to contact the family. The barrier continued to be no responses from the family after notes, phone calls, and letters were sent. Ms. Sanger knew that the student's family was dealing with many personal issues and would often express how she felt bad for them in and their situation. After many failed attempts, the coach encouraged Ms. Sanger to go to them. This occurred at week 10. As the week progression

showed, Ms. Sanger felt the relationship improved and that the child's behavior improved. This is an example of the difference between perspective taking and empathy.

Perceptions of the family. Ms. Sanger recounted her home visit to the house in the projects as making her very uncomfortable because there were almost ten family members and she arrived with one other teacher. Ms. Sanger described in her posttest interview, "It was just me and another teacher and it was at their house and I didn't feel comfortable going by myself and so I just kind of felt like, 'I think this is the right thing to do, but I'm not quite entirely sure.'" They called the student in for what Ms. Sanger described as an "intervention" like setting to reprimand him for his behavior at school.

After the home visit, there was a change in the partnership, a change for the better. Although she did not get calls or text messages as often as she sent, she felt that the family was on board when she said, "I am satisfied with the progress I have made with Ahmed's family. I feel like having any level of communication with his family is better than none at all. When I am consistently in contact with his family, it is reflected in his daily behavior." Ms. Sanger got to experience the family in a way that most teachers do not: in their home. This exemplifies empathy by sharing the feelings of another; not just trying to think about where they came from, but actually going to where they come from. Ms. Sanger's communication strategy that overcame the barriers of unresponsiveness was the home visit for a face-to-face meeting. Home visits have been shown to help teachers partner with families, as illustrated in a five-year follow-up study by Meyer, Mann, and Becker (2011). The authors interviewed teachers and found, "beneficial relationships and better communication with parents, more appreciation of the influence of the child's home environment related to school performance, and a better

understanding the child's behavior in school" (p. 191). Ms. Sanger's example and the findings from this study show promise in future exploration of home visits.

Building Trust Takes Time

Ms. Sanger allowed herself to become vulnerable by going to her student's home. Vulnerability is a component of trust, while remaining guarded or disengagement can be a sign of mistrust. A number of teachers spoke about families' disengagement or lack of communication at the beginning of the intervention. For some, that disengagement lasted the entire 15 weeks. As the trust model shows, trust takes time. Many of the teachers HSP goals corresponded with their ability to communicate with the family. It took a long time for some teachers to get a response from the families. Conversely, some teachers had long established a partnership and communication. When a teacher was frustrated with a family for any number of reasons during BiC-E, she had a coach to continue to encourage her. Most teachers do not have coaches to continuously encourage them, so what can be done to make sure teachers do not give up? The answer may lie in the role that schools should play in supporting these partnerships, as well as the supports that could and should be provided to teachers. **Contextual Factors**

The teachers' experiences are influenced by the roles and responsibilities supported by the school, as well as community factors. Seven out of eight teachers provided their cell phone numbers for their students' families. Although this is not a requirement, they chose to do this. It raises an important question about the teacher's responsibility in engagement efforts. Schools need to consider what value they place on partnerships and what supports they will provide. Whether school-issued cell phones or reimbursement for cell phone bills, teachers should be compensated for their partnership efforts. In addition, Ms. Sanger went with another teacher to the home of her student that is located in a high crime area. Although she was uncomfortable, it

led to a more positive perception of the family and the student's behavior improved. This highlights the role and responsibility of the teacher. Although the findings of the study suggest that teachers who used effective communication regularly with families had strong partnerships, home visits as a means of engaging with these families in high-crime areas still needs to be explored more.

Teachers Lack Time

All eight teachers explained that other meetings had taken their planning time, mostly for failing test scores. Some teachers justified their inability to partner with families, due to their lack of free time. Teachers' lack of time created barriers for communication, which ultimately separated those who were successful with HSP and those who were not. If schools feel that home-school partnerships are important, then teachers need both training and time. There is a difference between administration or school-wide initiatives encouraging partnerships and actually reserving the much needed time to partner. Elementary school teachers are supposed to do weekly lesson planning, but the teachers' responses highlighted that their planning time was typically taken by school takeover personnel to help increase test scores. Whatever priorities schools make will always be reflected in the time allotted to teachers. If engaging families is a priority, then teachers need time built into their day to make these contacts. Even when teachers did not have time in their days, some still found time. Their accomplishments are reflected in the three keys to success.

Three Keys to Success

The keys to success for the teachers in BiC-E to partner were threefold: a) The presence of coaches to encourage and promote family-teacher partnerships; b) Incorporation of the CARES Framework that encouraged more than just communication, it built empathy, cultural

awareness, and trust; and c) a process that encouraged teachers to view parents from a partnership approach. They were not present at the two schools before BiC-E began, as indicated by the teachers.

These three keys to success mirror the components that were found as indicators of significant effects in the interventions with HSP components in the systematic literature review that included: (1) a "family-school specialist" (FSS), consultant, coach, or facilitator, (2) teachers used personalized communication, like phone calls, visits, or daily behavior report cards that were individualized to each student's needs, and (3) teachers incorporated structured and individualized problem solving strategies. Both the systematic literature review and the current study used a coach, which highlights the role they play in the success for home-school partnerships.

Coaches are Critical

One teacher described her coach, "I think she did exactly what I needed and wanted- just kept it positive, but also constructive." Another said, "Everything [the coach] did was just perfect. Like she was extremely supportive and if there was a missed opportunity, it was making me aware of things I could do and ways to improve." As the coaching alliance scores indicated, teachers felt supported by their coach. The teachers trusted their coach, which helped the HSP process because coaches suggested ways to overcome barriers.

The primary strategy for overcoming barriers to teacher-family partnerships was the coach's role, as shown through their weekly coaching meetings and posttest interview responses. Teachers recounted suggestions made by the coaches both in their posttest interviews and weekly coaching meetings. One teacher discussed her experience of having the coach with her at a Family Meeting.

> The fact that [my coach] was with me. It was helpful to have her with me and she was able to word things, of course, because she had the experience, better than I could. She made it more comfortable for me, but I noticed that the parents were also comfortable the way she explained it was, 'Hey, we're here for you. This is a partnership. We're here to work together.' So I feel like that was really important."

Throughout the process, coaches remained positive and supportive, even when the HSP efforts were not working. One teacher said, "[My coach] is just so friendly and warm and helpful and encouraging and gave me good pointers. We got to be friends, so it made it more comfortable, but she would also tell me things she thought I could work on, so that was good too." The coaches were critical to the success for most of the teachers because they gave new suggestions and reframed what teachers would say in culturally sensitive ways. Most teachers agreed, if it was not for their coach, they would not have had the same level of partnerships.

The Means of Communication is Step One

All eight teachers rated texting, phone calls, or in-person meetings as the best ways to contact the BiC-E families. These three means of communication are supported from the findings in the systematic literature review that found personalized communication was an effective practice. However, the personalized means of communication is not as important as what is said and how it is said. This relates to the third key to success where teachers were encouraged to view families from a partnership approach. Text messages and emails are very fast means of communication, but run the risk of being misunderstood. For example, when Ms. Robb said, "Jamal's Mom has been getting sketchy where she just responds 'ok' and seems to not care when I text her." The interpretation of the word "ok" highlights the potential problems with email and text messages. The trust model (Adams & Christenson, 2000), and six out of

eight teachers' experiences, emphasizes the stall at seeking predictable behaviors in the person you want to trust. Stalling at predictable behaviors happens any time the partner does something that they feel was not a predictable response. If a family or teacher is hesitant to partner and receives a text or email perceived as being negative information, even when the partner has the best intentions, it can be toxic to the partnership. Encouraging teachers to have face-to-face conversations are critical. Just as it was found for this study, most teachers need to be coached on how to schedule and have these conversations. The CARES Framework and the problem solving process are the foundation to building these skillsets.

Teacher Preparation is Just the Start

As noted, three of the teachers found that one of the barriers to their partnership efforts was a lack of training in engaging families. Two of these teachers had been teaching longer than most and the third was the youngest who had finished her degree in education three years ago. This lack of skills and training highlights the need for more training, once they are teachers of record. This study illustrated the unique needs of every teacher and family. When teachers were unsure of what to do, they would often turn to school counselors or administrators. These two roles are inundated with almost every issue that arises in a school. Instead, schools should have a family-school partnership center and liaison. In many schools within this district is Communities in Schools (CIS) coordinator whose role is to secure donations and create community events. The challenge for schools is make this role more purposeful for the teachers in the school or create a more concentrated role for teachers. For example, schools that are struggling academically typically hire math specialists or reading specialists to boost the scores in those subjects. Imagine a family partnership specialist who focuses on goal setting for teachers, specifically when home school partnership goals are the focus.

Limitations and Future Research

The following limitations should be considered and lend themselves to future areas of study. The first limitation and call for future research concerns the sample of the current study. It was a very specific group of low-income families with students at risk for EBD, which may limit the generalizability of this study. In addition, the lack of feedback from the families in the current study.

This work cannot and should not be limited to just teachers' perceptions. Families of students at risk for EBD need to have their voices heard too. By incorporating the families and teachers will be the missing puzzle piece for the creation of effective family-teacher partnership interventions. Due to limited resources, emphasis was placed on the teachers' experiences partnering with their students' families. The weekly coaching meetings viewed the families from the teachers' perspectives only. Families' perspectives will be incorporated in future work because the point-of-view from both partners is critical to greater understanding of this phenomenon.

Timing was also a limitation of this work. The trust model illustrated that it takes time and consistent and effective communication to build partnerships. The BiC-E intervention began in November and posttest lasted until May. In the case of some of the BiC-E teachers, the Family Meeting in November (or later) was the first time the teacher had met the family. The circumstances were not ideal when you consider that these families were asked to take part in a study for students with problem behaviors. How do these families know that the teacher has their child's best interests at hand? How many times does a family need to hear negative feedback about their child before they decide that it is easier to disengage completely?

In an ideal setting, such a study would start before or at the beginning of the school year to help cultivate partnerships early. However, this was not feasible for several reasons. First, teachers needed to establish routines and get to know their students before the intervention could begin. Second, as a tier-2 intervention, teachers needed time to identify students to participate. Third, if teachers were asked about their HSP strategies before the intervention began, then it may influence teachers to use these strategies, even if they had not considered them. For example, if a survey was sent home the week before school began asking teachers to rate their engagement with families and then were asked if they call every family the first week of school, then some teachers may call when they would not have done so otherwise. This is a form of intervening, when the purpose of the pretest data in the current study was to learn how teachers feel and what they already did before BiC-E HSP began. In order to capture what was already done to engage families, the researcher created the Teacher Engagement Survey that had teacher's identify the HSP strategies she used from the previous two months of school.

The measures used in the study need more refinement. Reliability scores for the teacher measure of coaching alliance suggested evidence of poor internal consistency for total alliance and both subscales. However, given the small sample size, these interpretations may be inaccurate. Given this information, it is suggested that the subscales and the 7-point scale be redefined to address issues of internal consistency and ceiling effects if these problems persist.

BiC-E Teacher Survey on Family Engagement was piloted with a small group of teachers from similar schools. However, more work is needed on validating the measure by testing it with additional teachers. It served the purpose of capturing teachers' strategies, barriers, and feelings toward the families in the first two months of school, which was the ultimate goal.

There was low reliability on the coaching integrity measure, as well as lower scores on the coach's self-report, which calls for more training to ensure coaches are administering the protocol as designed. Although it was a previously validated measure, Parent-Teacher Involvement Questionnaire- Teacher (INVOLVE-T; Webster-Stratton et al., 2001) was used with preschool and kindergarten students, so caution in the interpretation was warranted since the current study used kindergarten, first and second grade students. The psychometric properties of the measures were not all available, so future studies should explore this important area. ,

The small sample size of eight participants made saturation an issue. They were all female and it would be important to learn more about male teachers' perspectives. With this number of responses, the teachers interviewed provided varied data. However, several themes emerged during cross-analyses from the interviews. The interventions found in the systematic literature review were primarily quantitative. Teacher perspectives are underrepresented in the literature, so although limited in number, the eight perspectives were important to capture. Teachers' stories shed light on many issues that played a significant role in their ability to partner with families. Their stories may mirror other teachers' stories, which underscore the need for future research to further investigate teacher perspectives.

This study adds to the existing literature on teacher perceptions on partnering with families of students at risk for EBD. Teacher perspectives are often used in educational research, but there were no studies found on home-school partnerships from the teachers' perspectives; even fewer on teachers' perspectives about partnering with the families of students at risk for EBD. There is greater emphasis being placed on the families for home-school partnership interventions. The family perspective is critical, but as the findings of this study show, the teacher as the other partner is just as important. Home-school partnership interventions will only

be successful when those involved in the treatment have opportunities to reflect and give feedback.

The data in this study echoes Sheridan et al. (2016) sentiments of what they have learned over the last decade conducting home-school partnership intervention research, "careful reflection and years of experience have uncovered the complexities of the execution, interpretation, and translation of partnership research" (p. 23). Teacher and family perspectives need to be examined further. More work is necessary to help identify the most important components of the HSP process. Future interventions need to be analyzed to determine the components that are and are not effective. In order to learn more about these interventions' effectiveness, researchers must ask the teachers how they feel about the strategies. Eight cases were just the start to what should be a district, state, or nationwide initiative to learn more about teachers' and families' perceptions on home-school partnerships.

The following directions for future research are targeted for students at risk for EBD. Further mixed methods research should be conducted at schools with a HSP component to evaluate the experiences of teachers and families. Teacher identity should be examined, such as class identity to learn more about the factors that influence teachers' willingness to partner or not partner. More focused HSP research on students that have or are at risk for EBD is critical to help bridge gaps between the families of these students and their teachers. In addition, the contextual factors that influence teachers' motivation and willingness to partner need to be explored. More focus on the roles and responsibilities of teachers, schools, and community factors will shed light on how teachers can and should partner with their students' families.

As a final important note: the strongest teacher's experience in the current study began her partnership attempts from the first day of school. She created and sent a survey home that

asked the family what she should know about their child. This placed the family in a position of shared power and responsibility. Teachers must remember that the family knows more about that child than they do. Conversely, teachers want to be treated with respect and feel their hard work is shared with the family. Teachers shared some hurtful comments and frustrating situations that they had faced when trying to partner with families in the past. They feel overwhelmed and stressed, which helps justify why they may not want to partner with people who make them feel more stressed and overwhelmed. This is related to the support teachers receive.

Coaches played this role for BiC-E, but schools and districts must make efforts to help teachers with their home-school partnerships. The current study showed promising results that need to be replicated and expanded. If these results hold true: teachers' experiences represent an important message to all families and educators: communication and empathy can lead to trusting partnerships, if they are willing to try.

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BEST in CLASS - Elementary
Parent Interventions Literature Review Coding Manual

Research Question

What are the classroom-based practices/strategies identified in the literature that have been used to increase home-school communication and family engagement of children (Kindergarten - grade 2) who have emotional and behavioral disorders or problem behaviors?

Databases

1) ERIC (ProQuest)
2) EBSCO
    a. Academic Search Complete
    b. Psychology and Behavioral Sciences Collection
    c. Education Research Complete
3) Social Science Citations Index (within Web of Science)
4) PsychInfo

Search Terms

Use the groups of search terms below. All search terms in each cluster will be pasted into one search row (total of five rows), simply cut and paste. There should be ANDs between all search rows.

> "parental engagement" OR "parental involv*" OR "home school" OR "partnership" OR behavior OR problem* OR challeng* OR communication
>
> parent OR caregiver OR family OR home
>
> school-based OR intervention OR strategies OR teacher OR classroom
>
> kindergarten OR elementary

Search Procedures/Parameters by Database

- EBSCO
    - Click Academic Search Premier to access database list
    - Click on Choose Databases
    - Select all of the following databases
        - Academic Search Complete
        - Psychology and Behavioral Sciences Collection

    - Education Research Complete
  - Limit Results - Published Date from January 2005 to January 2015; Scholarly (Peer Reviewed) Journals
    - Academic Search Complete- Language English; Document type article
    - Education Research Complete- Publication type academic journal; Document type article
    - Psychology and Behavioral Sciences Collection- Document type article
  - Refine results- NAICS/Industry- Elementary and Secondary Schools, all other miscellaneous schools and instruction
  - Results: 248

- ERIC (ProQuest)
  - Select Advanced Search
  - Limit to Peer Reviewed; Publication date January 2005 to July 2015; Document Type report-research; Language English
  - Refine results- education type; Elementary Education
  - Results- 473

- Social Science Citation Index (within Web of Science)
  - Within Web of Science/Knowledge, ensure that only Social Sciences Citation Index is selected from the Citation Databases
  - Limit Search - Time Span, select from 2005 to 2015
  - Refine results- Languages, select English; Document Types, select Article; Web of Science categories- select psychology developmental, education educational research, psychology educational
  - Results- 337

- PsycINFO
  - Sciences Citation Index is selected from the Citation Databases
  - Limit Search - Time Span, select from 2005 to 2015
  - Results- 969

- Hand search through key journals
  - Limit Search - Time Span, select from 2005 to 2015
  - Results- 1

Total- 2,027
Duplicated Removed- 114
Articles included in the inclusion/exclusion criteria = 1,913

Inclusion/Exclusion

An initial review of article abstracts will be completed to determine whether articles are excluded according to the parameters described below. A full version of articles that are not excluded after this initial abstract review will be accessed to read further in order to determine inclusion/exclusion based on the parameters described below. The full version of an article will also be reviewed if there is insufficient information in the abstract to complete the initial abstract review. Full articles will be reviewed for inclusion/exclusion by identifying the following categories in order.

Definitions

1. Is it an empirical study that employs an intervention that trains teachers to facilitate home-school communication with a family component as an outcome?
    a. Definition: Training provided to teachers in specific skills that manipulate features of the environment that have target outcomes that promote home-school relationships (Examples include increases in parent engagement, parent communication or parent trust).
    b. Exclude medical interventions
    c. Response options: Yes, No

2. Does it focus on teachers working with grades K – Grade 2?
    a. Definition: At least one child is in the following grades or age range: Kindergarten, Grade 1, Grade 2 or between 3 and 8 years of age?
    b. Response options: Yes, No

3. Does the intervention involve children at-risk or who have been identified for emotional/behavioral disorders?
    a. Definition: Children who engage in chronic externalizing problem behaviors that place them at-risk for emotional/behavioral disorders (EBDs)
    b. Exclude children with Autism
    c. Response options: Yes, No

- **Include**

- **Response Options: Yes, No**

NOTE: This column should not be answered until all other columns are completed with the exception of qualitative studies.

FINAL 10.6.16

BEST in CLASS Elementary Home-School Partnership Manual

Behavioral, Emotional, and Social
Training: Competent Learners Achieving
School Success

Welcome to BEST in CLASS Elementary!

We are excited to be working with you to support the development and growth of collaborative and reciprocal partnerships with the families of students in your class, particularly those students who display challenging behaviors. When families and teachers see each other as partners in supporting children's learning, a caring community forms around students helping them learn and grow. The use of the BEST in CLASS Elementary home-school partnership strategies are designed to help enhance positive teacher-family interactions, foster productive conversations, and provide support to both teachers and families to help proactively problem solve if challenging situations arise.

Why is the BEST in CLASS Elementary home-school partnership important?
Some students in your classroom demonstrate emotional or behavioral responses that are more intense and persistent than other students their age. Often, they demonstrate challenging behaviors both at school and at home, which can present difficulties for both teachers and families. The BEST in CLASS Elementary intervention is designed to enhance and support *your* use of effective teaching Practices and *engage* families in the process. You may currently use some of the BEST in CLASS Elementary Practices to create partnerships with families; however, when teachers strategically and intentionally increase their communication and enhance their partnerships with families, many families will be more willing to help you cultivate their children's social and behavioral skills necessary for school success. That is what it means to be collaborative and reciprocal!

How can the BEST in CLASS Elementary home-school partnership manual help you?
As you work with your coach on implementing the BEST in CLASS Elementary Practices in your classroom, you will also work on developing and maintaining home-school partnerships with your students' families. The CARES framework (Rosenberg, 2007) will serve as your guide in learning skills and strategies that are key to home-school partnerships, including developing authentic home-school relationships, engaging in reflective thinking, communicating effectively, and demonstrating cultural sensitivity. This manual is provided as a resource to help you increase your collaboration with families and will be used during meetings with your coach. It also can serve as a reference and resource whenever you need it.

Included are the following sections:

- ✓ An overview of the home-school partnership process
- ✓ A case study example
- ✓ The CARES framework
- ✓ CARES framework components
- ✓ "Family Meeting: Establishing a Connection" and "Home-School Partnership Action

Plan" forms are included with explanations of how to use them

- ✓ Common challenges to the home-school partnership and the problem solving approach to addressing these challenges are illustrated

Home-School Partnership Process

As a critical part of the BEST in CLASS Elementary intervention, the home-school partnership will be developed and maintained by completing several sequential steps, as outlined below and further explained in the manual. The following flowchart provides an overview of the home-school partnership process you will address with your coach (during coaching meetings) and steps for working collaboratively with families (during family meetings). It is important to note that each home-school partnership will be individualized to tailor for the unique needs of each family. Although the BEST in CLASS Elementary Home-School Partnership process remains the same, you will work collaboratively with each family to identify their goals and needs related to their child and how you can support them. Your coach is there to help provide support as you work with the families of students in your class!

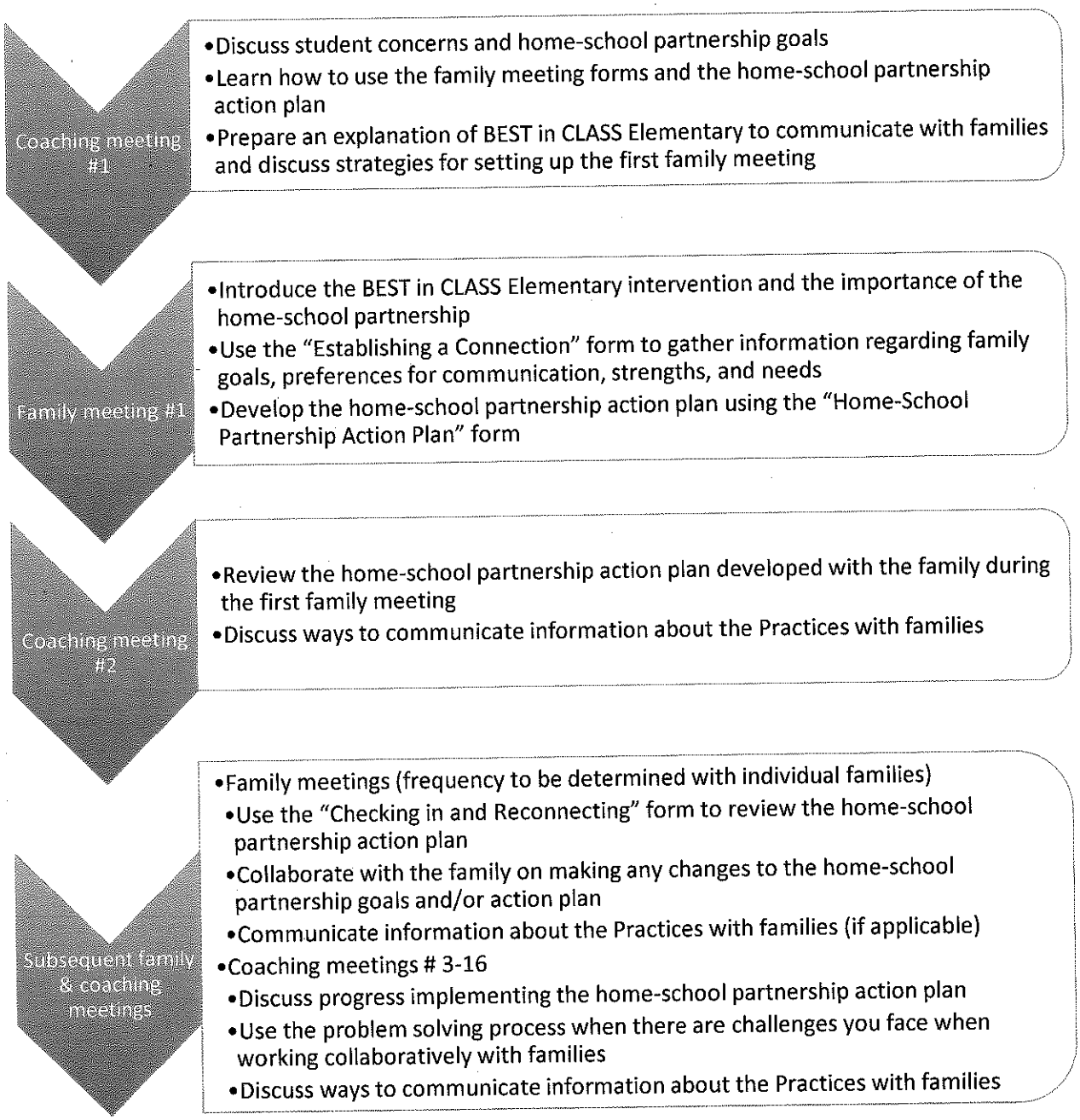
BEST in CLASS Elementary Home-School Partnership: Case Study

Throughout this manual, you will be given various strategies and suggestions for promoting home-school partnerships. In order to support your understanding, many of these strategies and suggestions are presented with examples that reference the following case study:

Roshanda is a 30-year-old, single mother of Devonte (7) and Briana (13). The family lives in a small apartment in a low-income area and Roshanda works two jobs to make ends meet. Because of her inflexible work schedule, she is often not available for family engagement activities or parent-teacher meetings. Her long work hours mean she is not at home until late in the evening, leaving Brianna in charge of watching Devonte after school until Roshanda gets home. Roshanda recently had to sell her car, so she relies on the bus for transportation.

Halfway through the school year, Roshanda begins to get phone calls from Devonte's teacher, Ms. Taylor, regarding his behavior. Roshanda has never communicated with Ms. Taylor before. Ms. Taylor leaves multiple phone messages telling Roshanda that Devonte is misbehaving in class. Ms. Taylor sounds increasingly frustrated and upset in the messages and informs Roshanda she needs to come to the school to meet with school staff about the issues. Because Roshanda is overwhelmed with work and stressed about finances, she misses the phone calls. Roshanda is concerned about Devonte's behavior and cares about his success in school, but feels intimidated when it comes to dealing with the school and embarrassed about her limited resources for involvement. She finally calls Ms. Taylor back, but finding a meeting time is difficult. Ms. Taylor tells Roshanda that Devonte is being sent to the office most days for aggressive behavior. Roshanda worries that Devonte will get kicked out of school.

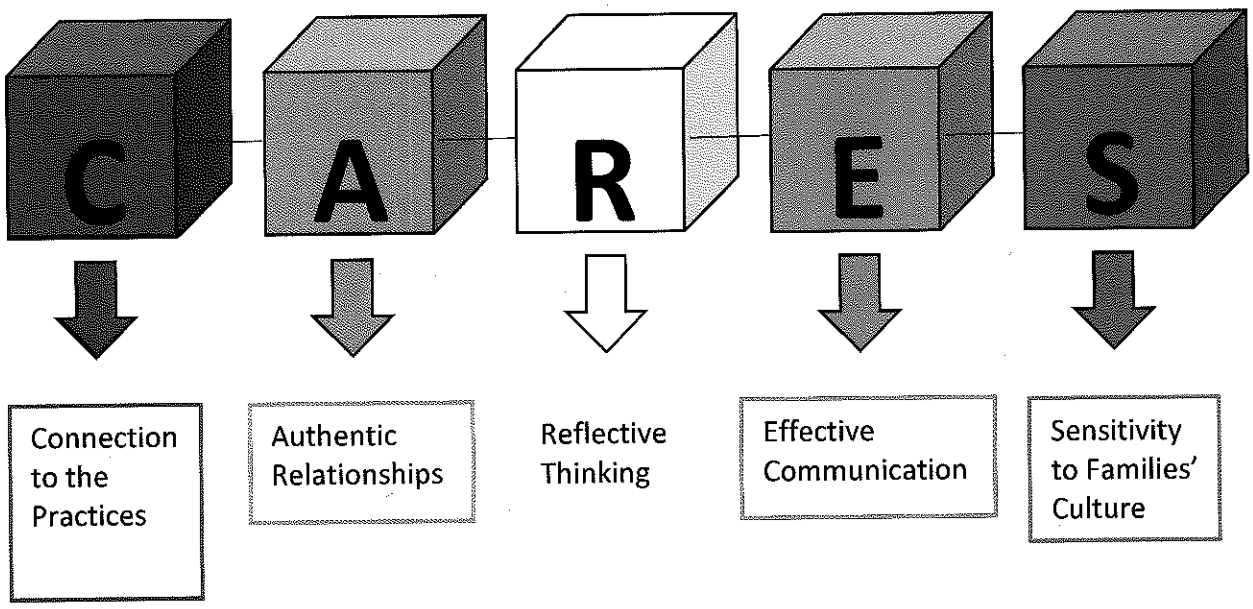
Ms. Taylor assumes Roshanda doesn't care about Devonte's schooling since she doesn't make the effort to meet in person and can never be reached by phone. Having such a busy schedule, Ms. Taylor hates wasting time trying to involve resistant families. She can't understand why Roshanda doesn't just take off work or find a reliable communication method. Ms. Taylor has dealt with parents like this before and knows there is no use in trying to engage them. She has had much more success with engaging families from schools outside of low income areas. She has often felt Devonte's bad behavior comes from his home environment and lack of family support. Even if Roshanda eventually meets with her, Ms. Taylor is not confident she can work with Roshanda to solve this issue and improve Devonte's behavior. She is ready to give up on Devonte and Roshanda.


Coaching meeting #1
•Discuss student concerns and home-school partnership goals
•Learn how to use the family meeting forms and the home-school partnership action plan
•Prepare an explanation of BEST in CLASS Elementary to communicate with families and discuss strategies for setting up the first family meeting
Family meeting #1
•Introduce the BEST in CLASS Elementary intervention and the importance of the home-school partnership
•Use the "Establishing a Connection" form to gather information regarding family goals, preferences for communication, strengths, and needs
•Develop the home-school partnership action plan using the "Home-School Partnership Action Plan" form
Coaching meeting #2
•Review the home-school partnership action plan developed with the family during the first family meeting
•Discuss ways to communicate information about the Practices with families
Subsequent family & coaching meetings
•Family meetings (frequency to be determined with individual families)
•Use the "Checking in and Reconnecting" form to review the home-school partnership action plan
•Collaborate with the family on making any changes to the home-school partnership goals and/or action plan
•Communicate information about the Practices with families (if applicable)
•Coaching meetings # 3-16
•Discuss progress implementing the home-school partnership action plan
•Use the problem solving process when there are challenges you face when working collaboratively with families
•Discuss ways to communicate information about the Practices with families

BEST in CLASS Elementary Home-School Partnership Framework

Your coach will support you as you work with each family to develop an individualized BEST in CLASS Elementary home-school partnership action plan. This plan is guided by the CARES framework (adapted from Rosenberg, 2007). CARES was originally developed as a framework to support culturally responsive and supportive interactions between teachers and students in their classrooms (Bradshaw, Debnam, Larson, Hardee, & Asuncion-Bates, 2015). We have adapted the framework to help teachers learn to engage in culturally responsive and supportive interactions with families of students in their classrooms. The CARES framework includes the following components. Further explanation of each practice follows.

C Connection to the Practices
A Authentic relationships
R Reflective thinking
E Effective communication
S Sensitivity to families' culture



CARES: Connection to the Practices

What is connection to the Practices?
Teachers who connect the home-school partnership process to the BEST in CLASS Elementary Practices inform families about the BEST in CLASS Elementary intervention and how to extend the use of these Practices into the home. Teachers who connect the home-school partnership to the Practices do the following:

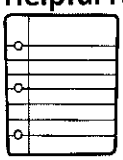
- Tell families about how the Practices are being used with their child in the classroom
- Ask families for input regarding concerns and behaviors and the use of Practices
- Suggest ways families can use the Practices to promote positive behaviors with their child at home.
- Use the BEST in CLASS Elementary At Home forms to communicate the use of the Practices with families and ask how the Practices are working or not working for them at home

Why is connection to the Practices important?
Teachers who connect the home-school partnership to the BEST in CLASS Elementary Practices are enhancing home-school communication and collaboration efforts by involving families in their child's intervention and creating a unified system of support. In addition, they are increasing the effectiveness of the Practices by encouraging their use across multiple settings (e.g., home, car, and school). When the Practices are used by both teachers and families, student behavioral improvements are more likely.

Examples:

- **Inform families about BEST in CLASS Elementary:** Ms. Taylor just learned about how to use Behavior Specific Praise in her classroom with Devonte to improve his problem behavior. During a family meeting, she tells Roshanda what Behavior Specific Praise is and how Devonte sometimes responds positively to her use of the practice.
- **Get family input:** Ms. Taylor asks Roshanda to express her thoughts about Behavior Specific Praise and how it could be more effective for Devonte in the classroom. Roshanda suggests using stickers as reinforcement along with Behavior Specific Praise.
- **Give suggestions:** Ms. Taylor has a discussion with Roshanda about how Behavior Specific Praise can be used to address Roshanda's concerns with Devonte's difficulty following directions at home. Ms. Taylor and Roshanda come up with situations and examples of how Roshanda will use the practice at home.
- **BEST in CLASS Elementary At Home form:** Ms. Taylor completes the BEST in CLASS Elementary At Home form and Roshanda uses it to communicate how their plan is working at home.

Helpful resource:



The BEST in CLASS Elementary At Home forms starting on the next page can be sent home to families as a way to inform them of the Practices you are using in the classroom and ways they can use them at home.

BEST IN CLASS ELEMENTARY AT HOME

Student Name:

Supportive Relationships

Date:

A note from your child's teacher...

I am using a Practice called *"Supportive Relationships"* with your child in class.

Using "supportive relationships" is a way I can **build caring and trust** with students. When I am **friendly, warm, and thoughtful** with your child, _____ knows that I care. For example, I might use "supportive relationships" by saying, "I'm so glad to see you this morning! I love your shirt! How was your weekend?" You can also use "supportive relationships" at home to help your child know you want to know about things that are important to them.

Examples of using "supportive relationships" at home:

- "I want to hear about your day. What was a great and not-so-great part of your day?"
- "I'm sorry you're not feeling well today. Is there anything I can do to help you feel better?"
- "What are you doing? Can I see that video-game too?
- "How did show and tell go today?" Depending on their response, either a high five to celebrate or a word of encouragement, "It's okay! We can practice before your next turn."

How and when could you use "supportive relationships" at home?

BEST IN CLASS ELEMENTARY AT HOME

Student Name:

Date:

Rules

A note from your child's teacher...

I am using a Practice called *"Rules"* with your child in class.

"Rules" help students learn the expectations at school. When I **remind your child of rules,** _____ is better able to learn, understand, and follow them. For example, I might use "rules" by saying, "Before we start our school day, let's review our classroom rules. Who can tell me what rule number 1 is?" You can also use "rules" at home to teach your child home rules and expectations and let them know when their behavior has broken a rule.

The "rules" we use at school are:

Examples of using "rules" at home:

- "What is our house rule about cleaning up our messes?"
- "Thank you for sharing your toys with your sister. You're following our rule to share."

How and when could you use "rules" at home?

BEST IN CLASS ELEMENTARY AT HOME

Student Name:

Date:

Active Supervision

A note from your child's teacher...

I am using a Practice called *"Active Supervision"* with your child in class.

Using "active supervision" means I **watch over students** to help spot problem behaviors before they happen. When I am **watching, standing close by,** and **interacting with** your child, I am better able to step in when something happens. For example, I might use "active supervision" by moving close to two students who are working together, but often don't get along. By standing close to them, they are more likely to get along. You can also use "active supervision" at home to stop problems from happening and catch problems as they begin.

Examples of using "active supervision" at home:

- At the store, your child often pulls things off the shelf and thinks it is funny. Make sure to walk on the side of the aisle closest to the items to prevent your child from pulling anything off the shelf.

- In the neighborhood playground, your child takes toys away from other children. Position yourself near your child in order to watch them closely and help remind them of the rules.

How and when could you use "active supervision" at home?

BEST IN CLASS ELEMENTARY AT HOME

Student Name:

Precorrection

Date:

A note from your child's teacher...

I am using a Practice called *"Precorrection"* with your child in class.

I **remind students how they should act or behave before** activities or events where they might be struggling. In the classroom, this is called "precorrection." By **telling your child what the expectations are and what they should do before they do it** helps teach _____ the appropriate behaviors. For example, I might remind students of how they should behave by saying, "Before we start our reading activity, make sure you are listening for what to do and follow the directions I give you." You can also practice this at home to help your child know how to behave before an activity occurs.

Examples of using "precorrection" at home:

- "We are going to the grocery store now. Remember that I want you to stay by my side while we shop."
- "We are about to go into the library, so you must talk softly."

Are there home activities where your child often gets in trouble? How or when could you use "precorrection" at home?

BEST IN CLASS ELEMENTARY AT HOME

Student Name:

Date:

Modeling

A note from your child's teacher...

I am using a Practice called *"Modeling"* with your child in class.

Modeling means I **show students a behavior or skill** to help them learn it. By having your child see me demonstrate a behavior or academic skill first, _____ is better able to do it. For example, I might use "modeling" by saying, "Watch me walk to the door to line up; now you try." You can also use "modeling" at home to show your child how to do things.

Examples of using "modeling" at home:

- "When I am angry I take a deep breath like this, can you take a deep breath like I just did?"
- "See how I am putting my clothes away? Do it with me."

How and when could you use "modeling" at home?

BEST IN CLASS ELEMENTARY AT HOME

Student Name:

Date:

Opportunities to Respond

A note from your child's teacher...

I am using a Practice called *"Opportunities to Respond"* with your child in class.

Using "opportunities to respond" is a way I can help keep students interested and engaged in learning by giving a chance (or opportunity) for them to participate and show me what they know. **By asking your child questions, giving them things to do, and getting them to join in activities,** _____ is more engaged in learning and has less time to misbehave. For example, I might use "opportunities to respond" by saying, "Raise your hand if you know the answer to the math question." You can also use "opportunities to respond" at home to help your child learn positive behaviors and skills for school success.

Examples of using "opportunities to respond" at home:

- "Let me see you share your video game with your brother."
- "Can you show me how you sit quietly and read while I'm on the phone?"

How and when could you use "opportunities to respond" at home?

BEST IN CLASS ELEMENTARY AT HOME

Student Name:

Behavior Specific Praise

Date:

A note from your child's teacher...

I am using a Practice called *"Behavior Specific Praise"* with your child in class.

When I use "behavior specific praise," I **tell students exactly what they have done right**. I **use it right after your child shows a positive behavior** so _____ knows to use that behavior again in the future. "Behavior specific praise" statements are more specific than "Great job!" or "Way to go!" For example, I might use "behavior specific praise" by saying, "Great job following the rules and keeping your hands to yourself in the hallway." You can also use "behavior specific praise" at home to let your child know what they are doing right and what you want them to do again.

Examples of using "behavior specific praise" at home:

- "Thank you for coming to the kitchen the first time I called you."
- "You're doing a great job of working on your homework while I make dinner!"
- "I really appreciated when you were quiet while I was talking to another adult."

How and when could you use "behavior specific praise" at home?

BEST IN CLASS ELEMENTARY AT HOME

Student Name:

Date:

Emotion Regulation

A note from your child's teacher...

I am using a Practice called *"Emotion Regulation"* with your child in class.

"Emotion regulation" means I **label different feelings** and **help students to use strategies to calm down** when they are having feelings such as anger, frustration, or sadness. By having your child identify and control strong emotions, _____ is more positively engaged and has better relationships with peers and adults. For example, I might use "emotion regulation" by saying, "You seem frustrated completing your math seatwork today. Do you want to talk about your feelings?" You can also use "emotion regulation" at home to help your child handle strong feelings.

Examples of using "emotion regulation" at home:

- "I know you are mad at your brother for taking your toy. Instead of screaming at him, what could you do to calm down first before talking to him?"
- "I see you are upset about having to stop playing. Let's take a deep breath and count to ten."

How and when could you use "emotion regulation" at home?

CARES: Authentic Relationships

What are authentic relationships?
Teachers who are authentic are **genuine** and **trustworthy**. Teachers who demonstrate trust in order to build and sustain authentic relationships with families do the following:

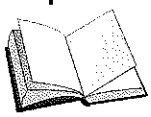
- Take the family's best interests to heart and act to protect them
- Show dependability by doing what you say you will do for families, acting consistently, and being available to provide support when they ask you for help.
- Act honestly, represent situations fairly, and speak truthfully to families
- Welcome open and honest communication with families

Why are authentic relationships important?
Teachers who are authentic are viewed by families as being qualified, fair, dependable, and having their child's best interests at heart. When teachers and families trust one another, they are more likely to engage in positive interactions and collaborate successfully.

Examples:

- **Actively welcome students and families:** Ms. Taylor lets Roshanda know that she is always welcome in the school building and greets her in an authentic and warm manner when she arrives.
- **Let families know they are valuable:** When Ms. Taylor is concerned about Devonte's aggressive behavior, she asks Roshanda for input and suggestions regarding any behavioral concerns. She lets Roshanda know her thoughts and opinions matter.
- **Be open with families:** Ms. Taylor asks Roshanda if she is experiencing any challenges that are making it hard for her to participate in Devonte's schooling. Ms. Taylor tells Roshanda she is available to communicate in the way that works best for Roshanda.

Helpful resources:



"Building Trust with Schools and Diverse Families" is a helpful guide to follow!
http://www.ode.state.or.us/opportunities/grants/saelp/trustnwrel.pdf

Simulate how you could engage families from the start.
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/pfce_simulation

Building authentic, trustworthy partnerships with families can be difficult. Below is a checklist with strategies that have been shown to help teachers build trust with their students' families. Use this checklist as a tool to identify which strategies you currently use and which strategies you might want to begin using in order to increase reciprocal and trusting communication with your students' families.

Strategies that Build Trust with Families Checklist

1. Greet families by name.

Use	Want to Use	Don't Want to Use
☐	☐	☐

2. Establish positive contact with families as soon as you can.

Use	Want to Use	Don't Want to Use
☐	☐	☐

3. Post a positive, welcoming sign for families.

Use	Want to Use	Don't Want to Use
☐	☐	☐

4. Communicate with and ask families for feedback regarding their child's behavior and learning.

Use	Want to Use	Don't Want to Use
☐	☐	☐

5. Communicate with and ask families for feedback regarding their child's behavior and learning.

Use	Want to Use	Don't Want to Use
☐	☐	☐

6. Make contact as soon as possible with families when there is a concern.

Use	Want to Use	Don't Want to Use
☐	☐	☐

7. Interact with families during group activities (e.g., family nights, multicultural celebrations).

Use	Want to Use	Don't Want to Use

☐ ☐ ☐

8. Reply promptly to any family concerns.

Use	Want to Use	Don't Want to Use
☐	☐	☐

9. Have printed materials in the languages spoken by your students' families or help translate those materials for families who speak and read other languages.

Use	Want to Use	Don't Want to Use
☐	☐	☐

10. Maintain regular, consistent and ongoing communication.

Use	Want to Use	Don't Want to Use
☐	☐	☐

11. Check home-school messages to make sure they are positive before they are sent out.

Use	Want to Use	Don't Want to Use
☐	☐	☐

12. Reach out to families through home visits, phone calls, and meetings or other means that families indicate are the best way to communicate.

Use	Want to Use	Don't Want to Use
☐	☐	☐

13. Keep communication focused on positive student outcomes and working together.

Use	Want to Use	Don't Want to Use
☐	☐	☐

Note. Adapted from Virginia Department of Education (2002)

CARES: Reflective Thinking

What is reflective thinking?

Teachers who are reflective thinkers do the following:

- Engage in self-reflection of personal biases, attitudes, and behaviors in relation to families
- Use **perspective taking skills** (i.e., walk a mile in someone's shoes)
- Check implicit bias (i.e., our automatic judgments, attitudes, feelings, and stereotypes about people we may not realize we have, but yet impact how we act towards others)
- Use a **strengths-based approach** when working with families
    - Reframe negative situations and problems into opportunities
    - Articulate positive and constructive views of difference
    - Focus on supporting families and building on their strengths (i.e., what families *can* do versus what they can't do.)

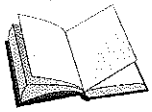
Why is reflective thinking important?

Teachers who practice reflective thinking are better able to understand and connect with their students' families. Reflective thinking is a necessary skill for changing negative teacher attitudes and behaviors that are based on false assumptions or prejudgments of families.

Examples:

- **Check implicit bias:** Ms. Taylor takes time to reflect on her automatic thoughts of Devonte's family. Initially she realizes that she has many negative attitudes and assumptions about Roshanda (e.g., "Roshanda doesn't care about Devonte's success in school because she isn't responding to my requests for a meeting") that are contributing to problems with the home-school partnership.
- **Use perspective taking:** Before getting upset at Roshanda for not returning her phone calls, Ms. Taylor takes time to think about the challenges to communication that Roshanda may be experiencing (e.g., phone issues, time constraints, etc.).
- **Use a strengths-based approach:** Ms. Taylor works hard to reframe her thinking about Devonte and his family. Instead of fixating on the negative (e.g., "Roshanda won't return my calls."), she concentrates on the positive and possible opportunities for change (e.g., Roshanda is able to return Devonte's signed permission slips for field trips. Maybe a home-school note or a text message would be a better way to communicate with her).

Helpful resources:



Learn more about implicit bias here!
http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/

This link provides a tool for helping you think about the factors that contribute to your perceptions and judgments as a teacher:
http://www.tolerance.org/teacher-perception-tool

Test yourself for implicit bias here:
http://www.tolerance.org/activity/test-yourself-hidden-bias

CARES: Effective Communication

What is effective communication?
Effective communication is a **two-way process** of exchanging information with families in a positive, respectful way. Teachers who effectively communicate with families do the following:

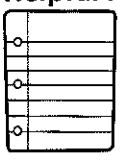
- Convey clear and concise messages so that families can receive and understand information exactly as intended
- Actively listen when families are expressing needs and concerns
- Use appropriate verbal (e.g. paraphrasing, invitation to talk, reflecting, showing acknowledgement by making small verbal comments) and non-verbal (e.g. making eye contact, open posture, setting non-distracting environment, leaning forward, attentive silence) communication skills

Why is effective communication important?
Teachers who use effective communication skills have better interactions with families. Effective communication skills are important for increasing understanding between teachers and families about student goals, needs, and concerns. When teachers communicate care and respect, families are more likely to engage in a collaborative relationship with teachers.

Examples:

- **Establish positive communication from the start:** Ms. Taylor sends home a friendly note *early* in the school year about how she is looking forward to getting to know Roshanda and Devonte.
- **Be flexible with your use of communication methods:** Rather than demanding Roshanda's involvement with a frustrated and complaining tone when she does not answer Ms. Taylor's phone calls, Ms. Taylor let's Roshanda know that she wants to talk with her and asks about how she prefers to send and receive messages about Devonte.
- **Stay positive:** Ms. Taylor shows support by focusing conversations on how she and Roshanda can work together to help Devonte with his behavior and how Ms. Taylor can provide assistance to Roshanda, instead of focusing on problems.

Helpful resources:



Use the BEST in CLASS Elementary Behavior Report Card (see template and example pages 24-25) as a way to communicate with families about student behavior.

This link has some cool ways to communicate with families online!
https://globaldigitalcitizen.org/12-apps-for-smarter-teacher-parent-communication

Establishing positive and reciprocal communication is easier said than done! Below is a checklist with strategies that have been shown to be successful in establishing effective home-school communications (i.e., effective communications between teachers and their students' families). Use this checklist as a tool to identify which strategies you currently use and which strategies you would like to begin using in order to improve the communication with your students' families.

Effective Communication Strategies Checklist

Use a strengths-based approach.

1. Send good news messages (by phone, email, letter, or text). For example, Devonte was used as our role model for raising his hand today. Way to go!

Use	Want to Use	Don't Want to Use
☐	☐	☐

2. Reach out to families *as soon as* a problem occurs. For example, touch base with Roshanda the first time you have a concern about Devonte and ask for her help.

Use	Want to Use	Don't Want to Use
☐	☐	☐

3. Talk about student concerns as areas for growth. For example, Devonte is a natural leader, but we are working on not calling out, so other students have a chance to answer.

Use	Want to Use	Don't Want to Use
☐	☐	☐

Focus communication on student behavior and learning.

4. Suggest ways families can use the Practices at home (see Connection to the Practices section).

Use	Want to Use	Don't Want to Use
☐	☐	☐

5. Conduct regular and ongoing home-school meetings to plan and monitor student academic and behavioral goals. One initial meeting will be discussed with your coach, as well as follow-up meetings.

Use	Want to Use	Don't Want to Use
☐	☐	☐

6. Talk to families about students' current behavior and academic performance. You can use a notebook to keep communicate and keep families informed of specific instances in order to give examples about the student.

Use	Want to Use	Don't Want to Use
☐	☐	☐

Develop a regular, reliable communication system.

7. Ask families to tell you the best way to contact them during the first family meeting and use that method.

Use	Want to Use	Don't Want to Use
☐	☐	☐

8. Give families information that inform them of their child's behavior and academic performance at school.

Use	Want to Use	Don't Want to Use
☐	☐	☐

9. Use various methods of communication (e.g., notes, face-to-face meetings, email, and phone).

Use	Want to Use	Don't Want to Use
☐	☐	☐

10. Offer to answer any questions families may have and follow-up as soon as possible. They will use these interactions as a way to gauge your dependability.

Use	Want to Use	Don't Want to Use
☐	☐	☐

Make sure families have the information they need to support student learning.

11. Provide multiple options for meeting times and locations. Continue to try and find a time that works, whether it is at their house or a convenient location outside of school.

Use	Want to Use	Don't Want to Use
☐	☐	☐

12. Coordinate supports, like the school psychologist, guidance counselor, or social worker, to help the families with issues that are out of your expertise.

Use	Want to Use	Don't Want to Use
☐	☐	☐

13. Check to make sure families understand what is being communicated. Make sure it is written in their native language.

Use	Want to Use	Don't Want to Use
☐	☐	☐

14. Refrain from using jargon when talking with families about school information and policies. Do not use abbreviations and keep the information simple and direct.

Use	Want to Use	Don't Want to Use
☐	☐	☐

Communicate informally and formally to build trust.

15. Plan family events during the evenings (e.g., family math nights).

Use	Want to Use	Don't Want to Use
☐	☐	☐

16. Provide workshops, YouTube video links, or other resources for families to learn about strategies to address behavior.

Use	Want to Use	Don't Want to Use
☐	☐	☐

17. Hold regular drop-in hours for families once a week before or after school.

Use	Want to Use	Don't Want to Use
☐	☐	☐

Emphasize shared responsibility with families for student success.

18. Share information with families on how they can use consistent language at home (e.g., rules that are the same at home/school).

Use	Want to Use	Don't Want to Use
☐	☐	☐

19. Discuss roles, responsibilities, and goals with families. This will be done during the first family meeting.

Use	Want to Use	Don't Want to Use
☐	☐	☐

20. Use language that promotes partnerships, such as "we" and "us."

Use	Want to Use	Don't Want to Use
☐	☐	☐

Note. Adapted from Virginia Department of Education (2002)

FINAL 10.6.16

BEST in CLASS Elementary Behavior Report Card

Name of Student: *Devonte* Date: *8/15/16*

Directions: Write each of the behaviors that the student is currently working on and the activities during which they typically happen. Please circle the number that best describes the student's behavioral expectations during each activity.

Target Behaviors	Activity 1: *Snack Time*	Activity 2: *Reading*	Activity 3: *N/A*	Activity 4: *N/A*
Being positive with friends	(1) 2 3	1 (2) 3	1 2 3	1 2 3

Note. 1 = Needs help 2 = Making progress 3 = Excellent

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This week your child is doing a great job on: *Devonte is doing a lot better during reading time. He is more focused on reading and he is participating more during class at this time.*

We are working on these skills: *Devonte still needs to work on teasing his friends less during snack time. I started using the following Practices during this time to increase Devonte's appropriate behavior with peers: Opportunities to Respond and Behavior Specific Praise. I am sending home the BEST in CLASS notes on how you can use these Practices at home with Devonte. Please let me know if you have any questions.*

Please let me know about your child's week at home.
What is your child doing a good job on?

What is your child working on?

Please return this report card signed to me and let me know if you have any questions.

FINAL 10.6.16

BEST in CLASS Elementary Behavior Report Card

Name of Student: _____ Date: _____

Directions: Write each of the behaviors that the student is currently working on and the activities during which they typically happen. Using the Likert scales, please circle the number that best describes the student's behavioral expectations during each activity.

Target Behaviors	Activity 1:	Activity 2:	Activity 3:	Activity 4:
	1 2 3	1 2 3	1 2 3	1 2 3
	1 2 3	1 2 3	1 2 3	1 2 3
	1 2 3	1 2 3	1 2 3	1 2 3

Note. 1 = Needs to work on behavior. 2 = Behavior getting better. 3 = Behavior under control.

This week your child is doing a great job on:

We are working on these skills:

Please let me know about your child's week at home.
What is your child doing a good job on?

What is your child working on?

Please return this report card signed to me and let me know if you want to meet or if you have any questions.

CARES: Sensitivity to Families' Culture

What is sensitivity to families' culture?
Teachers who are sensitive to the culture of students and families do the following:

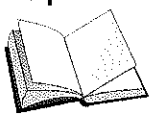
- Understand the **influence of family experiences, race, ethnicity, and culture** on home-school partnerships
- **Engage in reflective thinking** of personal cultural background and family experiences that impact how they view students' families
- **Demonstrate flexibility** in communicating and engaging with families depending upon needs, resources, and cultural differences
- Employ strategies that **respect and acknowledge cultural differences** in life experiences and viewpoints

Why is sensitivity to families' culture important?
Teachers who are culturally responsive in their thinking, communication, and actions with families demonstrate care and respect for family differences. Cultural sensitivity is a necessary skill for establishing individualized home-school partnerships with diverse families.

Examples:

- **Show interest in your student, their family, and cultural background:** Ms. Taylor asks Devonte and Roshanda about who is a part of their family and what they like to do together.
- **Reflect on your own personal cultural background:** Ms. Taylor takes the time to think about her own family experiences. She realizes that growing up having parents highly engaged in her schooling contributed to her assumption that Roshanda would always be available to communicate by phone.
- **Adapt to family differences:** Ms. Taylor makes changes to how she communicates with Roshanda by sending a note home instead of making a phone call, since Roshanda does not have access to a reliable telephone.

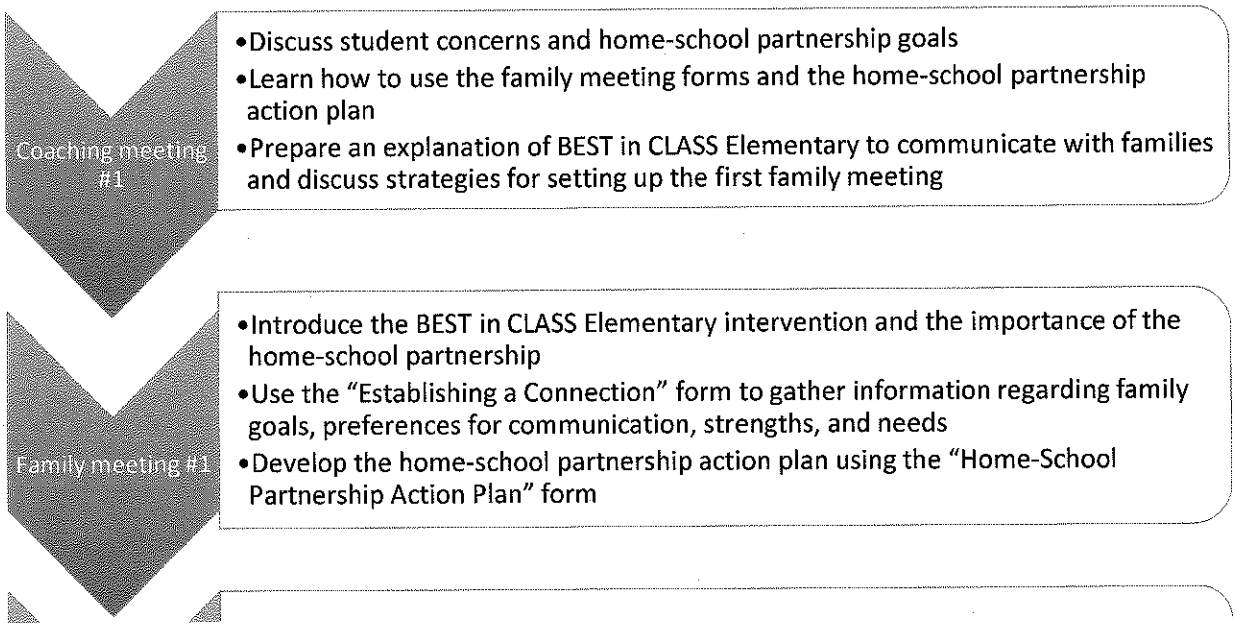
Helpful resource:



Here are some tips on connecting with diverse students and families: http://www.scholastic.com/teachers/article/connect-kids-and-parents-different-cultures-0

Now that you have learned each of the components of the CARES framework, you are equipped with the skills and strategies needed to establish effective culturally responsive partnerships with your students' families. Throughout the coaching process, your coach will help you to apply each of these skills and strategies in order to achieve the home-school partnership goals. Let's begin! The first step is to work with your coach to plan and prepare for the first family meeting to establish a connection!

Implementing BEST in CLASS Elementary Home-School Partnership



Family Meeting # 1: Establishing a Connection

During this meeting:

- Discuss the student's strengths
- Ask the parent or caregiver for his/her goals for their child
- Discuss the behavioral needs of the student in your classroom
- Jointly set a home-school partnership goal to address the student's behavioral concerns and plan the steps to achieve the home-school partnership goal
- Determine family communication and involvement preferences and establish a system of two-way communication

Remember to use the principles outlined in the CARES framework, emphasize student and family strengths, and use reflective listening to the family's ideas and concerns!

Following the meeting:

- Summarize the goal and action plan
- Exchange contact information
- Plan a future checking in/reconnecting meeting

Here is a step-by-step process to help you achieve your overall goal of a strong home-school partnership!

Family Meeting: Establishing a Connection			
Steps to achieve the goal	Supports you have	Goal achievement (Y/N)	Additional supports you need / Additional notes
Step 1: Introduce the BEST in CLASS Elementary intervention to the family			
Introduce the BEST in CLASS Elementary intervention.	Your coach will help you prepare an explanation of BEST in CLASS Elementary and discuss the best way to communicate this with the family during the first coaching meeting.		
Explain how the home-school partnership can benefit the student and family.			
Step 2: Get the family's perception on student's strengths			
Talk about student strengths and positive characteristics with the family.	You will have training on positive communication strategies. Your coach will help you use the information regarding student strengths to develop the home-school partnership action plan.		
Get the family's perceptions regarding strengths. Ask, "What are some things (student name) does well?"			
"What kinds of things does (student name) like to do?"			
"What are some areas you think (student name) can improve upon?"			
Step 3: Discuss the behavioral needs of the student			
Get the family's perceptions regarding concerns. Ask, "What concerns do you have about (student name)'s behavior?"	You will discuss your concerns regarding the student's behavior with your coach during the first coaching meeting. Your coach will help you use the information regarding student concerns to develop the		
Talk about your concerns regarding the student's behavior.			

	home-school partnership action plan.		
Step 4: Develop the home-school partnership action plan			
With the family, set a goal to address the student's behavioral concerns.	Your coach will teach you how to make a goal using the "Home-School Partnership Action Plan" form during the first coaching meeting. An example of a completed action plan is provided for you.		
Jointly plan the steps to achieve the home-school partnership goal using the "Home-School Partnership Action Plan" form.			
Step 5: Establish a system of two-way communication			
Determine family communication preferences. Ask, "What is the best way for me to get in touch with you?" (e.g., text message, phone call, email, note home, behavior report card, phone app)	You will have training on establishing and maintaining communication with the family. You and your coach will discuss specific communication challenges and challenges you have with the family and find potential solutions using the problem solving approach.		
"If (student name) was having behavioral issues at school, how would you like me to communicate this to you?"			
"What's the best time for you to talk with me about (student name)'s behavior?"			
Exchange contact information and plan a future checking in/reconnecting meeting.			
Explain how to use the Behavior Report Card as a way to communicate about the student's behavior.	You will learn how to use the Behavior Report Card during the training.		
Step 6: Determine family involvement preferences			
Get the family's	Your coach will offer you		

perceptions regarding involvement. Ask, "How would you like to be involved in (student name)'s learning this school year?"	support on how to involve families in school activities.		
Provide support to the family. Ask, "How can I help support your involvement in (student name)'s learning this school year?"			
Step 7: Summarize the meeting			
Record family communication and involvement preferences and future meeting information. Summarize the home-school partnership goal and action plan. Document any challenges you encounter and further supports you may need from your coach.			

One of the critical goals of the first family meeting is to jointly set a plan to establish a strong home-school partnership plan to facilitate the student to be successful at home and at school. Remember this is a process and can take time.

The "Home-School Partnership Action Plan" form below will help you with this process. Once developed, this action plan will be modified throughout the school year based to continue to address the student's and family needs.

Below is an example of the home-school partnership action plan developed together by Roshanda and Ms. Taylor during the first family meeting.

Home-School Partnership Action Plan-Example

What goal(s) for improving the home-school partnership would you like to achieve? Goals should be *specific*, *measurable*, and *reasonable.*	**Example:** *Roshanda and I want to increase our communication about Devonte's aggressive behaviors (i.e., hitting and screaming) once a week. In these weekly communications, Roshanda and I would like to discuss strategies for how to effectively address Devonte's behaviors at home and school.*
What step(s) will need to be taken to achieve this goal(s)? Describe *who* will carry out each step, *define* each step, and *when* each step will be completed.	**Example:** *I will send home the BEST in CLASS Elementary Behavior report card every Friday to Roshanda. On the report card I will inform Roshanda about Devonte's challenging behaviors as well as positive skills Devonte learned that week at school. I will also send home a "BEST in CLASS Elementary at home" sheet to let Roshanda know how she can use BEST in CLASS Elementary strategies to improve Devonte's behaviors. Roshanda will return the report card every Monday with comments/concerns/suggestions. I will provide her my phone number in case she has any questions and follow up with a phone call to check in with her.*
What resources will be needed to achieve this goal(s)?	**Example:** *My coach will help me write the first BEST in CLASS Elementary report card. In addition, my coach will send me an email reminder each week. I will get the "BEST in CLASS Elementary behavior report card" and "BEST in CLASS Elementary at home" sheets from my manual.*

How will you know the goal(s) was achieved? Indicators should be *specific* and *measurable.*	**Example:** *The signed BEST in CLASS Elementary report card that I will get from Roshanda each week will serve as an indicator that our goal of communicating weekly has been met. Roshanda will initiate contact with me when she has questions.*

Note: This action plan should be reviewed and revisited throughout the coaching process. Changes to the goal and/or action steps may be made at any time.

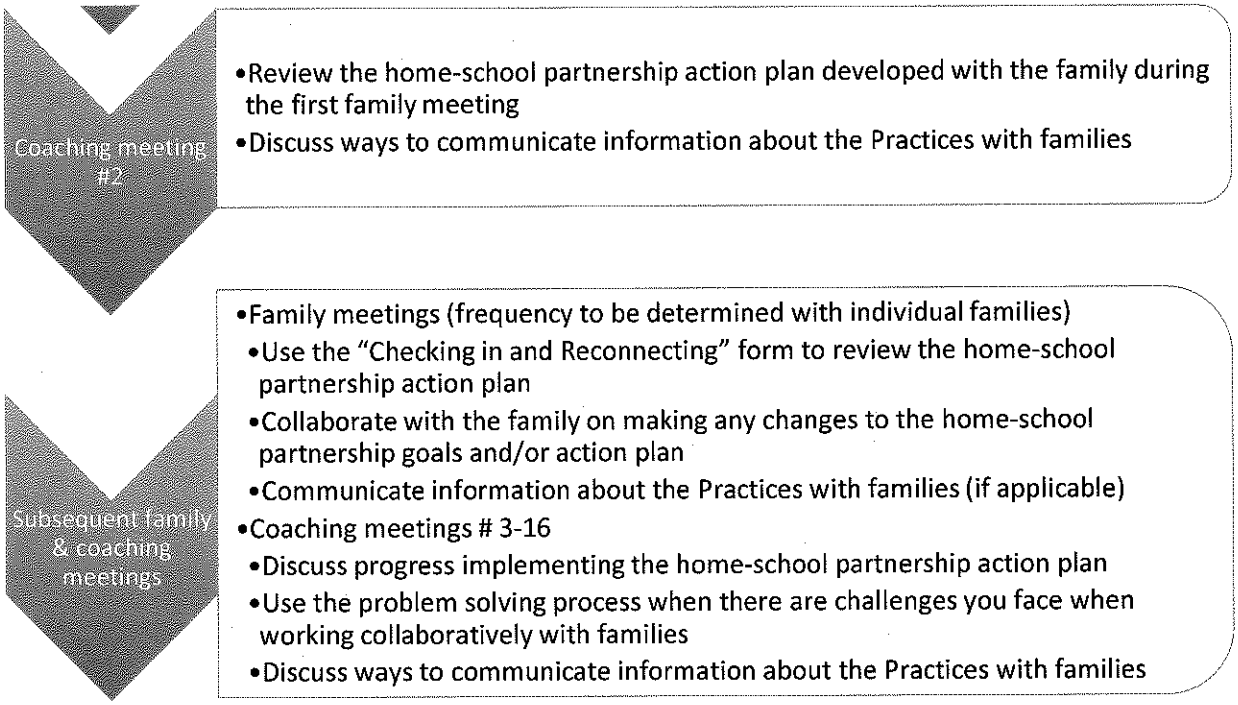
Home-School Partnership Action Plan

What goal(s) for improving the home-school partnership would you like to achieve? Goals should be *specific, measurable*, and *reasonable.*	
What step(s) will need to be taken to achieve this goal(s)? Describe *who* will carry out each step, *define* each step, and *when* each step will be completed.	
What resources will be needed to achieve this goal(s)?	

How will you know the goal(s) was achieved? Indicators should be *specific* and *measurable.*	

Note: This action plan should be revisited throughout the school year. Changes to the goal and/or action steps may be made at any time.

Establishing the home-school partnership is an ongoing process and requires dedication and persistence. You will actively work with your coach and the families to better achieve the home-school partnership goals. Once you have established a means for communicating, you will continue to hold coaching and family meetings as needed. Below are steps that can help facilitate that process.



Family Meeting: Checking in and Reconnecting

During these meetings:

- Use the "Family Meeting: Checking in and Reconnecting" and "Home-School Partnership Action Plan: Review" forms
- Review the home-school partnership goal and action plan
- Discuss satisfaction with the plan- is the goal being met?
- Determine whether to continue or change the plan
- Determine the need for future meetings

Remember to use positive communication and collaborative language (e.g., "we" instead of "I"), emphasize student and family strengths, and use reflective listening to the family's ideas and concerns!

Following these meetings:

- Summarize the plan
- Discuss the need for future meetings

The form below can help you plan and implement future meetings with families.

Family Meeting: Checking in and Reconnecting			
Steps to achieve the goal	Supports you have	Goal achievement (Y/N)	Additional supports you need / Additional notes
Step 1: Review the home-school partnership goal and action plan			
Review the home-partnership goal with the family.	You and your coach will discuss progress made towards achieving the home-school partnership goal. Your coach will help you prepare how to talk with the family about progress made towards the home-school partnership goal.		
Go through the developed action plan and record the achieved and unachieved plan steps using the "Home-School Partnership Action Plan: Review" form.			
Discuss progress made towards the goal and any barriers that might exist.			
Step 2: Make necessary changes to the home-school partnership goal and action plan			
Discuss satisfaction with current progress towards the goal and action plan.	You and your coach will discuss the challenges to achieving home-school partnership goals with the family. Your coach will support you in using the problem solving process to find solutions to the challenges. You and your coach will discuss how to make changes to the home-school partnership goal/plan prior to the checking in and reconnecting meeting.		
Determine the family's perceptions regarding making changes to the goal and/or the plan.			
When required, talk about your thoughts on making necessary changes to the goal and/or the plan, considering the progress and identified challenges.			
Review changes made to the goal/plan and the responsibilities of you and the family within the changed plan or the original plan.			

Step 3: Maintain the two-way communication system			
Exchange thoughts with the family on using the Behavior Report Card to communicate about the student's behavior.	You and your coach will discuss communication strategies and identify ways to further enhance the home-school partnership.		
Determine the need for future meetings.			
Update contact information and plan a future meeting.			

Step 4: Summarize the meeting
Update the communication method(s) and record future meeting information. Summarize the updated home-school partnership goal and action plan. Document any challenges you encounter and further supports you may need from your coach.

During follow-up family meetings, you will review the previously developed action plan with each family in order to make sure progress is being made towards the goal. You will collaborate with the family on making changes to the previous action plan using the "Home-School Partnership Action Plan: Review" form below. You may revise this Action Plan form several times through the school year.

Home-School Partnership Action Plan: Review

Summarize the goal and action plan steps for improving the home-school partnership.	
Was the goal achieved? What worked and what didn't work? Why did it work or didn't work?	
Are we satisfied with the progress made towards improving the home-school partnership? 1. Change the plan? 2. Continue the plan? 3. Create a new goal?	

Challenges and Solutions to Building Home-School Partnerships

Developing and maintaining home-school partnerships can be a challenging process for both the teacher and the family, but it is important! Sometimes, challenges may arise that prevent teachers from achieving the goals outlined in their action plans to establish effective partnerships with families. Some of these challenges may originate from teachers, families, and/or schools. Regardless of the reason for the challenge, when confronted with challenges, you will have the skills and strategies necessary to overcome the challenges, along with your coach's support.

Common Challenges to Home-School Partnerships

Below are some of the most common challenges to establishing effective partnerships with families. As teachers, you will find that you can impact some of these challenges, while others you may not be able to change. Even if you encounter challenges beyond your influence, it is important to be aware of such challenges and keep them in mind throughout the home-school partnership process as they can impact the home-school partnership. As you experience these challenges, remember your coach is available to support you. Over the course of BEST in CLASS Elementary, you and your coach will work through the problem solving process in order to address as many challenges as you can with possible solutions.

Challenges for teachers	**Challenges for families**
Negative attitudes toward families Doubts about family skills or abilities Past negative experiences with families Prejudgments and stereotypes	Cultural differences Differing beliefs about family's role and teacher's role in education Language barrier to communication
Lack of time Classroom schedule inflexibility Curricular constraints and mandates Time conflicts with families	Logistical issues Problems with transportation and child care Inflexible work schedule Busy lifestyle
Lack of confidence Fear of being judged by families Worry of conflict with families Low self-efficacy in engaging families	Low family efficacy Fear of embarrassment and avoidance Belief they have little influence or their participation is not valued Negative history with schools and teachers
Limited training Lack of professional development in working with families Lack of understanding of cultural Differences	Low socioeconomic status Increased stress Lack of mode of communication Lack of supportive environment Residential mobility
School challenges	**Partnership challenges**
Unwelcoming school environment Lack of transportation and accessibility for	Opposing views about the home-school partnership

families Negative attitude towards families among school staff Restrictions to family involvement	Conflicting partnership goals and agendas Conflicting views about the value, structure, and implementation of the partnership Conflicting expectations for student
Low investment in family involvement Limited funding and resources for involvement and family outreach Lack of administrative support	Communication differences Differing communication styles Differing languages

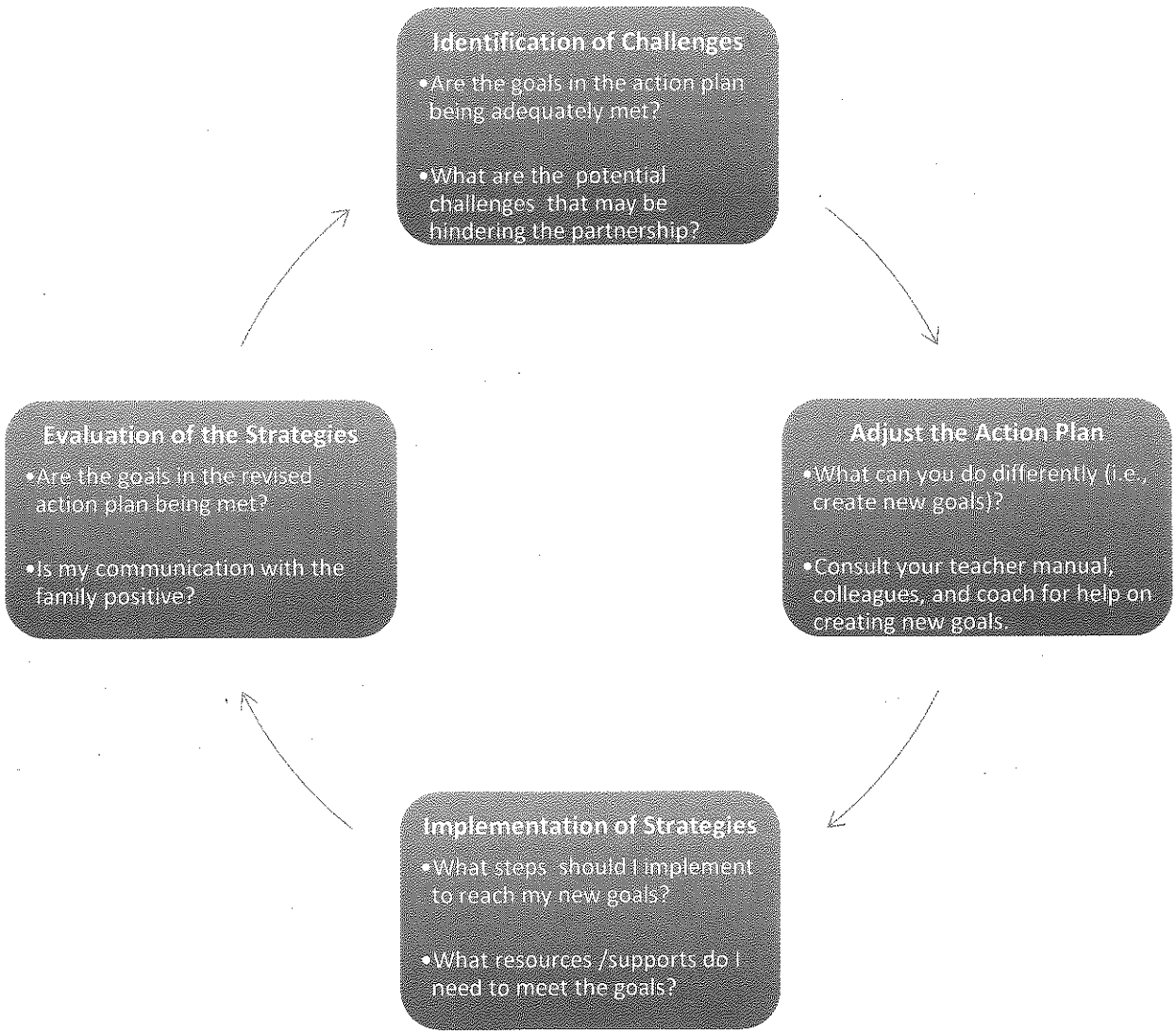
(Christenson, 2002; Christenson, 2004; Grant & Ray, 2016; Hill & Taylor, 2004; Hornby & Lafaele, 2011; Johnson, Pugach, & Hawkins, 2004; Kim, 2009; Muscott et al., 2008; Reschly & Christenson, 2012)

Following the first coaching meeting, you will meet with your coach each week during your regular coaching meetings to discuss progress implementing the home-school partnership action plan you developed with the family. You and your coach will use the problem solving process below to address any challenges you may be experiencing.

Problem Solving Approach to Address Challenges to Family-Teacher Partnerships

If the action plan goals you and the family developed are not being met as planned, you and your coach will engage in a **systematic problem solving approach that includes:**

- ✓ The identification of the challenges that may be hindering the effectiveness of the partnership with the families
- ✓ Adjustment of the action plan (i.e., create new goals)
- ✓ Design and implement strategies to meet the newly set goals
- ✓ Evaluation of the effectiveness of the strategies on meeting the new goals



Below is an example of the problem solving process completed by Ms. Taylor and her coach.

Identification of Challenges Are the goals in the action plan being adequately met? What are the potential challenges that may be hindering the partnership?	**Example:** *No, the communication with Roshanda about Devonte's behaviors is occurring less than once a week because she is not signing the sheets and she has either cancelled on me or did not pick up when I called.* *The potential challenges include 1) Roshanda has been really busy and unable to take my calls 2) The sheet never made it home for Roshanda to sign 3) The times that we arranged are no longer convenient, so I will need to find out a better time 4) Roshanda may feel like she is not an equal partner 5) Because Devonte's behaviors have not improved, Roshanda is feeling defeated*

Adjust the Action Plan What can you do differently? What step(s) will need to be taken to achieve this goal(s)? Describe *who* will carry out each step, *define* each step, and *when* each step will be completed.	**Example:** *I will send home the BEST in CLASS Elementary report card every Friday to Roshanda. On the report card I will inform Roshanda about Devonte's behavior (i.e., what he is doing well and what we are working on) that week at school. I will also send home a "BEST in CLASS Elementary at home" sheet to let Roshanda know how she can use BEST in CLASS Elementary strategies to improve Devonte's behaviors. Roshanda will return the report card every Monday with comments/concerns/suggestions. In addition to these steps that I have already started, I will set up a time to talk to Roshanda by her preferred means of communication of cell phone call that she indicated on our initial questionnaire. I will find out what I can do to help since we are not communicating once a week. I will ask her to suggest times that may be more convenient, I will reassure her that Devonte's behavior has seen ups and downs, but the important part is that we are on the same page and he is making progress. I will make sure to have a date set for our next communication, whether it is by phone or in person. I will call Roshanda by Friday of this week and make sure I meet with her in the next two weeks. I will make sure she is still on board with signing the BEST in CLASS Elementary behavior report card. If she is not, I will work with her to come up with another way to show Devonte that his mom and teacher are working together.*
Implementation of Strategies What resources/supports will be needed to achieve this goal(s)?	**Example:** *My coach will help me make a list of talking points for our phone call to make sure she feels like a valued partner and I also hope to give Roshanda an opportunity to vent if she has more on her plate. In addition, my coach will send me an email reminder each week. I will get the BEST in CLASS Elementary report card and "BEST in CLASS Elementary at home" sheets from my manual.*
Evaluation of the Strategies How will you know the goal(s) was achieved? Indicators should be *specific* and *measurable.*	**Example:** *The signed BEST in CLASS Elementary report card that I will get from Roshanda each week will serve as an indicator that our goal of communicating weekly has been met. As well as a phone call with Roshanda and scheduled date for our next communication.*

RESEARCH SUBJECT INFORMATION AND CONSENT FORM
SEMI-STRUCTURED INTERVIEW PARTICIPATION

TITLE: BEST in CLASS-Elementary: A Preventative Classroom-based Intervention Model

VCU IRB NO.: HM20004921 (Principal Investigator- Dr. Kevin Sutherland)

SPONSOR: Institute of Educational Sciences, U.S. Department of Education

This consent form may contain words that you do not understand. Please ask the study staff to explain any words that you do not clearly understand. You may take home an unsigned copy of this consent form to think about or discuss with family or friends before making your decision.

PURPOSE OF THE STUDY

We would like to see if the BEST in CLASS program can be used for elementary school aged children and help teachers reduce challenging behavior in children while making the classroom a positive place for learning. As part of the program, we have created a home-school partnership component that aims to increase partnerships between teachers and the families of students' in BEST in CLASS.

We are looking for teachers of young children in early elementary classrooms (attending Kindergarten, 1st, or 2nd grade). Therefore, we are contacting you to ask if you be willing to be a part of our study.

DESCRIPTION OF THE STUDY AND YOUR INVOLVEMENT

If you decide to be a part of our research study, you will be asked to give your permission by signing this consent form. Please only sign the form after you have had all your questions answered and understand what will happen during the study.

In this study, we are asking you to participate in the following way. We will meet with you in a one-on-one format to discuss your experiences with the BEST in CLASS-Elementary program. We would also like to learn about any challenges and supports related to the home-school partnership component you may have had with your students' families during your time in BEST in CLASS. This interview will be audio recorded so that we may accurately record teacher responses to the questions we have. These recordings will later be transcribed and all names will be removed.

This study involves discussing children and therefore if we learn about current or ongoing child abuse or neglect, we are required by law to report this to local law authorities.

RISKS AND DISCOMFORTS

We do not anticipate that your participation would cause any discomfort. The interview is designed to ask about your experiences with BEST in CLASS-Elementary, challenging behaviors, and communication with your students' families. If for any reason you are not comfortable with any of the questions, we will end the research session and discuss the situation with you directly. Risks of participation also include breach of confidentiality. Please refer to "CONFIDENTIALITY" section below.

BENEFITS TO YOU AND OTHERS

The purpose of this study is to see if the BEST in CLASS intervention can be adapted for elementary school aged children and help teachers decrease challenging behavior in children while increasing positive student learning interactions. We are also looking to discover effective ways to increase partnerships between teachers and their students' families. We hope that you will receive benefits by having the opportunity to discuss the types of interactions you have experienced with your students and their families.

COSTS

There are no costs for participating in this study other than the time you will spend meeting with us for the interview.

PAYMENT FOR PARTICIPATION

You will receive payment of $100 for being part of this interview, which we estimate will take approximately one and a half hours to 2 hours.

ALTERNATIVES

You may choose not to participate in the study. If you do choose to participate in the study, you may withdraw your participation at any time. If you choose to withdraw your participation, we may use any data collected up until that point for analyses. There are no consequences if you decline.

CONFIDENTIALITY

A possible risk to being in this study is having your information seen by someone outside of the study. Information about you will consist of interview information related to your experience with your students, the school, and their families. Data are being collected only for research purposes. We will protect your information by removing your name from any forms and replacing it with an ID number, and storing it separately from data collection records in a locked research office. All personal information will be kept in password protected files and these files will be deleted five years after the close of the project. Access to all data will be limited to study staff.

We will not tell anyone the answers you give us; however, information from the study, information from your interview, and the consent form signed by you may be looked at or copied

for research or legal purposes by the sponsor of the research or by Virginia Commonwealth University. What we find from this study may be presented at meetings or published in papers, but your name will not ever be used in these presentations or papers.

VOLUNTARY PARTICIPATION AND WITHDRAWAL

You do not have to participate in this study. If you choose to participate, you may stop your participation at any time without any penalty. If you choose to withdraw your participation in the study, this decision will not involve a penalty and any data collected up until that point will be retained and may be used for analyses.

Your participation in this study may be stopped at any time by the study staff or the sponsor without your consent. The reasons might include:

- The study staff thinks it necessary for your health or safety;
- You have not followed study instructions;
- The sponsor has stopped the study

QUESTIONS

In the future, you may have questions about your participation in this study. If you have any questions, complaints, or concerns about the research, contact:

Dr. Kevin Sutherland
Department of Special Education & Disability Policy
Virginia Commonwealth University
1015 West Main Street
PO Box 842020
Richmond, VA 23284-2020
Phone: 804.827.2652

If you have any questions about your rights as a participant in this or any other research, you may contact:

Office for Research
Virginia Commonwealth University
800 East Leigh Street, Suite 3000
P.O. Box 980568
Richmond, VA 23298
Telephone: 804-827-2157

Contact this number to ask general questions, to obtain information or offer input, and to express concerns or complaints about research. You may also call this number if you cannot reach the research team or if you wish to talk with someone else. General information about participation in research studies can also be found at http://www.research.vcu.edu/irb/volunteers.htm

CONSENT

I have been given the chance to read this consent form. I understand the information about this study. Questions that I wanted to ask about the study have been answered. My signature says that I am willing to participate in this study. I will receive a copy of the consent form once I have agreed to participate.

Participant name printed	Participant signature	Date

Name of Person Conducting Informed Consent Discussion / Witness (Printed)

Signature of Person Conducting Informed Consent Discussion / Witness	Date

Investigator Signature (if different from above)	Date

SSiS Social Skills Improvement System

Rating Scales
Teacher
Hand-Scoring Form

Frank M. Gresham, PhD, and Stephen N. Elliott, PhD

Instructions

This booklet contains statements describing a student's behavior and level of academic performance. It consists of three parts: Social Skills, Problem Behaviors, and Academic Competence.

Social Skills & Problem Behaviors

Please read each item and think about this student's behavior during the past two months. Then, decide **how often** this student displays the behavior.

If this student **never** exhibits the behavior, circle the **N**.
If this student **seldom** exhibits the behavior, circle the **S**.
If this student **often** exhibits the behavior, circle the **O**.
If this student **almost always** exhibits the behavior, circle the **A**.

For each of the Social Skills items, please also rate **how important** you think the behavior is for success in your classroom.

If you think the behavior is **not important** for success in your classroom, circle the **n**.
If you think the behavior is **important** for success in your classroom, circle the **i**.
If you think the behavior is **critical** for success in your classroom, circle the **c**.

Academic Competence (for students from kindergarten through Grade 12)

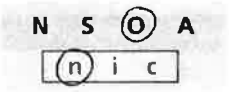
Please assess this student's academic or learning behaviors in your classroom. Compare this student with other students in the same classroom.

Mark all items using a scale of 1 to 5. Mark "1" if this student is in the lowest 10% of the class. Mark "5" if this student is in the highest 10% of the class.

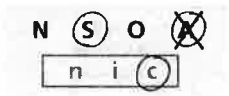
Lowest	Next Lowest	Middle	Next Highest	Highest
10%	20%	40%	20%	10%
1	**2**	**3**	**4**	**5**

How to Mark Your Responses

When marking responses, use a sharp pencil or ballpoint pen; do not use a felt-tip pen or marker. Press firmly, and be certain to **circle** completely the letter you choose, like this:



If you wish to change a response, mark an **X** through it, and **circle** your new choice, like this:



Please mark every item. In some cases, you may not have observed this student perform a particular behavior. If you are uncertain of your response to an item, give your best estimate. There are no right or wrong answers.

Before starting, be sure to complete the information in the boxes on the right-hand side of page 3.

PEARSON

PsychCorp

13 A B C D E

Product Number 14101

Remember: How Often: **N** - Never **S** - Seldom **O** - Often **A** - Almost Always

How Important: **n** - not important **i** - important **c** - critical

Please mark ev

Social Skill

1. Asks for help from adults.	N	S	O	A	**11.** Stands up for herself/himself when treated unfairly.	N	S	O	A	**21.** Stays calm when teased.	
2. Follows your directions.	N	S	O	A	**12.** Participates appropriately in class.	N	S	O	A	**22.** Acts responsibly when with others.	
3. Tries to comfort others.	N	S	O	A	**13.** Feels bad when others are sad.	N	S	O	A	**23.** Joins activities that have already started.	
4. Says "please."	N	S	O	A	**14.** Speaks in appropriate tone of voice.	N	S	O	A	**24.** Says "thank you."	
5. Questions rules that may be unfair.	N	S	O	A	**15.** Says when there is a problem.	N	S	O	A	**25.** Expresses feelings when wronged.	
6. Is well-behaved when unsupervised.	N	S	O	A	**16.** Takes responsibility for her/his own actions.	N	S	O	A	**26.** Takes care when using other people's things.	
7. Completes tasks without bothering others.	N	S	O	A	**17.** Pays attention to your instructions.	N	S	O	A	**27.** Ignores classmates when they are distracting.	
8. Forgives others.	N	S	O	A	**18.** Shows kindness to others when they are upset.	N	S	O	A	**28.** Is nice to others when they are feeling bad.	
9. Makes friends easily.	N	S	O	A	**19.** Interacts well with other children.	N	S	O	A	**29.** Invites others to join in activities.	
10. Responds well when others start a conversation or activity.	N	S	O	A	**20.** Takes turns in conversations.	N	S	O	A	**30.** Makes eye contact when talking.	

Problem Behav

47. Acts without thinking.	N	S	O	A	**53.** Fidgets or moves around too much.	N	S	O	A	**59.** Breaks into or stops group activities.	
48. Is preoccupied with object parts.	N	S	O	A	**54.** Has stereotyped motor behaviors.	N	S	O	A	**60.** Repeats the same thing over and over.	
49. Bullies others.	N	S	O	A	**55.** Forces others to act against their will.	N	S	O	A	**61.** Is aggressive toward people or objects.	
50. Becomes upset when routines change.	N	S	O	A	**56.** Withdraws from others.	N	S	O	A	**62.** Gets embarrassed easily.	
51. Has difficulty waiting for turn.	N	S	O	A	**57.** Has temper tantrums.	N	S	O	A	**63.** Cheats in games or activities.	
52. Does things to make others feel scared.	N	S	O	A	**58.** Keeps others out of social circles.	N	S	O	A	**64.** Acts lonely.	

Academic Compe

for students from kindergarten through Grade 12)

Remember:

Lowest	Next Lowest	Middle	Next Highest	Highest
10%	20%	40%	20%	10%
1	2	3	4	5

77. Compared with other students in my classroom, the overall academic performance of this student is:	1	2	3	4	5	**79.** In mathematics, how does this student compare with other students?					
78. In reading, how does this student compare with other students?	1	2	3	4	5	**80.** In terms of grade-level expectations, this student's skills in reading are:					

very item.

s

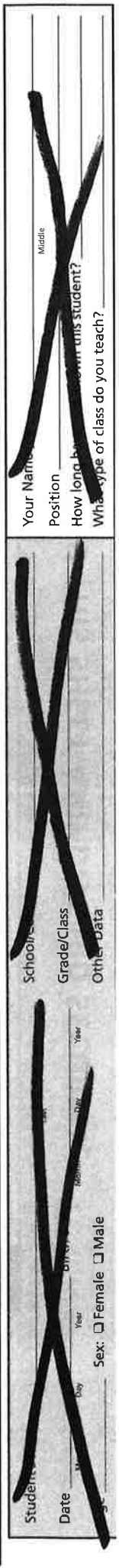
N S O A	31. Takes criticism without getting upset.	N S O A	41. Responds appropriately when pushed or hit.	N S O A
N S O A	32. Respects the property of others.	N S O A	42. Takes responsibility for part of a group activity.	N S O A
N S O A	33. Participates in games or group activities.	N S O A	43. Introduces herself/himself to others.	N S O A
N S O A	34. Uses appropriate language when upset.	N S O A	44. Makes a compromise during a conflict.	N S O A
N S O A	35. Stands up for others who are treated unfairly.	N S O A	45. Says nice things about herself/himself without bragging.	N S O A
N S O A	36. Resolves disagreements with you calmly.	N S O A	46. Stays calm when disagreeing with others.	N S O A
N S O A	37. Follows classroom rules.	N S O A		
N S O A	38. Shows concern for others.	N S O A		
N S O A	39. Starts conversations with peers.	N S O A		
N S O A	40. Uses gestures or body appropriately with others.	N S O A		

viors

N S O A	65. Is inattentive.	N S O A	71. Gets distracted easily.	N S O A
N S O A	66. Has nonfunctional routines or rituals.	N S O A	72. Uses odd physical gestures in interactions.	N S O A
N S O A	67. Fights with others.	N S O A	73. Talks back to adults.	N S O A
N S O A	68. Says bad things about self.	N S O A	74. Acts sad or depressed.	N S O A
N S O A	69. Disobeys rules or requests.	N S O A	75. Lies or does not tell the truth.	N S O A
N S O A	70. Has low energy or is lethargic.	N S O A	76. Acts anxious with others.	N S O A

etence

1 2 3 4 5	81. In terms of grade-level expectations, this student's skills in mathematics are:	1 2 3 4 5	83. Compared with other students in my classroom, this student's intellectual functioning is:	1 2 3 4 5
1 2 3 4 5	82. This student's overall motivation to succeed academically is:	1 2 3 4 5		



BEST in CLASS

Virginia Commonwealth University
School of Education
P.O. Box 842020
Richmond, Virginia 23284-2020
804 828-9505

Teacher Information and Consent From

Dear Teacher,

My name is Kevin Sutherland and I am studying the BEST in CLASS program. BEST in CLASS was designed to help students with challenging behaviors at school. The purpose of this study is to see if the BEST in CLASS intervention can be adapted for elementary school aged children and help teachers decrease challenging behavior in children while increasing positive student learning interactions. I am looking for teachers who work with young children (attending Kindergarten, 1st, or 2nd grade) in classroom settings; therefore, I would like to ask you to participate in this study. This study is funded by the Institute of Education Sciences, U.S. Department of Education.

This study involves randomly assigning teachers to the intervention group - who will receive the BEST in CLASS training and coaching, and the comparison group - who will not receive the training and coaching. If you decide to be in the study, you will be randomly assigned (like flipping a coin) to one of these groups. If you have not received the intervention by the end of the study (2018), you will be provided with the BEST in CLASS training after the study has ended. While the actual intervention will last approximately 14 weeks, BEST in CLASS will be doing observations and collecting information from September to May. Time commitments for each step are outlined below.

If you are in either group you will participate in the following ways:

- Assist in selecting children in your classroom at risk for emotional/behavioral disorders (approximately 15 minutes)
- Complete questionnaires at the beginning of the study and again at the end (approximately 2 hours each time)
- Complete a brief questionnaire approximately 8 times during the study (approximately 5-10 minutes each time)
- Assist us in collecting student attendance data on participating children in your classroom, once the BEST in CLASS intervention period is completed.
- Have us complete observations of you and the children in your classroom several times throughout the school year
    - Approximately 1-2 hours per visit between October and May
    - Approximately weekly for the intervention group for a 14-week period, and approximately every other week during the year for the comparison group

If you are in the intervention (BEST in CLASS) group, you will ALSO participate by:

- Attending a one-day workshop to introduce you to the BEST in CLASS model (approximately 6 hours)

- Meeting with your BEST in CLASS Coach weekly (approximately 30 minutes) to talk about ways to handle challenging behaviors, review your progress, answer your questions, and set individualized goals
- Learning about and using strategies that we think will help improve focal children's behavior
- Having video clips recorded for use during coaching; these clips will be deleted following review with your coach

We are also asking your permission to videotape you providing instruction in your classroom for research and training purposes. This videotaping is optional and will only be done if you give us permission by checking the box at the end of this form.

We do not anticipate that your participation will cause any discomfort. The intervention activities should be situations that naturally occur in your classroom. If for any reason you are not comfortable implementing the intervention, we will end the research session and discuss the situation with you directly.

Risks of participation include breach of confidentiality. Potentially identifiable information about you will consist of information you have provided to BEST in CLASS through forms or observations. Data are being collected only for research purposes. Your data will be identified by ID numbers, not names, and stored separately from data collection records in a locked research area. All personal identifying information will be kept in password protected files and these files will be deleted five years after the close of the project. Access to all data will be limited to study personnel. We will not tell anyone the answers you give us; however, information from the study, information from your classroom, and the consent form signed by you may be looked at or copied for research or legal purposes by the sponsor of the research or by Virginia Commonwealth University. What we find from this study may be presented at meetings or published in papers, but your name will not ever be used in these presentations or papers. Personal information about you might be shared with or copied by authorized officials of the Department of Health and Human Services or other federal regulatory bodies.

If you are in the intervention group, we anticipate that you will receive benefits of personalized coaching and learning new ways to help support the children in your classroom. You will also receive professional points toward recertification of your teaching license. Those in the intervention group will earn approximately 45 hours and those in the comparison group will earn approximately 10 hours. There are no costs for participating in this study other than the time you will spend completing study related activities. You will receive payment ($150) for your participation and for completing study related paperwork.

You may choose not to participate in the study. If you do choose to participate in the study, you may withdraw your participation at any time. If you choose to withdraw participation,

we will ask you if we may use any data collected up until that point. There are no consequences if you decline. We will be happy to provide you with outcomes after the study is finished if you would like.

If you have any questions about this study or would like to learn more about it, please contact my project coordinator, Maria Gyure.

Maria Gyure, BEST in CLASS Project Coordinator
Office: (804) 828-9505, Cell: (203) 676-1459, Email: gyureme@vcu.edu

Thank You!

Kevin Sutherland, Ph.D.
Professor
Virginia Commonwealth University
1015 West Main Street
Richmond, VA 23284-2020
(804) 827-2652

If you have any general questions about your rights as a participant in this or any other research, you may contact:

Office of Research
Virginia Commonwealth University
800 East Leigh Street, Suite 3000
P.O. Box 980568
Richmond, VA 23298
Telephone: (804) 827-2157

Contact this number to ask general questions, to obtain information or offer input, and to express concerns or complaints about research. You may also call this number if you cannot reach the research team or if you wish to talk with someone else. General information about participation in research studies can also be found at http://www.research.vcu.edu/irb/volunteers.htm.

CONSENT

Instructions: To consent to participate, please check the appropriate boxes and complete the first line below. *Your signature indicates that you have had a chance to read this consent form, understand the information provided about this study, have had all of your questions answered, and are willing to participate. Videotaping for research and training purposes is optional and will only be completed if you check the box.*

☐ **I consent to participate in BEST in CLASS**

☐ **I consent to be videotaped for research and training purposes**

Participant Name	**Participant Signature**	**Date**

Name of Person Conducting Informed Consent Discussion/Witness (Printed)

Signature of Person Conducting Informed Consent Discussion/Witness — Date

Principal Investigator Signature (if different from above) — Date

YOUTH ASSENT FORM

TITLE: BEST in CLASS-Elementary: A Preventative Classroom-based Intervention Model
VCU IRB NO.: HM20004921 (Principal Investigator- Dr. Kevin Sutherland)

This form may have some words that you do not know. Please ask someone to explain any words that you do not know. You may take home a copy of this form to think about and talk to your parents about before you decide if you want to be in this study.

What is this study about?
The purpose of this study is to see if a program to help kids do better in school works with kids in elementary school. The program is supposed help with your behavior and helps you get along in school with your teachers and classmates.

What will happen to me if I choose to be in this study?
As a part of this project, we will be training your teacher on how to best manage the classroom and improve teaching so that the most amount of time is spent on learning.

To see how you are doing, members of this project will come to your classroom and watch certain parts of the school day. Some of these visits may be taped to learn which strategies help the most and see if they were given to you and the class correctly. We will also give you tests to see how well you are doing. All of the information that we get will not be shared with anyone outside of this project and will be kept in a locked file drawer in an office at Virginia Commonwealth University.

If you decide to be in this research study, you will be asked to sign this form. Do not sign the form until you have all your questions answered, and understand what will happen to you.

What might happen if I am in this study?
We don't think that anything in the study will be a problem for any student. If anything about this study does make you feel upset, you can tell your mom, dad or caregiver, or your teacher, or somebody working on the study.

Will you tell anyone what I say?
We will not tell anyone the answers you give us. But, if you tell us that someone is hurting you, or that you might hurt yourself or someone else, the law says that we have to let people in authority know so they can protect you.

If we talk about this study in speeches or in writing, we will never use your name. Personal information about you might be shared with or copied by authorized officials of the Department of Health and Human Services or other federal regulatory bodies.

Do I have to be in this study?
You do not have to be in this study. If you choose to be in the study you may stop at any time. No one will blame you or criticize if you drop out of the study. Also, if you choose to

leave the study, we may ask your permission to use information we have learned up until that point. There won't be any consequences if you say no.

Questions
If you have questions about being in this study, you can talk to the following persons or you can have your parent or another adult call:

Kevin S. Sutherland, Ph.D.
Assistant Professor
Department of Special Education and Disability Policy
School of Education
Virginia Commonwealth University
1015 W. Main St., PO Box 842020
Richmond, VA 23284
Phone: 804-827-2652

Office for Research
Virginia Commonwealth University
800 East Leigh Street, Suite 3000
P.O. Box 980568
Richmond, VA 23298
Telephone: 804-827-2157

Do not sign this form if you have any questions. Be sure someone answers your questions.

Assent:
I have read this form. I understand the information about this study. I am willing to be in this study.

Youth name printed	Youth signature	Date

Name of Person Conducting Informed Assent Discussion / Witness, printed

Signature of Person Conducting Informed Assent Discussion / Witness	Date

Investigator signature (if different from above) Date

PROTOCOL FOR TEACHER INTERVIEWS

I. ***Informed Consent will be obtained from teacher prior to interview***

II. ***Welcome***

a. Complete and collect demographic information (*see Participant Demographic Information Sheet at the end of this protocol*).

III. ***Introductions***

a. Express gratitude for participation in this interview. Remind participant that the interview will take approximately 1.5 to 2 hours.
b. Turn on the digital recorder. Ask participant to identify themselves by first name and grade level taught (e.g., Kevin, 1st grade) to assist the transcriptionist with labeling respondents consistently. Remind them, however, that their names will be changed when the audio recording is transcribed to protect their anonymity.

IV. ***Purpose of interview***

a. Brief overview of this project → "As a reminder, the purpose of this interview, which is funded by the Institute for Education Sciences of the US Department of Education, is to help us in our development of BEST in CLASS-Elementary. BEST in CLASS – Elementary is Tier 2 intervention designed for use by general education teachers (grades K-2nd) who have students with chronic problem behavior in their classrooms. To help us develop an intervention that is effective, but also useable for teachers in their classrooms we want to include stakeholders like you. First, we'd like to learn from you about your experience in participating in BEST in CLASS this year, as well as getting your perspective on the practices that were used to help these students learn more appropriate behaviors. Second, we are interested in your perspective on the coaching supports that we use to teach the practices. Finally, we're interested to learn what types of barriers and supports you've encountered in attempting to engage with the families of the students in BEST in CLASS around their behavior and learning, including communication strategies."

V. ***Goals of the project***

a. → "After we discuss situations surrounding students' problem behaviors you face, we will briefly review and discuss the instructional practices in order to get your perspective, including factors that would support or hinder their use, what your experiences are with these practices, what you think about the effectiveness and appropriateness of these strategies, and how they might be used effectively in classrooms."

VI. ***Ground Rules***

a. → "Before beginning, there are a couple of ground rules that we would like to follow."
b. "There really is no right or wrong answer in this area. We want to learn from your expertise and experiences."
c. "Everything we discuss here is confidential, so we ask that you not discuss anything we talk about today with anyone outside of this interview."

VII. ***Ask if there are any questions.***

1. Problem situations faced by teachers with young students with problem behavior

The purpose of this development project is to develop a classroom-based intervention that teachers can use to prevent and, when necessary, respond to, problem behaviors in the classroom in a manner that decreases the likelihood that the behavior will worsen.

a. How many students in your classroom have some sort of problem behavior that interferes with their learning or your teaching?
b. What types of problem behaviors do you find most challenging to deal with?
c. What types of problem behaviors take up the most of your energy and/or time?

2. Factors that impact BEST in CLASS instructional practices

Next we would like to explore factors that may support your use of the instructional practices in your classrooms, particularly with your BEST in CLASS students.

a. Were there particular supports from your administrators that would have helped your ability to implement BEST in CLASS?
    i. What types of supports from your administrators do you wish you had that could help with problem behaviors in your classroom?
b. What types of things do administrators do that have a negative impact on your instruction with students with problem behavior in your classroom? How often do these things occur, or how big a problem are these issues to you? Why?

3. Practice elements

"Before beginning this section, please complete the rank order of practices from 1 being the most effective in changing behaviors to 10 being the least effective practice in changing behaviors."

When you think about responding to the questions in this section it may be useful for you to think of your focal students in BEST in CLASS and answer the questions with those students in mind.

a. Of the practices listed, which do you think was the easiest for you to use with your focal students during regularly scheduled instructional activities, such as literacy or math? Why?
b. Looking at your rank ordered practices, why did you choose the top three practices as the most effective?
c. Of the practices listed, which was the hardest to use in your classroom with students who demonstrate chronic behavior? Why?
d. Of the practices listed, why did you choose the bottom three practices as the least effective?
e. Why did you not choose the other two optional practices?

4. Coaching

Next I'd like to review the current procedures in place for coaching teachers in the use of BEST in CLASS practices, including 15 weeks of practice-based coaching, which involves weekly observations and feedback sessions with a trained coach.

a. Practice-based coaching is a cyclic process that begins with identifying a practice, then having a coach model the practice for you, observing you using the practice and then providing you with data-based feedback on your use of the practice, and having you use self-evaluation and reflection as well.
    i. How did you feel about doing this model of coaching?
    ii. What are some strengths of this approach?
    iii. What are some barriers?
    iv. What suggestions might you have to make this process more effective?

leave the study, we may ask your permission to use information we have learned up until that point. There won't be any consequences if you say no.

Questions
If you have questions about being in this study, you can talk to the following persons or you can have your parent or another adult call:

Kevin S. Sutherland, Ph.D.
Assistant Professor
Department of Special Education and Disability Policy
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Virginia Commonwealth University
1015 W. Main St., PO Box 842020
Richmond, VA 23284
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P.O. Box 980568
Richmond, VA 23298
Telephone: 804-827-2157

Do not sign this form if you have any questions. Be sure someone answers your questions.

Assent:
I have read this form. I understand the information about this study. I am willing to be in this study.

Youth name printed	Youth signature	Date

Name of Person Conducting Informed Assent Discussion / Witness, printed		
Signature of Person Conducting Informed Assent Discussion / Witness		Date
Investigator signature (if different from above)		Date

Teacher ID_____

BEST in CLASS Post-Test Teacher Survey for Family Engagement

DIRECTIONS: Please complete each question below. We hope to learn more about your communication and engagement with your BEST in CLASS students' families from the start of the intervention until now. It is important that we get honest feedback from you. Please be assured that all of your answers will be kept confidential. Thank you!

1. How many students are in your class right now? _____
2. How many of your BEST in CLASS students' families have you contacted or attempted to contact since the intervention started? _____
3. In what ways have you *attempted* contact with these families? **Circle all that apply**

In person	School wide letter	Class wide letter	Individual note
Phone call	Group Email	Individual Email	Text message
Robocall	Class website	Personal blog	Messaging App
B2S Night	Parent Night	After school activities	Other (Please list)

4. How many have you had reciprocal contact with since the intervention started?

   _____
5. What have been the most effective ways of contacting families?

   _____
6. What challenges have you experienced when trying to engage your BEST in CLASS students' families in your class? **Circle all that apply**

Incorrect Contact Information	Absent family members
Time conflicts	Lack of understanding of cultural differences
Differing communication styles	Conflicting expectations for student
Lack of administrative support	Limited training in how to engage families
Language barriers	Other (please list) _____

7. Often teachers have concerns about a student's educational experience. When this occurs for you, what means of communicating did you use most often with your BEST in CLASS students' families?

In person Individual note Phone call Email Text

Other (Please list) _____

Teacher ID_____

- How would you rate your effectiveness in engaging with your BEST in CLASS students' families?

  Not Effective Somewhat Effective Effective Highly Effective

- Do you feel engaging with your BEST in CLASS students' families is one of your strengths? YES NO

Questions About Your BEST in CLASS Students' Families

Student 1 (initials) _____

Please respond to these statements with either YES if you agree with the statement or NO if you disagree with the statement

1. This family is supportive of me as their child's teacher YES NO
2. This family is difficult to contact YES NO
3. I have had success communicating with this family YES NO
4. I feel comfortable contacting this family YES NO
5. I trust this family YES NO
6. I believe this family trusts me YES NO
7. How often have you communicated with this student's family since the first day of school? Please circle the number that best represents your amount of communication

I never communicate with this student's family		I communicate occasionally with this student's family		I often communicate with this student's family
1	2	3	4	5

Student 2 (initials) _____

Please respond to these statements with either YES if you agree with the statement or NO if you disagree with the statement

1. This family is supportive of me as their child's teacher YES NO
2. This family is difficult to contact YES NO
3. I have had success communicating with this family YES NO
4. I feel comfortable contacting this family YES NO
5. I trust this family YES NO
6. I believe this family trusts me YES NO
7. How often have you communicated with this student's family since the first day of school? Please circle the number that best represents your amount of communication

I never communicate with this student's family		I communicate occasionally with this student's family		I often communicate with this student's family
1	2	3	4	5

Summaries of Teachers' Reasons Why They Did or Did Not Meet Home-School Partnerships Goals During BEST in CLASS- Elementary Home School Partnership Process

Ms. Sanger

Weekly BiC-E Communication Strategies and Barriers

Week 1: I set up a family meeting, but Ahmed's great grandmother did not call or show. Ms. Sanger's coach encouraged her to continue to call.

Week 2: I tried to call to tell Ahmed's great grandmother about him having a great day, but I received no response. Ms. Sanger told her coach that she feels the great grandmother is overwhelmed by family issues and illness. Her coach encouraged her to send a note home referring to the positive changes she is seeing now that Ms. Sanger is working with BiC-E.

Week 3: No success, but I will try to send a note home in his "Tuesday Folder" (which is a school-wide initiative) that seems to work sometimes.

Week 4: No luck with the note home in the "Tuesday Folder," so I will attempt to call home again to schedule an in-person meeting. Grandma is overwhelmed by caretaking of others in the household. She is also taking care of family members outside the home.

Week 5: I haven't been able to get in touch with his grandmother. Numerous attempts have been made via phone calls and notes home in a variety of ways (daily folder, Tuesday folder). I will write another note home asking for a meeting with available dates/times and that I am available to come to her (as long as another person comes along). Also, I will encourage Ahmed to make sure his great grandmother sees the note and if he returns it, he will get a treat.
(It is important to note that the project coordinator of BiC-E was able to contact the great grandmother and set up a meeting this week, but it was snowed out and was never rescheduled)

Week 6: A family meeting is scheduled for tomorrow afternoon. However, Ahmed is suspended for the day, so the meeting might not occur.

Week 7: The meeting did not occur as Grandma could not get to the school because of transportation problems. I offered to go to Ahmed's Grandma, if necessary, so the meeting could occur.

Week 8: Great Grandma took Ahmed to the doctor this week and came to school to pick up paperwork. She agreed to reschedule the family meeting because she wants to "get him straight."

Week 9: The family meeting was held this week. Ahmed's father, great aunt, uncle, and great grandmother were all present. I had another teacher from CPES come with me. Ahmed's mother was also called halfway through the meeting and placed on speaker phone. The family called Ahmed in during the meeting for an "intervention-like" setting, which made me uncomfortable. Ahmed's father and uncle asked to be called by me every other day to report Ahmed's behavior, which I am okay with this plan. At the meeting, the family also consented to a Therapeutic Day Treatment counselor for Ahmed.

Week 10: I tried to call Ahmed's father and uncle. They did not get an answer, so I left messages without any response. The coach suggested sending a text to both of them showing appreciation for meeting and that you appreciate their advice and involvement.
Week 11: The goal was achieved and progress was made. I feel like the communication between his family and I are really helping Ahmed in school. His behavior has definitely changed and he seems more self-aware. He used to be one of my biggest problems, but now he isn't.
Week 12: Yes, the goal was achieved. I was sick last week and lost my voice, so it made it difficult to call, but I talked to Great Grandma when she stopped in and I told her how he was doing.
Week 13: No, I wasn't able to get in touch with Dad or Uncle when I called. Great Grandma left a message that he would not be in school on Monday due to a "family crisis." She called again to be sure I received the message. Ahmed has been very different over the last several weeks and I'm not sure what is happening. The coach suggests I call Great Grandma to check in and see if there is anything I need to know in order to help Ahmed at school. Ask if there are any supports the school can provide for the him or the family.
Week 14: No. I think Dad is working strange hours. Every time I call, I get a text after that says he isn't here. The Uncle hasn't responded at all to any of the messages I've left. The coach suggests Ms. Sanger call before school since after school and evenings are not working. She also suggests texting to find out if there is a better time to contact them based on their work schedules.
Week 15: I am satisfied with the progress I have made with Ahmed's family. I feel like having any level of communication with his family is better than none at all. When I am consistently in contact with his family, it is reflected in his daily behavior.

Ms. Goode
Weekly BiC-E Communication Strategies and Barriers
Week 1:I have not connected with families of the focal students. I prefer the coach to reach out to the families.
Week 2: I was not able to successfully communicate with the families.
Week 3: I have not contacted the families yet. I will try to contact Kristopher's parent following "information" he said. I will either set up a meeting or call.
Week 4: I sent home the daily behavior report card and written notes. I will contact the families and try to connect in person to discuss progress.
Week 5: I called Kristopher's mother to report that he cries for no reason and doesn't understand what is going on. Kristopher's Mom said she would talk to him. I contacted Anthony's father, but I do not know what is going on with his caretaking situation. I do not know if I will have time to connect with the family members again, I am willing to send information and behavioral reports home. I don't know if they are reading the information going home though.
Week 6: I have contacted Kristopher's mother, but I do not believe I am getting all that is going on at home. I think Anthony has more support at home, but I have not had regular contact with

them. I will continue to send the daily behavior report cards, but I am unsure if contact makes a difference.
Week 7: Kristopher seems to be getting better, but I don't know whats going on at home. Anthony had a fall out yesterday and his mother had to come to school to take him home.
Week 8: I spoke to Kristopher's mom several times- Kristopher was suspended for a couple of days and just got back. Anthony seems to be doing well, but haven't been able to get a hold of his Mom because he is back and forth between homes.
Week 9: They have a lot going on. I haven't been able to really communicate with them this week.
Week 10: Kristopher's Mom came in for a conference and I told her about BiC-E and that she can help me by doing some of it at home. Anthony's Mom did not come in. My time is so stressed, I'm going to get to it to the best of my ability.
Week 11: I haven't seen the parents. I guess they are going through something. Kristopher's Mom doesn't have a computer and Anthony's mom's phone isn't working. I haven't tried texting.
Week 12: They have problems. They have a lot of children. They can't just come out. Coach encouraged Ms. Goode to send a note home saying the boys did well and ask how they are at home.
Week 13: I spoke with Kristopher's mother today and said we could meet Friday.
Week 14: Kristopher's Mom did not show up on Friday.
Week 15: I was never able to get in contact with the families to have the meetings. Scheduled one and parents didn't show up. One family does not have a phone or computer.

Ms. Saul
Weekly BiC-E Communication Strategies and Barriers
Week 1:I have already had Nikia's family meeting and I will be texting her mother Tuesday and Thursdays or call if something really good or bad happens. Jamari's meeting has not happened.
Week 2: Jamari's meeting has been scheduled. I have met Nikia's HSP goal.
Week 3: I had Jamari's family meeting and the same goal is set for both families- Tuesday and Thursday text messages and phone calls, if needed. I texted both during the coaching meeting.
Week 4: I did reach the goal of texting, but Nikia was kicked out of the room for fighting and it took three adults to get her out. Jamari threw up twice and his Mom never came to get him. He has been out of control. Something is going on.
Week 5: Nikia's Mom has been pretty good. When I text her, I get a reply. Jamari's Mom's phone isn't working, but his grandfather has been coming to school to settle Jamari down. I told Grandpa that none of the numbers I have for Mom are working. We looked together and he is not sure which number is right either. Principal and assistant principal don't have the right number either. Since the younger brother has to be picked up, I am working on meeting whoever picks up.

Week 6: I am meeting the goal for Nikia. I will contact grandfather to try to get a hold of Jamari's Mom.
Week 7: I met the goal for both students.
Week 8: I texted a picture of Nikia to tell mom she is having a good day. I called Grandpa about Jamari having a good day and he said he would let Jamari's Mom know.
Week 9: This is Ms. Saul's first day back after the car accident. I called the parents, but I could not get through to them. I will try again next week.
Week 10: Yes, I called Jamari's Mom through Grandpa's phone and she gave me updates on his new prescription that should be starting. Nikia is being very confrontational and aggressive, but still texted Nikia's Mom something positive.
Week 11: All of my symptoms were bad today- I had brain fatigue. I called Jamari's Grandpa to get a hold of Mom and then she called the school. I called Nikia's Mom, but did not get a hold of her.
Week 12: Unfortunately, Nikia is suspended for two weeks and then will be "paneled." At the two-week suspension meeting with administration, Nikia's Mom was on edge and angry- the meeting did not go well. Jamari's Mom has been in touch every day this week. She even came to school and took Jamari home when he would not stop cussing.
Week 13:I have not been in contact with Nikia's Mom. Jamari's Mom is taking him back to the doctor for a different dose of medicine. She came up to school with her boyfriend when Jamari was violent and took him home.
Week 14: Even though Nikia is no longer at school, I sent a note and some work for Nikia to do while they awaited the "paneling" decision. I talked to Jamari's Mom. She seems to be more participatory and she will communicate because her phone is on. She even checked in on him at the end of the day.
Week 15: Jamari's Grandpa came up to school when he was having a hard time.

TA- Ms. Talley
Weekly BiC-E Communication Strategies and Barriers
Week 1: I had already talked to both parents before BiC-E began, but still plan to have Family Meeting. Annual holiday meal next week may be an opportunity.
Week 2: Shanika's Mom did meet about something else and Ms. Talley tried to explain BiC-E then, but didn't have much time. Jasmine's Mom has been difficult to reach.
Week 3: Shanika's Mom just had surgery, so no meeting. Jasmine's Mom has been hard to reach. I leave a message, but don't always hear back. Coach will call to set up a meeting.
Week 4: Ms. Talley will reach out to both parents to see if they are available next week for 30 minute meeting. If they are unresponsive, the coach will try to contact the families.
Week 5: Jasmine's Mom has been hard to catch after school. Her phone is unreliable. They had a brief conversation at school, so she is aware of BiC-E. The family meeting might have to happen over the phone. I was able to talk to Shanika's Mom, but not for BiC-E yet.

Week 6: Jasmine told me about some things at home that I wouldn't have known. Talked to Shanika's Mom and is on board with having the family meeting.
Week 7: Called Shanika's Mom, but have not confirmed a meeting yet. I want to have the meetings on the same week. Jasmine's Mom's number is not in service. I do not have her email address. I will send a note home. I have emergency numbers, but am unsure who belongs to what number. Due to past negative experience of calling emergency number, I will check with the family before calling any of them.
Week 8: Spoke with both of the parents in regards to the meeting, I can't seem to have any planning time. I will try to schedule the meetings in the evening.
Week 9: Shanika was suspended for kicking and talked to her Dad when he came to the school. No success yet scheduling the family meetings. I have not had planning time since last week to type up the note. Will type up the note tonight.
Week 10: Sent home notes for the parent meetings, but haven't heard back yet. I will send another if I don't hear back soon.
Week 11: Met with Jasmine's Mom and she would like, in addition to the behavior folder, a note home on Fridays summarizing the week and any concerns I may have. I exchanged my number with her again because she didn't have it. It was good to have the conversation and share some things she has been saying at school, like missing her brothers. I talked to Shanika's Mom on the day of the field trip and want her opinion on her behaviors since she keeps leaving the classroom.
Week 12: It is going well. I sent notes home to both parents.
Week 13: It is going well. I am doing notes on Fridays. I think I need to communicate a little more with Shanika's parents. I need to be more proactive with following through with referrals for her behaviors. I don't want her out of school, but she does need a consequence for her behaviors.
Week 14: Shanika's family did sign up for parent teacher conferences, but we haven't been able to have them come in for the larger home-school meeting. Jasmine's note and behavior folder was sent.
Week 15: Shanika was suspended yesterday for getting in a fight. I am actually meeting with both parents for conferences today. I don't get much feedback from Jasmine's family, but I got a better phone number, so now the texting gets a response. We can schedule things and get notes out of the backpack.

RB- Ms. Robb
Weekly BiC-E Communication Strategies and Barriers
Week 1: Held both Family Meetings within a day of texting the two mothers to see if they are available, which speaks to Ms. Robb's partnerships with the families before BiC-E began.
Week 2: The HSP goals were met. Jamal was suspended for putting his hands down his pants and groping himself while saying, "Oh, baby, oh baby" repeatedly. Then, he spit in two girls faces. Ms. Robb did speak to his Mom. The coach encouraged Ms. Robb to aim for positive contacts as frequently as she could.

Week 3: Jamal will have Daily Behavior Report Cards on Mondays and Wednesdays and Phone Calls on Friday. I texted Kameron's Mom on Wednesday and Friday. The weekly HSP goals for Jamal have not been achieved at this point, but I will work on it after the meeting.
Week 4: Jamal was suspended for destroying school property (Ate part of the headphones). Mom was very supportive and actually wanted him to be suspended for it. The HSP goals were met, but Jamal's Mom did not send back the Daily Behavior Report Card and asked Mom if she can text instead. She said yes, so Ms. Robb is relieved to have one thing off her plate. Kameron got in a fight in another classroom and it is currently being investigated. Kameron's Mom was very receptive when I called and said, "What did he do now?"
Week 5: Jamal got suspended for biting a boy that he punched in the face a month ago. They are friends and could not explain why he did it. Both HSP goals were met though. Jamal's Mom acts like she is on board, but is not following through with additional requests like changing his medication or doing his homework. Whenever I call Mom she says, "Oh my gosh, what did he do now?" She is not as responsive as she was before.
Week 6: Yes, the goals were met for both students.
Week 7: Ms. Robb texted both Moms during the coaching meeting. Kameron has been out of control because he keeps doing sexual things, like grabbing girls' bottoms or groping objects. Child Protective Services need to be called.
Week 8: Jamal has been absent for two weeks, but I have still been texting Mom. I am texting Kameron's Mom, but I also don't have the energy to write referrals every time he does something sexual (For instance, he told his table today that he eats p***y).
Week 9: The goals were met for both students.
Week 10: Jamal is on medicine, but he has been through so much with the secret move (Note: The mother was kicked out of her boyfriend's place and is living with her mother in another district, but is not saying anything, so they do not get kicked out of the school). Jamal's Mom has been getting sketchy where she just responds "ok" and seems to not care when I text her. Kameron's Mom ignored my text because she is really overwhelmed.
Week 11: The goals were met for both students. I will also call Kameron's Mom to check in on him since he is sick.
Week 12: I texted Jamal's Mom, but stopped texting Kameron's Mom because she has not been responding. I call her instead and we talked. I called because Kameron went number two on himself after school.
Week 13: Jamal's Mom was very receptive when I texted her. Kameron's Mom did not respond, but she did not get back to the three students' teachers (as reported by Ms. Robb who spoke to the other siblings' teachers) since report cards went home and all three kids were failing almost every subject.
Week 14: I texted Jamal's Mom and she has been responding well. He has not been doing his homework though. I called Kameron's Mom with Kameron's behavior counselor. There are still a lot of sexual comments being made.

Week 15: The goal was met, but Child Protective Services were called after Kameron grabbed a girl's bottom again. This led to a confrontation between Ms. Robb and Kameron's Mom.

Ms. Caje

Weekly BiC-E Communication Strategies and Barriers

Week 1: I already have a plan in place with Natasha's Mom and we had our Family Meeting too. We communicate via Class Dojo and speak frequently. I am rescheduling Ruben's Mom's meeting.

Week 2: Yes, I used Class Dojo and text messages with Natasha's Mom. I will be meeting with Ruben's Mom next week for the Family Meeting.

Week 3: Ruben's Mom came in yesterday and we talked a while, but have not had our Family Meeting yet. I communicated with Natasha's Mom through Class Dojo.

Week 4: The goal was met for Natasha. I checked in on Natasha's Mom because Natasha's grandmother (Natasha and the grandmother are close) had a stroke and isn't able to talk to her. She tried really hard to have a good week. I am still planning Ruben's meeting.

Week 5: Yes, both were met. I feel like both of them are very receptive, especially when it is a positive phone call or note. I try to have more positive conversations with Ruben's Mom. She is easy to schedule with, but doesn't always show up. She will sometimes miss the call, btu will call back when I leave a message. Natasha's Mom is always receptive to communication. She has a busy work schedule that changes weekly. She will text back, if I call, but is willing to come in if I say we need to sit down and talk. We kept in touch while I got surgery and she checked in on me and let me know Natasha was having a hard time at home and the YMCA.

Week 6: I have been texting both parents a couple times each week. I am trying to use more positive communication. Mom shared that Natasha has been having a hard time at home too.

Week 7: The goals have been met.

Week 8: Ruben pulled a chair out from under a girl this week and Natasha punched another student in the face yesterday. They both did better today. I am calling Ruben's Mom to let her know what a great day he had! I talked to Natasha's Mom through Class Dojo.

Week 9: Talked to Ruben's Mom on the phone and texted Natasha's Mom.

Week 10: Texted Ruben's Mom and talked with Natasha's Mom. Texted both parents today and Class Dojo with Natasha's Mom on Monday.

Week 11: Have spoken with both parents this week. Ruben was having a difficult time with another student and had to talk to Mom about it. Natasha's Mom actually reached out first! Talked this school project.

Week 12: Ruben's Mom is getting good- she tried to call me twice and then texted me on Friday to find out about how his day was going. Natasha- We still communicate at least once a week using Class Dojo or texting.

Week 13: Natasha was suspended for getting in a fight, but has had an attitude adjustment and got herself together today. I have been contacting both Moms.

Week 14: I contacted both parents.

Week 15: Both parents have been responsive. Ruben's Mom has been so much more responsive with it!

Ms. Easton

Weekly BiC-E Communication Strategies and Barriers

Week 1: Jay had hard time the other day with blocks and sharing. Already had Jay's meeting and it went well. Ms. Easton feels she has made a connection with Jay's Mom. Mom is open to texting and phone calls. She checks her phone frequently. Jay's Mom has asked for teacher support in the form of reading materials to help at home.

Darren is difficult to read sometimes. Doesn't express emotions- he does not smile very much. Mom has talked to Ms. Easton about this too. Darren did not meet yet, but talk on the phone frequently.

Week 2: Jay joined "Milk and Cookies" program because Dad is incarcerated. This seems to have helped. He has been happy and on point. You will share this news with his Mom.

Week 3: Darren has been cooperative. I had a 15 minute meeting with Mom, but not a formal Family Meeting. Jay has been having good and difficult days, it depends. I will send a behavior chart home every day, calls weekly with good and bad days. I also sent home some school supplies.

Week 4: Darren has been smiling and more comfortable and receptive to me, he didn't use to show much emotion or smile. I have not had meeting yet. Jay has been doing well and is more engaged. Still making plan to have meeting.

Week 5:I talked to Darren's Mom last week. She came in for a meeting regarding an incident that occurred. We got some bonding and felt like a team. Darren's Mom is easy to reach and have constant communication with her. I texted Jay's Mom because he had a rough day yesterday. I have been able to leave messages on phone and text back and forth. Sometimes, Mom doesn't get back to me. She works until 9:30 pm. I have never met Jay's Mom face to face- she is very busy. It is difficult to keep up with the goal for Jay because Mom doesn't have a lot of time because of work when she gets home.

Week 6: Left messages for both parents, and have not heard back. JD's mom works late hours and am hoping to get her to the school or on the phone for the checking and reconnecting home-school partnership. DJ's mom is often at school but haven't had a chance to sit down for a full meeting. She is going to meet with me anyway to go over possible counseling services for DJ so trying to lump this into one meeting.

Week 7: Jay's Dad came in and talked to the speech therapist. He also came in to the classroom. Darren's Mom came into the classroom yesterday. Darren was having a hard time when asked to leave the computer- he threw the mouse and kicked the cabinets. I recorded it on my phone when he just left the classroom. Mom showed up right after I texted. Talked to Mom about scheduling a meeting next week. Mom is going to email some times.

Week 8: Jay's plan is to check-in and text each other back and forth. Darren's meeting has not been planned yet. I called her on the phone, but the voicemail was full. She has not responded to three texts in a row. I am texting Jay's Mom, but she doesn't respond. She is not sending back the Daily Behavior Report Cards. Darren's Mom has been non-responsive to meetings and has not been answering her phone either.
Week 9: I had another meeting with Jay's Mom this morning. Mom thinks behaviors are only happening in the classroom, but this is not the case. There is a chance Jay will be up for retention. I have been keeping up my end. I text or call once week. I did explain that the behavior note should come home, but she didn't really say anything. I called and left a message for Darren's Mom. I text to ask what day is good for her, but she hasn't responded. I also want to move forward with a behavior counselor too.
Week 10: I did text Darren's Mom. He had a really good on Friday. He got 12 stickers. I sent a picture home. Jay- today, I am sending them a picture and a note home.
Week 11:I texted Jay's Mom and Dad about how he was a leader and read to the class and what an amazing job he did. Jay's Mom answered, which she usually doesn't. Dad responded to the text and then came in for lunch the next day. Mom then texted with more questions. Darren's Mom finally responded to my texts and messages about the great day he had.
Week 12: Jay's Mom has been texting weekly and responded that she is coming to the meeting tomorrow. I didn't communicate with Darren's Mom, but the principal did. Darren was suspended on Thursday- he threw a chair, threw a computer, and knocked over a garbage can. The principal had to physically remove him from the classroom. Darren is from out of the school zone and the principal said that one more referral and he is kicked out of the school. Today, Darren was crawling all over the floor.
Week 13: I have been communicating with Darren's Mom, but she was not sending the Daily Behavior Report Cards back. (This is important that Ms. Easton added this in without consulting the parent and then got upset when the Mom was not responding). Jay's Mom came in for the Child Study meeting. We have also been texting.
Week 14: I was able to text both parents this week. The goal was met for Jay, but the goal was not met for Darren.
Week 15: Jay has come a long way! He has his good days and bad days, but I called Dad and he came right in! Jay's Dad responded right away to my call and comes in the classroom. He stayed and helped out! I think the home school communication has helped get him more involved.

Ms. Declan
Weekly BiC-E Communication Strategies and Barriers
Week 1: We had our Family Meeting.
Week 2: We have already met and Mom has requested communication through Class Dojo. I include pictures of him behaving appropriately and struggling with his behavior. Mom has responded.

Week 3: The plan has been changed that every ten minutes that Matt is focused and on task, he will receive a point. He will earn one minute of free time for every point he earns (Computer, buddy talk, etc.). At least once a week, I will contact Mom through Class Dojo to let her know how his week is going. Mom agreed to respond.
Week 4: The plan created by me and Mom is going well. He is doing better each day. I've been contacting Mom through Class Dojo several times each week.
Week 5: I think Mom is of the mindset, "Here you deal with it at school and I'll deal with it here." I really feel like using Class Dojo has helped a lot. She will respond to me, especially if I send a picture of him. Phone calls and emails do not work.
Week 6: The goal was met. I feel like Matt cares about me and loves me and wants to make me happy. Today, I had a flashback to what he was like at the start of the school year when he used to do eye rolls to me. It's been a long time since he has done it, so we are making progress for sure.
Week 7: Yes, the goal was achieved. Matt had a really difficult day today though.
Week 8: Yes, the goal was met. I spoke to Mom on Monday at a Child Study meeting and she seemed happy with the response.
Week 9: Yes, the goal was met. I also messaged Mom regarding an incident on the way to the bus yesterday and she responded to the message accordingly.
Week 10: Yes, the goal was met. I have started stretching the time for Matt to earn a point to longer stretches.
Week 11: Yes, the texting seems to be more consistent than messaging through Class Dojo. Matt has started apologizing to me after a bad day and giving me hugs and telling me, "I'll be better the next day."
Week 12: Yes, she now texts me rather than using Class Dojo.
Week 13: Yes, texting Mom achieves quicker responses than Class Dojo.
Week 14: Yes, she will reach out to me frequently, but with excuses about why he didn't complete his project or another excuse about his lack of participation with school.
Week 15: We aren't using the points as much anymore because he is regulating his behavior on his own most days. I am texting Mom at least once a week, sometimes more.

APPENDIX J

BEST in CLASS HSC Integrity: Coach Form

Teacher ID: Coach ID: Date: Week:

Products Checklist			
Introductory Products			
Did the teacher...	**Yes**	**No**	**N/A**
1. Fill out the form, "Family Meeting: Checking in and Reconnecting"?	☐	☐	☐
2. Fill out the "Home-School Partnership Action Plan"?	☐	☐	☐
Ongoing Products			
Did the teacher...	**Yes**	**No**	**N/A**
1. Fill out the form, "Home-School Partnership Action Plan: Review"?	☐	☐	☐
2. Communicate with the family?	☐	☐	☐
• Send a note home?	☐	☐	☐
• Send a BEST in CLASS Elementary At Home form home?	☐	☐	☐
• Send the BEST in CLASS Elementary Behavior Report Card home?	☐	☐	☐
• Send a text?	☐	☐	☐
• Send an email?	☐	☐	☐
• Make a phone call?	☐	☐	☐
• Meet in person?	☐	☐	☐
• Other? _____	☐	☐	☐

Comments:

Reflection							
Did the coach...	**1 Not At All**	**2**	**3 Somewhat**	**4**	**5 Very Much**	**N/A**
1. Ask the teacher to summarize the goal and action plan steps for improving the home-school partnership?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
2. Facilitate a discussion about home-school communication efforts?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
3. Ask the teacher whether the goal(s) in the home-school partnership action plan were being adequately met?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
Total:						
Strategy Review						
Did the coach...	**1 Not At All**	**2**	**3 Somewhat**	**4**	**5 Very Much**	**N/A**
1. Accurately explain and provide examples of	☐	☐	☐	☐	☐	☐

BEST in CLASS HSC Integrity: Coach Form

CARES components?						
If N/A, please explain...						
2. Share strategies from the CARES framework?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
3. Discuss ways to communicate information about the Practices with families?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
Total:						
Shared Goal Setting & Decision Making						
Did the coach...	**1 Not At All**	**2**	**3 Somewhat**	**4**	**5 Very Much**	**N/A**
1. Guide the teacher through the home-school partnership problem-solving process?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
2. Discuss potential challenges that may be hindering the partnership?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
3. Assist the teacher in writing the "Home-School Partnership Action Plan."	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
4. Assist the teacher in creating home-school partnership goal(s) that are specific and measurable?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
5. Facilitate a discussion to identify resources/supports that will help the teacher meet the home-school partnership goal?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
6. Facilitate a discussion of methods to measure progress toward meeting home-school partnership goal(s)?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
Total:						
Quality Collaboration						
Did the coach...	**1 Not At All**	**2**	**3 Somewhat**	**4**	**5 Very Much**	**N/A**
1. Facilitate joint action planning?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						

BEST in CLASS HSC Integrity: Coach Form

2. Keep the discussion focused on specific teacher/student/family behaviors?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
3. Check for understanding and adjust explanations/examples based on teacher need?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
4. Maintain a non-judgmental attitude toward the teacher?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
5. Maintain positive rapport?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
Total:						
General Items						
Did the coach...	**1 Not At All**	**2**	**3 Somewhat**	**4**	**5 Very Much**	**N/A**
Accurately respond to all teacher questions related to the implementation of BEST in CLASS Elementary home-school partnerships?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
2. Have a copy of the teacher manual present and refer to the home-school partnership section during the meeting?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
3. Facilitate a teacher summary of new goal(s) and action plan steps for improving the home-school partnership?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
Total:						

Comments:

APPENDIX K

BEST in CLASS HSC Integrity: Teacher Self-Reflection Form

Teacher ID: Coach ID: Date: Week:

Strategy Review						
When communicating and interacting with families, did I...	**1 Not At All**	**2**	**3 Somewhat**	**4**	**5 Very Much**	**N/A**
1. Use CARES: Connection to the Practices?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
2. Use CARES: Authentic Relationships?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
3. Use CARES: Reflective Thinking?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
4. Use CARES: Effective Communication?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
5. Use CARES: Sensitivity to Families' Culture?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
Total:						
Goal Setting & Decision Making						
Did I...	**1 Not At All**	**2**	**3 Somewhat**	**4**	**5 Very Much**	**N/A**
1. Use the home-school partnership problem solving process independently?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
2. Develop the "Home-School Partnership Action Plan" with the family?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
3. Write home-school partnership goal(s) that are specific and measurable?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
4. Identify resources/supports that will help me meet the home-school partnership goal?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
5. Determine methods to measure progress toward meeting home-school partnership goal(s)?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
Total:						

BEST in CLASS HSC Integrity: Teacher Self-Reflection Form

General Item						
Did I...	**1 Not At All**	**2**	**3 Somewhat**	**4**	**5 Very Much**	**N/A**
1. Use the teacher manual when I had questions?	☐	☐	☐	☐	☐	☐
If N/A, please explain...						
Total:						

Comments:

Teacher ID _____ Date: _____

Coach ID _____

Practice-based Coaching Working Alliance Inventory: Coach Form

Instructions

Please indicate the frequency with which the behavior described in each of the following items seems characteristic of your work with your teacher. After each item, circle the number corresponding to the appropriate point on the following seven-point scale:

	1	2	3	4	5	6	7
	Almost Never						Almost Always
1. I support my teacher's work with a specific plan with his/her children.	1	2	3	4	5	6	7
2. I help my teacher stay on track during our meetings.	1	2	3	4	5	6	7
3. My style is to carefully and systematically consider and share the data brought to our coaching meetings.	1	2	3	4	5	6	7
4. My teacher and I work together to create specific goals in the coaching meetings.	1	2	3	4	5	6	7
5. In coaching meetings, I expect my teacher to think about or reflect on my comments to him/her.	1	2	3	4	5	6	7
6. I coach and support my teacher through direct suggestion.	1	2	3	4	5	6	7
7. In coaching meetings, I place a high priority on understanding the teacher and the children's perspective.	1	2	3	4	5	6	7
8. I encourage my teacher to take time to understand what the children are saying and doing and how she/he can support the children.	1	2	3	4	5	6	7
9. When providing corrective feedback to my teacher, I offer alternative ways of intervening with that child and support the teacher in self-reflection & change.	1	2	3	4	5	6	7
10. I support my teacher in using BEST in CLASS strategies with the children.	1	2	3	4	5	6	7
11. I encourage my teacher to talk about the work in ways that are comfortable for him/her.	1	2	3	4	5	6	7

12. I welcome my teacher's explanations about his/her children's behavior.	1	2	3	4	5	6	7
13. During coaching meetings, my teacher talks more than I do.	1	2	3	4	5	6	7

	1	2	3	4	5	6	7
	Almost Never						Almost Always
14. I make an effort to understand my teacher's view of his/her classroom and the particular focal child.	1	2	3	4	5	6	7
15. Discussions with my teacher about his/her performance are conducted in a collaborative manner.	1	2	3	4	5	6	7
16. I facilitate my teacher's talking in our meetings.	1	2	3	4	5	6	7
17. In coaching meetings, my teacher is more curious than anxious when discussing his/her difficulties with children.	1	2	3	4	5	6	7
18. My teacher appears to be comfortable working with me.	1	2	3	4	5	6	7
19. My teacher understands child behavior and strategies similar to the way I do.	1	2	3	4	5	6	7
20. During coaching meetings, my teacher seems able to stand back and reflect on what I am saying to him/her.	1	2	3	4	5	6	7
21. I stay in tune with my teacher during coaching.	1	2	3	4	5	6	7
22. My teacher identifies with me in the way he/she things and talks about his/her children.	1	2	3	4	5	6	7
23. My teacher consistently implements suggestions made in the collaborative practice-based coaching model.	1	2	3	4	5	6	7

Scoring

The coach form of the PBCWAI-R has three scales, Child Focus, Rapport, and Identification. They are scored as follows.

Child Focus: Sum items 1-9, then divide by 9.
Rapport: Sum items 10-16, then divide by 7.
Identification: Sum items 17-23, then divide by 7.

Child Focus Score = _____
Rapport Score = _____
Identification Score = _____

Teacher ID _____ Date: _____

Coach ID _____

Practice-based Coaching Working Alliance Inventory: Teacher Form

Instructions

Please indicate the frequency with which the behavior described in each of the following items seems characteristic of your work with your coach. After each item, circle the number corresponding to the appropriate point on the following seven-point scale:

	1 Almost Never	2	3	4	5	6	7 Almost Always
1. I feel comfortable working with my coach.	1	2	3	4	5	6	7
2. My coach welcomes my explanations about the children's behavior.	1	2	3	4	5	6	7
3. My coach makes the effort to understand me.	1	2	3	4	5	6	7
4. My coach encourages me to talk about my work with the children in ways that are comfortable for me.	1	2	3	4	5	6	7
5. My coach is tactful when providing feedback about my performance.	1	2	3	4	5	6	7
6. My coach supports my use of the BEST in CLASS strategies with the focal children.	1	2	3	4	5	6	7
7. My coach encourages me to talk freely in our meetings.	1	2	3	4	5	6	7
8. My coach stays in tune with me during coaching meetings.	1	2	3	4	5	6	7
9. I understand child behavior and strategies similar to the way my coach does.	1	2	3	4	5	6	7
10. I feel free to mention to my coach any troublesome feelings I might have about him/her.	1	2	3	4	5	6	7

	1 Almost Never	2	3	4	5	6	7 Almost Always
11. My coach treats me like a colleague in our coaching meetings.	1	2	3	4	5	6	7
12. In coaching meetings, I am more curious than anxious when discussing my difficulties with children.	1	2	3	4	5	6	7
13. In coaching meetings, my coach places high priority on understanding the child's perspective.	1	2	3	4	5	6	7
14. My coach encourages me to take time to understand what the children are saying and doing.	1	2	3	4	5	6	7
15. My coach's style is to carefully and systematically discuss the data brought to coaching meetings.	1	2	3	4	5	6	7
16. When providing corrective feedback about my work with a child, my coach offers alternative ways of intervening with that child.	1	2	3	4	5	6	7
17. My coach supports me within a specific plan with my children.	1	2	3	4	5	6	7
18. My coach helps me stay on track during our meetings.	1	2	3	4	5	6	7
19. I work with my coach on specific goals in the coaching meeting.	1	2	3	4	5	6	7

Comments: (What did my coach do well? What areas could be improved?)

Scoring

The teacher form of the PBCWAI-R has two scales, Rapport and Client Focus. They are scored as follows.

Rapport: Sum items 1-12, then divide by 12.
Client Focus: Sum items 13-19, then divide by 7.

Rapport Score= _____
Client Focus Score= _____

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The Incredible Years Project

Time 1 CID ____ TID ____

Office Use Only

INVOLVE - Teacher

A number of teachers have mentioned to us that their attempts to get parents to be more involved in their child's school life is not as successful with some parents as with others. With that in mind, we would like you to answer the following questions about your relationship with this student's parents and their involvement with the school in the past 2 to 3 months. If you are filling this out at the beginning of the year, make your best guess at this time. Choose the response that comes closest to your ideas.

	Never	Once or twice	Every month	Every week	More than once per week
1. Has this child's parent called you in the past 1-3 months?	①	②	③	④	⑤
2. Have you called this child's parents in the past 1-3 months?	①	②	③	④	⑤
3. Have you written a note to the child's parent in the past 1-3 months?	①	②	③	④	⑤
4. Has this child's parent stopped by to talk to you in the past 1-3 months?	①	②	③	④	⑤
5. Has this child's parent been invited to visit your school for a special event (e.g., book fair) in the past 1-3 months (verbal or written invitation from you)?	①	②	③	④	⑤
6. Has this child's parent visited your school for a special event (e.g., book fair) in the past 1-3 months?	①	②	③	④	⑤
7. Has this child's parent been invited to attend a parent-teacher conference in the past 1-3 months?	①	②	③	④	⑤
8. Has this child's parent attended a parent-teacher conference in the past 1-3 months?	①	②	③	④	⑤
9. How often has this child's parent been invited to attend a school meeting in the past 1-3 months? (verbal or written invitation by you or other school personnel)	①	②	③	④	⑤
10. How often has this child's parent been to school meetings in the past 1-3 months?	①	②	③	④	⑤
11. How often has this parent asked questions/made suggestions about his/her child in the past 1-3 months?	①	②	③	④	⑤
12. How often has this parent volunteered in the classroom in the past 1-3 months?	①	②	③	④	⑤

13. How much is this parent interested in getting to know you?

Not at all	A little	Somewhat interested	Very interested
①	②	③	④

14. How well do you feel you can talk to and be heard by this parent?

Not at all	A little	Somewhat	Well	Very well
①	②	③	④	⑤

15. If you had a problem with this child how comfortable would you feel talking to his/her parent?

Not at all	A little	Somewhat	Comfortable	Very comfortable
①	②	③	④	⑤

16. How much do you feel this parent has the same goals for his/her child that the school does?

Don't know or	not at all	A little	Some	A lot	A whole lot
①	②	③	④	⑤	

17. To the best of your knowledge, how much does this parent do things to encourage this child's positive attitude toward education (e.g., take child to the library play games to teach child new things, read to child)?

Don't know or	not at all	A little	Some	A lot	A whole lot
①	②	③	④	⑤	

18. How involved is this parent in his/her child's education and the classroom?

Not at all	A little	Somewhat involved	Very much involved
①	②	③	④ ⑤

19. How important is education in this family?

Don't know or	not at all	A little	Somewhat	A lot	A whole lot
①	②	③	④	⑤	

20. Do you think that the parent is more interested in her child's education than the parent's participation indicates (i.e., full-time work, student, several young children at home)?

Not at all	A little	Somewhat	Interested	Very interested
①	②	③	④	⑤

APPENDIX O

Parent-Teacher Relationship Scale: Teacher

The following statements are about your relationship with your child's teacher. For each one, please circle the number that best indicates how much you agree with the statements.

	Strongly disagree	Mildly disagree	Not sure	Mildly agree	Strongly agree
1. We trust each other.	1	2	3	4	5
2. It is difficult for us to work together.	1	2	3	4	5
3. We cooperate with each other.	1	2	3	4	5
4. Communication is difficult between us.	1	2	3	4	5
5. I respect this teacher.	1	2	3	4	5
6. This teacher respects me.	1	2	3	4	5
7. We are sensitive to each other's feelings.	1	2	3	4	5
8. We have different views of right and wrong.	1	2	3	4	5
9. When there is a problem with my child, this teacher is all talk and no action.	1	2	3	4	5
10. This teacher keeps his/her promises to me.	1	2	3	4	5
11. When there is a behavior problem, I have to solve it without help from this teacher.	1	2	3	4	5
12. When things aren't going well, it takes too long to work them out.	1	2	3	4	5
13. We understand each other.	1	2	3	4	5
14. We see my child differently.	1	2	3	4	5
15. We agree about who should do what regarding my child.	1	2	3	4	5
16. I expect more from this teacher than I get.	1	2	3	4	5
17. We have similar expectations of my child.	1	2	3	4	5
18. This teacher tells me when s/he is pleased.	1	2	3	4	5
19. I don't like the way this teacher talks to me.	1	2	3	4	5
20. I tell this teacher when I am pleased.	1	2	3	4	5

	Strongly disagree	Mildly disagree	Not sure	Mildly agree	Strongly agree
21. I tell this teacher when I am concerned	1	2	3	4	5
22. I tell this teacher when I am worried.	1	2	3	4	5
23. I ask this teacher's opinion about my child's progress.	1	2	3	4	5
24. I ask this teacher for suggestions.	1	2	3	4	5

During follow-up family meetings, you will review the previously developed action plan with each family in order to make sure progress is being made towards the goal. You will collaborate with the family on making changes to the previous action plan using the "Home-School Partnership Action Plan: Review" form below. You may revise this Action Plan form several times through the school year.

Home-School Partnership Action Plan: Review

Summarize the goal and action plan steps for improving the home-school partnership.	
Was the goal achieved? What worked and what didn't work? Why did it work or didn't work?	
Are we satisfied with the progress made towards improving the home-school partnership? 1. Change the plan? 2. Continue the plan? 3. Create a new goal?	

BEST in CLASS **Teacher ID: _____**

Teacher & Classroom Demographic Survey

1. What is today's date (mm/dd/yyyy)? ____/____/_____

2. What is your current position (circle one)?
   - ☐ Kindergarten teacher ☐ 1st Grade teacher 2nd Grade teacher
   - ☐ Other (Please specify): _____

3. What is your racial background (circle one):
   - ☐ African American/Black ☐ Native American/American Indian
   - ☐ Asian/Pacific Islander ☐ Hispanic/Latino
   - ☐ Caucasian/White ☐ Other (Please specify): _____

4. What is your gender (circle one)? ☐ M ☐ F

5. What is your age range (circle one)?
   - ☐ 18 – 25 ☐ 26 – 35 ☐ 36 – 45
   - ☐ 46 – 55 ☐ Over 55 ☐ I would prefer not to respond

6. Do you have a teaching license/certificate? ☐ Y ☐ N
7.
8. If yes, what grade/subject areas are you licensed in? _____

9. Not counting the current school year, how many years have you been a teacher?
   _____ years

10. Not counting the current school year, how many years have you been a teacher in the current grade level that you teach ?
    _____ years

11. What is your highest level of education (circle one):
    - ☐ High school diploma ☐ Associates degree
    - ☐ Bachelor's degree ☐ Master's degree
    - ☐ Education specialist ☐ Doctoral degree
    - ☐ Other (Please specify): _____

12. Number of adults in the classroom: _____

13. Number of children in the classroom: _____

14. Number of children classified as English Language Learners (ELL): _____

15. Number of children with an Individualized Education Plan (IEP): _____

16. Number of male children: _____ 16. Number of female children: _____

17. Classroom Composition (circle one):
    - ☐ General Education Kindergarten, 1st or 2nd grade
    - ☐ Special Education (ECSE)
    - ☐ Mixed or Collaborative with Special Education (ECSE)

BEST in CLASS Teacher Survey for Family Engagement

DIRECTIONS: Please complete each question below. We hope to learn more about your communication and engagement with your students' families from the beginning of the school year until now. It is important that we get honest feedback from you. Please be assured that all of your answers will be kept confidential. Thank you!

1. How many students are in your class right now? (numerical text box) _____

2. How many of your students' families have you contacted or attempted to contact since school has started? (numerical text box) _____

3. How many have you *successfully* contacted since school has started? (numerical text box) _____

4. In what ways have you made contact with these families? Check all that apply

In person	School wide letter	Class wide letter	Individual note
Phone call	Group Email	Individual Email	Text message
Robocall	Class website	Personal blog	Messaging App
B2S Night	Parent Night	After school activities	Other (Please list)

5. What are the challenges of engaging families in your classroom? Check all that apply

Incorrect Contact Information	Absent family members
Time conflicts	Lack of understanding of cultural differences
Differing communication styles	Conflicting expectations for student
Lack of administrative support	Limited training in how to engage families
Language barriers	Other (please list) _____

6. Often teachers have concerns about a student's educational experience (Social, Emotional, or Academic). When this occurs for you, what means of communicating do you use most often with families?

   In person Individual note Phone call Email Text

   Other (Please list) _____

7. How would you rate your effectiveness in engaging with your students' families?

   Highly Effective Effective Somewhat Effective Not Effective

8. A) Do you feel engaging with your students' families is one of your strengths?

   YES NO

   B) Why did you answer that engaging families is or is not one of your strengths?

   _____

   _____

   _____

Questions About Your Two Focal Students' Families

This section of the survey is about the two students you nominated and were identified as having challenging behaviors. We want to learn more about these two students and their families.

Student 1 (initials) _____

Please respond to these statements with either YES if you agree with the statement of NO if you disagree with the statement

1. This family is supportive of me as their child's teacher YES NO
2. This family is difficult to contact YES NO
3. I have had success communicating with this family YES NO
4. I feel comfortable contacting this family YES NO
5. How often have you communicated with this student's family since the first day of school?

I never communicate with this student's family		I communicate occasionally with this student's family		I often communicate with this student's family
1	2	3	4	5

Student 2 (initials) _____

Please respond to these statements with either YES if you agree with the statement of NO if you disagree with the statement

6. This family is supportive of me as their child's teacher YES NO
7. This family is difficult to contact YES NO
8. I have had success communicating with this family YES NO
9. I feel comfortable contacting this family YES NO
10. How often have you communicated with this student's family since the first day of school?

I never communicate with this student's family		I communicate occasionally with this student's family		I often communicate with this student's family
1	2	3	4	5

Vita

Kimberly Wray McKnight was born on December 26, 1985 in Richmond, Virginia. She attended the University of Virginia, and earned her Bachelor of Arts degree in Sociology and Master of Teaching degree in Elementary Education in December, 2008. Subsequently, she taught kindergarten in Chesterfield, Virginia. First, she was a long-term substitute teacher at Chalkley Elementary from January to June of 2009. Then, from September 2009 until June 2014, she taught kindergarten at Robious Elementary School. In 2011, she earned National Board Certification as an Early Childhood-Generalist. Beginning in 2014, she became a coach at VCU in BEST in CLASS, tier-2 intervention for students who are at risk for emotional or behavioral disorders. In this role, she coached teachers of both preschool and elementary school students.