



Step Three: ADAPT MULTI-TIERED FSCP TOOLS, INCLUDING SPECIFIC SPECIAL EDUCATION SUPPORTS (More About How)

Effective Behavioral Partnering Between Schools, Families, and Communities Selected Resources

Books

- Eber, L. (2003). *The art and science of wraparound*. Bloomington, IN: The Forum on Education Indiana University.

Explains and sequences the wraparound process as it can be applied in the school setting.
- Peacock, G. G., & Collette, B. R. (2010) *Collaborative home/school interventions: Evidence-based solutions for emotional, behavioral, and academic problems*. New York: Guilford.

Provides specific suggestions for supporting home-school work when students are exhibiting challenges; includes practical forms.
- Sheridan, S.M. (2014). *The tough kid teachers and parents as partners: The power of partnerships*. Eugene, OR: Pacific Northwest Publishing.

Includes numerous research-based strategies for partnering with families in developing conjoint behavioral interventions and effective coordinated two-way communication.
- Sheridan, S.M., & Kratochwill, T.R. (2008). *Conjoint Behavioral Consultation: Promoting Family-School Connections and Interventions*. New York: Springer.

Describes a step-by-step guide to implementing conjoint behavioral consultation, in conjunction with theory, research, and practical forms.

Articles

- Albright, M.I., Weissberg, R.P., & Dusenbury, L.A. (2011). *School-family partnership strategies to enhance children's social, emotional, and academic growth*. Newton, MA: National Center for Mental Health Promotion and Youth Violence Prevention, Education, Development Center, Inc. Retrieved from <https://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/5307ad29e4b0ebfe8b3ed620/1393012009663/school-family-partnership-strategies-to-enhance-childrens-social%2C-emotional%2C-and-academic-growth.pdf>

Offers background and concrete partnering activities to support student's positive social, emotional, and behavioral development at home and school.

Response to Intervention (RtI) is incorporated within a Multi-Tiered System of Supports (MTSS)



- Duchnowski, A.J., & Kutach, K. (2007). *Family-driven care. Are we there yet?* Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies. Retrieved from http://cfs.cbcs.usf.edu/_docs/publications/fam_driven_care.pdf

Uses the multi-tiered framework to discuss how aligned systems of care can be created for shared students and their families.

- Fredericks, L., Weissberg, R.P., Resnik, H., Patrikakou, E., & O'Brien, M.U. (2005). *Schools, families, and social and emotional learning: Ideas and tools for working with parents and families*. Chicago and Philadelphia: Collaborative for Academic, Social, and Emotional Learning and Mid-Atlantic Regional Educational Laboratory for Student Success. Retrieved from <http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/526a24bee4b015cba634391d/1382687934104/schools-families-and-social-and-emotional-learning.pdf>

Identifies practical strategies and content for sharing behavioral learning between home and school.

- National Association of School Psychologists. (2012). *School-family partnering to enhance learning: Essential elements and responsibilities [Position Statement]*. Bethesda, MD: Author. Retrieved from http://www.nasponline.org/about_nasp/positionpapers/Home-SchoolCollaboration.pdf

Describes the research base and best practices for school mental health professionals as they support all educators partnering with families and also, specifically around mental health and behavioral challenges.

- Weist, M.D., Garbacz, S. A., Lane, K.L., & Kincaid, D. (2017). *Aligning and integrating family engagement in positive behavioral interventions and supports: Concepts and strategies for families and schools in key contexts*. Center for Positive Behavioral Interventions and Supports (funded by the Office of Special Education Programs, U.S. Department of Education). Eugene, Oregon: University of Oregon Press. <http://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf>

Identifies how families can be effectively involved in Positive Behavioral Interventions and Supports (PBIS) throughout multiple tiers of support; includes various ages and cultures.

Website and Videos

- Teachers and Parents as Partners (TAPP) (Previously Conjoint Behavior Consultation) <http://cyfs.unl.edu/TAPP/>



Shares research and practical materials about TAPP, a coordinated partnering intervention focusing on the teacher-parent relationship; demonstrates how a family, teacher, and a school mental health professional together identify student strengths, prioritize behavior goals, progress monitor, and continue collaborating around “their” student.