



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

Information

Annotated List: Slide Presentation with Notes, Articles, Research Brief, Multi-Tiered Tools, and Specific Special Education Supports

These materials are intended to provide a shared base of partnering understanding and information, both from the research and the field. The documents purposely include different formats so as to provide the information in various ways to meet a continuum of needs in diverse sites or situations. They are intended to be practical, useable, and shareable. Some are summaries or handouts, some articles, and some can be considered specific tools or measures. Articles or summary documents are listed in alphabetical order by title, with citations listed below annotation. Tools or data sources are categorized by use and/or primary support tier.

Slide Presentation with Notes

- Includes slides and notes ready to be shared with others; can be abbreviated or adapted for a specific site or situation; presents an overview and is referenced.

Articles

- Making Data Matter in Family Engagement

Highlights the importance of a “data pathway” in supporting families and schools’ work in improving student achievement at all levels - for instructional decision making, transitioning, and crafting school success for every student.

Weiss, H. & Lopez, M.E. (2011). Making data matter in family engagement. In Redding, S., Murphy, M. & Sheley, P. (Eds.) *Handbook on family and community engagement* (pp. 21-28). Lincoln, IL: Academic Development Institute. Retrieved from <http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf>

- Maximum Homework Impact: Optimizing Time, Purpose, Communications, and Collaboration

Frames homework as an important instructional strategy when implemented effectively citing research and related optimizing strategies.

Van Voorhis, F (2011). Maximum homework impact: Optimizing time, purpose, communications, and collaboration. In Redding, S., Murphy, M. & Sheley, P. (Eds.) *Handbook on family and community engagement* (pp. 21-28). Lincoln, IL: Academic Development Institute. Retrieved from <http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf>



- School-Family Partnership Strategies to Enhance Children’s Social, Emotional, and Academic Growth

Outlines specific practical strategies for partnering with families in supporting positive student growth; links to identified skills and ways to coordinate learning at home with school.

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>

- *What’s Sharing Power Got to Do with Trauma-Informed Practice? Sharing Power: A Tool for Reflection*

Shares specific strategies, research, and rationale for sharing power with families in decision-making when there have been traumatic experiences; focused on treatment providers but has direct relevance for schools when families experience challenges or trauma or have struggled in school themselves.

The National Child Traumatic Stress Network. (2016). *What’s sharing power got to do with trauma-informed practice? Sharing power: A tool for reflection*. Washington, DC: Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services.

- Special Education Within MTSS
<http://www.cde.state.co.us/mtss/sped>

Describes how each of the six components of MTSS apply to the special education process in focusing on positive student outcomes and both academic and behavioral learning.

Colorado Department of Education. (2015). *Special education within MTSS*. Denver, CO: Author. Retrieved from <http://www.cde.state.co.us/mtss/sped>

- The Power of the Positive Phone Call

Describes one teacher’s experiences with calling families every year to build relationships and share information.

Aguilar, E. (2015). The power of the positive phone call. *Edutopia*. Retrieved from <http://www.edutopia.org/blog/power-positive-phone-call-home-elena-aguilar>



Research Brief

- Step Three Research to Practice Brief: ADAPT MULTI-TIERED FSCP TOOLS, INCLUDING SPECIFIC SPECIAL EDUCATION SUPPORTS

Summarizes information from the literature on how to apply shared multi-tiered partnering, use effective adult skills, and partner throughout the special education process.

Colorado Department of Education. (2011). *Effective family-school partnering for students with disabilities: Research review*. Denver, CO: Author

Tools

Stakeholders can adapt and apply these tools for a specific site or situation. They were developed with different focus areas, tier application, and a continuum of how MTSS is implemented in various schools and districts. They are intended to save stakeholder time and provide sample partnering language. Many were reviewed by family members so as to ensure appropriateness and were revised based on that feedback. These can be used to implement action plans and guide practice.

Multi-Tiered Tools

Universal Tier

School

Provides practical tools that help implement universal partnering throughout a school community; the more these are shared and applied the more aligned the messaging is about how to partner effectively with all families, educators, and community resources.

- Colorado MTSS Stakeholder Brochure
- Cultural Sharing Tips
- Partnering Vocabulary (Spanish)
- Principal Letter/Text/Email
- Secondary Schools' Fact Sheet
- Ten PBIS Tips for Partnering with Families
- Wallet Partnering Reminder Cards (Spanish)

Classroom, Specialist

Supplies tools for classroom teachers, specialists, and families in partnering to support their students; includes information on homework, behavioral and academic learning, and sharing information between home and school.

- Building Trusting Family-Teacher Partnerships
- Family Letter/Text/Email
- Family Sharing Sheet (Spanish)
- Homework Two-Way



- Interactive Homework Summary
- *Partners In Learning* Pledge
- Teacher Letter/Text/Email
- Two-Way Good News Postcard/Text/Email

Targeted and Intensive Tiers

MTSS Individualized Problem Solving Team Partnering Packet

Provides specific information on partnering within the MTSS individualized problem solving team process for individual students; tools were reviewed by family representatives.

- Best Partnering Practices for MTSS Individualized Problem-Solving Teams
- MTSS Stakeholder Individualized Problem-Solving Team Brochure Insert (Spanish)
- MTSS Individualized Problem Solving Process Frequently Asked Questions (FAQs)
- MTSS Individualized Problem Solving Team Home Information (Spanish)
- MTSS Individualized Problems Solving Team Intervention Plan with Home-School Coordination and Communication
- MTSS Individualized Problem Solving Team Meeting Invitation
- MTSS Individualized Problem Solving Team Partnering Questions for Families and Educators to Ask Together
- MTSS Individualized Problem Solving Team Phone Script
- MTSS Individualized Problem Solving Team Sociocultural Interview and Interpreter Tips

Sample Coordinated Interventions for Schools, Families, and Community Resources

Describes specific evidence-based protocols that prescribe home-school interventions; provides information on references and resources.

- Check-In, Check-Out: Description
- Conjoint Behavioral Consultation: Description and Sample
- School-Home-School Notes: Description and Sample (Spanish)
- Wraparound: Description

Special Education Tools

These tools offer some specific tools for including families as teaming partners throughout the special education process, including participating in MTSS individualized problem solving; focus is on continuous, coordinated, and collaborative student learning.

- IEP Partnering Within An MTSS (or RtI) Framework (Colorado Department of Education, 2009)
- Indicator #8 for Families and Educators of Students with Disabilities (Colorado Department of Education, 2015)
- Respectful Language: People First and Person-Centered (Colorado Department of Education and Colorado Special Education Advisory Committee, 2013)
<http://www.cde.state.co.us/cdesped/personfirstflyer>