

A trauma-informed, positive behavioral supports-aligned approach to

Stakeholder Collaboration and Engagement



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Introduction and Use

This approach to stakeholder collaboration and engagement is aligned with trauma-informed and positive behavioral supports. The purpose of this approach is for school climate and multi-disciplinary teams to establish meaningful stakeholder involvement through an evidence-based tiered framework.

The core features of this approach are adapted and built from the guiding framework of the National Child Traumatic Stress Network, *Creating, supporting, and sustaining trauma-informed school: A System framework (2017)*; and The National Center of Positive Behavioral Interventions and Supports, Family School Community Alliance (FSCA) *Advancing Family-School Collaboration in Positive Behavior Interventions and Supports conceptual framework (2020)*. *See reference and resource information at the end of this guide for further detail*

This is a companion guide for school teams to IMPLEMENT PRACTICES VIA COLLABORATIVE TEAMING through user friendly strategies and resources. Teams or individuals using this guide are encouraged to view the two trainings associated with stakeholder collaboration and engagements

1. Stakeholder Engagement and Collaboration, A trauma-informed, positive behavioral supports-aligned approach
2. Stakeholder Engagement and Collaboration : Strategies and Resources

The Stakeholder Collaboration and Engagement trainings along with the Practice Strategies and Resource guide were developed through the Oklahoma State Department of Education, Office of Student Supports, School Climate Transformation Grant (2020)

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RECOGNIZE YOUR STAKEHOLDERS



BUILD RELATIONSHIPS BETWEEN STAKEHOLDERS

USE EMPATHY & PERSPECTIVE-TAKING

Practice by expanding views and ideas on family-school collaboration, dispel traditional barriers and stereotypes

EMPOWER ONE ANOTHER

Focus on positive efforts that apply meaningful input and engagement in school-wide planning and implementation

CULTIVATE SELF & SOCIAL AWARENESS

Self-reflect on personal biases and barriers related to creating positive relationships with all stakeholders

IMPLEMENT PRACTICES VIA COLLABORATIVE TEAMING

Integrate within an evidence-based multi-tiered framework, spanning academic, behavioral, mental health, social-emotional, and physical content domains

Meaningful Partnerships and Positive Relationships

Training and Education

Responsive Communication and Shared Decision Making

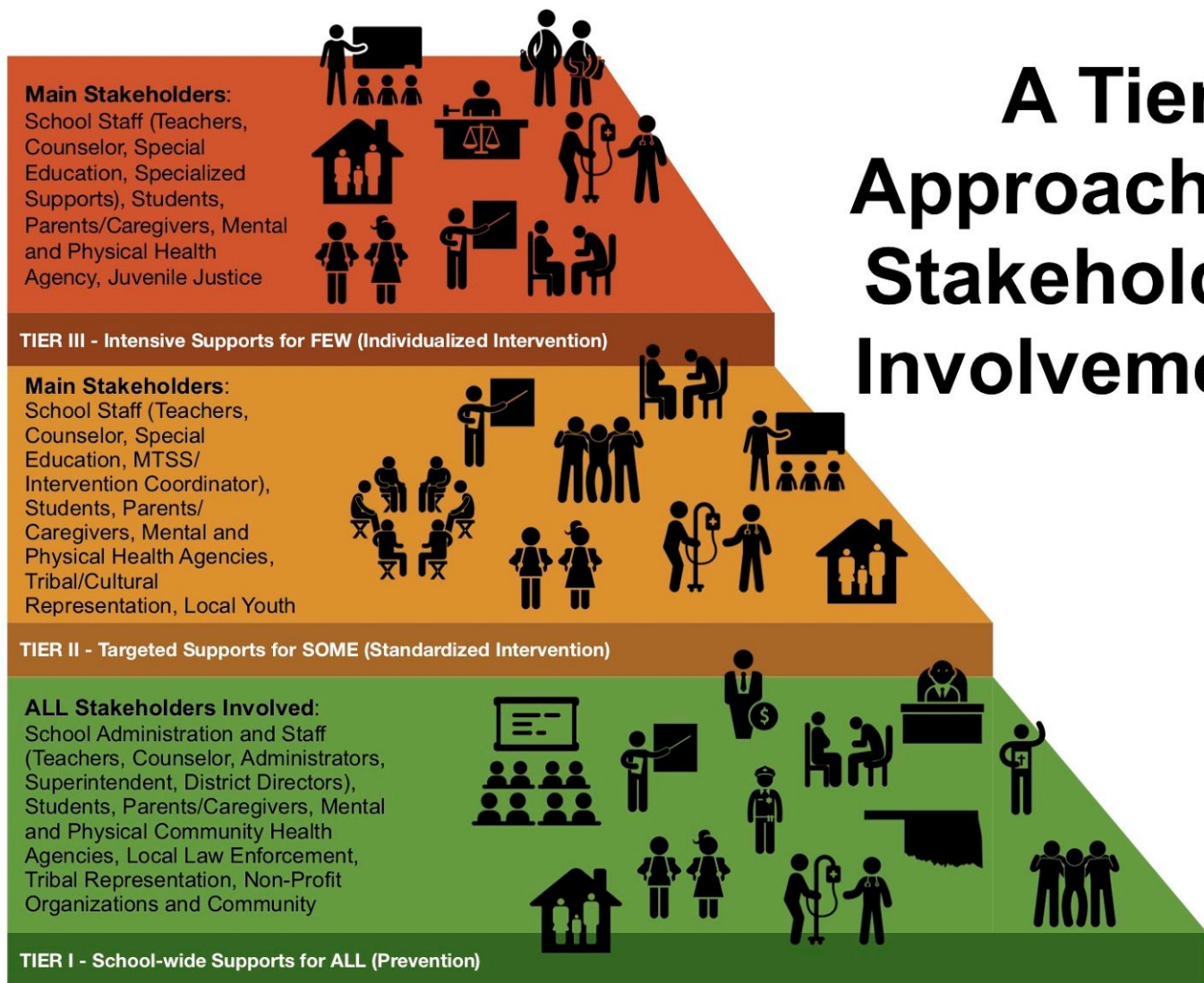
Equality, Diversity, and Cultural Relevance

Monitor and Evaluate Practices

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A Tiered Approach to Stakeholder Involvement



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IMPLEMENT PRACTICES via COLLABORATIVE TEAMING *Strategies and Resources*

Meaningful Partnerships and Positive Relationships

Strategies

- Develop positive business partnerships that help build hope through internships and goals related to students Individual Career and Academic Plans (ICAP)
- Administration and school climate teams seek to understand the socio-economics and impact of trauma on the community and seek partnerships beyond based on access to needed resources.
- Apply knowledge of state and local policies that give direction to the academic, behavior, and overall well being of the students and school climate. Seek support and assistance from state agencies.
- Actively priorities relationship building with all stakeholders through multiple communication modes.

Resources

Coalition for Community Schools; Institute for Educational Leadership; National Association of School Psychologists (NASP), [Nine Elements of Effective School Community Partnerships to Address Student Mental Health, Physical Health, and Overall Wellness](#),

[Business and Education Partnership Guide](#), Office of College and Career Readiness, Oklahoma State Department of Education (2019).

This website provides strategic tools for building partnerships with local businesses. [OSDE Career and College Readiness Site](#). Office of College and Career Readiness, OSDE (2019).

Provides strategies for ways schools can connect with families, [Engage Families to Support Distance Learning](#), Office of Family and Community Engagement, Oklahoma State Department of Education (2020).

Offer free communication tools and tips to use with families, students, and other stakeholders. [Building Relationships, Hope, and Resilience](#), Oklahoma School Climate Transformation, OSDE (2020).

Provide community data, <https://www.census.gov/data.html>, United States Census Bureau.

Goodman, S., Ward, C., & McIntosh, K. (2019). [Four key actions for State Education Agency teams to support implementation of Multi-Tiered Systems of Support](#). National Implementation Research Network, University of North Carolina at Chapel Hill

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Training and Education

Strategies

- Provide virtual, in-person training and professional development for staff, community professionals, and parents on recognizing the prevalence of trauma in Oklahoma and the benefits of implementing positive behavior practices in the school system
- Small group discussions for students and families on trauma history with community nonprofits and organizations.
- Psychoeducation for students and staff on the effects of trauma, ACEs, and chronic stress.
- Train staff on best practices for engaging students and repairing relationships that promote restorative practices.
- Teach the reasoning behind behavior expectations and explicitly teach students the expected behavior. Offer multiple opportunities for students to succeed.

Resources

Online training courses for all stakeholders that want to know more about trauma, OSDE Trauma Aware Course <https://osde.nextthought.com/app/> (2020).

Example parent letter that can be modified as an online/virtual or in-person training of what Positive Behavior Supports looks like at the School Site, <https://www.pbis.org/resource/parent-letter-what-is-pbis>, OSEP Technical Assistance Center of PBIS, (2019).

[Understanding Complex Trauma](#), National Childhood Traumatic Stress Network (2017).

A TED talk that explains the effect of repeated stress, abuse, and neglect., [How Childhood Trauma affects Health Across a Lifetime](#), Dr. Nadine Burke-Harris (2014).

Helping teachers, parents, and teachers engage in a safe and supportive environment in distance learning Pate, C. (2020). [Strategies for trauma-informed distance learning](#). [Center to Improve Social and Emotional Learning and School Safety at WestEd]. WestEd

A strategy a [A School Community where all Students have a Trusted adult at School](#), Oklahoma Champions of Excellence, OSDE, (2020).

Responsive Communication and Shared Decision Making

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Strategies

- Connect with families through home-to-school and school- to- home in two-way communication.
- Obtain input and actively engage families, communities, staff, and students in program planning and implementation.
- Engage families in prevention and intervention around positive behavior supports and mental health needs of students.
- Establish practices that allow families and students to share their stories in an effort to reduce re-traumatization and decrease occurrences of unnecessary triggers.
- Develop a shared language, common understanding of challenges and goals, collaborative problem-solving, and focus on student and stakeholder wellness.

Resources

Whole School Whole Child Whole Community model for ,[Safe and Healthy Schools](#), Oklahoma Champions of Excellence, OSDE (2019).

Have conversations that focus on specific school topics in a virtual social setting or outside of the school building.[Office of Family and Community Engagement](#). OSDE (2020).

Conversations and communication around [Family Engagement](#), National Association of Family, School, and Community Engagement and FrameWorks Institutes, (2019).

Contact local youth and family service centers, mental health providers, and non-profit organizations committed to the social and emotional health of the school community. Example organizations

- [Big Brothers Big Sisters School Mentor. Program](#), Big Brothers Big Sisters of Oklahoma, (2020).
- Local community or county youth and/or family service such as [Youth Services](#) of Tulsa, (2020)

[Mapping the Gaps](#) between Expert, Public, Practitioner, and Policymaker Understandings of Family, School, and Community Engagement, FrameWorks Institute, In partnership with National Association for Family, School, and Community Engagement Heising-Simons Foundation (2019).

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Equality, Diversity, and Cultural Relevance

Strategies

- Establish a safe and predictable school environment for all students.
- Provide students with various opportunities to link with peers or community members of like interest, experiences, and cultural backgrounds.
- Promote equality for all students and staff through social and emotional skills that includes diverse perspectives.
- Implement restorative discipline policies and resist exclusionary actions that keep students out of the classroom and school.
- Seek to understand the cultural traditions and diversity of families, the community, and the state. Reduce stigmas by adapting practices to student and family needs.
- Evaluate disproportionality in discipline practices, policies, academic material, stakeholder engagement, and daily educational practices.

Resources

Developing Schoolwide Expectations training module for positive and predictable school climate transformation Oklahoma School Climate Transformation, Oklahoma Edge, Next Thought Module, (2020).

McIntosh, K., Barnes, A., Eliason, B., & Morris, K. (2014). [Using discipline data within SWPBIS to identify and address disproportionality: A guide for school teams.](#) OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

Rose, J., Levenson, M., & Smith, K. (April 2020). [Embedding Culturally Responsive Practices in Tier I.](#) Eugene, OR: Center on PBIS, University of Oregon. Retrieved from www.pbis.org.

Provides State educational policies that align with the Federal Every Student Succeeds Act, [Oklahoma Edge Plan](#), Oklahoma State Department of Education (2017).

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Monitor and Evaluate Practices

Strategies

- Develop partnerships and connect with stakeholders that identify trauma-informed practices as a priority.
- Reach out to families to give equal consideration and input into the goals and strategies of school-wide positive behavior practices.
- Evaluate community involvement and needs through formal and informal evaluation methods.
- Actively monitor, collaborate, and problem-solve any concerns that might arise with various stakeholder groups.
- Collaborate in asset mapping, strengths-needs assessments, school climate surveys, tiered fidelity inventories, youth risk behavior survey, census, and other community assessments.

Resources

National Center on Safe Supportive Learning Environment, [School Climate Survey Compendium](#), (2020).

Assess where the school is with engagement, [Keep Connected](#), Search Institute (2018).

Rebecca Sherod, University of Kansas, Wendy Peia Oakes, Arizona State University, Katie Scarlett Lane, Vanderbilt University, and Kathleen Lynne Lane, University of Kansas [Tips for Communicating with Your Community about Systematic Screening: What does your district and school leadership team need to know?](#)

La Salle, T.P. (2020). [How are schools using the school climate surveys?](#) Eugene, OR: University of Oregon

[Assessing Community Strengths and Needs](#), Child Welfare Information Gateway, (2020).

Oklahoma Health Department

[Spotlight: Building Resilient and Trauma-Informed Communities – Introduction](#), Substance Abuse and Mental Health Service Administration, (2017).

[Spotlight: Building Resilient and Trauma-Informed Communities – Philadelphia, PA: Public Health Partnerships for TraumaTransformation](#), Substance Abuse and Mental Health Service Administration, (2017).

Videos for engaging families and communities in school-wide MTSS, [Florida's Multi-Tiered Systems of Support](#) State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

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https://assets.website-files.com/5d3725188825e071f1670246/5e83b41b7df0210d47588d12_Supporting%20Families%20with%20PBIS%20at%20Home%20FINAL.pdf
- Garbacz, A., Minch, D., Cook, S., McIntosh, K., Weist, M., & Eagle, J. (2019). Family-School Collaboration: Tiered Fidelity Inventory. Family School Community Alliance and OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports.
- Minch, D.R., Garbacz, S.A., & Weist, M.D. (April 2020). Advancing Family-School Collaboration in Positive Behavior Interventions and Supports Through the Family-School-Community Alliance. Eugene, OR: Center on PBIS, University of Oregon. Retrieved from www.pbis.org.
https://assets.website-files.com/5d3725188825e071f1670246/5eaca16fd5449056d56910d_Family%20School%20Collab%20in%20PBIS%202019%20RDQ%20Brief.pdf
- National Child Traumatic Stress Network, Schools Committee. (2017). [Creating, supporting, and sustaining trauma-informed schools: A system framework](#). Los Angeles, CA, and Durham, NC: *National Center for Child Traumatic Stress*.
- National Center for Mental Health and Juvenile Justice. (2017). Authentic family engagement: It's more than just pizza [Audio podcast]. Retrieved from
<https://podcasts.apple.com/us/podcast/authentic-family-engagement-itsmore-than-a-pizza/id1316532435?i=1000395134523>
- Wisconsin Department of Public Instruction. (2017). Strategies and Resources for creating Trauma-Informed Schools. <https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/traumastrategies.pdf>