



Ohio Statewide

**Family Engagement Center**

Professional Learning — at The Ohio State University

# TAKING A MULTI-TIERED STRATEGIC APPROACH *to Family Engagement* IN LITERACY





## Partner Greeting

Share a time when your family was engaged in your language and literacy development OR a time when you engaged in the language and literacy development of a family member in school.

Dr. Barbara Boone  
Director



Dr. Hadley Bachman  
Researcher



Dr. Meredith Wellman  
Program Manager



Ohio Statewide

**Family Engagement Center**

# Why does learning about a multi-tiered strategic approach to family engagement matter?



- We want new ideas for how to engage families better. *(why?)*
- ...Because the old ways aren't working. *(why?)*
- ...Because not all families are reached. *(why?)*
- ...Because families' personal motivators, knowledge & skills, and desires for information & resources are not met. *(why?)*
- ...Because we aren't centering families in our planning *(yet)*.



# Today's Learning Outcomes:

- 💡 I can differentiate between Universal, Tailored, and Individualized family engagement strategies.
- 💡 I can identify strategies to create opportunities for all families to partner in a variety of roles in support of children's language and literacy development.
- 💡 I can explain how multi-tiered family engagement is an essential component to support children's language and literacy development.

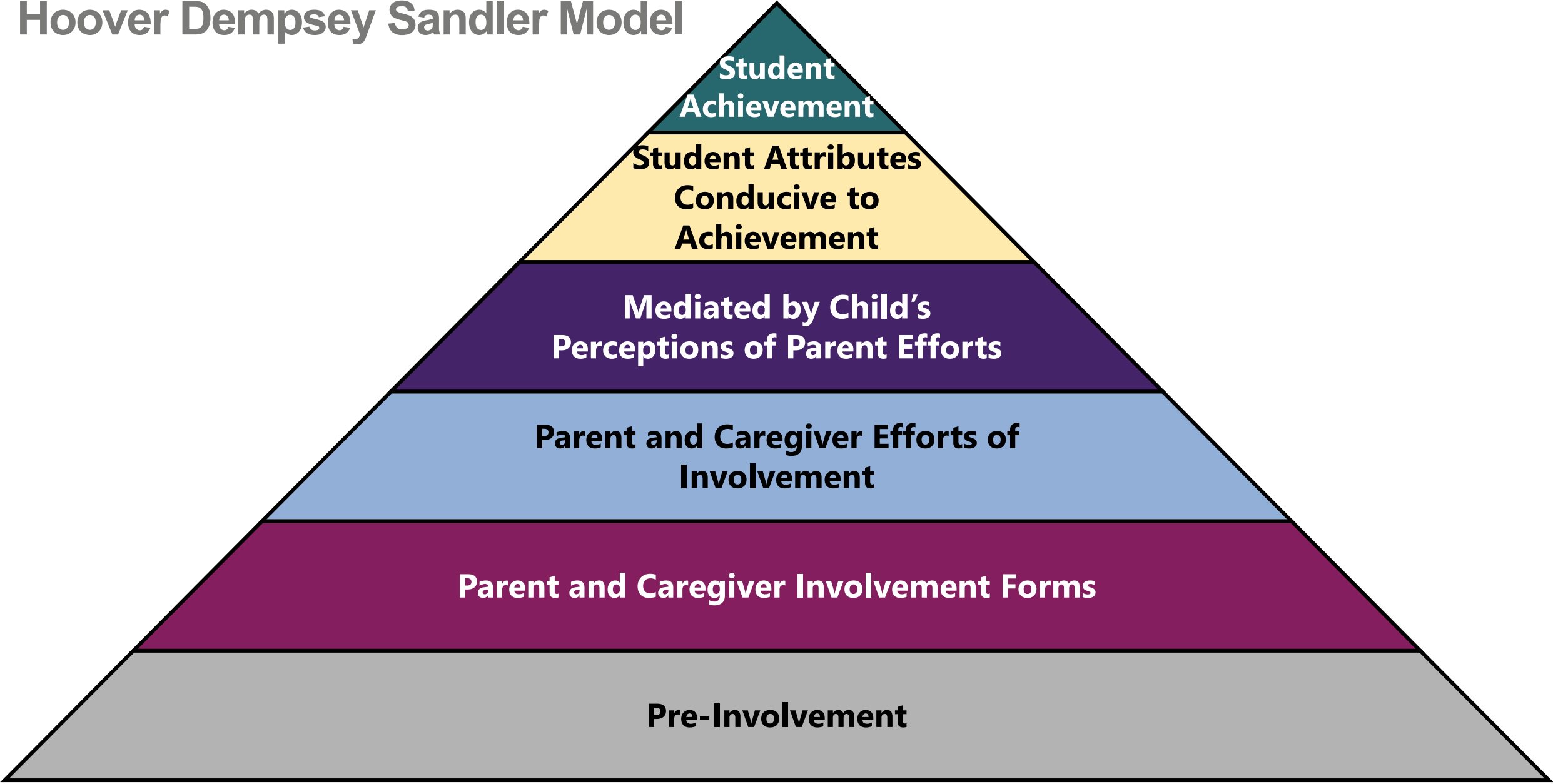


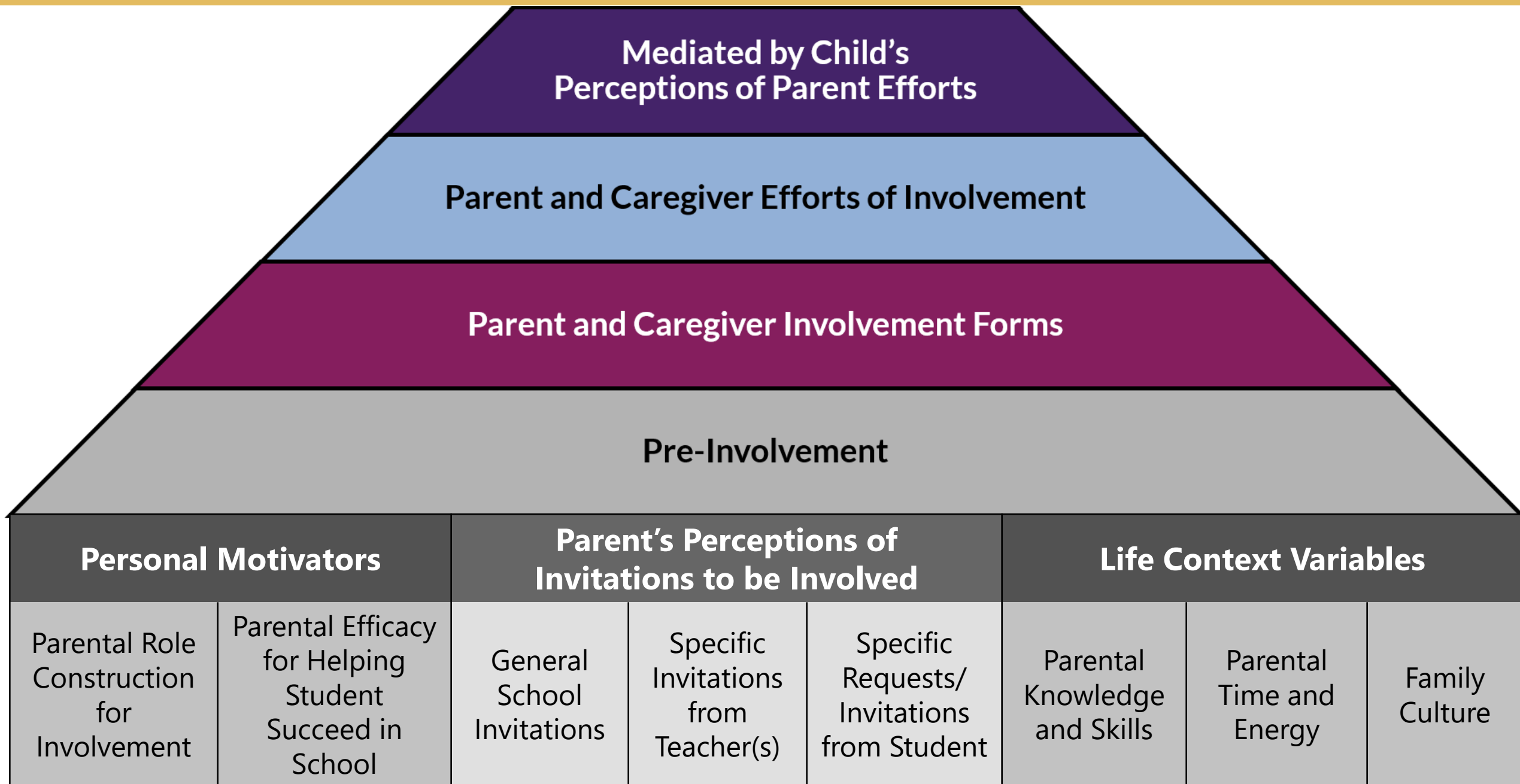
A dramatic photograph of a Space Shuttle Columbia launching from the launch pad. The shuttle is ascending vertically, leaving a massive, billowing plume of white and grey smoke and fire behind it. The launch pad structure is visible on the left, and the sky is dark. The text "This is what we are aiming for." is overlaid in white, bold, sans-serif font across the center of the image.

**This is what we are aiming for.**



# Hoover Dempsey Sandler Model







**Student Attributes  
Conducive to  
Achievement**

**Mediated by Child's  
Perceptions of Parent Efforts**

**Parent and Caregiver Efforts of Involvement**

**Parent and Caregiver Involvement Forms**

Values, Goals,  
Expectations, Aspirations

Involvement  
Activities  
at Home

Parent/  
Teacher/School  
Communication

Involvement  
Activities at School

**Pre-Involvement**



**Student  
Achievement**

**Student Attributes  
Conducive to  
Achievement**

**Mediated by Child's  
Perceptions of Parent Efforts**

**Parent and Caregiver Efforts of Involvement**

Encouragement

Modeling

Reinforcement

Instruction

**Parent and Caregiver Involvement Forms**

**Student  
Achievement**

**Student Attributes  
Conducive to  
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**Mediated by Child's  
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Encouragement

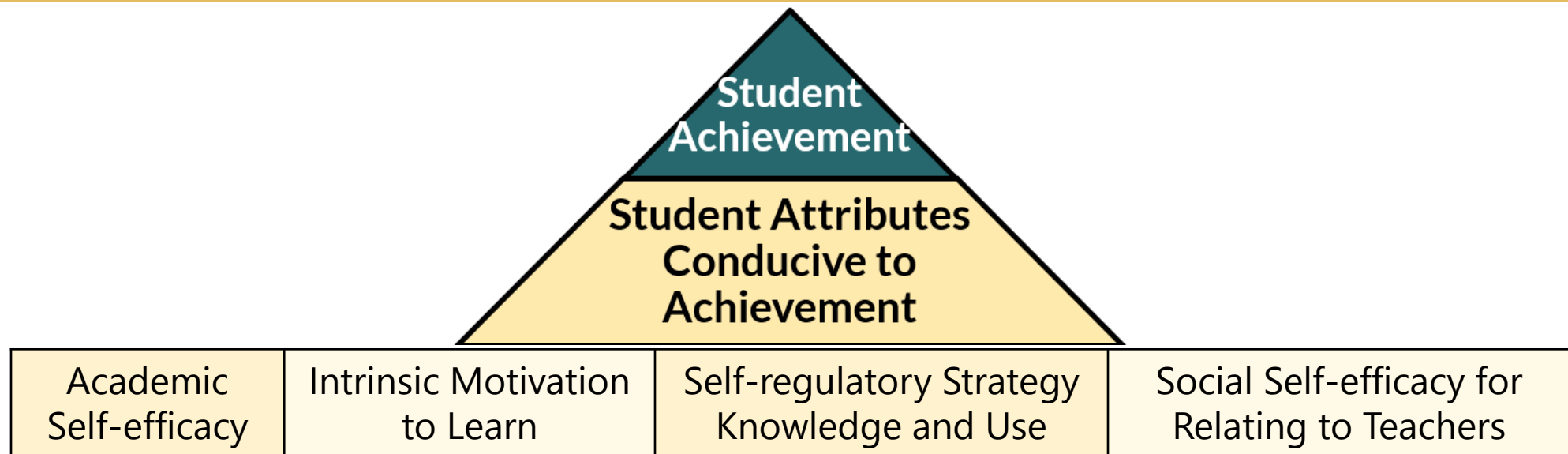
Modeling

Reinforcement

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**Parent and Caregiver Efforts of Involvement**

**Parent and Caregiver Involvement Forms**



**Mediated by Child's  
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**Parent and Caregiver Efforts of Involvement**

**Parent and Caregiver Involvement Forms**

**Pre-Involvement**

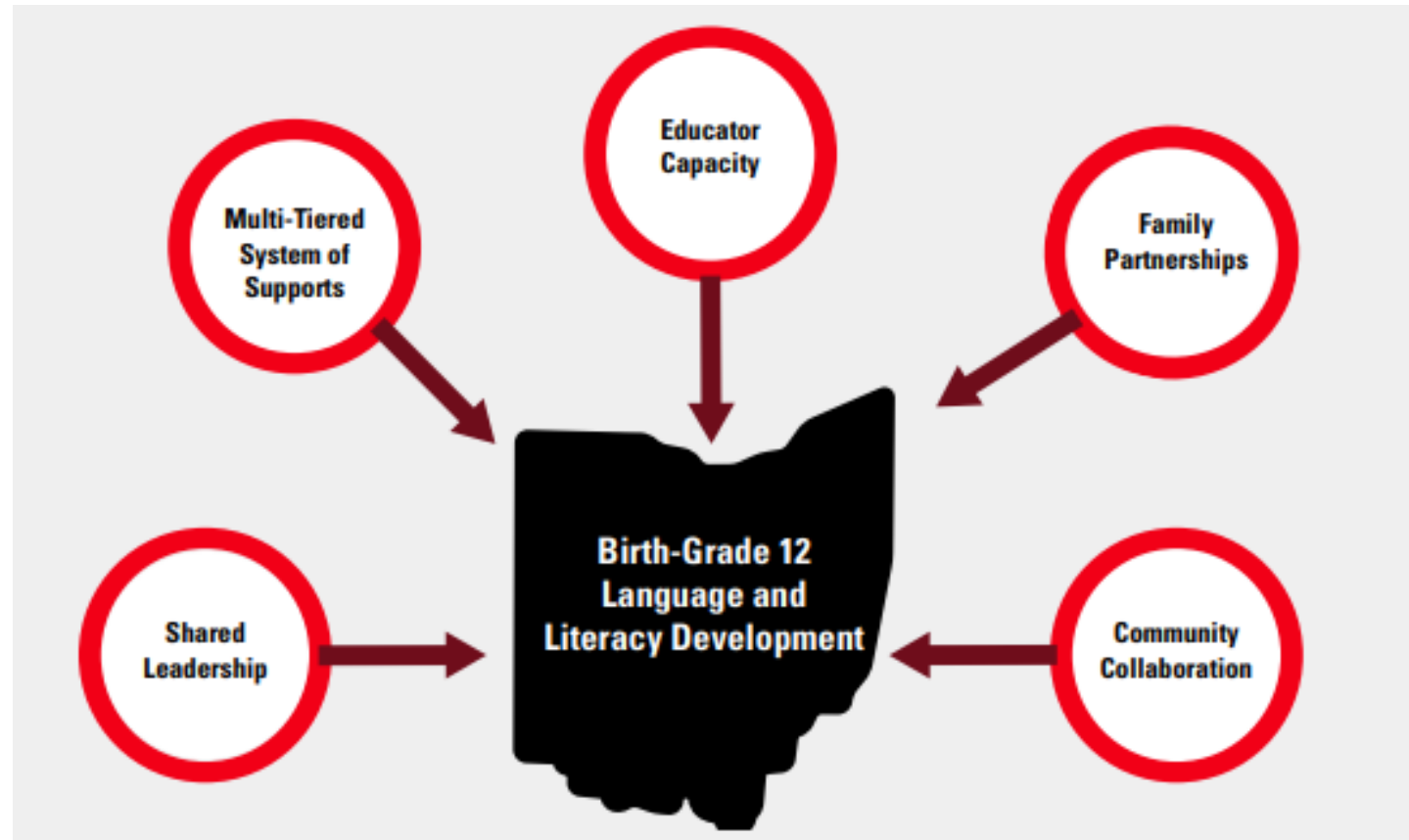
# Reflect & Share

- What is a **new idea** from the Hoover-Dempsey & Sandler model that you hadn't understood about family engagement before?
- How will this **new idea** help you plan for family engagement?



# Ohio's Theory of Action

Family engagement is essential for supporting children's language and literacy development.



# An MTSS Approach to Family Engagement

MTSS is a data-driven system  
to organize our family engagement interventions and supports  
so we can apply them planfully  
to maximize outcomes for students.





# The Essentials

- ✓ **Goal: All Families**
- ✓ Categorize our practices, services, supports
- ✓ Available flexibly; not assigning families to tiers





# A Tiered Approach to Family Engagement

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



# Example Universal Tier 1 Strategies



- Whole-school family feedback surveys
- Whole-school literacy bookbags with family reading activities
- Events such as Open House, Family-Teacher Conferences
- Schoolwide communications such as monthly newsletter
- Town hall events (virtual or in-person) to explain new policies or curriculum



# A Tiered Approach to Family Engagement

**Tier 2:** Tier 2 supports are programs and strategies for groups of families who need additional support or want to be engaged at a deeper level. **Families** receive tailored supports and opportunities, based on their needs, that are more intense and more frequent.



# Example Tailored Tier 2 Strategies



- Translated communications (unless this is a universal practice)
- Focus groups for in-depth feedback around a specialized topic, such as class library
- Follow-up calls to families who did not complete a survey
- Family support networks for families of students with shared needs or interests (dyslexia)
- Volunteer opportunities (e.g., reading buddies)





# A Tiered Approach to Family Engagement

**Tier 3:** A very small number of individual families with unique situations need engagement beyond tier 2 supports. Tier 3 supports are intensive programs and strategies for **families** with highly individualized needs. The supports are designed to meet the **family's** specific needs.



# Example Individualized Tier 3 Strategies



- Home visits for individualized support (unless this is a universal practice)
- Family leadership opportunity at building or district level
- Family requesting individualized support from reading specialist or special education staff
- Family sharing expertise in specialized writing
- Family attending board meeting or calling an administrator to speak about an issue of concern







# A Tiered Approach to Family Engagement

**Tier 3:** A very small number of individual families with unique situations need engagement beyond tier 2 supports. Tier 3 supports are intensive programs and strategies for **families** with highly individualized needs. The supports are designed to meet the **family's** specific needs.

**Tier 2:** Tier 2 supports are programs and strategies for groups of families who need additional support or want to be engaged at a deeper level. **Families** receive targeted supports and opportunities, based on their needs, that are more intense and more frequent.

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

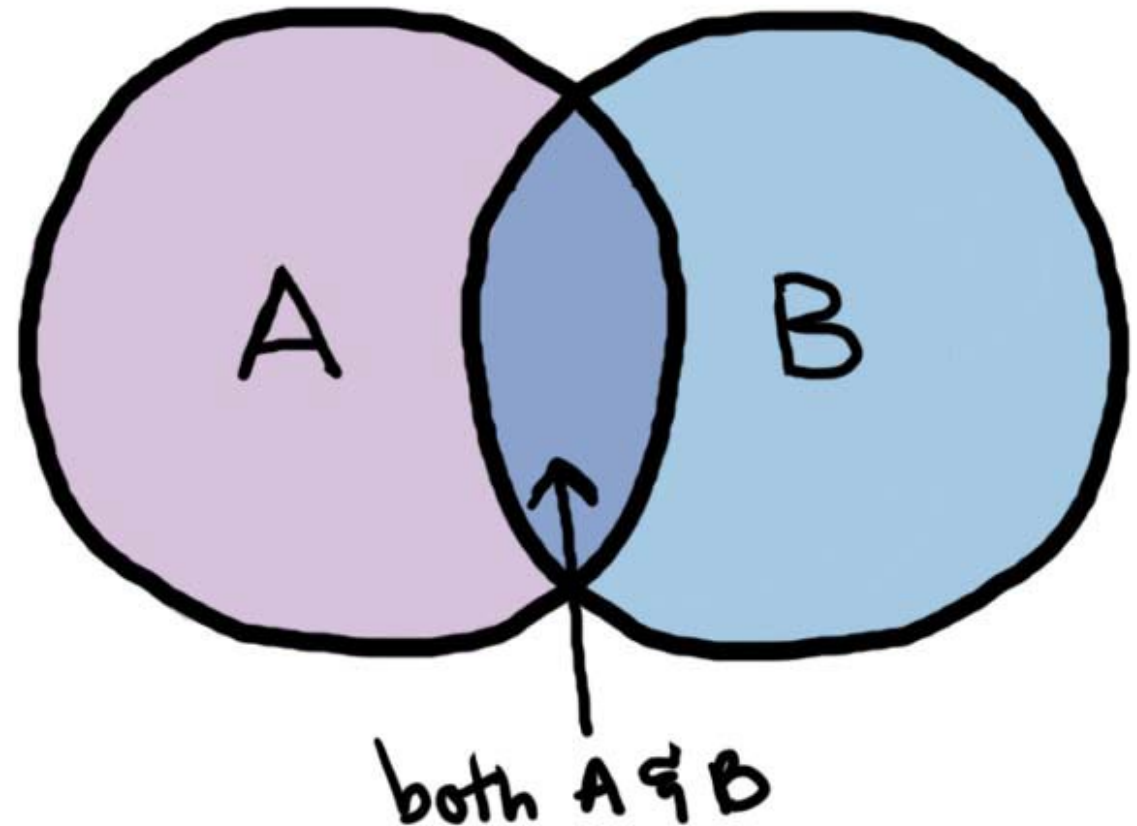


# What's the Difference?

MTSS in Family Engagement

MTSS for Students

VENN DIAGRAM!



# Step 1: Center Families

Sort family needs & preferences into the three tiers: universal, tailored, and individualized.



## Step 2: School Strategizes

Sort school strategies into the three tiers: universal, tailored, and individualized.



# Family Roles in a Multi-Tiered Approach to Family Engagement

- 💡 **Providers** of supports: e.g., reading to their children
- 💡 **Receivers** of supports: e.g., reading strategies to try
- 💡 **Initiators**: e.g., suggesting ideas at board meeting
- 💡 **Co-Designers**: e.g., serving on reading curriculum team
- 💡 **Evaluators**: e.g., providing feedback through surveys



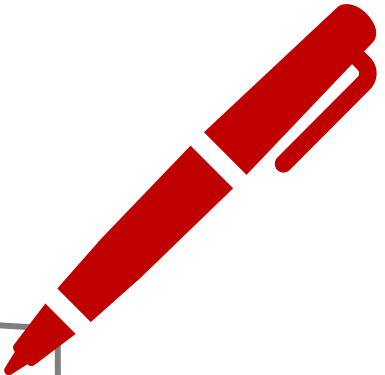
The PRICE is right!



PL

# Text-Code Roles for Families

**P** = Provider  
**R** = Receiver  
**I** = Initiator  
**C** = Co-designer  
**E** = Evaluator

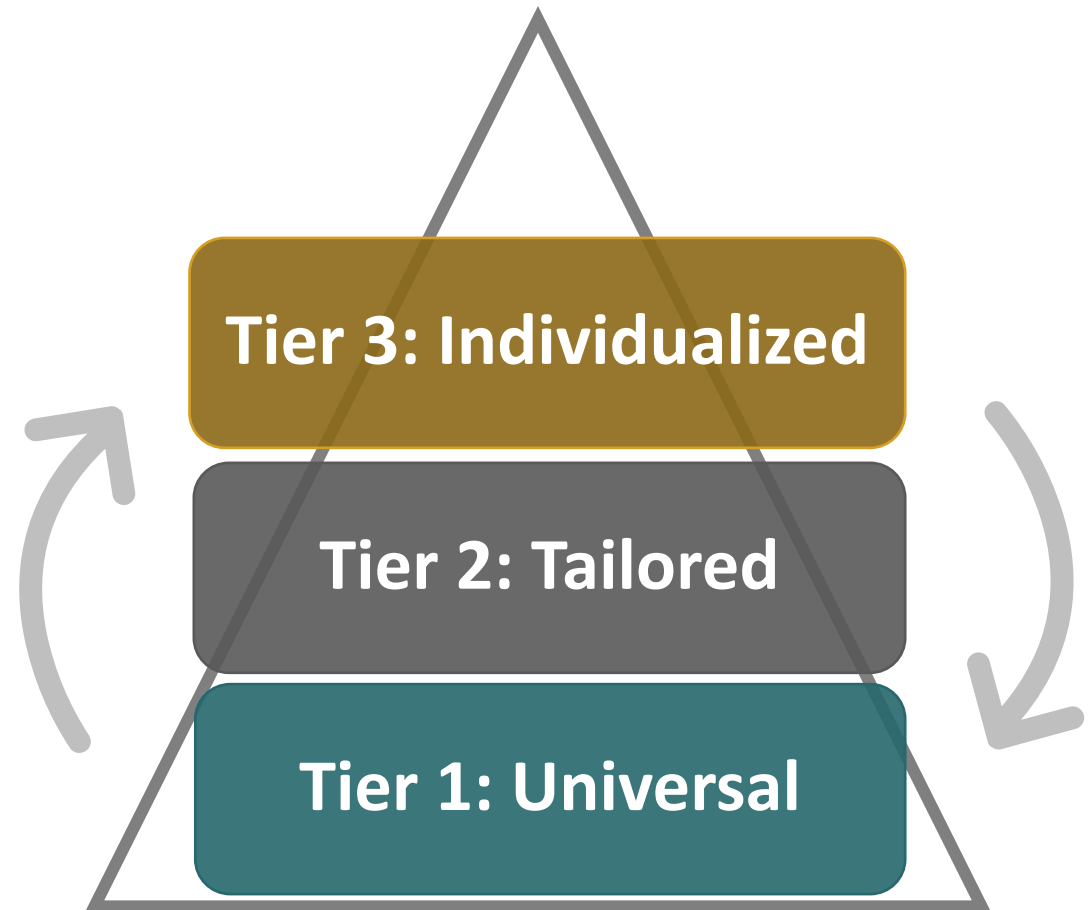


Family **I**  
requesting  
individualized  
support from  
reading  
specialist



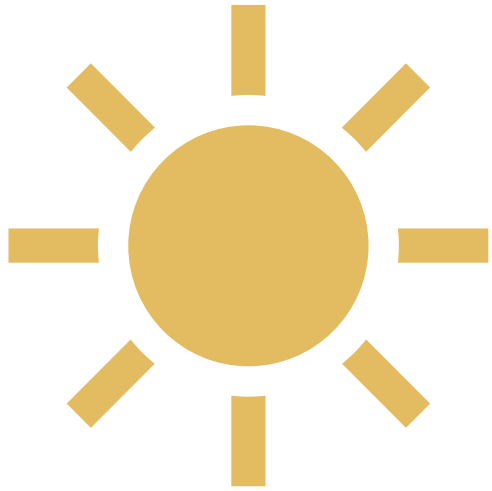
# Changing Levels in a Multi-Tiered Approach

- 💡 **Data Decision Indicators** – Data from school, families, students, or community
- 💡 Current universal practices do not reach 80% of families
- 💡 Can mean increasing or decreasing
- 💡 Can be long- or short-term





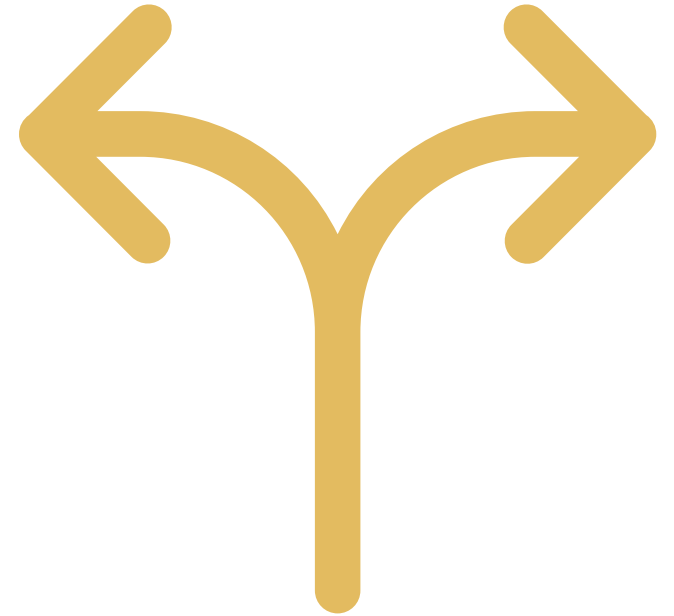
# Intensity



# Frequency



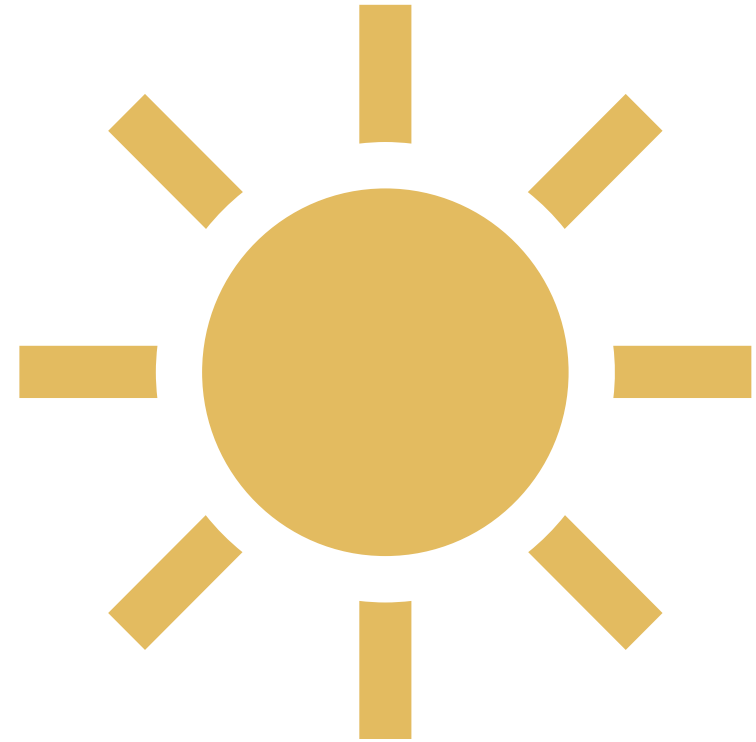
# Practice



# Change of Intensity

How deeply or intensely we are working with a family, in terms of time, commitment, and effort from both families and schools.

- A brief automated message is less intense than a home visit.
- Data can tell us if families need more or less intense engagement.



# Change of Frequency

How often our approach is used to support or engage families.

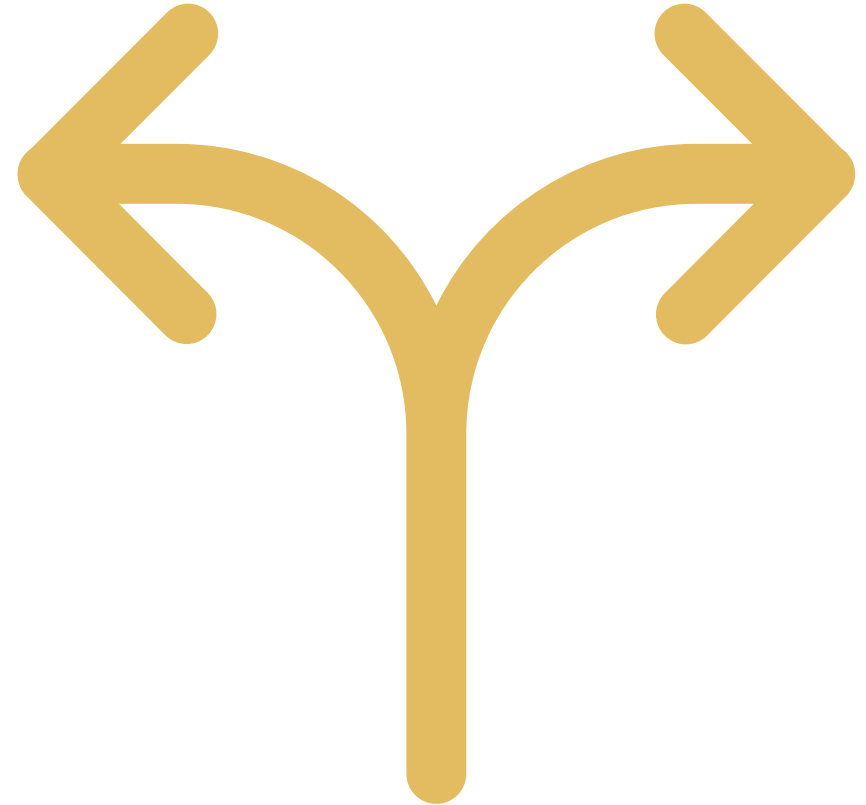
- Inviting families to a planning team that meets weekly vs. monthly.
- Data can tell us if we are not reaching out often enough or if we are overwhelming families by reaching out too much.



# Change of Practice

Complete change in our approach.

- Sending information in a different way if families do not attend an information meeting.
- Feedback and requests from families are data.

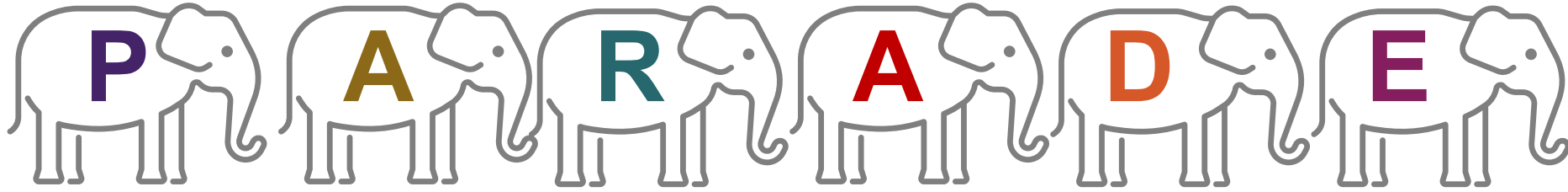


# Decision Indicators Scenarios Think and Share

Let's practice identifying different decision indicators from various scenarios!



1. Read the scenario.
2. What type of change of approach happened and why?
3. Share with your table.



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

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

**A** = Do **ALL** have Opportunity?

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

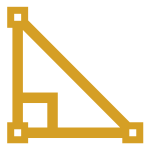
**A** = Is the plan **ASSET-BASED**?

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

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



# Shape Reflection:



What are three big points you are taking from the Multi-Tiered Approach to Family Engagement in Literacy session?



What is a question or topic that is still circling in your mind?



What is something that is “squaring” (resonating) with you from the discussion at your table?



What are your next steps moving forward?





# Want to learn more?



Ohio Statewide  
**Family Engagement Center**  
—at The Ohio State University

Home For Families For Schools What Is Family Engagement? Professional Learning Our Networks About Us

**MULTI-TIERED APPROACH TO FAMILY ENGAGEMENT**

## MULTI-TIERED STRATEGIC APPROACH

*to Family Engagement*



Schools often organize their work into tiers – Universal Tier 1 supports for all students, Targeted Tier 2 supports for subsets of students needing some additional support, and Intensive Tier 3 supports for individual students needing the most guidance. Schools can also think about their work with students' families in these tiers.

### A Multi-Tiered Approach to Family Engagement

[Hadley Bachman](#), [Barbara Boone](#)



No two families are alike, so why should schools' approach to supporting families be cookie cutter?

Abstract ▾

 PREMIUM RESOURCE

ENGAGEMENT SCHOOL CULTURE





Questions



# THE OHIO STATE UNIVERSITY

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CENTER ON EDUCATION AND  
TRAINING FOR EMPLOYMENT



Ohio Statewide  
**Family  
Engagement  
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at The Ohio State University

 **Professional Learning**



**Ohio Statewide Family  
Engagement Center**



**OhioSFEC@osu.edu**



**@OhioEngage**



**Ohiofamiliesengage.osu.edu**