Family-school partnerships are critical in building effective educational practices. Current efforts are often uncoordinated and disconnected from existing school practices. Conceptualizing family-school collaboration within preexisting structures, such as multi-tiered systems of supports, and linking home and school through the use of technology, can allow for greater differentiation and allocation of resources. Applying various models of parent involvement to these tiered structures can help understand how to initiate and sustain successful practices that engage families in their children’s education.


<table>
<thead>
<tr>
<th>Level 1</th>
<th>Parental Role Construction</th>
<th>Parental Self-Efficacy</th>
<th>General School Invitations</th>
<th>Specific Teacher Invitations</th>
<th>Specific Child Invitations</th>
<th>Skills and Knowledge</th>
<th>Time and Energy</th>
<th>Parents’ Perceived Life Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents’ Motivational Beliefs</td>
<td>Parents’ Perceptions of Invitations for Involvement</td>
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</table>

**Parent Involvement Forms**

<table>
<thead>
<tr>
<th>Level 1.5</th>
<th>Values, Goals, Expectations, Aspirations</th>
<th>Involvement activities at home</th>
<th>Teacher/Parent/School Communication</th>
<th>Involvement Activities at School</th>
</tr>
</thead>
</table>

**COMMON PRACTICES & EXAMPLES FROM EPSTEIN’S FRAMEWORK – How do schools get parents involved?**

- **Trainings, workshops, videotapes, etc. on parenting and child rearing**
- **Share goal statements on IEP, progress reports**
- **Service to the community by students, families, schools**
- **Family participation in setting student goals each year**
- **Suggestions to support learning at each grade/developmental level**
- **Share PBIS literature with families**
- **Add home setting to matrix and examples of each expectation**
- **Clear information on all school policies, programs, reforms, and transitions**
- **Practice skills required for students in all subjects at each grade**
- **Monitor and discuss schoolwork with online gradebook, homework schedule/log**
- **Homework that requires discussion of class topics**
- **Take education outings or trips (museum, concert, historic site, etc.)**
- **Regular scheduling of newsletter to all parents**
- **Info on community activities that link to learning skills and talents**
- **Information on school or local elections for school representatives**
- **Emails, texts, websites, electronic portfolios, online surveys, video chat, Skype, Google Hangout**
- **Conferences with every parent at least once per year**
- **Open House and/or Summer Celebration**
- **Attend sports games, concerts, sciences fairs, etc.**
- **Family math, science, and reading activities at school**
- **Chaperone dance or field trip**
- **Active PTA/PTO or parent leadership group**

**EPSTEIN’S (2001) FRAMEWORK OF THE SIX TYPES OF PARENTAL INVOLVEMENT**

- **PARENTING** – establish home environments to support children as students
- **COMMUNICATING** – effective forms of two-way communications about programs & progress
- **VOLUNTEERING** – recruit & organize parent help & support
- **LEARNING AT HOME** – helping with homework & activities, decisions, planning
- **DECISION MAKING** – involve parents in school decisions, parent leaders & representatives
- **COLLABORATING WITH COMMUNITY** – resources & services to strengthen programs, practices, learning & development

**FUTURE DIRECTIONS**

- Schools can use these models to identify and prevent potential barriers to parent engagement.
- Students with greater amounts of difficulties benefit from increased parent involvement.
- Schools need better Tier 2 and Tier 3 engagement strategies to partner with families to increase the effectiveness of in-school supports.
- If we understand why and how parents of children with varying levels of difficulty get involved, schools could differentiate their resources to get parents involved.
- **Dissertation** – analyzing differences of the parental involvement process between parents of students with low, medium, or high difficulties.
- School practices to engage parents often lack response efficiency (high reinforcement/low demand) despite research that says this will likely not lead to sustained family participation.
- **PPC Study** – two additional positive contacts from teachers weekly, engaging without placing additional demands on parents.

Special thanks to Meme Heineman for her contributions to this poster!