

Family Engagement in MTSS:

WHAT DOES THE RESEARCH SAY?

"Families' engagement in their children's education is an important factor in the academic and behavioral success of students throughout the school years...Implementing Multi-Tiered Systems of Supports (MTSS) provides an opportunity for educators to collaborate with families in a problem-solving process focused on improving students' academic performance and behavior"
(Weingarten et al., 2020).

Positive Relationships

"The logic underlying the importance of proactive outreach to families is that through reaching out to families before problems arise, schools have an opportunity to define a collaborative relationship with families based on positive communication and build trust. In turn, the positive relationship built through initial contacts can facilitate family engagement in certain practices"
(Garbacz et al., 2020).

"Successful school-family partnerships have been associated with increases in family engagement in their children's education and improved academic success and behavioral outcomes for students"
(Strickland-Cohen et al., 2021).

Empower Families

"Implementing MTSS provides an opportunity for schools to collaborate with families in a problem-solving process focused on improving students' academic and behavioral performance... When families contribute to these decisions, educators may be more successful in planning and delivering productive intervention supports"
(Weingarten et al., 2020).

"Families also reap the rewards of effective collaboration, as research shows that ...parents report improved attitudes about school (e.g., seeing school as more welcoming, and seeing themselves as partners in their child's learning experience"
(Witte et al., 2021).

Strong and Shared Leadership

"Family members serve on the PBIS leadership team and other committees and workgroups, the PTA and PBIS leadership team consistently work together, and communication systems are implemented that support a feed-back loop between families and school staff"
(Garbacz, 2018).

"Universal planning and problem solving organizes the school's PBIS leadership team's family engagement activities and identifies ways to interface with family members on the PBIS leadership team. Universal planning and problem solving is a necessary step prior to establishing activities across systems"
(Garbacz et al., 2015).

Multi-Tiered Supports

"...embedding family engagement within the tiered structure of MTSS may help schools plan and implement sustainable and meaningful partnerships with all families"
(Weingarten et al., 2020).

"MTSS would provide a system of supports and practices that bolster meaningful family engagement... That system would include broad-based strategies to ensure that all families are informed about and confident in how to help their children succeed"
(Fehrer & Gerstein, 2019).

Family Engagement in MTSS: WHAT DOES THE RESEARCH SAY?

Collaborative Problem Solving in Advanced Tiers

"At the most intensive (i.e., Tier 3) level, educators and families engage in a problem-solving process to individualize the student's program and improve academic and behavioral performance. Families may collaborate with educators to develop the student's intervention plan and review progress-monitoring data more frequently" (Weingarten et al., 2020).

"...success in regard to both inclusive problem solving and family-school-community partnership... the process was successful in its efforts to include multiple perspectives and experiences; to create a useful, concrete product; and to have a replicable process for future use" (Bal et al., 2016).

The goal of MTSS is to work WITH families to build systems of support for two-way collaboration.

We know that family engagement maintains stronger academic trajectories for students (Henderson & Mapp, 2002), is linked with higher attendance rates (Simon, 2001) correlated with reduced dropout rates (Barnard, 2004), and directly corresponds with student classroom engagement and academic motivation (Fan & Williams, 2010).

Multidimensional Communication

"Ongoing, multidirectional communication with families throughout the school year can help educators build positive relationships with families and support problem-solving efforts" (Weingarten et al., 2020).

"...effective family-school collaboration at each tier can promote equitable practices with families of color through relationship-building home-school communication, and shared decision-making that ultimately supports child development" (Witte et al., 2021).

Data Based Goals and Outcomes

"Within MTSS, educators may partner with families to make data-based decisions. When families contribute, educators may be more successful in planning and delivering productive intervention supports" (Weingarten et al., 2020).

"The MTSS supported implementation of intensive intervention because it promoted a focus on team and data-based decision making and also embedded support for students with intensive needs within a broader system that addresses the needs of all students" (Gandhi et al., 2015).



Research citations