**Positive Behavioral Interventions & Supports**

**Family Involvement & Family Supports Checklist**

**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year:\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Family: defined in the broadest sense, that is inclusive of the child, youth and parent or primary caregiver/guardian of the child or youth.

**Family Involvement:** Any role or activity that enables families to have direct and meaningful input into and influence on systems, policies, programs, or practices affecting services or community life for children and families.

**Family Support:** An array of formal and informal supports with an emphasis on self- determination and family development. These services and supports assist families to build on their strengths to live with and care for a child or youth with complex social, emotional and behavioral health needs. These services and supports will also help families and schools keep their students/children/youth in their home school communities.

Status: **I**mplemented; **P**artially implemented; **N**ot Implemented

 1st Qu. 2nd Qu. 3rd Qu. 4th Qu.

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| **Meaningful Representation**1. Family representatives are involved on the PBIS leadership team and attend PBIS team meetings. | **Status:** |  |  |  |  |
| 2. Family representatives are involved in and attend all PBIS related trainings, i.e. universal, targeted, intensive, FBA, wraparound process and facilitation. |  |  |  |  |
| **Effective Communication**3. Families are informed and kept apprised of school-wide behavioral expectations.  |  |  |  |  |
| 4. Families are informed and kept apprised of school-wide systems and practices that acknowledge/reward positive behaviors. |  |  |  |  |
| 5. Families are informed and kept apprised of school-wide consequences and procedures for undesirable behavior.  |  |  |  |  |
| 6. Communications with families regarding their youth/s are strength-based and positively-stated.  |  |  |  |  |
| **Involvement & Support**7. Families are involved as active participants when their youth/s need/s individual or group interventions or supports.  |  |  |  |  |
| 8. Families whose children require individual or group interventions or supports will receive information on school and local community resources to promote healthy family development i.e. after-school programs, skill building, family recreation, peer and group support. |  |  |  |  |