

National Center Brief

Engaging Families in Safe Schools/Healthy Students Initiatives

January 2011

This prevention brief presents some of the challenges faced by SS/HS Initiatives and their partners in engaging parents and suggests specific strategies for bringing families into SS/HS partnerships to engage them in a meaningful and authentic way in the Initiatives' work.

Purpose of This Guide

Safe Schools/Healthy Students (SS/HS) seeks to enhance the capacity of schools and districts and their community partners to create safe and healthy school environments in which young people can learn and develop. With SS/HS funding, school districts must collaborate with a set of core partners—local mental health authorities, juvenile justice officials, and law enforcement—to provide students, schools, and communities with comprehensive services. The goal of the partnership is to prevent violence and alcohol, and other drug use in schools and to address the social-emotional learning and behavioral needs of children, including those ages 0-3. Developing authentic partnerships built on a shared vision is crucial to implementing programs that are sustainable beyond the funding period.

However, it is becoming more apparent that in order to implement and maintain a successful program that benefits students, SS/HS project staff and their partners cannot be the only ones invested and involved in the Initiative—parents and family members must also be engaged in this work. As many SS/HS project directors have stated, “Families are at the core of what we do.” Working in partnership with families offers a number of important benefits to SS/HS sites:

- Creating a sense of community among the families and the Initiative
- Ensuring clear communication between SS/HS and families, which fosters a shared understanding of the Initiative's purpose and goals
- More fully supporting students and preparing them to succeed
- Ensuring that families will participate in—and are therefore more likely to benefit from—SS/HS programs and activities

This guide presents some of the challenges faced by SS/HS Initiatives and their partners in not only *involving* but *engaging* parents (and how the two are different). Building on best practices in the field, available research, and “lessons learned” from other sites, the guide also suggests strategies for bringing families into SS/HS partnerships and engaging them in a meaningful and authentic way in the Initiatives' work.

The Importance of Involving Families

Research shows that parental involvement is a major component of student success. Family-school partnerships have been shown to produce positive outcomes for youth as well as their families, schools, and communities (National Association for the Education of Young Children, 2008). For example:

- Creating environments in which children and young people have the supports to become physically, emotionally, and socially healthy
- Nurturing young people who are prepared to learn and achieve and who are poised to become productive adults and engaged members of their communities
- Building healthier and stronger families, with parents who are supportive of their children and their children's learning
- Engendering greater connections between schools and communities, safer neighborhoods, and greater community pride (Family Strengthening Policy Center, 2004)

In fact, some studies suggest that addressing interactions between schools, families, and the larger community is a key component of closing the achievement gap (Boethel, 2003)—and closing the achievement gap, as well as addressing truancy and dropouts, is unquestionably more difficult without the involvement of caring parents or other adults.

Parents and families are frequently mentioned as key to achieving the goals of the SS/HS Initiative. Many project directors and their partners would argue that families are integral to the work they do and what they are trying to accomplish. Without parental consent, mental health providers cannot offer mental health services in the schools. Families know about their children's development, health, and history, as well as their strengths and weaknesses (Center for Mental Health in Schools [CMHS], 2007), and can provide this information to mental health providers—which, in turn, helps to ensure that the mental health services will be effective. Parents and other family members play an important role in reinforcing students' behavior change, which is a critical component of most evidence-based interventions being implemented by SS/HS Initiatives. PBIS (positive behavioral interventions and supports) for example, asks that a parent sit on the school planning team "to provide input and assist in evaluating systems for supporting individual students" (OSEP Technical Assistance Center on PBIS Family Support, 2010) and to learn how to incorporate PBIS into the family's regular routines. Engaged parents and families can make changes in the home environment, be an integral part of any proposed treatment plans, and reinforce what the student is learning at school, both behaviorally and academically (CMHS, 2007). Parents can also be important role models for not smoking, drinking, or using drugs, the focus of many SS/HS Interventions.

Family involvement can be defined in different ways. For instance, many educators believe that they play the major role in educating children and that the role of parents and families is to facilitate this process in concrete ways, such as attending parent-teacher conferences. However, many in the field have argued that it is important for schools to take a more comprehensive approach to parent and family involvement and recognize that children's success is tied to their emotional well-being, family interaction, and family stability (Family Strengthening Policy Center, 2004).

The philosophy of *family engagement* more closely aligns with this holistic approach. In their book, *Building Parent Engagement in Schools* (2009), Larry Ferlazzo and Lorie Hammond describe the difference between *involvement* and *engagement*:

Merriam Webster’s Dictionary defines involvement as to “enfold or envelop.” It defines engagement as “to interlock with; to mesh...” When schools involve parents they are leading with their institutional self-interest and wants—school staff are leading with their mouths. When schools engage parents they are leading with the parents’ self-interests (their wants and dreams) in an effort to develop a genuine partnership—school staff are leading with their ears. (p. 4)

A philosophy that has parent engagement at its core more closely aligns with the SS/HS values of collaboration and partnership.

Understanding Families in the Community

Before programs can create a plan for engaging parents and families in their activities, it is helpful to understand the composition of the families in their community. Understanding the types of diversity (racial, ethnic, and linguistic) within the community can help programs target the most effective strategies.

Reach Out to Formal and Informal Community Leaders

One project director reached out to two monolingual Spanish-speaking women to ask them what challenges families in their communities faced, and discovered that he had hit a gold mine. The women told him about a community-based organization that was working to address these challenges. They invited the superintendent to visit a parent group to talk about the importance of education. This was the beginning of an important connection between the schools and the families. Now those parents attend the CMT meetings and bring their perspective as parents to the work of the Initiative. They are the trusted voices of the Initiative.

The overall demographics of the United States, and specifically schools, have been changing rapidly for the past few years. The children of minorities make up 20 percent of U.S. children under the age of 18 (Capps et al., 2005). Hispanics are the fastest-growing ethnic group, comprising approximately 12.5 percent of the total population (U.S. Census Bureau, n.d.) in 2000 and a projected 30 percent of the population by 2050 (Harrison, 2009). According to a 2006 Congressional Research Service report, “The leading source countries (of birth) for legal immigrants in 2004 were Mexico (175,000 persons or 18.5%), followed by India (7.4%), the Philippines (6.1%), China (5.4%), Vietnam (3.3%), and [the] Dominican Republic (3.2%)” (Shrestha, 2006, p. 15). This swift influx of ethnic groups can have an

enormous impact on a community, from the number of languages spoken to the economic status of its population.

Modern immigrants often choose to hold onto their ethnic and cultural customs, language, and traditions. For these and other reasons, there is a growing population of students who are categorized as English language learners (ELLs) or as having limited English proficiency. In the 2004–2005 school year, approximately 10.5 percent of students were identified as ELLs, with almost 80 percent of those being from Spanish-speaking families (Payan & Nettles, 2006). Making an effort to bridge the cultural gap by offering translators or materials that are culturally appropriate and in their native languages is key to involving immigrant families in the SS/HS community.

General U.S. Demographic Characteristics (2000 vs. 2009)

Characteristic	2000 ¹	2009 ²
White	211,460,626	244,298,393
Black or African American	34,658,190	39,641,060
American Indian and Alaska Native	2,475,956	3,151,284
Asian	10,242,998	14,013,954
Native Hawaiian and Other Pacific Islander	398,835	578,353
Hispanic or Latino (of any race)	35,305,818	48,419,324
Under 18 years	72,293,812	74,546,215
18 years and over	209,128,094	232,458,335
Total Population	281,421,906	307,006,550

Economic status is also a factor to consider when trying to understand families and how to engage them consistently and meaningfully in the SS/HS Initiative. According to a 2009 *USA Today* report, “In 2008–2009, 62% of the school children who ate lunch under the National School Lunch Program qualified for free or reduced-price meals, based on their parents’ income.” African American and Hispanic families make up a large percentage of this group (Capps et al., 2005), as do highly transitory populations. Many low-income parents work multiple jobs or have long commutes, making it difficult to participate in school functions or to fully engage in students’ educational lives.

When developing a plan for family engagement, the Initiative’s management team should carefully consider the characteristics of its community and ensure that resources and services are appropriate for and will address the needs of the diverse populations within the community.

Challenges to Family Engagement

Hire the Right Staff

Many SS/HS Initiatives hire parent liaisons, community liaisons, or other staff to take responsibility for reaching out to the communities around the schools. Ensuring that staff members are well-respected in the community will enhance the work of the Initiative and make it easier to engage parents and other family members in meaningful ways.

“Parents never attend our meetings.”

“If only the parents would do something with their children.”

“We have tried everything to get parents involved, but nothing seems to work.”

“Parents and families are at the root of all of the challenges that students face, but we have trouble getting them involved.”

“We really need the parents!”

These refrains are heard in communities across the country as SS/HS projects seek to successfully engage parents and families in the activities of their Initiative. A number of issues can make these efforts especially challenging:

- Logistical and scheduling conflicts between families (particularly working parents) and schools
- Ineffective strategies for communicating with parents and families
- Assumptions about the role of parents in schools
- The impact of different languages and cultures between families and the schools
- Historical experiences between parents and different community partners

Logistical and scheduling challenges are some of the easiest to identify and address. Many schools operate on a 7 a.m. to 3 p.m. schedule and offer parents volunteer opportunities or schedule meetings during these hours. However, participating at those times may be difficult for working parents, particularly those who are working more than one job. Early evening events can also be a challenge, as parents may just be arriving home from work and trying to feed their families. Transportation is an additional challenge for families who don't live near the school, particularly if public transportation is not available or accessible. Offering child care, food, and transportation during meetings, and offering meetings at different times, including on the weekends, are good ways to address some of these challenges (Boethel, 2003; Family Strengthening Policy Center, 2004; Henderson & Mapp, 2002; Levine & Trickett, 2000; McGrath & Kuriloff, 1999; Richman-Prakash, West, & Denton, 2002; Starkey & Klein, 2000).

If schools use communication strategies that do not take into account the current reality of families, they likely will have difficulty communicating with parents about resources and policies. For example, schools that rely on e-mail to communicate with families will not reach those who do not have access to the Internet. Language differences pose another barrier. Sending information home with students might work some of the time, but not all students can or will be reliable carriers of information. Understanding parents' preferred communication style—phone calls, e-mails, or notices mailed or sent home with children—and then finding ways to communicate with parents that take this preferred style into account are important steps toward ensuring good communication between schools and families. In addition, many parents appreciate being informed when things are going well with their children, not just when there are problems or issues.

Schools and parents may have different perceptions about parental involvement and the best way for parents to be involved. For example, even though most families, regardless of race, culture, ethnicity, or income, have aspirations for their children's success, this may not be the school's perception (Boethel, 2003; Minke & Anderson, 2005). Parents may think that they are very involved, while teachers and administrators may disagree with this assessment. In addition, schools frequently believe that they are making more efforts to reach parents than the parents perceive. Parents sometimes feel intimidated by schools and the school curriculum. For example, parents without as much formal education might not feel comfortable helping their students with schoolwork or understand exactly how they might help (Birch & Ferrin, 2002; Boethel, 2003). This can also be true for new immigrants who are not familiar with the U.S. education system and may feel like they have little to offer (Birch & Ferrin, 2002; Boethel, 2003). Parents who feel uncomfortable or unwelcome at school functions are less likely to participate in any school-related activities.

In addition, some cultures have a different view of parental involvement in schools. For example, in Latino culture teachers are held in high regard, and it is considered disrespectful to question what they are doing. Schools are considered a place of learning for the child, and parents might only feel comfortable meeting with the teacher when they are sent a personal invitation (Ramirez, 2003).

SS/HS partners may also find that although parents are critical to their work, reaching out to them may also be a challenge. For example, partners in the field of mental health must face the additional challenge of the stigma associated with acknowledging or discussing mental health issues.

An Example of Meaningful Parent Engagement

One SS/HS Initiative built on the existing citywide Parent Advisory Council and school site councils by setting up a project Advisory Council that included parents. In addition, the project director set up an "element workgroup" for each element necessary for the SS/HS Initiative to be successful, and recruited parents to participate. Each element workgroup was co-chaired by a school and a community member and included at least one parent representative, which helped to coordinate the Initiative's work. It also brought the parents' voice front

and center, and encouraged partnership work and sustainability. The element workgroups met at least once a month—sometimes more frequently—and the Advisory Council met once or twice a year.

Approaches to Engaging Families

Engaging families in the work of the SS/HS Initiative goes beyond simply telling them about ways they can be involved in and support the work of the Initiative or inviting them to participate in predetermined SS/HS programs. Instead, parents and other family members should be engaged in a *meaningful* way. Parent engagement has at its core the philosophy of working together—in partnership—to identify the needs of families and students and then to develop a common understanding about how SS/HS can help address those needs. It engages parents in identifying and implementing effective strategies for addressing their needs and their concerns. And it brings diverse families in the community together with the school, law enforcement, juvenile justice, mental health, and other community partners to implement a shared vision.

Joyce Epstein’s work at Johns Hopkins University provides a model for developing a shared school and community partnership, one that is already used in many school districts around the country. This model (<http://www.cpirc.org/vertical/Sites/%7B95025A21-DD4C-45C2-AE37-D35CA63B7...>) can help SS/HS sites develop a more comprehensive school-family partnership and can lay the groundwork for enhancing overall family engagement throughout the SS/HS Initiative.

Epstein's model has defined six types of family engagement:

- *“Parenting: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.”*
- *“Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.”*
- *“Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.”*
- *“Learning at Home: Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions”*

- *“Decision Making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.”*
- *“Collaborating with the Community: Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.” (p. 47)*

A core component of implementing and evaluating this model is the development of an action team that includes teachers, parents, and administrators. One school district that had a SS/HS grant has developed a detailed toolkit on implementing this model. It is available at <http://www.ode.state.or.us/opportunities/grants/nclb/fitoolkitpdf.pdf>.

Immigrant families and families of ELL students are often considered “hard to reach.” In fact, a more apt description might be “hardly ever reached,” because traditional outreach methods, such as those outlined above, are frequently unsuccessful with these families. Arias and Morillio-Campbell (2008) make a compelling argument for the value of infusing culture into outreach approaches, and suggest that non-traditional strategies might be more successful.

Traditional and Non-Traditional Approaches to ELL Parental Involvement³

Traditional	Non-Traditional
Assist families with parenting and child-rearing skills and with creating home conditions to support learning	Develop reciprocal understanding between schools and families
Communicate with families about school programs and student progress	Place cultural strengths of family and community within the school curriculum
Recruit family members as volunteers and audiences	Provide parental education that includes improving family literacy and understanding the school community
Involve families with their children in learning activities at home, including homework and other curriculum-linked activities	Promote parental advocacy that teaches and empowers parents to advocate for their children
Include families as participants in school decisions, governance, and advocacy through councils and organizations	Instill parental empowerment through parent-initiated efforts at the school and community level
Collaborate and coordinate with the work of community-based agencies, colleges, and other groups to strengthen school programs	Implement culturally and linguistically appropriate practices in all aspects of communication

Understanding these approaches and focusing on how they might apply to the work of SS/HS is an important step to take in developing a family engagement strategy that is tailored to a particular SS/HS

Initiative. However, schools cannot do it alone. To ensure that the SS/HS Initiative is grounded in an authentic partnership between parents and families and the SS/HS core partners, it is important to work together to develop an overarching, shared vision of family engagement.

Strategies for Engaging Families and Reaching a Shared Vision

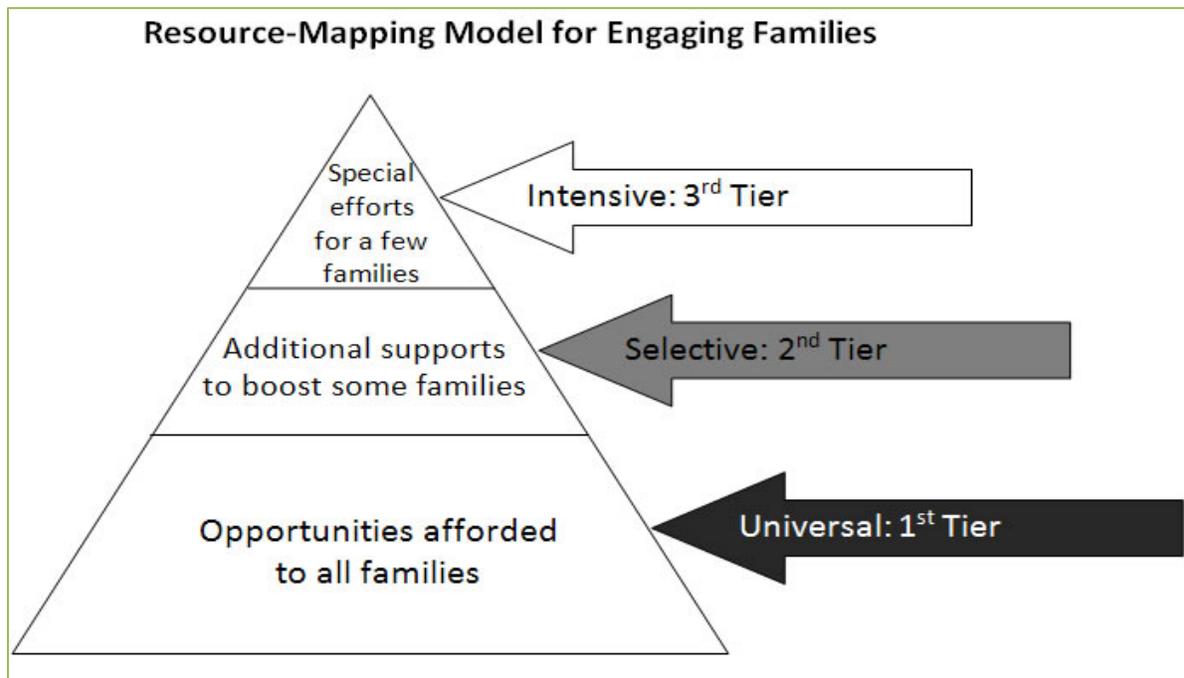
Project directors and their partners frequently articulate sentiments such as the following:

If we really care about the students, then we have to think outside the box in terms of involving families in our efforts. We need to provide lots of opportunities for families to tell us what they think, and we need to work in partnership to accomplish the goals of SS/HS.

Seeing the SS/HS Initiative through the lens of family members is a good beginning. It helps project directors do the necessary groundwork before working with partners to develop an overarching family engagement strategy. The following steps will help project directors and their core management teams develop this strategy:

- Learn about all the families in the community—not just those who are most vocal. What are their strengths? (For example, is there a group of trusted elders in the community who can impart messages about the importance of the SS/HS Initiative’s work?) What are their concerns? This information allows project directors to build parent engagement strategies on the strengths of families in the community.
- Gather data on students and their families, aggregate them by race and ethnicity, and note whether parents are first-, second-, or third-generation immigrants. Current research indicates that these generational differences make a difference in behaviors and attitudes toward such things as education, parental socialization, and family values (Pew Hispanic Center, 2009).
- Invite families to an informal information-gathering meeting to hear about their concerns and worries. If SS/HS programs show that they can address these concerns, they will have an easier job of engaging families in their work.
- Conduct an “audit” of the Initiative’s and partners’ services and policies to see how family-friendly they are.
- Determine whether there are there obvious barriers to services. For example, are materials available in every language spoken in the community?

Understanding how each partner defines the role of families is key to developing a shared vision for family engagement. Conducting a resource-mapping exercise with partners to identify how families are involved, engaged, or reached can be very useful. To do this exercise, divide a large triangle into three sections, with the largest section at the bottom. This section is what SS/HS does for all families (and students)—the prevention work. The middle section (the next largest) is what SS/HS does for the families whose students need a little extra support. The top third of the triangle is what SS/HS does for students (and their families) who need a lot of support.



After conducting the resource-mapping exercise as outlined above, sites can conduct a strategic planning exercise around family engagement, which will help identify areas of overlap between the partners' work and the efforts of the Initiative. To begin, each partner should discuss the following questions, while staff note the areas of overlap between and among their partners' work:

- How do you define "families"? Are there eligibility criteria that families have to meet in order to get services?
- Do you have a definition of parent involvement or engagement?
- Do you have a framework that guides your work with parents?
- Is there funding for outreach to families? If so, what portion of the budget is set aside for these activities?
- Who are the key players, i.e., those individuals who really care about families? Who are the specific people in the community with an interest in bringing the family component into your work?
- What data do you keep on families? Do you have referral and/or reporting processes? How do they work?
- Who are the decision-makers about family issues in your agency? Who has the authority to approve activities undertaken to engage parents and families?
- Who must be at the table when a family engagement strategy is being developed?

The next step is for SS/HS staff:

- Discuss how the Initiative defines the role of parents.
- Ask partners what successful family engagement would look like for the SS/HS Initiative.

To conclude the strategic planning exercise, the group should develop concrete action steps to implement this vision, making sure to include a timeframe and assign specific tasks to individuals on the leadership team or planning committee.

If they've not already been included, SS/HS staff should make sure that parents and other family members hold leadership positions on the core management team and other workgroups. Their perspectives will be invaluable to the work of the **Initiative Engaging Families in SS/HS Program Implementation**.

Once a general plan for successful family engagement has been created, the next step is to develop a *specific* plan to engage parents and families in the implementation of SS/HS activities and programs. The strategies suggested below will help the Initiative be more successful in these efforts.

Logistics and Scheduling

Consider the needs of the community's parents when planning events:

- Scheduling events at different times of the day and evening and on the weekends will ensure that many more parents will be able to participate.
- Don't make parents and families always come to the school. Holding events in community centers and other accessible places will increase parents' attendance and participation.
- Partner with community-based organizations that can provide transportation, child care, and help with other logistics (Aspiazu, Bauer, & Spillet, 1998; Birch & Ferrin, 2002; Johnstone & Hiatt, 1997).

Outreach

Be sure to incorporate any new knowledge about the families in the community into the outreach strategy:

- Develop outreach materials in the language(s) that parents prefer to speak, and make sure that the materials are culturally appropriate. (Developing written material in different languages, rather than simply translating English materials, helps to ensure that the information is culturally relevant.)
- Use a variety of methods to reach parents with important messages, including radio, text messages, and word of mouth by trusted community members.
- Involve partners who have more access to families (e.g., churches, other faith-based organizations, community health centers) in the outreach efforts.

Understanding the Community

Make sure that the program's staff is representative of the communities being served. Remember, though, that it will take time to establish trust in the community, particularly among those who have not been involved before. Provide training on cultural and linguistic competency to ensure that schools

and other partners understand the impact of race, ethnicity, culture, and language on service delivery and accessibility.

Time, Trust, and Passion

It is important to tap into people who are already working with the community—they can be an important conduit of information to the community members you want to reach. It is then possible to establish a connection with parents that is based on trust, which is key to the effectiveness of any education program

Schools and families both have an important role to play in creating safe and healthy schools and children. Therefore, the district and schools should have articulated a comprehensive approach to working with parents and families that is built on a true partnership.

- Make sure that the program’s definition of “family” includes all adults who play a significant role in the lives of students, such as grandparents or older siblings.
- Don’t start from an assumption that parents don’t want to be involved. Try to understand things from their perspective. For example, what is their perception of school and their role in their child’s school? What is their perception of mental health? What is their perception of law enforcement? What is their perception of the juvenile justice system? What have their experiences been with these different systems?
- As sites develop information-sharing processes and confidentiality protocols, make sure that families understand how these work (CSMHA, 2002). Sites might also consider including parents on the committees that develop these procedures.
- Create a continuum of choices for parent engagement so that parents can join the SS/HS partnership in ways that meet their needs, fit their interests, and build on their strengths.

References:

- Arias, M. B., & Morillo-Campbell, M. (2008). *Promoting ELL parental involvement: Challenges in contested times*. East Lansing, MI: The Great Lakes Center for Education Research & Practice. Retrieved from http://greatlakescenter.org/docs/Policy_Briefs/Arias_ELL.pdf
- Aspiazu, G. G., Bauer, S. C., & Spillett, M. D. (1998). Improving the academic performance of Hispanic youth: A community education model. *Bilingual Research Journal*, 22(2), 1–20.
- Birch, T. C., & Ferrin, S. E. (2002). Mexican-American parental participation in public education in an isolated Rocky Mountain rural community. *Equity and Excellence in Education* 35(1), 70–78.
- Boethel, M. (2003). *Diversity: School, Family and Community Connections*. Austin, TX: Southwest Educational Development Laboratory.

Capps, R., Fix, M., Murray, J., Ost, J., Passel, J. S., & Herwontoro, S. (2005). *The new demography of America's schools: Immigration and the No Child Left Behind Act*. Washington, DC: The Urban Institute. Retrieved from www.urban.org/url.cfm?ID=311230

Center for Mental Health in Schools. (2007). *Parent and home involvement in schools*. Los Angeles, CA: Center for Mental Health in Schools, University of California, Los Angeles. Retrieved from <http://smhp.psych.ucla.edu/pdfdocs/parenthome/parent1.pdf>

Center for School Mental Health Assistance. (2002). *Family involvement in expanded school mental health programs resource packet*. Retrieved from http://csmh.umaryland.edu/resources/CSMH/resourcepackets/files/family_in...

Chen, X., & Chandler, K. (2001). *Efforts by public K–8 schools to involve parents in children's education: Do school and parent reports agree?* (NCES 2001-076). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001076>

Family Strengthening Policy Center. (2004). *Connecting families, schools and community resources*. Retrieved from www.ctassets.org/newdocs/10ConnectingFam%27s,Sch%27s,&CommRe.pdf

Ferlazzo, L., & Hammond, L. (2009). *Building parent engagement in schools*. Santa Barbara, CA: Linworth Publishing, Inc.

Harrison, L. (2009, May 28). What will America stand for in 2050? *The Christian Science Monitor*. Retrieved from www.csmonitor.com/Commentary/Opinion/2009/0528/p09s01-coop.html

Henderson, A., & Mapp, L. K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement, annual synthesis*. Austin, TX: SEDL. Retrieved from <http://eric.ed.gov/PDFS/ED474521.pdf>

Johnstone, T. R., & Hiatt, D. B. (1997, March). *Development of a school-based parent center for low-income new immigrants*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Levine, E. B., & Trickett, E. J. (2000). Toward a model of Latino parent advocacy for educational change. *Journal of Prevention & Intervention in the Community*, 20, 121–137.

McGrath, D. J., & Kuriloff, P. J. (1999). The perils of parent involvement: Tracking, curriculum, and resource distortions in a middle school mathematics program. *Research in Middle Level Education Quarterly*, 22(3), 59–83.

Minke, K. M., & Anderson, K. J. (2005). Family-school collaboration and positive behavior support. *Journal of Positive Behavioral Interventions*, 7, 181–185.

National Association for the Education of Young Children. (2008). Engaging diverse families. *Special projects and initiatives*. Retrieved from www.naeyc.org/ecp/trainings/edf

