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Abstract

The urgency to prioritize equity-driven policies is amplified by the disproportionate education and health outcomes that emerged during the COVID-19 pandemic. Eradicating inequity demands the prioritization of robust family, school, and community partnerships (FSCP). For decades, research has highlighted the benefits of FSCP, which may include improvements in student academic achievement, behavior, ratings of school climate, and attendance; furthermore, FSCP is associated with higher guardian involvement, mentor opportunities, career development, and a reduced need for more intensive services such as special education (Adelman & Taylor, 2015; Anderson-Butcher & Anderson, 2018; Constantino, 2016). To reap the benefits of such partnerships, educators must be capable of engaging all families in meaningful ways. School psychologists are uniquely situated to support these efforts. Although the National Association of School Psychologists (NASP) outlines the responsibility of school psychologists in facilitating educators' engagement in FSCP (NASP, 2019), there is a dearth of literature that focuses on the practical aspect of such a task. Conceivably, school psychologists can best facilitate educators' involvement and capacity building by consulting with teachers on their engagements with families. Currently school psychologists' consultation engagements are guided by several evidence-based models, including problem-solving consultation, consultee-centered consultation, and conjunct behavioral consultation. Although supportive to a great extent, existing consultation models do not prioritize building educators' ability to partner with families. Thus emerges the need for a specific consultation model that integrates research-based consultation and capacity-building strategies to strengthen educators' ability to implement equity-oriented FSCP practices.

Manuscript One of this dissertation focuses on the development of this consultation model, which I have coined "Partnership Capacity Building (PCB) consultation." PCB consultation is defined as a skill-building and problem-solving model wherein teachers consult with school psychologists to increase teachers' efficacy in implementing FSCP. The PCB model is a conscientious combination of approaches from problem-solving, multicultural consultee-centered, and ecological consultation. In addition, the four overarching universal domains of FSCP summarized by Miller et al. (2021) are the focus of the consultation goals: 1) creating strong relationships with families, 2) creating a welcoming environment for families, 3) fostering multidirectional or two-way communication with families, and 4) creating mutual understanding with families. Research-based equitable engagement strategies from the Parent-Teacher Association (PTA) National Standards, Strengthening Families Approach (SFA), and FSCP Dual Capacity-Building Framework (Mapp & Kuttner, 2013) were utilized to address these four domains. Concrete steps for PCB consultation were provided. Moreover, interpersonal skills necessary for the successful implementation of PCB consultation were discussed.

To evaluate the utility of this model, Manuscript Two details a mixed-methods, multiple-case study with four middle and high school teachers receiving my consultation in southwest Denver, CO. The purpose of the study was to (1) evaluate the initial implementation of the PCB model from the perspectives of the teachers' (consultees) and I (consultant) and (2) examine if the PCB consultation influenced or improved teachers' self-efficacy, interpersonal skills, knowledge, and use of high impact FSCP practices. Quantitative data were collected through the Working with Families Self-Efficacy Scales (Hollander, 2010) to assess for consultee's self-efficacy. Pretest and posttest scores were compared using descriptive statistics to evaluate for change in consultee's FSCP self-efficacy ratings. Overall, results revealed that PCB consultation delivered significant increases in teachers' capacity for FSCP across the three domains on the WFSES and correspondingly across all areas within the four Cs from the Dual Capacity Framework

(Mapp & Kuttner, 2013). Qualitative data were collected through interviews, memos, and observations to provide insight into my perspective as the consultant and the consultees' perceptions, behaviors, self-efficacy, and experience participating in PCB consultation. Qualitative findings revealed that participants expressed favorable perspectives of PCB consultation and noted that it was individualized to their needs. Moreover, the participating consultees and I provided recommendations for future use of PCB consultation. This study serves as a starting point for the further refinement and validation of the process and procedures of PCB consultation. In summary, Manuscripts One and Two seek to promote the use of school psychologists as consultants for building educators' capacity to implement equitable FSCP.

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Building Teachers' Capacity to Implement Equitable Family, School, and Community
Partnerships through School Psychologists' Consultation: the Partnership Capacity
Building Consultation Model and Case Study

A Dissertation

Presented to

the Faculty of the Morgridge College of Education

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In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Bryanna S. Fatigate, MSED, NCSP

August 2023

Advisor: Cynthia Hazel, Ph.D.

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Keywords: school psychologists, equity, family, school, and community partnerships (FSCP), family-engagement, multicultural consultee centered consultation, school-based consultation, capacity building

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Introduction: Prioritizing Equitable Family Engagement

February 27, 2020, the courtroom adjourned; two men, one from each side, were the first to rise. When their tear-soaked eyes met, one struggled to get out the words “I’m sorry” and without hesitation, they hugged. The rest of us stood speechless, as two fathers held each other, sharing the grief of losing their sons—one 25-year-old shot dead, and one 19-year-old sentenced to prison. This embrace has led to epochal changes in how I understand the world.

In October of 2018, while I was walking home from dinner with two friends, we were robbed at gunpoint, and my friend Tommy, was killed. The man convicted of first-degree murder, of my friend, was a past student at the school district where I was working as a school psychologist. His former teacher commented on an article posted online: “He is a refugee, and the school did not support him and his built-up trauma.” His story aligned with many of the children I worked with at that time, who often lack the security and privilege of growing up in safe and supportive environments.

My understanding of this deepened after he plead guilty to his sentence. His father took to the stand and spoke repentantly, “When we came here, we did not understand the systems, and we do not know what happened to our son.”

My community, my chosen family here in Colorado, sat together as the shared experience of family loss and pain filled the courtroom. I pull for my tee-shirt to wipe my eyes, a shirt made up with my friend Tommy’s face, sketched over a scene of the

mountains. It reads “He never met a stranger.” This motto was chosen because to Tommy, every person in the world was just a friend he hadn’t met yet. He saw all human beings as deserving of kindness and understanding.

I believe all people can greatly benefit from not seeing others not as “strangers,” but as friends we haven’t met yet. I am devoted to finding ways to not live amongst “strangers” in my own life and work, and rather a “community” with strong connection, relational health, and shared resources.

Through this experience, I began to appreciate how my privileges and strong connections to my family and community played a crucial role in my ability to heal. This recognition, coupled with Tommy’s legacy of kindness and compassion for humanity, galvanized my longing to take agency through research. I strived to learn more about violence prevention and the impact of family, school, and community partnerships (FSCP) at the intersection of trauma and privilege. This led to my initial path towards my dissertation.

I entered my PhD program in the fall of 2019. I also worked full time as a school psychologist in a K-8th. The school year brought immense challenges including the COVID-19 pandemic, lockdowns, racial unrest, accelerated educational inequity, and a dramatic spike in mental health concerns nationwide. I was continuously reminded of the importance of mutual aid, community resilience, and relational connection. This reinforced my desire and passion to learn more about how to improve family partnerships in schools and how to fight against inequity.

Currently, in the United State, educational inequity is a growing problem that has been exacerbated by the global pandemic. FSCP are recognized as a way to eradicate

inequity and promote positive academic, social, and emotional success for all students. Abundant research points to the countless benefits of FSCP including academic achievement of youth, rating of school climate, dropout rates, students' sense of personal competence, attendance, and social-emotional development (Boonk et al., 2018; Hill & Tyson, 2009; Jeynes, 2012; Sheldon & Epstein, 2018).

Miller and colleagues (2021) summarize current literature and highlight four overarching universal domains needed for successful partnerships with families. These include 1) creating strong relationships with families, (2) creating a welcoming environment for families, (3) fostering multidirectional or two-way communication with families, and (4) creating mutual understanding with families.

However, the extant literature reveals that many teachers do not receive preparation or specific training in how to partner effectively with families and communities. According to prior studies, when educators are supported in doing this work, they have a stronger sense of ability and engage to a greater extent. More research is needed to determine how to best build educators' capacity to partner with families and community members.

In 2019, the Family Engagement Consortium on Pre-Service Educator Preparation ("the Consortium") was developed as a preservice framework for culturally-responsive family engagement and higher-education curricula that includes recommendations for coursework, mentoring, field experiences, and state policy (The National Association for Family, School and Community Engagement (NAFSCE), 2021). Colorado is one of seven states to participate in the pre-service consortium. The consortium provides educators and administrators the preparation, exposure, and supports necessary to put in

place teaching practices, organizational infrastructure, and policies that create equitable opportunities for family engagement (NAFSCE, 2021). Currently, it is unclear how this consortium uses school psychologist knowledge and expertise. Further, the National Association of School Psychologists (NASP) points to the responsibility of school psychologists to facilitate educators' engagement in FSCP, yet there is limited literature outlining how school psychologists will do this (NASP, 2019).

School psychologists are uniquely trained to consult with teachers to support students' academic, cognitive, social-emotional, mental, and behavioral health. Therefore, they can be influential in building the capacity of teachers through ongoing school-based consultation. Efforts to increase teacher capacity limited to one-time training or lecture format may be less beneficial than consultation. Conceivably, school psychologists can consult with teacher's one-on-one to provide specific guidance and serve as a partner to help solve unique problems they encounter with FSCP. To fulfill this need, I developed the Partnership Capacity Building (PCB) model, which is defined as a skill-building and problem-solving model where teachers consult with school psychologists or other support staff to promote positive outcomes and teacher efficacy related to implementing FSCP.

The PCB model is grounded in ecological systems theories, including Bronfenbrenner's (1979) ecological system's theory of development, Epstein's (2011) overlapping spheres of influence, and Comer's (1993) six developmental pathways. Moreover, theoretical frameworks important to the conceptualization development of this model include self-efficacy (Bandura, 1997) and Critical Race Theory (CRT) (Delgado & Stefancic, 2012). PCB consultation is based on the four overarching universal domains of

FSCP summarized by Miller and colleagues (2021) along with equity centered FSCP practices, including the Strengthening Families Approach (SFA), the PTA National Standards, and Dual Capacity Framework (Mapp & Kuttner, 2013). The consultation process of the PCB model comprises evidence-based strategies in school-based consultation including approaches from problem-solving, multicultural consultee-centered, and ecological consultation. Furthermore, this model considers the fundamental interpersonal skills necessary for successful consultation and FSCP including listening, empathy, vulnerability, and cultural humility. Manuscript One elucidates the utility and implementation procedures for this model.

The convergent mixed-methods multiple case study in Manuscript Two evaluates the initial implementation of the PCB model and investigates the experience of the four consultees participating in PCB consultation with me in southwest Denver, CO. The student population at both schools is over 90% Hispanic and over 90% of the staff are White. Therefore, special considerations for partnering cross-culturally with Hispanic families, English language learners, and immigrant families were included. Further, the uniqueness of the Colorado education system and FSCP at the middle and high school levels were also considered. Qualitative data (interviews and observations) provided insight into the consultant and consultees' perceptions, behaviors, self-efficacy, and experience participating in PCB consultation. Overall, the four consultees and I (consultant) expressed favorable perspectives of PCB consultation. Findings from a cross-case thematic analysis elucidate themes related to consultees' self-perceived change post PCB consultation including an increase in FCSP skills, positive relationships with families, ability to manage conflict, quality of communication, and a desire for future

FSCP planning. Participants provided recommendations such as having implemented at the beginning of the school year and stretched over a longer period to be more effective. Further, I provided recommendations including reducing the ambiguity of the progress monitoring methods, being self-compassionate, prioritizing one target concern, and setting realistic goals. Quantitative data collected through survey data from Working with Families Self-Efficacy Scales (Hollander, 2010) and the weekly scaling question revealed the PCB model delivered significant increases in teachers' capacity for FCSP. This study serves as a starting point for the further refinement and validation of the process and procedures of PCB consultation.

In summary, Manuscripts One and Two seek to promote the use of school psychologists as consultants for building educators' capacity to implement equitable FSCP. Further, this study serves as a starting point for the refinement and validation of the process and procedures of PCB consultation for future implementation. This research may contribute to school psychologists' evolving roles in how to best promote successful FSCP.

**Manuscript One: Using Family, School, and Community Partnerships (FSCP) In
School Psychology Consultation Practice: A Guiding Model**

COVID-19 has accelerated the need to prioritize equity-driven policies in education to counteract potential long-term consequences for children and families. Consequently, school professionals need to provide all students with culturally and developmentally appropriate interventions to support their rising academic, mental, and physical health needs. School systems can address these needs via the comprehensive implementation of family, school, and community partnerships (FSCP).

The Colorado Department of Education (CDE) articulately defines FSCP as “[f]amilies, early childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth” (CDE, 2020). Although there are many definitions of FSCP in the extant literature, the aforementioned definition embraces terminology that is vital to understanding the conceptualization of FSCP for this dissertation. First, the term “families” is used instead of “parents” to more accurately convey the inclusive array of caretakers who are important contributors to a child’s life and who are vital to include in collaboration efforts (CDE, 2017; Miller et al., 2021). Further, this elucidation reveals a shift in the literature and prior legislation from “involvement” to “partnering”, which appropriately reflects the shared responsibility and the types of collaborative relationships that should be initiated and maintained (CDE,

2017; Miller et al., 2021). Moreover, to improve student outcomes and address the glaring educational achievement gaps, it includes “community” to recognize the impact of individuals and instructions within a broader context and captures the need for “equitable practices” (CDE, 2020).

The foundational ingredients for partnering largely depend on creating solid relationships by fostering interpersonal trust, family-centered support, and appreciation for alternative forms of engagement (Miller et al., 2021). Miller and colleagues (2021) further summarize current literature and positions that educators who are knowledgeable in implementing FSCP across the following four overarching universal domains have a greater likelihood of fostering the school and life success of their students. This includes (1) creating strong relationships with families, (2) creating a welcoming environment for families, (3) fostering multidirectional or two-way communication with families, and (4) creating mutual understanding with families.

Research reveals that many teachers do not receive sufficient preparation or training using practices to partner effectively with families (Miller et al., 2013). To support educators in this work, the Family Engagement Consortium on Pre-Service Educator Preparation was developed in 2019 as a preservice framework for culturally responsive family engagement and higher-education curricula which includes recommendations for coursework, mentoring, field experiences, and state policy (NAFSCE, 2021). Colorado is one of seven states to have participated in the preservice consortium. Overall, the consortium hopes to provide educators and administrators the preparation, exposure, and supports necessary to put in place teaching practices,

organizational infrastructure, and policies that create equitable opportunities for family engagement (NAFSCE, 2021).

Currently, it is unclear how school psychologists' expertise is used in this consortium. In 2019, to highlight the roles of school psychologists in FSCP, the National Association of School Psychologists (NASP) pointed to school psychologists' responsibility to facilitate the involvement of educators in the school–family partnership process. Although NASP (2019) has pointed to this responsibility being within the scope of practice of school psychologists, they have not outlined how school psychologists can take on this work. School psychologists are uniquely trained to consult with teachers to support students' academic, cognitive, social-emotional, mental, and behavioral health. Therefore, efforts to build teacher capacity would benefit from using school psychologists as consultants on FSCP strategies. Efforts to increase teacher capacity that are limited to one-time training may be less beneficial than consultation engagements. Through a consultation model that promotes FSCP, school psychologists can work with teacher's one-on-one to provide specific guidance and help solve unique problems to engagement. To do so, there is a need for a specific consultation model that integrates best practices in equity centered FSCP. This manuscript outlines the need for and the creation of this model.

COVID-19 and the Urgency to Prioritize Equity

The survey “Family Engagement During COVID-19,” organized by The National Association for Family, School, and Community Engagement (NAFSCE), shows how the pandemic has emphasized the importance of FSCP. In the survey, out of the 1,552

participants, 94% agreed with the statement, “The role families play in their children’s success is now more important than ever” (NAFSCE, 2020).

Emotionally, physically and economically, the COVID-19 pandemic, combined with the racial unrest prevalent throughout much of the country, have led to much harm. Individual experience and risk factors influence the degree and intensity of trauma, with those from historically vulnerable demographics experiencing more adversity (NASP, 2020). Specifically, students with increased vulnerability from diverse backgrounds (diverse gender identities and sexual orientations, those with special education needs, immigrants, refugees, ethnic minorities, single-parent and low-income families) are more likely to experience additional barriers (Imran et al., 2020).

The COVID-19 pandemic also had impacts on the achievement gap, further widening outcomes. Students from affluent communities have experienced a distinct advantage during the pandemic. They have had the privilege of receiving academic support in their homes by a teacher, hired and paid for by their parents (Vegas & Winthron, 2020). Meanwhile, in contrast to the luxury described previously the lack of internet and technology access lead students of low socioeconomic status to struggle keeping up with the required material. These students were also impacted by lack of access to critical resources provided through in-person schooling, including meals, social and emotional support systems, and physical learning opportunities (Imran et al., 2020).

Moreover, the tragic deaths due to police brutality further exposed the racism deeply embedded in the US and within law enforcement. Every year, over 1,000 people are killed by police, and Black Americans are three times more likely to be killed than Whites Americans (Obama Foundation, 2020). Likewise, the Asian American and Pacific

Islander (AAPI) community have faced an increase in xenophobia, violence, discrimination and physical attacks (Pappas, 2020). It is clear that the impact of racial violence disproportionately affects the wellbeing and safety of children from historically oppressed communities. This continuous racial violence can impact individuals physical, psychological, and educational functioning (Sullivan et al., 2020) and has been correlated with negative effects on grades, dropout rates, academic motivation, self-efficacy, and self-concept (Brown, 2015).

It is crucial to consider how schools and school psychologists have already and will continue to rise to the demanding needs of supporting children, pending the effects of COVID-19. Now more than ever, it is important for school psychologists to capitalize on the strengths of building family and community partnerships and provide wraparound supports to fight inequity. The NASP (2020) COVID-19 Resource Center guidance document on returning to school offers recommendations for a model of comprehensive mental and behavioral health services. NASP (2020) encourages school psychologists to advocate for social justice, equity, and antiracist practices. Further, to support rising student needs, the guidance document provides special attention to identifying gaps in existing Multi-Tiered System of Supports (MTSS) continuum of interventions across all tiers. NASP reports, “This examination process should include multiple stakeholder groups, and include services delivered in school and those available from community providers.” This involves partnership of family members, educators, and other professionals to provide comprehensive wraparound support for the students and families (Walker & Sander, 2010).

In summary, in response to the collective trauma of the COVID-19 pandemic, school psychologist can play a vital role by using their expertise to consult with educators to strengthen school-wide FSCP and promote equity-driven practices.

Theoretical Framework

Several theoretical models are fundamental in conceptualizing FSCP, including Bronfenbrenner's (1979) ecological system's theory of development, Epstein's (2011) overlapping spheres of influence, Comer's (1993) six developmental pathways, Bandura's (1997) self-efficacy, and Delgado and Stefancic (2012) Critical Race Theory (CRT).

Ecological Systems Theories

Primarily, FSCP is aligned with Bronfenbrenner's (1979) ecological systems theory of development. The ecological systems theory, created by Bronfenbrenner (1979), is an approach that uniquely accounts for contextual influences on children's development. This theory views child development within a complex system of relationships influenced by many factors in the surroundings. Four systems of influence are identified: (1) micro-system (activities and interaction patterns in the child's immediate surroundings), (2) mesosystem (connections between microsystems, such as home, school, neighborhood), (3) ecosystem (social settings that do not contain children but that affect children's experiences), and (4) macrosystem (cultural values, laws, customs, and resources) (Berk, 2012). In contrast to other mental health and child development theories, this theological framework challenges the assumption that deficits lie within individuals and considers the social context of how people assign meaning to their world.

Further, an ecological lens considers the opportunity to promote child development through ecological interventions that address the social and systematic factors affecting individual potential. An ecological systems lens is fundamental in understanding the importance of FSCP and COVID-19's influence on their development by acknowledging that adverse impacts have not been experienced equally by all children. Further, an ecological perspective is useful while developing interventions in a multi-tiered system of supports. This is to develop supports that not only addresses skills but also the issues that occur in that environment (Miranda, 2014, p. 16).

Considering Bronfenbrenner's (1979) ecological systems theory, Epstein crafted their model, the Overlapping Spheres of Influence. Epstein's model positions that student outcomes are impacted by a myriad of influences including the family, school, and community (Epstein, 2018). School staff's actions and interactions with families can either include or exclude families in their child's education. Thus, these actions can push spheres of family and school together or apart. However, students are more successful (improvements in academic, self-esteem, attitudes toward learning, etc.) when systems work together on shared goals.

Further, FSCP is aligned with Comer's six developmental pathways, which characterize children's development across physical, cognitive, psychological, language, social, and ethical domains. For positive development across all six domains, children need to identify with others, develop their own identity, and internalize a set of values (Comer & Ben-Avie, 2010). One institution alone cannot address all these pathways; it takes a collaborative approach where families, educators, and children working together as a community.

Teacher Self-Efficacy and Learning

A teacher's self-efficacy working with families can be defined as "teachers' beliefs about their capabilities of interacting with families of their students" (Hollander, 2010). Within the teacher education field, there is agreement on the types of competencies that teachers need to show in working with students' families. These include family-teacher role expectations toward collaboration, commitment to develop a relationship with the families, effective communication and conflict resolution, active efforts to reach out to involve families in their children's learning and development, and an appreciation of diverse family backgrounds and beliefs (Hollander, 2010). Based on these competencies, Hollander (2010) broke down teachers' self-efficacy interacting with families into three distinct domains to highlight the skills teachers need to develop to engage in equitable FSCP. First, family-school communication efficacy reflects the level of confidence that teachers report in their interpersonal skills to communicate effectively as co-experts in collaboration with families and to deal with miscommunication or conflict. Second, family-diversity efficacy captures the level of confidence teachers report in appreciating characteristics of families from diverse cultural and economic backgrounds. Third, a teacher's role in family efficacy is the level of confidence teachers report in their ability to implement specific family-partnering strategies.

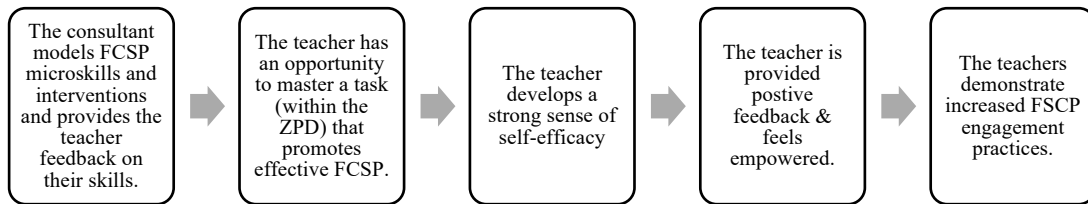
To build self-efficacy beliefs, Bandura (1997) points to the importance of experiencing mastery. When an individual experiences performance success, they have evidence that they have what it takes to succeed. In addition, seeing someone else similar to themselves succeed in a task (through modeling) can encourage individuals to do the same. Therefore, models can provide individuals with optimism and lead to increased

efficacy through vicarious experiences. However, it is important to have esteemed proficient models that convey effective coping strategies and mastery. Vygotsky's (1978) model of learning proposes that true learning and skill development takes place when a person masters a task or challenge that lies beyond their current ability. The zone of proximal development (ZPD) is the area of optimal learning, balancing risk, and support. The ZPD defines the functions that have not yet matured but are growing (Vygotsky, 1978). This theory emphasizes social interaction as the basis for learning. For learning and mastery to occur, it is necessary to have support, guidance, and encouragement from a knowledgeable person to guide the learner as they work to gain a new skill (Levykh, 2008). However, to build one's sense of efficacy, it is vital that individuals recognize that their own effort and talents lead to mastery. Therefore, expanding a person's current capabilities works best when support is provided by others who can help guide the individual toward mastery. This theory supports the use of consultation (social interaction) to guide teachers who wish to increase their self-efficacy in engaging in FSCP.

Collectively, these theories of self-efficacy and learning suggest that teachers' FSCP practices can likely be increased through engaging in consultation that provides opportunities for modeling, ZPD, and mastery. This can be accomplished through the process outlined in Figure 1.

Figure 1

Model for increasing teachers' self-efficacy and FSCP through consultation



Note. This model shows the process for increasing teachers' self-efficacy and use of FSCP practices through consultation engagement that draws on theories of self-efficacy and zone of proximal development.

Critical Race Theory (CRT)

The Critical Race Theory (CRT) focuses on the negative impact of racism and questions the notion of meritocracy. This theory provides the notion that races are categories that society invents and manipulates (Delgado & Stefanick, 2012). Moreover, it carries the assumption that institutional racism privileges Whites in education. CRT in education includes dismantling educational practices of colorblindness and race neutrality, and instead building awareness of the deficit-based perspectives that substantiate racial achievement gaps (Cook et al., 2020). To do so, CRT encourages educators to engage in courageous conversations about race and racism. This requires individuals to integrate their personal identities to increase awareness and appreciation, which can generate greater trust and collaboration in developing initiatives that focus on educational equity (Cook et al., 2020).

Further, CRT emphasizes the need for amplifying the voices of individuals from marginalized communities. CRT scholars deem that those most affected by racism have the greatest awareness on how to best serve their needs; thus, they should be involved in all production of new knowledge (Delgado & Stefanic, 2012).

Summary of Theoretical Orientation

Bronfenbrenner's (1979) ecological system's theory of development, Epstein's (2011) overlapping spheres of influence, Comer's (1993) six developmental pathways, and Delgado and Stefancic (2012) Critical Race Theory (CRT) all offer significant principles that contribute to the conceptualization for the need for consultation and FSCP. Each of these theories supports the understanding of systems work together to support individuals and the impact of sociocultural factors that may impact teachers work with families and participation in consultation. Further, Bandura's (1997) self-efficacy theories and Vygotsky's (1978) model of learning proposes guide the understanding of how consultation can be used to support learning, behavior change, and self-efficacy.

Family, School, and Community Partnerships

No matter how skilled professionals are, nor how loving families are, each cannot achieve alone, what the parties, working hand-in-hand, can accomplish together (Peterson & Cooper, as cited by the Futures in School Psychology Task Force on Family-School Partnerships, 2007).

Although schools cannot solve systemic inequality and exposure to environmental stressors by partnering with families and community resources, they can play a fundamental role in reducing how students are affected (Bryan et al., 2020; McKinney & Madkins, 2019). The demand for collaborative partnerships is referred to by several

names in the literature, including family, school, and community partnerships (FSCP), community schools, full-service schools, and wraparound services. These concepts all embody the critical need for educators, families, and community members to come together (Roberts, 2003).

FSCP recognizes the shared responsibilities of home, school, and community for children's learning and development by working together to share information, guide students, solve problems, and celebrate successes (Epstein, 2018). The six types of involvement through which school personnel can connect with families and the community are as follows: (1) parenting (support the home environment and strengthen families); (2) communicating (provide effective modes of school-to-home and home-to-school communications); (3) volunteering (recruit parents to support); (4) learning at home; (5) decision-making (empower parents to be leaders and involve them in school decision-making); and (6) collaborating with the community (Sheldon & Epstein, 2018). Decades of research point to the opportunity for FSCP to eradicate inequity and promote positive outcomes for students and families; these benefits are outlined below.

Education Policy Relevant to FSCP

FSCP is federally recognized as a potential driver of increasing educational equity. Parent involvement was first recognized as a component of social justice in federal policy in the Elementary and Secondary Education Act (ESEA) of 1965. In 1974, P.L. 93-380, the Elementary and Secondary Amendments were passed with regulations that required all school districts to establish a parent advisor council (FACE, 2011). Later, in 2001, Congress passed a significant reform of the ESEA, the No Child Left Behind Act (NCLB). The NCLB act included specific provisions for parent involvement

to address any barriers to participation from traditionally underserved communities and called for the responsibility for schools to afford parents substantial opportunities to participate in the education of their children. Furthermore, it also included an emphasis on support for strengthening home learning, parent partnerships, and coordinating services with community resources (U.S. Department of Education (DOE), 2004).

NCLB was replaced in 2015 when President Obama signed the Every Student Succeeds Act (ESSA, 2015), which emphasized the need for schools to embrace a “whole child” approach. ESSA Title 1 goals include family engagement, highlighting the need for educators to conduct outreach to all parents and family members and establish meaningful involvement (Henderson, n.d.). Additionally, ESSA allowed various funding that states and districts can use to implement initiatives to improve school climate and improve school-community partnerships (NASP, 2016).

Moreover, with the hope to prepare students to transition to college successfully, a federal career policy, the Promise Neighborhoods Initiative allocated funding towards creating equitable schools through family and community supports (Ishimaru, 2017; U.S. DOE, 2018).

Impact of Family Engagement

Across racial, ethnic, and socioeconomic groups, family engagement (communication, opportunities to learn at home, and involving families in decision making) positively impacts student outcomes across various domains. By increasing positive outcomes for all students, FSCP can support efforts to close the educational achievement gap and counteract the negative effects of COVID-19.

Foremost, FSCP has been shown to significantly decrease chronic absenteeism, even with consideration of grade level and prior absenteeism rates (Sheldon & Epstein, 2018). Moreover, in a meta-analysis across 50 studies, Hill and Tyson (2009) found that parental involvement was positively associated with academic achievement. Additionally, in a longitudinal study that assessed the effects of parental involvement on the academic achievement of Black American 12th-grade youth, the results suggested that parental involvement had a positive influence on student outcomes across academic subjects (Boonk et al., 2018). The difference in test scores between Black American students with highly involved parents versus students with less involved parents was about 0.4 of a standard deviation. These findings align with years of research that show children perform better in reading and other literacy skills if their families support reading at home (Epstein, 2018). According to the systemic review conducted by Boonk and colleagues (2018), parental involvement efforts most frequently shown to positively affect academic achievement are (a) reading at home, (b) parents holding high expectations and aspirations for their children's achievement and schooling, (c) communication between parents and children regarding school, and (d) parental encouragement and support for learning.

Current research interests concentrate on determining "high-impact" FSCP strategies that are most effective in predicting student achievement. The Flamboyant Foundation (2020) suggests that many "high-impact" family engagement activities do not require families to come to the school and instead, acknowledges that important forms of family engagement happen at home. Home-based family engagement strategies that

predict student achievement include supporting children’s reading, providing supervision, and engaging in home learning activities (Flamboyant Foundation, 2020).

High-impact strategies are often teacher-led efforts that are individualized, learning-focused, and support academic partnering (Flamboyant Foundation, 2020). Traditional forms of family engagement, such as volunteering, attending parent–teacher conferences, attending events, and communicating with school staff, are also important in predicting student achievement because they help families feel comfortable interacting with the school. Moreover, when families come to the school, educators can proactively encourage their continued participation by ensuring that the visits are well worth their time (Flamboyant Foundation, 2020). For instance, having families come in for goal-setting discussions allows for a proactive and personalized plan that will lead to greater individualized student achievement. Additionally, regular personalized communication through positive phone calls and home visits can have a meaningful impact on the development of relationships with families.

Furthermore, family engagement is beneficial for teachers. According to a survey of over 2,000 teachers (MetLife, 2009), teachers in schools with high parent engagement are more than twice as likely as those in schools with low parent engagement to say that they are very satisfied with their job, 57% and 25%, respectively.

Strengthening Families’ Protective Factors

As previously noted, FSCP allow schools to promote access to resources, learning opportunities, and supports, all of which maximize a child's and family’s protective factors (McKinney & Madkins, 2019; Bryan et al., 2020). Research shows protective factors are better predictors of a child’s success than risk factors. Specifically, Hambric

and colleagues (2018) found a child's history of relational health (connectedness to family, community, and culture) was a greater predictor of their current mental health than their history of adversity. Results revealed a statistically significant positive association between current relational health and central nervous system functioning (including attention, sleep, arousal, affect regulation/mood, and reactivity modulation) (Hambric et al., 2018). Children with high levels of quality relational support across their ecological systems (including biological parents, current primary caregivers, extended family, school-based peers, adults, and community-based support) exhibited higher levels of functioning than children with less support (Hambrick et al., 2018). Thus, determining FSCP that fosters relationally supportive contexts for students and families can mitigate this risk of early childhood adversity and promote resilience.

The Strengthening Families Approach (SFA) created by the Center for the Study of Social Policy (CSSP, n.d.) recognizes the importance of protective factors. SFA is a research informed framework outlines a course of action to help families and youth reduce stress, address risk factors, and promote healthy development. This two-generation approach fosters healthy child development by developing the capabilities and resources for parents and caregivers (CSSP, n.d.). This approach is implemented through small but significant changes in how professionals interact with families and is designed to be easily incorporated into existing practice. The main idea behind this program is that families gain what they need to be successful when key protective factors are robust in their lives and communities (CSSP, n.d.).

Further, SFA is based on engaging families and communities in building five protective factors. The first protective factor is parental resilience, such as managing

stress and functioning even when faced with challenges, adversity, and trauma; honoring race, language, culture, and approach to parenting; and supporting parents as decision-makers. The second factor is social connections, including helping families' value and build positive relationships that provide emotional, informational, instrumental, and spiritual support. The third factor is increasing knowledge of parenting strategies that promote healthy physical, cognitive, language, social, and emotional development. The fourth factor is providing concrete support and services in times of need to help minimize stress. Last, the fifth factor is promoting family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions, and establish and maintain relationships (CSSP, n.d.). Using a protective factors approach provides a sturdy platform for building partnerships because it focuses on families, schools, and communities' existing strengths, resources, and assets (Bryan et al., 2020). These protective factors can be embedded in the foundation of FSCP. Specifically, teachers can use strategies within the SFA to build trusting relationships with families, model effective strategies parents can use with their children, and help parents understand their child's development. Additionally, teachers can empower families by providing access to resources in the community and offer opportunities for different families to get involved in classroom activities to promote social connections among families.

Summary of FCSP

Decades of research highlight the importance of collaborating among, home, school, and community. Thus, FSCP recognized federally as an imperative strategy for promoting equitable education and strengthening protective factors. The myriad of benefits include academic achievement, rating of school climate, attendance, social-

emotional development, and reducing how students are affected by systems of inequity (Boonk et al., 2018; Hill & Tyson, 2009; Jeynes, 2012; Sheldon & Epstein, 2018).

Further, research shows that even school staff and teachers with higher family engagement report higher job satisfaction. Therefore, FCSP offer an exceptional impact on student outcomes and ought to be a priority in education.

Building Educators Capacity for FCSP

Educators and policymakers are becoming increasingly aware of the “why” of engagement, yet they are still struggling with the “how” (Mapp & Kuttner, 2013). For partnerships to thrive, both families and staff must have the collective capacity to engage.

Historically educators receive little course work on FSCP and as a result feel unprepared to work positively with their students’ families or businesses and institutions in their students’ communities, to promote student success (Epstein, 2018; Miller et al., 2013; Smith et al., 2019). Due to a lack of training, teachers may not see partnerships as essential, have deficit mindsets, or misjudge the practices of families (Constantino, 2016; Smith et al., 2019). Additionally, educators may have a limited understanding of strategies to partner across cultural, racial, gender, and ethnic differences (FACE, 2011; Mapp & Kuttner, 2013).

This gap in teacher learning is increasingly recognized. In a survey of faculty from accredited Institutions of Higher Education preparing pre-service educators, Miller and colleagues (2013), found many respondents indicated minimal pre-service training in family–school partnering and requested more information about current research. These findings indicate that both new and already practicing educators can benefit from self-reflection on family–school partnering practices, through mentoring or collaborative peer

supervision (Miller et al., 2013). More recently, in 2020, on the nationwide Family Engagement During COVID-19 survey, only 43% of educators agreed with the following statement: “I was properly prepared and trained to engage families in their children's learning during my training and preparation program” (NAFSCE, 2020).

Educator Training Opportunities

Smith and colleagues (2019) systematically analyzed the impact of family-engagement teacher training (university coursework and professional development) and found that training had a significant positive impact on teachers’ attitudes, knowledge, and practices. The key teacher-training components that lead to positive impact included parent-teacher relationships, collaborative planning and problem-solving, communication strategies, and cultural awareness (Smith et al., 2019).

In 2019, the Family Engagement Consortium on Pre-Service Educator Preparation was developed as a pre-service framework for culturally responsive family engagement and higher-education curricula, which includes recommendations for coursework, mentoring, field experiences, and state policy (NAFSCE, 2021). The consortium goal is to provide educators and administrators the preparation, exposure, and supports necessary to put in place teaching practices, organization infrastructure, and policies that create equitable opportunities for family engagement (NAFSCE, 2021). Currently, most of these efforts for teachers include professional development training. The most developed and robust training is the Family Engagement micro-credential series created by the National Association for Family, School, and Community Engagement and the National Education Association (NEA). This micro-credential provides teachers the opportunity to learn a variety of ways to strengthen relationships

with families and community members through an online module series. The family engagement stack consists of 8 separate micro-credentials: (1) Families in Society and Cultural Contexts, (2) Family Engagement as Access and Opportunities for All, (3) Developing Trusting Reciprocal Relationships through Home Visits, (4) Families as Co-Creators (5), Linking Family Engagement to Learning Outcomes, (6) Community Partnerships for Learning and Family Well-Being, (7) Leading with Professional Ethics, and (8) Family Engagement Systems. All learning is virtual and involves reading and researching provided materials on FSCP and actionable steps or events to complete. The strategies provided target family engagement class wide. Teachers receive written feedback from an NEA reviewer. Each credential takes about 15 hours to complete, resulting in 120 hours for the series. This initiative is a strong start to building educators' capacity. However, the enormous time commitment may be a barrier from some teachers. For teachers that can complete this training, it is unknown how they can receive further support once the training is complete.

Characteristics of Effective FSCP

To create successful and sustainable partnerships educators must implement evidence-based practices. A summary of essential evidenced-based frameworks is outlined below.

Tiers of Support

Miller and colleagues (2021) position FSCP as a recurrent and relational approach that adapts to the context of individual needs and is tailored to a multi-tiered system of supports (MTSS) framework. Within an MTSS framework an array of differentiated partnering efforts should be used with families in each tier, varying based on the family's

strengths and needs and contextual factors (Reschly, 2008; Miller et al., 2021). For example, Tier 1 (universal) activities comprise conditions for engaging, positive relationships among families and educators, and in Tiers 2 and 3 (targeted and intensive), includes increasing concentration of partnering efforts and problem-solving intervention between families and educators (Reschly, 2008). Ideally, 80-90% of students and families should be able to benefit from universal interventions that are implemented with fidelity.

Four Overarching Universal Domains

Regardless of the tier of support needed, Miller and colleagues (2021) highlight four overarching domains of effective FCSP. The first domain, “creating strong relationships with families,” includes forming partnerships based on mutual respect and trust, and actively acknowledging everyone’s role in the child’s life and success. The second domain, “welcoming environments,” captures the need for educators to create feelings of safety, friendliness, and appreciation for people from all backgrounds and cultures. The third domain, “multidirectional communication,” refers to having responsive and meaningful back and forth and interactions with families that are accessible in a variety of formats (e.g., phone, text, email, etc.). Lastly, the fourth domain, “mutual understanding,” signifies the importance of creating shared knowledge of educational terms, concepts, content, and expectation and policies with families (Miller et al., 2021).

Collectively, these domains capture the characteristics essential to all FSCP efforts and encapsulate principles offered by the Parent Teacher Association (PTA) National Standards, the CDE office of FSCP frameworks essential elements, and Dual Capacity-Building Framework (Mapp & Kuttner, 2013) as outlined below.

Parent Teacher Association (PTA) National Standards

Based on Epstein's six types of family involvement, the National Parent Teacher Association (PTA) issued its national standards for parent and family involvement. When first created, these standards were called the National Standards for Parent/Family Involvement Programs; however, in 2007, they were updated and renamed the National Standards for Family-School Partnerships (PTA, 2009). There are six National Standards for Family-School Partnerships: Standard 1-Welcoming All Families into the School Community, Standard 2-Communicating Effectively, Standard 3-Supporting Student Success, Standard 4-Speaking Up for Every Child, Standard 5-Sharing Power, and Standard 6-Collaborating with the Community. The six national standards are summarized below.

Standard 1: Welcoming All Families into the School Community. This standard has two major goals (1) creating a welcoming climate, and (2) building a respectful and inclusive school community (PTA, 2009). This requires establishing relations between educators and families within a school community.

Establishing relational trust depends on positive communication and efforts that build families' strengths and make them feel seen, valued, and connected to the school. Educators can achieve this by developing cross-cultural awareness and responsive practices and having students' and families' cultures reflected in the actions within the schools' artifacts and practices (Constantino, 2016; Herrera et al., 2020; Sheridan et al., 2014).

Research shows that parent engagement is not a fixed condition determined by background, but an adaptable variable based on school partnership programs (Epstein et

al., 2019). Therefore, educators must start by shifting their focus from “hard-to-reach” parents to instead considering redesigning the practices of the “hard-to-access” systems. Further, school teams need to consider, “What do we need to know about the family to support our planning?” (Herrera et al., 2020; Ishamaru, 2017).

Initial steps educators can take to develop cross-cultural awareness include (1) acknowledgment of prejudices and biases, (2) having an understanding that some cultural attitudes and beliefs may be different than their own, (3) valuing cultural diversity (4) having a willingness to reach out to the community, and (5) developing a comfort level in a variety of situations that involve ethnic minority populations (Miranda, 2014). In addition, educators must recognize systems of privilege, and create solidarity around understanding racialized and classed experiences to explore ways to dismantle dominance (Herrera et al., 2020; McKinney & Madkins, 2019; Teemat et al., 2021).

Standard 2: Communicating Effectively. The chief goal for communicating effectively is sharing information between schools and families (PTA, 2009). To do so, educators are encouraged to provide regular opportunities for two-way communication that allow for families to respond and engage in honest dialogue (CDE, 2020; Constantino, 2016; PTA, 2009). All communication should use partnership vocabulary (i.e., “we” and “our”), be transparent, and jargon-free (CDE, 2020, Teemat et al., 2021).

Although teacher outreach is a powerful way to build effective communication and help families, it is widely recognized that one of the biggest barriers to teacher outreach is time. Therefore, interventions to support teachers communicating with families are most beneficial if they do not add additional time, but rather reshape their current engagement (Constantino, 2016).

Standard 3: Supporting Student Success. There are two goals for supporting student success: (1) sharing information about student progress and (2) supporting learning by engaging families (PTA, 2009). Family engagement in learning improves students' grades, behavior, relationship with the school, and graduation rates. Teachers can promote family engagement by helping families learn strategies they can implement at home to help their child succeed.

Standard 4: Speaking Up for Every Child. The first goal for speaking up for every child is helping families understand how the school system works (PTA, 2009). The second goal is to empower families to advocate for their own and other children's success in school and for students to be treated fairly and have access to equal learning opportunities (PTA, 2009). Finally, empowerment practices help give all parents an equal voice in the partnership process and foster parents' ability to build alliances with school staff, other parents, and community resources (Bryan et al., 2020). School staff can promote families ability to advocate for all students in a merit of ways, such as offering families workshops or information session about school and district programs, expectations, standards, and approaches to teaching, and parent rights under federal and state education mandates (PTA, 2009).

Standard 5: Sharing Power. The PTA (2009) defines two goals for sharing power. The first goal is strengthening the voice of families and engaging in shared decision-making. This standard points to the need to focus not solely on engagement, but on equitable collaboration that influences reciprocal, collective, and relational strategies that foster mutual respect (Ishamaru, 2017; McKinney & Madkins, 2019; Teemant et al., 2021). Early well-intentioned models for FSCP frequently reinforced power inequities

between families and schools. For instance, low-income families had little say in decision-making and were treated as clients whose best interests were known by professionals (Ishamaru, 2017). Current school reform efforts call for strategies to engage culturally-nondominant parents and families in education. Researchers agree that for equitable partnerships to emerge, it is essential to move beyond a one-directional service-model-oriented approach based on neoliberal ideas of equality. Instead, it is vital to emphasize the value of multiple perspectives, especially those of marginalized communities (McKinney & Madkins, 2019; Teemant et al., 2021).

In equitable partnerships, educators take a strength-based approach and recognize families as assets and experts. Strengths-based approaches move beyond a deficit model, based on the need to fix parents, but leverage family expertise and foster innovations in designing equitable educational environments (Ishamaru, 2017).

The second goal for this standard is building families' social and political connections. Again, this emphasizes the need for schools to have an organization that offers families and school staff regular opportunities to network with each other and with school leaders, public officials, and business and community leaders (PTA, 2009).

Standard 6: Collaborating with the Community. The main goal of this standard is to connect the school with community resources. Schools have the unique opportunity to serve as “community hubs” by connecting students and families to community resources through a wraparound service model (Eber, 2008). Educators should work alongside families when developing and implementing community engagement, and active involve families in decision-making about what types of partnerships and activities are needed, how best to implement those programs, and allow

the opportunity for families to give feedback about resources provided (Bryan et al., 2020; McKinney & Madkins, 2019).

CDE Essential Elements of FSCP

The CDE worked with district leaders, school staff, and community partners to collect feedback on cultivating and sustaining partnerships linked to positive outcomes for students (CDE, 2020). As a result, the following four themes developed as the framework's essential elements: (1) create an inclusive culture (honor the lived experience of families), (2) build trusting relationships (invests time in creating quality relationships), (3) design capacity-building opportunities (opportunities for staff and families to strengthen their partnerships and promote shared leadership), and (4) dedicate necessary resources (uses resources to elevate partnering practices) (CDE, 2020). This framework helps educators understand the characteristics of high-quality partnership programs. In addition, CDE created a rubric based on these elements to provide educators the ability to conduct a self-assessment.

Further, to be effective the CDE encourages that FSCP should be situated within a framework that is systemic, equitable, and sustainable (Weiss et al., 2010). Sustainability in family engagement is characterized by stable and long-term participation patterns (Teemat et al., 2021). Partnerships cannot effectively impact students and families if they are not sustained over time. However, maintaining these networks can be more challenging than starting them (Bryan et al., 2020). Consequently, FSCP can look like random acts of family and community involvement, which tend to be uncoordinated and disconnected from instructional practices (Weiss et al., 2010). Alternatively, strategies

noted to help sustain partnerships include sharing the benefits of FSCP and celebrating successes with families and community partners (Bryan et al., 2020).

Dual Capacity-Building Framework

The Dual Capacity-Building Framework provides strategies to build the capacity among educators and families to partner around student success (Mapp & Kuttner, 2013). The framework centers on building capacity across the “four C’s”: capabilities, connections, cognition, and confidence. “Capabilities” includes increasing staff knowledge of family’s assets, using culturally responsive practices, and strategies to build trusting relationships. “Connections” includes increasing parent-to-parent networks and promoting linkages to community agencies. “Cognition” encompasses the beliefs and the values of having FSCP that are link to learning and improve student outcomes. “Confidence” captures the need for self-efficacy related to engaging in partnership and increasing families from diverse backgrounds’ ability to take on leadership (Mapp & Kuttner, 2013).

The Dual-Capacity Building Framework highlights the need for adult learners to test out and apply their skills through feedback and coaching opportunities. Additional methods such as observation, modeling, role-play, and discussion of hypothetical cases help teachers practice these skills (Miller et al., 2021). Thus, one-way teachers can receive this type of ongoing individualized support and feedback is through school-based consultation from an instructional expert such as a school psychologist.

School Psychologists as Contributors to FSCP

School psychologists are trained to evaluate and incorporate the needs of students and families in all aspects of practice (Roberts, 2003; Song et al., 2013). Therefore, school psychologists are uniquely positioned to serve as consultants for FSCP.

School psychologists have many roles within schools, including providing direct interventions to students and indirect services. Indirect services includes consultation with teachers, families, and other school professionals; partnering with school administrators to improve school-wide practices; and collaborating with community providers to coordinate needed services (NASP, 2014).

School psychologists are increasingly aware of the significant impact of prevention work through indirect services. Thus, school psychologists are moving away from the medical model of care and their historical role as diagnosticians, including diagnosing, treating, and remediating students' problems, to focus on preventive efforts that are more effective (Vernon, 1990). Preventive interventions allow school psychologists to take a public health approach and serve individuals or population subgroups with biological, psychological, or social risk factors (Krankowski, 2012). Krankowski (2012) describes that the critical difference in these viewpoints is whether the deficit is assumed to lie within the student or in the cultural and social factors affecting the student. Although school psychologists are aware of the benefits of prevention work, many still need more guidance and training on how to switch their focus to these efforts (Krankowski, 2012; Vernon, 1990). Barriers to making this switch are often attributed to deficiencies of knowledge and skill (Adelman & Taylor, 2018). Moreover, many other critical variables influence how school psychologists prioritize

their professional roles. These variables include personal characteristics such as their background, training, and the reason for becoming a school psychologist; professional interest expectations; job site characteristics, including job descriptions and resources; and external forces, such as legislative changes, societal problems, research findings, and world events (Fagan & Wise, 2000).

One way to focus on prevention work and take a public health approach is to prioritize the facilitation of FSCP. School psychologists are uniquely qualified to facilitate FSCP and influence organizational change. According to the NASP (2019), school psychologists play a fundamental role in building FSCP by improving collaboration between families and educators and identifying strategies to foster sustainable partnerships. Specifically, NASP (2019) outlines the following six roles for school psychologists in FSCP: (1) recognize and promote the need to address concerns from an ecological lens; (2) implement evidence-based models for school–family consultation and family interventions; (3) establish and participate in current school-based teams comprising parents, educators, and community members work to improve educational outcomes for students; (4) serve as liaisons and support connections among homes, schools, and communities; (5) facilitate involvement of educators in the school–family partnership process; and (6) establish partnerships between families and educators throughout screening, early intervention, and special education. Although NASP (2019) has summarized school psychologists’ responsibility in FSCP, they have not yet provided a model for school psychologists to follow when supporting teachers in the ways outlined above.

School psychologists have robust training in consultation and professional collaboration, which are vital skills for facilitating service integration. One way school psychologists can strengthen their role in FSCP initiatives is through engaging in consultation to build the capacity of teachers to engage in equitable and sustainable FCSP. The NASP Practice Model outlines ten domains of school psychologists' service delivery, including Domain 2 (“Consultation and Collaboration”), which represents a practice that permeates all aspects of service delivery. According to this domain, “School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, schools, and systems, and methods to promote effective implementation of services.” A well-known advantage of consultation is that it allows school psychologists to have a greater impact than direct service approaches by enhancing the services students already receive (Gansle & Noell, 2008; Ingraham, 2017; Kratochwill et al., 2014). Due to the rising need for equity in education and current shortages of school psychologists, it is vital to prioritize school psychologists’ consultation efforts, specifically consultation that leads to stronger FSCP.

Interpersonal Skills in Consultation and FSCP

Interpersonal skills are fundamental for both effective consultation and FSCP. Regardless of the consultation framework used, consultants who demonstrate strong relational skills such as empathy, genuineness, and active listening can effect greater positive changes within their consultation engagements (Gutkin & Curtis, 1982; Reinke et al., 2011). For example, Hoskins (2013) randomly assigned over 100 elementary school teachers to read scripted narrations of four hypothetical consultation sessions with

either a high or low empathy condition. It was found that teachers exposed to high-empathy scenarios differed significantly from those in the low-empathy condition regarding their perceptions of consultation effectiveness, desire to consult again, and willingness to implement suggested interventions (Hoskins, 2013). These same interpersonal skills are vital for educators to use when partnering with families. As previously discussed, creating strong relationships, communicating effectively, and fostering multidirectional communication with families are essential to successful FSCP. These tasks require teachers to apply family-centered micro-skills and interpersonal abilities, such as listening with empathy, asking crucial questions, focusing on key issues, and finding a common solution (Miller et al., 2021). Overall, the primary skills needed for relational success include showing empathy, active listening, demonstrating vulnerability, and practicing cultural humility.

Listening

Listening is an essential skill for relational success, expressing emotion, and understanding (Floyd, 2014). Actively listening shows respect, communicates that the person speaking is important, and can bring about positive changes in people's attitudes toward themselves and others (Rogers & Farson, 1987). Rogers and Farson (1987) summarized active listening as (1) listening for total meaning by attending to the content of the message and the underlying feelings; (2) responding to feelings and showing empathy, (3) noting nonverbal communication (e.g., being mindful of pauses and using appropriate inflection, tone, facial expressions, and body posture), and (4) confirming understanding by reflecting what the speaker seems to mean and asking for clarification.

Empathy

Empathy is the ability to take another person's role to understand their perspectives; it is not connected to an experience itself but to the emotions that underpin the experience (Brown, 2018; Decety & Jackson, 2006). Empathy is vital for interpersonal connection, and the more in tune one is with another person's affective state, the more likely they are to be helpful (Hoskins, 2013).

There are four key attributes of empathy (1) seeing the world as others see it, (2) being nonjudgmental, (3) understanding another person's feelings, and (4) communicating an understanding of that person's feelings (Wiseman, 1996). The first attribute of empathy, "to see the world as others see it," is commonly misunderstood (Wiseman, 1996). Often, it is misinterpreted that individuals can look simply put aside their perspective and see things through the lenses of someone else. However, this is not possible (Brown, 2018). Instead, individuals should strive to honor people's perspectives as truthful, even when they're different from their own (Brown, 2018). Without this effort, empathy cannot occur (Wiseman, 1996). The second attribute, remaining nonjudgmental, highlights objectivity as a component of empathy. Often, individuals form judgments in areas where they are most susceptible to shame. To be fully nonjudgmental requires awareness of one's own vulnerability (Brown, 2018). The third attribute, understanding another person's feelings, requires a person to be in touch with their own feelings first. The fourth attribute, communicating an understanding of a person's feelings, involves building a connection, forming trust, and healing (Brown, 2018). To assure a true understanding has been achieved, one may use check-ins to clarify. This also requires shifting from phrases like "It could be worse..." to "I've been

there, and that really hurts” (Brown, 2018). Moreover, this includes offering additional support, such as “It sounds like you are in a hard place now. Tell me more about it” (Brown, 2018). By providing empathy we make others feel heard and accepted, and create a space where relationships can flourish.

Vulnerability

Brown (2012) expands on Wiseman’s (1996) ideas about empathy and opines that vulnerability is also the origin of love, belonging, joy, courage, and creativity. She defines vulnerability as “uncertainty, risk, and emotional exposure.” Brown (2012) recommends embracing vulnerabilities and building “shame resilience” as a prerequisite to building connections with others. Being vulnerable in this way is vital to giving, receiving, and soliciting feedback, which is inherent to the consultation process.

Brown (2012) suggests that embracing vulnerability requires self-awareness and emotional exploration. Moreover, Brown (2018) shares that perfectionism and fear of being wrong prevent people from learning, growing, and engaging in an important dialogue about diversity and inclusivity.

Moreover, Brown (2012) suggest that vulnerability can be modeled by others. Therefore, a consultant who demonstrates vulnerability is likely to elicit vulnerability and courageousness from their consultee. Brown (2018) encourages professionals to start by modeling self-compassion and curiosity, encourage healthy striving, and have open conversations about perfectionism teams in the workplace. Further, Brown (2018) provides “good curiosity cues” that can be effective in learning during tough conversations and include prompts such as “Walk me through...,” “Help me understand what you see as the benefit of this approach,” “I’m working from these assumptions-what

about you?”, and “That’s not my experience...”. Such prompts are more effective than, for example, “You’re wrong about her, him, them, it, and this . . .”

Cultural Humility

Further, vulnerability is vital for engaging in the often-difficult conversations about race and inequity and is an important contributor to practicing cultural humility. For educators to practice cultural humility, they need to continuously seek opportunities to understand their cultural identities. They also need to be humble, aware of their own restrictions, open to feedback, and cognizant that this is an ongoing process (Miller et al., 2021). This includes addressing similarities and differences in an open and honest dialogue and reflecting on potential biases and stereotypes one may hold about different families (Miller et al., 2021).

Singleton (2014) proposed Four Agreements to be used as a foundation for engaging, sustaining, and deepening conversations about race. These agreements are (1) to stay engaged by remaining morally, emotionally, intellectually, and relationally involved in the dialogue; (2) to speak your truth by being absolutely honest about your thoughts, feelings, and opinions and not just saying what you think others want to hear; (3) to experience discomfort by accumulating tolerance for the discomfort, and (4) to expect and accept non-closure, such as by recognizing that there will not be closure in racial understandings or their interracial interactions. This foundation enables those who would normally feel unsafe in certain conversations—for example, a White teacher afraid of appearing racist or a principal of color fearing being labeled as oversensitive—to feel safer when expressing themselves (Singleton, 2014). By following these agreements,

educators can deepen conversations about the role that race plays in family and school engagement.

Further, having a culturally caring orientation requires an intentional focus on strengths, respect for intersecting identities, and the maintenance of cultural humility (Miller et al., 2021). The Flamboyant Foundation (2020) offers a reflection tool for educators that provides reflection prompts to challenge negative beliefs about families. Examples of questions include, “Whose voice is missing?” “What would the family/student say about that?”, and “Who is this actually true for, and how do you know?” This tool may be used as a starting point for educators to challenge their implicit biases or stereotypes.

Educators may seek opportunities to learn more about students’ and families’ cultures. Miller and colleagues (2021) offered ideas such as seeking local representatives that have knowledge of different cultures in communities to host presentations for educators or having educators engage in “culturally caring conversations” as an informal opportunity to learn more about students’ and their families’ cultures and the unique strengths they exhibit.

School-Based Consultation: Current Models

Consultation in schools is a data-driven, collaborative process that can play a significant role in improving outcomes for students. Zins and Erchul (2002) define school consultation as:

A method of providing preventively oriented psychological and educational services in which consultants and consultees form cooperative partnerships and engage in a reciprocal, systematic problem-solving process guided by ecobehavioral principles. The goal is to enhance and empower consultee systems, promoting students’ well-being and performance (p. 626).

School psychologists' consultation engagements are multi-leveled and can be provided to teachers, administrators, or problem-solving teams (Meyers, et al., 2012). Most models follow similar stages of problem-solving, including identifying the problem, analyzing the evidence, developing an intervention, and evaluating the results (Ingraham, 2017; Newman & Rosenfield, 2019). School-based consultation models that target teacher development of FSCP skills do not exist; however, current models that align with these goals are reviewed below. These include (1) School Consultation (SC); (2) Consultee-Centered Case Consultation (CCCC); (3) Ecological Consultation; and (4) Conjoint Behavioral Consultation (CBC).

School Consultation (SC)

The School Consultation (SC) model (Newman & Rosenfield, 2019) is designed to develop instructional and/or behavioral management strategies. SC builds on the problem-solving process in behavioral and instruction consultation. SC further clarifies the stages and emphasizes the relationship variable in consultation (Newman & Rosenfield, 2019). Originally, models of behavioral and instructional consultation included problem identification, problem analysis, intervention planning, and evaluation. SC expands on these models to include a contracting phase to account for the initiation of the consultation relationship with clear relational expectations (Newman & Rosenfield, 2019). Setting clear expectations and establishing transparency about the systematic consultation process allows for the development of trust and honesty between the consultant and consultee. Similarly, collaborative trusting relationships based on mutual respect are fundamental to all FSCP initiatives.

Consultee-centered Case Consultation (CCCC)

Multicultural responsiveness and empowerment practices are important skills to foster in building teachers' capacity to engage in equity centered FSCP. School psychologists can be positive contributors to change by supporting teacher's implementation of best practices in schools (Castro-Villarreal & Rodriguez, 2017). In Consultee-Centered Case Consultation (CCCC), the consultant (school psychologist) seeks to understand characteristics of the consultee (teacher) that may interfere with their ability to support one or more students with the goal of improving the consultee-client relationship (Akin-Little et al., 2004; Ingraham, 2017). Consultation models, such as CCCC, develop teachers' skills and sense of efficacy (Kratochwill et al., 2002; Sheridan & Kratochwill, 2007). They are preventive because they rely on the assumption that teacher's increased learning will result in the generalization of new skills to novel problems they will encounter in the future (Akin-Little et al., 2004; Erchul & Marten, 2012). Current CCCC practices have included consulting with teachers on best practices in academic or behavioral interventions, as well as multicultural responsiveness. In multicultural consultee-centered consultation, school psychologists encourage the teachers to learn about the student's culture, expand their understanding of cultural issues, reflect on culturally loaded perceptions, and express feelings often associated with cross-cultural work (Ingraham, 2017). Castro-Villarreal and Rodriguez (2017) integrated CCCC processes and a behavioral problem-solving framework to inform teachers of culturally responsive practices. The culturally responsive model was grounded in relationship building, shared problem-solving, collaboration, and recognizing the impact of culture on student learning and behavior (Castro-Villarreal & Rodriguez, 2017). These

efforts can lead to stronger case conceptualization and teacher confidence in working with diverse students and families.

Ecological Consultation

Ecological consultation encourages practitioners to concentrate on environmental factors that will be changed in treatment, such as the behavior of the educators and caregivers (Gutkin, 2012). This model emphasizes prevention in the general population rather than individuals (Gregory & Lee, 2021). Through utilizing an ecological lens, consultation can challenge social injustices by assessing and addressing student outcomes and attending to systems of power and oppression (Hazel, 2017). School consultants can use their skills and insights to raise awareness of youth and family empowerment strategies and encourage the school community to think critically about the policies that perpetuate bias in their system (Pearrow & Pollack, 2009).

One example of ecological consultation that highlights the need to establish collaborative FSCP is the Public Health Problem-Solving Model (PHPSM). PHPSM a preventive framework that promotes health and social justice by affecting systems-level change and increasing equitable access to educational opportunities (Hazel, 2017). PHPSM includes five stages (1) problem identification through applied epidemiology; (2) problem analysis of risk and protective factors; (3) define risk and protective factors in the child-environment interaction; (4) ecological plan implementation; and (5) monitor and evaluate outcomes (Hazel, 2017). Through the problem-solving process, PHPSM offers a framework to work with school personnel to challenge educational inequities.

Additionally, Clare (2009) encourages consultants to consider the influence of ecological systems by asking the following questions during the problem identification stage of consultation:

- (1) What culture is represented by the content of a curriculum or treatment approach with which a learner or client is having difficulty?
- (2) What culture is represented in the instructional techniques or interaction styles employed with the learner or client having difficulty?
- (3) How might the epistemology or ways of knowing and being of the learner or client be built into curriculum and instruction/treatment and delivery? (p. 12)

Overall, ecological school-based consultation models are helpful in supporting students by targeting the systems, environments, and thinking structures that affect their development and learning. In recognizing the role each member of the ecology plays in the greater picture of social justice, school consultants can foster multisystemic change by creating systems that utilize more equitable practices (Pearrow & Pollack, 2009).

Conjoint Behavioral Consultation (CBC)

Another consultation model that is often discussed as a family-school partnership approach is Conjoint Behavioral Consultation (CBC). CBC is a strengths-based model where parents and teachers work as partners to promote positive outcomes related to a child's academic, behavioral, and social-emotional development (Sheridan & Kratochwill, 2007). In CBC, consultants (school psychologist) conduct joint meetings with caregivers and teachers to promote a structured problem-solving process. The stages of CBC include problem identification, problem analysis, plan implementation, and plan evaluation (Sheridan & Kratochwill, 2007). In recent years, CBC has been referred to as

Teachers and Parents as Partners (TAPP). Sheridan (2014) manualized TAPP in the book *The Tough Kid: Teachers and Parents as Partners*. TAPP is described as a process in which the teacher works with the “tough kid’s” parents to identify the problem, collect information about it, and develop a plan to deal with the child’s challenging behaviors. This approach is often used when problems are present at home and school (Sheridan, 2014). This model has been shown effective in decreasing problem behaviors and learning problems, increasing social skills and student engagement in learning, and positively impacting the parent-teacher relationship (Sheridan et al., 2016).

Although helpful in providing home and school interventions, CBC models do not enhance a teacher’s ability to partner with parents independently. CBC requires teachers to use a consultant to mediate all aspects of communication; thus, it does not build teachers' capacity to be self-sufficient in FSCP engagement. This model also requires consultants to coordinate all three participants’ (school psychologist, teacher, and parents) schedules for meetings. Due to limited time and resources, school psychologists may not have the capacity to use the TAPP consultation model with teachers and parents for each child in the classroom. CBC is limited to building teachers’ relationship with families for problem remediation; therefore, it does not stress the importance of utilizing FCSP for prevention and to promote equity.

Need for an Enhanced Consultation Model

Although current consultation models are highly effective in meeting their specific goals, there is a need for a model that focuses on supporting teachers’ in implementing equitable FSCP. To fill this need, an enhanced problem-solving and

guiding framework for school consultation is proposed, titled the Partnership Capacity Building (PCB) model.

Partnership Capacity Building (PCB) Consultation Model

The Partnership Capacity Building (PCB) consultation model is conceptualized as a data-driven, enhanced problem-solving approach where teachers consult with school psychologists to promote positive outcomes related to their family engagement. This school-based consultation model is designed to improve teachers' knowledge and self-efficacy in implementing FCSP strategies. Although PCB consultation is intensive individualized support for teachers, the consultation can be used to support teachers' FSCP efforts across tiers. For example, teachers can seek support with Tier 1 universal FSCP strategies for all students within their classroom, or Tier 2 and 3 strategies for partnering with a group of families or a specific family who has more targeted or intensive needs.

As discussed, several theoretical orientations are fundamental in the conceptualization of this model, including: Bronfenbrenner's (1979) ecological system's theory of development, Epstein's (2011) overlapping spheres of influence, Comer's (1993) six developmental pathways, Bandura's (1997) theory of self-efficacy, and Delgado and Stefancic's (2012) critical race theory.

Additionally, PCB consultation is designed through a careful combination of evidence-based strategies from existing consultation models: school consultation (SC), consultee-centered case consultation (CCCC), multicultural consultee-centered consultation (CCC), ecological consultation, and conjoint behavioral consultation (CBC). Aligned with SC, PCB consultation uses a linear problem-solving approach and

emphasizes the importance of the consultative relationship variables (e.g., promoting trust and using contracting strategies) (Newman & Rosenfield, 2019). Further, like SC, PCB consultation is a supportive technique used to help teachers facilitate interventions to meet client (students and families) needs. Interventions focus on ensuring that teachers adopt high-impact FCSP strategies across the four critical universal domains summarized by Miller and colleagues (2021). Additionally, elements of the PTA National Standards, SFA, and the FSCP Dual Capacity-Building Framework (Mapp & Kuttner, 2013) guide FCSP strategies used by teachers. The elements of these frameworks overlap and complement each other well. Specifically, the PTA National Standards are helpful to review when implementing Tier 1 strategies such as creating a welcoming environment for families, communicating effectively, supporting student success, and speaking up for every child (PTA, 2009). The SFA are vital to utilized for Tier 3 FCSP strategies for students and families with more intensive support needs. For instance, by referencing elements of the SFA, consultants can help teachers find supports for families in time of need, build family's resilience, and foster family's social connections (CSSP, n.d). The contribution of each of these frameworks are further summarized in Appendix A.

Moreover, as utilized in CCCC consultation, the PCB model addresses consultee behaviors directly by targeting consultee's growth across the four C's (capabilities, connections, cognition, and confidence) as outlined in Dual Capacity-Building Framework (Mapp & Kuttner, 2013). Additionally, similar to the multicultural CCC, the PCB model strives to enhance teacher confidence in working with diverse students and families and encourages the utilization of culturally responsive practices. Moreover, in PCB consultation, the consultant is encouraged to embrace cultural humility by actively

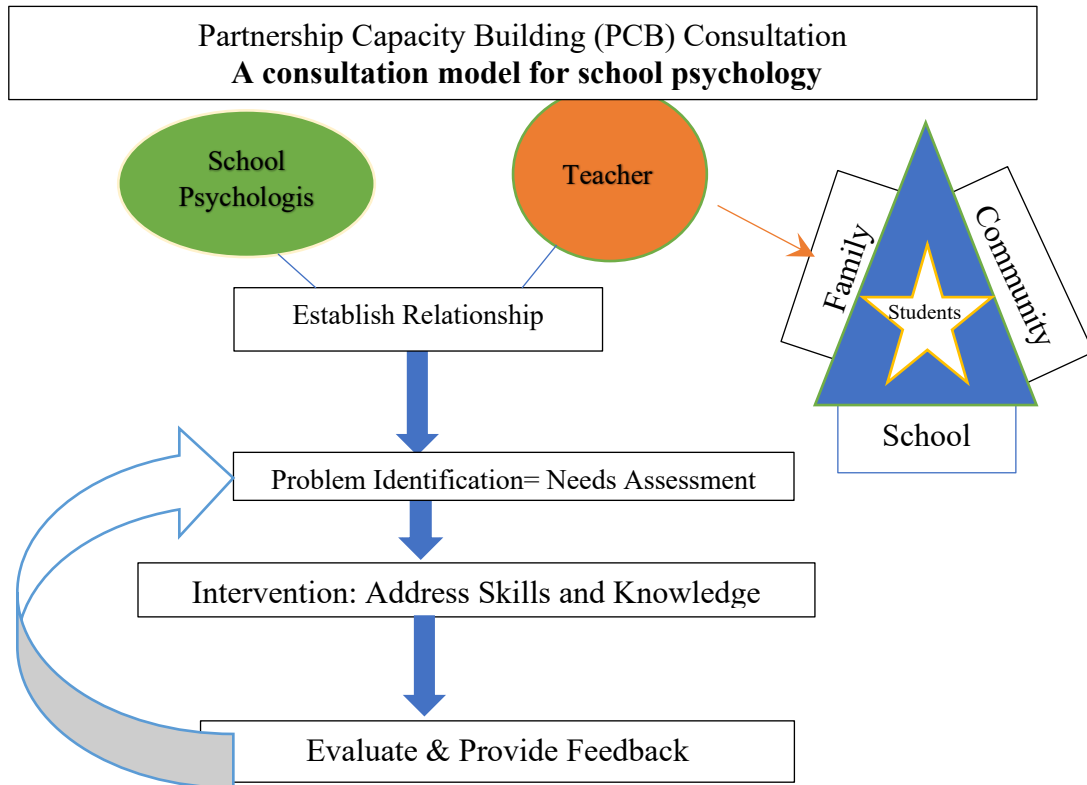
seeking ongoing opportunities to comprehend the influence of their own cultural identities, the identities of the consultee, and the families and students they engage with. Similarly, parallel to the strategies employed in an ecological consultation framework, PCB consultation centers on modifying environmental factors to provide support for students. Further, consultees are encouraged to use socially just practices and think critically about the impact of systems in their interactions with diverse families. Lastly, similar to the CBC framework approaches, consultees are encouraged to use inclusive language to build teacher-family relationships and use frequent, positive, and bi-directional communication. The chart in Appendix A outline each consultation model's contribution to PCB consultation.

Overall, the PCB model uniquely accounts for contextual influences on consultees ability to partner with families and them with individualize support to improve their FCSP. Further, PCB consultation focuses on consultee interpersonal skill development (e.g., empathy, listening, vulnerability, and cultural humility). These relational skills are key to creating effective consultation engagements, strong family partnerships, and dialogue about race and inequity in education (Brown, 2012; Miller et al., 2021; Rogers & Farson, 1987; Singleton, 2014). These skills are referenced in the rubric in Appendix B.

Moreover, comparable to problem-solving consultation models, the PCB model consists of a series of four distinct phases: (1) establish relationship, (2) problem identification and analysis, (3) intervention, and (4) evaluation, as outlined in Figure 2. The PCB model is shown as a linear process. However, in practice, it may be recursive, as prior stages may need to be revisited if the intervention goals are not met.

Figure 2

Partnership Capacity Building (PCB)



Note. This model shows the linear process of PCB consultation and the four stages.

However, in practice, this process may be recursive.

Quality and adherence fidelity to the model can be employed in the following ways. First, at every stage, the consultant and consultee can assess for quality fidelity of consultees interpersonal skills using the rubric in Appendix B. Second, a checklist for each phase of PCB consultation is provided in Appendix C (PCB implementation guide). This checklist can be used to ensure consultant fidelity and adherence to the model. An in-depth examination of the four stages of PCB consultation are described below.

Phase 1: Establishing a Consultant-Consultee Relationship

Setting the groundwork for an effective consultative relationship includes employing contracting strategies and building rapport (Newman & Rosenfield, 2019). First, the consultant utilizes contracting strategies to ensure that the consultee clearly understands the expectations and process of consultation. Newman and Rosenfield (2019) outline the following steps for successful contracting: (1) discuss consultee's expectations and previous experiences with consultation; (2) introduce consultation assumptions, expectations, and process; (3) clarify the stage-based problem-solving process; (4) explain school as the "context for problem-solving, including the concept of instructional match"; (5) give details regarding the potential of problem-solving at across tiers; (6) shed light on the "shared ownership of the problem" and the "non-evaluative nature of the consultation process"; (7) explain confidentiality; (8) check for consultee "agreement and commitment"; and (9) schedule follow-up meetings.

Next, the consultant focuses on building a positive relationship. Positive working relationships lead to less resistance, more acceptance of suggestions, higher probability of follow-through, and greater effectiveness overall (Kratochwill et al., 2014). The consultant is encouraged to display characteristics of acceptance, openness, non-defensiveness, and flexibility (Kratochwill et al., 2014). It is also vital for the consultant to use effective interpersonal skills by demonstrating active listening (staying engaged) and empathy (reflecting the consultee's feelings).

In addition, the consultant strives towards establishing a strong foundation of trust. Trust is essential for providing the consultee a space to be vulnerable, reflect on their practice in a supportive environment, and negotiated difficult situations (Rosenfield,

2014). According to Brown (2012), vulnerability and trust are a constant exchange, built collectively over time through small moments. Trust is particularly essential when multicultural issues are addressed within consultation (Ingraham, 2002). To set the groundwork for the difficult conversations about race and inequity that may arise, the four agreements (1) stay engaged, (2) speak your truth, (3) experience discomfort, and (4) expect and accept non-disclosure, can be discussed (Singleton, 2014). Additionally, consultants can prepare for difficult conversation by self-disclosing their own cultural learning process, addressing power differentials, and talking through their sociocultural differences with consultees (Ingraham, 2003). Further, to promote honest dialogue during this process the consultant must continue to model empathy, authenticity, and vulnerability. To do so, the consultant should strive to see the world as the consultee does, understand and communicate the consultee's feelings, and remain free of judgment (Wiseman, 1997). In addition, the consultant can create a space where it is okay to be wrong by openly discussing the need to eliminate perfectionism (Brown, 2018).

Moreover, the consultant must recognize that no two consultees are the same, therefore, what works to build connection with one consultee may not work with another. Thus, the consultant must be attentive to their consultee's style of communication. Communication styles may include a combination of indirect communication (non-threatening, polite form of discourse) and direct communication (preference for getting to the point) (Kratowill et al., 2014).

Lastly, to foster the consultee's feelings of competence, the consultant must help consultees build upon their existing strengths rather than focus exclusively on the remediation of deficits (Kratowill et al., 2014). By using a strength-based approach,

consultants can promote trust and foster teachers' self-efficacy beliefs. Further, recognizing consultee's core values can also foster buy-in and commitment to interventions. This can be achieved by providing consultees with exercises to help them identify the core values they hold that motivate their work as a teacher. An example of a values exercise is offered by Brown (2018) and can be retrieved at <https://brenebrown.com/resources/dare-to-lead-list-of-values/>. In addition, inquiring, "What made you want to become a teacher?" is another way to bring teacher's personal values to light (Herman et al., 2021).

Phase 2: Problem Identification and Analysis

In the problem identification stage, the objective is to assist the consultee in identifying a specific family (client) or families (clients) for intervention and assessing their capacity needs in FCSP. This stage holds utmost significance as it sets the course for all subsequent consultation efforts (Kratochwill et al., 2014). Aligned with SC principles, the aim of the problem identification stage is to generate precise descriptions of the situation, analyze the conditions, and operationally define concerns based on the nature, timing, and location of the problem (Kratochwill et al., 2014; Newman & Rosenfield, 2019). The consultant must continually strive to address the "why" behind the consultee's difficulties, gain insight into their perception of the problem, and develop hypotheses (Ingraham, 2017). As discussed, PCB consultation does not focus on analyzing "hard to engage families," but rather on improving "hard to access systems." Therefore, the goals are exclusively created within the teacher's sphere of influence. The consultant collaborates with the teacher to assess their current skill set, identify their strengths, and concentrate on areas for improvement. This process involves defining the interactions

that facilitate or hinder the desired outcomes and collectively developing a vision for improvement.

As a fundamentally data-driven process, PCB consultation includes efforts to collect evidence of effectiveness. Therefore, a measurable goal around the consultee's personal growth is set, and progress then monitored. Areas of growth are defined in terms of the consultees behavior and their ability to adopt high-impact strategies across the four critical domains: 1) strengthening relationships with families; 2) creating welcoming environments/climates for families, 3) fostering multidirectional or 2-way communication with families, and 4) creating a mutual understanding with families (Miller et al., 2021). The consultant helps the teacher decide if they want to target Tier 1 (universal activities for engaging all families), Tier 2 (targeted groups of families), or Tier 3 (intensive strategies for a specific family in need). Further, as outlined in the Dual Capacity-Building Framework, it is helpful to consider teachers capacity across the "four C's": capabilities (knowledge and skills), cognition (beliefs and assumptions), connections (relational skills and trust), and confidence (self-efficacy) (Mapp & Kuttner, 2013).

Teachers who enter consultation are at various competency levels. For instance, those who completed a training (e.g., the CDE family engagement micro-credential) may start with a greater foundational understanding of engagement strategies than those who have not. Therefore, the consultant must employ methods to measure consultee skills. Use of scaling questions, or ruler questions, are recommended to assess for teacher's perceptions of their current skills. Scaling questions were developed by solution-focused counselors and are often used in coaching and counseling as a tool to track progress

toward goals and monitor incremental change (Strong, et al., 2009). Scaling questions invite the consultees to perceive their areas of growth on a continuum, by considering their position on a scale. The scale can be used to situate their capabilities across the four C's. For example, their confidence in implementing FSCP can be assessed by asking: "On a scale of one to ten, how confident do you feel in your ability to communicate with this family?". Or their capabilities can be assessed by inquiring "On a scale of one to ten, how knowledgeable do you feel in understanding of high-impact partnering strategies?". When a consultee provides a given number, the consultant explores how that rating translates into "action-talk" (Bertolino & O'Hanlon, 2002). For example, if the consultee rates their self-efficacy as a "six," the consultant will then determine how a consultee can increase that number to a "seven" or an "eight" (Strong, et al., 2009). The consultant also asks the consultee to evaluate if their goals of PCB consultation have been met, and if the interventions used have been successful (Bertolino & O'Hanlon, 2002). Although the main purpose of the scaling questions is to monitor the consultee's growth, they also serve as a method of motivating behavioral change.

In addition, formal survey assessments of the teacher's current FSCP self-efficacy and engagement behaviors may be used as additional data. Data collection through surveys is optional, however, they allow for a more in-depth analysis of the problem. For example, a formal assessment of a teacher's self-efficacy, such as the Working with Families Self-Efficacy Scales (WFSES¹) can be administered (Hollander, 2010). WFSES is a 20-item questionnaire designed to better understand a teacher's confidence and capabilities utilizing skills sets in working with complex families (Hollander, 2010). The

WFSES provides insight on teacher's self-efficacy across three domains: (1) family-school communication, (2) supporting family diversity, and (3) teachers' overall role with families. These domains can then be used to develop goals. For example, if the teacher has the lowest score on the family diversity efficacy domain, this helps the consultant prioritize this area as an overarching goal. Consultants can further hone in on specific items on the WFSES questionnaire for more information. For example, if the consultee rated low self-efficacy on the item assessing their confidence in their ability to "work with families of different culture or socioeconomic circumstances," a goal around improving multicultural abilities would be established, and the consultant would pull from multi-cultural consultee-centered strategies to support the consultee. Additionally, the scores on the WFSES scale can be used as a pre-post assessment to quantify teacher's self-efficacy development over time.

Lastly, it is important to note that consultation can be recursive; therefore, the problem identification and analysis stage may need to be revisited if interventions are not successful (Newman & Rosenfield, 2019).

Phase 3: Intervention

The objective of this phase is to guide the consultee in facilitating an evidence-based intervention (high-impact FCSP strategies), that is linked to the preceding sections, to support their goal. Teachers are a vital part of determining the course of action at this stage of consultation. Consultees' feelings of self-efficacy and empowerment are fostered through the process of co-constructing intervention plans (Ingraham, 2003). The goals identified in the problem identification and analysis phase guide the selection of FCSP strategies in the intervention phase. In alignment with best practices, all interventions are

implemented for six to eight weeks before evaluating their effectiveness. Overall, growth in teacher's capacity is targeted through the four Cs (Mapp & Kuttner, 2013).

Capabilities. The term capability captures the necessary skills and knowledge to carry out the intervention. First, teachers need to be knowledgeable of the families' assets and how to capitalize on them, as well as any barriers families may face in utilizing school programs or supporting their child's learning at home (Mapp & Kuttner, 2013). Further, to be successful, teachers need to possess relevant professional skills, such as: cultural competency, awareness of ways to reach out and build trust, and employ practical skills (e.g., how to conduct a successful home visit or implement T.I.P.S assignments).

As outlined in the literature, teachers often report little training and professional development on FSCP. Therefore, this can emerge as a goal area for many consultees. If so, the consultant may provide the teacher with educational materials (e.g., articles, research, webinars, etc.) from the PTA national standards, the SFA, or more targeted learning opportunities (e.g., a module in the micro-credential). Additional ideas for specific partnering strategies can be found through reviewing resources in the "High-Impact Family Engagement Charts for Family Partnering" in the CDE MTSS FSCP Implementation Guide (2016). Such strategies a teacher may employ include: setting up a home visit or zoom meeting with a family, instituting a weekly positive note or call, establishing a new two-way communication system, or identifying information the teacher and family may need on a child's learning and development or classroom issue.

Further, there is a growing body of literature emphasizing the importance of cultural factors in FSCP. Therefore, it is vital that consultants encourage consultees to

refer to evidence-based FSCP strategies with proven efficacy with individuals of similar backgrounds to the students and families. For instance, if the consultee is partnering with a Hispanic family, teachers may need to be presented with knowledge of the many ways Hispanic families engage. Specifically, Hispanic families tend to focus on interactions with their children to support academics from home (e.g., reading to children, checking homework, etc.) and have fewer direct interactions with school staff (Lopez & Vazquez 2006; Miller et al., 2016). As this form of involvement is largely not visible to teachers, it is often perceived as a lack of engagement (Miller et al., 2016). Therefore, to foster success for Latinx populations, it is important for educators to expand their definition of involvement to include alternative ways in which families are, and can be, engaged in their child's education (Lopez & Vazquez, 2006).

When the consultee is culturally different from the student and family, the focus of improving their partnership may be on the consultee's multicultural development. If this is a goal established in the problem identification stage, the consultant can lead the consultee in learning more about the students' and families' home cultures, customs, interests, and patterns of communication and behavior (Ingraham, 2017). Additionally, the consultant can reference the frameworks discussed above for ideas on how to create a welcoming environment and inclusive culture. Moreover, the PCB consultation implementation guide in Appendix C includes references for engagement consideration with specific populations.

Cognition. Cognition focuses on beliefs and values needed for successful partnership. This includes belief systems about how home-school partnerships link to learning, confidence in the role families play in children's education, and family

engagement as a core strategy to improve teaching and learning (Mapp & Kuttner, 2013). Increasing capabilities, connections, and confidence all involve certain assumptions, beliefs, or perspectives. Simply put, teachers need to believe family engagement is an important part of their job if they are to take the steps required to build relationships with parents. If, in the problem identification stage, it appears that the teacher does not see the value families can bring to their students' education, this area may be targeted through reviewing the research in session and working to see how the consultee's core values tie to partnering with families.

Further, aligned with multicultural CCC, consultants need to seek to understand cultural influences on the thoughts, expectations, and behaviors for themselves and the consultee (Ingraham, 2017). Any harmful assumptions, stereotypes, or beliefs are to be challenged and replaced with more affirming and culturally caring perspectives. Through on-going open dialogue, the consultant can help the consultee cognitively restructure, expand their ideas, challenge explanations of problems, and develop possible solutions (Lambert et al., 2011). This is achieved through questioning the consultee's theoretical assumptions using strategies that allow the consultee to foster alternative ideas, such as asking "what if" questions and explaining concepts through examples (Lambert et al., 2011). Further, the consultant may ask guiding questions, such as "How can you make time to build relationships with all families?". Consultants must continuously look for opportunities to develop cross-cultural knowledge and skills, as well as culturally informed ways of understanding the problem situation (Ingraham, 2017). Ideas for challenging assumptions and potential bias are offered by the Flamboyan Foundation

(2020). Additionally, implicit bias can be explored through measures such as the Harvard Implicit Association Test (Nosek et al., 1998).

Confidence. Confidence is a teacher's self-efficacy in working with families (Mapp & Kuttner, 2013). Self-efficacy is the judgment of one's personal capability to successfully execute tasks necessary to achieve a goal (Bandura, 1997). Teachers' self-efficacy is essential to their willingness to engage in partnership, take on new challenges, and execute the four overarching domains (Miller et al., 2021).

If the consultee presents with low self-efficacy during the problem identification stage, interventions will target growth in this area to foster the teacher's sense of efficacy. The consultant needs to highlight the existing strengths of the teacher and help them recognize how their strengths can support their ability to collaborate with families. Further, to build self-efficacy beliefs, Bandura (1997) points to the importance of experiencing mastery. Experiencing performance success will provide the consultee with adequate evidence of their ability to succeed. In addition, modeling can provide individuals with optimism and lead to increased efficacy through vicarious experiences.

Vygotsky's (1978) model of learning proposed that true learning and development takes place when a person masters a task or challenge that lies beyond their current ability. The Zone of Proximal Development (ZPD) is the area of optimal learning, balancing risk and support, and includes functions that have not yet matured but are growing (Vygotsky, 1978). Vygotsky (1978) stressed the importance of social interaction as the basis for learning. Additionally, according to Levykh, for learning and mastery to occur, it is necessary to have support, guidance, and encouragement from a knowledgeable person to guide the learner as they work to acquire a new skill (Levykh,

2008). Therefore, the consultant can support the consultee by allowing opportunities to role-play interactions with families and provide models for effective partnerships.

Connection. Connection refers to the need for cross-cultural networks built on trust, as well as relationships with community-based organizations to support families (Mapp & Kuttner, 2013). The aptitude for connection is vital for creating welcoming environments, fostering multidirectional communication, and mutual understanding with families (Miller et al., 2021). If building families' trust is a goal of the consultation, consultants should target the teacher's interpersonal skill development by using the rubric in Appendix B, which reviews strategies for active listening, empathy, vulnerability, and cultural humility (Brown, 2018; Rogers & Farson, 1987; Singleton, 2014; Wiseman, 1996). The consultant can help the consultee practice these skills through role-play. Further, consultants can help foster a teacher's use of "democratic collaboration strategies," including their ability to leverage a family's expertise in their student's education planning and developing support structures that can be used at home and school. Additionally, consultants may support consultees through increasing their partnerships with community resources, as needed.

Intervention Fidelity. For all interventions selected, the consultant references the literature to create a checklist for the teacher to follow to ensure the intervention or FSCP strategies are implemented with fidelity. For example, if a teacher implements home visits, a list of concrete steps are provided (e.g., Step 1: call student's home, and explain the purpose of the visit, Step 2: schedule the visit, Step 3: determine if a translator is needed, Step 4: confirm the day before or the day of the home visit, etc.).

Phase 4: Evaluation

During this phase, the teacher and school psychologist evaluate the intervention(s) by examining the progress towards identified goals. Depending on their needs, consultees may have goals within one or more of the “four Cs.” It is vital that the consultant conveys empathy for the teacher’s current experience, celebrates their current skills, and demonstrates vulnerability by being open and honest in their feedback. Feedback can contribute to the consultee’s personal reflection and help them improve their skills in the future. Therefore, the school psychologist provides the teacher with specific feedback on their implementation of the interventions. To ensure the teacher implemented the intervention with fidelity, the teacher completes a checklist created for the intervention to confirm all necessary tasks were accomplished. The progress monitoring data from the scaling questions are reviewed to see if the consultee’s goals were met (e.g., increase teacher’s capabilities from a rating of a “five” to a “nine”). Additionally, if survey measures were used to assess the consultee’s self-efficacy, a post-test survey is used to compare scores using descriptive statistics.

If the interventions were successful, the teacher and school psychologist create an action plan to help sustain the skills and practices they developed. However, if the interventions did not meet the target goals, the consultant reengages the consultee in the problem identification and analysis phase; consequently, more consultation sessions are needed. Lastly, the consultee is asked to give the consultant feedback on the consultation process to help the consultant strengthen their skills using the PCB model in the future.

Conclusion

Schools and school psychologists must engage in educational practices that increase equity in education and counteract the harmful effects of the COVID-19 pandemic. PBC provides school psychologists with a model to support teachers' capacity to implement sustainable FSCP. This model will provide a basis for understanding how school psychologists can affect positive change for youth through teacher consultation that promote equitable FSCP. Working within an MTSS framework, school psychologists can use PCB consultation to build teachers capacity to adopt high impact strategies across the four overarching domains: 1) strengthen relationships with families, 2) create welcoming environments/climates for families, 3) foster multidirectional or 2-way communication with families, and 4) create a mutual understanding with families (Miller et al., 2021).

This manuscript can increase awareness of the benefits of FSCP and encourage schools to use school psychologists as change agents to increase teachers' capacity by adopting this consultation model. By bringing capacity building to light, other implications may include having school administrators make a well-informed decision about organizing and prioritizing school psychologists.

It is vital for schools and school professionals to work in solidarity with families and communities to increase equity in education. COVID-19 has accelerated inequity and amplified the need for solidarity. Current research shows there is a need to build educators' capacity to implement high impact FSCP strategies. School psychologists can play an influential role in adopting FSCP and supporting capacity building for educators.

However, until now, the field of school psychology has yet to define what it means for school psychologists to facilitate involvement of FSCP.

An enhanced problem-solving consultation model, titled PCB consultation, was proposed based on an extensive literature review of best practices in FSCP and school-based consultation. The PCB model hopes to guide school psychologists' involvement in FSCP and provides concrete steps school psychologists can take to engage in promoting educators' capacity building. This model is grounded in evidence-based consultation practices with well-proven outcomes; however, it remains to be tested.

As a first step towards validating PCB consultation, Manuscript Two uses a mixed method, multiple case study to investigate the experience of participating in consultation from the perspective of four teachers (consultees) in a middle school and high school in southwest Denver, Colorado.

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Appendices

Appendix A

Consultation Problem Solving Models: Comparison and Contribution to PCB Creation

Model	School Consultation (SC) <i>(Newman & Rosenfield, 2019)</i>	Conjoint Behavioral Consultation (CBC) <i>(Sheridan & Kratochwill, 2007)</i>	Consultee-Centered Case Consultation (CCCC) for culturally responsive practices <i>(Ingraham, 2011; Castro-Villarreal & Rodriguez, 2017)</i>	Ecological Consultation: Public Health Problem-Solving Model <i>(Hazel, 2017)</i>	Partnership Capacity Building (PCB) <i>Fatigate, 2021)</i>
Rational for Consultation	Used when teachers need support with instructional and/or behavioral management strategies	Used when student behavioral concerns present themselves at home and at school. Results in home and school intervention.	Used to build skills/knowledge of the consultee with special focus on culturally competent professional practices for work in diverse schools.	Used to affect systems-level change that promotes social justice by increasing equitable access to educational opportunities.	Used to increase teachers' capacity to implement FSCP to increase positive outcomes for students.
Stages	(1) Contracting: consultation assumptions and expectations are explicitly discussed	<i>Highlights the importance of consultant relationships*</i>	<i>Highlights the importance of consultant relationships*</i>	<i>Highlights the importance of consultant relationships*</i>	(1) Establish Consultation Relationship
	(2) Problem Identification and Analysis	(1) Problem Identification	(1) Problem Identification	(1) Problem identification through applied epidemiology	(2) Problem Identification & Analysis
	(3) Plan Implementation	(2) Problem Analysis	(2) Problem Analysis	(2) Problem analysis of risk and protective factors (3) Define risk and protective factors in the child-environment interaction	
		(3) Plan Implementation (at home and school with assistance from consultant)	(3) Plan implementation: Implementation of the consultant's recommendations is the responsibility of the consultee	(4) Ecological plan implementation	(3) Intervention
	(4) Plan Evaluation	(4) Plan Evaluation	(4) Plan evaluation	(5) Monitor and evaluate outcomes	(4) Intervention Evaluation
Strategies used in the creation of PCB	<ul style="list-style-type: none"> Account for the relationship variable in consultation Initiating consultation relationship with clear expectations and boundaries 	<ul style="list-style-type: none"> Cultural and language differences are appreciated and reinforced Communication is frequent positive and bi-directional use inclusive language to build parent-teacher relationships. Establish and strengthen home-school partnerships 	<ul style="list-style-type: none"> Building consults knowledge, self-efficacy, and skills 	<ul style="list-style-type: none"> Concentrate on environmental factors that will be modified Encourage the use of socially justice practices, youth empowerment, and challenging colonial thinking structures. 	

Appendix B

Interpersonal Skills Rubric

Interpersonal Skill Area	1 -Beginning	2- Progressing	3 – Proficient
<p>Listening (Rogers & Farson, 1987)</p>	<ul style="list-style-type: none"> • Provides little non-verbal communication • Does not test for understanding or use attending behaviors (paraphrasing, reflecting feelings, and probing). 	<ul style="list-style-type: none"> • Provides some non-verbal communication • Demonstrates varied attending behaviors and paraphrasing, reflecting feelings, and probing. 	<ul style="list-style-type: none"> • Listens for total meaning by attending to the content of the message and the underlying feelings • Responds to feelings and communicates empathy • Notes nonverbal communication such being mindful of pauses, inflection, tone, facial expression, body posture, etc. • Consistently test for understanding by reflecting back what the speaker seems to mean and probing for clarification
<p>Empathy (Wiseman, 1996)</p>	<ul style="list-style-type: none"> • Rarely demonstrates the ability to see the world as others see it and provides negative and/or judgmental comments • Finds it difficult to accept others' feelings and rarely communicates understanding of another person's feelings 	<ul style="list-style-type: none"> • Sometimes demonstrates ability to see the world as others see it and to be nonjudgmental of another person's situation • Some demonstration of the ability to understand and communicate another person's feelings. 	<ul style="list-style-type: none"> • Demonstrates proficient ability to see the world as others see it and to be nonjudgmental of another person's situation • Often demonstrates ability to understand and communicate understanding of another person's feelings.

<p>Practicing vulnerability & authenticity (Brown, 2012; Singleton & Linton, 2006)</p>	<ul style="list-style-type: none"> • Not willing to be honest about thoughts, feelings, and opinions • Not willing to experience discomfort and lean into difficult conversations 	<ul style="list-style-type: none"> • Sometimes is honest about thoughts, feelings, and opinions • Sometimes willing to experience discomfort and lean into difficult conversations 	<ul style="list-style-type: none"> • Consistently honest about thoughts, feelings, and opinions and willing to give feedback that is direct even if it feels awkward or uncomfortable • Often is willing to experience discomfort and lean into difficult conversations • Leads with curiosity • Deepens the conversation to the point where authentic understanding and meaningful actions occur
<p>Cultural Humility (Miller et al., 2021; Singleton & Linton, 2006)</p>	<ul style="list-style-type: none"> • Little demonstration of being morally, emotionally, intellectually, and relationally involved in the dialogue • Does not expect or accept non-closure • No awareness of power dynamics, implicit bias, and stereotypes. 	<ul style="list-style-type: none"> • Some demonstration of being morally, emotionally, intellectually, and relationally involved in the dialogue • At times expects and accepts non-closure • Some awareness of power dynamics, implicit bias, and stereotypes. 	<ul style="list-style-type: none"> • Consistently engaged by remaining morally, emotionally, intellectually, and relationally involved in the dialogue • Expects and accepts non-closure • Demonstrates reflection on potential bias, stereotypes, power dynamics, and respect of intersecting identities • Focuses on strengths • Actively challenge negative beliefs

Appendix C

PCB Implementation Guide

**Partnership Capacity Building (PCB) Consultation
Implementation Guide for School Psychologist**

Phase 1: Problem Identification and Analysis

Gather Background Information and Baseline Data

1. Conduct the **pre-consultation interview** with the consultant (teacher). The purpose of the interview is understanding the teachers current FSCP practices and building consultee-consultant rapport. See the interview protocol for guidance.
2. Collect baseline data on teachers' **self-efficacy** using the *Working with Families Self-Efficacy Scales* (Hollander, 2010)

<u>Self-Efficacy Scale</u>	<u>Score</u>
1) family-school communication efficacy	___
2) family diversity efficacy	___
3) teachers' role with family's efficacy	___

Strengths:

Challenges:

3. Prompt the teacher (consultee) to identify a specific family (client) they wish to intervene with.

Strengths:

Challenges:

Analyze and Reflect

Using data derived from the interview and assessments assess strengths and challenges, then apply to practice and/or identify possible personal development needs (CDE, 2016). Discuss current problems in terms of teacher (consultee) behavior, since we are not concerned with analyzing “hard to engage families” our goal is to improve “hard to access systems” and focus on the school staff’s sphere of influence.

Teacher’s Behavior & Self-Efficacy

Define: What is the problem?

*Example: “The teacher has a low score **on family diversity efficacy** and is not adequately connecting with the family.”*

1. What problems are occurring? What is the cause?
 - Keep within school staff’s sphere of influence
2. What skills, standards, and/or high impact strategies does this teacher need support fostering?

3. What can be implemented?

- Ask guiding questions such as “How can you make time to build relationships with all families?” or “How can you learn about each family’s unique culture?”
- See resource guide for intervention guidance and consideration for specific populations.

Establish Goals

Based off baseline findings, work with the teacher to operationally define the goals of the consultation using the SMART (Specific, Measurable, Attainable, Relevant, Timely) criteria

Goal for consultee (teacher):

Phase 2: Intervention (6-8 weeks)

Interventions may overlap for each goal. The hope is by increasing teacher’s efficacy and implementation of high impact strategies teachers will be better equipped to engage families.

Intervention to increase teachers’ efficacy & FSCP behaviors

1. Describe the intervention and action plan:

Task	Assigned to	Completion Date
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2. From whom might you need support to implement? Other resource(s) needed?

3. Description of equity-centered strategies used:

4. Timeline?

Phase 3: Evaluation

Gather post-intervention assessment data:

<u>Self-Efficacy Scale</u>	<u>Baseline Score</u>	<u>Current Score</u>
Family-school communication efficacy	—	—
Family diversity efficacy	—	—
Teachers' role with family's efficacy	—	—

Evaluate Consultee's Goal Progress

Did you do what you said you would do? (Fidelity adherence and quality check)

What are the current results? (Impact or effectiveness of the plan at producing change in the target goal)

In unsuccessful in meeting goals consider how intervention can be revise through better fidelity or increase intensity (CDE, 2018) or return to problem identification stage

Family Engagement Resources

Websites

- <https://www.nea.org/professional-excellence/student-engagement/tools-tips/10-ideas-engaging-parents>
- <https://www.thompsonschoools.org/Page/20901>
- <https://inclusiveschools.org/ideas-for-engaging-families/>

- <https://www.projectappleseed.org/chklst>
- <https://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Parent%20Involvement%20Ideas.pdf>
- <https://www.gettingsmart.com/2018/04/promoting-family-engagement-5-ways-to-foster-a-more-meaningful-connection/>

Engagement Consideration with Specific Populations

Refugees:

Engaging Refugee Families as Partners in Their Children’s Education

Gloria Miller, Cat Thomas & Sabrina Fruechtenicht

<https://www.nasponline.org/publications/periodicals/communique/issues/volume-43-issue-4/engaging-refugee-families-as-partners-in-their-childrenandsquot-education>

Military Families:

- PTA: Children in Military Families: <https://www.pta.org/home/run-your-pta/Diversity-Equity-Inclusion/supporting-multicultural-membership-growth/Children-in-Military-Families>

Black Americans:

- National PTA: Resources for Engaging African American Families, <https://www.pta.org/home/events/About-Every-Child-in-Focus/Calendar/African-American-History-Month/Resources-for-Engaging-African-American-Families>
- NASP Dialogues: Effective Communication with Black Families and Students: <https://apps.nasponline.org/resources-and-publications/podcasts/player.aspx?id=15>
- McKinney de Royston, Maxine, & Madkins, Tia C. (2019). A Question of Necessity or of Equity? Full-Service Community Schools and the (mis)Education of Black Youth. *Journal of Education for Students Placed at Risk*.

Latinx:

- Promoting Latinx Parent Home-Based Involvement: Strengthening Home-School Collaboration
Mariana Vazquez
- [https://www.nasponline.org/resources-and-publications/periodicals/communique-volume-50-number-1-\(september-](https://www.nasponline.org/resources-and-publications/periodicals/communique-volume-50-number-1-(september-)

[2021\)/impact-of-migration-related-trauma-experiences-on-mental-health-outcomes-of-latinx-immigrant-youth](https://www.pta.org/home/run-your-pta/Diversity-Equity-Inclusion/supporting-multicultural-membership-growth/Hispanic-Children-and-Families)

- PTA: <https://www.pta.org/home/run-your-pta/Diversity-Equity-Inclusion/supporting-multicultural-membership-growth/Hispanic-Children-and-Families>

Asian Pacific Islander

- PTA: Asian American Children: <https://www.pta.org/home/run-your-pta/Diversity-Equity-Inclusion/supporting-multicultural-membership-growth/Asian-American-Children-and-Families>
- Uy, Phitsamay S. (2015) "Supporting Southeast Asian American Family and Community Engagement for Educational Success," Journal of Southeast Asian American Education and Advancement: Vol. 10: Iss. 2, Article3. DOI: 10.7771/2153-8999.1131
Available at: <https://docs.lib.purdue.edu/jsaeea/vol10/iss2/3>

American Indian/Alaska Native Children and Families

- PTA: <https://www.pta.org/home/run-your-pta/Diversity-Equity-Inclusion/supporting-multicultural-membership-growth/American-Indian-Alaska-Native-Children-and-Families>

LGBTQIA+

- PTA: <https://www.pta.org/home/run-your-pta/Diversity-Equity-Inclusion/supporting-multicultural-membership-growth/Lesbian-Gay-Bisexual-Transgender-and-Queer-Questioning-LGBTQ-Children-and-Families>

Children in Foster Care

- PTA: <https://www.pta.org/home/run-your-pta/Diversity-Equity-Inclusion/supporting-multicultural-membership-growth/Children-in-Foster-Care-and-their-Families>

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Manuscript Two: Exploring the Use of the PCB Model Through a Mixed-Methods Multiple Case Study

In an era of growing educational inequity amidst the aftermath of the COVID-19 pandemic and racial unrest in the United States, striving towards efforts to create equitable systems is vital. Eradicating inequity starts with prioritizing strong family, school, and community partnerships (FSCP). As explained in Manuscript One, decades of research support the concept that all students can thrive when these partnerships are strong. Yet, currently, teachers receive limited preparation and support in implementing partnerships with families and community members in a sustainable way. The need for building teacher's capacity in FSCP is widely recognized and there is a need for evidence-based practices that can support their capacity, confidence, and ability to implement these practices. Currently, efforts have been limited to professional development training. Examination of adult learning and self-efficacy theories suggests that building capacity for educators to work with families can be further supported through consultation.

School psychologists are uniquely situated to serve as consultants for teachers to strengthen such partnerships efforts. School psychologists are committed to social justice and trained in ecological interventions and school-based consultation. NASP (2019) outlines the responsibility of school psychologists in FSCP, which indicates that school psychologist should support connections among homes, schools, and communities and

facilitate the involvement of educators in the FSCP. However, research suggests school psychologists have not yet been supplied with a model to use their consultation skills precisely in this way. As outlined in Manuscript One, the Partnership Capacity Building (PCB) consultation model was created to supply school psychologists with a guiding framework. PCB consultation hopes to serve as a guideline for school psychologists to conceptualize and implement effective consultation practices that result in an increase in educators' ability to engage in effective and sustainable FSCP. The process of PCB consultation is comprised of a series of four distinct phases: (1) establishing a relationship; (2) problem identification and analysis; (3) intervention; and (4) evaluation (as outlined in Figure 2 in Manuscript One).

This study had two major proposes: (1) evaluate initial implementation of PCB model from the perspective of the consultees (teachers') and I (consultant), and (2) examine if the PCB consultation influence teachers' self-efficacy, knowledge, and use of high impact FSCP strategies. Outcomes were assessed through a convergent mixed-methods, multiple case study. The qualitative and quantitative data were collected and analyzed concurrently through a convergent design.

Four cases of teachers participating in PCB consultation were compared. Qualitative data were collected through interviews and memos, to allow for in-depth explorations into the lived experience of teachers engaging in PCB consultation, and to provide insight into their perceptions, behaviors, and self-efficacy. Furthermore, quantitative data were collected through survey data the Working with Families Self-Efficacy Scales (WFSES) (Hollander, 2010). Pretest and posttest scores were compared to evaluate for change in consultee and client behavior. Using both qualitative and

quantitative data allowed for descriptive cases, in-depth understanding of each case, and comparisons among cases.

This pilot study tested the effectiveness of PCB consultation in two schools in southwest Denver, Colorado. The student population at both school is over 90% Hispanic and over 90% of the staff are White. Therefore, special considerations for partnering cross-culturally with Hispanic families, English language learners, and immigrant families were included. Further, the uniqueness of the Colorado education system and FSCP at the middle and high school level were also considered.

Overall, this manuscript hopes to provide evidence of the use of the PCB model in schools. Findings provide next steps school psychologists can take to strengthen FSCP through teacher consultation, ultimately promoting equity and resilience for all students and families.

Education in Colorado

It is important to consider the unique characteristics of education in Colorado to situate this research. Colorado currently has 178 school districts and 1,914 schools statewide. According to *Education Week's* (2020) annual state ranking report, Colorado earned an overall grade of a C and was ranked 25th in the nation. Colorado's highest mark, a B, came in the category of "Chance for Success", which looks specifically at factors such as graduation rates, pre-school enrollment, parents' education level, and employment. Colorado received a score of a D+ in the "School Finance" category. Two distinct aspects of financial management fell below the national average, including the states' investment in education and the distribution of funding across the districts within the state.

Moreover, on the K-12 achievement indicator, Colorado met the national average with a grade of a C. The achievement indicator evaluates current performance, improvements over time, and poverty-based achievement gaps. Specifically, on the poverty-based achievement gap measure, Colorado was ranked 40th and received a rating below the nation's average. The achievement gap in education is known as the difference in academic achievement attainment by student groups on the state assessments and the difference in rates of academic growth (Gezelter, 2014). Unusually large gaps were seen between socioeconomic groups and racial groups in Colorado.

Graduation Rates

According to CDE, in 2020, Colorado had an overall graduation rate of 81.9%. However, an analysis of this data reveals education inequity in the state. The graduation rate drops to 64.4% for students in Title 1 schools, 72.3% for economically disadvantaged students, and 70.2% for students with limited English proficiency (CDE, 2021). Further, graduation rates varied significantly by race. Asian students' graduation rate was the highest at 91.2%, followed by White students (86%), students of two or more races (82.3%), Black students (76.6%), Hispanic students (75.4%), Hawaiian and Pacific Islanders (72.8%), and American Indian students (66.7%). Overall, this data highlights a need to improve opportunities for Colorado public school students and families. These data reinforce the need for families, schools, and communities to work together to reduce disparities. FSCP is one vital component to closing the achievement gap, increasing graduation rates, and decreasing drop-out rates (Flamboyant Foundation, 2020).

Teacher-Student Racial Disparities

Currently, around 87% of Colorado public school teachers are White (Breunlin, 2020). In contrast, about 40% of students are Black or Hispanic. This discrepancy highlights a need to prioritize efforts to increase equity in careers in education to create a more diverse teacher workforce and for educators to employ their skills to partner with families whose culture and economic status differ from their own.

Colorado Family, School, and Community Partnerships (FSCP)

In the CDE's Consolidated State Plan under the Every Student Succeeds Act (ESSA), the CDE identifies partnerships as a critical component in supporting access to a well-rounded education for each student. The CDE (2021) supports the implementation of the multi-tiered system of supports (MTSS), which is a prevention-based framework of team-driven, data-based problem solving for improving the outcomes of every student through FSCP. Colorado has identified FSCP as one of the five fundamental components of implementing a multi-tiered system of supports framework. In the CDE's FSCP framework, they reference the National Family-School Partnership Standards and the Dual Capacity-Building Framework. The CDE (2021) outlines four key elements to guide "Promising Partnership Practices:" (1) creating an inclusive culture, (2) building trusting relationships, (3) designing capacity-building opportunities, and (4) dedicating necessary resources.

Further, the CDE provides access to many resources for educators on their website, including family engagement toolkits and webinars. In addition, the CDE encourages educators to use the Teachers Involve Parents in Schoolwork (TIPS) resource. TIPS includes interactive homework assignments that families can use to support their

children's learning at home (CDE, 2017). The PCB model can complement the CDE current efforts. Through PCB consultation school psychologist can support making these resources more accessible to teachers. Further school psychologist can help teachers navigate the many materials on the CDE website and apply them to their settings.

Teachers' Training on Family Engagement

So far, no family-engagement requirements for becoming licensed as a teacher in Colorado have been identified (NAFSCE, 2019). However, Colorado is one of seven states to take part in the pre-service consortium for FSCP. The consortium hopes to provide educators and administrators with the preparation, exposure, and support necessary to introduce teaching practices, organization infrastructure, and policies that create equitable opportunities for family engagement (NAFSCE, 2021). Although steps have been made to train teachers in FSCP practices, they are provided only through professional development and lecture-based pre-service educator preparation programs. There is a lack of attention to increasing teachers' capacities through ongoing, situational, and individually tailored support. Conceivably, school psychologists can best facilitate educators' involvement and capacity-building through consultation with teachers on how they engage with families.

Summary of Colorado Education and FSCP

The Colorado education system is characterized by large achievement gaps between socioeconomic and racial groups and considerable teacher and student racial disparities. As a result, CDE recognizes the need to prioritize FSCP across MTSS and is actively seeking ways to increase teachers' capacity to implement such partnership effectively.

FSCP Considerations for Middle and High School

To further situate this study, consideration is given to the specific characteristics of FSCP at the middle and high school levels. Compared to younger grades, middle and high school teachers have more students, which can make it more challenging to connect with families, and there is increased difficulty in the curriculum, which often prevents parents from being able to assist their children with their schoolwork (Shumow, 2009). Moreover, adolescents desire more autonomy and independence from their parents than younger students (Shumow, 2009). One notable consequence of these factors is that parental involvement is often limited to discussions or confrontations about a student's problems or concerns (Epstein, 2001). Engaging parents in solely reactive ways can be harmful to the family-teacher bond. Instead, educators need to prioritize proactive and positive family engagement strategies to ensure the success and well-being of adolescent students.

Regarding the benefits of FSCP in postsecondary education, Simon (2001) found that opportunities for families to volunteer and participate in home learning activities positively influenced student grades, course credits completed, attendance, behavior, and school preparedness. For example, when educators solicited parents' participation and provided them with information on how to help their students study, they found an increase in homework completion (Simon, 2001). Similarly, a quasi-experiment on the effects of contrasting designs for science homework, in a suburban middle school, showed that students assigned interactive homework with directions on how to involve family partners reported dramatically higher family involvement and received higher grades (Voorhis, 2001).

Furthermore, adolescence is an emotionally demanding time full of life transitions and rapid brain development, which places adolescents at high risk of developing mental health problems. Sadly, new statistics reveal that depression among high school students reached its highest percentage in three decades in 2021, with a rate of 41% (U.S. Centers for Disease Control and Prevention, 2021). Thus, it is critical now more than ever that educators understand the role that family engagement can play in positively impacting adolescents' mental health outcomes (Eccles et al., 1993; Shumow, 2009).

In a longitudinal study of parental involvement, Wang and Sheikh-Khalil (2014) found that FSCP not only improves academic performance but also supports healthy emotional functioning among adolescents. The parental engagement in this study included home-based involvement (delivery of resources for homework and after-school time), school-based involvement (attending school events and volunteering at school), and academic socialization (communicating parental expectations, co-preparing, and planning for children's futures). Participants were gathered from 10 public high schools within a large, socioeconomically diverse city in the United States (n = 1,056 adolescents). The findings suggested that home-based involvement and academic socialization strategies were positively associated with academic achievement (Wang & Sheikh-Khalil, 2014). In addition, school-based involvement and academic socialization were negatively associated with depression (Wang & Sheikh-Khalil, 2014). Overall, these findings point to the possibility that parents who are actively involved in their adolescent's school activities give their children a feeling of support and connection, which correlates with fewer depressive symptoms (Wang & Sheikh-Khalil, 2014). Parent engagement through academic socialization (discussing future educational plans) may

provide children with a sense of self-efficacy in their ability to take control of situations, cope with challenges, and decrease their levels of depressive symptoms (Wang & Sheikh-Khalil, 2014).

Middle and High School Consideration Summary

Adolescent students continue to benefit from FSCP. Educators at the middle and high school levels need to prioritize FSCP to improve students' academic and mental health outcomes and be mindful of which family engagement strategies are most beneficial for meeting their target goals.

FSCP Multi-Cultural Considerations

As stated, the demographic make-up of the student population of the schools within this study is prominently Hispanic and English language learners. Additionally, many students are first-generation or newcomers to the United States. Therefore, it is essential to consider the unique characteristics and protective factors, as well as the potential linguistic and cultural barriers that may make engagement challenging, yet even more necessary.

Considerations for Latinx Family Engagement

To foster successful partnerships, educators need to explore the culture-specific patterns of family engagement among Latinx families. Research shows that Latinx families' engagement practices may differ from traditional definitions of involvement because they tend to focus on supporting academic performance from home (e.g., reading to children, checking homework) and have fewer direct interactions with school staff (Lopez & Vazquez, 2006; Miller et al., 2016). Since this form of involvement is largely not visible to teachers, it can be misperceived as a lack of engagement (Miller et al.,

2016). Additionally, Lopez and Vazquez (2006) found many Latinx parents did not believe in the effectiveness of school-based involvement. There appeared to be a common assumption that the school does not require this type of involvement and that it is only necessary when a child misbehaved. Instead, parents instill the importance of schooling to their children from home by teaching about conduct, behavior, and character through home-based practices, such as *consejos* (advice), *dichos* (folk sayings), and other narrative accounts (Lopez & Vazquez, 2006). By recognizing these factors, educators can expand their definition of involvement to understand the alternative ways in which families can be, and are already, engaged in their children's education (Lopez & Vazquez, 2006). Further, by appreciating these factors educators can appropriately adapt their family engagement strategies accordingly.

Immigrant Families Engagement

When working with immigrant or newcomer families it is imperative to consider the role schools play in promoting protective factors and helping families overcome the challenges posed by starting a new life in an unfamiliar country (Miller et al., 2019; Rojas-Arauz, 2021). Rojas-Arauz (2021) identified seven protective factors for undocumented Latinx immigrant students: (1) education, (2) culture, (3) community, (4) activism, and student involvement, (5) counseling services, (6) mentorship, and, for some (7) being a DACA recipient. Meanwhile, barriers include a lack of access to support and information, a lack of cultural competence in educators, career and vocational barriers (e.g., lack of opportunities for training and internship experiences), and health barriers (e.g., access to insurance, resource utilization). Research shows FSCP are well suited for fostering many of these protective factors and buffering the impact of barriers. For

example, FSCP have been shown to promote positive academic outcomes, a sense of community, student, and family activism and voice, access to needed services, and mentorship opportunities (Anderson-Butcher & Anderson, 2018; Adelman & Taylor, 2015; CSSP, n.d.; Constantino, 2016).

To reap these benefits, educators must be cognizant of the strategies effective for engaging newcomer families. Calzada (2015) examined parent and teacher characteristics as predictors of parent involvement in Latinx newcomer families. Teacher characteristics such as having high parent engagement practices and parent-teacher ethnic consonance positively affected engagement (Calzada, 2015). This study revealed that measures of school-level support for parent involvement alone did not predict parent involvement. Therefore, school-wide family engagement efforts may not matter, if classroom-level efforts are absent (Calzada, 2015). These findings support the need for teachers to find tangible ways to develop effective communication and engagement with parents from diverse backgrounds (Calzada, 2015).

Miller and colleagues (2021) offer a framework for multi-tiered support for newcomer families across four overarching domains. Universal strategies for building relationships with newcomers include using a community navigator to facilitate enrollment, offering families specialized school orientation, promoting staff awareness and knowledge of the newcomers' backgrounds and trauma-informed care (if applicable), and connecting with community organizations that support refugees and immigrant populations (Miller et al., 2021). Strategies for creating welcoming settings include promoting diversity in school hallways and classrooms, using multiple modalities of communication with families, and remaining respectful of cultural and religious practices

(Miller et al., 2021). Multidirectional communication with newcomer families includes providing school materials in languages representative of the school community and accessing culturally sensitive interpreters (Miller et al., 2021). Promoting mutual understanding includes improving awareness of basic social exchanges (e.g., preferred greeting, names, time of contact), encouraging conversations on classroom expectations and opportunities for parent involvement, providing opportunities for cultural sharing, offering professional developments focused on language acquisition for newcomers, and identifying newcomer leaders who can work with school staff (Miller et al., 2021). In addition, more targeted and intensive support to enhance protective factors in newcomer families may be needed, such as social and emotional interventions that involve families, strategically designed interventions that target students' and families' strengths, and coordination of services across home schools and the community (Miller et al., 2021).

Purpose of the Current Study

The current study fills critical gaps in the literature involving school psychologists' roles in supporting teachers' implementation of FSCP and the use of the theorized consultation model, PCB consultation. Overall, this study's central questions were (1) "How can the PCB consultation model be refined and employed reliably in the future?" and (2) "How does PCB consultation influence teachers' self-efficacy and behaviors using high-impact FSCP strategies?" The following sub-questions guide this study:

1. What was the experience of participating in PCB consultation for the consultees (teachers) and the consultant (school psychologist)?

2. What changes were noted in teachers' beliefs about their self-efficacy in implementing FSCP pre- and post-consultation and across the sessions in PCB consultation?
3. What changes were noted in the school psychologist's self-efficacy as a consultant on FSCP?
4. What changes in behavior were reported by the consultees, and what changes were observed by the consultant in each session?
5. How effective was the overall PCB consultation process from the consultees' and consultant's perspectives?
6. What recommendations do the consultee and the consultant have for improving the PCB consultation process?

This study was designed to refine and further clarify the content, components, and process of PCB consultation for future implementation.

Method

This study used a convergent mixed-method, multiple case study design to examine the effectiveness of PCB consultation and refine the process, by comparing two evaluation approaches: (1) qualitative interviews and observations, and (2) traditional quantitative pretest-posttest assessments. Qualitative measures provided rich explanations of partaking in PCB consultation from the perspectives of the consultees and the consultant. Quantitative measures provided empirical associations between variables and outcomes. By using a convergent mixed methods design, quantitative and qualitative strands were compared to inform the research questions (Creswell et al., 2018). By utilizing multiple case studies and understanding multiple teachers' perspectives, a more

robust sense of how this consultation model works in a school setting was gathered. To obtain multiple case results, I merged evidence from each case (Yin, 2018). See Table 1 below for this study’s design.

Table 1

Multiple case study design

<p style="text-align: center;">Research Design</p> <ul style="list-style-type: none"> ● Mixed Methods ● Multiple Case Study ● Exploratory and Descriptive 	<p style="text-align: center;">Literature Review</p> <ul style="list-style-type: none"> ● Best practices in FSCP ● School-based Consultation Strategies ● Considerations of FSCP with Middle and High school Students, Latin X and newcomer families, site-based characteristics, and COVID-19
<p style="text-align: center;">Sample and Recruitment</p> <ul style="list-style-type: none"> ● Four teachers (core content areas) ● At least one year of experience 	<p style="text-align: center;">Data Collection</p> <ul style="list-style-type: none"> ● Two interviews per participant (8 interviews) ● Observational, Reflective, and Analytical Memos ● Member checking
<p style="text-align: center;">Credibility, Transferability, Dependability, and Confirmability</p> <ul style="list-style-type: none"> ● Observational, Reflective, and Analytical Memos ● Member checking 	<p style="text-align: center;">Data Analysis</p> <ul style="list-style-type: none"> ● Use of ATLAS.ti ● Cross-case thematic analysis ● Descriptive Statistics ● Cohen’s <i>d</i> (effect size) ● Convergent Data design

Note. This table outlines the research design and data collection

Procedures

Sample

In multiple-case study research, experts recommend implementing two to five cases (Creswell, 2014; Yin, 2018). I used convenience sampling to select four cases from

the schools I worked at as a school psychology practicum student. For recruitment, I used professional networking and a school-wide email (Appendix A) that was sent out by my supervisor to staff on my behalf. I screened potential participant volunteers to ensure they meet all the inclusion criteria through a Google survey. The specific inclusion criteria included (1) employed by the middle or high school where the study took place; (2) employed for at least one year; (3) provided instruction (general education, special education, or intervention) in a core academic subject such as reading, math, social studies, or science; and (4) had the ability to allocate time in their schedule to attend regular consultation meetings. I received six volunteers, and only four of the six met the criteria. I was not able to obtain grade level or subject area diversity. Participants' information is outline in Table 2. All the following information uses pseudonyms and excludes identifying information about the participants.

Table 2

Case Study Demographic Information

Case	Marcus	Cathy	Elly	Beth
Gender	Male	Female	Female	Female
Age	24-34	34-44	24-34	24-34
Ethnicity	Persian	White	White	White
Years of Teaching	3	1	3	2
Subject	Math	Special Education	Special Education	Special Education
Level	Middle School	Middle School	High School	Middle School

Note. This table shows the demographic of the participating consultees

Specific Site Characteristics

This study was conducted at a middle school and high school within a charter school network in southwest Denver, CO. Most teachers within these two schools are White, while most of the student population is Hispanic. This discrepancy is imperative to consider throughout the consultation process and the discussion of the study results. The 2020-2021 school year student enrollment statistics for the middle and high school are listed in Table 3.

Table 3

2020-2021 Student Demographics

Student characteristics	Middle School		High School	
	n	%	n	%
Minority	98.7	311	538	98.9
Hispanic	292	529	97.2	92.6
Asian	10	6	1.1	3.1
White	4	6	1.1	1.2
Native Hawaiian	0	2	0.3	0
Black	7	0	0.3	2.2

American				
Indian or				
Alaskan	1	0	0.3	0.3
English				
Language				
Learner	266	491	90	84
Free &				
Reduced				
Lunch	304	515	94.7	96.5

Note. This table shows the demographics of the student population

Ethical Considerations

I received approval for this study through the University of Denver’s Institutional Review Board (IRB). Further, I also met with the two principals of the schools where I conducted the research. I obtained a signed letter of permission confirming their support of the proposed research and approval to have the research conducted at their site.

Participation in this study was voluntary. Incentives for participation included the opportunity for professional growth and two \$100 gift cards. Participants received the first \$100 gift card at the start of the consultation after completing the post consultation interview. Participants received the second one at the conclusion of the study.

Before the study began, all participants signed a letter of informed consent (Appendix B), informing them of what the study entailed, the potential benefits and risks, duration, time commitment, survey measures they would complete, information they

would be asked to disclose, and data protection procedures (destruction of data timeframe, who would have access to the data collected, and how and where the data was stored). I meet with each participant individually to discuss the consent form, answered questions, verified comprehension, and obtained signed consent. I provided participants with a hard copy of the consent form via encrypted email using the Virtu platform. Per the most recent district COVID-19 precautions, no in-person meetings were permitted at schools. Therefore, virtual platforms were used for all meetings between the participants and me.

Further, all participants provided background information, including the number of years they have been working in the field, their level of education, and demographic information such as age, ethnicity, and gender. Participants were asked to refer to students by their initials only in all video-recorded sessions to protect the confidentiality of the students and families. All video recordings, notes, surveys, and informed consent documents were saved securely on a password-protected external USB flash drive and stored in a locked file cabinet in my home office. The only people who have access to this data is my faculty advisor, Dr. Cynthia Hazel, and myself. The data will not be shared with a publication or offered for future research; only the qualitative data analysis will be available. Further, participants' abilities to partner with families were not discussed with their supervisors or used in job evaluations unless the participants disclosed or shared the relevant information themselves.

Data will be kept for a maximum of three years and destroyed no later than November 2025. Then, all data and consent forms will be placed in a shredder machine, and the external USB flash drive will be destroyed by wiping its contents and

disassembling its parts to prevent the data from being salvaged. Overall, as described above, I minimized the risk of violation of confidentiality by assigning code numbers to all data and providing locked storage for any identifiable data so that the risk of violation of confidentiality was minimal.

Further, the psychological risk was minimal. Participants provided insights about their experiences the challenges and successes of their partnerships with families. These discussions were unlikely to bring up any difficult memories or emotions. However, it is possible that conversations regarding race and inequity in education may have evoked feelings of discomfort for participants. Therefore, participants were encouraged to only share what they are comfortable with and were able to ask to end a discussion at any time.

Beyond potential emotional discomfort, the risks of participating in consultation discussions were no more than what is experienced in everyday activities. Additionally, participants had the right to choose not to participate in any study activity or completely withdraw from participation at any point in this study without penalty or loss of benefits to which they were otherwise entitled.

PCB Implementation

The PCB model implementation procedures were based on Manuscript One. PCB consultation was implemented across four stages: establishing consultation relationship, problem identification, intervention, and evaluation. PCB consultation requires data collection for the consultation process, as well as data collection for this study. The overlap and use of data collection are outlined in Appendix C.

Consultation Session Structure

Although the goals and objectives of each phase vary, a general structure was used for each session to promote consistency. First, at the start of each session, I reminded the consultee that the session is being video recorded, and then started recording. Next, I reviewed with the consultee the agenda for the meetings (i.e., problem identification meeting goals: establish intervention goals and baseline). I also shared my screen and displayed the implementation guide and notes. Lastly, I reviewed and summarized with the consultee what was discussed and created a plan for the next session and then had the consultee rate themselves on the scaling question used for progress monitoring.

Overall Goals

As stated, the overarching goal of PCB consultation is to increase teachers' self-efficacy, knowledge, and use of high-impact FSCP strategies. This goal was targeted through the four phases described in Manuscript One. Additionally, I used a session cue that outlined what is to be accomplished at each phase, this is included in the PCB consultation implementation guide in Appendix C on Manuscript One.

Implementation Fidelity. Procedural fidelity or integrity refers to “the degree to which a trained individual implements a procedure (including treatment, assessment, consultation, or other protocol) as designed” (DiGennaro-Reed & Coddling, 2014). Without establishing treatment integrity, it is not possible to draw conclusions regarding the relationship between an intervention and behavior change (DiGennaro-Reed & Coddling, 2014). Adherence to intervention processes provides a measure of procedural adequacy related to the internal validity of the individual outcomes (Bonner & Barnett,

2004). Fidelity in PCB consultation implementation and intervention application is established by including data about adherence to the procedure or interventions and reporting the percentage of correctly implemented steps.

Consultation Integrity. Adherence to PCB model procedures is evaluated using a procedural checklist (see Appendix C of Manuscript One for the PCB implementation guide), which outlines the key steps within each phase of the process. Providing a checklist allows for the evaluation of the consultant's fidelity to the objectives of the consultation stages (Bonner & Barnett, 2004). I completed the checklist to ensure consultees' adherence to critical components of each phase of the model (establishing a consultant-consultee relationship, problem identification and analysis, intervention, and evaluation) for each consultation case. The checklist also allowed me to ensure that the goals and objectives of each stage were accomplished before moving to the next phase in the PCB model. I also met with my committee member Dr. Miller, to obtain feedback on the implementation of high-impact FCSP strategies. Further, I reviewed my process with my advisor, Dr. Hazel, who served as my supervisor. Dr. Hazel provided guidance and feedback on the consultation steps.

The quality of procedural integrity was measured by the percentage of objectives successfully fulfilled across all consultation steps for each case. A random sample of 20% of the recorded sessions was chosen. A rubric was created using Brené Brown's interpersonal connections to address three components of interpersonal skills (Appendix B on Manuscript One).

Intervention Integrity. Similarly, the fidelity of interventions (FCSP strategies) implemented by the teachers were examined for each consultation case. After the

interventions were chosen, I prepared a checklist for the consultee to reflect intervention components prior to implementing the FSCP strategies. The checklist provided a self-evaluation of teachers' adherence to intervention procedures and allowed fidelity to be examined after implementation.

The self-assessment rubric was also used to assess for quality integrity of consultees' interactions with families. Each consultee completed a self-rating of themselves using this rubric. The integrity measures used are outlined in Table 4.

Table 4

PCB Consultation Adherence and Quality Assessments

PCB Implementation		Consultee Intervention Implementation	
The integrity of problem-solving stages	Fidelity checklist (Adherence)	The integrity of FSCP high impact strategies or interventions	Fidelity checklist (Adherence)
The integrity of relationship building	Interpersonal skills Rubric (Quality)	The integrity of relationship-building skills used with families	Interpersonal skills rubric (Quality)

Note. This table shows a theoretical model specifying PCB consultation adherence and quality assessments of implementation integrity.

Data Collection

Multiple sources of data allows for the development of converging lines of inquiry, which strengthens the confidence in the accuracy of findings (Yin, 2014).

Qualitative data from the case studies provide an in-depth understanding of the PCB consultation process from my perspective as the consulting school psychologist and from

the perspective of the teacher consultees. Moreover, this study reveals what worked well and what was difficult to accomplish during PCB consultation implementation. To understand the process, I reflected on the session transcripts to develop themes about what went well and what did not. Further, in my memos, I reflected on how I am adapting my approach throughout the process. Overall, this feedback provides guidance and modifications to the original PCB consultation process and suggestions for changes to make to the process for future use. Research questions and data alignments is outlined in Appendix D.

Setting and Background

First, to situate the study setting, a description and background information is provided for each case. Although these data do not aim to address a specific research question, it is vital to understand each case and its unique factors. Typically, in case studies, considerable attention is given to providing enough details to create a picture of the context so that readers can understand the boundaries of the particular case and the case's connection to a broader context (Jones et al., 2014). Therefore, data collection begins with devoting considerable time to describing the context and setting for each case. Yin (2018) notes that the conditions of the immediate environment or workspaces are worth including in observations, as they can provide information about the culture. To further situate each case, I gathered relevant background information on the participating teachers, including their age, sex, gender, years of teaching experience, and educational level, through a survey (Appendix E). This information was collected via email after the participant is chosen to enroll in the PCB consultation.

Survey Assessment

Within the PCB model, an evaluation survey was used to measure the effectiveness of the consultation on teacher self-efficacy. The evaluation survey contributes to investigating the central research question and the sub-questions. This assessment was analyzed concurrently with the interviews.

Hollander (2010) developed the WFSES to investigate the level of self-efficacy reported by teachers implementing family-centered practices (Appendix D of Manuscript One). The WFSES was developed due to a lack of instruments for measuring teachers' perceptions about their capabilities for working with students' families. The WFSES is based on multiple theories about the optimal roles and practices that teachers should display in building relationships with the families of their students (Hollander, 2010). The use of the WFSES was empirically investigated with 527 teachers, and a principal components analysis resulted in a three-factor structure that closely corresponded to the hypothesized constructs of (a) communication and conflict resolution, (b) appreciating and adapting to family diversity, and (c) expectations about working collaboratively with families (Hollander, 2010).

The WFSES is a 27-item questionnaire designed to help better understand teachers' confidence and capabilities with skill sets in complex situations involving. The survey directions ask the teacher how certain they are that they can do each of the tasks described by choosing an appropriate number. Some skills are classified under more than one category. The overall proficiency in a category is determined by adding up the total numbers for a column and then dividing this sum by the number of questions. The degree of confidence is rated by recording a number 0 to 100, with 0 representing "Cannot do at

all,” 50 representing “Moderately can do,” and 100 representing “Highly certain can do.” The WFSES has five rating categories: Low SE, Fair SE, Moderate SE, High SE, and Proficient SE. Low SE scores are 0-31%, Fair SE scores are 32-52%, Moderate SE scores are 53-73%, high SE scores are 74-94%, and Proficient SE scores are 95-100%.

Specific skills are divided into three categories of self-efficacy (SE) beliefs: (1) family-school communication efficacy, (2) family diversity efficacy, and (3) teachers’ roles in family efficacy (Hollander, 2010). Hollander (2010) broke down teachers’ self-efficacy in interacting with families into three distinct domains to highlight the skills teachers need to develop to engage in equitable FSCP. First, family-school communication efficacy reflects the level of confidence that teachers report in their interpersonal skills to communicate effectively as co-experts in collaboration with families and deal with miscommunication or conflict. An example item from this domain is “Work out a compromise with a parent when you disagree with them.” Second, family diversity efficacy captures the level of confidence teachers report in appreciating the characteristics of families from diverse cultural and economic circumstances. An example item from this domain is “Feel comfortable working with families of different cultures and socioeconomic circumstances.” Third, the teacher’s role with the family’s efficacy is the level of confidence teachers report in their ability to implement specific family partnering strategies. An example item from this domain is “Offer parents opportunities to participate in their child’s development and learning.”

The WFSES can evaluate the impact of training experiences designed to influence teachers’ beliefs about their abilities and behaviors when interacting with students’ caregivers (Hollander, 2010). This can be used to determine a baseline of the teachers’

current cognitions (beliefs/values) and confidence (self-efficacy) in implementing FSCP. This assessment helped answer the sub-question of “How do teachers’ senses of self-efficacy in implementing family-centered practices change pre- and post-participation in PCB consultation?”

Interviews

Answering the research questions in this study requires gathering in-depth data on each participant’s (case’s) unique experiences participating in PCB consultation. Due to the in-depth analysis needed to understand each case, qualitative pre-and post-intervention interviews of the PBC consultation were used to assess the effects and advance understanding of the PCB consultation process with each participant. In a case study design, one of the most important data sources is the interview (Yin, 2014). The line of inquiry of the central research question, along with all the sub-questions in this study, can be examined through a combination of structured and semi-structured interviews. Interviews allow participants’ voices to be heard and can give insights into each individual’s unique experiences as given in their own words.

As mentioned above, per the most recent district COVID-19 precautions, no in-person meetings were permitted at schools; therefore, virtual platforms were used for all meetings. Meeting dates and times were flexible in accordance with participants’ schedules and took place during and after work hours.

In these interviews, it was important to balance the need to fulfill my line of inquiry while portraying a friendly approach. During each interview, I followed a protocol to guide my discussion and outline open-ended questions. Asking open-ended questions throughout interviews lead to a textual and structural description and provide a

deeper understanding of participants' common experiences (Creswell, 2014). Further, when interviewing the participants, it was essential to avoid asking leading questions. To prevent this, I allowed for pauses and moments of silence while participants reflect and gather their thoughts (Jones et al., 2014). I also utilized clarifying questions and probing questions. Further, I validated the findings by rephrasing important concepts back to participants and asking the same questions more than once (Mears, 2009; Jones et al., 2014).

Pre-consultation interview. First, the pre-consultation interviews were conducted. These interviews lasted around one hour. During the pre-consultation interviews, I focused on the first two phases of PCB consultation: (1) establishing relationships and (2) problem identification and analysis. Specifically, during these interviews, I focused on getting to know the consultees, reviewing their expectations and roles, learning more about their previous experiences in partnering with families and community resources, and discussing any coursework or professional development training they had on FSCP. I also spend this time assessing the consultees' values, strengths, and areas of growth in FSCP and develop a shared vision for improvement by creating goals. Part of this assessment included reviewing the results of the pre-test survey, showing areas of strength and weakness. A semi-structured interview protocol guided conversation (Appendix F).

The following week, I met with consultees to continue the problem identification and analysis phase and co-constructed an intervention plan based on their specific goals. This meeting also lasted approximately one hour. Once a set intervention is in place, I

met with participants for 30 minutes bi-monthly for the next eight weeks to monitor the progress of the intervention (phase 3 intervention).

Post-consultation interview. During week 10, I entered the evaluation phase of PCB consultation. After the post-test survey is gathered, participants were asked to meet for another one-hour post-consultation interview to review the intervention and their progress and to guide them to reflect on the consultation process and outcomes. I used the post-consultation semi-structured interview protocol (Appendix G). The post-interview protocol focuses on the following three major topics: (1) perceptions about the PCB consultation effectiveness at producing the desired change in the target goal (sample question: “What changes do you see PCB has brought about?”), (2) changes in self-efficacy (sample question: “How have your behavior changed during PCB consultation?”), and (3) aspects of the plan that were successful and those that were not to identify strengths of the PCB model and elements that may require modification through feedback (sample question: “What recommendations do you have for improving the model?”). This data provided detailed, specific accounts of respondents’ feelings and experiences.

Progress Monitoring Session Questions

As stated, given that PCB consultation is a problem-solving intervention, the consultation process requires evaluation and data collection related to the efficacy of the intervention used. Consequently, during each consultation session, a scaling question was used to determine stable outcome data for the consultee to help evaluate the effectiveness of the consultation as an intervention. This scaling question monitored the progress of the consultee’s personal growth throughout PCB consultation each time the consultant and

consultee meet. As stated above, I asked each consultee to consider their position on a scale as follows: “If 10 is being an expert and 1 is having little to no knowledge on FSCP high impact strategies, what number would you put yourself on right now?” The numerical ratings gathered from the scaling question used each week were graphed to establish a trend.

Although the main purpose of the scaling question is to monitor the consultee’s growth, it also serves as a method of motivating behavior change. The scaling questions were developed by solution-focused counselors and are often used in coaching and counseling to track progress toward goals and monitor incremental change (Strong et al., 2009). In consultation, scaling questions can invite the consultees to perceive their areas of growth on a continuum. When a consultee provides a given number, the consultant explored how that rating translates into action-talk (Bertolino & O’Hanlon, 2002). For example, if the consultee rates their self-efficacy as a 6, the consultant asked how a client can increase that to a 7 or 8 (Strong et al., 2009). The consultant also asked the consultee what they would desire to see in themselves as evidence that the goals of PCB consultation have been met or that the interventions have been successful (Bertolino & O’Hanlon, 2002).

Observational, Reflective, and Analytical Memos

I engaged in memo writing during data collection and analysis. I also re-watch each session and interview to make sure my memos were thorough. My memos included observational, reflective, and analytical notes.

Observational Memos. For observational memos, I observed and recorded all nonverbal communication, cues, and behaviors (e.g., tone of voice, speed of talking,

physical posture, fidgeting) through journaling immediately after interactions. Nonverbal behaviors throughout interviews can provide a great deal of information about the truthfulness of participants' statements, the level of trust, and rapport between the researcher and participant; thus, participants' behavior during an interview is essential (Billups, 2021). In addition, after a review of each consultation session, a session note was written in my memos. These session notes provided a clear and concise record of each interaction with the PCB model. This also included a summary of goals, objectives, and interventions addressed with each session; actions that will occur as a result; and documentation of the responsible party for each task.

Analytic Memos. Analytical memos are used in qualitative research to make notes of reflections, thoughts about the collected data, plans for their study, discoveries made during the research, and anything else that comes up in the data-collection (Saldana, 2016). Therefore, I tracked analytic memos as I reflect specifically on the data throughout the analysis process.

Reflective Memos. Within the reflective portion of my memos, I continuously use reflexivity, reflect on my positionality, reflect on what I am learning about the model, and what I perceive as working well and not working well during each phase.

Reflexivity and Positionality. In qualitative studies, the emotional, physical, and cognitive distance between the researcher and study participants is close and personal (Billups, 2021). Due to this relationship, the researchers themselves are viewed as an instrument. To secure meaningful data, researchers must subordinate their own opinions, assumptions, and preferences in favor of their participants; this is referred to as reflexivity. (Billups, 2021). I utilize reflexivity during data collection and analysis by

documenting how I believe my subjectivities influenced my interpretations of the experience and findings.

Moreover, since I come to the research with personal emotions, presumptions, and experiences, it was critical that I used the process of bracketing throughout this study to avoid bias. Bracketing serves to identify personal experiences and set them aside so the researcher can focus on the experience of the participants (Creswell, 2013). By setting aside my personal viewpoint and suspending my prior judgments, I allowed the true essence of participants' experiences to emerge. In addition, I used the process of horizontalization to give each element of the data equal value and allow myself to remain open to the possibilities of seeing things differently or emerging from a new perspective. For example, when transcribing interviews, the words used to convey meaning were given as much analysis and weight as how things were said and the emotion that was observed (Rehorick & Bentz, 2008).

Further, positionality is the relationship between the researcher and their participants and the researcher and their topic. Researchers must acknowledge the potential position of power they hold as researchers and any privileges they hold through their social identities (historically and geographically) (Jones et al., 2014). This is important because, in this study, I am undertaking the role of a researcher, creator of the model, and consultant in the research. Consistent with CRT perspectives, discussing my positionality in this research is vital to assuring transparency in how my identities, assumptions, and beliefs influence this research process.

Author's Statement. Prior to beginning this research, it is important to note that my perspective is limited to my experiences and understanding as a White cisgender

able-bodied female. I recognize these identities have afforded me many privileges throughout my life. Although I do not have firsthand experience of facing inequity regarding race or disability, I am committed to discussing issues of inequity and challenging systems of oppression as an ally. Further, my whiteness contributes to my limited understanding of cultures outside of my own. I grew up in a school with teachers and role models who looked like my family and me. Teachers did not experience cultural barriers when partnering with my parents.

Moreover, I was raised in a middle-class family. My parents were both raised in families of European immigrants with low socioeconomic status. My parents were the first generation in my family to break the cycle of poverty to provide my five siblings and me with access to resources. The most important of these resources, in my opinion, was the access to quality education and a safe, loving environment that fostered healthy development. I acknowledge that my resiliency has further afforded me the privilege of reaching my career goals and personal aspirations. Upon receiving my bachelor's degree in psychology, I became a first-generation college graduate.

After I received my bachelor's degree, I pursued a master's degree in School Psychology, obtained my license as a school psychologist, and have worked for Denver Public Schools (DPS) for the last five years. As a licensed school psychologist in the diverse, multicultural DPS district, I have approached my role and responsibilities on the basis that schools are a place where we can provide safe, stable, nurturing environments for all children. I have experience in consultation with teachers at the elementary, middle, and high school levels. However, most of my experience was at a kindergarten through 8th-grade school, and I have only one year of experience in a high school (during my

master's level practicum training). Most of my consultation engagements have been centered around student behavior. In my master's program at Brooklyn College, I took several classes on consultation, including School-Based Consultation and Multicultural Counseling and Consultation. I learned a variety of models such as consultee-centered, instructions, collaborative, behavioral, and mental health models. In addition, I explored consultation skills in a multicultural context and gained awareness of how my intersecting identities may impact my work with clients who are racially and culturally different from myself. As a doctoral student, I was a teaching assistant for the consultation course series, including School and Organizational Consultation I and II. This course series acquaints students with current directions in school and organizational consultation, classroom management, and school-based consultation.

I have also completed coursework dedicated to family-school partnering and consultation by Dr. Gloria Miller. In this course, I have learned evidence-based approaches necessary to form successful FSCP through an ecological and family-centered lens. This course provided me with a foundation for working collaboratively with families from diverse cultural and social backgrounds.

I have not worked explicitly with teachers to increase their FCSP strategies in a formal setting. However, I have brainstormed with teachers about how to effectively engage families in MTSS, attendance intervention, and IEP meetings. Overall, my work thus far has been more reactive than proactive. I am excited about the opportunity to support building teachers' FSCP proactively.

I have partnered with diverse families in Baltimore, New York City, and Denver. Over my years of practicing, I have evolved to recognize the importance of family

partnership and community engagement. I have witnessed the benefits of partnership firsthand, and I have found success in frequent communication and home visits. While practicing during the initial shutdowns resulting from the COVID-19 pandemic, I have witnessed the accelerated need to engage in partnership. During this time, I increased the frequency and enhanced the type of communication I had with families. For many of the students in my caseload, I collaborated with families weekly. I provided additional support through interventions in the home for behavior, since students were learning in a home environment. Parents joined sessions with the children and I had virtual home visits with students. I felt this gave me a powerful insight into the child holistically and the ability to build trust with parents and guardians. I also spent more time supporting families with community resources such as food, COVID tests, clothing, and internet services.

In addition, I have worked as a doctoral therapist trainee at a non-profit outpatient clinic dedicated to providing compassionate and supportive mental health services to individuals and families who have been impacted by child abuse, sexual assault, relationship violence, and other traumatic experiences. My responsibilities include supporting a caseload of children and adults with psychotherapy, using a phase-based approach to complex trauma treatment with family systems utilizing individual, dyadic, and family therapy modalities. In this role, I have experienced community-school partnerships from the perspective of a community member.

My experiences in the field have given me a holistic view of students' well-being and a great understanding of how community infrastructure impacts individuals. I have become interested in FSCP research and am passionate about finding better solutions to

help students and families thrive. Overall, my training and work experiences have provided me with a strong philosophy about partnering with families grounded in ecological systems theory, family systems, and family-centered approaches. However, it is important to note that I am a single woman with no children and, thus, have not experienced family and school partnerships from the perspective of a parent. I continuously evaluated my positionality throughout the study and practice being reflective by using bracketing and in my reflective memos.

Data Analysis

Qualitative data analysis is an often a circular process in which data collection and analysis occur simultaneously (Lichtman, 2005; Stake, 1995). I engaged in the ongoing analysis as I moved through the consultation model and subsequent data collection procedures. Data collection and analysis occurred over a five-month period. Appendix H outlines a timeline of the completed phases of the study.

Qualitative Data Analysis

Qualitative data inquiry included within-case and cross-case thematic analysis. To answer my research questions, I strove to understand each individual experience and to compare those experiences to identify themes that were common to all respondents. This required moving between across- and within-case comparisons. Moving between the two types of comparisons facilitated the process of intuiting, which is a critical reflection on the identification of themes found in the accounts of participants (Swanson- Kauffman & Schonwald, 1988).

I took the following steps to obtain codes and themes. I began with interview transcriptions and a thorough reading of my memos. As I complete the first round of

interviews, I transcribed the interview recordings and my memos into an evolving document to allow myself to be immersed in all data sources and to have one document that can help me distinguish emerging pre-consultation themes. Interviews were transcribed verbatim, and I listen to all interviews twice to deepen the understanding and ensure accuracy. To further validate these findings, member checking was used. I have each participant examine their transcriptions and my interpretations of their experiences for accuracy and consistency (Carlson, 2010; Jones et al., 2014; Mears, 2009). This allows for deeper clarification and ensure that the true nature of their experiences was reflected.

Next, I created four individual codebooks (one for each participant) during the within-case analysis and one codebook for the cross-case thematic analysis. The development of a codebook of the interview transcriptions and memos was directed by Saldana (2016). This process helped me organize the data to develop themes through coding and categorizing, thereby developing larger concepts that eventually became overarching themes. I then utilized the CAQDAS software program (ATALAS.ti) to store data and help organize by codes and themes. Repeated re-visitation of codes and data transcriptions ensured truthfulness. I also employed line-by-line coding to categorize concepts of the phenomena and constant comparative methods to let the data drive the process of producing categories with the anticipation that a new explanation can emerge (Creswell, 2013). As I coded, I considered my research concerns, theoretical framework, and central questions, with the ultimate goal of examining commonalities, differences, and relationships between the four cases (Saldana, 2016). Specifically, I initiated the following stages: reading through transcripts, making initial notes (or pre-codes), writing

codes in the margins of the interview transcripts utilizing a system of abbreviations on ATALAS.ti, examining the list of codes, and observing the data for overall themes to decide which codes were most important in this regard (Gibson & Brown, 2009; Saldana, 2016). A small number of final themes were considered to keep the analysis coherent (Saldana, 2016). This process revealed new knowledge about the PCB model based on the perceptions of participants.

In my within-case studies analysis, I provided a description, narrative, and provide context (participants background, training, demographic information, and prior experiences with FSCP) of each case. I used data analysis to engage the reader by supplying detailed narrative descriptions of each case to involve them in such a way that they vicariously experience the case (Jones et al., 2014). Themes were supported by participant quotes to capture the thoughts, voices, and opinions of those directly experiencing the PCB consultation.

Further, as I moved through the ongoing data collection and analysis processes, I simultaneously engaged in bi-monthly consultation sessions across the four stages. These sessions were video recorded on video to ensure fidelity, although transcription was not conducted. Instead, I relied on memos containing self-reflection and observation notes to capture and monitor qualitative data during the consultation sessions.

These memos gave me a deeper understanding of the consultation process. In my memos, I examined themes that emerge from my experiences as the consultant, such as trends in my emotions and reflections, common successes, difficulties, and my input regarding feedback on how the model can be modified for future use. As I collected my memos, I engaged in the ongoing coding process as described.

Finally, after I conducted the post-consultation interviews and accompanying memos, I repeated the same coding process to develop more themes. I then compared the themes from both interviews to identify differences, areas of growth, and changes in the consultee's perspectives and behaviors. Particularly, the themes in the post-consultation interview focused on the change that occurred and the overall experience of the consultation, while the pre-consultation interview themes targeted the consultee's goals, concerns, hopes, behaviors, and experiences with FSCP before the process. I examined the data sets for the overall changes and impacts of the consultation, as well as any commonalities or differences between the four participants' experiences as consultees using the model.

Following the within-case analysis and narratives, cross-case thematic analysis of my memos and interviews were used. In my cross-case analysis I elucidate codes and themes identified throughout all four cases. During the cross-case analysis, the interpretive examination of the data was decontextualized by being separated into units of meaning through coding, since they were separated from the individual cases in which they originated (Tesch, 1990). However, the data were re-contextualized as they were reintegrated into themes that combine units of like meaning taken from the accounts of multiple participants (Yin, 2014). The re-contextualized data creates a reduced data set drawn from across all cases, which I used to explore relationships among participants' experiences to investigate the general phenomenon of participating in PCB consultation.

Overall, the process allowed for naturalistic generalization that can be learned from the individual cases themselves or applied to the population (Creswell, 2014). In my

discussion, I make sense of the data to report general findings of the PCB consultation and validate and refine the model for future use.

Quantitative Data Analysis

To ensure that the case study's findings were based on the convergence of information from various sources, I reviewed and analyzed the quantitative data alongside the qualitative data (Yin, 2018). Using these different sources allowed for confirmatory results. However, no data point was used to yield results alone.

I used Qualtrics and SPSS to analyze the quantitative data. First, the effects of PCB consultation on teacher efficacy were measured based on the WFSES (Hollander, 2010). To calculate individual case growth or differences, I subtracted the participant's total pre-test score from their total post-test score. I used this method to compare individuals' scores across the three domains of (1) family-school communication efficacy, (2) family diversity efficacy, and (3) teachers' role in family efficacy. I evaluated the pre and post consultation surveys, across the four cases, using Cohen's delta (or d), which is one of the most common ways to measure effect size (the degree of change in measured behavior). I utilized Cohen's d to compute the effect size of the standardized mean of the pretest-posttest differences across the four participants. Although most researchers would not consider a correlation (r) of .5 to be very strong because only 25% of the variance in the dependent variable is predicted, Cohen (1988) argued that a d of .8 and an r of .5 (which he showed to be mathematically similar) are grossly perceptible—and, therefore, large—differences. Cohen's d uses the following descriptors: small effect = 0.2, medium effect = 0.5, and large effect = 0.8. In my

analyses, I predicted that the overall mean scores would increase over time throughout PCB consultation as consultees develop greater self-efficacy with FSCP.

An additional change in participants' behavior and knowledge was captured using the progress monitoring data (the scaling questions utilized during each session). Data collected to monitor the intervention through scaling questions was analyzed through descriptive statistics. When provided the scaling question, participants were given a continuum of possible responses (usually from 1 to 10). Since each item is given a numerical score, the data was analyzed quantitatively. Ordinal data provided an overall impression of the total sample ($n = 4$) by finding a mode or most common score for each question, and a bar chart for each question was created as a visual representation. Interval data was used to get the total score for each participant and find the mean of the scores within the sample throughout each stage of consultation to create an average trend line. With this, a gap analysis was calculated, reported, and interpreted. The discrepancy between the current and desired level of performance (based on participants' goals) was presented and fully explained.

Comparing and Connecting the Data

Data from the qualitative interviews and memos were compared side-by-side with the quantitative assessments (the questionnaire and scaling question) through a convergent design. A convergent design occurs when the researcher collects and analyzes quantitative and qualitative data during the same phase of the research process and then combines the two sets of data into an overall interpretation (Creswell, 2014). This design allows for a synthesis of complementary quantitative and qualitative results to develop a complete understanding of a phenomenon (Creswell, 2014).

Using a thorough qualitative assessment of the context and perceptions (interviews and memos) alongside a quantitative assessment of implementation and proximal effect of change processes (pretest-posttest questionnaires and scaling questions) allowed for a comprehensive understanding of processes and effects of PCB consultation and link process and outcome measures.

Strategies for merging the two sets of results are guided by Creswell (2014). First, I identified content areas represented in both data sets and compare, contrast, and synthesized the results in a discussion. To start, I carried out an additional categorical analysis of the qualitative data (interviews and memos) to identify passages relating to each of the three conceptions in the WFSES (Hollander, 2010), including family-school communication efficacy, family diversity efficacy, and the teacher's role in the family's efficacy. Data from other parts of the interviews or memos relevant to each of the categories on the questionnaire were examined and used to confirm or compare findings. I summarized and interpreted the separate results and discuss how the findings from the qualitative and quantitative data vary, relate, and produce a complete understanding of the validity and refinement of the PCB model (Creswell, 2014). Using a convergence coding matrix approach, qualitative and quantitative strands were classified into four categories: (1) agreement signifying convergence, (2) partial agreement reflecting complementarity findings, (3) dissonance reflecting conflicting findings, and (4) silence revealing instances where only one data set out of the two being compared contained data on a particular finding (O'Cathain et al., 2010).

Results

Qualitative Data

Within Case Studies. Individual codebooks and themes for each participant were illustrated through narratives. These narratives provide thick descriptions of the complexities and context of each case, including perspectives of the consultee, the relationship with the consultant, and the PCB process. The in-depth narratives of participants' experiences are provided in Appendices. Concise narrative summaries are provided below.

Case One: Marcus. Marcus is a Persian male who teaches 7th grade general education Math and is in his second full year of teaching. An in-depth narrative of Marcus's experience is provided in Appendix I. Marcus used the PCB consultation process to develop strategies to improve his family engagement with all parents at the universal Tier 1 level, as he wanted "more strategies across the board to help all families." A total of three interventions were selected to address Marcus's long-term goal of increasing his capacity and knowledge of universal FSCP high-impact strategies. Interventions were devised both to create conceptual change for Marcus (increased knowledge) and to support his implementation of activities that allow him to deepen his relationships with families. The intervention checklist (Appendix J) outlines each of the FSCP strategies completed by Marcus. FSCP strategies included (1) increasing consultee knowledge (enhanced understanding of FSCP, considerations for parenting with Latinx families, and ideas for implementing cultural sharing conversation), (2) implementing a Teacher Involve Parents in Schoolwork (TIPS) Homework assignment; and (3) creating a family communication preference survey. Marcus's rated himself highly on the interpersonal

skills rubric (Appendix K). By the end of the 10 weeks, he increased his self-rating of perceived knowledge of high impact strategies and demonstrated significant growth on the WFSES across all three domains. He reported the PCB model was “highly effective,” and “enjoyable experience.” Further, he proclaimed, “My confidence as a whole has grown so much that it’s like how I could not be happy about this model.”

Case Two: Cathy. Cathy is a White female who teaches special education in the middle school. A comprehensive account of Cathy's experience is provided in Appendix L. Cathy’s goal was to increase her knowledge of high-impact FSCP strategies and to support her 8th-grade students during their transition to high school. Three FSCP strategies were chosen for implementation: (1) integrating discussions about family engagement practices into grade level team meetings, (2) creating a survey to determine family communication preferences, and (3) introducing a Teacher Involve Parents in Schoolwork (TIPS) Homework assignment. Detailed descriptions of each strategy can be found in Appendix M, while Cathy's interpersonal skills rubric is provided in Appendix N. By the end of the 10 weeks, Cathy managed to improve her self-assessment of her knowledge regarding high-impact strategies and exhibited significant progress across all three domains on the WFSES. Reflecting on her experience with PCB consultation, Cathy expressed a newfound confidence, noting that she felt more at ease reaching out to parents and persisting in her efforts until receiving a response. Additionally, she mentioned acquiring a wide range of skills and generating ideas on how to “include parents in their students learning.”

Case Three: Elly. Elly is a White female who teaches special education in the moderate-to-intensive need classroom at the high school. She has been teaching for two

years. An in-depth narrative of Elly’s experience is provided in Appendix O. Elly desired to grow her self-efficacy using high-impact FCSP at the universal level and expressed hope to discover ways to empower families to be collaborative and use their voices. Elly specifically desired to focus interventions on preparing 12th-grade students and families for graduation and post-graduation transitions. There were two parts to this intervention: (1) preparing families for graduation logistics and providing family transition resources and (2) holding one on one meetings with each family to support individual graduation goals. The intervention checklist in Appendix P outlines each of the FSCP strategies and Appendix Q outlines her interpersonal skills ratings. Elly met her goal of increasing her self-rating of perceived knowledge of high strategies and demonstrated significant growth on the WFSES across all three domains. Elly described PCB consultation as an “awesome experience overall.” She emphasized, “The biggest thing was having someone do it that is committed to learning more because it is a cool process and nice to make the time to focus on family communication.” Particularly, she enjoyed having “a sounding board to problem-solve.”

Case Four: Beth. Beth is a White female, in her third-year teaching special education in the middle school. An in-depth narrative of Beth’s experience is provided in Appendix R. Beth decided to focus on the supporting families of her 8th-grade students who will soon be transitioning to high school. We co-created four interventions: (1) integrating family input on transfer documentation, (2) creating a family high-school preparation resource share, (3) implementing a TIPS assignment, and (4) having a field trip opportunity for parents to view the high school. The intervention checklist in Appendix S outlines each of the strategies and her interpersonal skills ratings are

included in Appendix T. By the end of the 10 weeks, she increased her self-rating of perceived knowledge of high impact strategies and demonstrated significant growth on the WFSES across all three domains. Beth felt PCB consultation helped her feel “accountable” as a consultee and provided her with more “authentic feedback.” She described, “the fact that we got really specific was helpful because we didn’t have a lot of time, but we were like what can we do right now,” and “It was really conducive to my role as a special education teacher.”

Cross-Case Analysis

The aforementioned section presented background information on the consultees, the consultant, and a general overview of the PCB consultation experiences. These descriptions of the individual contexts in which teachers participated in PCB consultation provide the groundwork for understanding PCB consultation. A cross-case analysis allowed for the exploration and identification of common themes within the cases. Themes were classified into five over-arching categories, including consultee’s characteristics, prior FSCP experience, perceived change, strengths of the PCB model, and recommended areas of improvement. Table 5 shows each of the categories, the corresponding themes, and which cases expressed examples of each of the themes.

Table 5

Categories and Themes Identified Through Cross-Case Analysis

Categories Themes	Marcus	Beth	Elly	Cathy
Consultee’s Characteristics Early Career Teachers	X	X	X	X

Alternative teacher licensure program	X	X	X	X
Career change	X	X	X	X
Little prior experience	X	X	X	X
Tier 1: Universal				
Special Education	X	X	X	X
Middle School		X	X	X
High School				
Prior FSCP Experience				
Relational benefits		X	X	X
Time as a hindrance	X	X	X	X
Difficulty managing disagreements	X		X	
Impact of diversity	X	X	X	X
Language barriers				
Perceived Change				
Increased FCSP skills	X	X	X	X
Increased positive relationships/ feedback	X		X	X
Increase ability to manage conflict	X		X	
Communication	X	X	X	X

Increased desire for future planning	X	X	X	X
Continued Areas of Growth				
Family responsive rates	X	X		
Engagement of linguistic & culturally diverse families			X	X
Strengths of PCB				
Overall favorable perspectives	X	X	X	X
Personalized nature	X	X	X	X
Resource folder	X			X
Consultant interpersonal skills	X	X		
Intentional devotion to time	X	X	X	X
PCB Areas of Improvement				
Time of Implementation	X	X	X	X
Length of Implementation	X	X	X	X

Note. Table 2 indicates this theme in within participants case analysis

Consultee’s Characteristics. First, several themes emerged within the consultee’s background characteristics. These were uncovered in the recruitment and pre-consultation interview stage. Themes within all four participants (100%) included early career teachers, alternative teacher licensure programs, career change; and little prior

experience with consultation. Additionally, three of four (75%) of the participants were Special Education teachers. These common characteristics of the participants may have some influence on their willingness or desire to receive PCB consultation.

Early Career Teachers. All the participants were new to teaching within the last three years. Beth has taught for three years, Marcus and Elly for two years, and Cathy for one year. Having all participants be teachers early in their careers poses an important consideration for the findings of this study.

Alternative Teacher Licensure Program. The four participants all acquired teacher licensure or were working on obtaining licensure through a non-traditional, alternative licensure program. In Colorado, an alternative teacher pathway allows districts to hire individuals as teachers while they complete the necessary teacher preparation. Candidates must hold a bachelor's degree, be enrolled in an approved Colorado alternative teacher program and complete and submit an alternative teacher application to request a Colorado Alternative Teacher License (CDE, 2022).

Career Change. All four consultees reported becoming a teacher after making a career change. Previous careers varied; for instance, Elly worked as a behavior technician under a board-certified behavior analyst (BCBA), Cathy worked in retail, Marcus worked in finance, and Beth worked with adults with disabilities.

Tier 1 Universal Supports. All four teachers (100%) selected to use PCB consultation to develop strategies to improve their family engagement across the board with all of the families they work with at the universal Tier 1 level.

Special Education. A majority, three of four (75%), of the participants, were special education teachers: Beth, Elly, and Cathy. As special education teachers, they

each expressed that family engagement has been critical to their work in supporting individuals with disabilities and having success during Individual Education Plan (IEP) meetings.

Middle School. Three of four (75%) of the participants, were middle school teachers: Beth, Marcus, and Cathy. Elly was the only high school teacher in the study.

Little Experience with Consultation. When asked about their prior experiences with consultation, all participants (100%), reported little experience engaging in a formal consultation. All participants acknowledged they had some experience consulting and informing other school staff (i.e., team leads, supervisors, grade level teams, special education service providers, and mental health counselors); however, they noted that these meetings typically took place “on the fly” or as things come up and were not in a formal and ongoing problem-solving approach.

Minimal Training on FCSP. Likewise, all four participants reported having little to no prior training specific to FCSP. Marcus reported receiving no coursework devoted to FCSP. Elly, Beth, and Cathy acknowledge family engagement practices were discussed within their coursework, although it was not a specific course. They explained they have learned “logistics” on how to communicate with families; but did not learn specific strategies or “dive into what to do when difficult things come up and how to tackle them.”

FSCP Prior to PCB Consultation. Several themes emerged within the consultee’s prior experiences and barriers to FCSP. All four participants (100%) observed the relational benefits of FCSP, time as a hindrance to effective partnerships, the impact of diversity, and the desire to improve universal FCSP strategies. Additionally, two of

four participants noted difficulty managing parent-teacher disagreements and resolving conflict.

Relational Benefits of FCSP. Four out of four participants (100%) identified the relational benefits of FCSP: participants reported strong relationships allow for greater insight into their students' lives, increased empathy for their situations or circumstances, allow parents to feel vulnerable with sharing difficult information, and for sharing pride in students' growth and strengths.

Perceived Academic Benefit of FCSP. Four out of four participants (100%) identified that strong FCSP can lead to benefits in students' academics. Participants reported that strong partnerships make students more likely to do their homework and be engaged in what is happening at school. Further, participants acknowledged that having quality communication with parents provides them with a greater understanding of their students and the many social factors that contribute to their school performance. Teachers also shared that parenting with parents allows them to honor the important role parents play in their child's education and affords the opportunity to provide parents with ways to support their child's learning at home.

Experience of Lack of Communication. Regarding barriers in FCSP, all participants (100%) note an overall lack of consistent communication. Participants described that parents at times do not know about school closures and days off, are not appropriately informed about their child's grades, and do not attend school events or parents' teacher conferences.

Time as a Perceived Hindrance to FCSP. All participants (100%) consistently emphasized that one of the biggest hindrances to successful FSCP is how much time they

have throughout their day. Participants reported this interferes with their ability to have “personalized discussions” and they observe difficulty navigating “professional boundaries” with their work hours to accommodate families.

Diversity Factors in FCSP. All participants (100%) identified demographic factors that influence family engagement in their role including the family’s ethnicity, language, and socioeconomic status.

First, participants explained how family engagement a family’s socioeconomic status could influence the engagement. Marcus explained that “a lot of parents are working multiple jobs,” which may make it difficult for them to dedicate time to their child’s learning at home, access tutoring opportunities in the community, and provide a conducive learning environment. Likewise, Beth expressed that there is “a lot of privilege around family contact,” and stated, “I am not naive that my friends that work at more privileged school’s family contact look much different.” Cathy expressed that she too believes that “privilege plays a high role in these interactions” and explains there is also “a difference in how parents view disabilities,” which may be attributed to “cultural factors.”

Additionally, all participants (100%) pointed out language as a barrier. Beth described, “it may be difficult for families to feel comfortable reaching out to teachers if there is a language barrier,” which she explained may be “intimidating.” Further, she eludes that this limited the ability to have “authentic conversations” because using translation services can make conversations “cut and dry.” Cathy similarly reported it makes it difficult to “communicate clearly” and explained that although the app Talking

Points has been a useful tool, it appears many families still were not knowledgeable of how to use it.

Challenges Managing Parent-Teacher Disagreements. Two out of four (50%) consultees reported an area of difficulty within their family engagement practices is managing parent-teacher conflict or disagreements. Marcus explained that during IEP meetings, he has seen conversations between teachers or administration and parents become “contentious” he declared:

Parents come back like, “Well you just said that they can do it. Why aren’t they doing it? Why aren’t you supporting them to get to that point? Why don’t you give them more personalized time? How come you’re not telling us when they’re not showing up to school?”

Moreover, he reported parents’ question “Why are these things not happening for my kid?” and “Why am I just hearing about it now?” Likewise, Elly asserted that at times it is hard to have different viewpoints with families. She reported one of her student’s families disagreed with her significantly regarding their son’s communication capacity and future employment opportunities.

Need for General Universal Strategies. When it came to the problem identification stage in PCB consultation, all four participants felt it would be most helpful to focus on strategies to help all families rather than problem-solving for an individual family’s engagement. This led to all participants developing goals around increasing capacity and knowledge of FSCP high-impact strategies at the universal level.

Perceived Change. Several themes emerged within participants’ perceived changes in themselves throughout the process and post-consultation including increased

FCSP skills, positive relationships with families, ability to manage conflict, communication, and an instilled desire for future FSCP planning.

FCSP Skills. All participants (100%) noted growth in their capabilities including their general FSCP professional skills, such as how to conduct a successful TIPS assignment or family communication survey. Participants reported the skills they learned were not things they had thought of before, feeling like they now had a “toolbox” and were looking forward to continuing in the future.

Positive Relationship. Two of the four participants (50%) revealed an increase in the quality of connections they have with families based on respect and trust. Particularly they voiced affirmative feedback from families and positive connections and a shift towards more “positive” communication.

Ability to Manage Conflict. Two of four participants (50%) observed an increase in their confidence in having difficult conversations with families and managing conflict as it arises. Participants expressed increased comfort resolving difficulties with families, that they were less nervous, and they were more self-assured that they have the skills to work through problems that arise.

Communication. All four participants (100%) recognized an increase in their communication with families. Participants expressed they are comfortable doing more reach-outs, “trying over and over,” increasing number of “touch points,” and finding out from families their preferred communication.

Consultee’s Continued Areas of Growth. When asked to describe areas in which PCB consultation was not effective or what did not yet change within their FCSP, participants provided several insights. Unfortunately, all four participants (100%) noted

little change with their ability to communicate effectively with specific families that were previously challenging to engage, including English language learners and families with low responsiveness rates. Marcus expressed he “didn’t really see much of an uptick at all” in his communication with families that have “never” responded to him in his previous efforts. Moreover, two participants (50%) noted a need for continued growth in engaging families from linguistic and culturally diverse backgrounds. Cathy reported she has not yet seen growth in the quality of relationships with culturally diverse families and Elly stated she was not yet able to improve her ability to communicate effectively with families that are English language learners.

Instilled Desire for Future FCSP Planning. All four participants (100%) expressed that the consultation process motivated them to continue to plan ways to increase their FCSP in the future. Participants described: “I have a lot of tools in my pocket to be able to use next year,” “Next year I’m definitely going to feel more comfortable speaking to what I’m doing,” “I’m really excited to get those things going next year,” “I just feel like going into next year, I can start strong,” and “I just want to like hit the ground running.”

Moreover, participants spoke about the specific strategies they will use next year to continue to grow their FCSP. For example, Beth asserted:

I am making sure that, like when, at the beginning of next year, I continue and go a little bit above and beyond to ask parents “What way do you like to communicate? Do you have any questions for me? What resources do you need right now?” Versus, just let me give you the resources that I think you’ll need.

Additionally, Elly reported that she is going to continue her learning through a course this summer:

“I’m registered for that course certification on family communication engagement that you showed me! I am so excited about that and to do it over the summer.”

Elly also stated that she is planning for next school year:

I am thinking about systems for next year to put into place at the beginning of the year for all families, and for juniors and seniors who will be transitioning.

Similarly, Beth expressed her plans for next year and explained:

I am looking forward to more chances next year to kind of instill some of the things we talked about like setting up consistent communication and getting feedback and all that.

Strengths of PCB Consultation. Regarding feedback and insight on the model itself, five themes emerged within areas of recognized strengths: (1) overall favorable perspectives, (2) appreciation for the personalized nature, (3) resource folder, (4) consultation interpersonal skills, and (5) intentional devotion of time.

Overall Favorable Perspectives. Favorable perspectives of the PCB consultation experience were noted within all four cases (100%). Participants described PCB consultation as a “highly effective,” “enjoyable,” “awesome,” and “cool” experience. They reported the interventions and resources were “really meaningful and helpful,” “very specific,” and “conducive” to their role. Moreover, participants acknowledged that the consultation process was proactive and “can save a lot of like stress and anxiety down

the road.” They appreciated the dedicated “time to focus on family communication,” valued having a “sounding board” for problem-solving, and felt a sense of accountability to the work.

Personalized Nature. All the participants (100%) stressed they valued having the consultation be individualized to their needs. Participants expressed that they appreciated that PCB consultation provided them the space to think about specifics and was catered to their role and the context of the school. Moreover, participants emphasized the importance of continuing to adapt the model to the individual consultee, with special consideration of their developmental level, personality, and culture.

Intentional Devotion of Time. All four participants (100%) emphasized the benefits of setting time aside to focus on family engagement. Elly reported, “Intentionally setting aside the time to think about this, in general, has been really helpful.” Similarly, Beth stated, “It put it at the forefront of my mind, I think that in itself, is a motivator.” Moreover, the participants reported that this experience space was a catalyst for problem-solving and brainstorming new ideas. Cathy reported she felt it “got my wheels in motion” and “made my brain be like okay, what else I can do along those lines?” Further, Beth declared it provided “a sounding board” that was “really helpful” to “problem solve.” Additionally, Marcus also expressed that having the time set aside for this can be proactive in preventing difficulties later. He asserted, “By taking time to do this I learned new things, but it can save time and pain throughout the year.”

Resource Folder. Three of the four participants (75%) emphasized the helpfulness of the resource folder used. Participants expressed that having all the resources of family engagement in one place made it easy for them to access. Participants

felt that continued use of a resource folder on a shared drive would be beneficial. As Beth articulately stated, “Teachers are often flooded with resources, but it was nice to have one folder to go to and access all the resources in one spot.”

Consultation Interpersonal Skills. Two of four participants (50%) stressed the interpersonal approach of the consultant as valuable. Participants acknowledged this included being “welcoming,” “nonjudgment,” “consistent,” and “flexible.”

Areas for Improvement. Two themes emerged within areas of improvement: consideration for the time of implementation and length of implementation. These are outlined below.

Consideration for the Time of Implementation. All four participants (100 percent) expressed that the consultation process should consider the time of implementation. Particularly participants expressed it would be most beneficial at the beginning of the year to have a “clean slate” and would allow “systems to get put into place right away.” Beth stated that she would have enjoyed starting at the beginning of the year or quarter to help establish routines:

For things like the TIPS assignment if it was the beginning of a quarter, I could you know, it’d be easier for me like, hey, we have this homework now, but like it’s going to be fun, but this is homework...

Similarly, Marcus expressed a desire to establish expectations and built-up assignments:

It would have been a lot better if I had been able to do this at the beginning of the year and then like slowly ramped it up to having more TIPS assignments and like started with communication with the parents and like built on that

throughout...versus like trying to start communicating with parents that in a couple of months you're never going to talk to again realistically.

Consideration for the Length of Implementation. Moreover, all four participants indicated it could be a longer process stretched over more months. Marcus and Beth recommended “a whole semester” or “quarter.” Additionally, Elly and Cathy expressed it would be helpful to have the consultation last “longer” and have a “more extended period of time” to work on interventions.

Qualitative Summary

Four cases in this study represent a sample of teachers receiving PCB consultation. However, each case tells the story of one consultation engagement and the dynamics that shape the relationship. Collectively, they offer an opportunity to determine what elements may need to exist to use the PCB model effectively. Although the purpose of this study is not to generalize, cross-case analysis was used to identify commonalities found within the four cases. These commonalities were grouped into five broad categories including consultee's (1) background, (2) prior experiences with FSCP, (3) perceived change in their own skills, (4) observed strengths of PCB, and (5) suggested areas of improvement for PCB consultation's future use.

As outlined above, there were several subthemes within the participating consultee's background characteristics. All participants were early career teachers (three or less years of experience), completed an alternative teacher licensure program, experienced a career change, had little experience with consultation, and reported minimal prior FCSP training. Moreover, all four consultees selected to use PCB consultation to develop strategies to improve family engagement with all parents at the

universal Tier 1 level. Additionally, a majority of the sample (75%) were special education teachers. Moreover, a majority (75%) were middle school teachers with only one participant (25%) being a high school teacher. Subthemes within the consultee's prior experiences and knowledge of FSCP included recognition of the benefits; time is a hindrance, the impact of diversity, and the desire to improve universal FSCP strategies. Subthemes that emerged within consultee's self-perceived change post consultation included an increase in FCSP skills, positive relationships with families, ability to manage conflict, quality of communication, and a desire for future FSCP planning.

Additionally, five subthemes emerged as strengths of the PCB model, including an overall favorable perspective, and an appreciation for the personalized nature, the intentional devotion of time, the resource folder, and the consultant's interpersonal skills. Lastly, regarding areas of improvement, subthemes included all participants emphasizing the need to consider the time and length of PCB consultation implementation. Participants recommended the PCB model be implemented in the beginning of the school year and stretched over a longer period of time to be more effective.

When looking across the cases for common themes, it is vital to consider the pattern the complexity of the ways that individual factors can influence an individual's consultation experience. The finding suggests factors such as teachers' previous experiences, attitude toward families, and the consultative relationship itself, likely influence the success or failure of PCB consultation.

Consultation Fidelity

To ensure procedural fidelity, I used the intervention implementation guide as a checklist throughout the consultation process for each case. I successfully checked off all

tasks within each phase for each of the four cases. Therefore, the process was implemented with 100% fidelity (Appendix U).

Further, to ensure quality fidelity in my skills as a consultant, my advisor, Dr. Hazel, reviewed 20% (5 sessions) of my video-recorded consultation meetings with participants. She purposefully reviewed video with different consultees and at each of the pre-consultation interviews and consultation stages (establish relationship [stage 1], problem identification and analysis [stage 2], intervention [stage 3], and evaluation [stage 4]). Using the interpersonal skills rubric, she rated my skills across each domain on the following scale: 1-Beginning, 2- Progressing, and 3- Proficient (Appendix V). Overall, Dr. Hazel described the facilitation as “beautiful,” and reported there was “a lovely mix of allowing the sessions to follow their lead and helping them to focus back on the objectives defined.”

On the listening domain (i.e., listens for total meaning, test for understanding) Dr. Hazel rated my skills as a Proficient (3) across all stages and interviews, and noted this was an area of “great strength.” In the empathy domain (i.e., communicate understanding of another person’s feelings) she rated my skills as Proficient (3) across all stages and interviews. She described that I had made “Lovely reflections of their perspective and constraints.” In the practicing vulnerability and authenticity domain (i.e., willing to give feedback that is direct and willingness to experience discomfort) she rated my skills as Proficient (3) across all stages and Progressing (2) during the pre-consultation interview stage. She described that at times this was a difficult criterion to apply to the session (i.e., within stages that were more logistics). She explained that during the relationship developing stage, it would have been appropriate for me to “be more

forthright about how the consultee's perception that they were robust in their attempts at engaging with families was rather narrow in scope." However, she also noted:

For the pre-consultation interview, I saw where you could have gone to a more difficult conversation, but I don't know that it would have been helpful or productive as your main goal was developing rapport. Had you been more direct and honest might have felt confrontational to the consultee at this point in the consultation.

Lastly, on the cultural humility domain (i.e., demonstrates reflection on potential bias, stereotypes, power dynamics, and respect of intersecting identities) she rated my skills as Proficient (3) across all stages and interviews. Furthermore, Dr. Hazel provided an additional observation related to my facilitation:

One thing the rubric does not capture, but I thought you did a lovely job of was tailoring your style to the various consultees. Also, the way you used the form and filled it in so they could see what you were documenting was something that I thought was a great strength.

Overall, based on Dr. Hazel's feedback the quality fidelity of my interpersonal skills was strong with an average rating of 2.95 out of 3.

Consultant Feedback and Recommendations

Throughout the consultation process, I took in-depth reflective memos on my experience as the consultant to track my thoughts, emotions, and behaviors. This allowed me to reflect on areas that were difficult, and successful, and determine recommendations for the future use of PCB consultation. I coded my notes into themes to determine what I

discovered across all cases and broadly as a consultant doing this work. Several themes emerged within my overall reflections including positive and collaborative working relationships, developing self-efficacy, desire for more time, difficulty narrowing down and prioritizing concerns, the ambiguity of progress monitoring, and fearing social desirability bias.

Positive and Collaborative Working Relationships

The first major theme was the positive working relationships with consultees. Overall, I consistently noted feeling grounded in my approach to building rapport and empathic regard for each teacher's experiences. My observation of my positive relationships across sessions with consultees included documentation of joint positive affect and nonverbal gestures that communicated interest, enthusiasm, positive reactions, pleasant expressions, alertness, and mutual attention. This was confirmed by the direct positive feedback received from consultees. Moreover, I believe the contracting strategies helped support the consultee understand the expectations of consultation and set the groundwork for a collaborative relationship. Each consultee openly sharing and expressing their ideas evidenced this. Each participant was able to provide their unique insight and perspective of how the evidence-based strategies I suggested could be implemented within their role.

Developing Self-Efficacy

Throughout my memos, the development of my self-efficacy as a consultant was a continuous theme. Initially, at the start of the consultation process, I repetitively mentioned feeling "nervous" and "uncertain" of my skills and a fear of making mistakes. As the consultant, creator of the model, and researcher examining the effectiveness, I had

a lot of high hopes and expectations for outcomes. I noticed that my high expectations were causing some initial feelings of disappointment and self-doubt. However, as the consultation process unfolded and I grappled with my own emotional experience, I began to use strategies to support my self-efficacy and confidence. I started implementing mindfulness and acceptance strategies to support in detaching myself from my expectations so that I was better able to be more present.

Additionally, I came to recognize through self-reflection and conversations with consultees that even if the consultation and interventions were not “perfectly executed,” they were likely still having a positive impact. I started to acknowledge and name the “small successes” that were occurring. Focusing on the “small success” included noticing changes within teachers (increased devotion to family contact, increased willingness to continue to try new things, and enthusiasm for discussing their creative ideas) and within their family engagement behavior (implementing TIPs, transition meetings, family contact surveys, etc.) This helped me to reframe what I labeled as “effective” and appreciate the gradual changes.

As a result of my experience, I recommend future consultants engage in the following: (1) check in with themselves to set realistic expectations to avoid feelings of disappointment or feelings of burnout with the process, (2) practice mindfulness and acceptance, (3) seek feedback from peers or supervisors throughout the process, and (4) engage in ongoing personal reflection.

Difficulty Narrowing Down and Prioritizing Concerns

To ensure the effectiveness of consultation, Newman and Rosenfield (2019), recommend consultants prioritize a single problem rather than “juggling several at once.”

My difficulty prioritizing the consultee's concerns was continuously referenced as a theme in my memos.

My initial intention was to identify specific targets during the problem identification stage by actively listening to the consultees' concerns and utilizing the WFSES survey. However, it became evident that each consultee desired to concentrate on universal high-impact FCSP strategies. The challenge arose from the fact that each high-impact FCSP strategy (e.g., TIPS assignments, communication survey, etc.) and the necessary interpersonal skills for effective implementation required a significant investment of time and effort to develop. Consequently, with the wide scope of these goals, I found myself both challenged and intimidated by my ability to take actionable and achievable steps.

As a result of this, I perceived that it would have been more beneficial to focus on one priority concern or area of need within the realm of universal strategies, rather than attempting to simultaneously address multiple interventions and develop various skills. To overcome this challenge in the future, it is advisable to slow down the process and actively collaborate with consultees to establish realistic and achievable goals.

The Ambiguity of Progress Monitoring

The goals for each consultee were progress monitored by self-rating of perceived knowledge of high-impact strategies; naturally, the subjectiveness of this measure promoted some degree of ambiguity. As a consultant, I found this challenging in several ways. I felt there was not a strong definition and shared understanding of what goal attainment would look like. This led me to feel uncertain of my effectiveness. Therefore, in the future, it is recommended that consultants work with the consultee to resolve this

uncertainty. For example, I asked participants to consider their position on a scale with ten being an expert and one having little to no knowledge of FSCP high-impact strategies. When participants stated their goals such as “increase score from a four to an eight”, I only had them define what an eight would mean and did not delineate between an eight and a seven, or an eight and a nine. I believe creating definitions of each numerical point of the self-rating scale would promote a stronger mutual understanding of goal progress.

Impact of Social Desirability Bias

As I progressed towards the evaluation phase of the model, my memos highlighted another recurring theme - the concern that participants in the post-interviews might report in a manner they deemed socially acceptable or based on what they believed I wanted to hear. I feared that this influence could impact their responses during interviews, their self-ratings on the progress monitoring scale, and their self-report of the WFSES survey following the consultation. It is essential to acknowledge that this phenomenon may have been more pronounced in the context of the research study, where the consultation was embedded, and it may occur to a lesser extent in practical settings.

Desire for More Time

Next, another consistent theme was my ability to touch on all aspects of the model thoroughly within the time allotted. I often cited time as a perceived barrier to my effectiveness. Due to the model being implemented as part of the study, I had specific pre-set limitations regarding how long participants, and I would be working together. I cited wishing that meeting times for each session and the duration of the consultation process were longer.

It is my professional opinion that the consultants allow for flexibility with the time allotted for the consultation process. By having more flexibility, the consultant may have a greater ability to cover all the necessary components of each phase without feeling pressured to move to the next phase prematurely. Additionally, having more time may allow consultants to appropriately prioritize concerns, use scaffolding, and build upon consultees' growth.

Conversely, it is important to note although it is recognized that more time may be helpful in an ideal scenario, it is also well known that time itself is a resource that is limited within most school settings. Therefore, allotting more time is encouraged with the consideration of working with consultees to determine how much time is feasible for their schedule, given their many other job roles and responsibilities.

Quantitative Strand

Data analysis for the quantitative strand consisted of analysis of the progress monitoring scaling question and the pre-test and post-test survey data from the WFSES. The data was collected through Qualtrics® and downloaded to IBM® SPSS® Statistics V28.

Paired-sample t-test was used to examine the null hypotheses that there would be no difference in the mean self-efficacy rating on the WFSES and scaling questions after participating in PCB consultation. The alternative hypothesis was that participants would increase their self-ratings on the WFSES and the scaling question post-consultation. A one-tailed test assessed for an increase.

Statistical significance is the probability that the observed difference between the two groups is likely to be attributable to a specific cause. A *p* value is a statistical

measurement used to validate a hypothesis against observed data. The lower the p value, the greater the statistical significance of the observed difference. If the p value is larger than the alpha, .05, the observed difference is presumed to be justified by sampling variability.

However, solely reporting the significant p value for analysis is not adequate for readers to fully understand the results (Sullivan & Feinn, 2012). Therefore, the effect size using Cohen’s d and basic descriptive statistics were calculated to express how important the result is. Cohen’s d is a widely used standardized effect size for mean differences in small sample sizes. Cohen’s d is determined by calculating the mean difference between two groups and then dividing the result by the pooled standard deviation.

Working with Family Self-Efficacy Scales

Pre-test and post-test group means were calculated for each of the three domains on the WFSES. Participants were asked to describe their degree of confidence by recording a number from 0 to 100 using the scale 0 to 100, with 0 representing “Cannot do at all,” 50 representing “Moderately can do,” and 100 representing “Highly certain can do.” The WFSES has five rating categories: Low SE, Fair SE, Moderate SE, High SE, and Proficient SE. Low SE scores are 0-31%, Fair SE scores are 32-52%, Moderate SE scores are 53-73%, High SE scores are 74-94%, and Proficient SE scores are 95-100% (Hollander, 2010). Results are summarized below in Table 1 and displayed in Figure 1.

Table 6

Group Means Pre-Test Versus Post-Test and Effect Size Across Domains

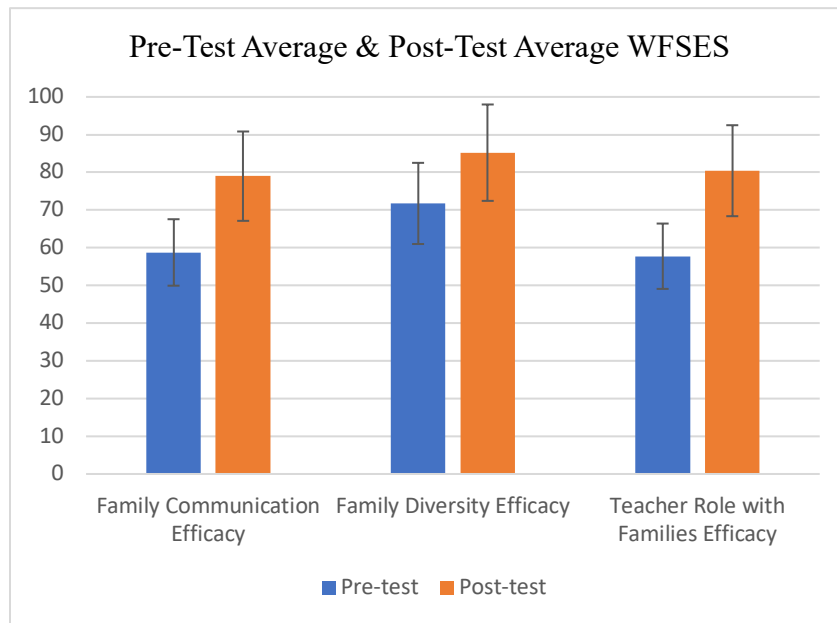
Pre-Test		Post-Test		Cohen’s d	One-sided p
M	SD	M	SD		

Family Communication Efficacy	58.86	11.79	78.98	18.29	1.30 [Large]	.013
Family Diversity Efficacy	73.72	16.36	85.10	14.93	0.73 [Medium]	.016
Teacher Role with Families Efficacy	59.53	21.47	80.43	18.45	1.28 [Large]	.020

Note. Pre-test and post-test group means are compared above using paired-samples t-test and effect size is measured using Cohen’s *d*.

Figure 1

Pre-Test Average & Post-Test Average WFSE



Note. Pre-test and post-test group means are compared above using paired-samples t-test. Confidence is rated by recording a number 0 to 100, with 0 representing “Cannot do at all,” 50 representing “Moderately can do,” and 100 representing “Highly certain can do.”

Family Communication Efficacy

Family communication efficacy reflects the level of confidence that teachers report in their interpersonal skills to communicate effectively as co-experts with families and deal with miscommunication or conflict. Paired-samples t-test revealed that the mean score in participants the family communication efficacy post consultation significantly improved when compared with the pre-consultation mean ($p < 0.05$). Moreover, the effect size for this analysis ($d = 1.30$) was found to exceed Cohen's (1988) convention for a large effect ($d = .80$). This indicates that the two group means (pre-test versus post-test) differ by 1.30 standard deviations. This area had the greatest effect size across all domains.

Generally, participant's degree of confidence in this domain increased 20% from a mean score of a 58.86 in the Moderate SE range, to a mean score of 78.98 in the High SE range. Items with the most noteworthy change included the degree of confidence in their ability to (1) "effectively resolve conflict with a parent," which resulted in an overall mean increase of 30%, (2) "ability to give parents specific information about what they can do to influence their children's learning and development," which resulted in an overall mean increase of 24%, and (3) "work out a compromise with a parent when you strongly disagree with them," which resulted in an overall mean increase of 24%.

Family Diversity Efficacy

The family diversity efficacy domain captures the level of confidence teachers report in "appreciating the characteristics of families from diverse cultural and economic circumstances" (Hollander, 2010). Paired-samples t-test conducted on SPSS revealed the p-value of 0.016 is less than 0.05, indicating it is statistically significant. In addition,

the effect size for this analysis ($d = 0.73$) was found to exceed Cohen's (1988) convention for a medium effect ($d = .05$). This indicates that the two group means (pre-test versus post-test) differ by approximately a .73 standard deviation. Although this is significant, it had the smallest effect size across the three domains.

Overall, participant's degree of confidence in this domain increased 11% from a mean score of a 73.72 in the Moderate SE range to a mean score of 85.10 in the High SE range. Items with the most significant change included their degree of confidence in their ability to (1) "understand the unique knowledge and strength a child's family possess" (19% increase); (2) "communicate with parents of differing social classes about how they can support their children's development" (17% increase); and (3) "understand the particular constraints that may limit a family's involvement in their child's learning and daily activities" (12% increase).

Teacher Role with Families Efficacy

Third, the teacher's role with the family's efficacy domain reflects the level of confidence teachers report in their ability to "implement specific family partnering strategies" (Hollander, 2010). Paired-samples t-test conducted on SPSS revealed that the p-value of 0.020 is less than 0.05, indicating it is statistically significant. Moreover, the effect size for this analysis ($d = 1.28$) was found to exceed Cohen's (1988) convention for a large effect ($d = .80$). This indicates that the two group means (pre-test versus post-test) differ by 1.28 standard deviations.

Overall, participants' confidence in this domain increased 21% from a mean score of a 59.53 in the Moderate SE range, to a mean score of 80.43 in the High SE range. Items with the most significant change the ability to their degree of confidence in their

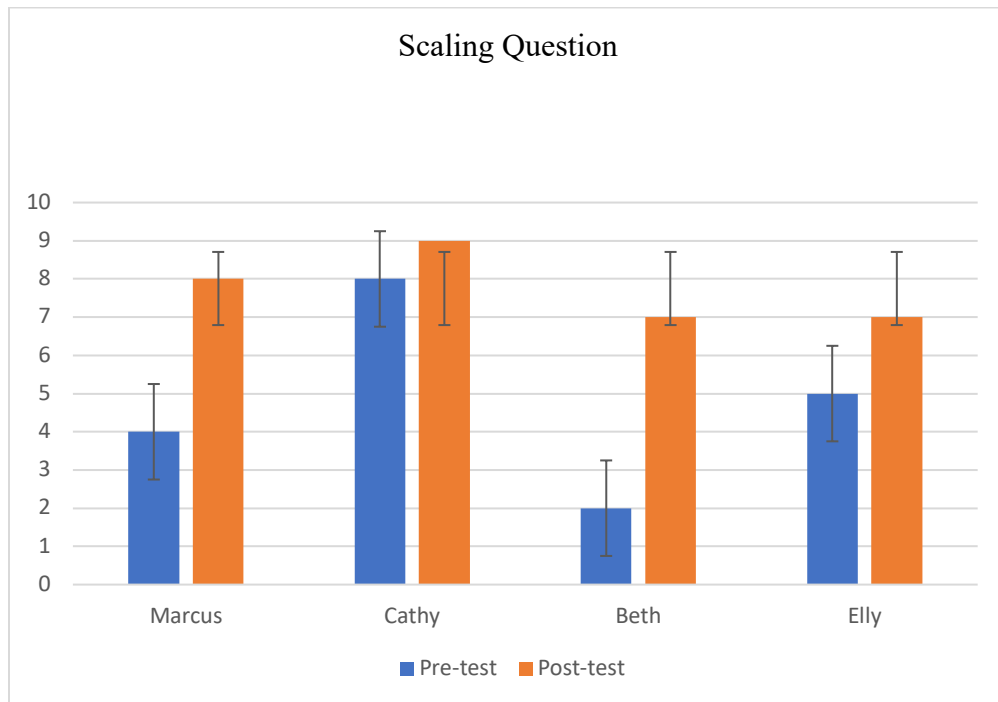
ability to (1) “design school events in which parents can actively participate with their child to develop the child's learning” (47% increase); (2) “schedule school events so parents are active participants” (46% increase); and (3) “intervene to help when a family is in crisis” (29% increase).

Scaling question

All participants engaged in a scaling question as a progress monitoring tool within the consultation model. All participants responded to a progress monitoring survey and reported their response to the question, “If 10 is being an expert and 1 is having little to no knowledge of FSCP high-impact strategies, what number would you put yourself on right now?” Results are displayed in Figure 2.

Figure 2

Scaling Question Across Participants



Note. 10 is being an expert and 1 is having little to no knowledge of FSCP high-impact strategies. The graph above shows participants baseline self-rating compared to their final self-rating after receiving PCB consultation.

Paired-samples t-test revealed that the mean score on the scaling question post consultation significantly improved, compared with the pre-consultation mean ($p < 0.05$). The effect size for this analysis ($d = 1.58$) was found to exceed Cohen’s (1988) convention for a large effect ($d = .80$). This indicates that the two group means (pre-test versus post-test) differ by 1.58 standard deviations, as outlined in Table 7.

Across participants, there was an average increase in three points, which range from one point to five points. Overall, the score on the scaling question in the final rating post-consultation in was significantly higher than that in the pre-consultation baseline, indicating that the members of the group subjectively felt improvements in self-perceived knowledge after participating in PCB consultation. The lowest effect size (0.1) was seen within in Cathy’s self-rating, which only increased by one point. However, this may be due to a ceiling effect because she started at a score of an eight, which already placed her at the upper limit of the scale near the highest possible score of a ten.

Table 7

Scaling Question Group Means Pre-test and Post-Test Comparison

	Pre-Test		Post-Test		Cohen’s <i>d</i>	Effect Size <i>r</i>	One- Sided <i>p</i>
	M	SD	M	SD			
Scaling Question	4.75	2.5	7.75	.96	1.58	0.67	.023

Note. 10 is being an expert and 1 is having little to no knowledge of FSCP high-impact strategies. The chart above shows participants mean self-rating pre-consultation compared to their final self-rating post consultation.

Summary

Quantitative results consisted of analysis of the progress monitoring scaling question and the pre-test and post-test survey data from the WFSES. Paired-sample t-test, Cohen's d , and descriptive statistics were calculated to compare pre-test and post-test and compute the effect size for the WFSES and scaling question. Findings indicated that the PCB model was helpful in increasing participants' degree confidence across all three domains on the WFSES post-consultation. On the family-school communication efficacy (interpersonal skills to communicate effectively) there was a 20% increase in the mean degree of confidence ($p=0.013$) and there was a large effect size ($d = 1.30$). Moreover, comparable gains were seen on the teacher's role with the family's efficacy (ability to implement specific family partnering strategies), there was a 21% increase ($p=0.020$) and a large effect size ($d=1.28$). Further, on the family diversity efficacy (appreciating the characteristics of families from diverse cultural and economic circumstances) there was an 11% ($p=0.016$) and a medium effect size for this analysis ($d = 0.73$). Lastly, the most notable gains were seen in participants perceived knowledge of high-impact FCSP strategies on the scaling question, which revealed an average increase of 30% ($p=0.23$).

Overall, quantitative data strands indicate post-consultation participants demonstrated an increased degree of confidence in their family-school communication efficacy, teacher role with family's efficacy, and family diversity efficacy, and in their perceived knowledge of FSCP high-impact strategies. These findings align well with the

open-ended responses to the post-consultation interview, as revealed in the qualitative data analysis.

Synthesis of Qualitative and Quantitative Data by Research Question

This cross-case analysis and convergence-coding matrix explores common themes that emerged across cases in response to the research questions.

Research Question 1: Experience as a Consultee and Consultant

This section examines the first research question, “What was the experience of participating in PCB consultation for the consultees and the consultant?” The significant themes that developed from the qualitative data analysis are outlined below.

Consultee Experience. In summary, two overarching themes emerged across participants: (1) an overall positive experience and (2) an increased openness to learning.

Positive Experience. All four participants (100%) described PCB consultation in a positive light, such as naming it a “highly effective,” “enjoyable,” “awesome,” and “cool” experience. They reported the interventions and resources were “really meaningful,” “helpful,” “very specific,” and “conducive” to their role and setting. Further, participants stated PCB consultation was a “proactive learning process” that “can save a lot of like stress and anxiety down the road.” In addition, participants described PCB consultation provided the “time to focus on family communication” and provided “a sounding board to problem-solve” complex and contextual issues with family engagement. Moreover, participants felt that by meeting bi-monthly with the consultant to review their progress they were held “accountable” in further expanding their FSCP practices.

Increased openness to learning. All four participants (100%) acknowledged an increase in their openness to learning. This theme captures change in participants' willingness to cultivate new ideas and try out novel techniques for family engagement. Specially, participants described they increased their willingness to "try different things," "brainstorm ideas," and "be more intentional" in their work with families. They further explained that PCB consultation got their "wheels turning," which allowed them to "look at things that they wouldn't have looked at beforehand."

Consultant. As the consultant, themes within my memos revealed that using the PCB model was both a positive and challenging experience.

Positive. Regarding the positive aspects, I felt I was able to develop "collaborative" working relationships with each consultee. I looked forward to our meetings and enjoyed the time I spent getting to know each teacher's unique experience partnering with families. Moreover, I was inspired by the conversations I had with participants who expanded my thinking and learning about FCSP. My discussions with participants encouraged me to think critically about how the interventions in the FCSP literature could be personalized to meet each consultee's individual and contextual needs. For instance, Cathy suggested that she could host a "special education happy hour" for the families of her students to cultivate a space for families to "connect" with each other and "share resources." I had not heard of this idea as a strategy in the literature on FCSP and her creativity fostered my own excitement in cultivating new ways to engage families. By engaging in these ongoing conversations with consultees, I was able to learn a tremendous amount about each teacher in a way I would not be privy to otherwise. I recognized that the consultees were truly experts in the contextual factors and unique

needs of their students and their families; therefore, their insight and ideas were essential to implementing evidence-based engagement strategies in an adapted and culturally responsive way.

Similarly, I was enthused by the growth I observed in teachers. Throughout the weeks engaged in consultation, I observed a shift in consultees' ability to take actionable steps in increasing family engagement. This led me to experience a positive sense of self-efficacy as the consultant. Further, I experienced immense gratitude in having the opportunity to see the information I provided on high-impact FCSP strategies being put to immediate use to help students and families.

Challenges. As previously discussed previously, I faced several challenges in my work as a consultant. I noted the following difficulties (1) a persistent desire for more time, (2) trouble narrowing down and prioritizing concerns, (3) discomfort with the ambiguity of the progress monitoring tools, and (4) fluctuations in my own self-efficacious beliefs about my ability to be helpful as a consultant.

Research Question 2: Consultee's Self-Efficacy

An investigation of the second research question, "What changes were noted in teachers' beliefs about their self-efficacy implementing FSCP pre- and post-consultation and across the sessions in PCB consultation?" included both qualitative and quantitative data strands. Using a convergence coding matrix approach, qualitative and quantitative strands were classified into four categories. Table 8 outlines outcomes are shown below.

Table 8

Convergence Coding Matrix Table

Self-efficacy Domain	Qualitative Findings (Themes)	Quantitative Findings	Convergence Assessment
Family Communication	Increased Frequent Communication (4/4 participants)	$p=0.013$ Large effect size ($d = 1.30$)	Agreement
	Increased Positive Relationships (2/4 participants)		
	Increased Ability to Manage Conflict (2/4 participants)		
Teachers Role with Families	Increased Skills	$p=0.020$ Large effect size ($d = 1.28$)	Agreement
	Increased perceived knowledge		
Family Diversity	Increased ability inquiry	$p=0.016$ Medium effect size ($d = 0.73$)	Partial Agreement

Note. Integrating quantitative and qualitative findings– agreement/ partial

agreement/silence/dissonance

Family Communication Efficacy. In the family communication efficacy domain (interpersonal skills to communicate effectively) participants significantly increased their mean degree of confidence by 20% ($p=0.013$) and there was a large effect size ($d = 1.30$). Items with the most noteworthy change included participants degree of confidence in their ability to: (1) “effectively resolve conflict with a parent,” (mean increase of 30%), (2) “give parents specific information about what they can do to influence their children’s learning and development” (mean increase of 24%), and (3) “work out a compromise with a parent” (mean increase of 24%). This is further evidenced by three qualitative

themes that emerged in the cross-case analysis, including participants prominent increase in (1) frequency of communication, (2) positive relationships, and (3) perceived ability to manage conflict with families. These themes are described below.

Frequency of Communication. This theme captures the change in participant's confidence communicating more frequently, with families. All four participants (100%) noted observing an increase. Analysis revealed participants were more comfortable doing additional reach-outs, "trying over and over," increasing the amount of "touch points" they have with families and finding out from families their preferred communication modalities.

Positive relationship. Two of the four participants (50%) experienced an increase in the positive relational connections they have with families. Particularly they described receiving more "positive feedback" from families and a shift towards more "positive" communication overall.

Managing conflict. This theme captures the perceived changes in participants' willingness to work through disagreements or conflict that arise with families. Two of four participants (50%) observed and reported an increase in their confidence level having difficult conversations with families and managing conflict as it arises. Participants expressed "welcoming the opportunity to resolve difficulties with families," feeling less "nervous," and feeling more "self-assured" that they have the skills needed to work through disagreements in an effective manner that allows for maintenance of a positive relationship between teachers and families.

Teachers' Role with Families. Moreover, on the teacher's role with the family's efficacy domain, which captures teachers' ability to implement specific family partnering

strategies, there was a 21% increase in confidence ratings ($p=0.020$) and a large effect size ($d = 1.28$). Overall, participants' degree of confidence in this domain increased from a mean score of a 59.53 (in the Moderate SE range), to a mean score of 80.43 (in the High SE range). Items with the most significant change included their degree of confidence in their ability to (1) "design school events in which parents can actively participate with their child to develop the child's learning" (47% increase); (2) "schedule school events so parents are active participants" (46% increase); and (3) "intervene to help when a family is in crisis" (29% increase). Within the qualitative strands, all participants noted growth in their general FSCP skills, such as how to conduct a successful TIPS assignment or family communication survey. Participants explained the skills they learned were "not things they have thought of before." Further, they described that they now have a "toolbox" of strategies to use and were looking forward to continuing to grow their skills in the future. This further aligns with the results on the scaling question that revealed an overall 30% increase in perceived knowledge of high-impact FSCP strategies ($p=0.23$). By observing an increase in their FCSP knowledge and skills, participants fostered their self-efficacious beliefs about their ability to engaging families.

Family Diversity. On the family diversity efficacy domain, which captures teachers perceived ability to appreciate the characteristics of families from diverse cultural and economic circumstances, there was an 11% increase ($p=0.016$) and a medium effect size ($d = 0.73$). Items with the most significant change included participants degree of confidence in their ability to (1) "understand the unique knowledge and strength a child's family possess" (19% increase); (2) "communicate with parents of

differing social classes about how they can support their children's development” (17% increase); and (3) “understand the particular constraints that may limit a family's involvement in their child's learning and daily activities” (12% increase). Although participants demonstrated statistically significant growth in their domain, it resulted in the smallest effect size across the three domains.

In this domain, the qualitative and quantitative data were in partial agreement indicating the findings were shown to be complimentary. In the qualitative data three out of four participants’ (75%) demonstrated an increased ability to inquire with families about their needs rather than making assumptions. This is a vital strategy for building mutual respect with families and increasing equity in FCSP. One participant eloquently stated:

I am now asking ‘What's the best situation for all families from all different types of backgrounds?’ and inquiring about types of communication parents prefer preemptively by asking families, ‘What resources do you need right now?’ versus, “just let me give you the resources I think you need.”

By asking families about their preferences, participants noted that they find out what works for families’ unique needs. Further, participants expressed that this showed families they “really care about how to serve them better.”

Additionally, it is important to note participants highlighted the need to continue to work on engaging with families with different linguistic and culturally different backgrounds. Although participants recognize that they have made some growth in this area, they desire to engage in ongoing practices to strive towards cultural humility.

Research Question 3: Consultant Self-Efficacy

The third research question, “What changes were noted in the school psychologist's self-efficacy as a consultant on FSCP?” was investigated using qualitative data from my memos. Within my memos I documented an evolving self-efficacy journey. Initially, at the start of the consultation process, I repetitively mentioned feeling “nervous” and “uncertain” of my skills and a frequent fear of making mistakes. As the consultant, creator of the model, and researcher examining the effectiveness, I had a lot of high hopes and expectations for the model’s outcomes. I noticed that my high expectations were causing some initial feelings of disappointment and self-doubt. However, as the consultation process unfolded and I grappled with my own emotional experience, I began to use strategies to support my self-efficacy and confidence. I started implementing mindfulness and acceptance strategies to detach myself from my expectations. This allowed me to be more present in the moment with consultees and more self-accepting of my own work.

Additionally, I came to recognize through self-reflection and conversations with consultees that even if the consultation and interventions were not “perfectly executed,” they were likely still having a positive impact. I started to acknowledge and name the “small successes” that were unfolding. Focusing on the “small successes” included noticing gradual changes within teachers (increased devotion to family contact, increased willingness to continue to try new things, and enthusiasm for discussing their creative ideas) and within their family engagement behavior (implementing TIPS, transition meetings, family contact surveys, etc.) This helped me to reframe what I labeled as “effective” and granted me the ability to appreciate the gradual changes. As a result of

my experience, I recommend the use of these strategies for future consultants, which are described below in research question six.

Research Question 4: Behavior Change

The fourth research question, “What changes in behavior were reported by the consultees, and what changes were observed by the consultant in each session?” was examined qualitatively through interviews, observations, and memos. First, in my memos I observed behavior changes in consultees’ level of participation in discussions and willingness to share ideas. Throughout sessions as the consultation progressed, participants appeared to share their ideas to a greater degree. Additionally, I observed evidence of participants expanding their learning through utilization of the resource folder on the google drive, which allowed participants to engage in literature on FCSP outside of sessions.

In addition, during the intervention stage, all four participants (100%) made observable changes in their family engagement behavior. Consultees engaged in discernible behavior change through the implementation of the high-impact strategies. These strategies were designed to change the consultees’ FCSP engagement approaches. For instance, each consultee successfully implemented an intervention (i.e., implementing family communication preference surveys, TIPS homework assignments, involving parents in high school transition meetings).

Further, participants indicated that the behavioral change observed will likely be “on-going” as they continue to use high-impact FCSP strategies next school year. All four participants (100%) expressed that the consultation process motivated them to start planning ways to continue to increase their FCSP next school year. Participants

described, “I have a lot of tools in my pocket to be able to use next year,” “Next year I’m definitely going to feel more comfortable speaking to what I’m doing,” “I’m really excited to get those things going next year,” “I just feel like going into next year, I can start strong,” and “I just want to like hit the ground running.”

Research Question 5: Perceptions of PCB Consultation Effectiveness

The fifth research question states, “How effective was the overall PCB consultation process from the consultees and consultant’s perspectives?” As previously described, participating consultees noted favorable perspectives of the PCB consultation experiences describing it as “highly effective.” Further, participants described PCB consultation as a proactive learning process that allocates the time to focus on family communication, provides “a sounding board to problem-solve,” and holds teachers “accountable.” Moreover, all four participants (100%) confirmed that the quantitative results from the scaling question and survey were reflective of the significant growth they have observed. In summary, participants felt the PCB model was helpful in expanding their learning, increasing their skills, and encouraging their future FCSP planning.

Regarding the perceived impact of PCB consultation on families, two of four participants (50%) observed changes in the amount of positive feedback families provided them. Participants described receiving feedback from families that was “a lot more personal” and that they acquired “a lot of gratitude” from families for implementing new FCSP approaches (i.e., TIPS assignments, surveys, etc.). However, when asked about the direct impact on students, all participants (100%) expressed that PCB consultation has not “yet” had a significant observable change in student outcomes.

Participants hypothesized the impact on students may “come over time” and with more “consistent” use of high-impact strategies.

When asked to describe areas PCB consultation “was not effective” or “what did not change” within their FCSP, participants reflected on several areas. Unfortunately, all four participants (100%) noted little change with their ability to communicate effectively with specific families who previously had low responsiveness rates. For instance, Marcus declared he “didn't really see much of an uptick at all” in his communication with families that have “never” responded to him in his previous efforts. Moreover, two participants (50%) noted a need for continued growth in engaging families from linguistic and culturally diverse backgrounds. Cathy noted she had not yet seen growth in the quality of relationships with culturally diverse families and Elly stated she was not yet able to improve her ability to communicate effectively with families that are English language learners. Overall, this suggest that PCB consultation was more helpful at establishing Tier 1 universal supports rather than support for targeted groups and individual families.

Consultant. As the consultant, my perception of the effectiveness of the PCB consultation evolved throughout the process. Initially, I held high expectations for the outcomes of the outcomes and faced difficulties in recognizing the growth and progress that was occurring during the early stages. Yet, as the consultation process unfolded and reached its conclusion, it became increasingly evident that the consultation had been effective in bringing about gradual changes in the consultees' behaviors, self-efficacy, and mindset related to their family engagement practices. As previously noted, recognizing “small successes” emerged as an important theme. This mindset shift in

focusing on gradual changes was helpful to my self-efficacy as a consultant. Moreover, a consistent theme within my memos was the effectiveness of having the intentional space to focus on FCSP which allowed for a deep dive into FCSP strategies and their implementation. I similarly felt the process was effective in expanding meaningful discussion of FCSP and cultivating new ideas.

An area I felt PCB consultation was not as effective as I hoped was the ability to increase consultees' interpersonal or micro-skills. The interpersonal rubric was used to assess for consultees fidelity adherence at that end of the consultation. However, as the consultant I felt that I did not dedicate enough time to assessing and building these skills throughout the PCB model. Rather, I focused on larger scale FCSP strategies. Suggestions for improvement are described in the recommendations section below.

Research Question 6: Recommendations for Improving PCB

The sixth research question, "What recommendations do the consultees and the consultant have regarding improving the PCB consultation process?" was explored using qualitative data including interviews and memos.

Consultees' Feedback. In total, five themes emerged from the data, which capture the recommendations consultees suggested for improving the PCB model, including altering the timeline and the length of implementation, and maintaining the personalized nature, resource share, and the consultant's interpersonal approach. These themes are described in detail below. Table 9 depicts these themes and provides the percent of participants who endorsed each.

Table 9*Consultee's Recommendations*

Recommendations	Marcus	Beth	Elly	Cathy
Timeline	X	X	X	X
Personalized	X	X	X	X
Resource Folder		X	X	X
Length of Consultation		X	X	
Interpersonal Skills	X			X

Note. Table 4 outlines within case themes regarding recommendations for PCB consultation.

Timeline of PCB Consultation. All four participants (100%) described the importance of considering the timeline of PCB consultation. According to participants, PCB consultation would likely be more effective if it was implemented at the beginning of the academic school year. Participants felt that having the consultation at the end of the school year negatively influenced PCB consultation's ability to have its full impact. If implemented at the beginning of the year, participants believe there would be more topics to discuss. Further, there would be a greater ability to work off a "clean slate" as norms, expectations, and routines for teachers, students, and families are being established at the start of the school year.

Personalized. All four participants (100%) highlighted the value of having the consultation be individualized and expressed that they appreciated that the PCB model was specific to their role and contextual factors. Participants emphasized the importance

of continuing to adapt the model to the individual consultee's needs, with special consideration to teachers' characteristics (developmental level, personality, culture, etc.) as well as the diverse student and family populations they work with.

Resource Folder. Three of the four participants (75%) emphasized the helpfulness of the resource folder used. Participants expressed that having all the resources of family engagement in one place made it easy for them to access. Participants feel that continued use of a resource folder on a shared drive will be beneficial for future teachers receiving PCB consultation.

Length of PCB Consultation Process. Two of the four participants (50%) noted that it may be beneficial to have PCB consultation engagements extend over a longer period of time. The length of time participants recommended varied from six months to over the course of an academic quarter. Participants hypothesize that having more time would allow teachers to try out more strategies and techniques and therefore have greater outcomes.

Consultation Interpersonal skills. Two of four participants (50%) described the interpersonal approach of the consultant as important. Participants acknowledged characteristics of effective consultants include being welcoming, open, nonjudgmental, consistent, and flexible. Participants described that these characteristics are essential to the success of PCB consultation in the future.

Consultant Feedback. Similarly, as the consultant, I provided feedback and several areas of improvement emerged in my memos. This included implementing over a longer period, reducing the ambiguity of the progress monitoring methods, being self-compassionate, prioritizing one target concern, and setting realistic goals.

Longer. The length of implementation was consistently noted as a barrier. As discussed, due to the model being implemented as part of the study, I had pre-set time limitations. Therefore, I recommend future consultants allow for more flexibility, within the time allotted, for the consultation process to occur. By having more flexibility, the consultant may have a greater ability to accurately cover all the necessary components of each phase of PCB consultation, without feeling pressured to move to the next phase prematurely. Additionally, having more time may allow consultants to appropriately prioritize concerns, use scaffolding, and build upon the consultee's growth. However, as previously stated, it is vital to recognize that although more time may be helpful in an ideal scenario, it is also well-known that time itself is a resource that is limited within most school settings. Consequently, more time is recommended with the consideration of working with consultees to determine how much time is feasible for their schedule, given their many other job roles and responsibilities.

Reduce Ambiguity of Progress Monitoring. Another major recommendation that emerged was the need to reduce ambiguity in progress monitoring. Due to the use of a scaling question to measure ongoing growth, it was difficult to gauge the skill development of the consultee. In future use, I recommend that each item on the scale of the scaling question used is defined, for instance, creating a shared description of what a score of five captures versus a score of a six.

Be self-compassionate. Practicing and modeling self-compassion as a consultant may be a catalyst for effective intervention. To exercise self-compassion throughout PCB consultation, I recommend consultants engage in the following (1) check in with themselves to set realistic expectations to avoid feelings of disappointment or feelings of

burnout with the process, (2) practice mindfulness and acceptance, (3) seek feedback from peers or supervisors throughout the process, and (4) engage in ongoing personal reflection.

Set Realistic Goals and Prioritize target concerns. To be most effective, it is recommended for consultants to work with consultees to co-develop goals that target precise skills or areas of need. By having overly generalized broad goals it is difficult to be target individualized skills.

Discussion

This pilot study used a mixed-method multiple case study to investigate the experience of participating in PCB consultation from the perspective of four teachers (consultees) and one consultant (school psychologist) in a middle school and high school in southwest Denver, Colorado. The effectiveness and refinement of PCB was explored. It was hypothesized that PCB consultation would improve teachers' FSCP behaviors and self-efficacy. The findings corresponded with these hypotheses.

As comprehensively described, all participants defined their experience as positive, highly effective, and enjoyable. Further, as the consultant, I felt I was able to successfully build collaborative relationships and felt inspired by discussing FCSP with consultees and actively learning from each of them.

Research suggests effective initiatives for building the capacity of school staff must be interactive where staff can “practice what they have learned and receive feedback” (Mapp & Kuttner, 2013). Opportunities for ongoing practice and feedback were inherent to the implementation of PCB consultation in this study. Moreover, research highlights the importance of adapting FCSP to contextual factors rather than

having a “one-size-fits-all” approach (Miller et. al., 2021), and this was surely demonstrated within this study.

Capacity Growth Across the Four C’s

As was carefully discussed within the findings, significant changes in the consultee’s FCSP self-efficacy and behavior were observed. Per Manuscript One, Mapp and Kuttner (2013), recommend enhancing the capacity of teachers and families across the “four C’s,” which can also be used to develop a set of criteria to measure capacity growth among educators. The “four C’s” include (1) confidence, (2) capabilities, (3) connections, and (4) cognition. Overall, evidence from both qualitative and quantitative strands of this study imply that PCB consultation can play an important role in building teachers’ capacity in each of these domains as described below.

Confidence

For effective partnerships, teachers require “a sense of comfort and self-efficacy related to engaging in partnership activities and working across lines of cultural difference” (Mapp and Kuttner, 2013). As discussed in the findings for research question two, qualitative and quantitative data strands revealed significant growth in participants' confidence (the self-efficacy related to engaging in partnership). Moreover, participants noted an increased ability to implement high-impact FCSP strategies and reported they now have a “toolbox” of skills, and they were looking forward to continuing these efforts. Aligned with Bandura’ (1997) self-efficacy theories, research suggests when an individual experiences “performance success,” they have evidence that they have what it takes to succeed. Therefore, it is likely that participants’ success and mastery of interventions, positively contributed to their sense of self-efficacy. Further, self-efficacy

promotes intrinsic interest and deep engrossment in activities (Bandura, 1997). Therefore, with the increase in consultees' self-efficacy, it is reasonable to expect an increase in their motivation and willingness to stay motivated and approach future challenges within their FCSP.

Capabilities

Equitable FCSP require teachers to be knowledgeable of family assets, culturally responsive practices, and strategies to build trusting relationships (Mapp and Kuttner, 2013). Within the findings of this study, teachers subjectively expressed increased confidence in their ability to understand the unique knowledge and strengths of individual families, communicate with parents of different social classes, and understand the constraints that may limit a family's involvement in their child's learning.

Further, simple structural considerations can create positive impressions of the school and foster perceptions of well-being (Miller et. al., 2021). Participants were observed to critically think through and plan for logistical obstacles that may inhibit family participation. For instance, within interventions participants provided families materials in different languages, offered flexible meeting times, and allowed multiple modalities of communication. Moreover, research highlights the importance of actively involving families in decision-making about what types of partnerships and activities are needed (Bryan et al., 2020; McKinney & Madkins, 2019). Participants noted that they were making more thoughtful attempts to engage parents in determining what family engagement should look like. This was particularly modeled in participants who implemented communication preference surveys for families. Furthermore, during both pre-and post-consultation interviews, participants pointed to the continuous need to work

on engaging families of linguistically and culturally diverse backgrounds. Participants demonstrated cultural humility through their awareness that this process is ongoing and by expressing an interest in continued growth (Miller et. al., 2021).

Cognition

Cognition includes teachers' assumptions, beliefs, and worldview. This includes the need for teachers to be committed to partnering with families and to value partnerships that are linked to improving students learning (Mapp & Kuttner, 2013). As discussed in the findings for both research questions two and four, teachers reported an increased "openness to learning," willingness to cultivate new ideas, try out novel techniques, and shared plans they have for sustaining FCSP next school year. As a result, participants demonstrated greater inclination to devote significant amounts of time and energy to family engagement, which is indicative of their commitment to family engagement as a core strategy to improve their teaching and learning.

Moreover, it was noted that PCB consultation help teachers set aside the time to prioritize FCSP. Thus, the additional time allow them to access the many great resources already provided by the CDE and other sources, with my support as the consultant to comb through and find the most helpful materials.

Further, notable changes were observed in participants' perceived ability to provide parents with specific information about what they can do to influence their children's learning. Three of the four participants implemented direct interventions that link home and school learning through the TIPS homework assignments. Participants expressed that these assignments were a new technique that they enjoyed implementing.

Collectively, these findings indicate that through PCB consultation, participants' capacity was fostered in this area.

Connections

Enhancements in connections include building trust and respect, increasing parent-to-parent networks, and promoting connections to community agencies (Mapp & Kuttner, 2013). Strong relationships based on mutual respect, trust, and appreciation for the role each individual plays in the student life are fundamental to all partnership efforts (Miller et al., 2021). Growth in relational connections with families was noted by participants in the findings of research question two. Themes from the cross-case analysis revealed participants observed an increase in frequent communication with families, positive relationships, and a stronger ability to manage conflict. Current research on FCSP emphasizes the importance of providing teachers with support in effectively navigate disagreements with families. This study successfully achieved this objective by demonstrating that half of the participants reported feeling more at ease when dealing with divergent perspectives and working through disagreements. Therefore, employing consultation techniques such as supportive one on one support and skill building can be a promising approach to meet this specific need.

Moreover, two participants expressed they also received more positive feedback from families. In addition, one participant connected families with community resources to help in the student's transition to high school. Although there were no observable increases in parent-to-parent networks, one participant provided ideas for doing so in the next school year by hosting a happy hour event for families for students in special

education to meet and share resources. Therefore, it is indicated that participants successfully enriched their capacity in this area.

MTSS Considerations

Within an MTSS framework, differentiated FCSP partnering efforts should be implemented with families in each tier (universal, targeted, and intensive) (Miller et al., 2021). However, within this study, all four teachers (100%) selected to use PCB consultation to develop strategies to improve family engagement with all parents at the universal Tier 1 level. Since, this was participants first engagement in the PCB model it is likely that they decided that universal supports were their first priority. Nevertheless, PCB consultation services can be requested and utilized used to increase teacher's capacity within multiple tiers of intervention service delivery. It appeared that post consultation, participants were moving into focusing on engaging Tier 2 (small group) supports specifically regarding engaging non-English speaking families, and Tier 3 (intensive) unique families that have been historically hard-to-reach. This progression from Tier 1 to Tier 2 and 3, suggests that once teachers establish strong universal Tier 1 FCSP strategies that apply to every student in the classroom, they can then benefit from progressing on towards developing more targeted strategies. For example, the next step may be to focus on Tier 2 small groups (i.e., specific populations) and individualized interventions Tier 3 for specific families (i.e., hard-to-reach families or families with more intensive support needs).

Recommendations

Several recommendations for improving PCB consultation emerged from this study. First was consultees' recommended that PCB consultation be implemented at the

beginning of the school year instead of the end. If PCB consultation was implemented at the beginning of the school year, teachers could likely have more practice and feedback on FCSP interventions; thus, greater outcomes may be achieved. Additionally, consultees recommended extending the duration of the PCB consultation over a longer period of time. A longer consultation timeline would give consultees the opportunity to observe and evaluate the impact of their efforts over an extended period.

Participants also reported the importance of having the resource folder, which included readings, online webinars, and FCSP toolkits. Future school psychologists using PCB consultation would likely benefit from sharing resources with participants through an easily accessible platform such as a google drive. Further, a few participants also recommended that consultants be “welcoming,” “nonjudgment,” “consistent” and “flexible.” Research positions the consultative relationship as fundamental to the helping process (Newman & Rosenfield, 2019). Therefore, the use of these characteristics and the focus on contracting strategies at the start of the consultation process will help consultants continue to foster productive working relationships.

As described, my self-efficacy as a consultant gradually improved over time. Within my memos, I mentioned experiencing feelings of uncertainty of my skills initially. This prompted me to begin to use mindfulness strategies and start to acknowledge “small successes” within my work. Research shows celebrating “small successes” or incremental progress can help build positive momentum, increase engagement, and promotes feelings of achievement (Amabile & Kramer, 2011). Further, research on mindfulness strategies has shown to be effective in reducing burnout, perceived stress, and personal performance (Kersemakers et al., 2018). Collectively by using these strategies, I was

able to manage my feelings and expectations, become more present with my participants, and ultimately cultivated a greater sense of self-efficacy. It is likely that consultants who have a strong sense of self-efficacy in their abilities will be more likely to view difficulties that emerge as challenges that they can overcome (Bandura, 1997). Thus, future consultants will likely benefit from engagement in these strategies to foster their self-efficacy.

Furthermore, feedback from the quality fidelity check of my skills as the consultant, conducted by Dr. Hazel, indicated several suggestions for improvement. Dr. Hazel described that during the relationship developing stage, it would have been appropriate for me to “be more forthright about how the consultee’s perception that they were robust in their attempts at engaging with families was rather narrow in scope.” Research recommends leaning into difficult conversations by consistently being honest about thoughts, feelings, and opinions and having the willingness to give feedback that is direct even if it feels uncomfortable (Singleton and Linton, 2006). Being honest and challenging consultees in this way at the early stages of a relationship is difficult and it requires a degree of confidence in the consultant (Newman and Rosenfield, 2019), therefore, my struggles with my own self-efficacy at this stage likely contributed to this difficulty. Dr. Hazel explained that in the later stages of the consultation model she observed these skills and stated, “During later sessions with other consultees, I saw you making more pointed suggestions, helping to invigorate a lethargic consultee, etc.” I was likely able to increase my ability over time, as my self-efficacy and comfortability with consultees grew. Therefore, it is vital for future consultants to challenge negative beliefs

about their skills and instead actively consider “How can I get better at this and learn from this experience?” (Newman & Rosenfield, 2019).

Moreover, I described the need to prioritize one target concern at a time and reduce the ambiguity of the progress monitoring tool. To do so more effectively in the future, the literature suggests it is essential to first discuss concerns in depth, and then prioritize a single problem to focus on more closely (Newman & Rosenfield, 2019). Other concerns that are deemed less of a priority can be revisited after the priority concern is addressed (Newman & Rosenfield, 2019). One way for the consultative dyad to hone in on pivotal issues is by using a hierarchy to prioritize consultation targets. Using a goal prioritization hierarchy will be especially helpful for supporting consultees seeking to improve their family engagement universally, without a specific target goal in mind. Such a hierarchy can break down needs into the following three target areas (1) micro-skills (i.e., interpersonal functioning, cultural humility, time management), (2) behavioral skills (high-impact FCSP strategies), and (3) community collaboration skills (connections to community agencies and services). Methods and ideas for fostering these individual areas are outlined below.

Micro Skills. The first target is increasing interpersonal or “micro” skills such as interpersonal functioning, cultural humility, and the ability to dedicate the necessary time commitment to FCSP. As highlight in Manuscript One, there are several areas of interpersonal ability necessary for effective partnerships (empathy, active listening, demonstrating vulnerability, and practicing cultural humility). Miller and colleagues (2021) points to the literature and suggests that these skills can be fostered through techniques such as “observation, modeling, role-play, and discussion of hypothetical

cases” (Ridley et al., 2011) and “virtual simulation programs that provide feedback on verbal, paralinguistic, and nonverbal cues” (Dotger et al., 2010; Walker & Dotger, 2012). Furthermore, cultural humility is a core skill for effective and equitable FCSP (Miller et al., 2021). To foster consultees’ cultural humility, consultants should reference multicultural consultee-centered consultation strategies. Multicultural consultee-centered consultation provides a collection of techniques for supporting consultees in the development of cultural competence (Ingraham, 2002). More information regarding supporting these skills can be found in Manuscript One.

To monitor skill development, it will be helpful to have consultees reflect on their interactions with families and their use of micro-skills. These behaviors can be monitored through a tracking system such as using a weekly diary card. I have provided an example of an FSCP diary card in Appendix W to support teachers in tracking their teacher-family engagement behaviors. This may help support teachers to sharpen the observational skills of their family interactions. Another suggestion for tracking the use of micro-skills is by process notes. Teachers can complete process notes by simply writing down what they can remember about a conversation they had with a particular student’s family and then discussing the conversation in depth with the consultant. This would allow for self-reflection on their interactions and provide the ability to point out where they did or didn’t use their skills. Additionally, the interpersonal skills rubric used in this study can be implemented as a progress monitoring tool to measure change. Consultees can track their use of skills weekly using the rubric and bring it to each session to discuss with the consultant, as a data collection method.

Moreover, as expressed, consultees may need support to determine how to make time for FCSP within their already busy schedules. Therefore, the focus on micro-skills can also include fostering time management strategies. Consultants can encourage teachers to use the Eisenhower Matrix or the Urgent-Important Matrix, to support their ability to prioritize tasks by urgency and importance. This matrix labels responsibilities into the following four categories (urgent and important; important and not urgent, not important but urgent; and not important or urgent. Priority is assigned to a task depending on the label (Eisenhower, 2017). This strategy may help teachers prioritize their time and assist in dealing with an urgent task while continuing to work toward important, longer-term family engagement goals (Eisenhower, 2017). Moreover, consultants can help teachers to advocate and negotiate their responsibilities with administrators obtain more time to focus on FSCP and consultation. For example, advocating for more time may include requesting a substitute teacher to cover the classroom for a day so that they can hold parent meetings. Consultants can help consultees develop advocacy and negotiation skills by practicing objective effectiveness using goal-oriented communication.

Behavioral Skills. The second target domain includes increasing teachers' behavioral skills and the use of high-impact FCSP strategies. These strategies include the four domains developed by Miller and colleagues (2021) and are outlined in depth in Manuscript One. Additional ideas can be found on the Flamboyant Foundation website, which has many resources to guide educators in implementing high-impact activities, such as guidance for family newsletters, positive text messages, creating interactive homework systems, creating academic support emails, setting student goals with families, and many more.

Community Collaboration. The third target is increasing teachers' skills for collaborating with community resources. Within this target area, the consultant will help consultees first engage in inquiring from families about what community resources would be beneficial. Next, consultants can support consultees in developing a community assessment map by brainstorming assets in the school community (parks, healthcare clinics, hospitals, skate parks, community services agencies, universities, non-profits, and homeless shelters) as potential partners (Constantino, 2015). Once a community map is identified, teachers can prioritize community partnerships and begin to build relationships. It can be helpful to interview someone from the community facility, get a flyer, and write a short statement on what is offered to provide to families. More ideas regarding fostering effective community engagement can be found in Manuscript One.

Summary

This was the first evaluation of PCB consultation; overall, it was shown to be effective in building teachers' capacity in a myriad of ways. With continued refinement and the incorporation of consultees' and consultants' recommendations, the PCB model has the potential to be effective in creating change in teachers' capacity to implement FCSP.

Limitations and Future Research

I made reasonable efforts to foresee issues that might arise while conducting this research. However, there are some recognized limitations to this study regarding the sample, setting, COVID-19 pandemic, and data collection (quantitative components, qualitative components, and the interaction points).

Sample and Setting

The participant selection process relied on access to a convenience sample specific to one region, with a limited sample size. Consistent with qualitative research methodologies, I did not intend for the findings to have high generalizability; rather, I hope to provide analytic generalizations (Yin, 2014). Although this can be an advantage, as it allows for a comprehensive exploration of the data and the individual cases, it limits the ability to generalize the data. The interpretations derived from the four cases in this study were specific to the individuals who have experienced the phenomena. Variables that may have impacted the consistency of the findings for PCB consultation outcomes and effectiveness include the specific geographic area (urban school), type of school (charter), and grade level (middle and high school), which likely greatly influence the type and quality of teachers' family engagement experiences.

Due to the small sample size, participating consultees were lacking in diversity in terms of region, grade level, subject area, education level, years of teaching experience, gender, and race. All participants (100%) worked at a charter school in southwest Denver, held alternative teaching licenses, and had less than three years of teaching experience. Three of the four (75%) of participants were White females and special education teachers. Only one participant (25%) was a male of color and general education teacher. Three of the four (75%) taught in a middle school and one of four participants (25%) taught in a high school.

In addition, this study was solely intended to measure teachers' behavioral changes and I only worked directly with the teachers. Therefore, the data was limited to the perspective of the teachers, and no family perspective was included. Undoubtedly, the

families that the participating teachers worked diligently to partner with have valuable insights into their experiences of the teachers' behavior and potential changes. I acknowledge that by collecting parents' perspectives I could have provided an opportunity to empower families to voice their opinions of the teachers' interventions. However, due to time constraints and limitation around obtaining IRB consent in a timely manner this was not feasible for the purpose of this dissertation. Thus, future studies would benefit from analyzing the PCB model from the perspective of families, to capture their insights on the effectiveness of PCB consultation on teacher behavior change and the quality of their partnerships.

Lastly, a common limitation of case studies is that some cases may not have a clear beginning and ending (Creswell, 2014). This is a limitation in this dissertation because of the predetermined end date, due to the time constraints of the end of the academic school year. Thus, I was unable to obtain data regarding the longer-term effects of the consultation efforts on teachers' skills and FSCP practices.

Qualitative Limitations

Regarding the use of interviews, according to Yin (2018), limitations or weaknesses can include poorly articulated questions, response bias, inaccurate responses due to poor recall, and responses based on what respondents believe the interviewer wants to hear. Additionally, the use of behavior observation is subjected to my own misinterpretations as the researcher.

Quantitative Limitations

Another discernible limitation of this study is the small sample size, which inherently poses difficulty in determining the statistical significance and generalizability of the findings.

Moreover, it is important to note the WFSES survey was self-administered in a private setting, which did not allow participants to ask questions about items. Therefore, errors may have resulted if the respondents did not have the same understanding of what the questions are asking (Fowler, 2014). Consequently, limitations may be related to the accuracy of responses. However, self-administration was chosen in hopes to produce less social desirability bias (the tendency to answer questions in a manner that will be viewed favorably by others) in participants' reports (Fowler, 2014).

Points of Interaction Limitations

As a mixed-methods study, there were some limitations related to the interaction of the data. Areas in which the quantitative and qualitative results aligned were easily identified, however, areas in which they weren't fully comparable, rather complementary were difficult to resolve in some respects. Therefore, this led to results that I could not fully explain with certainty.

COVID-19 Limitations

As discussed in Manuscript One, COVID-19 has disproportionately affected already vulnerable students from historically marginalized communities. Specifically, compared to White Americans, Hispanics and Latinos are 1.7 times more likely to contract COVID-19, 4.1 times more likely to be hospitalized, and 2.8 times more likely to

die from the virus (Zamarripa & Roque, 2021). Additionally, Latinos are vaccinated for COVID-19 at lower rates than Whites. For example, as of August 16, 2021, 64 % of white Americans in Colorado received the vaccine, while only 33 % of Hispanics had (CDC, 2021). This may be attributed to lack of access, confidence in the vaccine, limited internet access, or a lack of bilingual vaccine information. Coupled with this, the economic crisis and job losses have disproportionately affected Hispanic Americans. Additionally, as stated above, the pandemic has had a great effect on adolescents and has led to greater difficulties in academic and mental health. All of these factors must be taken into consideration when engaging in FCSP and PCB consultation, as the pandemic and its aftereffects are still pervasive. Therefore, there may be additional limitations due to the COVID-19 pandemic. For instance, COVID restrictions during this time impacted family's ability to attend meetings in person, which can change the overall teacher-parent relationship. Virtual meetings can reduce the ability to read non-verbal cues, which some research suggests make up 80% of our communication (Mehrabian, 1972). Similarly, this may have influenced the consultee-consultant relationship, given that all meetings occurred over a video platform rather than in-person.

Strengths

Despite the acknowledged limitations, this study possesses several notable strengths. First, it stands out among the few studies conducted on FCSP during the COVID-19 pandemic, offering valuable insights into the effectiveness of virtual video platforms for consultation and sheds light on the potential of remote consultation. Remote consultation may be especially beneficial in rural school settings or any location where school psychologist work within several school buildings.

Furthermore, there is a lack of research on FCSP initiatives involving middle and high school core discipline teachers. Previous research has predominantly concentrated on FCSP in early childhood education or elementary school settings. Therefore, this study expands the scope by specifically examining the experiences and outcomes of FCSP among teachers in the middle and high school levels. This inclusion is crucial, as it recognizes the importance of continued FCSP throughout adolescent years and highlights the unique challenges and opportunities that arise.

Suggestions for Future Research

To generalize the findings of this study, future investigation is needed to examine PCB consultation in diverse geographic and demographic settings. For instance, it would be helpful to evaluate PCB consultation in rural areas or within an elementary school. Similarly, there is a need to evaluate PCB consultation's use in settings with diverse student populations, and with consultees and consultants from different backgrounds. The PCB model could be further refined through its continued use in future research. It would be especially valuable for research to expand on this study by examining families' attitudes, behavior, and perceptions of teachers change because of the PCB model. Similarly, a larger scale longitudinal study could investigate PCB consultation effects on students' outcomes (e.g., academic outcomes, attendance, dropout rates).

Moreover, PCB consultation is an intensive individualized support for teachers, the goals and strategies offered through consultation can support teacher's FSCP efforts across tiers, however, within this study, all participants focused on tier one improving their universal FCSP strategies. Additionally, the study's findings indicate that universal interventions alone have not adequately supported certain families from diverse

backgrounds, specifically Spanish-speaking families. Aligned with Critical Race Theory (CRT) and Bronfenbrenner's ecological systems theory, this observation highlights systemic issues that hinder family engagement. Consequently, it becomes crucial to address and target these systemic issues, and utilize PCB to create more targeted interventions to address this need. Therefore, future research is needed to evaluate how effective is PCB consultation for Tier 2 small groups (e.g., specific populations) or Tier 3 (intensive supports for engaging an individual family).

Further, within this study many participants utilized PCB consultation primarily to focus on building their capacity to work with families and did not increase engagement with community resources. Future research is necessary to explore, how effective is PCB consultation in supporting teachers' collaboration efforts with community resources?

Additionally, providing in-service trainings and ongoing supervision for school psychologists can be beneficial in enhancing their self-efficacy in consultation skills. These trainings can focus on equipping school psychologists with the necessary tools and knowledge to effectively engage in consultation practices. Consultant trainings such as instruction in specific models can increase the probabilities that consultants adhered to the models with fidelity (Athanasiou, 2002). Such training can take place for consultants before engaging in consultation with teachers to help them establish a strong groundwork and foundational skills. Next, supervision can be provide throughout the consultation period for ongoing feedback and support.

Considering the importance of training in the successful implementation of the PCB model, future studies should explore the effectiveness of this model when implemented by consultants who have received in-service training. It would be

particularly valuable for these trainings to be conducted by school psychologists with expertise in FCSP and the PCB model.

Moreover, to address issues related to lack of resources and time, future investigations should explore how the PCB model can be used in group settings, for example, by having a school psychologist consult with an entire grade level team of three to four teachers instead of one-on-one. Likewise, it will be helpful to understand the differences in having an outside consultant (someone not employed by the school and familiar to the teachers) versus an inside consultant (someone familiar to the school building and who have pre-existing relationships with staff) influences PCB consultation services and outcomes. Lastly, it will be helpful to examine, how PCB consultation outcomes compare with or complement other teacher capacity building modalities such as in-service trainings or professional developments.

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Appendices

Appendix A

Recruitment E-mail

Dear Teachers,

My practicum student, Bryanna Fatigate, is a student from the School Psychology program at the University of Denver and a practicum school psychologist at *** Middle School and *** High School. I'm reaching out to ask for your participation in her research study. This is a study about school psychologists' role in supporting the capacity of educators to implement equitable family, school, and community partnerships (FSCP). She has conceptualized a new school-based consultation model, titled Partnership Capacity Building (PCB) consultation, based on an extensive literature review of best practices in FSCP and school-based consultation. The PCB model provides concrete steps school psychologists can take to promote educators' skills in working with families. This model is grounded in evidence-based consultation practices with well-proven outcomes; however, it remains to be tested. As a first step towards validating PCB, her dissertation study will utilize a mixed-method, multiple case study. This study will investigate the experience of participating in PCB consultation from the perspective of four teachers.

You're eligible to be in this study because you are a teacher at *** Middle School or *** High School. If you decide to participate in this study, you and Bryanna will engage in PCB consultation for 10 weeks. The total time commitment will be 4 hours of direct contact through Zoom meetings and approximately 1 hour of administrative work to complete all necessary forms. This is to a total of 5 hours. Additionally, since the consultation aims to develop your skills implementing FSCP, in the consultation, you and

Bryanna will collectively decide on interventions and strategies for you to try to enhance your relationship with the families of students in your classroom. The time you spend on the interventions may vary but will be activities that are already a part of your role and can be completed during work hours (e.g., home visit, holding a meeting with a family, modifying homework assignments to engage families, etc.). You will determine what interventions to implement based on your available time, resources, and capacity.

Incentives for participation will be two \$100 Visa gift cards. Participants will receive the first \$100 gift card at the start of the consultation process and the second \$100 gift card at the conclusion. Gift cards will be distributed electronically via email.

This is completely voluntary. You can choose to be in the study or not. If you'd like to participate, or if you have any questions about the study, please e-mail or contact Bryanna at Bryanna.fatigate@du.edu (Faculty Sponsor: Cynthia Hazel, PhD, Cynthia.Hazel@du.edu)

Thank you very much.

Sincerely,

Caitlin Hackett, NCSP (Bryanna Fatigate's Supervisor)

Appendix B

Consent to Participate in Research

Study Title: Building Teachers' Capacity to Implement Equitable Family, School, and Community Partnerships Through School Psychologists Consultation: A Guiding Model & Case Study

IRBNet #: 1856617-1

Principal Investigator: Bryanna Fatigate, MSED

Faculty Sponsor: Cynthia Hazel, PhD

Study Site: ***, ***, High School, and ***, Middle School.

Sponsor/Funding source: COESA Dissertation Research Scholarships

You are being asked to participate in a research study.

Your participation in this research study is voluntary and you do not have to participate. This document contains important information about this study and what to expect if you decide to participate. Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate.

The purpose of this form is to provide you information that may affect your decision as to whether or not you may want to participate in this research study. The person performing the research will describe the study to you and answer all of your questions. Please read the information below and ask any questions you might have before deciding whether or not to give your permission to take part.

If you decide to be involved in this study, this form will be used to record your permission.

Purpose

The purpose of this study is to examine the use of a new advanced problem-solving consultation model, coined the Partnering Capacity Building (PCB). This model was created to help school psychologists effectively support teachers in building their self-efficacy and skills to engage in family, school, and community partnerships (FSCP). If you participate in this research study, you will be invited to engage in PCB consultation for 10 weeks. I will serve as the consulting school psychologist and researcher. The process of PCB consultation is comprised of a series of four distinct phases (1) establish a relationship; (2) problem identification and analysis; (3) intervention; and (4) evaluation. Per the most recent Denver Public Schools COVID-19 precautions, no in-person meetings are permitted at schools; therefore, virtual platforms will be used for all sessions. Meeting dates and times are flexible in accordance with your schedule and can take place during work hours or after.

First, we will meet for a pre-consultation interview for 1-hour. During the pre-consultation interview, we will focus on the first two phases of PCB (1) establish relationship and (2) problem identification and analysis. Specifically, during this interview, I will focus on getting to know you, reviewing the expectations and roles of

the consultee, learn more about your previous experiences partnering with families and community resources, and discuss any coursework related to or professional development trainings on FSCP. We will also spend this time assessing for your values, strengths, and areas of growth in FSCP, and develop a shared vision for improvement by creating goals. The following week, we will meet to continue phase 2, problem identification and analysis, and we will co-construct an intervention plan based on your specific goals, this meeting will last approximately 1 hour. Once a set intervention is in place, we will meet bi-monthly for 30 minutes to progress monitor the intervention for the next 7 weeks (phase 3 intervention). During each of these 30-minute meetings I will have you rate your current progress towards your goal. Further, during week 10, we will enter the evaluation phase where you will be asked to meet for another 1-hour post-consultation interview to review the intervention and progress.

In addition to the interviews, I will have you complete a demographic background information form on the online platform Qualtrics including your age, gender identity, ethnicity, current track as a teacher, and level of education, this will take approximately 5 minutes to complete. I will also have you a pre-test post-test survey that aims to measure your self-efficacy working with families titled Working with Families Self-Efficacy Scales (Hollander, 2010) this survey is 27 questions and takes about 15 minutes to complete. This survey asks questions about your perceived self-efficacy in communication with families, respect for diversity, and overall role with families. Examples include asking how confident you are in your ability to compromise with a parent when you disagree with them, work with families of different cultures and socioeconomic circumstances, and give parents specific information about what they can do to influence their children's learning and development, etc. You will complete this survey twice, once at the beginning of our consultation and once at the completion. If you choose to participate, you may refuse to answer any question in the surveys or interviews.

The total time commitment will be 5 hours of direct contact through meetings and approximately 1 hour of administrative work to complete all necessary forms. This equates to a total of 6 hours. Additionally, since the consultation aims to develop your own skills as a teacher implementing FSCP, in the consultation, we will collectively decide on interventions and strategies for you to try to target your relationship with the families of students in your classroom. The time spent on the interventions or strategies across the 8 weeks of consultation may vary but will all things that are already a part of your job role and can be completed during work hours (i.e., home visit, holding a meeting with a family, modifying homework assignments to engage families, etc.). You will largely determine what interventions to implement based on feasibility regarding your available time, resources, and capacity.

Risks or Discomforts

Loss of confidentiality is a minimal risk. I will minimize the risk of violation of confidentiality by assigning code numbers to all data and providing locked storage for any identifiable data, so that risk of violation of confidentiality is minimal.

Psychological distress is a minimal risk. You will be asked share about experiences, perceptions, challenges, and successes in your partnerships with families. These discussions are unlikely to bring up any difficult memories and emotions. However, it is possible that conversations regarding race and inequity in education may evoke feelings of discomfort for participants; therefore, you are encouraged to only share what they are

comfortable with and can ask to end a discussion at any time. Beyond potential emotional discomfort, the risks of participating in consultation discussions are no more than what is experienced in everyday activities. Additionally, you have the right to choose not to participate in any study activity or completely withdraw from participation at any point in this study without penalty or loss of incentives to which they are otherwise entitled.

Benefits

The benefits that may reasonably be expected from this study are growth in your ability to partner with families and community resources. Improvements in FSCP can lead to improvements in student academic achievement, behavior, rating of school climate, and attendance; in addition, FSCP can lead to higher guardian involvement, mentor opportunities, career development, and reduced need for more intensive services such as special education (Anderson-Butcher & Anderson, 2018; Adelman & Taylor, 2015; Constantino, 2016). I cannot and do not guarantee or promise that you will receive any benefits from this study. Your decision whether or not to participate in this study will not affect your employment with Denver Public Schools.

Source of Funding

The study team is receiving financial support from COESA Dissertation Research Scholarships.

Confidentiality of Information

The link between your identifiers and the research data will be destroyed after the records retention period required by state and/or federal law.

Limits to confidentiality

All of the information you provide will be confidential. However, if we learn that you intend to harm yourself or others, including, but not limited to child or elder abuse/neglect, suicide ideation, or threats against others, we must report that to the authorities as required by law.

Before you begin, please note that the data you provide may be collected and used by Qualtrics as per its privacy agreement. This research is only for U.S. residents over the age of 18. Please be mindful to respond in private and through a secured Internet connection for your privacy. Your confidentiality will be maintained to the degree permitted by the technology used. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties.

Your name will not be used in any report. Identifiable research data will be encrypted, and password protected. Your responses will be assigned a code number. The list connecting your name to this code will be kept in an encrypted and password protected file. Only the research team will have access to the file. When the study is completed and the data have been analyzed, the list will be destroyed.

With your permission, I would like to audiotape the interviews so that I can make an accurate transcript. Once I have made the transcript, I will erase the recordings. Your name will not be in the transcript or my notes. Information collected about you will not be used or shared for future research studies. The information that you provide in the study will be handled confidentially. However, there may be circumstances where this information must be released or shared as required by law. Representatives from the

University of Denver may also review the research records for monitoring purposes.

Use of your information for future research

Your information collected for this project will NOT be used or shared for future research, even if we remove the identifiable information like your name or date of birth.

Data Sharing

De-identified data from this study may be shared with the research community at large to advance science and health. We will remove or code any personal information (e.g., your name, date of birth) that could identify you before files are shared with other researchers to ensure that, by current scientific standards and known methods, no one will be able to identify you from the information or samples we share. Despite these measures, we cannot guarantee anonymity of your personal data.

Incentives to participate

Incentives for participation will two \$100 Visa gift cards. Participants will receive the first \$100 gift card at the start of the consultation process and the second \$100 gift card at the conclusion.

Consent to video and audio recording solely for purposes of this research

This study involves video and audio recording. If you do not agree to be recorded, you CANNOT take part in the study.

_____ YES, I agree to be video/audio recorded/photographed.

_____ NO, I do not agree to be video/audio recorded/photographed.

Questions

For questions, concerns, or complaints about the study you may contact the Principal Investigator, Bryanna Fatigate, MEd, Bryanna.fatigate@du.edu, and faculty sponsor Cynthia Hazel, Cynthia.hazel@du.edu, PhD.

If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the University of Denver (DU) Institutional Review Board to speak to someone independent of the research team at 303-871-2121 or email at IRBAdmin@du.edu.

Signing the consent form

I have read (or someone has read to me) this form, and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

**Printed name of
subject**

Signature of subject

Date

Please take all the time you need to read through this document and decide whether you would like to participate in this research study.

If you decide to participate, your completion of the research procedures indicates your consent. Please keep this form for your records.

Appendix C

Data Collection for Consultation Versus Research Study



Appendix D

Data Collection Process and Research Question Alignment

The central research questions of this dissertation are, “How can the PCB consultation model be refined and employed reliably in the future?” and “How does PCB consultation impact teachers’ behaviors and self-efficacy implementing FSCP?” The following sub-questions are outlined with the corresponding data collection methods to answer these questions.

First, the data collection method used to respond to the question of “What was the experience of participating in PCB consultation for the consultees and the consultant?” consisted of interviews (transcribed and coded into themes) to gather the perspectives of consultees and reflective journals to gather insights into my experience as the consultant.

Second, to respond to the question of “What changes were noted in teachers’ beliefs about their self-efficacy implementing FSCP pre- and post-consultation and across the sessions in PCB consultation?”, qualitative interviews and journals were again considered in conjunction with quantitative pre-test post-test surveys to assess the data for measurable changes.

Third, the question of “What changes were noted in the school psychologist’s self-efficacy as a consultant on FSCP?” was addressed by considering qualitative journals with a weekly self-reflective memo to investigate my reflections on my self-efficacy as a consultant.

Fourth, the question of “What changes in behavior were reported by the consultees and what changes were observed by the consultant in each session?” was explored based on memos that included my observational notes to account for changes

observed in the consultee and consultant. Further, post-consultation interviews assessed behavior changes reported by the consultee.

Fifth, the question of “How effective was the overall PCB consultation process from the consultees and consultant’s perspectives?” was answered based on the qualitative interviews and memos, which evaluated the perspectives of the consultee and consultant.

Sixth, the question of “What recommendations do the consultee and the consultant have regarding improving the PCB consultation process?” was addressed using data collected from qualitative interviews and memos to assess the suggested areas of improvement from the perspectives of the consultees and the consultant.

Each data collection method and its alignment with the research questions are outlined below and in Appendix D. Moreover, a further description of each data collection method is described below.

As stated, given that PCB consultation is a problem-solving intervention, the consultation process requires data on the intervention itself. This data is viewed in addition to the data collected for this study—that is, the data reviewed in PCB phase four (evaluation). The overlap and use of data collection are outlined in below.

Data Collection Process and Research Question Alignment

Research Question	Interview (Qualitative)	Memos (Qualitative)	Assessment (Quantitative)
1. What was the experience of participating in PCB for the consultee’s (teacher’s) and the consultant (school psychologist)?	X	X	

2. What changes were noted in teachers' beliefs about their self-efficacy implementing FSCP pre- and post-consultation and across the sessions in PCB consultation?	X		X <i>(Working with Families Self-Efficacy Scales)</i> X <i>(Scaling Question)</i>
3. What changes were noted in the school psychologist's self-efficacy as a consultant on FSCP?		X	
4. What changes in behavior were reported by the consultees, and what changes were observed by the consultant in each session?	X	X	
5. How effective was the overall PCB process from the consultee's and consultant's perspectives?	X	X	
6. What recommendations do the consultee and the consultant have regarding improving the PCB consultation process?	X	X	

Appendix E

Background Information (Qualtrics)

Please identify your age:

What is your gender? a) female b) male c) non-binary/third gender d) Prefer not to say

Please identify your ethnicity:

- A. Asian
- B. African- American
- C. Hispanic
- D. Caucasian
- E. Native American
- F. Bi-Racial
- G. Other Race not listed

What is your current Track as a Teacher?

- a) Pre-K to Kindergarten Regular Education
- b) 1st to 2nd grade Regular Education
- c) 3rd to 4th grade Regular Education
- d) 5th to 6th grade Regular Education
- e) Pre-K to Kindergarten Special Education
- f) 1st to 2nd grade Special Education
- g) 3rd to 4th grade Special Education
- h) h) 5th to 6th grade Special Education

How many years have you been teaching?

Please identify your current level of education:

- a. Associates
- b. Bachelor
- c. Master
- d. Postmaster
- e. PhD

Appendix F

Pre-Consultation Interview

Case Study of Teachers Experience in Partnership Capacity Building Consultation

Date:

Time:

Interviewer:

Interviewee:

Introduction: Hi, my name is Bryanna Fatigate; I am a school psychologist for Denver Public Schools and a Ph.D. student at the University of Denver. Thank you so much for your time today and for volunteering for this project. Your insight is extremely valuable and important. This interview will take around 30 minutes.

Study purpose and applications: The purpose of this study is to examine the use of the consultation model Partnering Capacity Building (PCB). This model was created with the intention of helping school psychologists effectively support teachers in building their self-efficacy and skills to partner with family, school, and community partnerships.

Consent forms, approvals: Thank you for signing and reviewing the informed consent form. As a reminder, all personal identifying information will be removed from this study to ensure your confidentiality and privacy. As you know, this interview will be recorded, however, I will be the only one with access to the recording for data collection.

Treatment of data: All data collected today will be stored and secured on my personal device.

Opening the Interview:

Introductory questions: I am interested in learning more about teachers experience in family, school, and community partnerships. Your insights and experiences are valuable to this study. I appreciate you taking the time to share your story.

Researcher Script: The purpose of this interview is to hear about you experience with family, school, and community partnerships and how you describe that experience by sharing your personal stories, insights, reactions to, and interpretations of those experiences.

Q1. Introductory Question: Tell me a little about yourself? Why did you decide to become a teacher?

Q2. Introductory Question: What part of your job is most important to you?

Q3. Introductory Question: What is your reason for participating in this consultation and what do you hope to gain from it?

Key Interview Questions:

Q3. Content Question: In your opinion, what are the benefits of family, school, and community partnerships?

Probes:

Q4. Content Question: Describe your experience partnering with your students' families?

Probes: What do you find most satisfying about your work with students' families? What do you find most challenging about your work with students' families?

If 10 is being an expert and 1 is have little to no knowledge on FSCP high impact strategies, what number would you put yourself on right now?"

Q5. Content Questions: Describe your experience partnering with community organizations and facilitating outside resources to your students?

Q6. How do you feel about your involvement in this work? What are some common emotions you experienced when working with families and students in this way?

Q7. Content Question: Have you received any coursework related to or professional development trainings on family, school, and community partnerships?

Probes:

Q7. Content Question: Do you feel you have the capacity to foster strong relationships with families and community resources considering time and other job responsibilities?

Probes:

Q8. Content Question: Can you describe any critical moments during your experience with family or community partnerships that were meaningful to you?

Probes:

Researcher Script: To obtain your concluding thoughts, is there anything else you would like to tell me or share with me regarding today's topic?

Thank you and Follow-Up Reminder:

Thank you for your time and your insights on community school partnerships. I will follow-up with you in a few days to complete a member checking exercise to verify my notes of our session and to make sure I have accurately captured your experience

Appendix G

Post Intervention Interview

Case Study of Teachers Experience in Partnership Capacity Building Consultation

Date:

Time:

Interviewer:

Interviewee:

Treatment of data: All data collected today will be stored and secured on my personal device.

Introductory questions: I am interested in learning more about your experience engaging in PCB consultation. Your insights and experiences are valuable to this study. I appreciate you taking the time to share your story.

Researcher Script: The purpose of this interview is to hear about you experience engaging in consultation and how you describe that experience by sharing your personal stories, insights, reactions to, and interpretations of those experiences.

Q1. Introductory Question: Tell me a little about why you chose to participate in PCB?

Q2. Content Question: Can you tell me a little but about your overall experience implementing PCB?

Q3. Content Question: In your opinion, what are the benefits of PCB?

Q4. Content Question: How has your mindset or behavior changed?

Q5. Content Question: How has your self-efficacy or confidence engaging in high impact strategies changed?

Q6. Content Question: How have families been impacted?

Q7. Content Question: How have students been impacted?

Q8. Content Question: Can you describe any critical moments during your consultation experience were meaningful to you?

Q9. Content Question: Can you describe any critical moments during your consultation experience that you felt were not helpful?

Q10. Content Question: What recommendations do you have for improving the PCB consultation model for future use?

Thank you and Follow-Up Reminder: Thank you for your time and your insights on community school partnerships. I will follow-up with you in a few days to complete a member checking exercise to verify my notes of our session and to make sure I have accurately captured your experience.

Appendix H

Timeline of Data Collection and Data Analysis Stages

Activity	Week 1	Week 2-3	Week 4-5	Week 5-6	Week 7-8	Week 9	Week 10	Week 11-12	Week 13-20
Stage 1.1 Survey & Demographic Information									
Stage 1.2 Pre- Consultation Interviews									
Stage 2 Consultation Sessions & Scaling Questions									
Stage 3 Post Consultation Interviews									
Journals, Observational, & Reflective Memos	Stage 1	Stage 2	Stage 2	Stage 2	Stage 2	Stage 2	Stage 3		
Transcriptions	Stage 1	Stage 1	Stage 1	Stage 1	Stage 1	Stage 1	Stage 3	Stage 3	Stage 3
Analytical Memos	Stage 1	Stage 2	Stage 2	Stage 2	Stage 2	Stage 2	Stage 3	Stage 3	Stage 3
Member Checking		Stage 1						Stage 3	
Within Case Analysis									Demographic information, memos, and transcripts
Cross Case Thematic Analysis									All transcripts & memos

Descriptive Statistics									Pretest Posttest & Scaling Questions
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I provided myself with one week to collect interview data for Stage 1, eight weeks to conduct the consultation sessions and collect journals and scaling question data for Stage 2, and one week to collect interview data for Stage 3. These deadlines are suitable, provided the varying methodologies. While conducting consultation sessions in Stage 3, I simultaneously complete my journals with observational, reflective, and analytic memos and begin transcribing the interviews within each stage. Member checking occurred in the two weeks after each stage has been completed; for example, Stage 1 occurred in Week 1, and member checking occurred in Weeks 2 and 3. Once all the data was collected from the three stages, within-case analysis, cross-case thematic analysis, and descriptive statistics of the quantitative data began during Week 13 and continued over the next four months.

Appendix I

Case One: Marcus Narrative

Marcus originally pursued a bachelor's degree in finance at the University of Southern California. However, soon after graduating, he decided he wanted a career change. He moved from Los Angeles, California to Denver, Colorado and took his first job outside the field of finance, as a substitute teacher. Marcus had experience with tutoring finance in college, which provided him with some exposure to being an educator. After working as a substitute teacher, in October 2019, Marcus landed a job at the charter school as a middle school general education math teacher for pre-algebra and geometry. This is his second full year of teaching. Marcus is working toward licensure and will submit his final portfolio this spring.

Marcus reports he has “loved teaching” ever since he started and doesn't see himself ever working outside the field of education. He is passionate about being an effective teacher and motivating students to “try to become better versions of themselves.” His favorite thing about being a teacher is, “seeing the kids grow every day.”

PCB Consultation Process

Throughout the ten weeks, Marcus and I had six consultation sessions. Overall, there appeared to be a productive working relationship that emerged within our consultation process.

Phase 1: Relationship Building. During the first consultation meeting, Marcus presented as calm, focused, and friendly. I started the rapport-building phase by using

contracting strategies to discuss the consultation model, review expectations, and describe our roles as the consultant and the consultee. I also explained the collaborative, confidential, and non-evaluative nature of the consultation. Marcus reported that he understood the timeline, expectations, and purpose of the consultation process. Marcus appeared motivated to take part in the consultation and expressed looking forward to learning more about how to support families. He pronounced, “This seems like a great experience to strengthen my skills that I would not be able to get elsewhere.”

Prior Experience with Consultation. Marcus expressed he has little prior experience with formal school consultation. However, he has frequently consulted with the school’s social worker regarding his students’ mental health, behavior, and safety. He stated that these meetings have typically taken place “on the fly” or as things come up, rather than engaging in a formal and ongoing problem-solving approach.

Phase 2: Problem Identification and Analysis

Discussion of Prior FSCP Experiences. Through conversation at this stage, Marcus and I attempted to co-construct a shared analysis of the problem and areas of growth. We began by discussing his current family engagement practices. This included a discussion of his current knowledge of FSCP, successes and barriers he has experienced in FSCP engagements, and his interpersonal skills working with families.

Marcus has not received any coursework or professional development training devoted to FSCP. Currently, through the charter school, he takes part in a “mandatory family engagement initiative” that started this year. This initiative requires that all teachers reach out to the families of the students in their advisory class bimonthly, to provide information on attendance, missing work, grades, and behavior.

Marcus reported some of the most noticeable benefits of FCSP include increasing families' knowledge of “applicable things to do at home to support their child’s learning,” increasing student homework completion,” and “bridging that gap so learning throughout the day they're going home, they're trying to compound what they've learned.”

Overall, Marcus had several existing strengths in his approach to family engagement. Marcus stated, “I am confident in my ability to build relationships and rapport with families.” Throughout the school year, Marcus has had some success with establishing a strong alliance and line of communication with individual families. Marcus reported seeing firsthand the benefits of having parents engaged and aligned with shared goals for their child.

Regarding current challenges, several barriers were discussed. First, Marcus explained a major difficulty is not being able to get in touch with parents to start communication and seeing a “huge gap between what happens in the classroom with the kids and what happens at home.”

Marcus expressed that there are five families, in his advisory class, he has never been able to contact. Marcus elaborated, that he’s experienced the downfalls of poor communication, particularly when parents “have no idea what their grades are like, what's expected of the kids until the first parent-teacher conference, even though we send stuff home. And they're like ‘I had no idea my student was doing so poorly.’”

He expanded on this idea and described that in the past when he has reached out to inform the parent that their child is not doing their work, parents have responded negatively implying that teachers aren't doing enough, upset that they didn’t find out, and overall “anger and resentment” towards teachers. Marcus reports that these ruptures in

communication can make for a “contentious relationship.” He has seen parents get upset and express that they believe teachers should do more to provide their children with personalized attention. In addition, Marcus reported observing administrators express themselves in ways that seem like they are blaming parents when students are not doing well, specifically, students that are struggling with their attendance. Marcus has found some success in navigating these hard conversations by “staying consistent” and aligning with families on shared goals.

An additional hindrance for Marcus is “finding the time to have a personalized discussion with each parent.” Due to this, Marcus often feels limited in the quality of his relationships and wishes he has more time to dedicate to building strong partnerships. Additionally, a difficulty regarding interpersonal skills for Marcus is his comfort with “cold calling families.” He expressed discomfort at reaching out and calling people he has not talked to previously.

When asked to reflect on how family diversity impacts FSCP, Marcus reported he has seen firsthand how family engagement can be greatly affected by a family’s socioeconomic status. He explained that a lot of parents are working multiple jobs, which may make it difficult for them to dedicate time to their child’s learning at home. He believes that families with lower socioeconomic status may not have access to tutoring opportunities in the community, if their child is falling behind academically. He expressed this can affect a student’s ability to complete their homework, if they live in an environment with many other individuals and do not have a designated learning space or if they take care of younger siblings.

Marcus is bi-lingual in Spanish and English which eliminates the difficulties that come with using a translator. However, he feels his Persian ethnicity at times may be mistaken for Hispanic, because of his skin color and ability to speak Spanish fluently, and that this may grant him the privilege of relating with families from Hispanic backgrounds easier even though it is an assumed identity. Moreover, when working with families of different cultures, it is sometimes difficult for him to “gauge how active parents are in their education.”

Working with Families Self-Efficacy Scales (WFSES). To further support in identifying areas of growth, Marcus completed the Working with Families Self-Efficacy Scales (WFSES), which broke down his current self-efficacy into three domains (1) family-school communication, (2) supporting family diversity, and (3) teacher’s overall role with families. Scores for each domain ranged from 0-Cannot do at all, 50-Moderately Can Do, and 100- Highly Certain Can Do.

Overall, in the Family Communication Efficacy domain, Marcus received an average self-rating of 56. He rated himself relatively lower on the items, “How confident are you in your ability to...”: “assist a parent who seems frustrated with their child,” and “balance your opinions about what a child needs with a parent who has a different opinion than you,” and “give parents specific information about what they can do to influence their children's learning and development.”

On the Family Diversity Efficacy domain, Marcus’s average score was 75. He showed comfort in working with families of different cultures and socioeconomic circumstances, working with nontraditional families, and the ability to provide a warm, inviting interaction with caregivers from different families. Lastly, in the Teacher Role

with Families Efficacy domain, his average score was 54. Within this domain, his score varied significantly. He noted challenges with the following: assisting parents in improving how they parent, designing school events in which parents can actively participate with their child to develop the child's learning, and intervening to help when a family is in crisis.

Summary of Information. In summary, Marcus elected to use the PCB consultation process to develop strategies to improve his family engagement with all parents at the universal Tier 1 level. He wanted “more strategies across the board to help all families.”

Marcus and I worked together to narrow his experiences into several areas for potential growth which included: increasing his knowledge of evidence-based FSCP strategies, understanding of the culture and diversity of the families and students he works with, understanding of the communication families prefer, and ability to help parents develop the knowledge to support their children with schoolwork at home.

Baseline. To determine Marcus's baseline, I asked him to consider his position on a scale: “If 10 is being an expert and 1 is having little to no knowledge of FSCP high-impact strategies, what number would you put yourself on right now?” He rated his perceived self-efficacy, as a 4 and declared, “I currently use strategies I think will work, but not that I know are evidence-based.”

Goal. A long-term goal was established regarding what Marcus would like to accomplish by the end of the consultation process. The final goal was determined to be: By June 2022 with bimonthly PCB consultation, Marcus will increase his self-rating of a 4 to a rating of an 8 regarding his knowledge of high-impact strategies.

Marcus felt it was realistic to aim for a self-rating of an 8 on the scale. To feel like an 8, he indicated he would need evidence that he had more confidence, knowledge of strategies, and a more consistent line of communication with families.

Phase 3: Intervention

Intervention Selection & Description

A total of three interventions were selected to address Marcus's long-term goal of increasing his capacity and knowledge of FSCP high-impact strategies. Interventions were devised both to create conceptual change for Marcus (increased knowledge) and to support his implementation of activities that allow him to deepen his relationships with families. The intervention checklist (Appendix X) outlines each of the interventions completed by Marcus. Interventions included (1) increasing consultee knowledge [enhanced understanding of FSCP, considerations for parenting with Latinx families, and ideas for implementing cultural sharing conversation], (2) implementing a Teacher Involve Parents in Schoolwork (TIPS) Homework assignment; and (3) creating a family communication preference survey. We hypothesized that implementing these interventions would help Marcus increase his knowledge and confidence in implementing high-impact FCSP and help him meet his target goal.

Increasing knowledge. First, to create conceptual change, I worked to develop Marcus's understanding of high-impact family engagement strategies. I created a resource folder that outlined several trainings, readings, and toolkits for Marcus to reference. Specifically, Marcus elected to expand his frame of reference to better attend to diverse families' perspectives and requested support for learning more about Latinx family engagement. I supported Marcus through this intervention by putting together a

folder with articles specific to partnering with families from Latinx backgrounds. Marcus and I discussed the content of the articles during our meetings. I provided Marcus the “Cultural Sharing Conversations” rubric by Miller and colleagues, 2022. This rubric includes directions for initiating conversations with families and sharing about one’s background as a teacher and learning about the families in the class. Marcus expressed, “I would love to do something like this. It seems like a great way to connect with families.” Marcus and I brainstormed ways for him to use this strategy with families at the beginning of next school year. We discussed the need for increasing equity in access to these meetings by offering families the choice to attend virtually, meet in the community, have a home visit, or come into the school.

Marcus believes it would be beneficial if this could be a school-wide initiative and could be implemented during a back-to-school night. Marcus explained he wanted to discuss with the administration ideas about scheduling an event at the beginning of the year to welcome families and provide food and make a special opportunity to start building a positive relationship. Marcus hopes this would make communication better throughout the year.

Implementing a Teacher Involve Parents in Schoolwork (TIPS). Initially, to support Marcus’s knowledge of TIPS assignments, I put together a resource folder that included the TIPS manual and a webinar. Marcus reviewed these resources on his own and then we met to examine the structure of the TIPS assignment and look over example TIPS assignments. We referenced examples for middle school math TIPS assignments provided by Marcus Hopkins {Source}. Marcus created his TIPS assignment based on his

current math unit. Marcus shared the TIPS assignment with me for review to ensure all parts of the assignment were complete.

Next, Marcus and I discussed his initial concerns about implementing this assignment. One concern was how to effectively make this assignment equitable for students who have family members that do not come home until late at night. Together, we decided that giving students a full week to complete the assignment might increase equity in access.

Marcus sent all parents a text through Talking Points explaining the TIPS assignments and letting them know their students would get their first TIPS assignment the following week. Overall, Marcus reported he received TIPS assignments returned and completed by students at a rate of 30 percent. He endorsed this as the typical rate of homework completion for his class.

Marcus was grateful to get family feedback through the TIPS assignment, which allows family members to leave a note about the assignment. For example, one parent reported their child needs extra support with the current math unit. He reported “really enjoying” the TIPS assignment and expressed that he would like to continue to use TIPS assignments in the future with his students. We talked about ways to make TIPS assignments a sustainable practice in his teaching. He would like to advocate that his administration purchases the pre-made TIPS assignment developed by John Hopkins, TIPS Interactive Homework CD for the Middle Grades: Over 350 activities in Math, Language Arts, and Science (Grades 6, 7, and 8). Revised 2017. We reviewed the order form and developed a plan of action to bring this idea to the administration.

Survey. Marcus determined that by creating a family communication survey, he could better understand what works for each individual family. To do so, Marcus and I co-drafted a questionnaire using Google Surveys. He decided this survey would be best to administer at the beginning of the next school year. We referenced the Beginning of the Year Relationship Building Strategy Guide, offered by the Flamboyant Foundation 2021. This guide includes guidance on relationship-building student and family questionnaires to support gathering information to help teachers determine the best ways to communicate with families and support their children. Once the survey was completed, Marcus and I discussed how the survey could be sent out to families in the fall. Marcus plans to use multiple modalities to get the survey out to families by sending a letter about the survey with a QR code to access the survey and a hard copy, as well as texting and emailing out the link. By providing different modalities to access completing the survey, he hopes to reach all families.

Consultee Intervention Fidelity

To assess fidelity an intervention checklist was used to ensure procedural fidelity. Marcus successfully checked off all tasks on the intervention implementation, indicating 100 percent procedural fidelity (Appendix N). The interpersonal skills rubric was implemented for quality fidelity. He rated himself as a 3 (Proficient) in all areas including listening, empathy, practicing vulnerability/authenticity, and cultural humility.

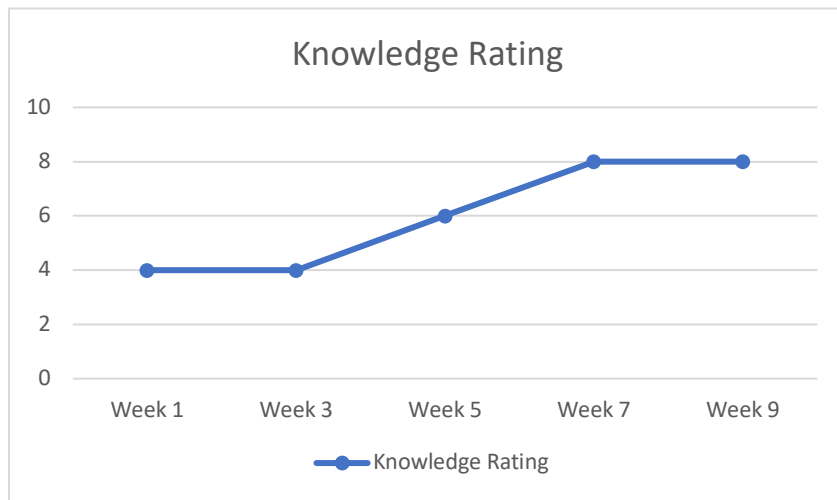
Phase 5: Evaluation

Results

The PCB consultation and intervention strategies were implemented for 10 weeks. The intervention goal was to increase Marcus's self-rating of knowledge by

implementing FSCP by the end of the 10 weeks. His self-efficacy ratings during the intervention period are reflected in below. At baseline, he had a self-rating of four. Intervention data collected on five separate occasions over the intervention period revealed that his self-rating increased. Thus, based on this analysis, his target goal was met. He increased his self-rating by four points to an eight, this indicates a large effect size (1.0).

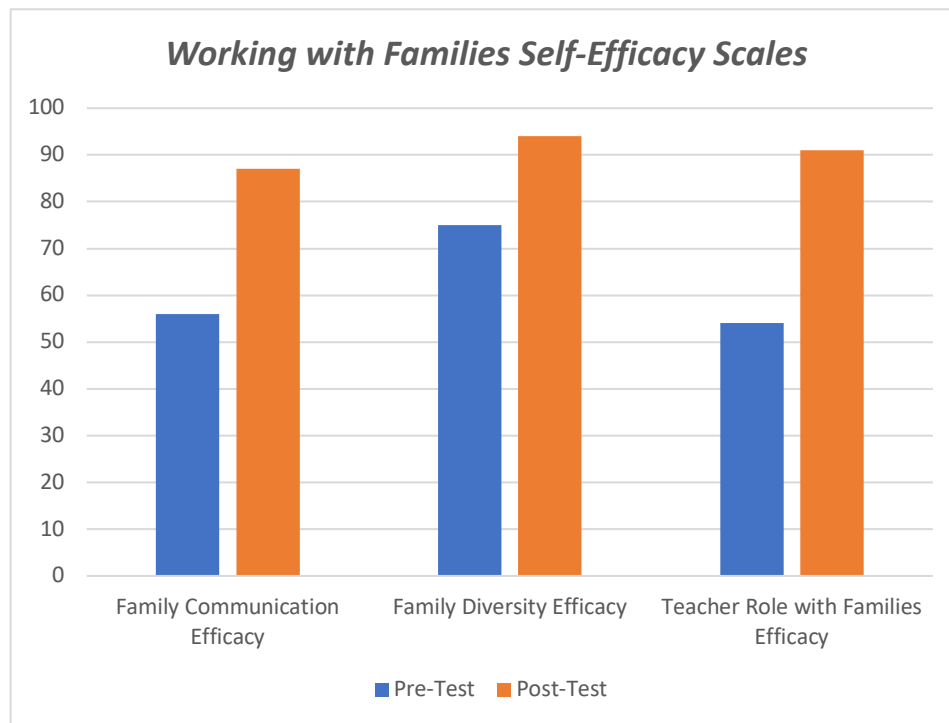
Marcus's Knowledge Rating Over Time



Results from the WFSES Survey are summarized in below. The degree of confidence is rated by recording a number 0 to 100, with 0 representing “Cannot do at all,” 50 representing “Moderately can do,” and 100 representing “Highly certain can do.” The WFSES has five rating categories: Low SE, Fair SE, Moderate SE, High SE, and Proficient SE. Low SE scores are 0-31%, Fair SE scores are 32-52%, Moderate SE scores are 53-73%, High SE scores are 74-94%, and Proficient SE scores are 95-100% (Hollander, 2010).

Marcus's score increased by 31% in Family Communication Efficacy from a score of 56 in the Moderate SE range to a score of 87 in the High SE range, overall, this was a 31% increase. Moreover, the Family Diversity Efficacy score increased by 22% from a score of 75 to a score of 94. Additionally, he demonstrated the most growth in the Family Teacher Role with Families Efficacy, with his overage average score increasing by 37 points from a score of 54 in the Moderate SE range to a score of 91 in the High SE range (37% increase).

Marcus's WFSES Pre-Test Post-Test Comparison



Summary of Experience, Perceptive, and Recommendations

During the post-consultation interview, I inquired about Marcus's experience taking part as a consultee in PCB. Overall, Marcus had many favorable things to say about his experience.

Perceptions of PCB Effectiveness. Marcus considers PCB consultation to be a “highly effective,” and “enjoyable experience.” He proclaimed, “My confidence as a whole has grown so much that it’s like how I could not be happy about this model, you know like it really worked well for me.” Moreover, Marcus appreciated the proactive nature of the consultation model, endorsing “Taking time to do this and learning these things, is saving you time and pain throughout the year, which is like you're investing in it now so that when you get to a point, you have a conflict with the parents it is going to go easier for you.” He declared it can “save a lot of like stress and anxiety down the road.”

Teacher Self-Efficacy and Behavior Changes. Marcus has noticed a growth in his confidence in working with families. He confirmed that the quantitative results from the survey and progress monitoring question provide an accurate portrayal of his growth. He asserts, “I'm feeling pretty confident about how far I’ve come in the last couple of months.” Specifically, he stated, “If I have a parent emails me like, “Hey, I really need to talk to you like this is really bad,” or even just like springs it up on me in a parent-teacher conference a couple of months ago I’d be really, really nervous about that, and now I’m more welcoming of it, so I think that itself is like a really big change and a big jump for me.” Additionally, he endorsed that he would “love for parents to come and talk about things that they need, and things that they have issues with so we can try to make things better.”

Similarly, he described, “a couple of months ago, I would be really nervous, to send out that TIPS assignment, I would have been like parents aren't going to want to do

this they're going to not like doing it,” and now he wants to do it at least like “once a month moving forward and, hopefully, over time, build consistency.”

He stated the tools provided in consultation helped foster his confidence in handling conflict with families, even if it is not his “favorite thing in the world,” he is self-assured that he can work with families to “figure out what to do better.” PCB consultation also expanded his thoughts on how to engage with families and challenged him to think differently. He reports, “When you are presented with an opportunity to change your mindset and learn different things you're almost forced to look at things that you wouldn't have looked at beforehand, and with that alone it opens you up to different things that a parent could be going through with their kid, and so, with that being said, and reading certain articles and thinking about different strategies opens up your brain to even more ways that you can implement these things.” Further, he explained that it is like attending a “motivational seminar” in the way that it “opens you up to different things that are going to make your mind work and think about different strategies.”

Regarding specific strategies, Marcus expressed appreciation for learning and implementing the TIPS assignment. He communicated it was “really valuable” and “eye-opening” to see parents involved with their student’s homework. He stated it was “like a void that I’d never seen and like that gap was filled with that assignment.” Moreover, Marcus described that using the google survey to find out what works for families shows families that he “really cares about how to serve them better.” He believes that demonstration of care is vital to the relationship and declares, “Once our relationship is built, they're going to be more willing to tell you about issues that they are having and it just I think it rolls and rolls and avalanches into something really good.”

Observed Impact on Families and Students. Marcus felt engaging in the consultation process allowed him to expand his skills and confidence in engaging with families, which as a result he perceives as an increased trust for families. He declared, “If they trust you, you're automatically a leg up in every other way, it helps you across the board with schoolwork and attendance.” He expressed that in his most recent time of communication with families, he received positive feedback that was “a lot more personal” (i.e., “I really appreciate what you've been doing”, “I can see that you're doing this and that”, and “Thank you so much for doing this for our daughter”). Marcus reported, “That's new I have not seen that.” Additionally, he received positive reactions from parents in the feedback portion on the TIPS assignments such as “this is really cool” and “I really enjoyed this.” Marcus reports getting this feedback was “really rewarding.” Marcus recounted that the TIPS assignment had less of a direct observable impact on the students, however, he affirms with more “consistency” students may be positively impacted over time.

Continued Areas of Growth (What didn't change). Marcus noted several areas in PCB were not able to help in growing his skills. He continues to need support increasing his self-efficacy with “cold-calling parents” and increasing his comfort with “phone calls in general.” He explained “One thing that still is really difficult for me is like just calling up a parent like on the fly without and being like all your son or daughter is like really struggling or they're not completing their work, almost like a confrontational phone call.” He declared it is especially difficult if it's outside of a scheduled meeting time or a parent-teacher conference and is “out of the blue.” He articulated this is a “high leverage

thing” that gives him anxiety. However, he would like to strengthen this skill in the future because he believes it is an important skill to have.

Moreover, he was not able to see an improvement in the communication with families that have never responded to him in the past, he “didn't really see much of an uptick at all.” In the future, he would want to target families that are not responsive and use the consultation to brainstorm around this.

Recommendations for Improving PCB. Marcus graciously provided input for the future use of PCB. First, he suggested that the consultation process be implemented at the beginning of the year versus the end of the year. If the consultation took place at the beginning of the year, he believes he could have seen the changes more clearly from year to year. He also expressed it would be more beneficial than trying to intervene in relationships that were already built and thinks it is “trying to make this big leap using all these tools” towards the end of a school year.

He also recommended PCB emphasize the significance of the consultant’s interpersonal skills. He felt the approach, which he described as “calming,” “nonjudgmental,” and “warm,” “welcoming,” helped him “open up” and communicate about these things a lot more. Additionally, Marcus valued the tailored nature of PCB, he felt it was “very personal” and not generic. He reported this is an essential element to continue.

Appendix J

Case One: Marcus Intervention Checklist

Intervention/Strategy	Teacher Action: Checklist
<p>Ensure all families can participate in academic partnering in a way that works for them</p>	<ul style="list-style-type: none"> √ Review Flamboyant Foundation: Ideas for connecting with families √ Create email of google survey asking best mode of contact, what times of day do they prefer, and what they are looking for from you (i.e., how frequent would they like to communicate).Example Draft √ Secure interpretation and translation as needed (Request a Translation) √ Plan how to adapt or use survey at the start of next school year and review the Flamboyant Foundation Beginning of the year toolkit
<p>Implement Teachers Involve Parents in Schoolwork (TIPS) Homework assignment</p>	<ul style="list-style-type: none"> √ Review training materials (i.e., training manual and webinar) and instructions. √ Review existing TIPS assignments and/or create new TIPS assignment based on template. TIPS Training Resources √ Send home note (text or email) to parents or family partner (in accessible language) to introduce them to TIPS activities (Example note) √ Evaluate parent input. √ Talk to admin about purchase TIPS assignments
<p>Expanding knowledge of parenting with Latinx families</p>	<ul style="list-style-type: none"> √ Watch Partnering with Latinx Parents-Video √ Review articles: Articles √ Reflect on any new perspectives or ideas and how they may apply with the families you work with. √ Review cultural caring conversations and consider how this may be implemented next year

Appendix K.

Case 1 Marcus Interpersonal Skills Rating

Rate yourself using the rubric by rating your progress in each skill area:

Interpersonal Skill Area	1 -Beginning	2- Progressing	3 – Proficient	Self-Rating
Listening (Rogers and Farson, 1987)	<ul style="list-style-type: none"> • Provides little non-verbal communication • Does not test for understanding or use attending behaviors (paraphrasing, reflecting feelings, and probing). 	<ul style="list-style-type: none"> • Provides some non-verbal communication • Demonstrates varied attending behaviors and paraphrasing, reflecting feelings, and probing. 	<ul style="list-style-type: none"> • Listens for total meaning by attending to the content of the message and the underlying feelings • Responds to feelings and communicates empathy • Notes nonverbal communication such being mindful of pauses, inflection, tone, facial expression, body posture, etc. • Consistently test for understanding by reflecting back what the speaker seems to mean and probing for clarification 	3

<p>Empathy (Wiseman, 1996)</p>	<ul style="list-style-type: none"> • Rarely demonstrates the ability to see the world as others see it and provides negative and/or judgmental comments • Finds it difficult to accept others' feelings and rarely communicates understanding of another person's feelings 	<ul style="list-style-type: none"> • Sometimes demonstrates ability to see the world as others see it and to be nonjudgmental of another person's situation • Some demonstration of the ability to understand and communicate another person's feelings. 	<ul style="list-style-type: none"> • Demonstrates proficient ability to see the world as others see it and to be nonjudgmental of another person's situation • Often demonstrates ability to understand and communicate understanding of another person's feelings. 	<p>3</p>
<p>Practicing vulnerability & authenticity (Brown, 2012; Singleton and Linton, 2006)</p>	<ul style="list-style-type: none"> • Not willing to be honest about thoughts, feelings, and 	<ul style="list-style-type: none"> • Sometimes is honest about thoughts, feelings, and opinions • Sometimes willing to experience discomfort and lean 	<ul style="list-style-type: none"> • Consistently honest about thoughts, feelings, and opinions and willing to give feedback that is direct even if it feels awkward or uncomfortable • Often is willing to experience discomfort and 	<p>3</p>

	<p>opinions</p> <ul style="list-style-type: none"> • Not willing to experience discomfort and lean into difficult conversations 	<p>into difficult conversations</p>	<p>lean into difficult conversations</p> <ul style="list-style-type: none"> • Leads with curiosity • Deepens the conversation to the point where authentic understanding and meaningful actions occur 	
<p>Cultural Humility (Miller et al., 2021; Singleton and Linton, 2006)</p>	<ul style="list-style-type: none"> • Little demonstration of being morally, emotionally, intellectually, and relationally involved in the dialogue • Does not expect or accept non-closure • No awareness of power dynamics, implicit 	<ul style="list-style-type: none"> • Some demonstration of being morally, emotionally, intellectually, and relationally involved in the dialogue • At times expects and accepts non-closure • Some awareness of power dynamics, implicit bias, and stereotypes. 	<ul style="list-style-type: none"> • Consistently engaged by remaining morally, emotionally, intellectually, and relationally involved in the dialogue • Expects and accepts non-closure • Demonstrates reflection on potential bias, stereotypes, power dynamics, and respect of intersecting identities • Focuses on strengths • Actively challenge negative beliefs 	3

	bias, and stereo types.			
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Appendix L

Case Two Cathy Narrative

Cathy received her bachelor's in English Education with the dream of becoming a high school English teacher. During her undergraduate education, she interned with an alternative high school program that specialized in serving youth transitioning out of juvenile detention settings in obtaining a General Educational Development (GED). Although she enjoyed this work, upon graduating, she had to step back from teaching because she couldn't "afford to finish student teaching and not work." Instead, she ended up in a career in retail for 20 years. However, shortly before the COVID-19 pandemic started, she decided she wanted to pursue a career change. She took a job in banking for a short time, but ultimately decided she did not enjoy it and continued to search for something new. She started exploring opportunities on LinkedIn, which is where she first saw the chance to get back into teaching. She was then hired into her current role as a middle school special education teacher in the charter school. This opportunity also allowed her to simultaneously pursue a master's in education through an alternative teacher licensure program. She is in her first year of the master's degree and "really enjoys" the program. She is considering pursuing a principal fellowship program when she finishes.

Cathy describes teaching as her "happy place." When asked what she values most about her role as a teacher, she asserted, "helping students grow" and "seeing those light bulb moments."

She disclosed another important identity to her is being a single mother to a 12-year-old son. Her son has a diagnosis of autism and attention deficit hyperactivity disorder (ADHD). As a parent of a child with a disability, she described she brings a unique perspective to her work in special education. She reports she is “hyper-involved” with her son's education and values the strong working relationships she has with his teachers and service providers.

PCB Consultation Process

Throughout the ten weeks, Cathy and I had six consultation sessions. We appeared to develop a productive relationship. There was no evidence of resistance to spending time with one another. Cathy attended all meetings on time, was focused and cooperative, and appeared to enjoy the time together.

Phase 1: Relationship Building

I started the consultation engagement by getting to know Cathy and asking questions about her life journey and experience teaching. Cathy presented as energetic, talkative, and easy to build rapport with. I used contracting strategies to discuss the consultation model, review expectations, and clarify the roles of the consultant and the consultee. I also explained the collaborative, confidential, and non-evaluative nature of PCB consultation. She appeared to be motivated to take part in the consultation and declared she was looking forward to growing her skills in family engagement and hoping to share what she learns through consultation with her team.

Prior Experience with Consultation

When reflecting on her experiences with consultation, Cathy expressed she has had little prior experience with formal school-based consultation. However, she

expressed she has taken part in MTSS team meetings and through those meetings engages in informal consultation with her grade team members. Moreover, she stated she has attended several professional consultation meetings regarding the care of her son and engages in ongoing consultation with his providers regarding what she can “do to better support him at home.”

Phase 2: Problem Identification and Analysis

Discussion of Prior FSCP Experiences. To identify potential areas for growth, Cathy and I began by discussing her current family engagement practices. First, we discussed her personal strengths. As a parent of a child with a disability, she possesses a lot of empathy, compassion, and understanding of how difficult it can be to navigate special education services. She expressed a desire to be a resource for families and to share what she has learned from her personal experience. Further, Cathy stated she wishes that all parents could be “as involved in their student’s education” as she is with her son. Moreover, she expressed that her previous experiences working in retail have made her innately comfortable working with diverse individuals and it is easy for her to reach out and build relationships.

Next, we reviewed what is currently going well in her family engagement efforts. Cathy reflected on her positive experiences working with families, she recalled several successes she has had with family engagement this year. She described a parent who came to her for support with her daughter’s anxiety and experiences of peer bullying. She reported it was a great opportunity to “connect” with this family and she was glad that the relationship was strong enough for the mother to feel that she could be able to be “vulnerable with her concerns.” This mother’s advocacy allowed Cathy to work

collaboratively with her to come up with a plan to support the student's needs.

Additionally, she discussed another family who was actively involved in their child's IEP this year. She expressed it was "extremely rewarding" that this family "honored the role they can play in their child's education."

Regarding previous training on FSCP, she has not yet taken any specific family engagement coursework or professional development. However, within her coursework in her master's program, she described she has learned about the "logistics of communication" with families regarding student special education services, but has not learned "specific strategies" for understanding how to resolve issues within family communication or ways to promote strong engagement. Moreover, she stated that at the beginning of this school year, the charter school emphasized the need for more family engagement during back-to-school orientation. The school administration devoted time to introducing and encouraging all teachers to use the application Talking Points. Talking Points is a two-way multilingual family engagement platform that helps teachers and families to connect in real time via text messages.

Regarding current barriers to family engagement, she expressed numerous concerns. First, she expressed that when working with non-English-speaking families, "language is itself a barrier." She expressed relying on others to translate makes it difficult to "communicate clearly." She explained that although Talking Points has been a useful tool, it appears many families still are not knowledgeable of how to use it, are not aware of all the features, and do not use the platform often.

In addition, she explained that school-wide she observes a deficit in family communication. For example, recently on a day when the school closed for teacher

training and many families were unaware and sent their students to school. This was “extremely worrisome” to her that some families did not have access to basic information and the school calendar.

Furthermore, she observes difficulty with obtaining parent attendance in school meetings. She clarified that overall, only about 30 percent of families attended parent-teacher conferences this year. She has attempted to reach parents through multiple modalities to reach out to families, such as mailing letters home, putting notes in students' backpacks, calling, texting, emailing, and going out into the parking lot to “track students' families down.” The only method she has not tried yet is conducting home visits. She voiced, “I feel like it shouldn't get to that extreme.” She expressed a need to learn more about how families prefer to be communicated with and to find out what works for each individual family. She rationalized, “We have to meet families where they are and use the methods they prefer to use.”

She also expressed difficulties with the special education department's ability to involve parents in students' individual education plans (IEPs)'s and evaluations. She reported, “there seems to be a stigma around special education” and because of this, as a special education teacher, “I am not always someone families want to hear from.” Further, she conveyed “it seems there is a difference in how parents view disabilities” and elaborated, there may be “cultural factors” at play. She worries that there is a phenomenon of “learned helplessness” experienced by families and she articulated, “They may feel like they have tried before and it hasn't worked, so why to try again?”

Furthermore, she expressed concerns about one of her students who has a difficult home life, and whose family is “very disconnected” from what is going on at school. She

explained “He has already decided he will not go past 10th grade” and she believed this was “predetermined before he walked in our doors.” Although Cathy desires to empower this student to reach his educational potential, she does not know how to connect with his parents on these goals and recognizes that the family is going through hardships which may limit the capacity to engage. Cathy desires to have a deeper perspective on her student’s background and life outside school, to help her “better understand” their behavior and needs. She noted, “I have been thinking a lot about the child's potential” and has come to recognize the need for parents to be “on the same page” on students’ goals. She passionately declared, “I want more ways to get parents on board so they can be a cheerleader for their child.”

Lastly, she conveyed a desire to create stronger relationships with the families of students who are transitioning to high school. She desires to support families in preparing for the transition and being able to advocate for their student's needs within special education.

Working with Families Self-Efficacy Scales (WFSES). To further support in identifying areas for growth, Cathy completed the Working with Families Self-Efficacy Scales (WFSES), which breaks down self-efficacy by three domains (1) family-school communication, (2) supporting family diversity, and (3) teachers’ overall role with families. Scores for each domain ranged from 0-Cannot do at all, 50-Moderately Can Do, and 100- Highly Certain Can Do. Cathy received an average score of 72 in the family-school communication domain, 92 in the family diversity domain, and 79 in the teachers’ role in the families’ domain.

Baseline

To determine Cathy's baseline, I asked her to consider her position on the scale “If 10 is being an expert and 1 is having little to no knowledge of FSCP high-impact strategies, what number would you put yourself on right now?” She rated her perceived self-efficacy as an 8. To increase her self-rating, she reported she will need “more skills and tools that work for certain families, and an understanding of how to get past hurdles.”

Goal

A long-term goal was established regarding what she would like to accomplish by the end of the consultation process. The goal was determined to be: By June 2022 with bimonthly PCB consultation, Cathy will increase her self-rating of an 8 to a rating of 9 regarding her knowledge of high-impact strategies.

Phase 3: Intervention

Intervention Selection & Description

Cathy and I engaged in ongoing brainstorming to co-construct interventions that would help her reach her goals. Together, we worked to keep the focus of the interventions within the school’s sphere of influence and reframed difficulties as hard-to-access systems rather than hard-to-engage families. Using a collaborative approach, we selected interventions she felt were the most manageable and practical given the time left in the school year. Three interventions were selected, (1) embedding discussion of family engagement practice in consultee’s grade level team meetings, (2) creating a family communication preference survey; and (3) implementing a Teacher Involve Parents in Schoolwork (TIPS) Homework assignment. We theorized that the combination of these interventions would support Cathy in reaching her goal to increase her knowledge of

high-impact FSCP strategies. Each intervention is outlined in the checklist in Appendix P and summarized below.

Increasing team communication on family engagement. Cathy believes she can make FSCP sustainable by embedding discussions of family engagement into her grade-level team meetings. Cathy described typically discussions of family engagement during these meetings are “very fluid.” Although everyone on the team is “really strong” at coming up with ideas on “how to better support families”, there is a need to increase “organization” to ensure they execute these ideas “effectively.”

Together we discussed ideas to support the team in making their ideas come to fruition and become sustainable practices. First, we decided it would be necessary to increase commitment by placing FCSP on meeting agendas to ensure these practices will be addressed each week. Next, we discussed the importance of supporting the team in learning about high-impact FCSP practices. Together we co-created a folder with resources and tools that can be shared with the team. We hypothesized having a shared folder would allow team members to support each other’s learning and use of evidence-based practices.

Furthermore, Cathy and I discussed the need for having “open and vulnerable” conversations during these meetings to allow the team to get “unstuck” in their potential biases. One of the resources we reviewed in our sessions was the Challenging Assumptions Reflection Tool by Flamboyant Foundation (2020). This tool intends to facilitate critical reflection of professionals’ assumptions, biases, or negative beliefs about families and how these beliefs influence their actions. First, we engaged in a meaningful discussion using the reflection stems to challenge negative beliefs about

families (i.e., “Whose voice is missing?”). Next, we looked over the table and discussed how this tool can be used during team meetings to guide discussion of how the teams’ assumptions influence their actions, and critically challenge any negative bias about families that are present. Lastly, Cathy and I decided it would be helpful to have a system for the team to track family communication on a shared excel sheet. She determined this could be used to help the team share information about families’ communication preferences and relevant information.

After our meetings, Cathy was able to successfully share the resources with her grade level team and designated a time within the team’s agenda for a family engagement discussion and shared the data tracking system among her team. Cathy is hopeful that starting next school year with these practices will improve and promote family engagement throughout the school year.

Implementing a Teacher Involve Parents in Schoolwork (TIPS). First, we began with increasing Cathy’s knowledge of TIPS assignments. I provided Cathy a resource folder that included the TIPS manual and a webinar. She reviewed these resources in her own time and then during our consultation sessions together we reviewed and went over example assignments.

Cathy explained that she had been talking with her teammates about the TIPS assignments, one of her teammates is Beth, who is also a participant in this study. They decided that they wanted to collaborate to create a TIPS assignment for the 8th-grade students transitioning to high school. Cathy and Beth felt it would be interesting to have students interview the family members since interviewing was a skill reviewed in their current unit. Their student had just finished an assignment that required them to research

a famous person and come up with interview questions. To strengthen these skills and tie them to home-school learning, they determined that students could interview their family members about their experiences in high school. In our sessions, Cathy and I discussed ways to make this assignment equitable and inclusive. At first, the assignment was written to prompt students to interview a parent, however, after discussing this, Cathy decided to switch the prompt to “interview a family member.” By expanding this out to any family member we felt it would be more accessible to students who may not live with their parents or who may not be able to connect with a parent in time to complete the assignment.

Communication Survey. To meet Cathy’s desire to know more about how families would like to be communicated with, we co-created a communication survey. By administering a survey and understanding the family’s preferences, she felt that she would have a better system in place for consistent communication. Together, we co-created a survey during consultation sessions and carefully determined the most important questions to include. We reviewed an example of a preference survey from the Academic Partnering Toolkit for teachers Flamboyan Foundation (2020). We designated time to consider ways to make the form accessible to parents such as providing the link through multiple modalities including text, email, and printed QR codes. Cathy felt due to the school year coming to an end, she will administer this survey in the fall. Although we did not get to see the administration of this survey throughout our consultation time together, Cathy expressed gratitude for having this survey “ready to go” for the next school year.

Consultee Intervention Fidelity

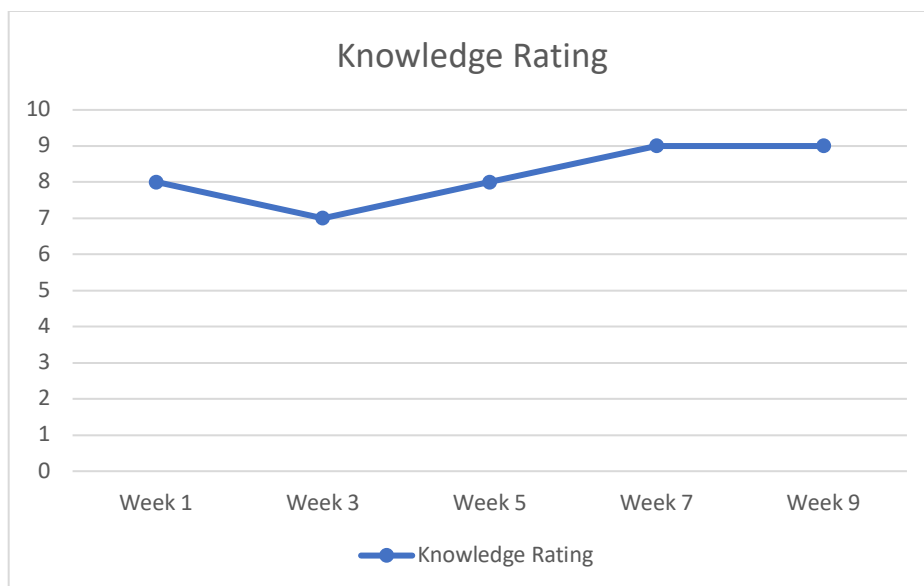
To assess fidelity an intervention checklist was used to ensure procedural fidelity. Cathy successfully checked off all tasks on the intervention implementation (Appendix P). The interpersonal skills rubric was implemented for quality fidelity. Cathy rated herself as a 3 in all areas.

Phase 5: Evaluation

Results

The PCB consultation and intervention strategies were implemented for 10 weeks. The intervention goal was to increase Cathy's self-rating of knowledge by implementing FSCP by the end of the 10 weeks. Cathy's self-efficacy ratings during the intervention period are reflected in below. At baseline, Cathy had a self-rating of 8. Intervention data collected on five separate occasions over the intervention period revealed that her self-rating increased to a 9, which represents a small effect size (0.1). This small effect size may be due to a ceiling effect because Cathy started at a score of an eight which already placed her at the upper limit of the scale near the highest possible score of a ten. However, based on this analysis, her target goal was met.

Cathy's Knowledge Rating Over Time

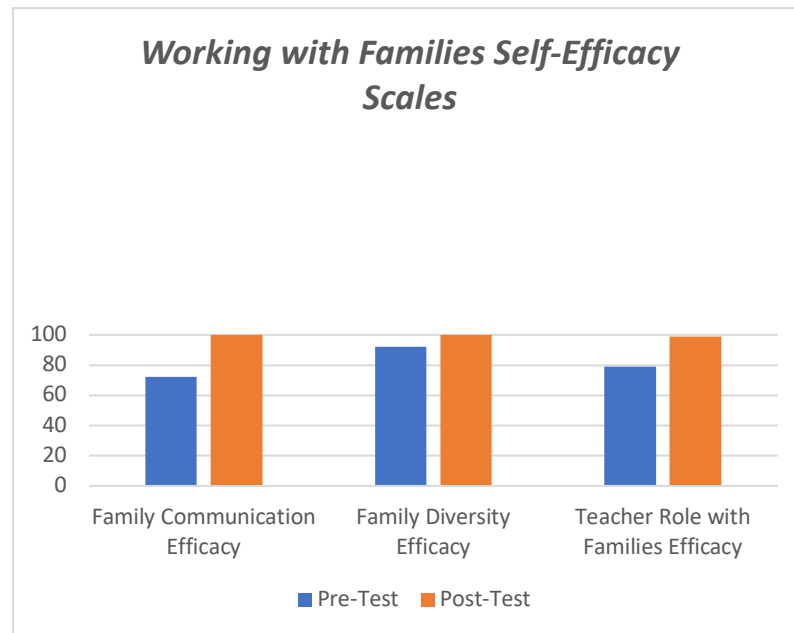


Results from the WFSES Survey are summarized below. Cathy’s score increased by 28% in Family Communication Efficacy from a score of 72 in the Moderate SE range to a score of 100, in the Proficient SE range. Items with the most growth of confidence in this area included her confidence in “balancing opinions about what a child needs” with a family who has different opinions, “working out a compromise” with a family when she “strongly disagrees with them,” showing a family that she “cares about their child” when they react like she “does not like their child,” and “effectively resolving conflict.”

Moreover, the Family Diversity Efficacy score increased by 7% from a score of 93, in the High SE range, to a score of 100, in the Proficient SE range. Cathy demonstrated the most growth in the following items, “Communicate with parents of differing social classes about how they can support their children's development” and “Involve parents who have limited resources and/or time in their child's learning and development.”

Additionally, in the Family Teacher Role with Families Efficacy, her overall average score increasing from a score of 87, in the High SE range, to a score of 99, in the Proficient SE range. In this domain, Cathy’s self-ratings showed the most growth in designing school events in which “parents can actively participate with their child to develop the child's learning”.

Cathy’s Pre-Test Post-Test Comparison



Summary of Experience, Perceptive, and Recommendations

During the post-consultation interview, I inquired about Cathy’s experience taking part as a consultee in PCB. The outcome of this interview is captured below.

Perceptions of PCB Effectiveness. Cathy expressed favorable perceptions of PCB. First, she enjoyed the ability to “bounce ideas” off someone else through consultation. She stated “As someone who loves learning” she felt engaging in PCB was almost like “taking a class” on family engagement. Further, since she and another

participant, Beth, worked together in the same classroom, she conveyed that collaborating with her teammate allowed her to continue the impact of the consultation outside of our meetings. This was a unique factor that played into Cathy and Beth's experience that showed the opportunity for further discussion on family engagement between teachers when multiple teachers that work together receive consultation simultaneously. Cathy stated, "It's like we created our own little bubble." Lastly, Cathy expressed it was helpful to have the consultant follow up and provide feedback at the start of each session to summarize what was previously discussed and the Google Drive which allowed her to have a "one-stop shop" for all the resources she needed.

Teacher Self-Efficacy and Behavior Changes. Cathy endorsed notable changes in her self-efficacy post-PCB consultation. She has seen a "growth in confidence," she noted feeling "more comfortable doing more reach-outs," and "trying over and over" until she gets a response. Moreover, she has "learned a lot of different skills" and developed "ideas of including parents in students learning." Additionally, she expressed acquiring "ways to get the whole team included." She reported she has shifted her mindset into thinking about the importance of "having a team of people" as a "driving force for it versus just one person." In the past, she has felt family engagement was solely the principal's responsibility and now she would like to help foster "a full community devoted to this work."

She said that the greatest thing was that the consultation got her "wheels turning." She informed, "I have great ideas and how to implement new things with families." The excitement she expressed through her participation in PCB increased her desire to come up with creative ideas to implement in the future.

Observed Impact on Families and Students. Cathy noted she has not yet seen the direct impact of PCB on student outcomes. She hypothesized there will be an impact that she can see next year.

Continued Areas of Growth (What Didn't Change) *. There are several areas of family engagement that she has not seen a change in yet throughout the consultation process. Cathy described, "although we haven't been able to address these areas in our consultation, they are areas she would continue to like to grow in the future."

First, she expounded, she would like to see an overall improvement in the "quality of relationships" between families and the school professionals within the community. She reflected on recently going to the graduation commencement ceremony for the 8th graders' students where she noticed there was a "big divide" between the family members and the teachers who were "not talking or interacting." She reflected on this dynamic and reflected that "when she went to her own son's graduation where the "climate was much different, the families and teachers are much closer." She believes that "privilege plays a high role in these interactions." She described the families at her son's school come from "highly educated professions such as law, psychology, economics, engineering, etc." She expressed, "People that are highly educated may have a different relationship with the school." Cathy desires to find more ways to create this type of climate at her current school. She rationalized she would like to find ways to have events for families outside of the school such as in a local park or the community to inhibit these barriers.

Second, she expressed that she has not yet seen growth in her community engagement. She is trying to get more included and embedded with the community and

businesses in the area, by expanding partnering with families to community partners. She hopes by doing so she can provide families with resources in the community.

Third, she desired to increase her knowledge of working with Hispanic families. She reported she has a close friend who is a principal at another school and who works with a very “similar student and family demographic,” This summer she hopes to consult with her friend and find out if she has any additional suggestions.

Although these are all areas Cathy has not yet seen growth in through PCB itself, it seems, however, that the consultation engagement has led her to want to pursue innovative ways to engage families.

Recommendations for Improving PCB. Cathy provided a thoughtful reflection of recommendations to consider when implementing PCB in the future. Foremost, she reported that it would be helpful to have the consultation take place at the beginning of the school year or during the “second quarter,” rather than the end of the year. She suggests this may “allow for more time” and “encourage brainstorming over the summer” and generate ideas for the following school year. However, she stated “I can see it being beneficial either way.” Further, she noted implementing PCB in the spring was challenging because state testing interfered with executing interventions.

Moreover, regarding the logistics of the model’s implementation, Cathy felt the bimonthly nature of the model was helpful for her schedule. Additionally, she found it was helpful to have the consultant have “consistent communication,” “flexibility,” and provide a resource folder through google drive.

Cathy also provided ideas on how PCB can be used in different ways. She conveyed it may be helpful to have someone from the administration receive consultation

to have a “wider impact.” Similarly, she declared it would be helpful to “not only have the teachers' voice”, but rather, provide families and community members access to a consultant to help them build their capacity to engage with school professionals. In addition, she asserted, that in the future the model could be expanded to not only include one-on-one meetings, but also small groups of consultees to help teachers “sit down together and brainstorm.”

Furthermore, she noted that it is important to consider that the ‘motivation’ and “value” for family engagement have already been present at this school. Therefore, there may need to be special considerations for implementation in schools where family engagement is not already a core value of the school community and administration. Similarly, she stressed the importance of understanding the needs of each consultee. She explained she already had “tremendous buy-in” and outcomes may be different for consultees that do not share this initial buy-in. However, she hypothesized that learning through PCB consultation rather than professional development on FCSP could be helpful for teachers who have less buy-in, to support building knowledge of the “hows” and “whys” of family engagement. Overall, she expressed the importance of adapting the model to the individual consultee, with special consideration of their developmental level, personality, and culture. She proposes it would be helpful to embed this one-on-one consultation into the school’s new hire onboarding procedures for teachers and administration.

Appendix M

Case 4 Cathy Intervention Checklist

Intervention/Strategy	Teacher Action: Checklist
<p>Ensure all families can participate in academic partnering in a way that works for them</p>	<ul style="list-style-type: none"> √ Co-create google survey to reach out to families and find out which type of communication and what times of day do they prefer. √ Secure interpretation and translation as needed (Request a Translation) √ Plan how to adapt or use survey at the start of next school year and review the Flamboyant Foundation Beginning of the year toolkit
<p>Implement Teachers Involve Parents in Schoolwork (TIPS) Homework assignment</p>	<ul style="list-style-type: none"> √ Review training materials (i.e., training manual and webinar) and instructions. √ Review existing TIPS assignments and/or create new TIPS assignment based on template. Template √ Send home note to parents or family partner (in accessible language) to introduce them to TIPS activities (Example note) √ Evaluate parent input.
<p>Communicate with team members and engage in shared planning on family engagement.</p>	<ul style="list-style-type: none"> √ Schedule on agenda (weekly at first to review the tracker, then bi-weekly) √ Review resource for challenging assumptions (Challenging-Assumptions-Reflection-Tool-Flamboyant-Foundation) √ Share and review resources with team. √ Create a document to keep track of what was discussed and relevant next steps as a team.

Appendix N

Case Two: Cathy Interpersonal Skills Rating

Rate yourself using the rubric by rating your progress in each skill area:

Interpersonal Skill Area	1 -Beginning	2- Progressing	3 – Proficient	Self-Rating
Listening (Rogers and Farson, 1987)	Provides little non-verbal communication Does not test for understanding or use attending behaviors (paraphrasing, reflecting feelings, and probing).	Provides some non-verbal communication Demonstrates varied attending behaviors and paraphrasing, reflecting feelings, and probing.	Listens for total meaning by attending to the content of the message and the underlying feelings Responds to feelings and communicates empathy Notes nonverbal communication such being mindful of pauses, inflection, tone, facial expression, body posture, etc. Consistently test for understanding by reflecting back what the speaker seems to mean and probing for clarification	3
Empathy (Wiseman, 1996)	Rarely demonstrates the ability to see the world as others see it and provides negative and/or judgmental comments Finds it difficult to accept others' feelings and rarely communicates understanding of another person's feelings	Sometimes demonstrates ability to see the world as others see it and to be nonjudgmental of another person's situation Some demonstration of the ability to understand and communicate another person's feelings.	Demonstrates proficient ability to see the world as others see it and to be nonjudgmental of another person's situation Often demonstrates ability to understand and communicate understanding of another person's feelings	3
Practicing vulnerability & authenticity (Brown, 2012; Singleton and Linton, 2006)	Not willing to be honest about thoughts, feelings, and opinions Not willing to experience discomfort and lean into difficult conversations	Sometimes is honest about thoughts, feelings, and opinions Sometimes willing to experience discomfort and lean into difficult conversations	Consistently honest about thoughts, feelings, and opinions and willing to give feedback that is direct even if it feels awkward or uncomfortable Often is willing to experience discomfort and lean into difficult conversations Leads with curiosity Deepens the conversation to the point where authentic understanding and meaningful actions occur	3
Cultural Humility (Miller et al., 2021; Singleton and Linton, 2006)	Little demonstration of being morally, emotionally, intellectually, and relationally involved in the dialogue Does not expect or accept non-closure No awareness of power dynamics, implicit bias, and stereotypes.	Some demonstration of being morally, emotionally, intellectually, and relationally involved in the dialogue At times expects and accepts non-closure Some awareness of power dynamics, implicit bias, and stereotypes.	Consistently engaged by remaining morally, emotionally, intellectually, and relationally involved in the dialogue Expects and accepts non-closure Demonstrates reflection on potential bias, stereotypes, power dynamics, and respect of intersecting identities Focuses on strengths Actively challenge negative beliefs	3

Appendix O

Case Three Elly Narrative

Elly is a special education teacher in the moderate-to-intensive need classroom at the high school. She has been teaching for two years. She completed an alternative teacher licensure program in 2020. Before teaching, she originally pursued a degree in behavior therapy and worked in autism centers intending to become a Board-Certified Behavior Analyst (BCBA). However, throughout this training, she felt the work was “too much” and decided to get into special education to continue her work with individuals with disabilities in a different way. In her work as a teacher, she values and enjoys “forming connections” with students and helping them “overcome challenges.” She reported that her “relationships” with students are more important to her than the “teaching itself.”

PCB Consultation Process

Throughout the ten weeks, Elly and I had five consultation sessions. There were several interruptions to our intended meeting times due to the shortage of staff at the school and personal illnesses for both Elly and me. As a result, the intended bimonthly schedule of our meetings was adapted, for example, two of our meetings were three weeks apart. She showed flexibility throughout the changes to the consultation schedule and was adaptive to modifying our plan as needed.

Phase 1: Relationship Building

During the first consultation meeting, Elly appeared alert, energized, and personable. She spoke about her experiences thoughtfully and genuinely. Overall, there appeared to be a positive and productive working relationship between Elly and me.

Prior Experience with Consultation. Elly expressed she had prior exposure to consultation with her “grade-level teaching coach.” She reports that she enjoys receiving feedback and has had positive experiences consulting with other professionals. To set the groundwork for our consultation, I used contracting strategies to help her understand the expectations and to clarify how it was similar to and different from coaching. Specifically, I highlighted how our consultation process would be a non-evaluative, confidential, and collaborative process.

Phase 2: Problem Identification and Analysis

Discussion of Prior FSCP Experiences. Elly reports positive experiences partnering with her student’s families on students’ academic goals. She enjoys working with families to provide “multiple perspectives on students’ performance.” Elly expressed interpersonally, she has a “gentle and friendly” approach which is fundamental to her relationships. She has also recognized the importance of building the “positive side of relationships with families” and celebrating “small moments together.” She described an example of the joy she felt when she could celebrate a student increasing their vocabulary using American Sign Language (ASL) with his family. Moreover, she expressed that particularly it is “essential to have families engaged in student future planning.” She expressed, that “families get a lot of support” throughout schooling that often goes away when their child graduates. She desires to “make sure families continued to feel supported in that transition.”

Regarding formal coursework on FCSP, Elly has learned about family engagement in both graduate schools and through professional development at work. She reported that her professional development included role-playing activities which were

helpful, however, “they didn’t “dive into what to do when difficult things come up and how to tackle them.” Moreover, she expressed that working with families is “really situational” and depends heavily on the individual family and their communication style. Because of this, she doesn’t always feel like the role-play training she received was effective in helping her transfer what she learned into her work day-to-day.

Regarding difficulties with working with families within her role, Elly expressed that it has been challenging to work with families who have different “views of students’ disabilities” and “what they are capable of.” For example, one of her student's families disagreed with her significantly regarding their son’s communication capacity and future employment opportunities. In this instance, she recommended that the student be taught how to use a communication device and strongly felt that this would allow him to have more “opportunities as an adult such as being able to work.” However, his family felt this recommendation was not appropriate and did not see the benefits of having a device for the student. She proclaimed that this experience was emotional and difficult to navigate.

Elly reported she volunteered to participate in PCB consultation because, although she values building relationships with families, at times as a special education teacher, it is “extremely” hard to manage along with all her other responsibilities. She emphasized that “time is the biggest barrier.” She stated that on average, teachers are working “more than forty hours a week” and have limited planning times.

Working with Families Self-Efficacy Scales (WFSES). To further support in identifying areas of growth, Elly completed the Working with Families Self-Efficacy Scales (WFSES), which broke down her current self-efficacy into three domains (1) family-school communication, (2) supporting family diversity, and (3) teachers’ overall

role with families. Scores for each domain ranged from 0-Cannot Do At All, 50-Moderately Can Do, and 100- Highly Certain Can Do. A summary of her scores can be found in Appendix X.

Overall, in the Family Communication Efficacy domain, Elly received an average self-rating of 62. She rated herself relatively lower on her ability to “work out a comprise” and “resolve conflict with families.” On the Family Diversity Efficacy domain, her average score was 67. She reported difficulty communicating with parents of “differing social classes about how they can support their child’s development at home.” Lastly, in the Teacher Role with Families Efficacy domain, her average score was 63. She rated herself relatively low regarding her ability to communicate with families about their student’s development and “create opportunities to create positive relationships with each parent.”

Summary of Information. In summary, Elly elected to use the PCB consultation process to develop strategies to improve her family engagement with the families of the six seniors on her caseload. She hopes to utilize family partnering to ensure a smooth transition as these students graduate high school. Particularly, she decided she wanted to pursue strategies for helping guide conversations to help families make “empowered decisions” with their students regarding post-graduation options and explore the resources available for young adults with disabilities.

Baseline.

To establish a baseline, I asked her to consider her position on a scale “If 10 is being an expert and 1 is having little to no knowledge of FSCP high-impact strategies,

what number would you put yourself on right now?” She rated her perceived self-efficacy, as a five.

Goal.

A long-term goal was determined to be: By June 2022 with bimonthly PCB consultation, Elly will increase her self-rating of 5 to a rating of 8 regarding her knowledge of high-impact strategies. She believed, by devoting time through consultation to also reflect on her process and conversations with families, she will grow her self-efficacy. Moreover, she expressed hope to discover ways to empower families to be collaborative and use their voices.

Phase 3: Intervention

Intervention Selection & Description

Elly and I engaged in ongoing thinking to co-construct interventions that would help her reach her goals. We decided to focus our interventions on preparing 12th-grade students and families for graduation and post-graduation transitions, there were two parts to this intervention (1) preparing families for graduation logistics and providing family transition resources and (2) holding one on one meetings with each family to support individual graduation goals.

Preparing families for graduation logistics. First, she wanted to ensure that her seniors and families were well prepared for graduation and all the logistics. She and I worked to compile a checklist to send home to families to support graduation planning. In addition to this checklist, she wanted a way to provide families with one-stop resources for post-graduation options and an understanding of available resources for adults with

disabilities. I provided the general resource folder with partnership strategies and the district website on transition planning for families. This included resources such as the “Disability Law in Colorado-Fact Sheet for Families,” we reviewed resources offered in English and Spanish and discuss how they can be shared equitably. Moreover, we discussed how to engage families in determining what support they need for transitions. Elly sent out a google survey inquiring about what resources families felt would be helpful. However, she reported obtaining little feedback from families on this survey. Therefore, we brainstormed ideas for making this more accessible for future use.

Individual meetings. Next, she desired to touch base and connect with each family individually. Together, Elly and I determined what would be beneficial to include in the family meetings and created a checklist that included the following: (1) build rapport so families feel at ease to share their honest thoughts, wonderings, and needs; (2) share power by requesting input and emphasizing family’s expertise, communicate high expectation for their student, discuss current services and what those services may look like post-graduation; (3) provide appropriate input into transition service needs and postsecondary agencies, services and/or supports and incorporate those into the IEP (the statement of transition needs and the statement of needed transition services); (4) link students and parents to the appropriate post-school services, supports or agencies before the students leave high school; and (5) evaluate parent input and plan for follow up support. Moreover, before each meeting, she inquired with families to schedule appointments based on days and times that worked best for their schedule, sent the meeting agenda through multiple modalities (emails, text messages, and phone calls), and

secured interpretation and translation as needed. By the beginning of May, she was successfully able to complete an individual meeting with each family.

Consultee Intervention Fidelity

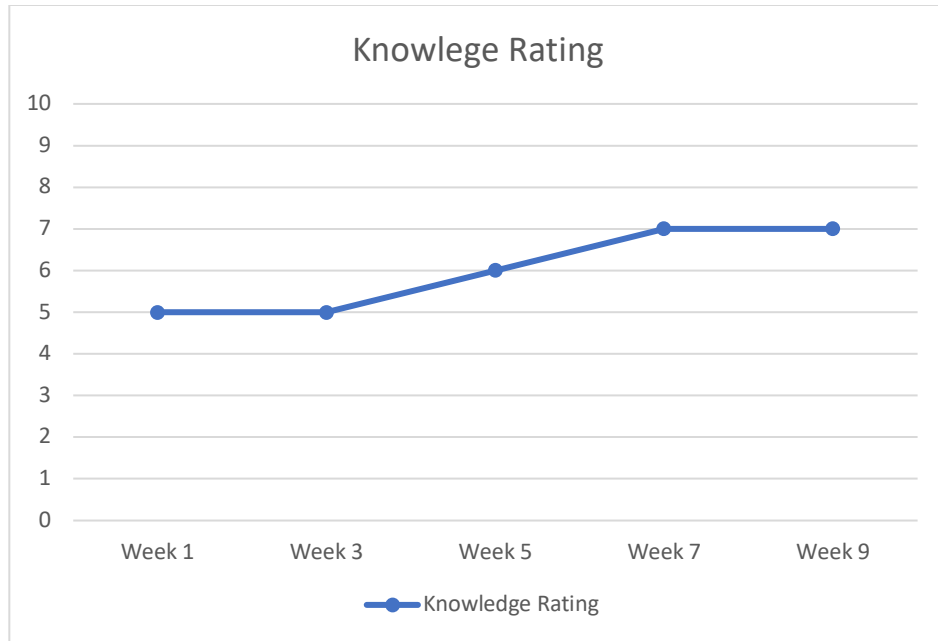
To assess fidelity an intervention checklist was used to ensure procedural fidelity. Elly successfully checked off all tasks on the intervention implementation. To assess fidelity intervention checklist (Appendix Q) ensured procedural fidelity. Elly successfully checked off all tasks on the intervention implementation, indicating 100 percent procedural fidelity. The interpersonal skills rubric was implemented for quality fidelity. She rated herself as a 3 (Proficient) in all listening, empathy, and cultural humility, and a 2 (Progressing) in practicing vulnerability/authenticity,

Phase 5: Evaluation

Results

The PCB consultation and intervention strategies were implemented for 10 weeks. The intervention goal was to increase Elly's self-rating of knowledge by implementing FSCP by the end of the 10 weeks. Elly's self-efficacy ratings during the intervention period are reflected in below. At baseline, she had a self-rating of five. Intervention data collected on five separate occasions over the intervention period revealed that her self-rating increased. Thus, based on this analysis, her target goal was met. She increased her self-rating from a five to an eight, which represents a three-point increase, indicates a medium effect size (0.6).

Elly's Knowledge Rating Over Time



Results from the WFSES Survey are summarized below. The degree of confidence is rated by recording a number 0 to 100, with 0 representing “Cannot do at all,” 50 representing “Moderately can do,” and 100 representing “Highly certain can do.” The WFSES has five rating categories: Low SE, Fair SE, Moderate SE, High SE, and Proficient SE. Low SE scores are 0-31%, Fair SE scores are 32-52%, Moderate SE scores are 53-73%, High SE scores are 74-94%, and Proficient SE scores are 95-100% (Hollander, 2010).

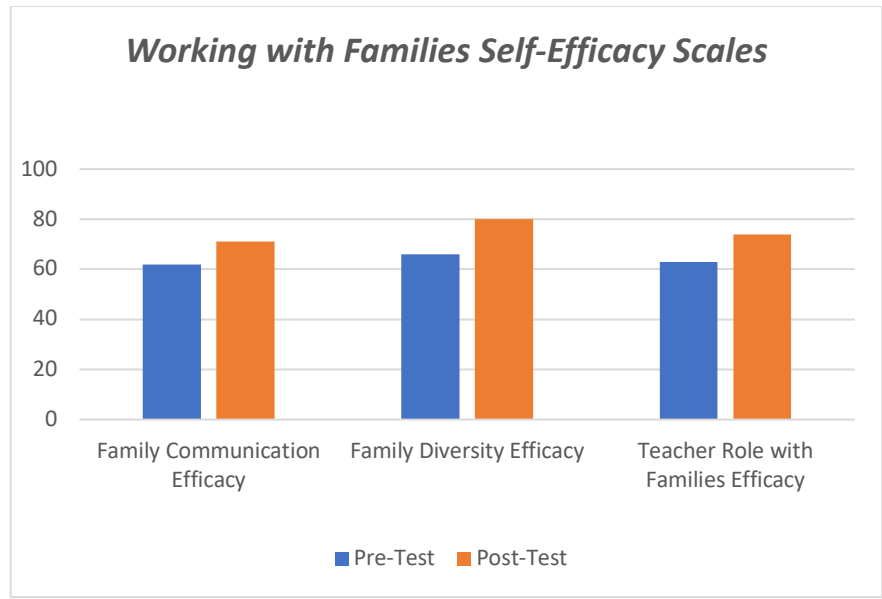
Elly’s score increased by 10% in Family Communication Efficacy from a score of 61 to a score of 71. In this domain, she had the biggest gains in her perceived ability to work out a comprise with a parent during a disagreement and resolve a conflict.

Moreover, the Family Diversity Efficacy score increased by 7% from a score of 73 in the Moderate SE range to a score of 80, in the High SE range. In this domain, Elly

saw the greatest improvement in her perceived ability to communicate with parents of differing social classes about how they can support their children's development.

She demonstrated the most growth in the Family Teacher Role with Families Efficacy, with her overage average score increasing from a score of 63 in the Moderate SE range to a score of 74 in the High SE range (12% increase). Improvements in this domain included feeling like she can help families actively participate in their child's learning, schedule school events so parents are active participants, create opportunities to develop positive trusting relationships with families, and intervene to help when a family is in crisis or help them access needed services in the community.

Elly's WFSE Pre-Test Post-Test Comparison



Summary of Experience, Perceptive, and Recommendations

During the post-consultation interview, I inquired about Elly's experience taking part as a consultee in PCB.

Perceptions of PCB Effectiveness. Elly expressed a feeling of gratitude for the PCB consultation and affirmed it was an “awesome experience overall.” She emphasized, “The biggest thing was having someone do it that is committed to learning more because it is a cool process and nice to make the time to focus on family communication.” Particularly, she enjoyed having “a sounding board to problem-solve.” Additionally, she expressed that the resource folder provided was “really meaningful and helpful”, and expressed “teachers are often flooded with resources, but it was nice to have one folder to go to and access all the resources in one spot.”

Teacher Self-Efficacy and Behavior Changes. Overall, Elly felt that the quantitative results were reflective of her experience and the growth she has made. She perceived consistent growth in her self-efficacy throughout PCB. She reports, “Sometimes it feels like there is just so much going on and family communication does not always fall at the top of the priority list.” However, she felt the biggest impact PCB had been allowing her “space to intentionally set time aside to think about strategies” and “brainstorm systems to put in place next year and moving forward.”

She expressed she has grown in her capacity to provide families with resources and has an increased knowledge base of where she can “point families to and help them so they do not feel lost or alone navigating different scenarios.”

Moreover, she felt that she has increased the amount of “touch points” she has with families. She expressed she has been more mindful of “asking questions to parents proactively about how they would like to be followed up with,” asking if “they have time to talk,” and “taking into consideration outside factors that may impact their communication.” She has also observed a noticeable shift in her communication style.

For example, prior conversations with families were much more “neutral” such as communication about a student forgetting to take their medication, but she sees that there has been a shift towards more “positive” communication such as sending a picture of their student working on something and recognizing students’ success. She affirmed “it’s nice for me and them” and has felt a more positive connection to families as a result.

Further, she articulated PCB has allowed her to be more proactive in supporting transitioning senior students and families and providing them with information ahead of time.

She disclosed that although she didn’t meet her goal, she made stable growth, and believes she will be “more comfortable once she has more time to use the strategies” next school year. She acknowledged PCB has encouraged her to continue to grow her skills and confidence with family engagement. As a result, she has registered for a CDE online course to take over the summer break.

Specifically, the areas she would like to continue growing include “having difficult conversations with families” and “managing conflict.” She reports, “I learn by doing” and believes that when she must use these skills, she will likely grow her competence in that area.

She explained, “I will need to have the chance to use those skills to be able to judge where I am.”

Observed Impact on Families and Students. Elly perceives that the PCB has not yet had a significant observable change in her student outcomes. She stated that this “might be something that comes over time.”

Continued Areas of Growth (What Didn't Change). An area of growth that Elly could not foster in PCB is her ability to communicate effectively with families that are English language learners. She reported the decision to continue working on making those families comfortable expressing their ideas, overcoming barriers to translation services, making families aware that those resources are available for translation, and “finding ways to build trust and comfortability with families.”

Recommendations for Improving PCB. Elly provided insight on how to improve PCB in the future. She reports it would be beneficial to have the consultation over a long period. She confirmed, “for instance, maybe over six months, it would be more of a time commitment but could help establish more structures and data to track.” She also expressed that this approach could provide “more data from families and access to that follow-up and understand outcomes better.” Moreover, she suggests, “If PCB was conducted at the beginning of the school year you could get those systems put into place right away.”

She attested the bimonthly structure was helpful because it was “frequently enough not to fall off the teachers’ radar but was not time intrusive.” Further, she enjoys the consultation's individualized nature and expressed that “getting one-on-one support was helpful and gave the space for me to think about specifics.”

Appendix P

Case 3 Elly Intervention Checklist

Intervention/Strategy	Teacher Action: Checklist
Provide families a checklist on what to expect for graduation.	<ul style="list-style-type: none"> √ Gather resources and information needed for the checklist. √ Secure interpretation and translation as needed. √ Share through multiple modalities. √ Request parent feedback on resources provided.
Plan individual meetings	<ul style="list-style-type: none"> √ Review transition resources √ Create a poll for families on what day and time works best (through emails, text messages, and phone calls that are accessible in different languages). √ Schedule time and day. √ Send family information on the meeting agenda through emails, text messages, and phone calls that are accessible in different languages. √ Secure interpretation and translation as needed (Request a Translation) <p>During Meetings:</p> <ul style="list-style-type: none"> √ Build rapport so families feel at ease to share their honest thoughts, wonderings, and needs. √ Share power by requesting input and emphasizing family’s expertise. √ Communicate high expectation for their student. √ Discussion of current services and what those services may look like post graduation √ Provide appropriate input into transition service needs and postsecondary agencies, services and/or supports and incorporate those into the IEP (the statement of transition needs and the statement of needed transition services). √ Link students and parents to the appropriate post-school services, supports or agencies before the students leave high school. Transition Planning Empowerment Resources for Families √ Evaluate parent input and plan for follow up support.

Appendix Q

Case 3 Elly Interpersonal Skills Rating

Rate yourself using the rubric by rating your progress in each skill area:

Interpersonal Skill Area	1 -Beginning	2- Progressing	3 – Proficient	Self-Rating
Listening (Rogers and Farson, 1987)	<p>Provides little non-verbal communication</p> <p>Does not test for understanding or use attending behaviors (paraphrasing, reflecting feelings, and probing).</p>	<p>Provides some non-verbal communication</p> <p>Demonstrates varied attending behaviors and paraphrasing, reflecting feelings, and probing.</p>	<p>Listens for total meaning by attending to the content of the message and the underlying feelings</p> <p>Responds to feelings and communicates empathy</p> <p>Notes nonverbal communication such being mindful of pauses, inflection, tone, facial expression, body posture, etc.</p> <p>Consistently test for understanding by reflecting back what the speaker seems to mean and probing for clarification</p>	3
Empathy (Wiseman, 1996)	<p>Rarely demonstrates the ability to see the world as others see it and provides negative and/or judgmental comments</p> <p>Finds it difficult to accept others' feelings and rarely communicates understanding of another person's feelings</p>	<p>Sometimes demonstrates ability to see the world as others see it and to be nonjudgmental of another person's situation</p> <p>Some demonstration of the ability to understand and communicate another person's feelings.</p>	<p>Demonstrates proficient ability to see the world as others see it and to be nonjudgmental of another person's situation</p> <p>Often demonstrates ability to understand and communicate understanding of another person's feelings</p>	3
Practicing vulnerability & authenticity (Brown, 2012; Singleton and Linton, 2006)	<p>Not willing to be honest about thoughts, feelings, and opinions</p> <p>Not willing to experience discomfort and lean into difficult conversations</p>	<p>Sometimes is honest about thoughts, feelings, and opinions</p> <p>Sometimes willing to experience discomfort and lean into difficult conversations</p>	<p>Consistently honest about thoughts, feelings, and opinions and willing to gives feedback that is direct even if it feels awkward or uncomfortable</p> <p>Often is willing to experience discomfort and lean into difficult conversations</p> <p>Leads with curiosity</p> <p>Deepens the conversation to the point where authentic understanding and meaningful actions occur</p>	2
Cultural Humility (Miller et al., 2021; Singleton and Linton, 2006)	<p>Little demonstration of being morally, emotionally, intellectually, and relationally involved in the dialogue</p> <p>Does not expect or accept non-closure</p> <p>No awareness of power dynamics, implicit bias, and stereotypes.</p>	<p>Some demonstration of being morally, emotionally, intellectually, and relationally involved in the dialogue</p> <p>At times expects and accepts non-closure</p> <p>Some awareness of power dynamics, implicit bias, and stereotypes.</p>	<p>Consistently engaged by remaining morally, emotionally, intellectually, and relationally involved in the dialogue</p> <p>Expects and accepts non-closure</p> <p>Demonstrates reflection on potential bias, stereotypes, power dynamics, and respect of intersecting identities</p> <p>Focuses on strengths</p> <p>Actively challenge negative beliefs</p>	3

Appendix R

Case Four Beth Narrative

Beth is a 32-year-old white female. She is in her third-year teaching special education. Before pursuing teaching, Beth worked with adults with disabilities and worked in television in Los Angeles, California. She loved working with adults. However, when she moved to Colorado six years ago, she decided she wanted to get into special education. Beth's background experience working with adults helps her understand her student's trajectories and provides her with context to what the future may look like for her students as adults with disabilities. Beth informed she is passionate about building authentic connections with students and having "ah-ha" learning moments. She also enjoys talking to students about their hobbies, interests, and things "not related to school."

Phase 1: Relationship Building

Since the onset of our consulting engagements, Beth has been self-reflective, open to sharing her experience in detail, and insightful. Rapport was established quickly, and there appeared to be a positive and productive working relationship that emerged. I used contracting strategies to establish our working relationship. I reviewed with Beth the role of the consultee, consultant, and client, as well as the general consultation process and the confidential and non-evaluative nature.

Prior Experience with Consultation.

Beth stated she consults with her coach and principal on her work with students and families. Additionally, she consults with the mental health team, and other special

education providers (e.g., OT, speech) as relevant things come up for her special education caseload.

Phase 2: Problem Identification and Analysis

Discussion of Prior FSCP Experiences. As a special education teacher, family engagement has been critical to Beth's work supporting individuals with disabilities and Beth has witnessed the value of having strong FCSP during IEP meetings. She reported, "When we get the parents there, it's like it's all of us feel like the authentic back and forth." She elaborates, "I can tell a parent obviously, the good things about their student, but sometimes, especially within special education, if parents are like, 'okay my child has a disability,' they can get really emotional," however; even if they are discussing the child's disability, she can point out their strengths and share which makes parents "so happy." She explained this is "rewarding and makes me want me to have parents come in more."

Additionally, she expressed by eliciting participation from families during these meetings she has been able to connect and hear "anecdotal" stories and details about her student's life at home, which provides her "insight into their brains." She has seen the value in coordinating home-school learning. She "loves" when her students ask her what they can do at home to support their child's learning. Previously, she has provided parents with ideas such as, "Have them cook with them that can be math" or "Watch a TV show and have your student summarize it."

Additionally, she reported that some parents have provided insight into their child's upbringing and "trauma backgrounds." She explained, "Just hearing that it is like okay this child has a lot of traumas, and even though it's hard to hear, it's helpful to

know.” Having this background knowledge provides her greater understanding and encourages her to interact with those students from a trauma-informed and empathic perspective.

Although Beth values her engagement with families, unfortunately, she often experiences logistical difficulties getting in touch with families. She has reached out to several parents without a response. Beth recognized “I am not assuming they don’t care; everyone cares about their student’s education.” Instead, she hypothesized, “it may be difficult for families to feel comfortable reaching out to teachers if there is a language barrier,” “it may be because of their work schedule,” or “maybe it is intimidating, I have no idea.” Beth recognized that there is “a lot of privilege around family contact,” and declared, “I am not naive that my friends that work at more privileged schools family contact looks much different.”

She also noticed a difference in the quality of conversations she can have with non-English speaking families and described difficulty having “authentic conversations.” Beth explained “Google Translate is Google Translate. But there's a difference between my caseload parents who speak English they definitely say a lot more. I think it is more authentic back and forth if there's an interpreter on the line, I feel like sometimes it's so like cut and dry.”

Lastly, she reported difficulty navigating her professional boundaries in deciding how late she is willing to extend her workday to connect with families, she asserted “it’s hard to know where the line is because I am working all day.” She often questions, “Should I be working after 6 pm, to get in touch with them if they are working?”

Overall, Beth expressed a desire to strengthen her relationships with families to support students who are transitioning to high school next year. She expressed she has a passion for helping students with their “next step” and determining their “life goals” and what supports they can obtain as an adult with a disability.

Lastly, regarding professional learning on FSCP, Beth explained family engagement was often discussed in her coursework for her master’s program although it was not a specific course. She has learned the logistics of how to communicate with families, and why engagement is important, however, didn’t learn many “specific strategies.”

Working with Families Self-Efficacy Scales (WFSES). To further support in identifying areas of growth, Beth completed the WFSES, which broke down her current self-efficacy into three domains (1) family-school communication, (2) supporting family diversity, and (3) teachers’ overall role with families. Scores for each domain ranged from 0-Cannot Do At All, 50-Moderately Can Do, and 100- Highly Certain Can Do. A summary of Beth’s scores can be found in Appendix X. Overall, in the Family Communication Efficacy domain, Beth received a score of 44 in the Fair SE range. In the Family Diversity Efficacy domain, Beth had a score of 53 in the Moderate SE range. Lastly, in the Family Teacher Role with Families Efficacy, she had a score of 58 in the Moderate SE range.

Goal

Beth and I decided on the following long-term goal: By June 2022, given direct support from the school psychologist through PCB consultation and by implementing a high-impact strategy, BL will increase their knowledge rating from a score of 2 to a score

of 7, as measured by the weekly self-report scaling question. Beth defined that to be a 7 she would have to have a greater “tool belt,” enough knowledge of high-impact strategies to feel confident using them herself and helping other teachers use them through her coaching engagements.

Baseline. To determine Beth's baseline, I asked her to consider his position on a scale: “If 10 is being an expert and 1 is having little to no knowledge of FSCP high-impact strategies, what number would you put yourself on right now?” She rated her perceived self-efficacy, as a 2 and voiced, “I am not able to name strategies.”

Summary of Information

Beth desired to be able to support families and students with transitions. She wants to touch base with each family personally and get their perspective on what they need, especially regarding the IEP process. For Beth, this includes ensuring parents know of their legal rights and how the IEP transitions to high school, and how their child is entitled to support.

It may be helpful to put them in touch and provide a warm handoff for the special education providers at the high school. She reported that they normally wait for the high school to reach out to them, but they want to be proactive. She felt it would be nice to make parents a bigger part of that process.

Phase 3: Intervention

Intervention Selection & Description

Beth and I decided to focus on the families of her 8th-grade students who will soon be transitioning to high school. We co-created three interventions including (1) integrating family input on transfer documentation, (2) creating a family high-school

preparation resource share, (3) implementing a TIPS assignment, and (4) having a field trip opportunity for parents to view the high school.

High School Preparation Resource Share. Next, we worked together to collaboratively create a resource list to send to families to prepare for their child's transition to high school. Beth and I hypothesized that it might be helpful for families to have information about topics such as how to prepare their adolescent for high school (high school attendance policies, expectations for homework in high school), typical adolescent development, summer programs, opportunities for driver's education, etc. After we brainstormed ideas, I created a folder and shared it with Beth to help our brainstorming process. Once Beth received this resource list, she added a few of her own and sent it out to families. However, in our following meeting, we recognized it was also important to find out from families what resources they truly needed rather than prescribing or assuming resources to them. We decided that Beth could inquire from families by asking them what resources would be helpful, in addition to finding out what they are excited about and/or worried about with the transition. Beth decided she could easily do this with a phone call to families.

Transfer Documentation. Beth portrayed that it may be important to include parental voice in the IEP transfer documentation provided to the high school teachers. We explored if parents are typically included in that, and Beth said she was not sure, but as far as she knows it was just the teachers who talked about the benefits of adding parents' input. We felt this was helpful since it was a process that was already in place but could be adapted to have more family engagement integrated. She did this by reaching out to families and inquiring about their feedback by asking, "What do you feel is important for

teachers working with your child to know right off the bat?” By week five, Beth completed all her matriculation meetings and received meetings from all six of her students. She clarified, although some families gave valuable input on their students (i.e., the nature of their panic attacks) others said they didn’t have anything to add. Beth and I discussed additional ways to empower parents to use their voice in the future by emphasizing parents’ expertise and I provided her with the reviewed interpersonal skills rubric.

TIPS. Beth felt it would be beneficial to try out a TIPS assignment to involve parents in their student's learning. First, I reviewed and explained the purpose and process of the TIPS assignment, and we looked at a specific packet that provides homework assignments for 8th-grade students transitioning to high school. We discussed that they have not been adapted to special education and are mindful of what we could change. The activities include teaching about attendance, course passing and GPA, and general strategies for being successful in high school. She was able to expand on this assignment example and thought of additional ways families can expand on students learning in the home.

I provided a webinar and training manual to expand her learning of implementing TIPS assignments effectively. I also provided her with blank templates that can be used for creating her own TIPS assignment using the process. We reviewed ways to make the intervention equitable to all families such as accessing the district interpretation office to ensure all families could read the assignment in their native language.

Beth suggested it could be used to have students interview their parents on what they liked about high school. This was an idea she had collaborated with Cathy on before

our meeting. Beth and I followed up on my prior conversation with Cathy and discussed ways to make this assignment equitable and inclusive. For example, this includes switching the prompt to “interview a family member” to make it more accessible for students who may not live with their parents or who may not be able to connect with a parent in time to complete the assignment. To be mindful of timing, Beth decided to wait until CMAS testing was over in week 5 she gave the homework to her class. A total of three of Beth's six students complete the assignment. Beth and I discussed strategies to alter the assignment to make it more effective in the future and to obtain more buy-in.

Field Trip. Additionally, Beth and I discussed having a visit to the high school for all 8th graders and discussed the possibility of parents attending the school tour.

We hypothesized that this could provide an additional opportunity for a warm handoff to help build that trust in the new special education teachers. We examined how we are making our intervention equitable, offering different times for the phone call and field trip to accommodate work schedules, and ensure interpretation services as needed. However, when she sends out messages through multiple modalities to parents asking them if they were interested and what times they were available, unfortunately, she did not receive a response. Therefore, this intervention was not implemented during our time together, however, we dedicated time to discuss what she could do differently next year.

Consultee Intervention Fidelity

To assess fidelity an intervention checklist was used to ensure procedural fidelity. Beth successfully checked off all tasks on the intervention implementation, indicating 100 percent procedural fidelity (Appendix R). The interpersonal skills rubric was implemented for quality fidelity. She rated herself as a 3 (Proficient) in empathy and

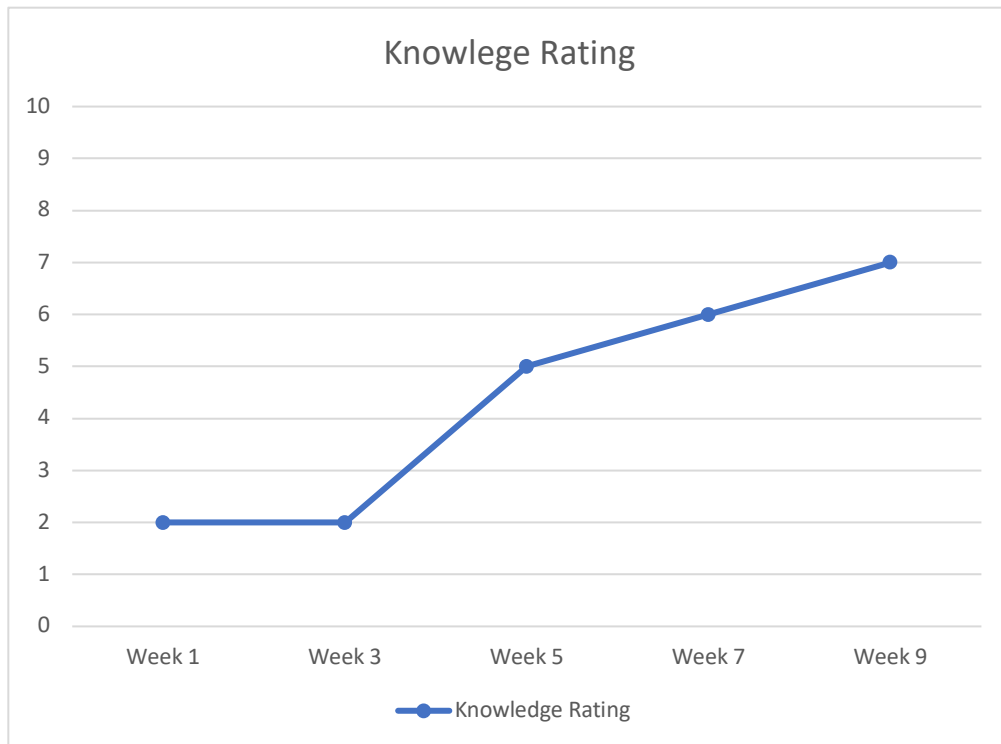
cultural humility, and a 2 (Progressing) in practicing vulnerability/authenticity and listening.

Phase 5: Evaluation

Results

The PCB consultation and intervention strategies were implemented for 10 weeks. The intervention goal was to increase Beth’s self-rating of knowledge by implementing FSCP by the end of the 10 weeks. Beth’s self-efficacy ratings during the intervention period are reflected in below. At baseline, Beth has a self-rating of 2. Intervention data collected on five separate occasions over the intervention period revealed that Beth's self-rating increased. Thus, based on this analysis, the target goal was met. Beth increased her self-rating from two to seven, a large effect size (2.5).

Beth’s Knowledge Rating Over Time

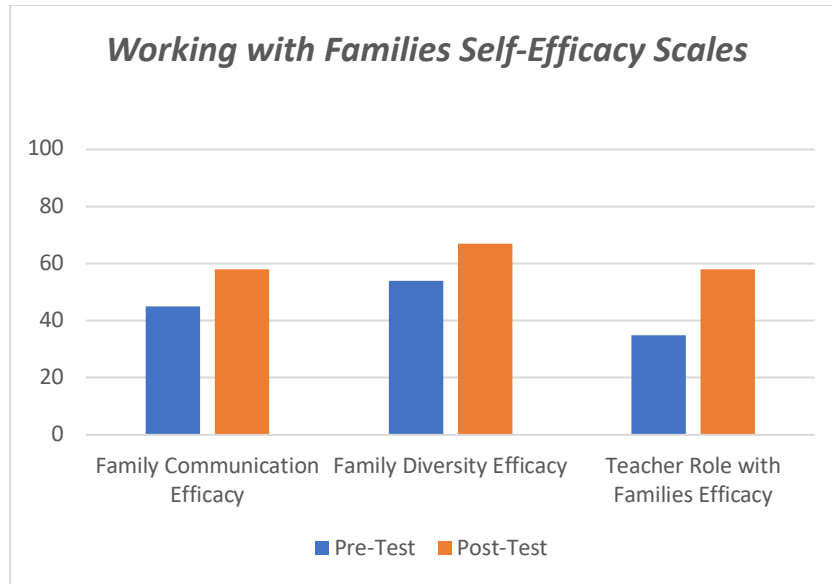


Results from the WFSES Survey are summarized in below. Beth's score increased by 14% in Family Communication Efficacy from a score of 44 in the Fair SE range to a score of 58 in the Moderate SE range. In this domain, Beth had the biggest gains in her perceived ability to discuss her ideas and observations with their child and provide "specific information about what they can do to influence their children's learning and development."

Moreover, the Family Diversity Efficacy score increased by 14% from a score of 53 to a score of 67. In this domain, Beth saw the greatest improvement in her perceived ability to understand the "difficult situations in which families may find themselves" and the "particular constraints that may limit a family's involvement in their child's learning and daily activities," and "the unique knowledge and strength a child's family possess," and involve parents with "limited resources and/or time in their child's learning and development."

Additionally, Beth demonstrated growth in the Family Teacher Role with Families Efficacy, with her overall average score increasing from a score of 35 in the Fair SE range to a score of 58 in the Moderate SE range (13% increase). Improvements in this domain included feeling like she can better "create opportunities to develop positive trusting relationships with each child's parents/caregivers," "offer parents opportunities to participate in their child's development and learning," and schedule and design "school events in which parents can actively participate in their child's learning."

Beth's WFSES Pre-Test Post-Test Comparison



Summary of Experience, Perceptive, and Recommendations

When I shared the results of the progress monitoring data with Beth, she affirmed they were aligned with her experience.

Perceptions of PCB Effectiveness. Beth affirmed that overall, it was “very easy from a logistic standpoint.” Further she stated, “Meeting over Zoom worked great it was not a lot of skin off my back.” She reflected on her learning through consultation in comparison to professional development and explained that engaging in consultation helped her feel “accountable” as a consultee and provided her with more “authentic feedback.” Regarding our collaboration, she expressed, “I think we built off each other well.”

Beth also expresses enjoying the practicality of the interventions. She stated, “The TIPs assignment for me, I just want to hit the ground running, so being given a physical resource makes it easy to take it and do it.” Further, she enjoyed the individualized nature of the consultation. She also appreciated the resources and techniques that were “very specific” to her work. She described, “the fact that we got really specific was

helpful because we didn't have a lot of time, but we were like what can we do right now," and "It was really conducive to my role as a sped teacher."

Teacher Self-Efficacy Changes. Beth felt she has acquired skills to use and shares, "I feel like I have built a toolbox which is really nice." When reviewing the changes noted from the quantitative strand, she stated, "It seems drastic, but I think getting the resources through the TIPS allows me to start next year at a 7" and asserted, "I think I have more of the tools necessary to partner."

Moreover, she explained that the consultation made her feel accountable and inspired her to grow in this area. She declared, "The fact that we are even doing this just put it in the front of my mind as a motivator." Beth acknowledged, "My biggest thing and the reason I go into things like this is building my tool belt, I like having tools as a backup, and in that way, my competence has definitely increased." Moreover, she expanded, "I know we didn't have a lot of time, so it might feel like it was just the TIPS assignment, but even doing that allows my brain to start to think, what else I can do?" She also conveyed our discussion time helps her brainstorm "different tips and techniques."

She reported that her mindset about family partnership and its value has not changed, but her behaviors have changed. She stated, "Even if I wasn't the best at communication before, I always knew it to be important." However, she has noticed FSCP is now at the "forefront," and she is "looking for ways to communicate," and continue to "go above and beyond and ask parents, what way do you want to communicate? What resources do you want?"

Regarding the intervention, she proclaimed, “the TIPS assignment is a technique that I never thought of before, and I used and really enjoyed using.” Although she felt she did not have as much family feedback as she had hoped, she expressed it was a “helpful resource,” and she is willing to “continue problem-solving on how to get that more effective.”

Observed Impact on Families and Students. She reported that the PCB consultation has affected families by giving them resources which she received “a lot of gratitude back for.” For students, she did not notice change “right away” but explained that “students are affected by thinking ‘oh my teacher wants to talk to my parent and my parent wants to talk to my teacher’ and that can have a “beneficial impact.” She affirmed that would be helpful for students “behaviors and academics.”

Continued Areas of Growth (What Didn’t Change). When asked to reflect on areas that did not yet change or areas she would like to continue to grow, Beth explained she has not seen an impact in parents’ responsiveness rate. For instance, in the TIPS assignment, she did not receive as much feedback from families as she would have liked to. Moreover, she expressed a desire to continue to have “more authentic” and “genuine” collaboration with families. She voiced that authentic connection occurs “more easily in face-to-face interactions,” and for most parents, that only happens “once a year or not at all.” She explains that meeting with parents over Zoom and through interpretation lines, if they are non-English speaking, is a “gabble,” and she does not always feel there is a collaborative relationship. She desires to find ways to understand how to better support parents’ in-person involvement in volunteer opportunities and events at the school to form stronger alliances.

Recommendations for Improving PCB. Beth provided several suggestions regarding how PCB can be improved. First, she continuously emphasized that it is more beneficial to implement the consultation process over a longer period of time. She expressed, "If we had more time, we would have more tools to try and follow up with and compare if we got more feedback from families." Beth expressed it "Potentially could be beneficial to do over a whole quarter." Next, Beth suggests that it could be helpful to implement PCB at the start of the school year. She states, "I think you would get more at the beginning of the year; you may be able to see more change." She explained that at the beginning of the school year, "there is more to talk about" and a "clean slate." For example, particularly with the TIPs assignment, she perceived it would be better to introduce its implementation at the beginning of the year or the beginning of a quarter to help build the expectations and shared understanding that "we are doing this type of homework now."

Appendix S

Case 4 Beth Intervention Checklist

Intervention/Strategy	Teacher Action: Checklist
Include parents voice in the transfer documentation for H.S teachers.	<ul style="list-style-type: none"> √ Schedule phone call or meeting with each family. √ Build rapport so families feel at ease to share their honest thoughts, wonderings, and needs. √ Share power by requesting input and emphasizing family's expertise. √ Communicate high expectation for their student. √ Follow up on strategies to empower parents that are less willing to share their ideas.
Provide families resources on what to expect for the transition to high school.	<ul style="list-style-type: none"> √ Gather resource list. √ Secure interpretation and translation as needed (Request a Translation) √ Share through multiple modalities. √ Request parent feedback on resources provided
Implement Teachers Involve Parents in Schoolwork (TIPS) Homework assignment	<ul style="list-style-type: none"> √ Review training materials (i.e., training manual and webinar) and instructions. √ Review existing TIPS assignments and/or create new TIPS assignment based on template. √ Send home note to parents or family partner (in accessible language) to introduce them to TIPS activities (Example note)

Appendix T

Case 4 Beth Interpersonal Skills Rating

Rate yourself using the rubric by rating your progress in each skill area:

Interpersonal Skill Area	1 -Beginning	2- Progressing	3 – Proficient	Self-Rating
Listening (Rogers and Farson, 1987)	Provides little non-verbal communication Does not test for understanding or use attending behaviors (paraphrasing, reflecting feelings, and probing).	Provides some non-verbal communication Demonstrates varied attending behaviors and paraphrasing, reflecting feelings, and probing.	Listens for total meaning by attending to the content of the message and the underlying feelings Responds to feelings and communicates empathy Notes nonverbal communication such being mindful of pauses, inflection, tone, facial expression, body posture, etc. Consistently test for understanding by reflecting back what the speaker seems to mean and probing for clarification	3
Empathy (Wiseman, 1996)	Rarely demonstrates the ability to see the world as others see it and provides negative and/or judgmental comments Finds it difficult to accept others' feelings and rarely communicates understanding of another person's feelings	Sometimes demonstrates ability to see the world as others see it and to be nonjudgmental of another person's situation Some demonstration of the ability to understand and communicate another person's feelings.	Demonstrates proficient ability to see the world as others see it and to be nonjudgmental of another person's situation Often demonstrates ability to understand and communicate understanding of another person's feelings	3
Practicing vulnerability & authenticity (Brown, 2012; Singleton and Linton, 2006)	Not willing to be honest about thoughts, feelings, and opinions Not willing to experience discomfort and lean into difficult conversations	Sometimes is honest about thoughts, feelings, and opinions Sometimes willing to experience discomfort and lean into difficult conversations	Consistently honest about thoughts, feelings, and opinions and willing to give feedback that is direct even if it feels awkward or uncomfortable Often is willing to experience discomfort and lean into difficult conversations Leads with curiosity Deepens the conversation to the point where authentic understanding and meaningful actions occur	2

<p>Cultural Humility (Miller et al., 2021; Singleton and Linton, 2006)</p>	<p>Little demonstration of being morally, emotionally, intellectually, and relationally involved in the dialogue Does not expect or accept non-closure No awareness of power dynamics, implicit bias, and stereotypes.</p>	<p>Some demonstration of being morally, emotionally, intellectually, and relationally involved in the dialogue At times expects and accepts non-closure Some awareness of power dynamics, implicit bias, and stereotypes.</p>	<p>Consistently engaged by remaining morally, emotionally, intellectually, and relationally involved in the dialogue Expects and accepts non-closure Demonstrates reflection on potential bias, stereotypes, power dynamics, and respect of intersecting identities Focuses on strengths Actively challenge negative beliefs</p>	<p>3</p>
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Appendix U

Consultant Intervention Fidelity

Consultee		Marcus	Elly	Beth	Cathy
Phase	Task	completed?	completed?	completed?	completed?
Relation	<ul style="list-style-type: none"> • Employ contracting strategies • Use skills to build positive rapport and trust 	Yes	Yes	Yes	Yes
Problem identification and analysis	<ul style="list-style-type: none"> • Gather Background Information • Collect baseline data • Assess strengths and challenges, then apply to practice and/or identify possible personal development needs. • Establish Goals: Operationally define the goals of the consultation. 	Yes	Yes	Yes	Yes
Intervention	<ul style="list-style-type: none"> • Describe the intervention-whom might you need support to implement? Other resource(s) 	Yes	Yes	Yes	Yes

	needed? Description of equity- centered strategies used. And determine timeline?				
Evaluati on	<ul style="list-style-type: none"> • Gather post-intervention assessment data: • Evaluate Consultee's Goal Progress 	Yes	Yes	Yes	Yes

= 100% fidelity across all four participants

Appendix V

Interpersonal Skills Rubric

Rated by Cynthia Hazel

March 10, 2023

Five sessions across four participants: Pre, 1, 2, 3, 4, 5

Interpersonal Skill Area	1 -Beginning	2- Progressing	3 – Proficient	Rating
Listening (Rogers and Farson, 1987)	<ul style="list-style-type: none"> • Provides little non-verbal communication • Does not test for understanding or use attending behaviors (paraphrasing, reflecting feelings, and probing). 	<ul style="list-style-type: none"> • Provides some non-verbal communication • Demonstrates varied attending behaviors and paraphrasing, reflecting feelings, and probing. 	<ul style="list-style-type: none"> • Listens for total meaning by attending to the content of the message and the underlying feelings • Responds to feelings and communicates empathy • Notes nonverbal communication such being mindful of pauses, inflection, tone, facial expression, body posture, etc. • Consistently test for understanding by reflecting back what the speaker seems to mean and probing for clarification 	Pre: 3 1: 3 2: 3 3: 3 4:3 Area of great strength!

<p>Empathy (Wiseman, 1996)</p>	<ul style="list-style-type: none"> • Rarely demonstrates the ability to see the world as others see it and provides negative and/or judgmental comments • Finds it difficult to accept others' feelings and rarely communicates understanding of another person's feelings 	<ul style="list-style-type: none"> • Sometimes demonstrates ability to see the world as others see it and to be nonjudgmental of another person's situation • Some demonstration of the ability to understand and communicate another person's feelings. 	<ul style="list-style-type: none"> • Demonstrates proficient ability to see the world as others see it and to be nonjudgmental of another person's situation • Often demonstrates ability to understand and communicate understanding of another person's feelings. 	<p>Pre: 3 1:3 2:3 3:3 4:4 Lovely reflections of their perspective and constraints</p>
<p>Practicing vulnerability & authenticity (Brown, 2012; Singleton and Linton, 2006)</p>	<ul style="list-style-type: none"> • Not willing to be honest about thoughts, feelings, and opinions • Not willing to experience discomfort and lean into difficult conversations 	<ul style="list-style-type: none"> • Sometimes is honest about thoughts, feelings, and opinions • Sometimes willing to experience discomfort and lean into difficult conversations 	<ul style="list-style-type: none"> • Consistently honest about thoughts, feelings, and opinions and willing to give feedback that is direct even if it feels awkward or uncomfortable • Often is willing to experience discomfort and lean into difficult conversations • Leads with curiosity • Deepens the conversation to the point where authentic understanding 	<p>Pre: 2 1:3 2:3 3:3 4:3 Sometimes this was a difficult criterion to apply to the session (e.g., some later interviews/stages are more logistics). For the Pre-C Interview, I saw where you could have</p>

			ng and meaningful actions occur	gone to a more difficult conversation, but I don't know that it would have been helpful or productive as your main goal was developing rapport. Had you been more direct and honest might have felt confrontational to the consultee at this point in the consultation.
Cultural Humility (Miller et al., 2021; Singleton and Linton, 2006)	<ul style="list-style-type: none"> • Little demonstration of being morally, emotionally, intellectually, and relationally involved in the dialogue • Does not expect or accept non-closure 	<ul style="list-style-type: none"> • Some demonstration of being morally, emotionally, intellectually, and relationally involved in the dialogue • At times expects and accepts non-closure • Some awareness of power dynamics, implicit bias, 	<ul style="list-style-type: none"> • Consistently engaged by remaining morally, emotionally, intellectually, and relationally involved in the dialogue • Expects and accepts non-closure • Demonstrates reflection on potential bias, stereotypes, power dynamics, and respect of 	Similarly, this was sometimes difficult to apply—but less so than above. Pre: 3 1:3 2:3 3:3 4:3

	<ul style="list-style-type: none">• No awareness of power dynamics, implicit bias, and stereotypes.	and stereotypes.	intersecting identities <ul style="list-style-type: none">• Focuses on strengths• Actively challenge negative beliefs	
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Appendix W

Example FCSP Diary Card

Date	Family-Teacher Interaction Context	Skills used	Reflections/ Questions
<i>Example:</i> 1/01	<i>Spoke to John's mother Ms. Smith over the phone about his recent failing test grade.</i>	<ul style="list-style-type: none"> √ <i>Listened & Empathized</i> √ <i>Asked questions</i> 	<i>Overall, I feel good about this phone call next time I want to start with the positives before jumping into the problem.</i>

Conclusion

This dissertation is comprised of two manuscripts, which conceptualize a way for school psychologist to build educators' capacity to implement Family, School, and Community Partnerships (FSCP) through engaging in consultation. A widely recognized advantage of consultation is that it allows school psychologists to have a more expansive impact by enhancing the services students already receive (Gansle & Noell, 2008; Ingraham, 2017; Kratochwill et al., 2014). Due to the rising need for equity in education and current shortages of school psychologists, it is vital now more than ever to consultation efforts, specifically regarding FSCP. Manuscript One of this dissertation focuses on the conceptualization of a consultation model to meet this need titled, Partnership Capacity Building (PCB). As outlined in Manuscript One, the Partnership Capacity Building (PCB) consultation model is conceptualized as “a data-driven, enhanced problem-solving approach where teachers consult with school psychologists to promote positive outcomes related to their family and community engagement capacity.” The overall goal is to support teachers in adopting high impact strategies to implement FSCP. The PCB model uniquely accounts for contextual influences on teachers’ ability to partner with families. Thus, PCB consultation builds on teacher training to provide situational support for improving their FCSP and allows for problem-solving the specific needs of the teacher and families whom they partner with. Further, the PCB model expands on current models of teacher capacity building through its fundamental relational

approach, by modeling and fostering interpersonal or “micro” skills such as empathy, listening, vulnerability, and cultural humility.

The convergent mixed methods multiple case study in Manuscript Two is a starting point in refining PCB consultation. This study resulted in a greater understanding of the experiences of consultees and the consultant engaging in the PCB model and examined the impact it had on teachers’ FCSP behavior and self-efficacy. Qualitative analyses allowed for greater understanding of the PCB models areas of strength, difficulties, and recommended changes for future use from the perspective of the consultees and the consultant. Results indicated that the PCB consultation delivered significant increases in teachers’ capacity for FCSP across the three domains on the WFSES. Additionally, results suggest growth across all areas within the four Cs from the Dual Capacity-Building Framework (Mapp & Kuttner, 2013). Participants expressed the PCB model was “individualized” to their needs, which is a vital factor in meeting the contextual nature of effective FCSP. Thus, this model successfully met the intended goals. The current study does not include the impact on students’ outcomes or parents’ perceptions of their relationship with teachers. Only the consultees (teachers) and consultant (school psychologist) perceptions were obtained.

The PCB model could be further refined through continued use in future research. Specially, it will be valuable for research to extend on this study by examining families’ attitudes, behavior, and perceptions of teachers change as a result of receiving PCB consultation. Moreover, further research should ultimately assess for changes in students’ outcomes (e.g., academic outcomes, attendance, dropout rates). In addition, there is a need to evaluate PCB consultation in different demographic and geographic settings.

Further, although PCB is an intensive individualized support for teachers, the goals and interventions offered through consultation can foster teacher's FSCP efforts across multitier systems of support. However, in the multiple case study all participants focused on Tier 1 universal FCSP strategies. Therefore, currently there is a need for examination of the model's ability to support teachers in building FCSP at Tier 2 and 3. Additionally, PCB consultation primarily focused on building teachers' capacity within their work with families, and future use could explore the use of the model in supporting teachers' collaboration effects with the community and facilitating community resources for families.

In summary, this study provides an enhanced problem-solving approach that offers school psychologists a structure for engaging teachers in effective FSCP and illustrates how PBC consultation can be a useful vehicle for promoting teachers' capacities to implement high-impact FSCP strategies. By providing the results of this study to professional audiences, I hope to highlight the need for school psychologists to focus on FSCP and provide guidance to those working in the field on using evidence-based practices. Moreover, the PCB model contributes to the need for increasing teachers' preparation for FSCP and can likely support positive outcomes for students.

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