



UNIVERSITY OF OREGON

Engaging Families in Schools using School-wide Positive Behavioral Interventions and Supports

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Thanks and Acknowledgements

- Participants in these studies
- School Partners
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Session Overview

1. Rationale for family engagement
2. A systematic process for engaging families in schools using School-wide Positive Behavioral Interventions and Supports (PBIS)
 1. Tier I
 2. Tier II
 3. Tier III
3. District Support
4. Priorities and Goals



Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

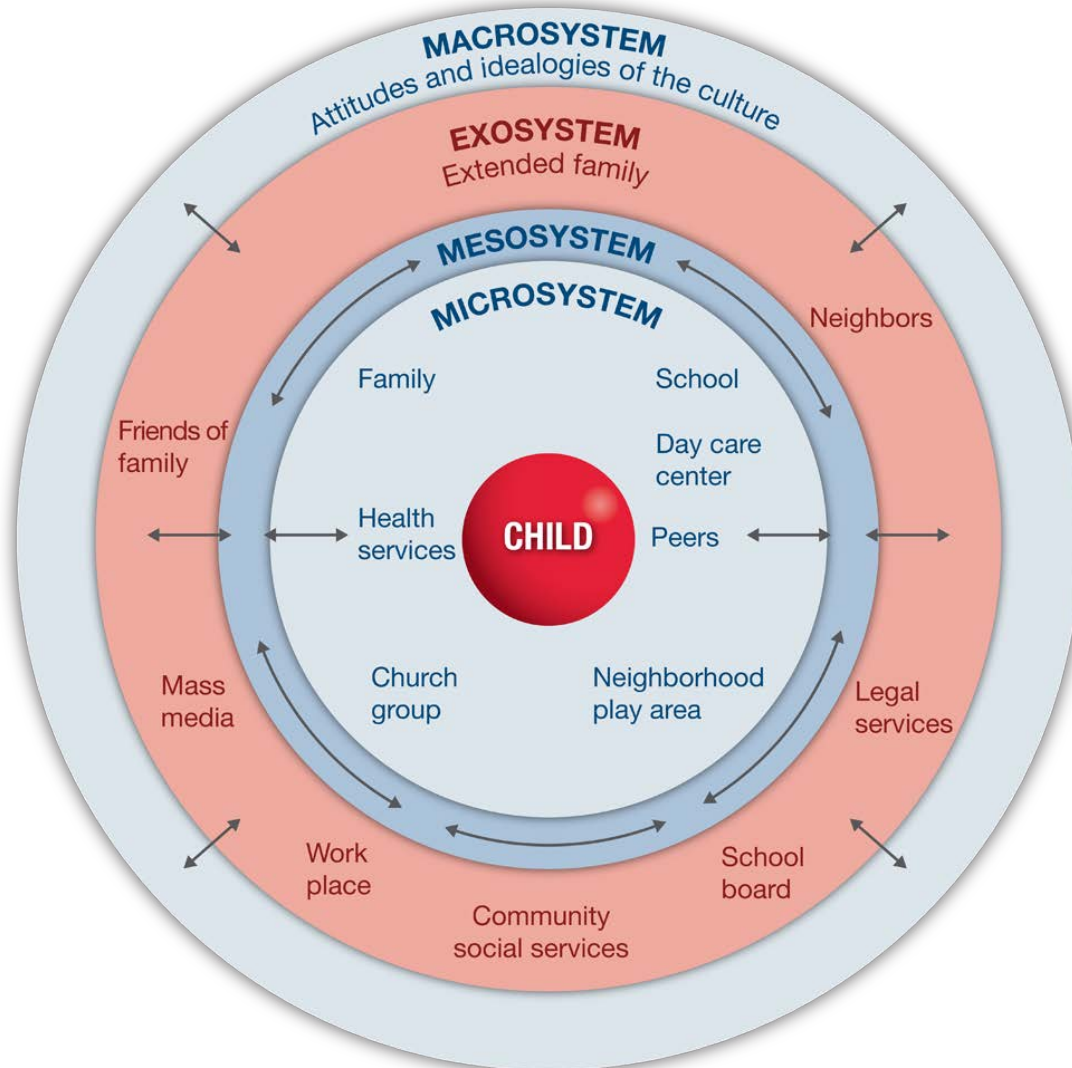
- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?



RATIONALE FOR FAMILY ENGAGEMENT



Ecological Systems Model (Bronfenbrenner, 1977, 1979)





Empirical Basis for Family Engagement

■ Select Empirical findings

- Student academic performance (Fan & Chen, 2001; Jeynes, 2005)
- Student classroom behavior (Fantuzzo, McWayne, Perry, & Childs, 2004)
- Student home behavior (Sheridan Ryou, Garbacz, Kunz, & Chumney, 2013; Stormshak, Bierman, McMahon, Lengua, 2000)
- School drop-out (Barnard, 2004)
- Student behavior at school (Sheridan, Boverid, Glover, Garbacz, Witte, & Kwon, 2012)
- Student self-regulation (Stormshak, Fosco, & Dishion, 2010)
- Parents: efficacy, motivational beliefs, communication practices, and educational supportive behaviors at home (Becher, 1984, Davies, 1993; Phillips, Smith, & Witted, 1985; Walker, Wilkins, Dallaire, Sandler, & Hoover-Dempsey, 2005)
- Teachers: improved job satisfaction, fewer transfer requests, higher principal ratings (Christenson, 1995)
- Parent teacher relationships (Sheridan et al., 2012)

Promoting Family Engagement: 5 A's

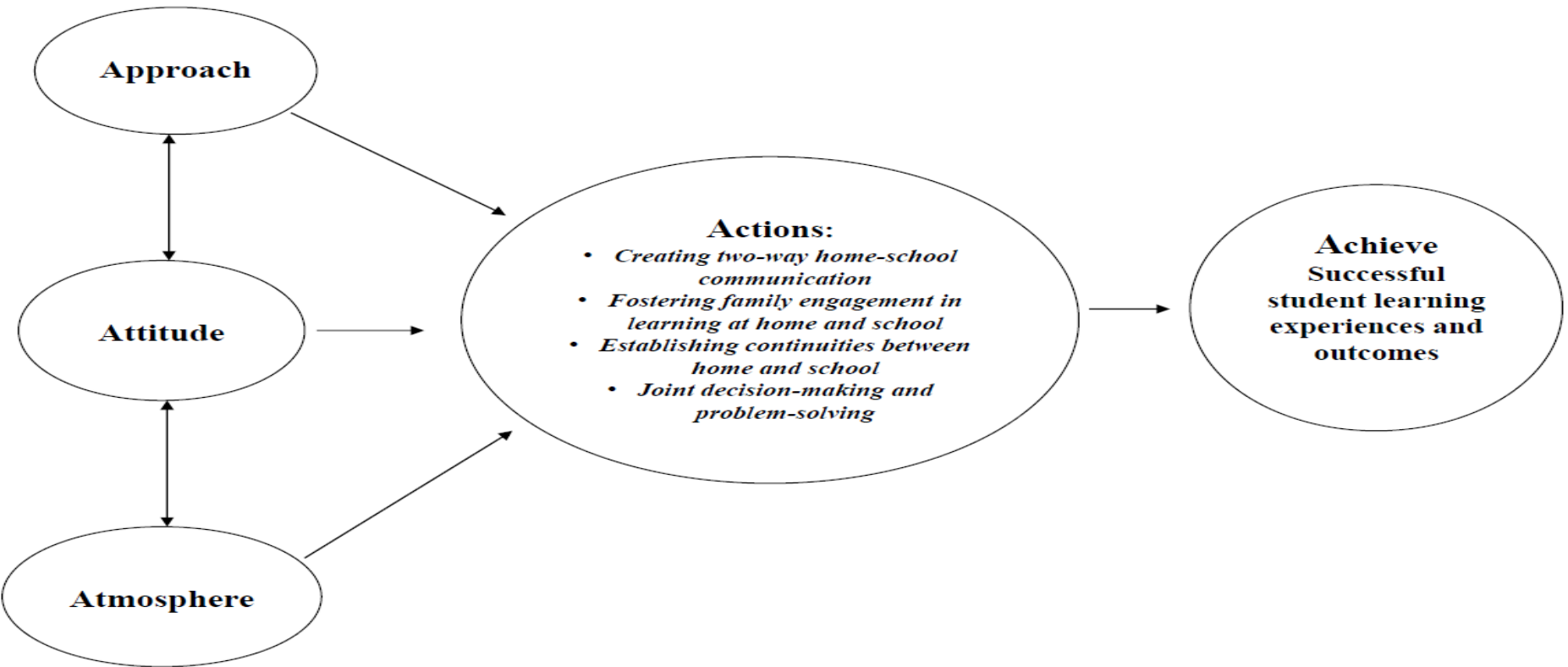


Figure 1. The 5 A's of Family Engagement and Family-School Partnerships



Tiered Approach to Family Engagement

Tier III: Individual

Individualized supports for families and students (e.g., CBC).

~5%

FEW

~15%

SOME

Tier II: Targeted

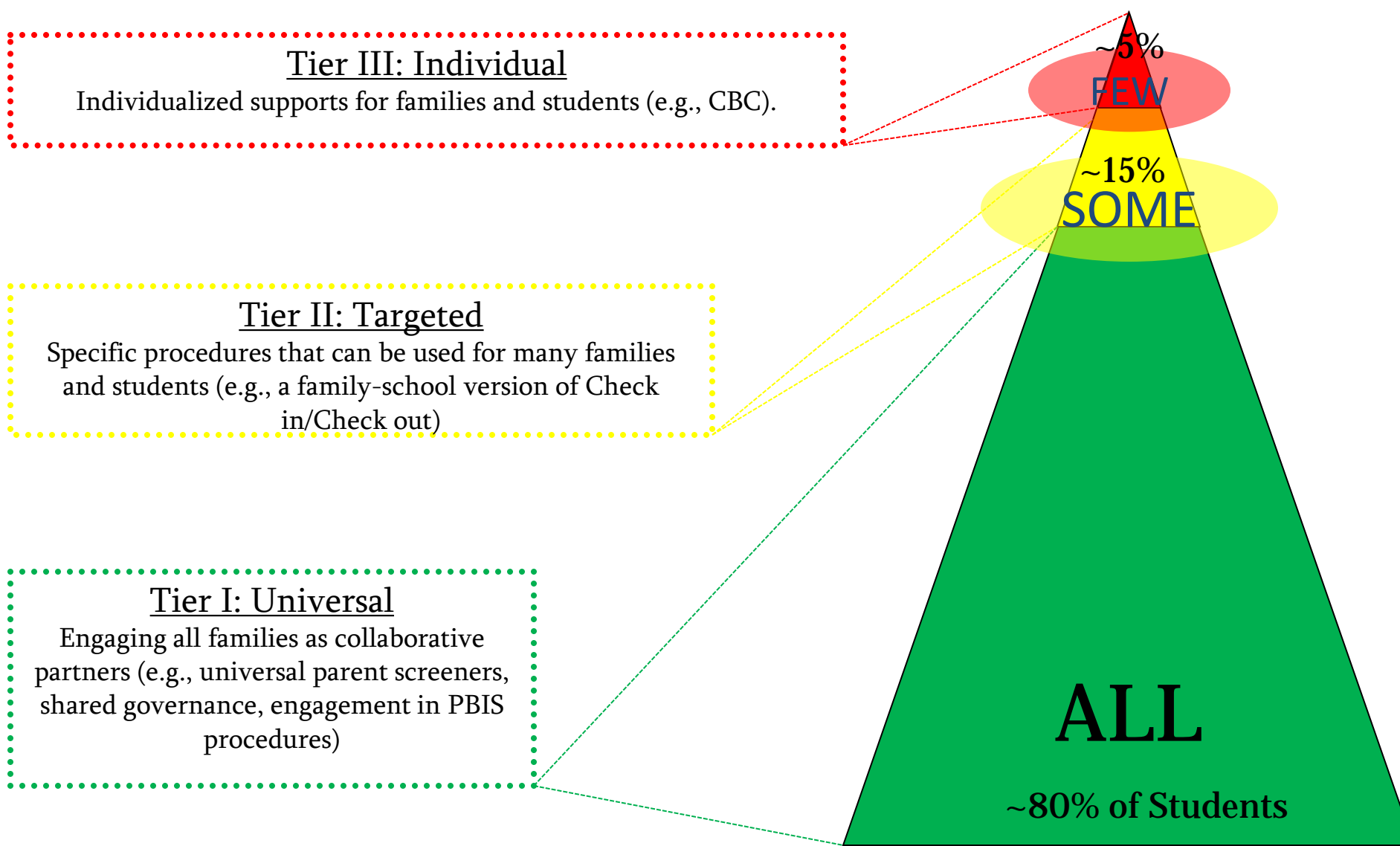
Specific procedures that can be used for many families and students (e.g., a family-school version of Check in/Check out)

Tier I: Universal

Engaging all families as collaborative partners (e.g., universal parent screeners, shared governance, engagement in PBIS procedures)

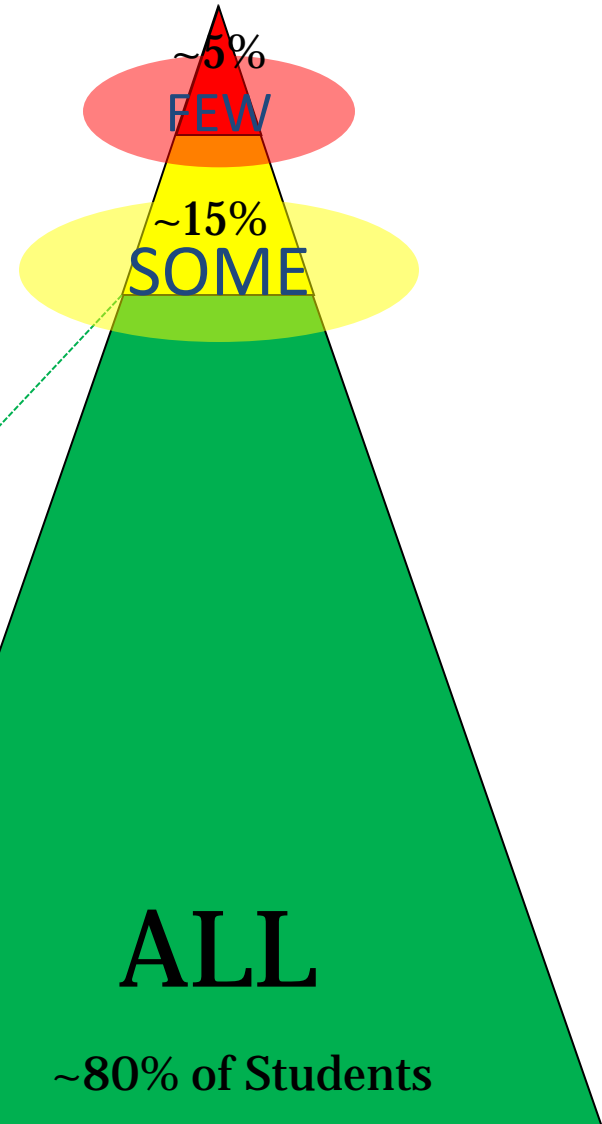
ALL

~80% of Students





ENGAGING FAMILIES AT TIER I



Tier 1: Universal

Engaging all families as collaborative partners (e.g., universal parent screeners, shared governance, engagement in PBIS procedures)



Family Engagement within School-wide PBIS

- A model for engaging families within School-wide PBIS occurs in two domains
 - Universal planning and problem-solving
 - Practices across systems
- Universal planning and problem-solving organizes the school's PBIS Leadership Team's family engagement activities and identifies ways to interface with family members on the PBIS Leadership Team.
- Universal planning and problem-solving is a necessary step prior to establishing activities across systems.

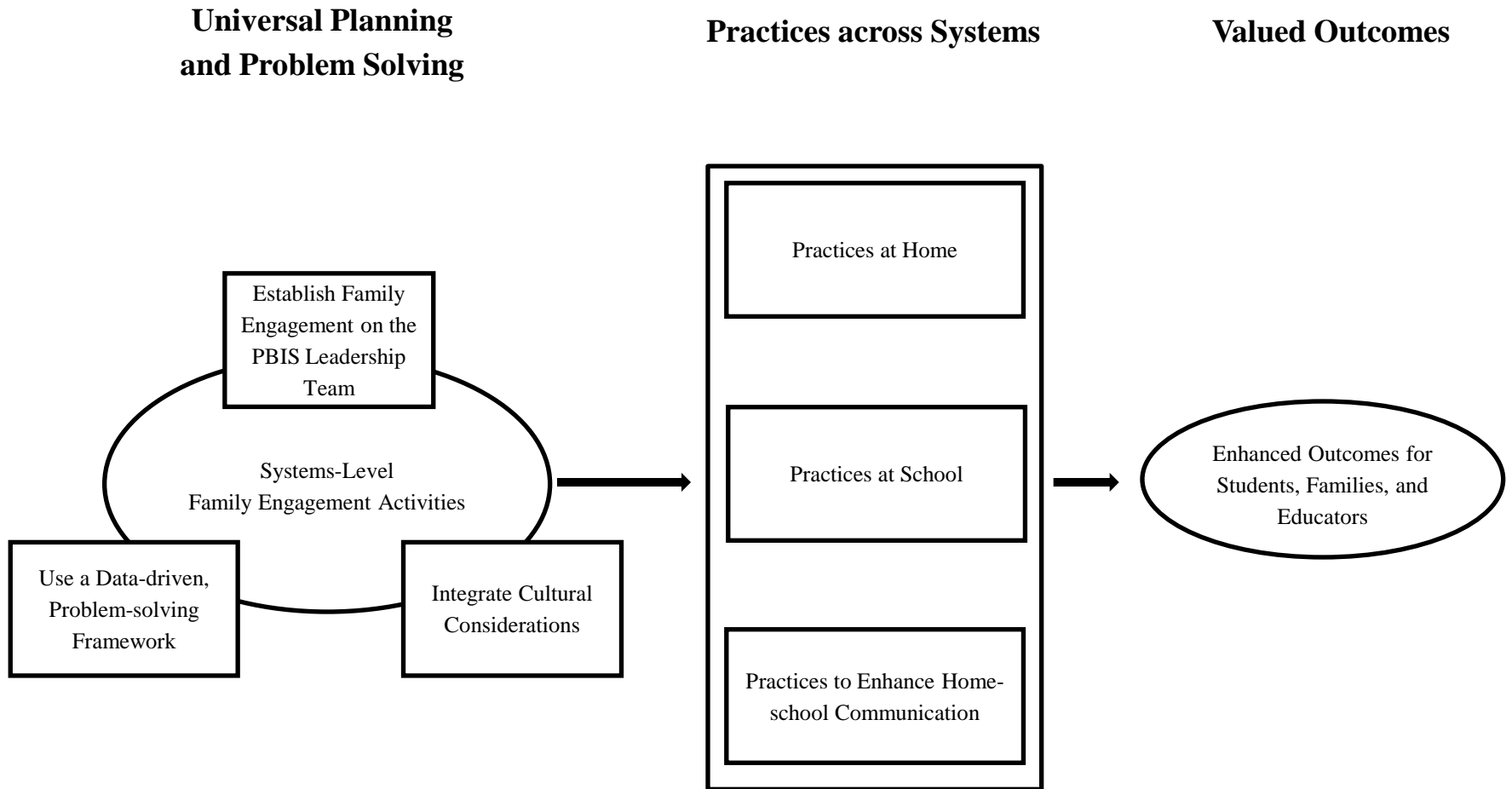


Figure 1. Conceptual model of family engagement within School-wide PBIS

(Garbacz, McIntosh, Eagle, Dowd-Eagle, Hirano, & Ruppert, 2015)



School Implementation

■ Demonstration Case

- Kindergarten to 5th grade
- Title I school
- 68% of students eligible for a free or reduced-price school lunch
- Students were 63% White, 28% Hispanic



Universal Planning and Problem-Solving

- Engage and build consensus with families
- Establish family representation on the school PBIS Leadership Team
- Identify and integrate cultural considerations
- Use a data-based, problem solving framework
 - Conduct assessments to identify strengths and needs
 - Identify practices at home, school, and to enhance home-school communication



Establish Family Engagement on PBIS Leadership Team

- Family liaison to the PBIS Leadership Team
 - Often, a family member is included on the Leadership team, but scheduling barriers and concerns about student confidentiality may limit her/his time in team meetings
 - Within this framework, the family liaison's primary task is to work with a family advisory group to facilitate family-school practices and activities within PBIS



Family Advisory Group

- A small group of interested and committed family members
- Representative of the school community
- Key Tasks:
 - Establish shared values and expectations across home and school related to the universal PBIS systems
 - Determine how to use school community strengths to address challenges

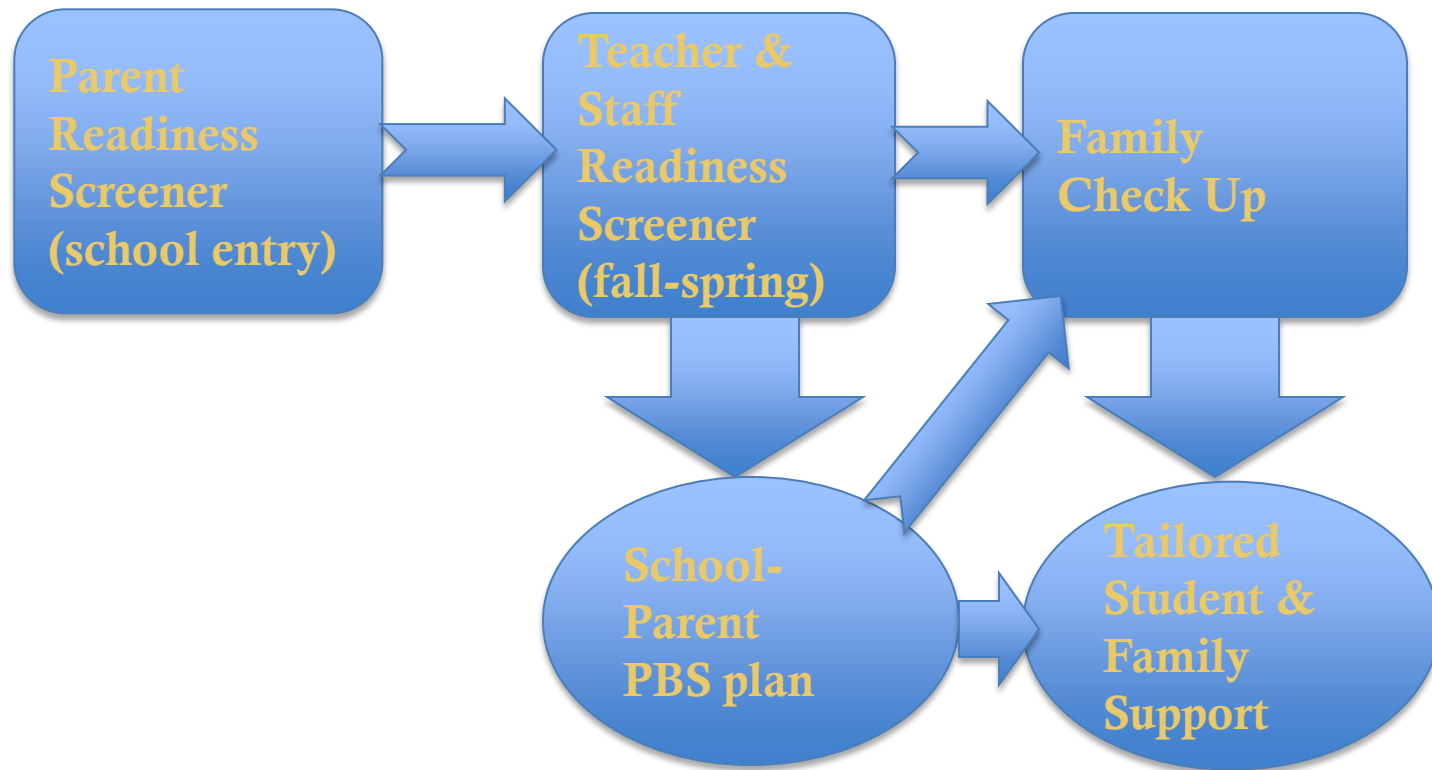


Use a Data-based, Problem-solving Framework

1. Identify exemplars of ways families may be engaged in homes and at school, and how home-school communication may occur
2. Conduct focus groups and/or distribute survey(s) to families to gather their input
3. Summarize and interpret data
4. Identify practices to (a) engage families with PBIS at home and at school, and (b) enhance home-school communication



Tier I Family Support: Parent Student Readiness Screener



(Moore, Garbacz, Gau, Dishion, Brown, Stormshak, & Seeley, 2015)



Practices at Home

- Use PBIS at home
 - Operationalize expectations for specific contexts in the home
 - Train and support parents' use of PBIS strategies



Train and Support Parent Use of PBIS Strategies

- Families may attend the School-wide PBIS roll-out
- Family topic nights and workshops may be held to provide instruction in PBIS procedures
- Create materials (e.g., matrix, teaching protocols) for families to use at home



Practices at School

- Attend to the physical features of the school
 - Create a school community that is conducive to family engagement and cross-setting family-school practices
- Build Consistency across PBIS at home and school
- Establish shared governance



School Atmosphere

- A school's atmosphere should be conducive to healthy family-school work (Christenson & Sheridan, 2001).
- Results of focus group discussions and surveys during universal planning and problem-solving could be used to guide the family advisory group when constructing features of school-based supports.
 - For example, a common finding may have been that many parents do not feel they can easily navigate what to do upon first entering the school. Thus, the family-school team may create clear signs and directions.



Practices to Enhance Home-school Communication

- Use multi-directional communication
- Build environmental congruence



Practices to Enhance Home-School Communication

- The goal of enhancing home-school communication within this framework is to support PBIS activities at home and school.
- Effective communication is the foundation of all family-school activities (Christenson & Sheridan, 2001)



Multi-directional Communication

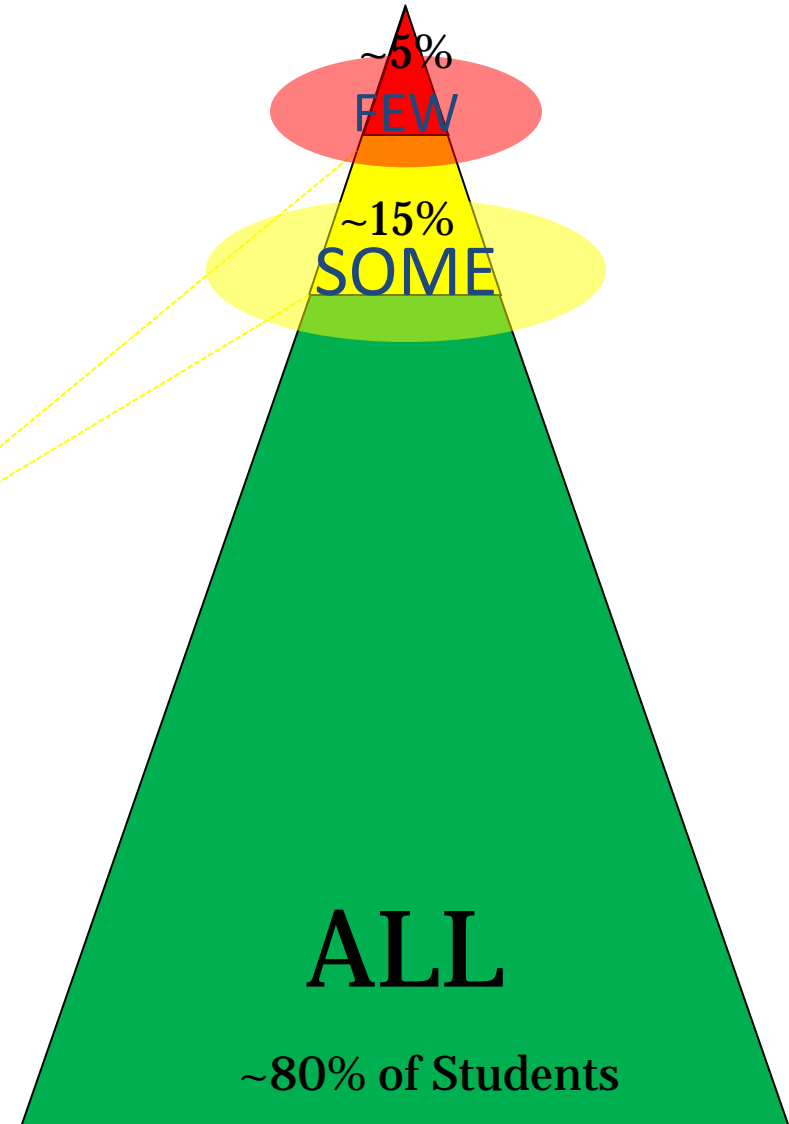
- Multi-directional communication allows parents and educators to share information back-and-forth and for communication to be initiated by any party (Sheridan, Rispoli, & Holmes, 2013)
- Frequently, communication with families occurs as a reaction to a problem or request for assistance
- Communication within this framework emphasizes (a) proactive contacts, (b) positive and helpful information, and (c) mechanisms that reach all families



FAMILY ENGAGEMENT AT TIER II

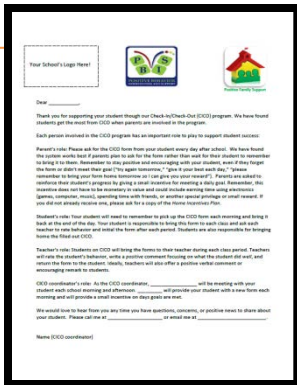
Tier II

Specific procedures that can be used for many families and students (e.g., a family-school version of Check in/Check out)



Tier II Family Support: Behavior Change Plans

1



Your School's Logo Here!

Dear _____,

Thank you for supporting your student through our Check-In/Check-Out (CI/CO) program. We have found that students get the most from CI/CO when parents are involved in the program.

Each person involved in the CI/CO program has an important role to play to support student success.

Parent role: Parents will be the CI/CO team member closest to the other adults. They will be the system with the most frequent contact with the home rather than with the other adults in the school. Parents will be the system with the most frequent contact with the home rather than with the other adults in the school. Parents will be the system with the most frequent contact with the home rather than with the other adults in the school. Parents will be the system with the most frequent contact with the home rather than with the other adults in the school.

Teacher role: Teachers will be the CI/CO team member closest to the other adults. They will be the system with the most frequent contact with the home rather than with the other adults in the school. Teachers will be the system with the most frequent contact with the home rather than with the other adults in the school. Teachers will be the system with the most frequent contact with the home rather than with the other adults in the school.

CI/CO coordinator role: The CI/CO coordinator will be the system with the most frequent contact with the home rather than with the other adults in the school. The CI/CO coordinator will be the system with the most frequent contact with the home rather than with the other adults in the school. The CI/CO coordinator will be the system with the most frequent contact with the home rather than with the other adults in the school.

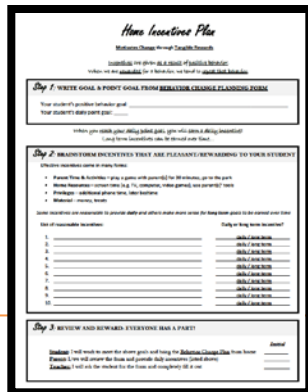
Name: _____

Invite Parents to Join CI/CO

For teachers & family resource specialists

2

Use Home Incentives Plan



Home Incentives Plan

Students Choose to Help Family Success

Step 1: WRITE GOAL & POINT GOAL FROM BEHAVIOR CHANGE PLANNING FORM

Your student's problem behavior goal: _____
Your student's point goal: _____

Step 2: BRAG TO OTHERS EVERY DAY AND PLEASE! REMAINING TO YOUR STUDENT

Students brag to family members in many ways:

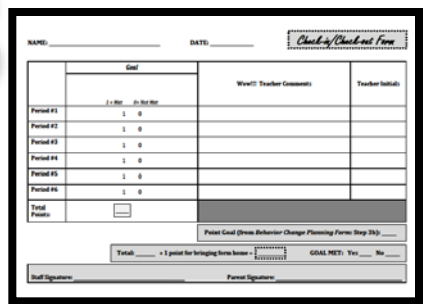
- 1. Parents brag to children: "I'm so proud of you for _____!"
- 2. Children brag to parents: "I did _____!"
- 3. Parents brag to other adults: "I'm so proud of my child for _____!"
- 4. Children brag to other adults: "I did _____!"
- 5. Parents brag to other adults: "I'm so proud of my child for _____!"
- 6. Children brag to other adults: "I did _____!"
- 7. Parents brag to other adults: "I'm so proud of my child for _____!"
- 8. Children brag to other adults: "I did _____!"
- 9. Parents brag to other adults: "I'm so proud of my child for _____!"
- 10. Children brag to other adults: "I did _____!"

Step 3: REVIEW AND REWARD EVERYONE HAS A PART!

Students will track to award their point goal with using the Behavior Change Plan Home Incentives Plan. They will brag to family members and other adults about their success.

For parents and students (with teacher & family resource specialist help)

3



NAME: _____ DATE: _____ **Check-In/Check-Out Form**

	Goal	Wow!! Teacher Comments	Teacher Initials
Period #1	1 0		
Period #2	1 0		
Period #3	1 0		
Period #4	1 0		
Period #5	1 0		
Period #6	1 0		
Total Points			

Point Goal (from Behavior Change Planning Form Step 1): _____

Total: _____ + 1 point for bringing home home _____ GOAL MET: Yes _____ No _____

Staff Signature: _____ Parent Signature: _____

Check-In/Check-Out

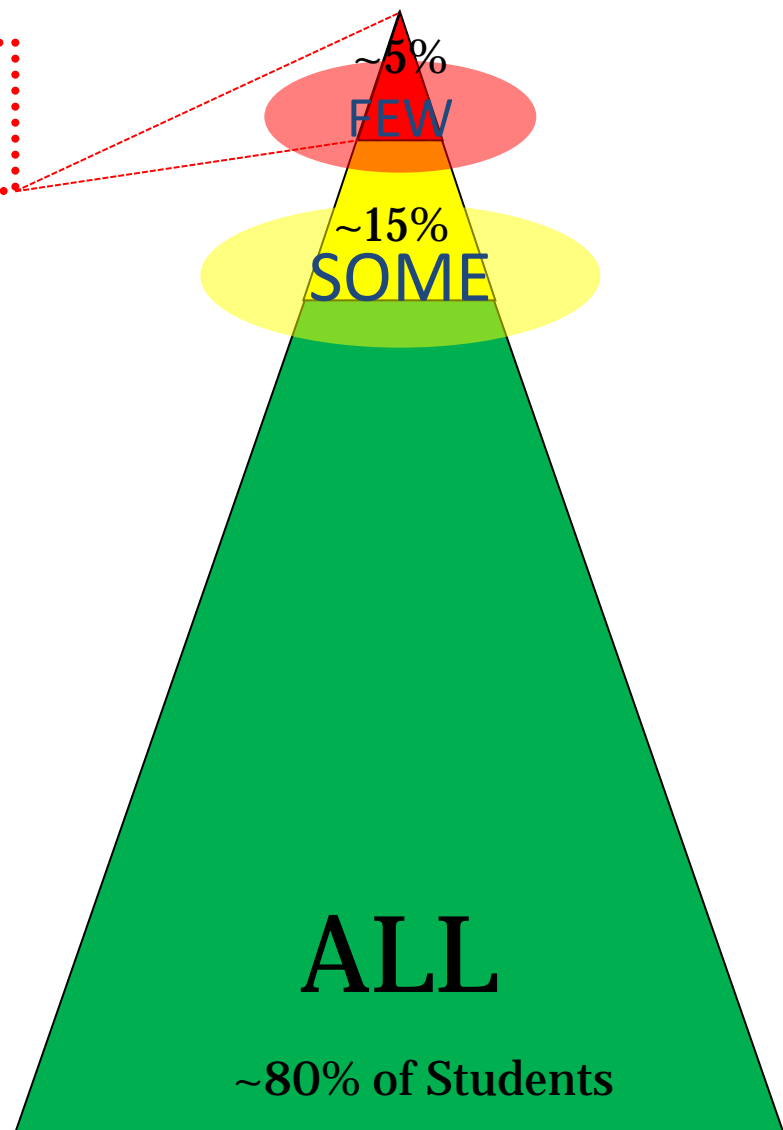
For teachers and parents



Tier 3: Individual

Individualized supports for families and students (e.g., CBC).

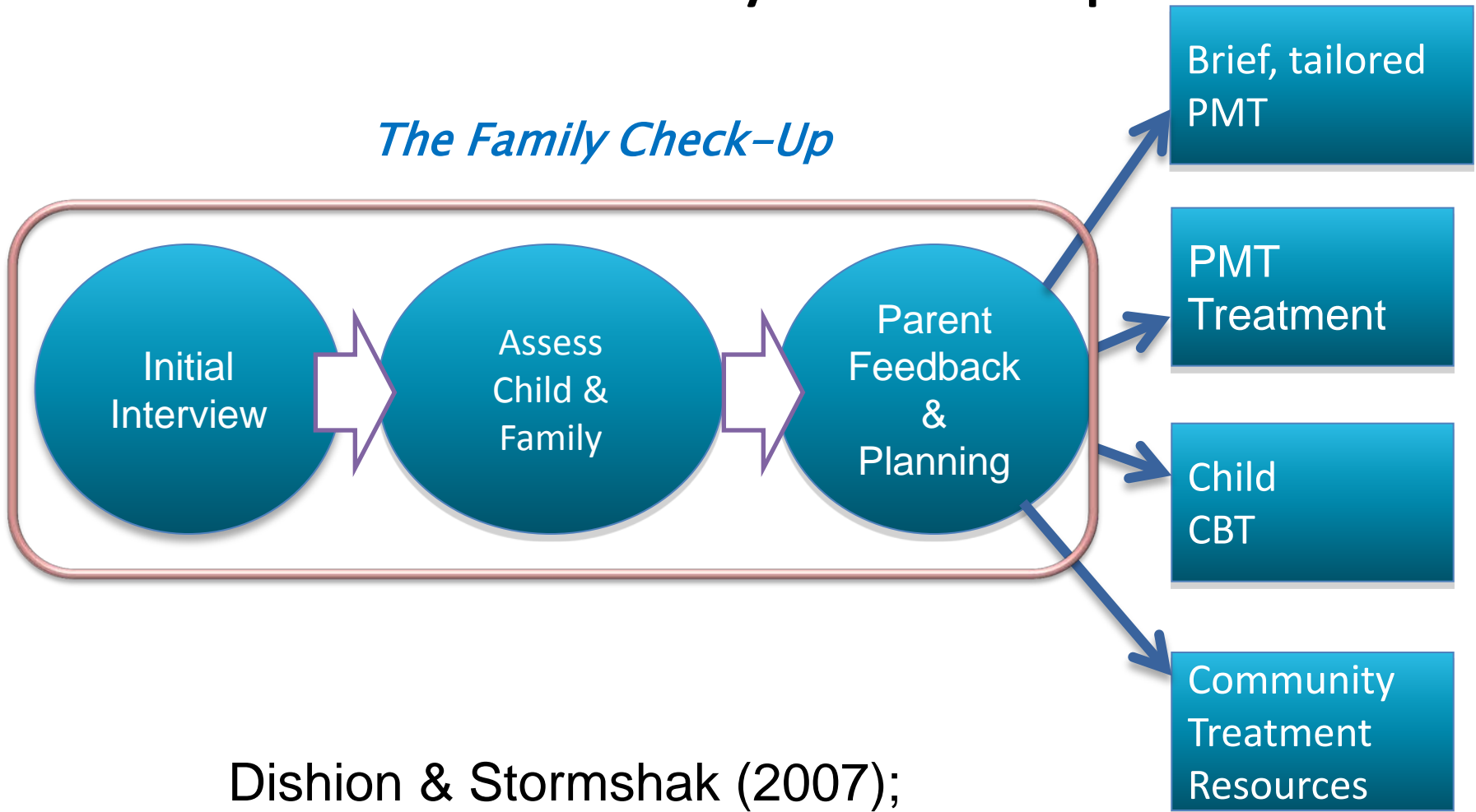
FAMILY ENGAGEMENT AT TIER III





Tier III Family Support: The Family Check-up

The Family Check-Up



Dishion & Stormshak (2007);
Dishion, Stormshak, & Kavanagh (2012)



Conjoint Behavioral Consultation

- **Conjoint Behavioral Consultation** (CBC; Sheridan & Kratochwill) is a partnership-centered model (Garbacz et al., 2008) that focuses on:
 - Achieving student goals through behavioral problem-solving (e.g., data-based decisions) and evidence-based interventions
- The use of CBC is supported through:
 - Small-n experimental investigations (e.g., Colton & Sheridan, 1998)
 - Quasi-experimental studies (Sheridan, Eagle, Cowan, & Mickelson, 2001)
 - A Randomized Controlled Trial (Sheridan et al., 2012; Sheridan, Ryoo, Garbacz, Kunz, & Chumney, 2013)
- CBC evidence exists across settings (e.g., medical; Sheridan et al., 2009) and for individuals from culturally diverse backgrounds (Sheridan, Eagle, & Doll, 2006)



Conjoint Behavioral Consultation

“A strength-based, cross-system problem-solving and decision-making model wherein parents, teachers, and other caregivers or service providers work as partners and share responsibility for promoting positive and consistent outcomes related to a child’s academic, behavioral, and social-emotional development.”



Goals of CBC

1. Promote academic, socio-emotional, and behavioral outcomes for children
2. Build parent and teacher skills and competencies
3. Establish and strengthen home-school partnerships



Stages of CBC

- Conjoint Needs Identification
- Conjoint Needs Analysis
- Conjoint Plan Implementation
- Conjoint Needs Evaluation



Conjoint Needs Identification

Objectives:

- Identify strengths
- Identify & define the need or concern
- Explore contributing conditions
- Determine a shared goal for consultation
- Identify specific settings for intervention
- Explore environmental factors
- Identify setting events which influence behavior
- Establish and implement data collection procedure



Conjoint Needs Analysis

Objectives:

- Explore baseline data collected across settings
- Evaluate baseline data
- Identify variables impacting the target behavior
- Investigate trends across home and school
- Elicit and provide information about function
- Collaboratively design an intervention plan
- Link assessment to intervention
- Discuss general strategies and plans
- Summarize the plan



Conjoint Plan Implementation

No associated meeting with this stage

Objectives:

- Implement intervention procedures across settings
- Assess immediate response to the intervention
- Monitor intervention implementation integrity
- Continue data collection procedures



Conjoint Plan Evaluation

Objectives:

- Analyze intervention data in relation to baseline data
- Determine if shared goals have been attained
- Evaluate the effectiveness of the plan across settings
- Discuss continuation, modification, or fading the plan
- Schedule additional meetings if necessary
- Discuss ways to continue conjoint problem solving



District Support

- Resources
- Coordination
- Leadership



Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)



Leadership Team Action Planning Worksheets: **Steps**

Self-Assessment: *Accomplishments & Priorities*

Leadership Team Action Planning Worksheet

Session Assignments & Notes: *High Priorities*

Team Member Note-Taking Worksheet

Action Planning: *Enhancements & Improvements*

Leadership Team Action Planning Worksheet



Goals

- Create a scoped and sequenced data-based plan
- Garner support
- Act



Priorities for Families

- Show interest
 - Parent monitoring
 - Positive support for a good day

- Help with homework
 - Time, place, support

- Keep us informed
 - Complete academic and behavior screener



Thank you!

Questions?



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