Changing the Ecology of Youth Development
Empowering Schools and Families by Coordinating PBIS Practice

Thomas J. Dishion
Arizona State University

Presented at:
2012 PBIS National Leadership Forum,
Chicago, Illinois, October 18th.

Three objectives of this talk:
• Encourage educators to think and act ecologically, to design education strategies that are more effective, and less harmful.
• To demonstrate that effectively engaging families in the public school context can make a difference in the success and well-being of students.
• To discuss specific strategies that can be used within the PBIS structure to constructively engage parents to collaborate with educators.

Thinking Ecological When Designing Interventions for Youth
Ecological Framework:
A Systemic View of Intervention Strategies.
(Urie Bronfenbrenner 1989)

Community Contexts

Behavior Settings

Relationships

Population Density
Poverty
Racism, Oppression
Ethnicity & Culture

Schools
Teachers
Child
Families
Peers
Adult Caregivers
Neighborhoods
Child Relevant Policies

Lessons Learned: Possible Harm for Ecologically Insensitive Interventions

The Adolescent Transitions Program Pilot Study

(Dishion & Andrews, 1995; Dishion, McCord & Poulin, 1999; Poulin et al, 2001)
Other Interventions That May Have Unintended Side Effects:

- Community interventions that remove the youth for treatment, and then return her without any community supports.
- Interventions that support parents without attending to school adjustment.
- Interventions that target only youth behavior at school without collaborating with parents.

(Dodge, Dishion & Landford, 2006; Dishion & Tipsord, 2011)
Two Adult Systems Concerned About Students Outcomes

- Parent Awareness
- School Awareness

- What is going on at school?
- What is going on at home?

- Expectations
- Monitoring
- Support
- Behavior, Att, Attendance

- Early Childhood
  - Problem Behavior

- Middle Childhood
  - Problem Behavior

- Adolescent
  - Problem Behavior

Challenges to Using Parenting Programs in Schools:

- Respectfully identifying and engaging parents of students who most need the services and support;
- Parents are often unable to participate in parenting “programs” because they are delivered in groups and/or scheduling problems
- Schools don’t have resources to pay for personnel engage and work with parents in these interventions;
- There are often no formal strategies for linking work of parenting interventions with school-based strategies;
Unique Vulnerabilities of Secondary School Students:

- Decreased parent involvement
- Increased problem behavior
- Increased peer group influence
- Decreased attendance
- Decreased academic performance

An Overview of the Family Check-Up and Follow-Up Services

Meet with Parent

Family Assessment

Feedback & Planning

Parent Support Materials

Parent PBS Training

Student Intervention Support

Community Resources

Project Alliance Program
Research on the FCU Model

Dishion, Stormshak & Kavanagh
Prevention Research in Public Middle Schools
(Project Alliance 1 and 2: Dishion & Stormshak)

6th Grade Middle School Students: Portland Public Schools

Randomly Assigned

Family Resource Room

Control: Middle school as usual

6th Grade 7th 7th -> 11th Grade

Intervention Outcome on Self Reported Substance Use for High Risk Students

Self Reported Substance Use in the Last Month

6th Grade 7th Grade 8th Grade 9th Grade

Intervention Control

(Adapted from Dishion, Kavanagh et al., 2002)

Mediation of Reductions in Substance Use for Highest Risk Young Adolescents
(Adapted from Dishion, Nelson & Kavanagh, 2004)

Randomized FCU in Middle School

Improved Parent Monitoring (observed)

Reductions in Early Adolescent Drug Use

6th grade 7th to 9th grade
Intervention Outcome on CDI Reports of Depression For High Risk Middle School Students

(adapted from Connell & Dishion, 2008)

<table>
<thead>
<tr>
<th>Percentage of Families</th>
<th>No Contact</th>
<th>Personnel Contact</th>
<th>Family Checkup</th>
</tr>
</thead>
</table>
| Police Documented Arrests from Age 11 through 17 as a Function of FCU Engagement. (Connell, Dishion et al, 2007).

N=Non-engaged
E=Engaged
Preventive Effects on Growth in Alcohol Use by Intervention Engagement – Transition to High school

Van Ryzin, Stormshak, & Dishion, 2012

Preventive Effects on Growth in Marijuana Use by Intervention Engagement – Transition to High school

Stormshak, Connell et al., 2011

Intervention effects on GPA from early to late Adolescence (PAL 1)

Stormshak, Connell, & Dishion 2009
Embedding Family Check-up Into PBIS Framework:
Positive Family Support Model

Department of Education Grant: Positive Family Support

- Funding to work with 41 middle schools in Oregon, randomly assigned to immediate implementation of PFS, or delayed.
- IES grant: R324A090111
- PFS will be adapted to unique needs/climate of each school
- Key personnel at each school will be trained in the model
- Our question: how can we add Positive Family Support to public middle schools that already have the PBIS infrastructure, without adding more work?

PBIS & PFS

<table>
<thead>
<tr>
<th>School-Based Supports</th>
<th>PFS Core Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individualized</strong></td>
<td>WEB based Family Check-up</td>
</tr>
<tr>
<td>- Individualized supports</td>
<td></td>
</tr>
<tr>
<td>- FBA</td>
<td></td>
</tr>
<tr>
<td><strong>Selected</strong></td>
<td>Parent support of intervention</td>
</tr>
<tr>
<td>- Specialized support</td>
<td></td>
</tr>
<tr>
<td>- Check-In/Check-Out</td>
<td></td>
</tr>
<tr>
<td><strong>Universal</strong></td>
<td>Behavior change plan</td>
</tr>
<tr>
<td>- School expectations</td>
<td></td>
</tr>
<tr>
<td>- Positive reinforcement</td>
<td></td>
</tr>
<tr>
<td>- WEB based Family Check-up</td>
<td></td>
</tr>
<tr>
<td>- Parent management training</td>
<td></td>
</tr>
<tr>
<td>- Parent support of intervention</td>
<td></td>
</tr>
<tr>
<td>- Behavior change plan</td>
<td></td>
</tr>
<tr>
<td>- Check-in/Check-out</td>
<td></td>
</tr>
<tr>
<td>- Email and Text messages</td>
<td></td>
</tr>
<tr>
<td>- Family Resource Center</td>
<td></td>
</tr>
<tr>
<td>- Enhance school-family relationships</td>
<td></td>
</tr>
<tr>
<td>- Parent screener</td>
<td></td>
</tr>
<tr>
<td>- Parenting resources (brochures/videos)</td>
<td></td>
</tr>
<tr>
<td>- WEB based Family Check-up</td>
<td></td>
</tr>
<tr>
<td>- Parent management training</td>
<td></td>
</tr>
<tr>
<td>- Parent support of intervention</td>
<td></td>
</tr>
<tr>
<td>- Behavior change plan</td>
<td></td>
</tr>
<tr>
<td>- Check-in/Check-out</td>
<td></td>
</tr>
<tr>
<td>- Email and Text messages</td>
<td></td>
</tr>
<tr>
<td>- Family Resource Center</td>
<td></td>
</tr>
<tr>
<td>- Enhance school-family relationships</td>
<td></td>
</tr>
<tr>
<td>- Parent screener</td>
<td></td>
</tr>
<tr>
<td>- Parenting resources (brochures/videos)</td>
<td></td>
</tr>
</tbody>
</table>
Key Features of this Model

• Follows a Response to Intervention approach
• Designed to integrate into PBIS structures
• Adapted to the unique ecology of each school
• Partnership model: our intervention team and your school’s key personnel collaborate to learn the model

Universal Family Support: The Family Resource Center

Brochures, TV/DVD, Supplies

Meeting Table, Computer, Coffee/Danishes on counter

Parenting Resources: Brochures
Proactive Screening that is Respectful to Parents’ Revised Multiple Gating Approach

Parent Readiness Screener (school entry)

Teacher & Staff Readiness Screener (fall-spring)

Family Check Up

School-Parent PBS plan

Tailored Student & Family Support

The Parent Readiness Screen for Positive Family Support.

Begin the School Year with Parents Expressing THEIR Needs

• Use Parent Readiness Screen to place students in the triangle

• Use their data to guide your approach to contact parents
### Sixth Grade Parent Responses to the School Readiness Screener (N=3 schools)

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Doing Great</th>
<th>Some Concern</th>
<th>Serious Concern</th>
<th>Asking for Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing Homework assignments</td>
<td>59%</td>
<td>30%</td>
<td>8.9%</td>
<td>11%</td>
</tr>
<tr>
<td>Needing Structure and Supervision</td>
<td>65%</td>
<td>28%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Getting easily distracted by other kids</td>
<td>51%</td>
<td>40%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Focusing and staying on task at school</td>
<td>60%</td>
<td>33%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Depressed or anxious</td>
<td>69%</td>
<td>25%</td>
<td>6%</td>
<td>7%</td>
</tr>
</tbody>
</table>

### Selected-Level: Behavior Change Plans

1. **Invite Parents to Join CI/CO**
   - For teachers & family resource specialists

2. **Use Home Incentives Plan**
   - For parents and students (with teacher & family resource specialist help)

3. **Check-In/Check-Out**
   - For teachers and parents

### Worksheet for Preparing a Sensitive Parent Contact

- **Partnering with Parents for Student Success: Parent Contact Worksheet**
  - [Worksheet content]

- **Additional annotations or instructions**
  - [Annotations and instructions]
  - [Page numbers]
Worksheet for Positive Communication Practices in Parent-Teacher Meetings

Worksheet Keeping Positive When Parents are Frustrated

Video Support for Families
Preliminary Results for Twenty Seven Schools (Half of the Sample)

Medium to strong effects for increasing on the FamSET:

- School provides a School Readiness screener in fall
- Parents are proactive contacted before problem occurs
- School has defined system for regular school contacts
- Parents have input into school wide PBIS practices
- PBIS team invites parents to participate in student incentives
- Assessment-based feedback to parents
- Offer family-based services and educational material
- Work directly with parents to support PBIS strategies
- Follow up with parents about previously discussed concerns
- Number of resources offered parents in the schools

PFS Acknowledgements

*Intervention Developers and Consultation Team*
- Kimbree Brown
- Tom Dishion
- Rosemarie Downey
- Corrina Falkenstein
- Greg Fosco
- Kate Kavanagh
- Kevin Moore
- Beth Stormshak

*PFS Research Evaluation Research Team*
- Carey Black
- Jeff Gau
- John Seeley
- Keith Smolkowski

PFS Consultation Load: 1.5 FTE for 14 Public Middle Schools
Summary and Conclusions

• Effectively and respectfully engaging parents in school contexts with empirically validated interventions can increase student success.
• PBIS provides an excellent infrastructure and behavior management structure for embedding parenting interventions into universal, selected and individualized intervention services.
• We need to create an integrated system that includes parent engagement, so that there is ‘value added’, and we help school staff be more efficient and effective at what they are doing already.

Some Future Directions

• Begin to more systematically target peer learning environments and integrate knowledge about peer networking and contagion into the PBIS design
• Continue to develop web-based assessment and intervention tools to enhance implementation success and to monitor outcomes continuously.
• Provide more professional training in empirically support family interventions to all school staff, but especially school psychologists and school counselors as part of ‘basic training’.

Achieving Educational Reform

Peace is a daily, a weekly, a monthly process, gradually changing opinions, slowly eroding old barriers, quietly building new structures.

John F. Kennedy
Thank you for your attention, have a great conference!!

For more information on Positive Family Support
Please contact Dr. Kevin Moore at kmoore2@uoregon.edu
And visit the FCU and PFS website:

(http://fcu.cfc.uoregon.edu/)