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

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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 Ryoo, Garbacz, Kunz, & Chumney, 2013; Stormshak, Bierman, McMahon, Lengua, 2000)
  - School drop-out (Barnard, 2004)
  - Student behavior at school (Sheridan, Bovard, 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

Approach

Attitude

Atmosphere

Actions:
- Creating two-way home-school communication
- Fostering family engagement in learning at home and school
- Establishing continuities between home and school
- Joint decision-making and problem-solving

Achieve Successful student learning experiences and outcomes

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

Christenson & Sheridan (2001); Clarke, Witte, Sheridan, & Kunz (2013)
Tier I: Universal
Engaging all families as collaborative partners (e.g., universal parent screeners, shared governance, engagement in PBIS procedures)

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

Tiered Approach to Family Engagement

ALL ~80% of Students
SOME ~15%
FEW ~5%
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)

~80% of Students
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.
Universal Planning and Problem Solving

Systems-Level Family Engagement Activities

- Establish Family Engagement on the PBIS Leadership Team
- Use a Data-driven, Problem-solving Framework
- Integrate Cultural Considerations

Practices across Systems

- Practices at Home
- Practices at School
- Practices to Enhance Home-school Communication

Valued Outcomes

Enhanced Outcomes for Students, Families, and Educators

*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
  
  o Conduct assessments to identify strengths and needs
  o Identify practices at home, school, and to enhance home-school communication

(Garbacz et al., 2015)
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

Tier I Family Support:
- Parent Readiness Screener (school entry)
- Teacher & Staff Readiness Screener (fall-spring)
- Family Check Up
- School-Parent PBS plan
- Tailored Student & Family Support

(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

(Garbacz et al., 2015)
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

(Garbacz et al., 2015)
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.
<table>
<thead>
<tr>
<th>Practices to Enhance Home-school Communication</th>
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<tr>
<td>• Use multi-directional communication</td>
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<td>• Build environmental congruence</td>
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(Garbacz et al., 2015)
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. 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

(Dishion, Stormshak, Seeley, Smolkowski, & Moore, 2012)
**FAMILY ENGAGEMENT AT TIER III**

**Tier 3: Individual**
Individualized supports for families and students (e.g., CBC).

- **ALL ~80% of Students**
- **SOME ~15%**
- **FEW ~5%**
Tier III Family Support: The Family Check-up

The Family Check-Up

Initial Interview → Assess Child & Family → Parent Feedback & Planning

Brief, tailored PMT
PMT Treatment
Child CBT
Community Treatment Resources

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.”

(Sheridan & Kratochwill, 2008, p. 25)
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

(Sheridan & Kratochwill, 2008, p. 26)
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

(Sheridan & Kratochwill, 2008, p. 30)
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

(Sheridan & Kratochwill, 2008, p. 39)
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

(Sheridan & Kratochwill, 2008, p. 48)
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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