



D17 — Family-Centered Support in Tier II Intervention

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Key Words: Tier II, Family Engagement



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ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT

Session Overview

- Family-school interventions
- Components of family-school intervention efficacy
- Family-school interventions in PBIS
- Family-school support in Tier II interventions

Research Support for Family-School Interventions

Students

- Social Behavior
- Attendance
- Academic achievement
- Peer affiliations

Parents and Teachers

- Parent-teacher relationships
- Parent competence
- Family-school engagement

Connell et al. (2007); Fan & Chen, 2001; Garbacz et al. (in press);
Sheridan et al. (2017); Stormshak et al. (2011);

Key Effective Components of Family-School Interventions

- Communication
- School-based involvement
- Home-based involvement
- Behavioral support
- Parent-teacher relationship
- Collaboration

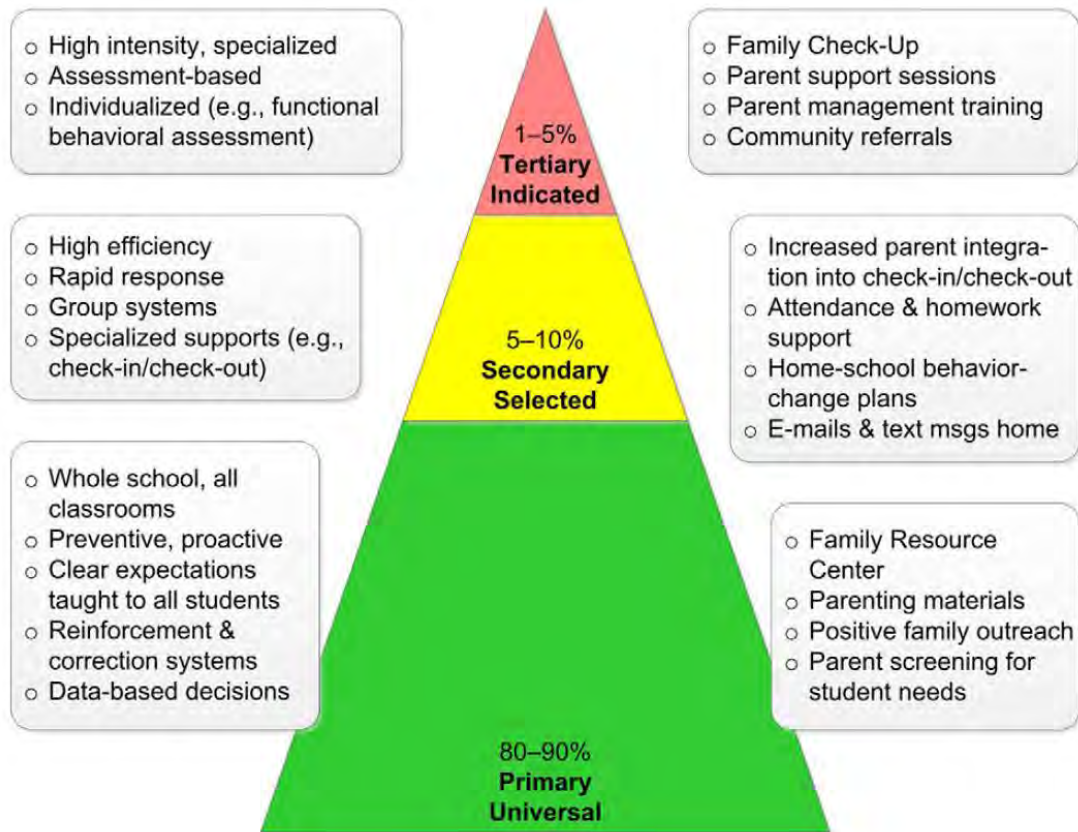
Sheridan et al. (2019)

Building a Tiered School-Based Mental Health Model

- A need for prevention and intervention that is linked with a screening procedure to identify families most in need
- The program should maximize engagement
- A tiered approach to prevention and intervention designed to maximize family engagement across the tiers of service delivery was designed

Dishion et al. (1996); Dishion & Kavanagh (2003)

Positive Family Supports



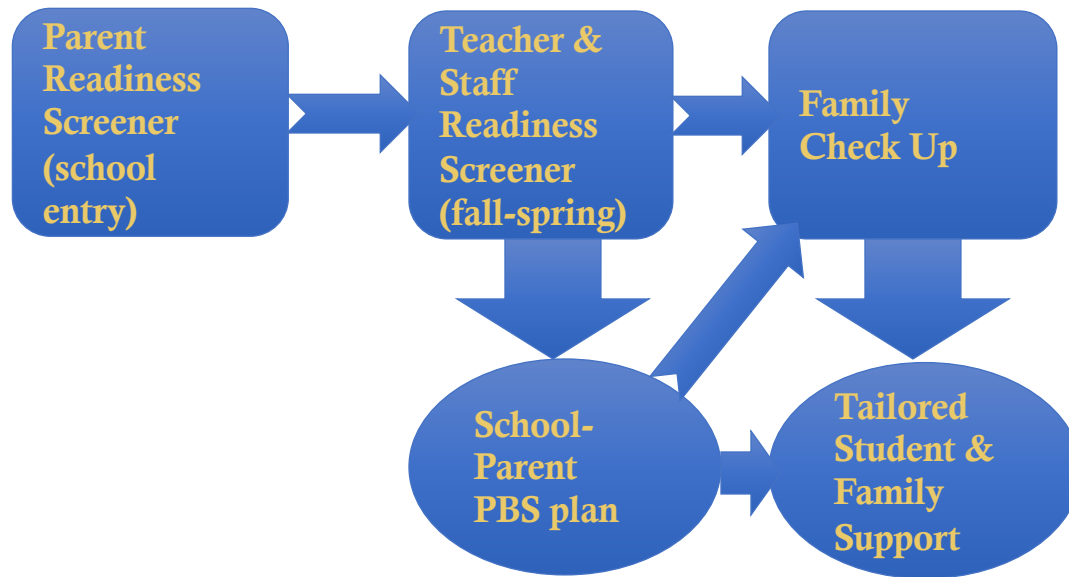
Dishion (2011); Smolkowski et al. (2017)

Tier I Support: The Family Resource Center

- Brochures, TV/DVD, Supplies
- Meeting Table, Computer, Coffee/Danishes on counter

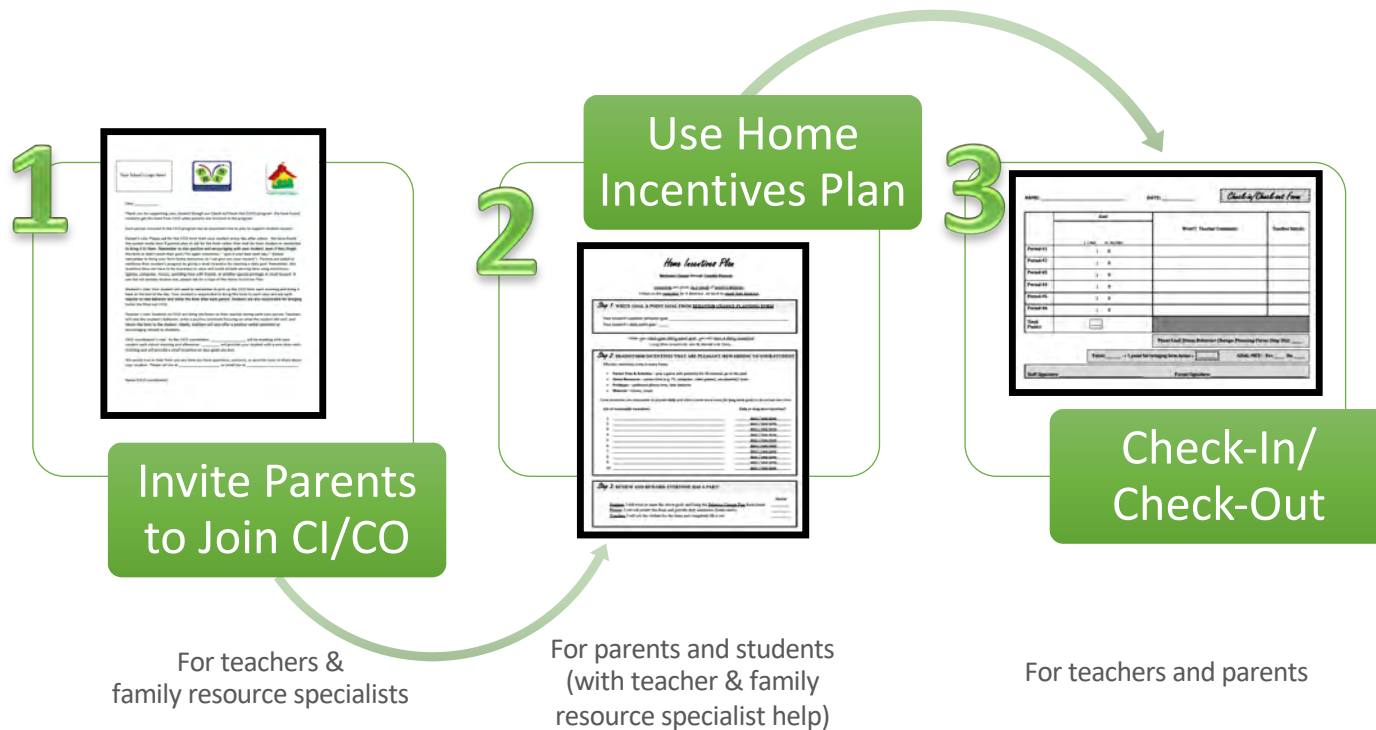


The Parent-School Readiness Screener

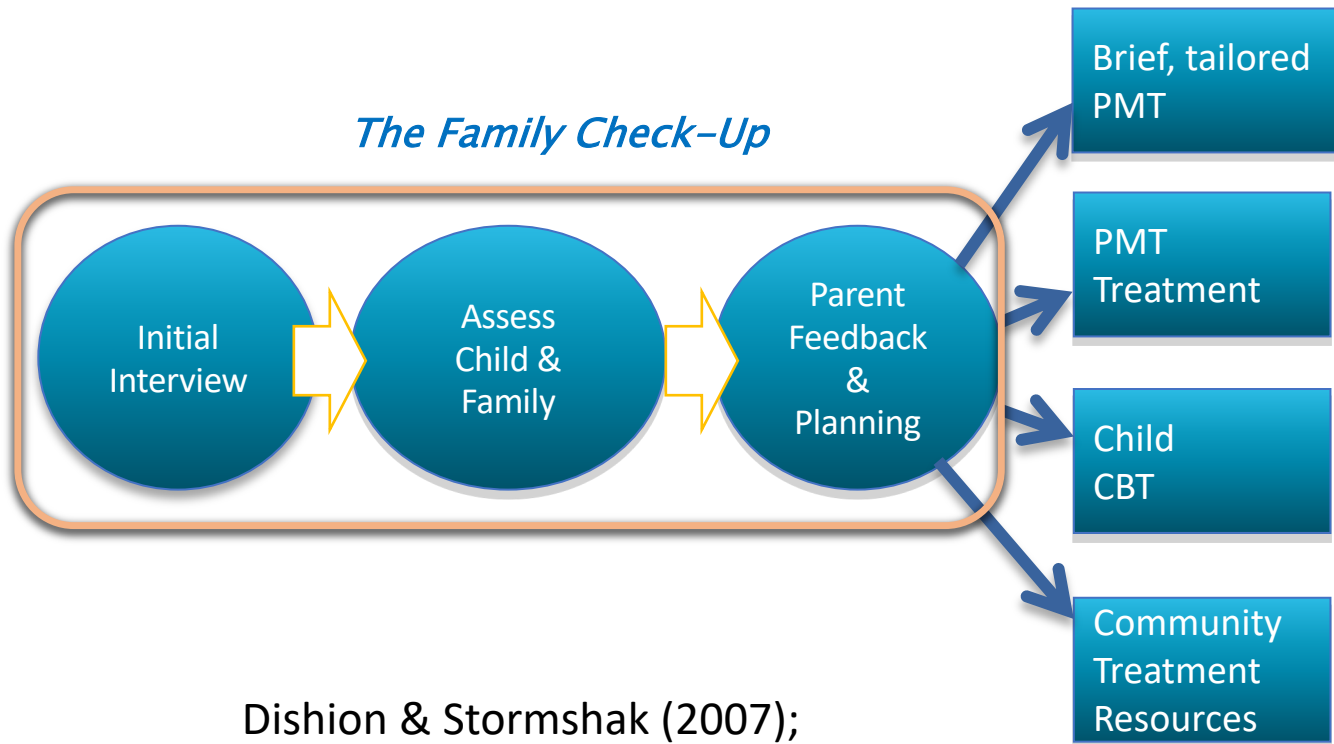


Moore et al. (2014)

Tier II Support: Behavior Change Plans




Tier III Support: The Family Check-Up



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

Case Example

Get to Know You Interview

Positive Family Support Family Check-Up Get to Know You Interview		
Parent Name(s):	Date:	
Student Name:		
<ul style="list-style-type: none">• Thank you for meeting today• Inviting you to meet as the first step to the Family Check-Up, new service at our school• Today, I want to learn more about your student because... (select option(s) below):<ul style="list-style-type: none"><input type="checkbox"/> we're working with your student on a Check-In/Check-Out plan<ul style="list-style-type: none">○ your student has made progress on goals○ your student has been struggling with behavior(s) _____<input type="checkbox"/> we think additional information/support will help<input type="checkbox"/> we want to provide the best supports for success• Today, I'll ask you questions for a few minutes, and then ask you to fill out a questionnaire• This information will help us create the best plan to support your student• Any questions for me? Ready to get started?		
<hr/>		
1. How are things going for your student this year at school? (If parent focuses on strengths, ask 2a next, followed by 2b. If parent focuses on concerns, ask 2b, followed by 2a.)		
2a. What are some strengths or positive qualities of your student?	2b. What are your biggest concerns about your student?	
3. (As needed) Is there anything we should know about your student's previous school history?		
4. Have there been any changes in your family or anything you'd like the school to know that may be affecting your student?		
5. What are your family strengths? What do you like best about your family?		
6. How can our school be helpful to your student or your family? Is there anything you'd like to see us do differently, or anything we're doing now that feels helpful?		
Thank you! Ready to move on to the questionnaire?		Positive Family Support V 3.0

Monitoring School Success (11)
How often do you ...

	Never	Rarely	Sometimes	Often	Very Often
1) Make sure that your student is up on time for school?	0	1	2	3	4
2) Check to see that your student has everything s/he needs for school?	0	1	2	3	4
3) Check to see if your student has homework?	0	1	2	3	4
4) Check in with your student about his/her day?	0	1	2	3	4
5) Help your student with school work?	0	1	2	3	4
6) Make sure your student is in bed on time?	0	1	2	3	4
7) Know how your student is doing in different subjects at school?	0	1	2	3	4

(SUM Q11-7) ____ / (# of items) ____ = Mean (#11) ____

Limit Setting (12)
Thinking about parenting your student:
In the past month, were you able to...

	Never	Rarely	Sometimes	Often	Very Often
1) Speak calmly with your student when you were upset with him/her?	0	1	2	3	4
2) Stick to your rules and not change your mind?	0	1	2	3	4
3) Explain what you wanted your student to do in clear and simple ways?	0	1	2	3	4
4) Tell your student when you would like him/her to do when s/he is doing something that you don't like?	0	1	2	3	4
5) Tell your student how you expected him/her to behave (such as a family member)?	0	1	2	3	4
6) Tell your student of your student's problem behavior that you would use force?	0	1	2	3	4
7) Make sure your student followed the rules that you set?	0	1	2	3	4

(SUM Q12-7) ____ / (# of items) ____ = Mean (#12) ____

Parent-School Connection (13)
During the LAST SCHOOL YEAR, how often on average have you done the following?

	Never	Rarely	Sometimes	Often	Very Often
1) E-mailed, called or talked with your student's teachers for any reason?	0	1	2	3	4
2) Visited your student's school for a special event?	0	1	2	3	4
3) Attended a parent-teacher conference or open-house?	0	1	2	3	4

How true are the following statements?

	Not true	Rarely	Sometimes	True most of the time	Always true, very true
4) You feel welcome to visit your student's school.	0	1	2	3	4
5) You enjoy talking with your student's teachers.	0	1	2	3	4
6) You feel your student's teacher(s) care about him/her.	0	1	2	3	4
7) You think your student's teacher(s) are interested in getting to know you.	0	1	2	3	4

(SUM Q13-7) ____ / (# of items) ____ = Mean (#13) ____

Parenting Resources: Brochures



CICO Scaffolding for Parent and Student Home Support

Home Incentive Plan
In Support of School Goals

Motivates change through the use of Tangible Incentives
Incentives are given as a result of positive behaviors
When we are reinforced for a behavior, we tend to repeat that behavior

Step 1: WRITE YOUR STUDENT'S GOAL(S)

Your student's current goal(s): _____

Your student's daily point goal: _____

When you reach your daily point goal, you will earn a daily incentive!
Long-term incentives can be earned over time.

Step 2: BRAINSTORM INCENTIVES THAT ARE PLEASANT/REWARDING TO YOUR STUDENT

Effective incentives come in many forms:

- **Parent Time & Activities** – play a game with parent(s) for 30 minutes, go to the park
- **Home Resources** – screen time (e.g., TV, computer, video games), use parent(s)' tools
- **Privileges** – additional phone time, later bedtime
- **Material** – money, treats

Some incentives are reasonable to provide **daily** and others make more sense for **long-term** goals to be earned over time

List of reasonable incentives:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Daily or long-term incentive?

_____	daily / long-term
_____	daily / long-term
_____	daily / long-term
_____	daily / long-term
_____	daily / long-term
_____	daily / long-term
_____	daily / long-term
_____	daily / long-term
_____	daily / long-term
_____	daily / long-term

Step 3: REVIEW AND REWARD: EVERYONE HAS A PART!

Student: I will work to meet the above goals and bring the Check-In form home.
Parent: I/we will review the form and provide daily incentives (listed above).
Teacher: I will ask the student for the form and completely fill it out.

Home Incentive Plan
In Support of School Goals

Ideas for Home Incentives

Home Resources

- ☐ 30 minutes screen time (e.g., TV, computer)
- ☐ 30 minutes video game time
- ☐ Take bottles back to the store; keep/split refund
- ☐ Go to the park
- ☐ Read a book together
- ☐ Play a game for 15/30 minutes
- ☐ Take a walk
- ☐ Go out for ice cream together
- ☐ Work on a craft project for 15/30 minutes
- ☐ Cook or bake together
- ☐ Go to the movies
- ☐ Have a night out together (teen's choice)
- ☐ Go fishing
- ☐ Go hiking
- ☐ Watch a video (just the two/three of you)
- ☐ Choose a special TV program to watch
- ☐ Pick video game to play
- ☐ Use parent(s)' tools
- ☐ Go swimming
- ☐ Have first dibs on bathroom in the morning
- ☐ Have a friend over
- ☐ Have a friend spend the night
- ☐ Visit with grandparents/relatives
- ☐ Go to a friend's house
- ☐ Craft supplies (e.g., stickers, glitter pens)
- ☐ Pokemon/sports cards
- ☐ Puzzles (e.g., sudoku, word search)
- ☐ Rent a video game

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Home Incentives Plan

In Support of School-Based CI/CO

Ideas for Home Incentives

Parent Time and Activities

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- ☐ Use parent(s)' tools

Privileges

- ☐ Have shared bedroom to self for 1 hr/day
- ☐ Go out with friends
- ☐ Additional telephone time
- ☐ Privacy time
- ☐ Later bedtime (by 30 minutes)
- ☐ Permission to go to special event
- ☐ Go swimming
- ☐ Have first dibs on bathroom in the morning
- ☐ Have a friend over
- ☐ Have a friend spend the night
- ☐ Visit with grandparents/relatives
- ☐ Go to a friend's house

Material Rewards

- ☐ Daily allowance
- ☐ Pick out \$1–\$5 item on shopping trip
- ☐ Pick one item from basket of treats/candy
- ☐ Rent a movie
- ☐ Craft supplies (e.g. stickers, glitter pens)
- ☐ Pokémon/sports cards
- ☐ Puzzles (e.g. Sudoku, word search)
- ☐ Rent a video game

Encouragement and Praise

Supporting your student's positive behavior involves encouragement and praise.

- Encouraging middle schoolers:**
- * Lets students know when they've done something you like
 - * Makes students more likely to repeat good behaviors
 - * Promotes students' confidence and well-being

The first step in learning to positively support student behavior is to learn how to encourage the behavior you want to see.

Why Use Encouragement?

Focusing on the positive: Many parents struggle to stay positive with their middle schoolers. Encouragement works in two ways by: (1) strengthening students' positive behavior through reinforcement and (2) decreasing power struggles.

- Encouragement and positive rewards increase good behavior.
- A lack of encouragement and too much focus on negative behaviors increase misbehavior.

Here are some examples of praise:

- "I'm so happy you..."
- "Thanks for being so responsible and getting home on time"
- "I'm very proud of you for..."
- "Thank you for..."

Practicing Encouragement

well, or ways you would like to see him/her do. List a few possible encouraging statements

- _____
- _____
- _____

For more tips on communicating with your middle schooler, see the "Encouragement" brochure, available at your school's Family Resource Center



Encouragement and Praise: Home Practice

Sample Praise Statements:

- "I like the way you ..."
- "You did a nice job ..."
- "Thank you for ..."
- "I appreciate it when you ..."

DO THIS EACH DAY. Give yourself a each time you remember to praise your student. You get in the habit of giving regular praise and will help you track your progress.

Wednesday	Thursday	Friday	Saturday	Sunday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Wednesday	Thursday	Friday	Saturday	Sunday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Wednesday	Thursday	Friday	Saturday	Sunday
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




Encouragement Support Worksheets

Encouragement and Praise: Home Practice

Sample Praise Statements:

"I like the way you ..."
 "You did a nice job ..."
 "Thank you for ..."
 "I appreciate it when you ..."

Aim for: **4 PRAISES EACH DAY**. Give yourself a  each time you remember to praise your student.
 This chart will help you get in the habit of giving regular praise and will help you track your progress.

Week of:						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Week of:						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Week of:						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



For more tips about praise and encouragement, see the "Encouragement"
 brochure, available in your school's Family Resource Center
Positive Family Support V3.0



Video Support for Families



Positive Family Support: Parenting Support Videos



Attendance Support



Homework Support



Supporting Respectful
Behavior



Monitoring: Concern
about Drug Use



Monitoring: Knowing Your
Teen's Friends and Peers



Support for Peer
Problems

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FCU CASE STUDY

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.

Thank you!

Questions?

Please Complete the Session Evaluation to Tell Us What You Thought of This Session

Three Ways to Complete Evaluation:

1) Mobile App: click on “session evaluation” under the session description.

2) Online: click on the link located next to the downloadable session materials posted at <http://www.pbis.org/presentations/chicago-forum-19>

3) QR Code: Scan the code here (or in your program book) and chose your session from the dropdown Menu.

