



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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- Educational and Community Supports
- Prevention Science Institute
- University of Oregon



# 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:

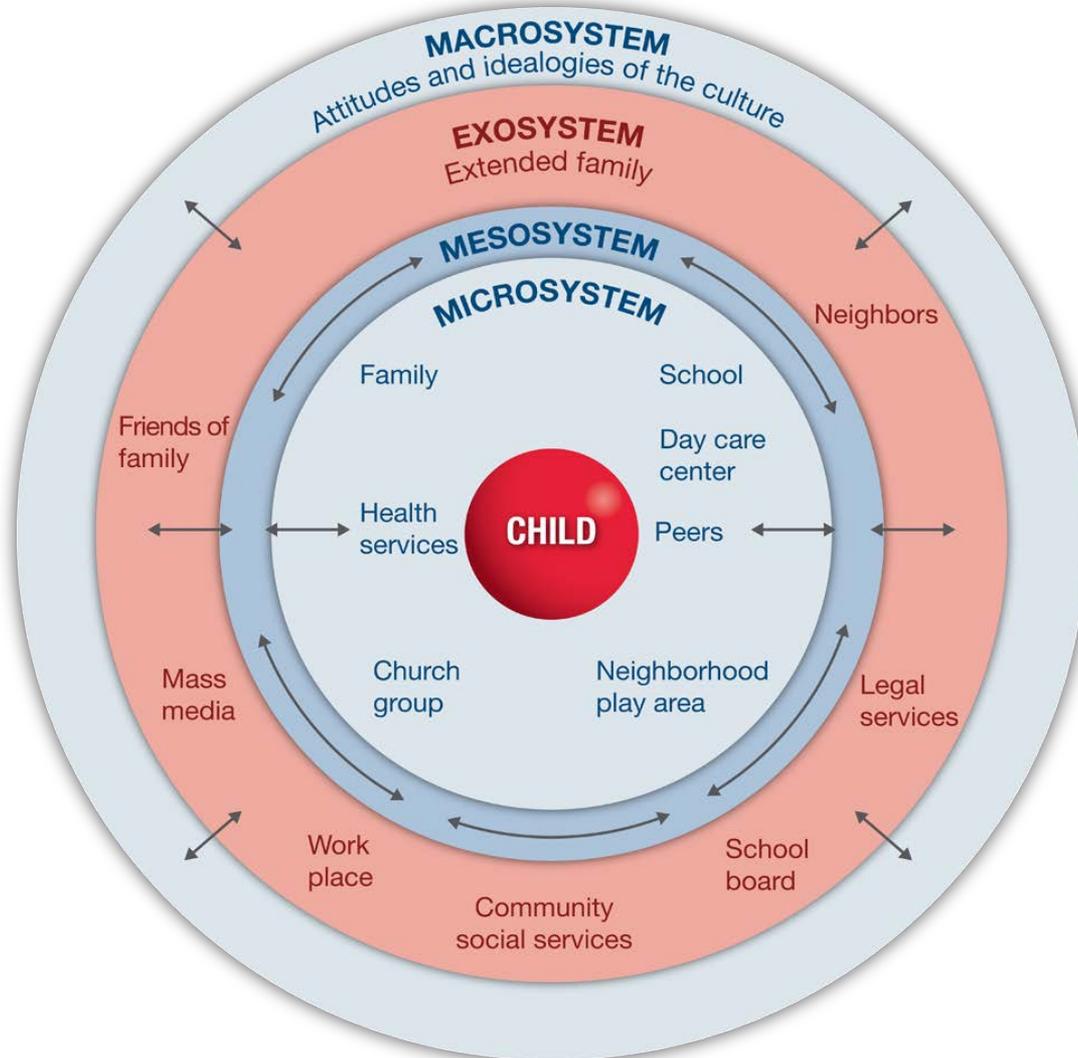
- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?



# **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, 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

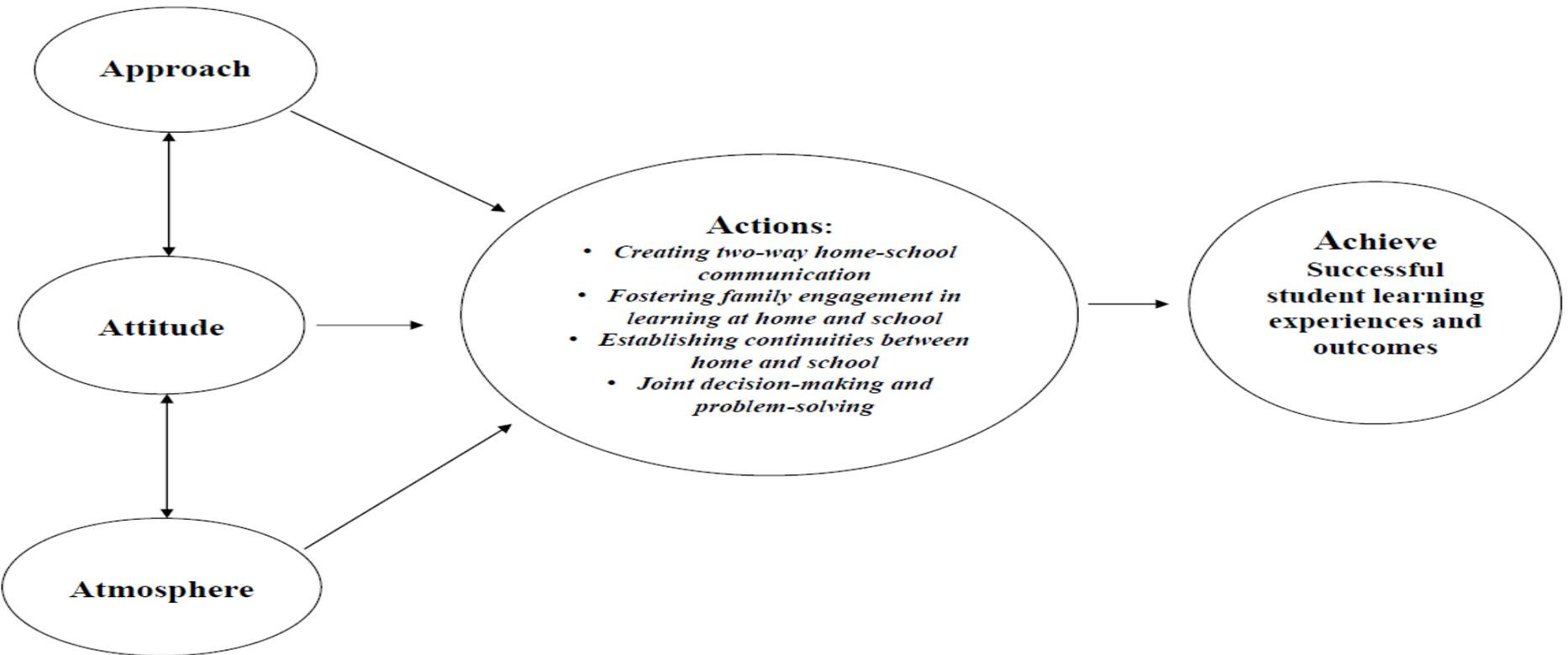


Figure 1. The 5 A's of Family Engagement and Family-School Partnerships



# Tiered Approach to Family Engagement

## Tier III: Individual

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

~5%

FEW

~15%

SOME

## Tier II: Targeted

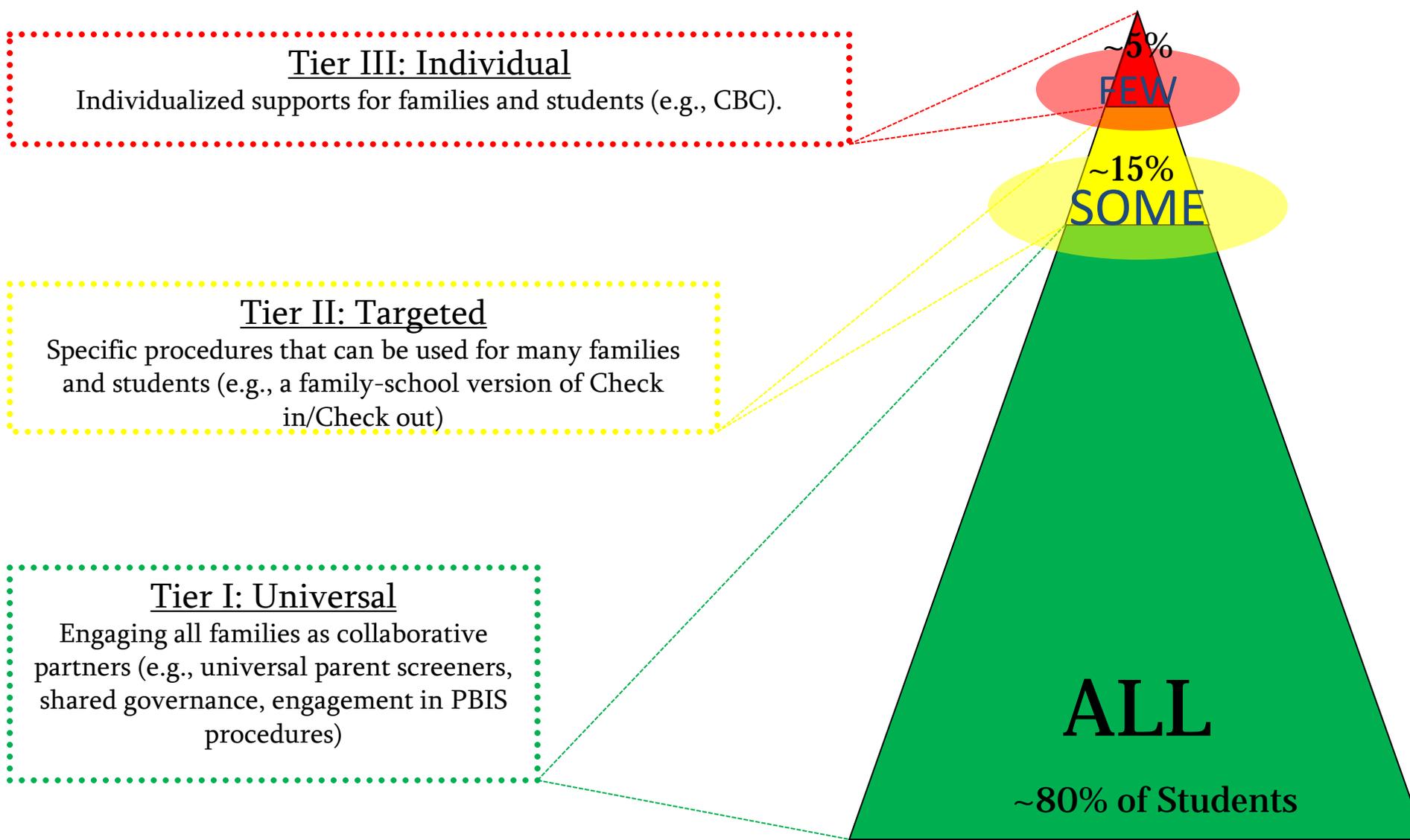
Specific procedures that can be used for many families and students (e.g., a family-school version of Check in/Check out)

## Tier I: Universal

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

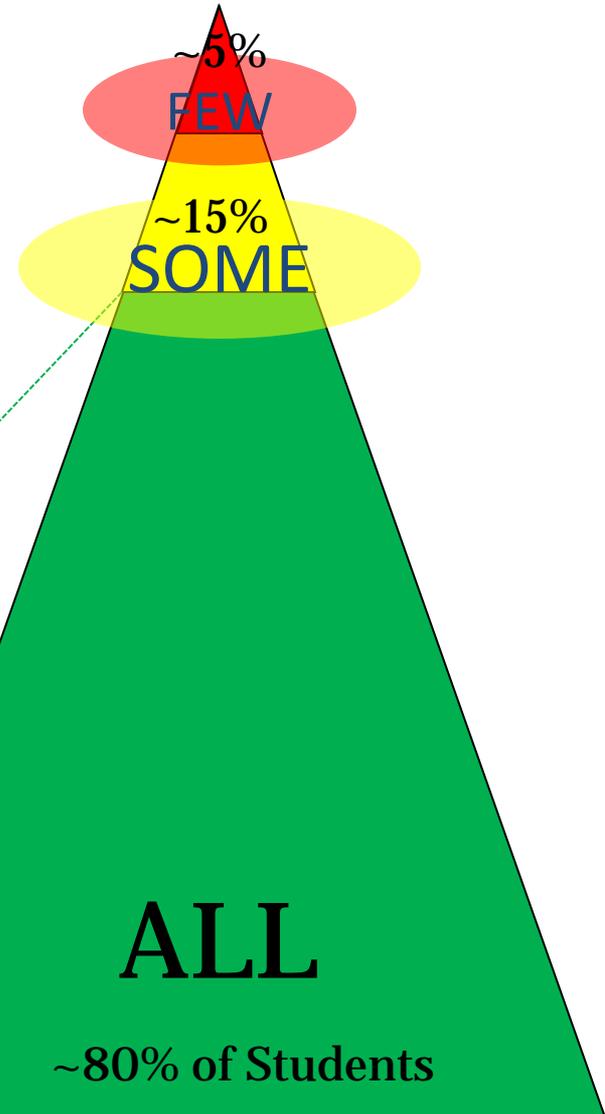
ALL

~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.

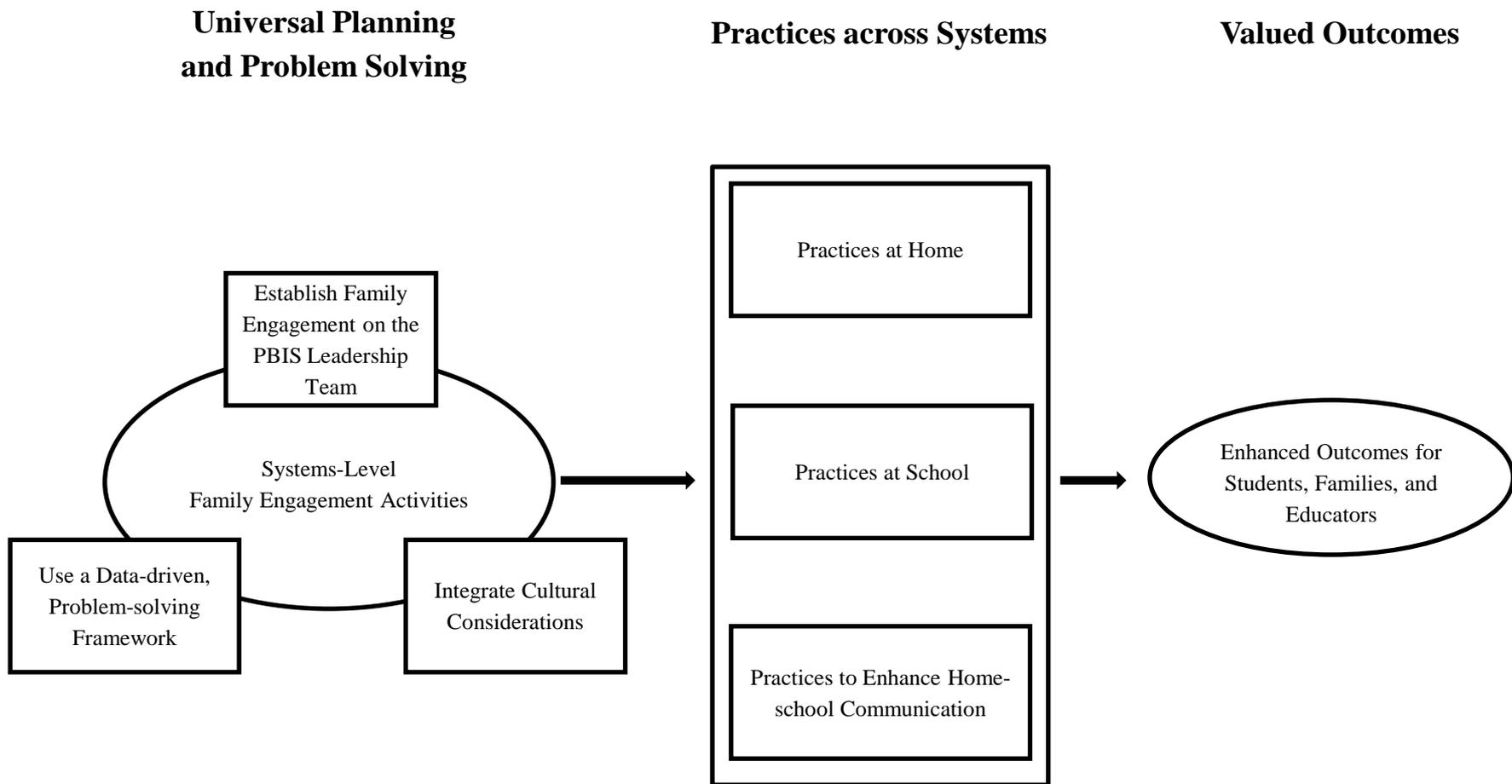


Figure 1. Conceptual model of family engagement within School-wide PBIS

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



# School Implementation

## ■ Demonstration Case

- Kindergarten to 5<sup>th</sup> 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

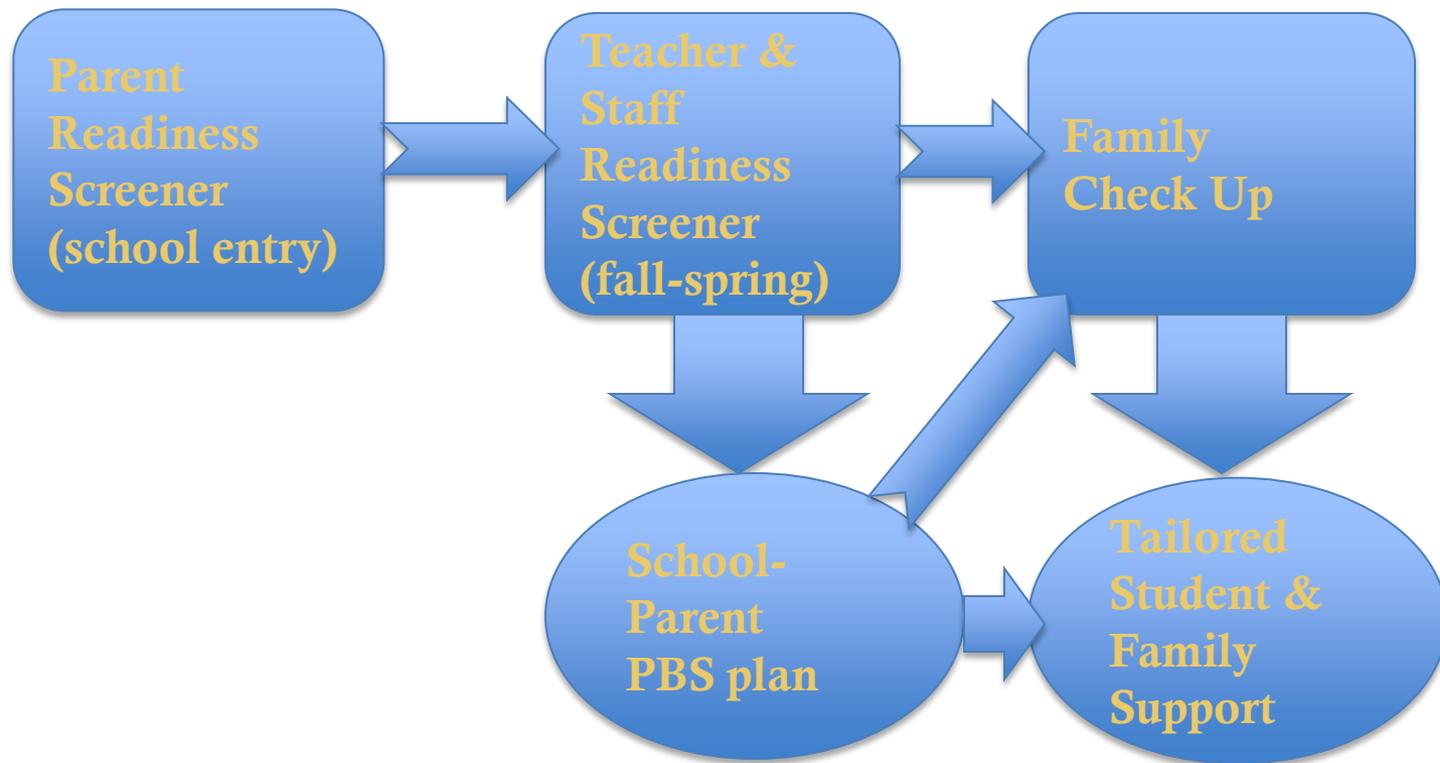


# Use a Data-based, Problem-solving Framework

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

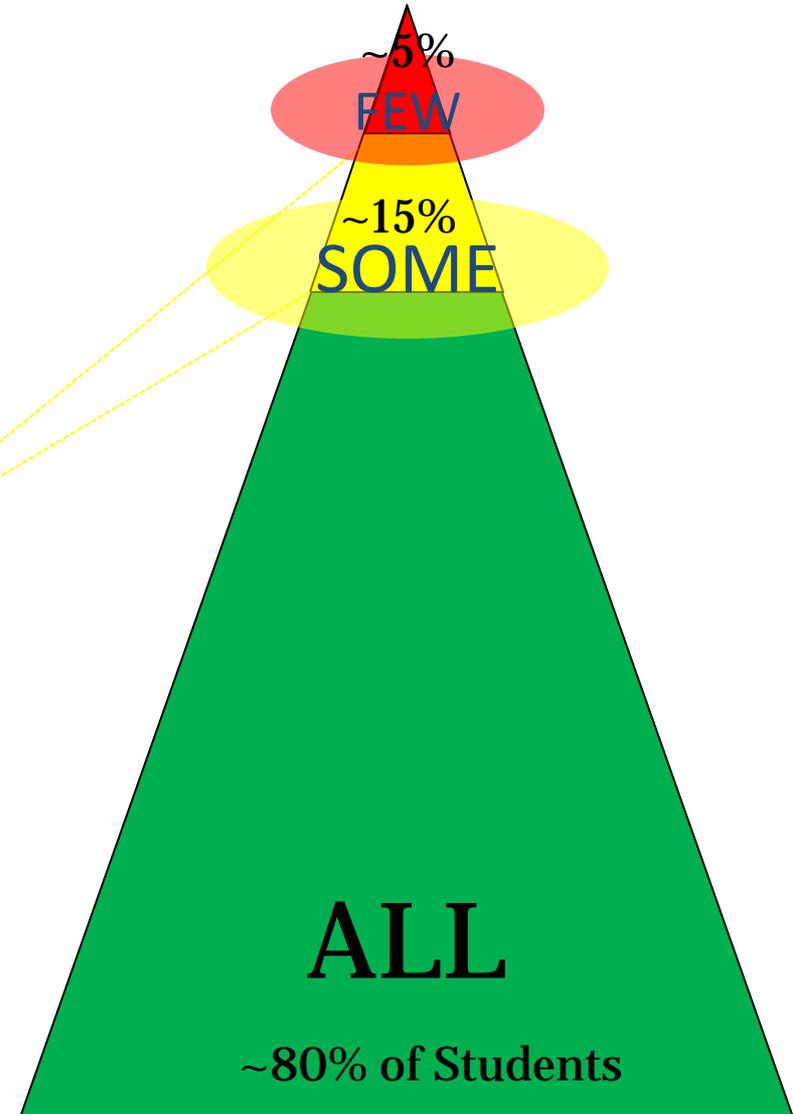
- Multi-directional communication allows parents and educators to share information back-and-forth and for communication to be initiated by any party (Sheridan, Rispoli, & Holmes, 2013)
- Frequently, communication with families occurs as a reaction to a problem or request for assistance
- Communication 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:** Please read to this CI/CO form with your student every day after school. We have found the system works best if parents plan to sit for the form rather than read for their student to understand it being to them. Remember to use praise and encouraging words to reward, even if it's for trying the form or when your child gets "100 again tomorrow." Give it your best effort day. "You are responsible for bringing your form home tomorrow so I can give you your reward!" Parents are advised to reinforce their student's progress by giving a small incentive for meeting a daily goal. Remember, this incentive does not have to be monetary or value and could include anything from using extra privileges to getting completed. Always, however, come with them, or receive some praise if that reward. If you did not already receive one, please ask for a copy of the Home Incentives Plan.

**Student role:** Your student will need to understand to get up the CI/CO form each morning and bring it back to the school of day. Your student's responsibility is bringing this form to school daily and to each teacher in the building and enter the form after each period. Students are also responsible for bringing home the filled out CI/CO.

**Teacher's role:** Teachers are CI/CO will bring the forms to their teacher during each class period. Teachers will mark the student's behavior, with a positive comment focusing on what the student did well and return the form to the student. Ideally, teachers will offer a positive verbal comment or encouraging remark to students.

CI/CO coordinator's role: As the CI/CO coordinator, \_\_\_\_\_ will be meeting with your student each school morning and afternoon. \_\_\_\_\_ will provide your student with a form home each morning and will provide a small incentive on days goals are met.

We would like to hear from you any time you have questions, comments, or positive news for them about your student. Please call me at \_\_\_\_\_ or email me at \_\_\_\_\_.

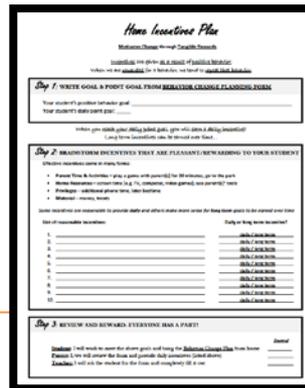
Name: \_\_\_\_\_  
CI/CO coordinator

Invite Parents to Join CI/CO

For teachers & family resource specialists

2

Use Home Incentives Plan



**Home Incentives Plan**  
Materials Change Form - Family Resource Specialist

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

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

Your student's problem behavior goal: \_\_\_\_\_  
Your student's daily point goal: \_\_\_\_\_

When you receive your daily point goal, you will earn a daily incentive! \_\_\_\_\_  
You can have incentives on \_\_\_\_\_ and \_\_\_\_\_.

**Step 2: REWARD THEM EVERY DAY AND PRAISE THEM REMAINING TO YOUR STUDENT**

Effective incentives come in many forms:

- 1. Praise them & incentives - give a prize with permission for the student, get the prize
- 2. Home Incentives - complete this list of 10 incentives, which parents are responsible for
- 3. Privileges - additional phone time, later bedtime
- 4. Monetary - money, cash

Some incentives are dependent on personal daily and effort-based events rather than being based on the control over their list of acceptable behaviors.

Today my form looks like this:

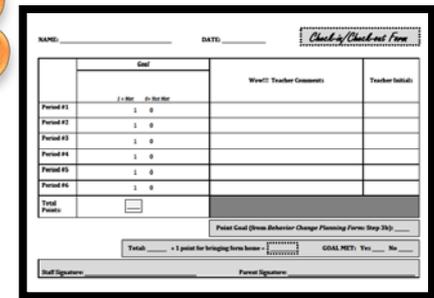
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

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

Students: "I will work to meet my daily goal and bring my Behavior Change Plan Home Form." Parents: "I will sign my form and provide my incentives." CI/CO coordinator: "I will be involved in the form and encourage my student."

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

3



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **Check-In/Check-Out Form**

Period	Goal		Wow!! Teacher Comments	Teacher Initials
	I did	on the way		
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 form home - \_\_\_\_\_ GOAL MET: Yes \_\_\_\_\_ No \_\_\_\_\_

Staff Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Check-In/Check-Out

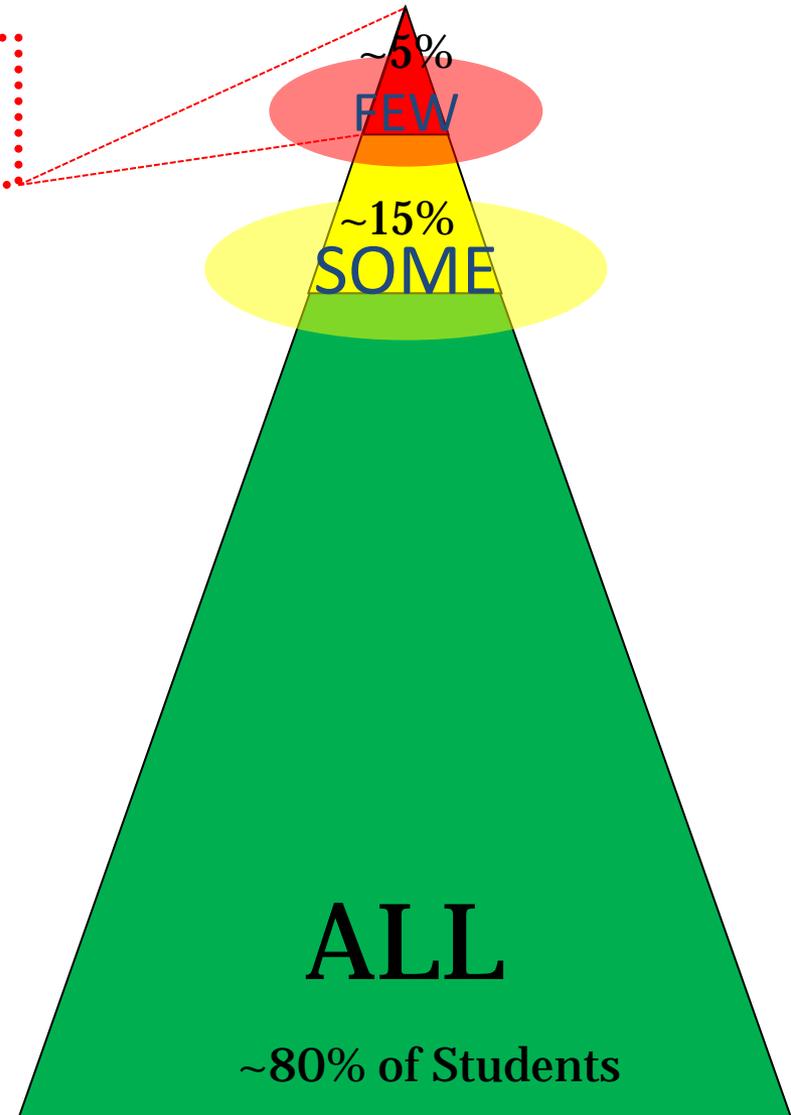
For teachers and parents



Tier 3: Individual

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

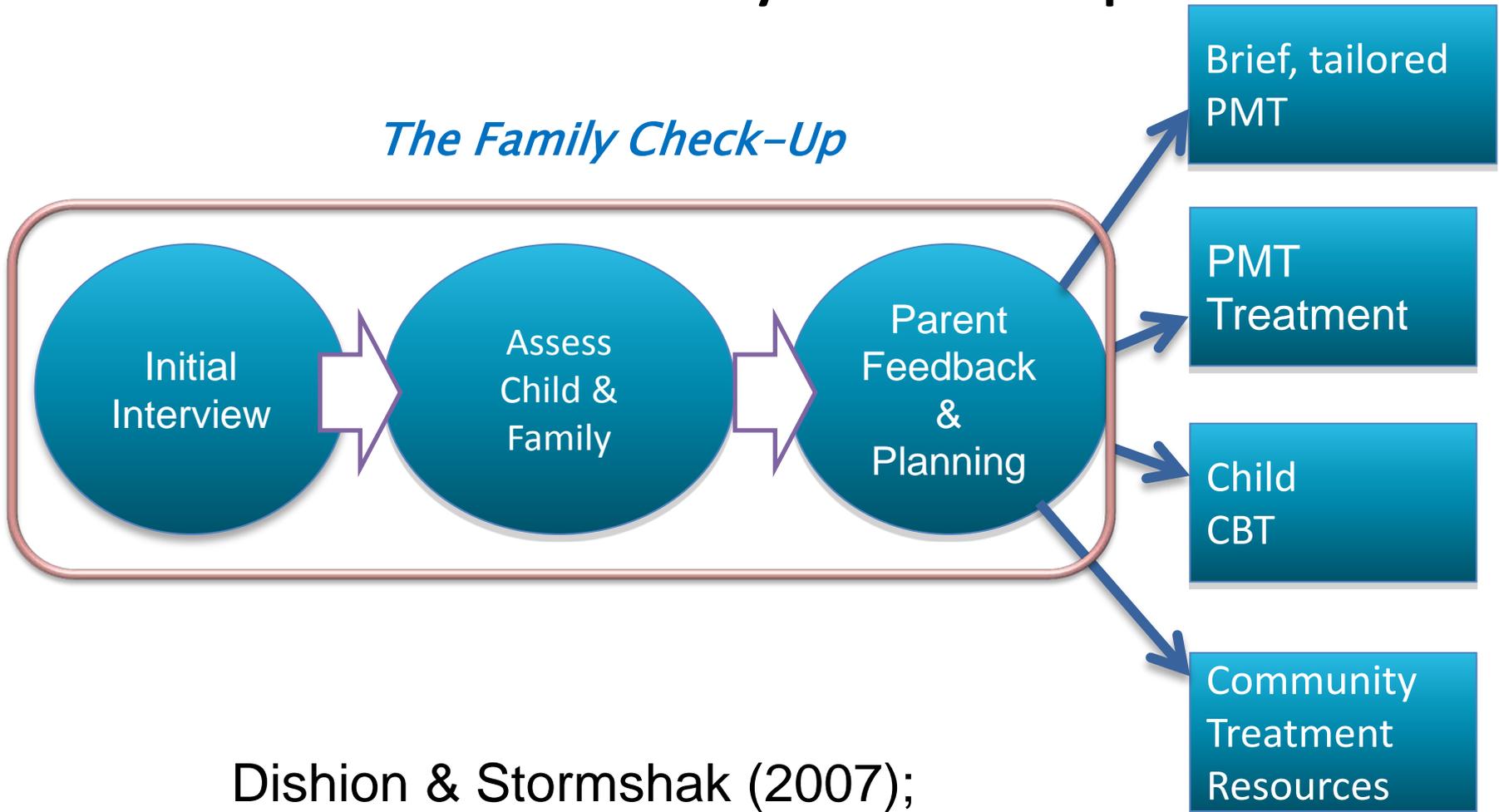
# FAMILY ENGAGEMENT AT TIER III





# 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?



## Contact Information:

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