D17 — Family-Centered Support in Tier II Intervention

Presenters: Andy Garbacz and Kevin Moore

Key Words: Tier II, Family Engagement
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

- **Primary Universal (80-90%)**
  - Whole school, all classrooms
  - Preventive, proactive
  - Clear expectations taught to all students
  - Reinforcement & correction systems
  - Data-based decisions

- **Secondary Selected (5-10%)**
  - High efficiency
  - Rapid response
  - Group systems
  - Specialized supports (e.g., check-in/check-out)

- **Tertiary Indicated (1-5%)**
  - High intensity, specialized
  - Assessment-based
  - Individualized (e.g., functional behavioral assessment)

- **Supports**
  - Family Check-Up
  - Parent support sessions
  - Parent management training
  - Community referrals
  - Increased parent integration into check-in/check-out
  - Attendance & homework support
  - Home-school behavior-change plans
  - E-mails & text msgs home
  - Family Resource Center
  - Parenting materials
  - Positive family outreach
  - Parent screening for student needs

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

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
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:

- 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):
    - we're working with your student on a Check-In/Check-Out plan
    - your student has made progress on goals
    - your student has been struggling with behavior(s)
    - we think additional information/support will help
    - 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?

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?
### Monitoring School Success (11)

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
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<tbody>
<tr>
<td>1. Make sure that your student is up on time for school?</td>
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<td>2. Check to see that your student has everything s/he needs for school?</td>
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<td>3. Check to see if your student has homework?</td>
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<td>4. Check in with your student about his/her day?</td>
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<td>5. Help your student with school work?</td>
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<td>6. Make sure your student is in bed on time?</td>
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<td>7. Know how your student is doing in different subjects at school?</td>
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### Limit Setting (12)

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<td>1. Speak calmly with your student when you are upset with him/her?</td>
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<td>2. Stick to your rules and not change things?</td>
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<td>3. Explain what you wanted your student to do in simple ways?</td>
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<td>4. Tell your student what you would like him/her to do when s/he is doing things that you don't like?</td>
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<td>5. Tell your student what you expected him/her to behave (s)</td>
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<td>6. How often do you ignore your student's problem behavior that you know?</td>
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### Parent-School Connection (13)

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<th>Rarely</th>
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<td>1. E-mailed, called, or talked with your student's teachers for any reason?</td>
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<td>2. Visited your student's school for a special event?</td>
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<td>3. Attended a parent/teacher conference or open house?</td>
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**True or false questions:**

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<th>Question</th>
<th>True</th>
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<th>Sometimes</th>
<th>True most of the time</th>
<th>Always true, very true</th>
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<td>1. You feel welcome to visit your student's school.</td>
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<td>2. You enjoy talking with your student's teachers.</td>
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<td>3. You feel your student's teacher(s) care about him/her.</td>
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<td>4. You think your student's teacher(s) are interested in getting to know you.</td>
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CICO Scaffolding for Parent and Student Home Support
Home Incentives Plan
In Support of School-Based CI/CO

Ideas for Home Incentives

Parent Time and Activities
- 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
- Go to the park
- Read a book together
- 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)

Home Resources
- 30 minutes screen time (e.g., TV, computer)
- 30 minutes video game time
- Take bottles back to the store; keep/split refund
- Choose a special TV program to watch
- Pick video game to play
- 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

Positive Family Support V 3.0
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: **A PRAISES EACH DAY**. Give yourself a check 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.

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For more tips about praise and encouragement, see the “Encouragement” brochure, available in your school’s Family Resource Center
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!

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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 choose your session from the dropdown menu.