

# BRING IT HOME: INVOLVING FAMILIES IN SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

JOHN EAGLE, PH.D., & SHANNON DOWD-EAGLE, PH.D.  
RHODE ISLAND COLLEGE

Presentation at the 7<sup>th</sup> Annual Forum on Positive Behavior Support  
Sponsored by May Institute, October 2011

# Overview



- Benefits of Family Involvement
- Including Families in 3-Tiered SWPBIS Implementation
  - Universal
  - Secondary
  - Tertiary
- Cross-Setting FBA & Intervention Development
- Assessing Family Involvement in Universal SWPBIS



# Family Involvement

© Cartoonbank.com



*"Sometimes I think the collaborative process  
would work better without you."*

# Why Focus on Family Involvement?

- Required in IDEA
- Builds positive relationships
- Encourages new behaviors
- Reinforces skills (maintenance)
- Increases self-satisfaction and optimism among youth, parents, and teachers

# Benefits of Family Involvement in SWPBIS

## Students

Higher grades, test scores,  
and graduation rates

Better school attendance

Increased motivation, better  
self-esteem

Lower rates of suspension

Fewer instances of violent  
behavior

Greater enrollment in  
postsecondary education

## Teachers

Greater morale (and self-  
esteem)

Teaching effectiveness  
(proficiency) increases

Job satisfaction goes up

Communication/relations  
with students, parents,  
families, and communities  
improves

Community support of  
schools increases

## Parents

Communication/relations  
with children and teachers  
improves

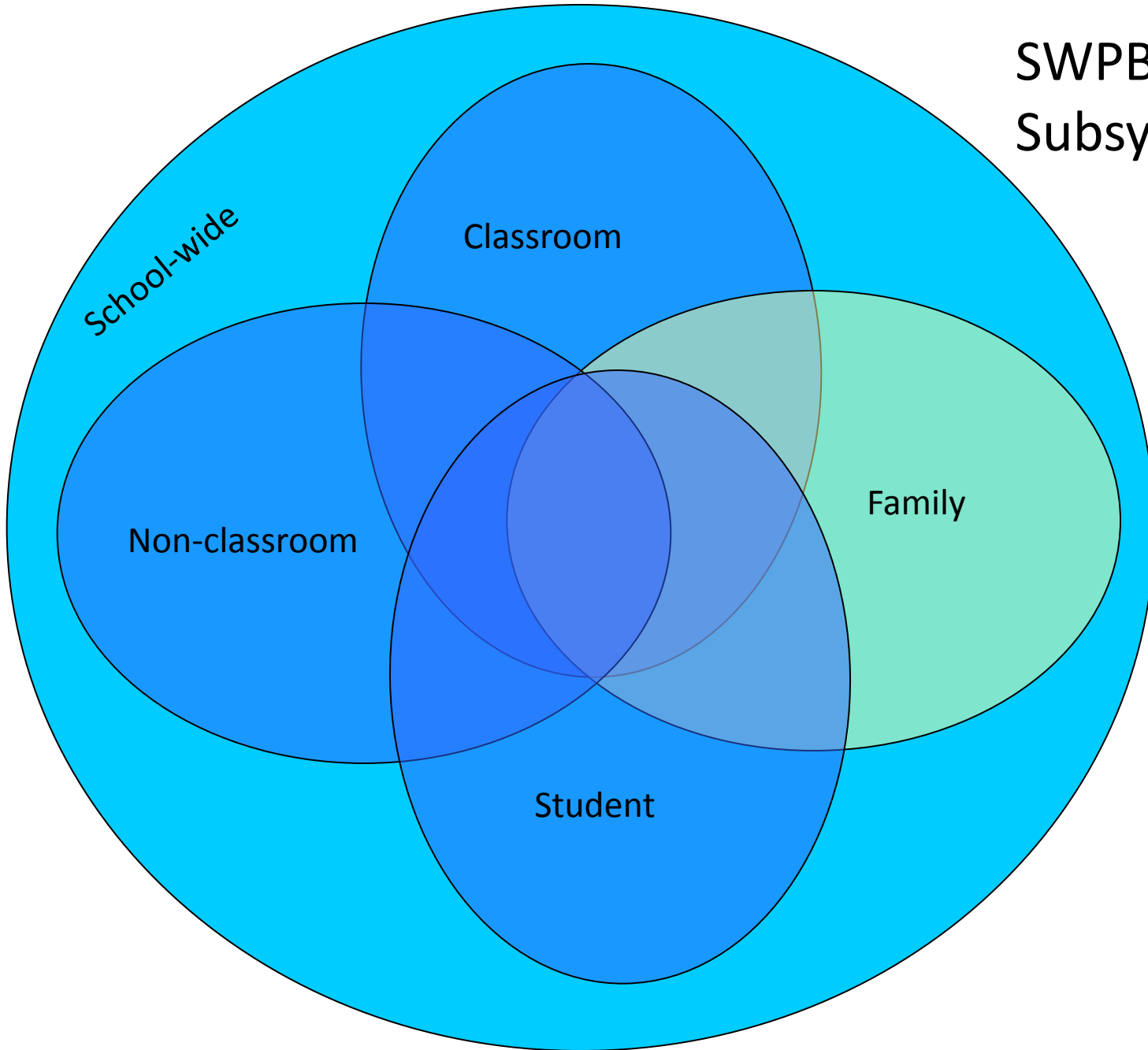
Self-esteem goes up

Education level/skills  
increase

Decision-making skills  
become stronger

Attitude toward school and  
school personnel improves

# SWPBIS Subsystems



# Family in SWPBIS

- **Continuum** of positive behavior support for all families
- Frequent, regular **positive contacts**, communications, & acknowledgements
- Formal & **active participation** & involvement as equal partner
- Access to system of integrated **school & community resources**

# How to Involve Families Across All Three Tiers

## **Tertiary**

Conjoint Behavioral Consultation (CBC; Sheridan & Kratochwill, 1996)  
Team-Initiated Problem Solving (TIPS; Todd et al., 2011)  
Wraparound Services (Eber, Sugai, Smith, & Scott, 2002)  
Community Schools (Sailor, 1996)

## **Secondary**

Behavior Education Program / BEP-Home (Crone, Horner & Hawken, 2004; Eagle, 2009)  
Cross-Setting Social Skills Instruction (Sheridan, 1995; McGinnis & Goldstein, 2001)  
Home-School Notes (Galloway & Sheridan, 1994)  
Check and Connect (Christenson et al., 2008)  
Parent Tutoring (Duvall, Delquadri, Elliot, & Hall, 1992; Hook & DuPaul, 1999)  
Parent Management Training (PMT; Kazdin, 2005)  
Incredible Years BASIC/ADVANCED/SCHOOL Programs (Webster-Stratton, 2009)

## **Universal**

Newsletters /Home Matrix/Acknowledgments  
Parent Teacher Conferences  
Incredible Years Self-Administered Program (Webster-Stratton, 2008)  
Systematic Training for Effective Parenting (STEP: Dinkmeyer, McKay, & Dinkmeyer, 1997)  
AWARE Parenting Program (Solter, 1989)  
Positive Discipline Program (Nelson, 2006)  
Parent Institute for Quality Education ([www.piqe.com](http://www.piqe.com))

# How to Involve Families Across All Three Tiers

## **Universal**

### **Newsletters /Home Matrix/Acknowledgments**

Parent Teacher Conferences

Incredible Years Self-Administered Program (Webster-Stratton, 2008)

Systematic Training for Effective Parenting (STEP: Dinkmeyer, McKay, & Dinkmeyer, 1997)

AWARE Parenting Program (Solter,1989)

Positive Discipline Program (Nelson, 2006)

Parent Institute for Quality Education ([www.piqe.com](http://www.piqe.com))

# Strategies for Enhancing Family Involvement at Universal Level in SWPBIS

- Asking students to discuss the school-wide expectations with their families
- Sending daily acknowledgements home to be signed by family members
- Incorporating the home environment in the behavior expectations/setting matrix
- Using monthly newsletters to describe how PBS is being used in the school and can be used at home
- Making sure that school staff understand how families can be included in SWPBIS
- Including SWPBIS in a Family Orientation night at the beginning of the year

# Example School Teaching Matrix

Behavioral Expectations	All Settings	Classrooms	Playground Recess / P.E.	Cafeteria	Restrooms
Be Respectful	Use appropriate voice  Share objects with others  Use kind words and actions	Listen to others  Raise you hand to speak	Follow rules of the game  Include others in your play	Use proper table manners  Eat your own food	Flush toilet after use  Use bathroom pass
Be Responsible	Be on time  Follow directions first time given  Keep area clean & litter free	Be prepared w/ necessary supplies  Complete classwork	Take care of equipment/facilities	Have lunch card ready  Be orderly in all lines	Use two squirts of soap to wash hands.  Throw paper towels in wastebasket.
Be Safe	Keep hands, feet, objects to self  Remain in designated areas	Remain at desk  Push in chairs	Use equipment properly	Walk at all times  Wash hands  Pout trash in	Use designated restroom  Walk

# Example Home Teaching Matrix

<b>Behavioral Expectations</b>	<b>All Activities</b>	<b>Afterschool/ Playtime</b>	<b>Dinner</b>	<b>Bedtime</b>	<b>Morning Routine</b>
<b>Be Respectful</b>	Use kind words and actions Share with others Use quiet voice Ask politely	Share toys/objects with others  Use kind words and actions	Chew with mouth closed  Eat what you are given	Go to bed when asked  Say goodnight	Wake up when asked  Say good morning
<b>Be Responsible</b>	Follow directions first time given  Be on time	Hang up coat and backpack  Complete homework  Put school materials away	Use good table manners  Eat all of your food	Bathe  Put on pajamas  Brush teeth	Eat breakfast  Brush teeth  Get dressed
<b>Be Safe</b>	Keep hands, feet, objects to self  Only use appropriate items in house  Walk in house  Keep feet on floor	Tell adult where you are going  Use toys/furniture properly	Use utensils properly  Keep chair on floor	Put toys and clothes away  Stay in bed	Remain seated on bus  Walk to class

# How to Involve Families Across All Three Tiers

## **Secondary**

**Behavior Education Program / BEP-Home (Crone, Horner & Hawken, 2004; Eagle, 2009)**

Cross-Setting Social Skills Instruction (Sheridan, 1995; McGinnis & Goldstein, 2001)

Home-School Notes (Galloway & Sheridan, 1994)

Check and Connect (Christenson et al., 2008)

Parent Tutoring (Duvall, Delquadri, Elliot, & Hall, 1992; Hook & DuPaul, 1999)

Parent Management Training (PMT; Kazdin, 2005)

Incredible Years BASIC/ADVANCED/SCHOOL Programs (Webster-Stratton, 2009)

# Behavior Education Program (BEP)

**Crone, Horner, & Hawken (2004) summarized five key aspects of the BEP as demonstrated in empirical studies (March & Horner, 2002; Hawken, 2003; Hawken & Horner, 2003).**

1. Typical schools are able to effectively implement the BEP
2. The BEP is used to reduce problem behavior; and, in some instances, increase academic engagement
3. The BEP is effective for approximately 65-70% of students
4. The BEP is more effective for students who find adult attention reinforcing
5. Nonresponsive students may benefit from modifications to the BEP based on information gained from functional behavior assessment

## Expectation/Goal Menu at School

### BE RESPECTFUL

Use appropriate voice  
Share objects with others  
Use kind words and actions

### BE RESPONSIBLE

Be on time  
Follow directions first time given  
Keep area clean & Litter free

### BE SAFE

Keep hands, feet, objects to self  
Remain in designated areas

# Daily Progress Report

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Goals	Math	Reading	Recess	Art	Teacher Initials
<b>BE RESPECTFUL</b> Use kind words and actions Share objects with others	0 1 2	0 1 2	0 1 2	0 1 2	
<b>BE RESPONSIBLE</b> Be on time Follow directions first time given Complete classwork	0 1 2	0 1 2	0 1 2	0 1 2	
<b>BE SAFE</b> Remain in designated areas Keep hands, feet, objects to self	0 1 2	0 1 2	0 1 2	0 1 2	
Total Points = _____  Possible Points = 24			Tonight _____ %  Goal _____ %		

Parent Signature \_\_\_\_\_

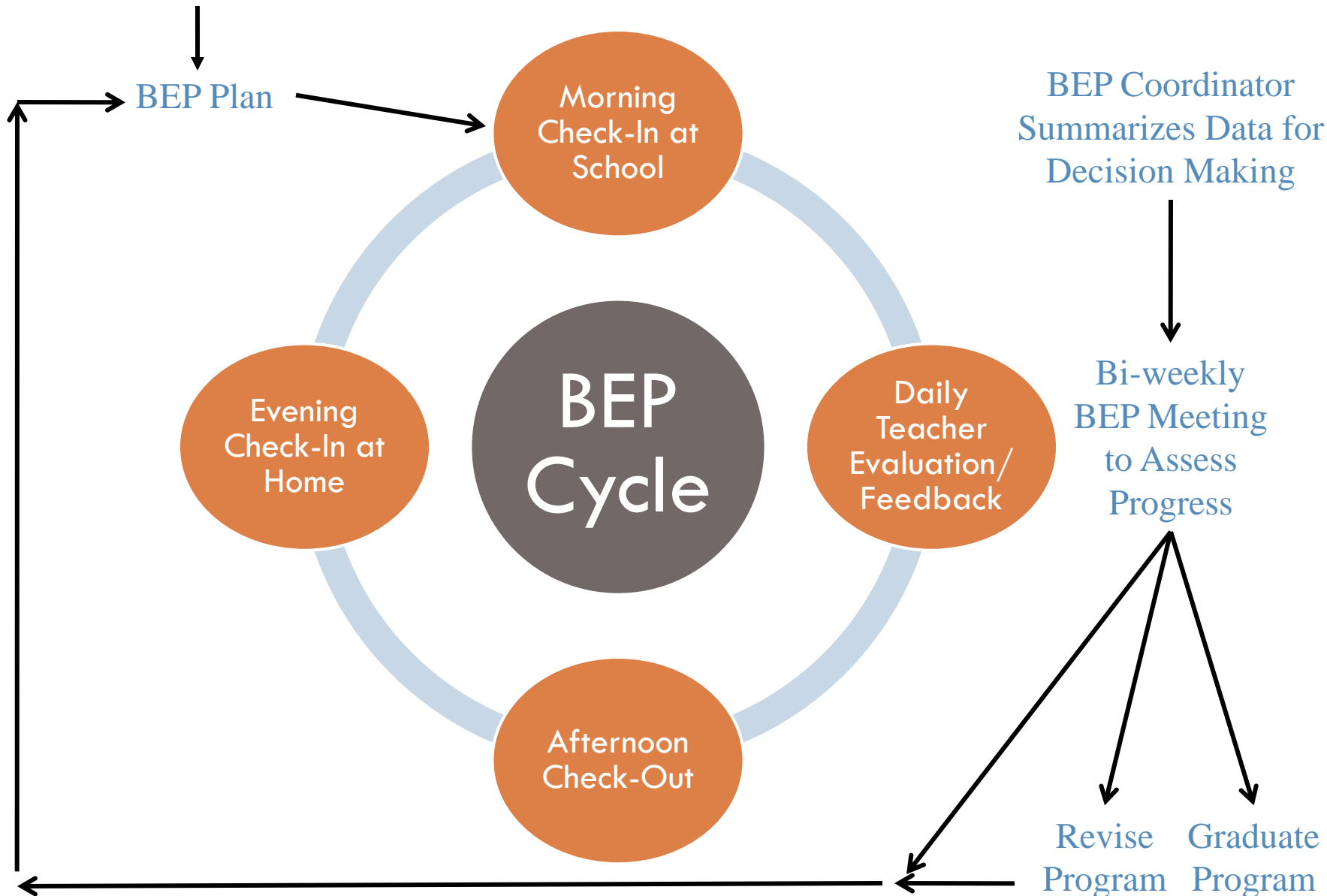
Date \_\_\_\_\_

# School Daily BEP Cycle

(Crone, Horner, & Hawken, 2004)

- Morning check-in
  - (Get BEP Form: Daily Progress Report)
- Give BEP form to each teacher prior to each period.
- End of day check-out
  - Points tallied
  - Contingent reinforcement
- BEP form copy taken home and signed by parent or guardian.
- Return signed copy next morning.

# School Daily BEP Cycle



## Expectation/Goal Menu at Home

### BE RESPECTFUL

Use kind words and actions  
Share toys/objects with others  
Use quiet voice  
Ask politely  
Play with toys/objects gently

### BE RESPONSIBLE

Follow directions first time given  
Be on time

### BE SAFE

Keep hands, feet, objects to self  
Only use appropriate items in the house  
Walk in the house  
Keep feet on floor

# Nightly Progress Report

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Goals	Afterschool Playtime	Dinner	Bedtime	Morning Routine	Parent Initials
<b>BE RESPECTFUL</b> Use kind words and actions Ask politely	0 1 2	0 1 2	0 1 2	0 1 2	
<b>BE RESPONSIBLE</b> Follow directions first time given Be on time	0 1 2	0 1 2	0 1 2	0 1 2	
<b>BE SAFE</b> Keep hands, feet, objects to self	0 1 2	0 1 2	0 1 2	0 1 2	
Total Points = _____  Possible Points = 24			Tonight _____ %  Goal _____ %		

Teacher Signature \_\_\_\_\_

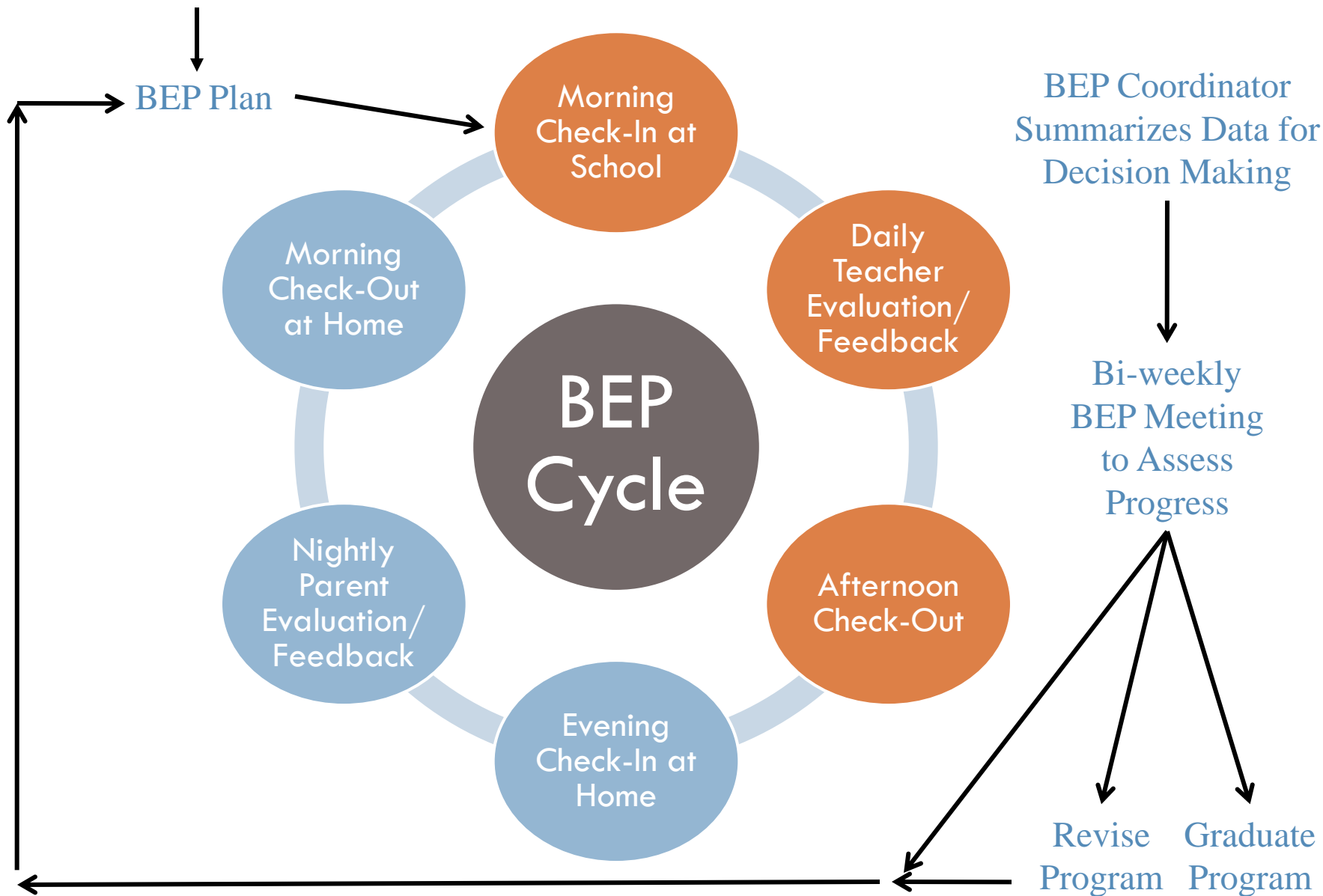
Date \_\_\_\_\_

# Home Nightly BEP Cycle

(Crone, Horner, & Hawken, 2004)

- Evening check-in
  - ▣ (Get BEP Form: Nightly Progress Report)
- End of night/morning check-out
  - ▣ Points tallied
  - ▣ Contingent reinforcement
- BEP form copy taken to school and signed by teacher/staff.
- Return signed copy next evening.

# Combined Daily/Nightly BEP Cycle



# How to Involve Families Across All Three Tiers

## **Tertiary**

**Conjoint Behavioral Consultation (CBC; Sheridan & Kratochwill, 1996)**

Team-Initiated Problem Solving (TIPS; Todd et al., 2011)

Wraparound Services (Eber, Sugai, Smith, & Scott, 2002)

Community Schools (Sailor, 1996)



# Conjoint Behavioral Consultation (CBC)

# Conjoint Behavioral Consultation (CBC; Sheridan & Kratochwill, 1992)

CBC is a data-based problem-solving model that systematically joins parents and teachers in the provision of services for children with academic, behavioral, and social concerns.

# Goals of CBC

## □ **Outcome:**

- Improve academic/social/behavioral functioning
- Enhanced generalization
- Improve skills/knowledge of all parties

## □ **Process/Relational:**

- Increase communication
- Foster home-school partnership
- Promote greater conceptualization of concern
- Promote shared ownership

# CBC Research

## □ **Outcome Studies**

- 4-Year overall efficacy study (Sheridan, Eagle, Cowan, & Mickelson, 2001)
- Effective parent consultation model (Guli, 2006)
- Academic, Social, & Behavioral Concerns (Eagle, 2005)
- Diverse populations (Cagle, 2003; Sheridan, Eagle, & Doll, 2006)
- Social withdrawal (Sheridan, Kratochwill, and Elliott, 1990)
- Work completion and math accuracy (Galloway & Sheridan, 1994; Weiner, Sheridan, & Jenson, 1998; Schnoes, 2002)
- Irrational fears (Sheridan & Colton, 1994)
- ADHD (Colton & Sheridan, 1998; Scope, 2003)

## □ **Process Studies**

- Patterns of relational communication (Erchul, Sheridan et al., 1999)
- Social context (Sheridan, Meegan, Eagle, 2002)
- Relationships among relational communication processes (Grissom, Erchul, & Sheridan, 2003)
- Perceptions of helpfulness (Sheridan, Erchul et al. 2004)

# Problem Solving Process

## Needs (Problem) Identification

Defining Problem/Directly Measuring Behavior

## Needs (Problem) Analysis

Validating Problem  
Identify Variables that  
Contribute to Problem  
Functional Assessment  
Development Plan

## Treatment Implementation

Implement with Fidelity  
Progress Monitor  
Treatment Modifications

## Treatment Evaluation

Was it Effective?  
Follow-up Procedures  
Generalization / Maintenance



# Needs Identification

- **Schedule meeting**
  - Convenient time
  - Escort to meeting
  - Room arrangement
  
- **Team Membership**
  - Include only necessary staff
  - Invite key personnel and ask family who to include
  
- **Prioritize and define needs**
  - Identify strengths (all settings)
  - Frame needs in positive language
  - Determine discrepancy between current and expected level of performance
  - Avoid problem glorification
  
- **Establish data collection procedure**
  - Suggest EASY strategies

# Needs Identification

- Precise description using information from both home and school
  - ▣ Determine discrepancy between current/expected level of performance
  - ▣ Objective, clear, complete
  
- Data Collection – Keep It Simple!
  - ▣ Retrospective baseline
  - ▣ Permanent product
  - ▣ Self-monitoring
  - ▣ Goal attainment scaling
  - ▣ Performance-based



DEFINE "GOOD."

# Needs Analysis

- **Evaluate baseline data**
  - Check in with staff/family between meetings
  - Praise data collection efforts
  
- **Set Goal**
  - Determine instructional mismatch
  - Use unifying language (“our,” “we”)
  
- **Conduct FBA**
  - Gather information from both home and school settings
  - Point out similarities across settings
  - Highlight team members’ expertise & knowledge of child
  
- **Develop plan**
  - Identify plan components across setting
  - Buy in and social validity
  
- **Re-affirm data collection procedures**

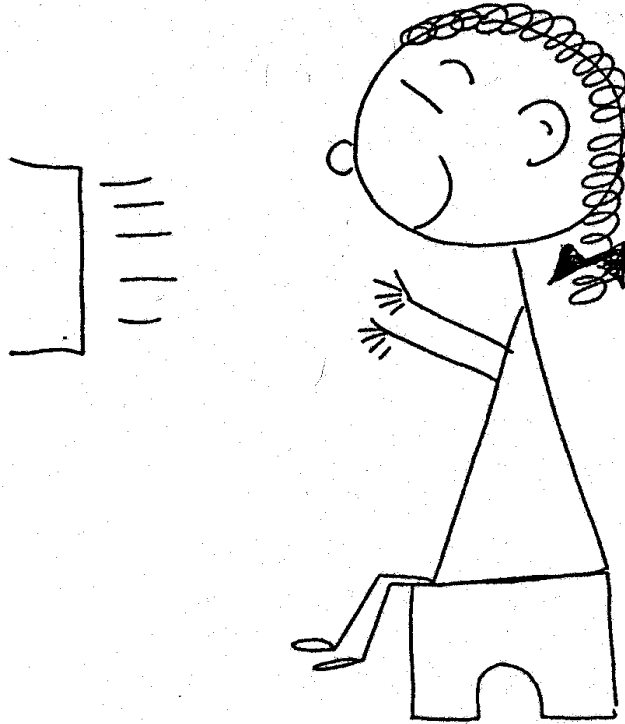
# Purposes of Cross-Setting FBA

- Identify home / school environmental factors that affect the performance of a behavior and the desired outcome that behavior serves.
- Identify a replacement behavior that is an appropriate way for children to obtain a desired goal
- Determine individual specific characteristics that may prevent a child from performing an appropriate replacement behavior within either the home / school setting

# Multi-Source / Multi-Method FBA

- **Complex FBA may include a combination of the following:**
  - Informant methods (teacher & caregiver)
    - Interviews (CBC Interview Forms)
    - Checklists (MAS; FACTS; PBQ)
    - Rating Scales
  - Direct observation
    - Systematic behavioral observations in natural settings (frequency, interval, duration, latency, permanent product)
  - Functional analysis manipulation
    - Standardized protocols that systematically manipulate contingencies controlling the problem behavior using single case design

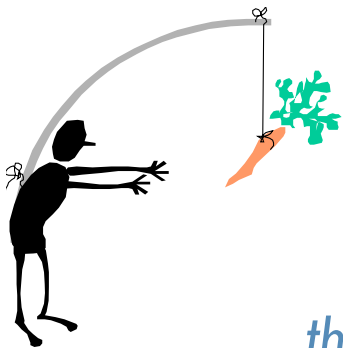
PLAYSCHOOL  
LOOKS LIKE  
by TPC



**“Let’s play school...you be the teacher and I’ll be the naughty boy  
who is sent to the air-conditioned office.”**

# Cross Setting Plan Development

- **Cross-setting plan development**
  - Parents and teachers KNOW the student and how he/she functions in the home and school setting
  - They can provide a cultural context
  - They can help identify what motivates the child?
  - They can determine if the plan feasible (resources, time)?



*The best plan will not be implemented if the team members are unwilling or unable to implement it*

# Plan Implementation

- **Measure Treatment Integrity**
  - ▣ Provide written information
  - ▣ Checklist to self-monitor
  
- **Monitor plan implementation and provide support/training**
  - ▣ Does team member know what to do?
  - ▣ Does team member know how to do it?
  - ▣ Does team member believe it will work?
  - ▣ Is there enough time/resources?
  
- **Plan modifications**



Child's Name: \_\_\_\_\_  
 Consultee's Name: \_\_\_\_\_  
 Week of: \_\_\_\_\_

## Consultation Plan

Behavioral Goal:

---

Plan Summary:

---



---

Please list the primary steps of the plan on the lines below. Then, each day, please check in the appropriate box in the matrix to the left whether each step was completed.



Plan Steps:

Sun	Mon	Tue	Wed	Thu	Fri	Sat

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Goal Rating

At the end of the week, please use the following scale to rate how closely the above goal was met. The consultant will collect this form each week. Thank you!

-2	-1	0	+1	+2
Situation significantly worse	Situation somewhat worse	No progress	Goal partially met	Goal fully met

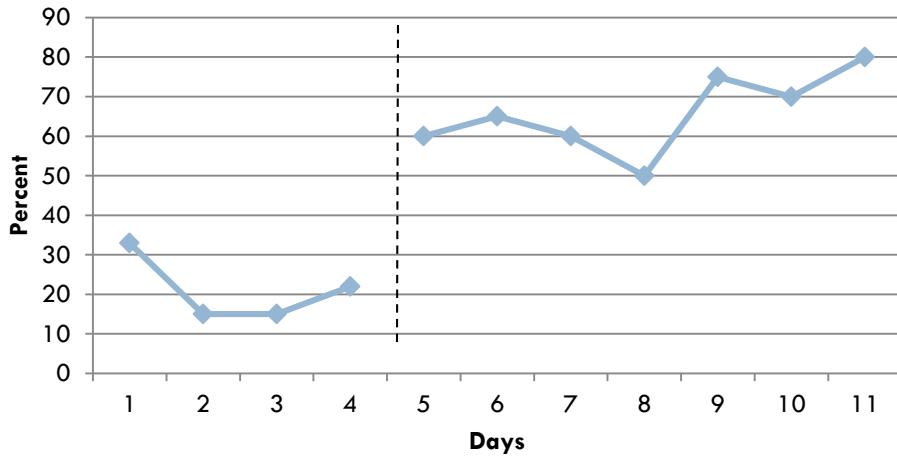
# Plan Evaluation

- **Determine if goals have been met**
  - ▣ Compare pre/post data
  - ▣ Present graphs showing progress
  - ▣ Reinforce joint efforts
  
- **Discuss next step**
  - ▣ Plan modifications
  - ▣ Highlight parents/teachers role in decision-making process
  - ▣ Social validity? Plan acceptable?
  - ▣ Highlight skills in addressing future concerns
  - ▣ Generalization/maintenance
  - ▣ Referral

# Plan Evaluation

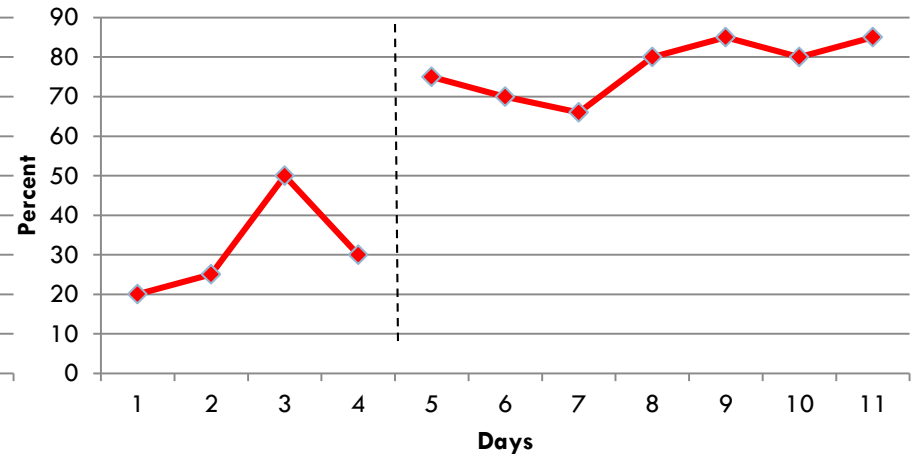
## School

### Compliance with Initial Instruction



## Home

### Compliance with Initial Instruction





# Assessing Family Involvement within SWPBIS

# Communicating with families

- None of the 31 schools had a home matrix example posted in a public area.
- 39% of the schools did not have a documented system for communicating behavioral expectations to parents.
- 10% of administrators stated that the school did not provide any written communication or active partnering with families regarding SWPBIS.

# Communicating with staff

- In 42% of the schools, at least 90 percent of staff were able to recite at least half of the ways the school involves families in the implementation of SWPBIS at the universal level.
- In 32% of schools, less than half of the teachers stated that the SWPBIS team told them how the school involves families in SWPBIS.

# When do we involve families?



- 48% of schools reported that family members are involved in the school's system for rewarding appropriate behaviors at school.
- 87% of schools stated that they involved family members in the school's systems for addressing behavioral violations.

# What do parents know?

- In 45% of schools less than 25 percent of family members asked were able to state the majority of school-wide expectations.
- Over 50 percent of students reported that an adult family member knows the schoolwide expectations, in 48% of schools.
- In 58% of the schools at least half of the parents reported that the school communicated how the expectations can be applied at home.

# How are parents involved?



- Administrators in 39% of the schools reported that a parent or PTO member was consistently part of the schoolwide behavior support team.
- Administrators in 74% of the schools indicated that they do not share SWPBIS results/data with families.

# Action Planning: How Do You Involve Families within SWPBIS?

<b>Tertiary</b>	
<b>Secondary</b>	
<b>Universal</b>	