ENGAGING FAMILIES IN SCHOOL-WIDE PBIS: THE NEXT FRONTIER

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PAUL V. SHERLOCK CENTER AT RHODE ISLAND COLLEGE
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
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

Standards for Parent/Family Involvement Programs [http://www.pta.org/archive_article_details_1118251710359.html](http://www.pta.org/archive_article_details_1118251710359.html)
SWPBIS Subsystems

- Non-classroom
- Classroom
- Student
- Family
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)
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)
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- Positive Discipline Program (Nelson, 2006)
- Parent Institute for Quality Education (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 included in SWPBIS
- Including SWPBIS in a Family Orientation night at the beginning of the year
**Example School Teaching Matrix**

<table>
<thead>
<tr>
<th>Behavioral Expectations</th>
<th>All Settings</th>
<th>Classrooms</th>
<th>Playground / P.E.</th>
<th>Cafeteria</th>
<th>Restrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Use appropriate voice</td>
<td>Listen to others</td>
<td>Follow rules of the game</td>
<td>Use proper table manners</td>
<td>Flush toilet after use</td>
</tr>
<tr>
<td></td>
<td>Share objects with others</td>
<td>Raise your hand to speak</td>
<td>Include others in your play</td>
<td>Eat your own food</td>
<td>Use bathroom pass</td>
</tr>
<tr>
<td></td>
<td>Use kind words and actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Be on time</td>
<td>Be prepared w/ necessary supplies</td>
<td>Take care of equipment/facilities</td>
<td>Have lunch card ready</td>
<td>Use two squirts of soap to wash hands.</td>
</tr>
<tr>
<td></td>
<td>Follow directions first time given</td>
<td>Complete classwork</td>
<td></td>
<td>Be orderly in all lines</td>
<td>Throw paper towels in wastebasket.</td>
</tr>
<tr>
<td></td>
<td>Keep area clean &amp; litter free</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Safe</td>
<td>Keep hands, feet, objects to self</td>
<td>Remain at desk</td>
<td>Use equipment properly</td>
<td>Walk at all times</td>
<td>Use designated restroom</td>
</tr>
<tr>
<td></td>
<td>Remain in designated areas</td>
<td>Push in chairs</td>
<td></td>
<td>Wash hands</td>
<td>Walk</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pout trash in</td>
<td></td>
</tr>
<tr>
<td>Behavioral Expectations</td>
<td>All Activities</td>
<td>Afterschool/Playtime</td>
<td>Dinner</td>
<td>Bedtime</td>
<td>Morning Routine</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>-----------------</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Use kind words and actions</td>
<td>Share toys/objects with others</td>
<td>Chew with mouth closed</td>
<td>Go to bed when asked</td>
<td>Wake up when asked</td>
</tr>
<tr>
<td></td>
<td>Share with others</td>
<td>Use kind words and actions</td>
<td>Eat what you are given</td>
<td>Say goodnight</td>
<td>Say good morning</td>
</tr>
<tr>
<td></td>
<td>Use quiet voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask politely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Follow directions first time given</td>
<td>Hang up coat and backpack</td>
<td>Use good table manners</td>
<td>Bathe</td>
<td>Eat breakfast</td>
</tr>
<tr>
<td></td>
<td>Be on time</td>
<td>Complete homework</td>
<td>Eat all of your food</td>
<td>Put on pajamas</td>
<td>Brush teeth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Put school materials away</td>
<td></td>
<td>Brush teeth</td>
<td>Get dressed</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Keep hands, feet, objects to self</td>
<td>Tell adult where you are going</td>
<td>Use utensils properly</td>
<td>Put toys and clothes away</td>
<td>Remain seated on bus</td>
</tr>
<tr>
<td></td>
<td>Only use appropriate items in house</td>
<td>Use toys/furniture properly</td>
<td>Keep chair on floor</td>
<td></td>
<td>Walk to class</td>
</tr>
<tr>
<td></td>
<td>Walk in house</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keep feet on floor</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
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)
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Parent Management Training (PMT; Kazdin, 2005)
Incredible Years BASIC/ADVANCED/SCHOOL Programs (Webster-Stratton, 2009)

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 ____________

<table>
<thead>
<tr>
<th>Goals</th>
<th>Math</th>
<th>Reading</th>
<th>Recess</th>
<th>Art</th>
<th>Teacher Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Use kind words and actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share objects with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Be on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow directions first time given</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete classwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Remain in designated areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep hands, feet, objects to self</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points = _________

Tonight ______ %

Possible Points = 24

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

- Morning Check-In at School
- Daily Teacher Evaluation/Feedback
- Afternoon Check-Out
- Evening Check-In at Home

BEP Coordinator Summarizes Data for Decision Making

Bi-weekly BEP Meeting to Assess Progress

Revise Program
Graduate Program

BEP Plan
<table>
<thead>
<tr>
<th>Expectation/Goal Menu at Home</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
</tr>
<tr>
<td>Use kind words and actions</td>
</tr>
<tr>
<td>Share toys/objects with others</td>
</tr>
<tr>
<td>Use quiet voice</td>
</tr>
<tr>
<td>Ask politely</td>
</tr>
<tr>
<td>Play with toys/objects gently</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
</tr>
<tr>
<td>Follow directions first time given</td>
</tr>
<tr>
<td>Be on time</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
</tr>
<tr>
<td>Keep hands, feet, objects to self</td>
</tr>
<tr>
<td>Only use appropriate items in the house</td>
</tr>
<tr>
<td>Walk in the house</td>
</tr>
<tr>
<td>Keep feet on floor</td>
</tr>
</tbody>
</table>
## Nightly Progress Report

<table>
<thead>
<tr>
<th>Goals</th>
<th>Afterschool Playtime</th>
<th>Dinner</th>
<th>Bedtime</th>
<th>Morning Routine</th>
<th>Parent Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPECTFUL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use kind words and actions</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Ask politely</td>
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<td></td>
</tr>
<tr>
<td>Follow directions first time given</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>Be on time</td>
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<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
</tbody>
</table>

Total Points = _________
Possible Points = 24
Tonight ______ %
Goal ______ %

Teacher Signature ___________________________  Date _________
Home Nightly BEP Cycle

- 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

- **BEP Plan**
  - Morning Check-In at School
  - Daily Teacher Evaluation/Feedback
  - Afternoon Check-Out
  - Evening Check-In at Home
  - Nightly Parent Evaluation/Feedback

**BEP Coordinator** Summarizes Data for Decision Making

- Bi-weekly BEP Meeting to Assess Progress
- Revise Program
- Graduate Program
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

**Treatment Implementation**
Implement with Fidelity
Progress Monitor
Treatment Modifications

**Needs (Problem) Analysis**
Validating Problem
Identify Variables that Contribute to Problem
Functional Assessment Development Plan

**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
  - Interval recording
  - Permanent product
  - Self-monitoring
  - Goal Attainment Scaling (GAS)
  - Performance-based
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**
The Behavior Pathway

Antecedents

Setting Events

Triggering Events

Problem Behavior

Maintaining Consequences
Competing Behavioral Pathways

- Setting Events
- Triggering Antecedents
- Problem Behavior
- Replacement Behavior
- Desired Behavior
- Consequences
- Maintaining Consequences
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.
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
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**
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

Home

Compliance with Initial Instruction

Days

Percent

Compliance with Initial Instruction

Days

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

<table>
<thead>
<tr>
<th>Tertiary</th>
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<table>
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For more information please contact:

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