FAMILY PARTICIPATION IN SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT SYSTEMS

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Discussion Overview

- Family Involvement Defined

- Why Partner with Families?
  - Policy
  - Theory
  - Research

- Partnering with Families within PBIS
  - Tier 1 – Universal Supports
  - Tier 2 – Targeted Supports
  - Tier 3 – Individual Supports

- Addressing Challenges & Fostering Partnerships
Defining Family Involvement

What is your definition?
Is it a Shared Definition?

- If not, how can we modify our definition to reflect our unique family contributions?

- **Key questions-**
  - How would our families define family involvement?
  - What can we do to value diverse contributions?
  - How can we make every family believe they have something valuable to offer the school?
  - How can we let families know about the enormous variety of opportunities to contribute (various times of day, various skills required, things can be done at home, etc)

Source: NC Public Schools http://www.ncpublicschools.org/docs/positivebehavior/resources/cometogether/c6.ppt
Why Partner with Families?

Federal Educational Policy
Theory
Research
Educational Policy

- Federal legislation
  - Individuals with Disabilities Education Improvement Act (IDEIA)
  - National Goals 2000
  - No Child Left Behind (NCLB)
    - have established positive growth expectations in the educational development of all children.
    - schools are increasingly accountable for providing appropriate services and creating positive educational outcomes.

- Letter of the law vs. Spirit of the law
Ecological Systems Theory
(Bronfrenbrenner, 1979)
- Views children in context
- *Emphasizes reciprocal interactions between systems*
- Linkages are critical in development of programs
- Expanded assessment and intervention contexts
The class was quietly doing its lesson when Russell, suffering from problems at home, prepared to employ an attention-getting device.
The Individuous Triangle
Family – Child – School

Conceptual model that *locates problem not in the child, home, or school, BUT in the relationship between the three*

Children develop and learn in the context of the family; therefore, *shared meaning must be established over time* between the child/family system and the school/schooling system
Research: Child Benefits

- Improved Academic Performance
- Better School Attendance
- Better Study Habits
- Fewer Discipline Problems
- More Positive Self-Image
- Feel Positively About Parent’s Involvement
Research: Family/Parent Benefits

- Develop Positive Attitudes About School
- Develop Increased Self-Confidence
- Report Improved Parent-Child Relationships
- Report Increased Contacts with School
- Develop Effective Parenting Skills
- Report Wanting More Involvement
Research: Teacher Benefits

- Become More Proficient in Professional Activities
- Allocate More Time to Instruction
- Become More Involved with Curriculum
- Develop More Student-Oriented Activities
Research: School Benefits

- Receive higher effectiveness ratings
- Implement more effective school programs
Partnering with Families within School-Wide PBIS

Tier 1 – Universal Supports
Tier 2 – Targeted / Group Supports
Tier 3 – Individual Supports
Family

- **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**
Family Involvement Programs within School-Wide Systems

**Academic Systems**
- **Intensive, Individual Interventions**
  - Conjoint Behavioral Consultation (CBC)
  - School-Based Teaming
- **Targeted Group Interventions**
  - Check and Connect
  - Cross-Setting Social Skills Instruction
  - Home-School Notes
  - Parent Tutoring
  - Family Literacy Program
  - Math and Parent Partnerships (MAPPS)
- **Universal Level**
  - Four A’s (Christenson & Sheridan)
  - Epstein’s Six Types of Parent Involvement
  - Parent Institute for Quality Education
  - Parent Teacher Conferences
  - Newsletters /Parent Libraries

**Behavioral Systems**
- **Intensive, Individual Interventions**
  - Conjoint Behavioral Consultation (CBC)
  - School-Based Teaming
  - Wraparound Services
  - Community Schools
- **Targeted Group Interventions**
  - Check and Connect
  - Cross-Setting Social Skills Instruction
  - Home-School Notes
  - BEP/BEP-Home
  - Parent Management Training
  - Incredible Years Programs
  - Parent Child Interaction Therapy
- **Universal Interventions**
  - Four A’s (Christenson & Sheridan)
  - Epstein’s Six Types of Parent Involvement
  - AWARE Parenting Program
  - Systematic Training for Effective Parenting
  - Positive Discipline Program
  - Incredible Years Self-Administered Program
  - Parent Teacher Conferences
  - Newsletters /Parent Libraries

1-5%
5-10%
80-90%
Family Involvement Programs within **Universal Level Supports**

**Universal Level**
- Four A’s (Christenson & Sheridan)
- Epstein’s Six Types of Parent Involvement
- Parent Institute for Quality Education
- Parent Teacher Conferences
- Newsletters /Parent Libraries

**Universal Interventions**
- Four A’s (Christenson & Sheridan)
- Epstein’s Six Types of Parent Involvement
- AWARE Parenting Program
- Systematic Training for Effective Parenting
- Positive Discipline Program
- Incredible Years Self-Administered Program
- Parent Teacher Conferences
- Newsletters /Parent Libraries
4 A’s (Christenson & Sheridan, 2001)

- **APPROACH**
  - The framework for working with families

- **ATTITUDES**
  - The values and perceptions held about family-school relationships

- **ATMOSPHERE**
  - The climate in schools for families as educators

- **ACTIONS**
  - Strategies for building shared responsibility
Developing Pathways to Partnerships

**Prerequisite Conditions:**
These “3 A’s” must be in place for Actions to be accepted and effective.

- **Approach**
- **Atmosphere**
- **Attitude**

**Actions**
Communicating a tone of partnership through bidirectional home-school communication and fostering family involvement in learning at home

**Successful learning opportunities and outcomes for children**

(Christenson & Sheridan, 2001; Sheridan & Kratochwill, 2008)
Continuum of Supports Following Epstein’s Six Types of Family Involvement

Communication
Parenting
Student Learning
Volunteering
Decision Making
Community Collaboration

Activities

Strategies for enhancing Family Involvement at Universal Level

Strategies for partnering with families include:

(a) Asking students to discuss the school-wide expectations with their families

(b) Sending daily acknowledgements home to be signed by family members

(c) Incorporating the home environment in the behavior expectations/setting matrix

(d) Using monthly newsletters to describe how PBS is being used in the school and can be used at home

(e) Making sure that school staff understand how families can included in SWPBIS
## Example School Teaching Matrix

<table>
<thead>
<tr>
<th>School Behavioral Standards</th>
<th>All Settings</th>
<th>Walkways</th>
<th>Playground Recess / P.E.</th>
<th>Cafeteria</th>
<th>Restrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Responsible</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be on time</td>
<td></td>
<td>Plan ahead</td>
<td>Take care of equipment/facilities</td>
<td>Have lunch card ready</td>
<td>Flush</td>
</tr>
<tr>
<td>Be prepared w/ necessary supplies</td>
<td></td>
<td>Walk directly to destination</td>
<td>Plan appropriate times for drinks/restroom visits</td>
<td>Be orderly in all lines</td>
<td>Turn off water</td>
</tr>
<tr>
<td>Keep area clean &amp; litter free</td>
<td>Use quiet voices when classes are in session</td>
<td>Be a good sport Include others in your play</td>
<td>Use proper table manners Eat your own food</td>
<td>Observe privacy of others</td>
<td>Use restroom at designated times</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Use appropriate voice</td>
<td>Use quiet voices when classes are in session</td>
<td>Be a good sport Include others in your play</td>
<td>Use proper table manners Eat your own food</td>
<td>Observe privacy of others</td>
</tr>
<tr>
<td>Listen to/follow directions</td>
<td>Respect self, others property</td>
<td>Use quiet voices when classes are in session</td>
<td>Be a good sport Include others in your play</td>
<td>Use proper table manners Eat your own food</td>
<td>Use polite words and actions</td>
</tr>
<tr>
<td>Be polite/use</td>
<td></td>
<td>Use quiet voices when classes are in session</td>
<td>Be a good sport Include others in your play</td>
<td>Use proper table manners Eat your own food</td>
<td>Observe privacy of others</td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td>Immediately report dangerous situations</td>
<td>Walk at all times</td>
<td>Avoid rough, dangerous play</td>
<td>Walk at all times</td>
<td>Use designated restroom</td>
</tr>
<tr>
<td>Remain in designated areas</td>
<td>Walk at all times</td>
<td>Avoid rough, dangerous play</td>
<td>Wash hands</td>
<td>Chew food well; don’t rush</td>
<td>Walk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use equipment properly</td>
<td>Chew food well; don’t rush</td>
<td>Chew food well; don’t rush</td>
<td>Chew food well; don’t rush</td>
</tr>
<tr>
<td>Expectation/Goal Menu at Home</td>
<td></td>
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<tr>
<td>-----------------------------</td>
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<tr>
<td><strong>BE SAFE</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Stay in the house</td>
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</tr>
<tr>
<td>Keep hands, feet, objects to self</td>
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<tr>
<td>Only use appropriate items in the house</td>
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<tr>
<td>Walk in the house</td>
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</tr>
<tr>
<td>Keep feet on floor</td>
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</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td></td>
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<td></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 toys/objects with others</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Use quiet voice</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Ask politely</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play with toys/objects gently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow directions first time given</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Complete homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete chores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get ready for bed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get ready for school</td>
<td></td>
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</tr>
</tbody>
</table>
SET-F Results 2009

![Bar chart showing SET-F results for different schools and categories. The chart includes categories such as Expectations Defined, Expectations Taught, System for Rewards, System for Violations, Monitoring / Decision making, Management, District Support, SET Total, and SET-Family. Each school is represented by a set of bars in different colors, indicating their performance across the various categories. The y-axis represents the percentage, ranging from 0 to 100. Each school is labeled with a number from 1 to 6.]
Family Involvement Programs within Secondary Level Supports

**Academic Systems**
- Targeted Group Interventions
  - Check and Connect
  - Cross-Setting Social Skills Instruction
  - Home-School Notes
  - Parent Tutoring
  - Family Literacy Program
  - Math and Parent Partnerships (MAPPS)

**Behavioral Systems**
- Targeted Group Interventions
  - Check and Connect
  - Cross-Setting Social Skills Instruction
  - Home-School Notes
  - BEP/BEP-Home
  - Parent Management Training
  - Incredible Years Programs
  - Parent Child Interaction Therapy
Behavior Education Program (BEP)


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
<table>
<thead>
<tr>
<th>Expectation/Goal Menu at School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE SAFE</strong></td>
</tr>
<tr>
<td>Stay on school grounds</td>
</tr>
<tr>
<td>Keep hands, feet, objects to self</td>
</tr>
<tr>
<td>Walk in hallways</td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
</tr>
<tr>
<td>Use kind words and actions</td>
</tr>
<tr>
<td>Share objects with others</td>
</tr>
<tr>
<td>Use quiet voice</td>
</tr>
<tr>
<td>Ask politely</td>
</tr>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
</tr>
<tr>
<td>Be on time</td>
</tr>
<tr>
<td>Be prepared for class</td>
</tr>
<tr>
<td>Follow directions first time given</td>
</tr>
<tr>
<td>Complete classwork</td>
</tr>
</tbody>
</table>
# Daily Progress Report

**Student Name ______________________________**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Math</th>
<th>Reading</th>
<th>Recess</th>
<th>Art</th>
<th>Teacher Initials</th>
</tr>
</thead>
</table>
| **BE SAFE**  
Stay on school grounds  
Keep hands, feet, objects to self | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |                  |
| **BE RESPECTFUL**  
Use kind words and actions  
Share objects with others  
Use quiet voice | 0 1 2 | 0 1 2 | 0 1 2 | 0 1 2 |                  |
| **BE RESPONSIBLE**  
Be on time  
Follow directions first time given  
Complete classwork | 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

- BEP Plan
- Morning Check-In at School
- BEP Coordinator Summarizes Data for Decision Making
- Bi-weekly BEP Meeting to Assess Progress
- Evening Check-In at Home
- Daily Teacher Evaluation/Feedback
- Afternoon Check-Out
- Revise Program
- Graduate Program
- BEP Coordinator Summarizes Data for Decision Making
<table>
<thead>
<tr>
<th>Expectation/Goal Menu at Home</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE SAFE</strong></td>
</tr>
<tr>
<td>Stay in the house</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>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
</tr>
<tr>
<td>Use kind words and actions</td>
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<td>Play with toys/objects gently</td>
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<tr>
<td><strong>BE RESPONSIBLE</strong></td>
</tr>
<tr>
<td>Follow directions first time given</td>
</tr>
<tr>
<td>Complete homework</td>
</tr>
<tr>
<td>Complete chores</td>
</tr>
<tr>
<td>Get ready for bed</td>
</tr>
<tr>
<td>Get ready for school</td>
</tr>
</tbody>
</table>
# Nightly Progress Report

Student Name ________________________________

<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><strong>BE SAFE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stay in house</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>Keep hands, feet, objects to self</td>
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<tr>
<td><strong>BE RESPECTFUL</strong></td>
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<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><strong>BE RESPONSIBLE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<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>Complete Homework</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points = __________  

Tonight ______ %  

Possible Points = 24  

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

BEP Coordinator Summarizes Data for Decision Making

Bi-weekly BEP Meeting to Assess Progress

Revise Program Graduate Program
Family Involvement Programs within **Tertiary Level Supports**

**Academic Systems**
- Intensive, Individual Interventions
  - Conjoint Behavioral Consultation (CBC)
  - School-Based Teaming
- 1-5%
- 5-10%
- 80-90%

**Behavioral Systems**
- Intensive, Individual Interventions
  - Conjoint Behavioral Consultation (CBC)
  - School-Based Teaming
  - Wraparound Services
  - Community Schools
- 1-5%
- 5-10%
- 80-90%
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.
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)
Direct Service Model

Therapist ➔ Child
Indirect Service Model

Facilitator / Consultant → Consultee (Teacher or Parent) → Child
Conjoint Indirect Service Model

Facilitator / Consultant

Consultant (Parent)

Consultee (Teacher)

Child
Conceptual Bases of CBC

- **Ecological Systems Theory** (Bronfrenbrenner, 1979)
  - Views children in context
  - Emphasizes reciprocal interactions
  - Linkages are critical in development of programs
  - Expanded assessment and intervention contexts

- **Behavioral Consultation** (Bergan & Kratochwill, 1990)
  - Structured problem solving process
    - Problem/Needs Identification
    - Problem/Needs Analysis
    - Treatment Plan Implementation
    - Treatment Plan Evaluation
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 – 4 Stage Problem-Solving Process

- Needs (Problem) Identification
- Needs (Problem) Analysis
- **Treatment Implementation**
- Treatment Evaluation

- Although the model follows a stagewise progression, it is generally fluid and cyclical in practice.
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 Evaluation**
Was it Effective?
Follow-up Procedures
Generalization / Maintenance

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

Traditional

- Schedule meeting
- Team Membership
  - Invite key personnel and family members
- Prioritize and define needs
  - Determine discrepancy between current and expected level of performance
- Establish data collection procedure

Collaborative

- Schedule meeting
  - Convenient time
  - Escort to meeting
  - Room arrangement
- Team Membership
  - Include only necessary staff
  - 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
### Needs Analysis

**Traditional**
- Evaluate baseline data
- Set Goal
  - Where is the instructional mismatch
- Conduct FBA
- Develop plan
- Re-affirm data collection

**Collaborative**
- 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
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
"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

Traditional

- Measure Treatment Integrity
- Monitor plan implementation
- Plan modifications

Collaborative

- 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
Consultation Plan

Behavioral Goal:


Plan Summary:


Please list the primary steps of the plan on the lines below. Then please check in the appropriate box in the matrix to the left what was completed.


Plan Steps:


Goal Rating

At the end of the week, please use the following scale to rate how closely the 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

Traditional

- Determine if goals have been met
  - Compare pre/post data

- Discuss next step
  - Plan modifications
  - Generalization / maintenance
  - Referral

Collaborative

- 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

Compliance with Initial Instruction
Addressing Challenges and Fostering Partnerships
“Sometimes I think the collaborative process would work better without you.”
4 A’s (Christenson & Sheridan, 2001)

- **APPROACH**
  - The framework for working with families

- **ATTITUDES**
  - The values and perceptions held about family-school relationships

- **ATMOSPHERE**
  - The climate in schools for families as educators

- **ACTIONS**
  - Strategies for building shared responsibility
Approach: A paradigm shift

- Parents are not desirable but ESSENTIAL
- Most would agree that family, school, community and peers all influence a child’s educational performance
- Go beyond “belief” to actually intervening in a way that accounts for the reciprocal interactions among these systems
Attitude

- Working as partners is an **attitude** – not solely an activity to be implemented.

- Strength-focused

- Avoids placing blame

- **Re-thinking “Hard to reach” parents**  (Finders & Lewis, 1994)
  - Diverse school experiences
  - Economic and time constraints
  - Diverse linguistic and cultural practices
  - Different values
Examples of Parent/Teacher Finger-Pointing Behavior

Parent Statements of Blame:

- The teacher treats me as if it’s my fault that my daughter is failing. The teacher expects me to teach my child at home; I work full time. I don’t have time to do my job and hers, too.

- My daughter’s teacher waits to call me until there’s a problem. Doesn’t he think I can be helpful before the problem arises? I know my child better than he does, yet no one has ever asked my opinion.
Examples of Parent/Teacher Finger-Pointing Behavior

Teacher Statements of Blame:

- Parents are demanding. They don’t realize that I have 29 other students and many other parents to deal with.

- I am a teacher, not a social worker. Yet I am expected to educate, as well as handle my students’ emotional needs.

- Parents are hard to reach. They don’t like me calling them at work, and I don’t get paid to call them after 5:00 p.m.
Beliefs About Families

1) All families have strengths

2) Parents can learn ways to help their children if they are provided with the opportunity and necessary support

3) Parents have important information and perspectives about their children
Atmosphere: Changing the Environment

- Make the school inviting to parents
- Allow for parental visits to classrooms
- Incorporate family lounges / libraries
- Elicit family input
- Family mentors for other families
  - Parents for Parents
Family-School Teams

Parents as assessors
- Observe, monitor and record (collect data & evaluate TX)
- Provide information about what motivates child
- Explain cultural context
- Assess strengths of child and home setting

Parents as active team members
- Share observational data
- Send questions home prior to meeting for parents thoughts
- Parents request whom they want present at meeting
- Share information about child’s personal/medical history
How Do You Involve Families within SWPBIS?

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## Family Involvement Programs within School-Wide Systems

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<th>Tier 3</th>
<th>ACADEMIC</th>
<th>BEHAVIORAL</th>
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<tr>
<td>• Conjoint Behavioral Consultation (CBC) (Sheridan &amp; Kratochwill, 1996)</td>
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<td>• School-Based Teaming (Dowd-Eagle, 2006)</td>
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<td>• Wraparound Services (Eber, Sugai, Smith, &amp; Scott, 2002)</td>
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<td>• Community Schools (Sailor, 1996)</td>
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<tr>
<td>• Check and Connect (Christenson et al., 2008)</td>
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<td>• Cross-Setting Social Skills Instruction (Sheridan, 1995; McGinnis &amp; Goldstein; 2001)</td>
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<td>• Home-School Notes (Galloway &amp; Sheridan, 1994)</td>
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<td>• Family Literacy Program (Morrow &amp; Young, 1997)</td>
<td>• Parent Management Training (PMT; Kazdin, 2005)</td>
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<td>• Math and Parent Partnerships (MAPPS; mapps.math.arizona.edu)</td>
<td>• Incredible Years BASIC / ADVANCE / SCHOOL Programs (Webster-Stratton, 2009)</td>
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<td>• Parent Child Interaction Therapy (Hembree-Kigin &amp; McNeil, 1995)</td>
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<td>• Four A’s (Christenson &amp; Sheridan, 2001)</td>
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<td>• Six Types of Parent Involvement (Epstein, 1995)</td>
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<td>• Parent Institute for Quality Education (<a href="http://www.piqe.org">www.piqe.org</a>)</td>
<td>• AWARE Parenting Program (Solter, 1989)</td>
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<td>• Parent Teacher Conferences</td>
<td>• Systematic Training for Effective Parenting (STEP: Dinkmeyer, McKay, &amp; Dinkmeyer, 1997)</td>
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<td>• Newsletters /Parent Libraries</td>
<td>• Positive Discipline Program (Nelson, 2006)</td>
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<td>• Incredible Years Self-Administered Program (Webster-Stratton, 2008)</td>
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