

Social Learning Components in School Settings: Building Bridges to Parent Training and Family Work.

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***The Family Check-up Conference 2017: Building Bridges
Across Contexts, Cultures and Intervention Models
June 12-13 in Gothenburg, Sweden***

Acknowledgements: Three Teams

Research Team on the Family Check-up model:

Tom Dishion, Kate Kavanagh, Beth Stormshak

PFS Implementation and Consultation Team:

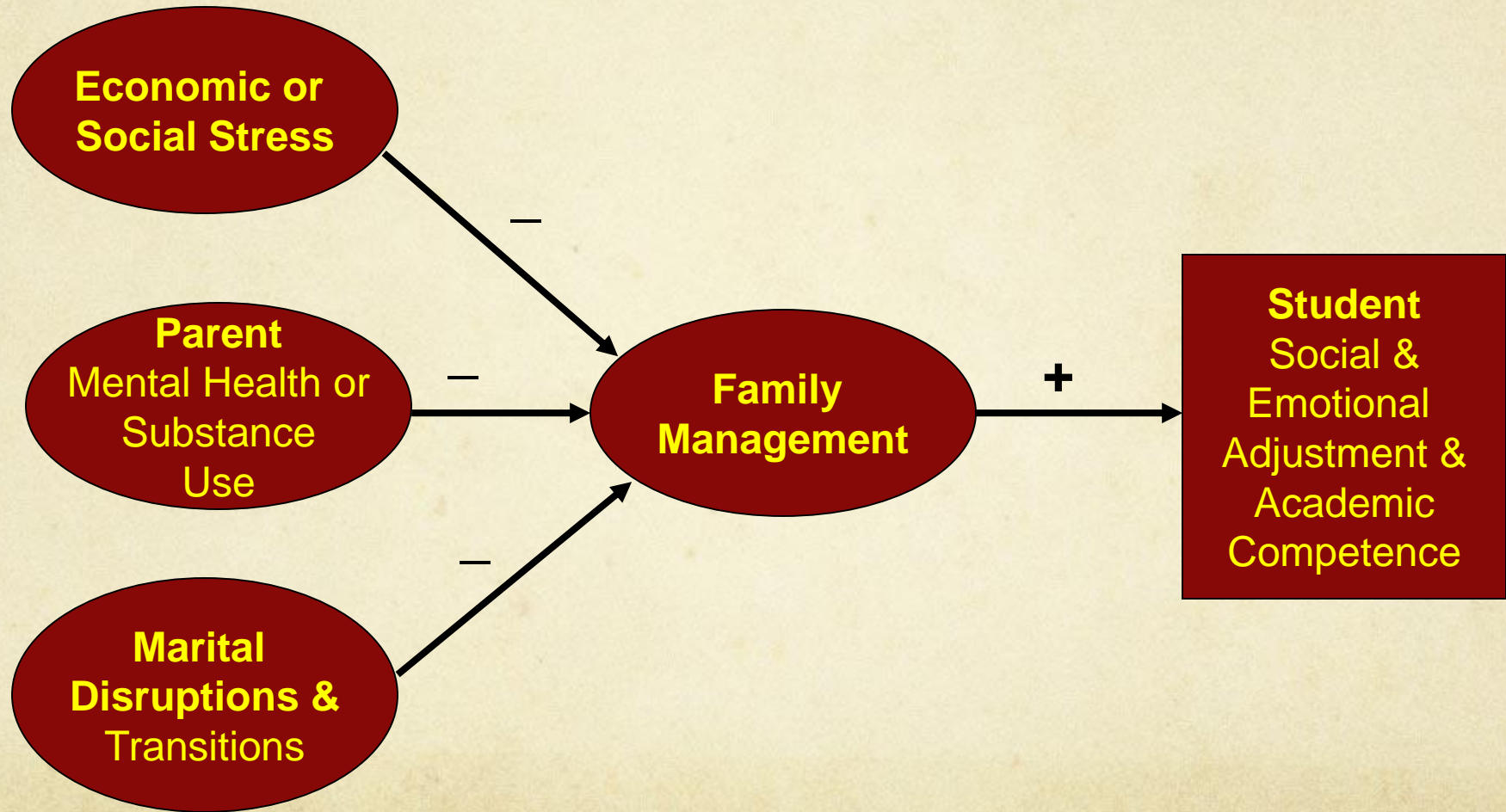
Kimbree Brown, Rosemary Downey, Greg Fosco,
Corrina Falkenstein, Kevin Moore

PFS Research Evaluation Research Team

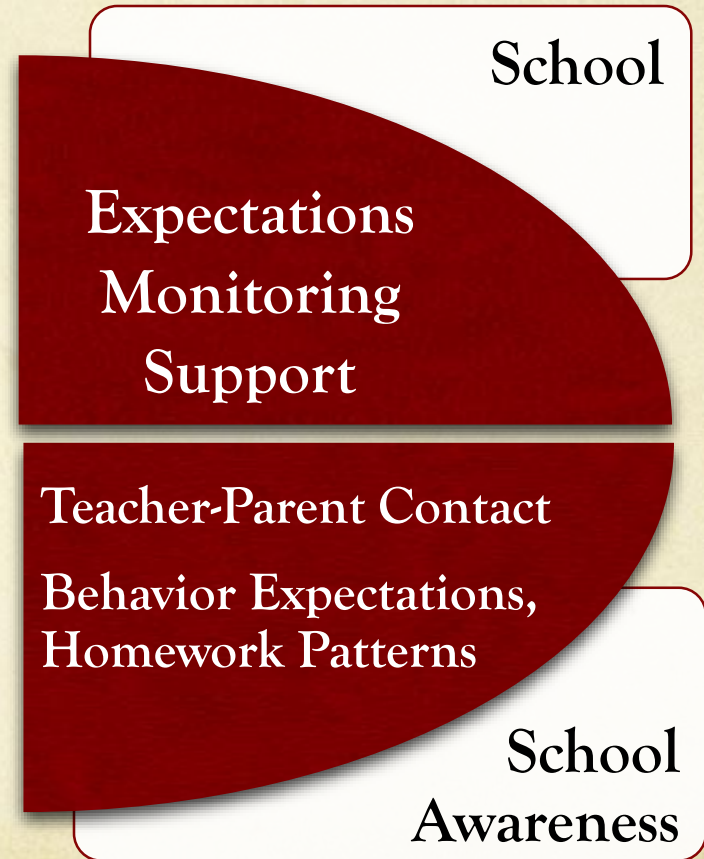
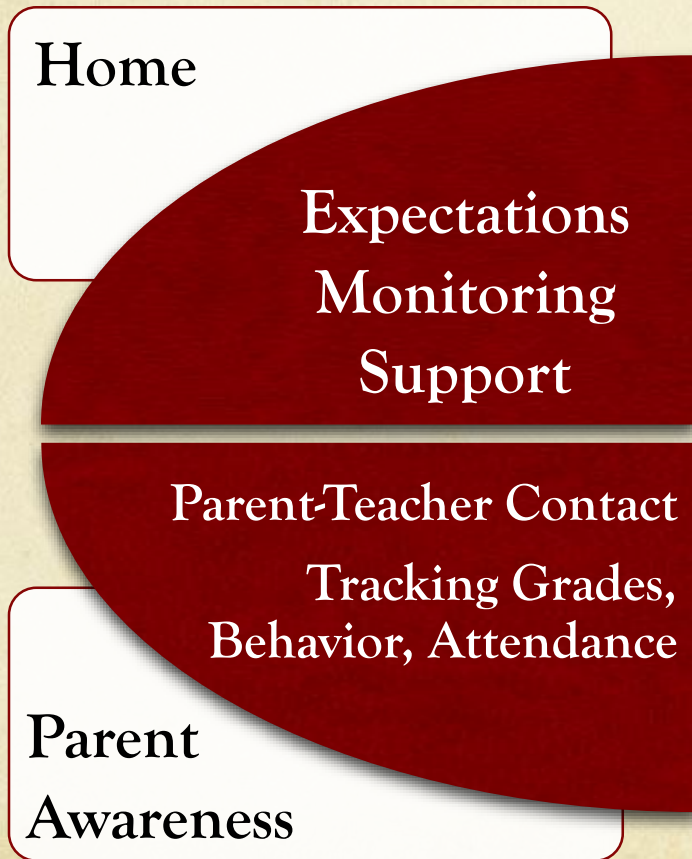
Carey Black, Andy Garbacz, Jeff Gau, Han Jo Kim,
John Seeley, Keith Smolkowski

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Department of Education, IES. We gratefully thank the schools
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Developmental Research Demonstrates that Family Management as a Mediator of Contextual Influences.

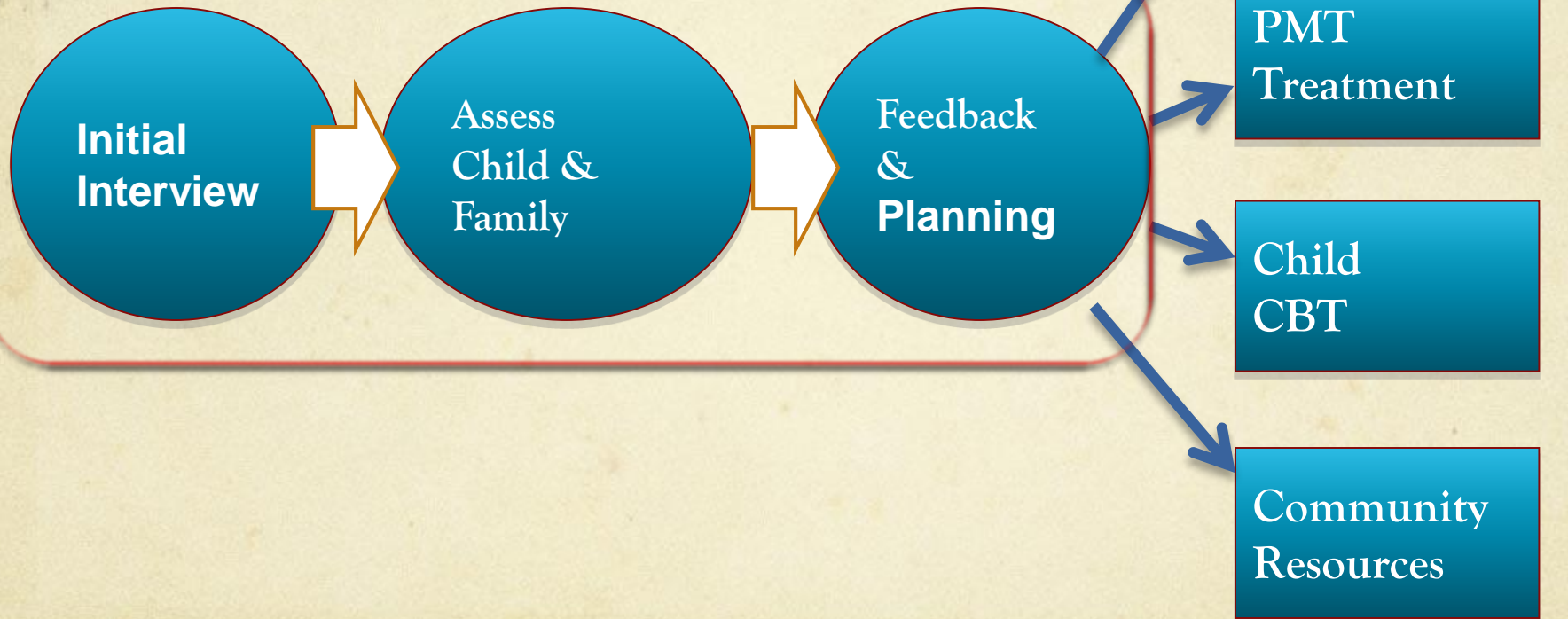


Two Worlds Students Inhabit



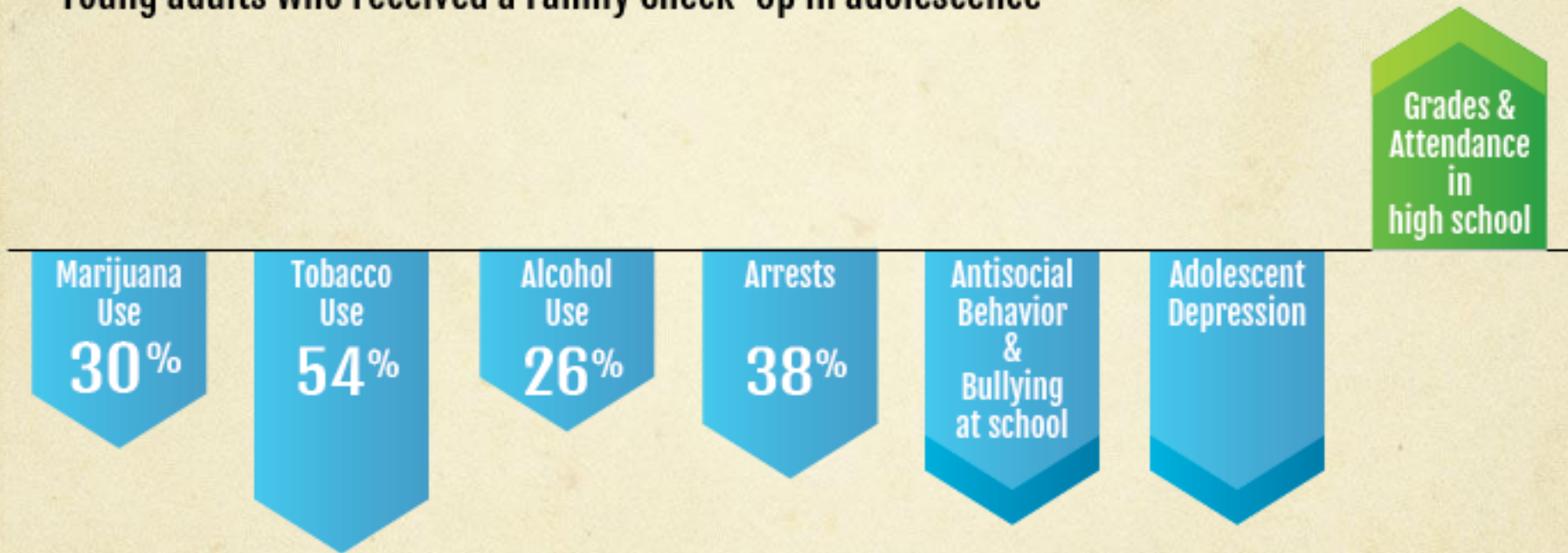
An Overview of the Family Check-Up and Follow-Up Services

The Family Check-Up



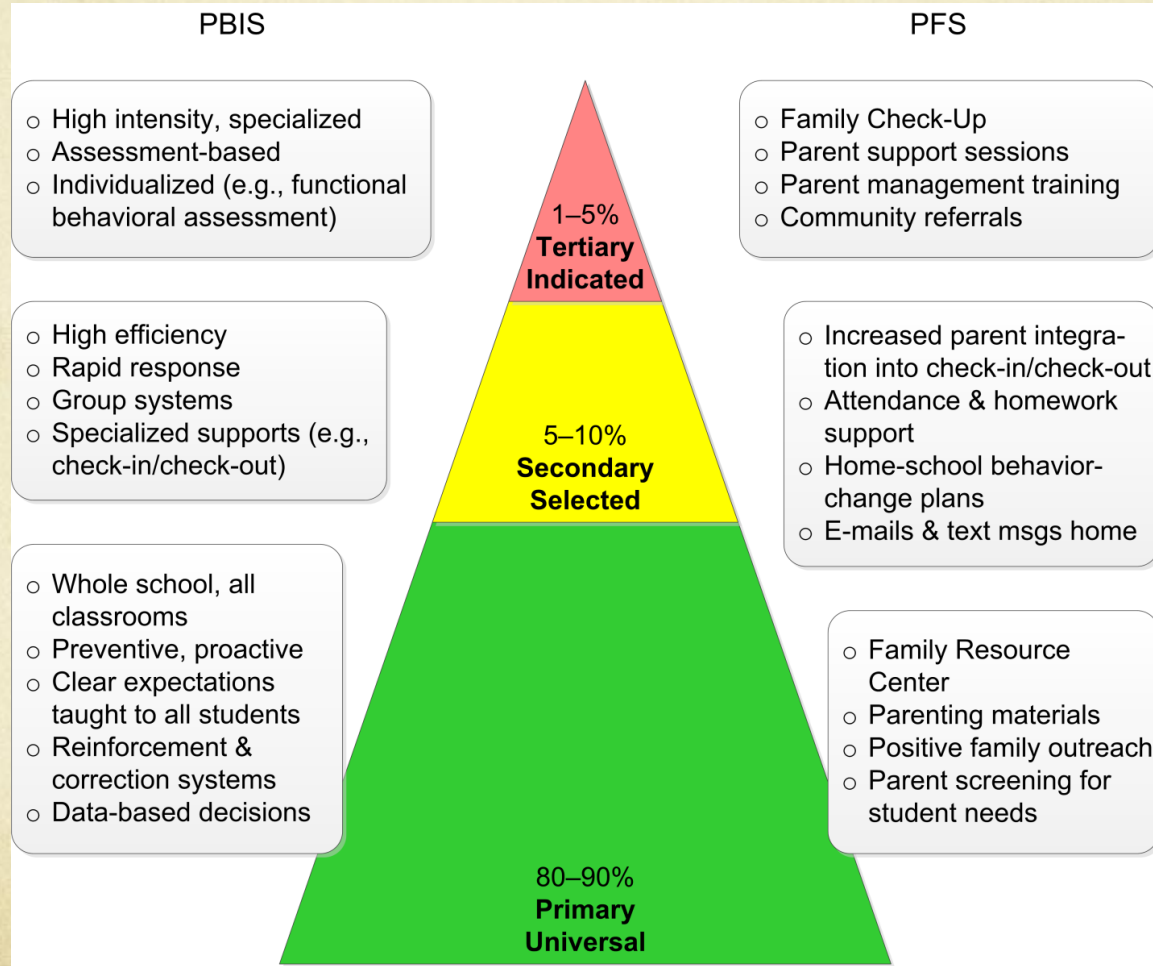
Long-term Outcomes for for the Family Check-up Model in Public Middle Schools

Young adults who received a Family Check-Up in adolescence*

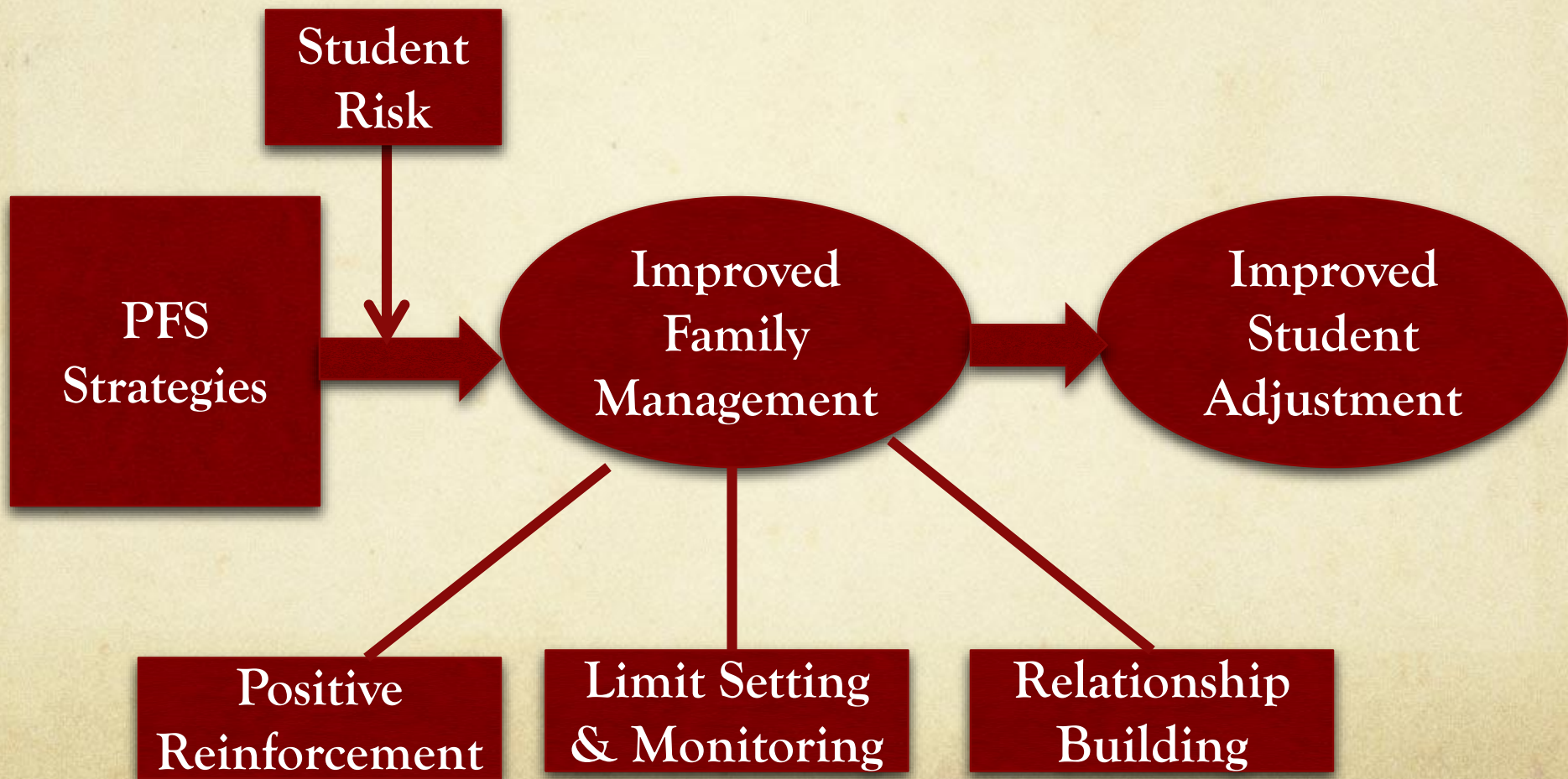


* compared with young adults who did NOT receive a Family Check-Up during adolescence.

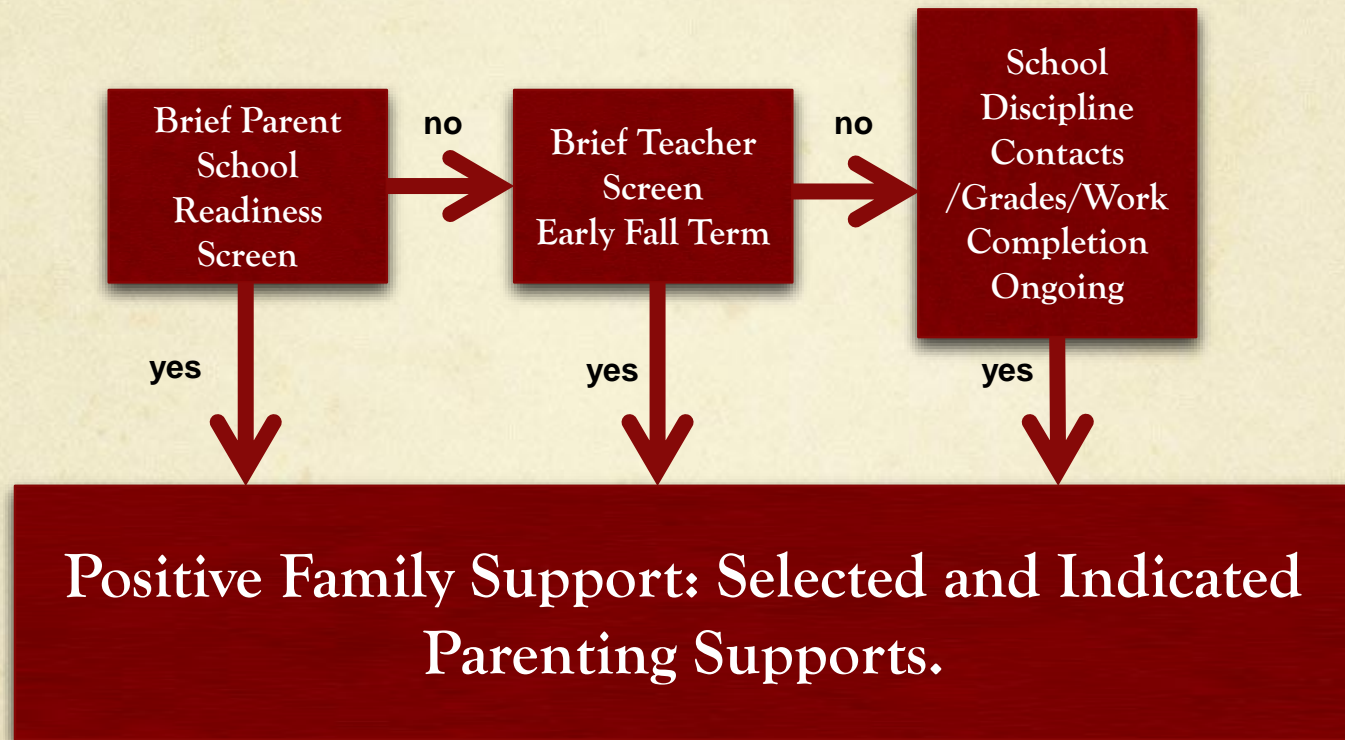
Positive Family Support (PFS) Levels



Conceptual Model



Proactive Parent Engagement with a Multiple Gating Approach to Risk Management




(Moore, Gau, Dishion et al, 2016)

The Parent Readiness Screen for Positive Family Support.

Begin the School Year with Parents Expressing THEIR Needs

Azalea Middle School
Parent Check-In
Welcome to the new school year!
We want to learn about your student's strengths and needs for support at school.
By answering these questions, you help us start the year off right!



Please rate your student in the following areas:

	Doing Great ☺	Some Concern ☹	Serious Concern ☹	Need Support?
Cooperating with adults				<input type="checkbox"/>
Behaving well at school				<input type="checkbox"/>
Getting grades that are appropriate for his/her skills				<input type="checkbox"/>
Having good relationships with other students				<input type="checkbox"/>
Following classroom rules				<input type="checkbox"/>
Focusing and staying on task in class				<input type="checkbox"/>
Completing homework and assignments on time				<input type="checkbox"/>
Showing up on time to school or other activities				<input type="checkbox"/>
Avoiding tasks that seem difficult or challenging				<input type="checkbox"/>
Spending time with students who break school rules				<input type="checkbox"/>
Getting depressed, anxious, or irritable				<input type="checkbox"/>
Getting easily distracted by other kids				<input type="checkbox"/>
Needing structure and supervision to stay on task				<input type="checkbox"/>
Liking attending school				<input type="checkbox"/>

Our school now has a **Family Resource Center** as well as a **Family Support Team** to help provide additional support for students and their families!

Would you like to be contacted by someone about additional support available through our school? Yes No

Student Name: _____ Email: _____
Parent Name: _____ Phone: _____
Advisory Teacher: _____

- Use Parent Readiness Screen to place students in the triangle
- Use their data to guide your approach to contact parents
- Use data to inform your practices (e.g., targeted parent nights)

Multiple Uses of Parent Screener

- School-wide needs assessment from parent perspective.
- Increase teacher and administrative knowledge of what, if any, concerns caretakers have about their student.
- Creates opportunities for proactive reach-out to caretakers.
- Can inform teacher and administrator about caretaker knowledge or concern about a student's problems before making an achievement or behavior related contact.

Sixth Grade Parent Responses to the School Readiness Screener (N=3 schools)

Item Description	Doing Great	Some Concern	Serious Concern	Asking for Support
<i>Completing Homework assignments</i>	59%	30%	8.9%	11%
<i>Needing Structure and Supervision</i>	65%	28%	6%	9%
<i>Getting easily distracted by other kids</i>	51%	40%	10%	11%
<i>Focusing and staying on task at school</i>	60%	33%	7%	9%
<i>Depressed or anxious</i>	69%	25%	6%	7%

Parenting Resources: Brochures

Problem Solving
Helps Parents

Make Change

Promote Cooperation

Improve Cooperation



Positive Family Support
"Promoting Student Success"
Family Management Series

Improving Home-School Communication
Helps Parents

Communicate Regularly with Teachers

Support Daily Efforts

Encourage Academic Success



Positive Family Support
"Promoting Student Success"
Family Management Series

Communication
Helps Parents

Catch Problems Early

Support Positive Behavior

Stay Informed



Positive Family Support
"Promoting Student Success"
Family Management Series

Encouragement
Helps Parents

Be More Positive

Promote Cooperation

Reduce Conflict



Positive Family Support
"Promoting Student Success"
Family Management Series

Supervision
Helps Parents

Recognize Developing Problems

Promote Safety

Stay Involved



Positive Family Support
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Knowing Your Teen's Friends and Peers
Helps Parents

Improve Communication

Reduce Conflict

Teach Responsibility



Positive Family Support
"Promoting Student Success"
Family Management Series

Setting Limits
Helps Parents

Teach Self-Control and Responsibility

Show Caring

Provide Safe Boundaries



Positive Family Support
"Promoting Student Success"
Family Management Series

CICO Home Incentive Support

Home Incentives Plan In Support of School-Based CICO

Motivates change through the use of tangible incentives.
Incentives are given as a result of positive behavior.
When we are reinforced for a behavior, we tend to repeat that behavior.

Step 1: WRITE YOUR STUDENT'S GOAL(S)

Your student's current goal(s) _____
Your student's daily point goal: _____
When you reach your daily point goal, you will earn a daily incentive!
Long-term incentives can be earned over time.

Step 2: BRAINSTORM INCENTIVES THAT ARE PLEASANT/REWARDING TO YOUR STUDENT

Effective incentives come in many forms:

- **Parent Time & Activities** – play a game with parent(s) for 30 minutes, go to the park
 - **Home Resources** – screen time (e.g., TV, computer, video games), use parent(s)' tools
 - **Privileges** – additional phone time, later bedtime
 - **Material** – money, treats
- Some incentives are reasonable to provide **daily** and others make more sense for **long-term** goals to be earned over time.

List of reasonable incentives:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Daily or long-term incentive?

- | | |
|-------|-------------------|
| _____ | daily / long-term |
| _____ | daily / long-term |
| _____ | daily / long-term |
| _____ | daily / long-term |
| _____ | daily / long-term |
| _____ | daily / long-term |
| _____ | daily / long-term |
| _____ | daily / long-term |
| _____ | daily / long-term |
| _____ | daily / long-term |

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

Student: I will work to meet the above goals and bring the Check-In/Check-Out form home.
Parent: I will review the form and provide daily incentives (listed above).
Teacher: I will ask the student for the form and completely fill it out.

Initial _____

Home Incentives Plan In Support of School-Based CICO

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

Home Resources

- 30 minutes screen time (e.g., TV, computer)
- 30 minutes video game time
- Take bottles back to the store; keep/split refund

- 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)

- Choose a special TV program to watch
- Pick video game to play
- Use parent(s)' tools

- 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

- 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

Worksheet for Preparing a Sensitive Parent Contact

Partnering with Parents for Student Success: Parent Contact Worksheet



Positive Family Support

< Getting organized before you make contact with a parent will help you focus on what you want to accomplish. >

Preparing for Contact

Date: _____

Name of parent: _____

Name of student: _____ Class period/subject: _____

Note 3 student strengths: 1) _____ 2) _____ 3) _____

Student issue/concern you plan to address: _____

Jot down what you hope to accomplish during the parent contact: _____

See the Partnering with Parents tip sheet for strategies on working with parents!

Contact

Parent concerns: _____

Plans for addressing student issue: _____

In person meeting scheduled (if applicable): _____ (Date/Time/Location)

Follow-up

Date/Time/Location of planned follow-up contact: _____

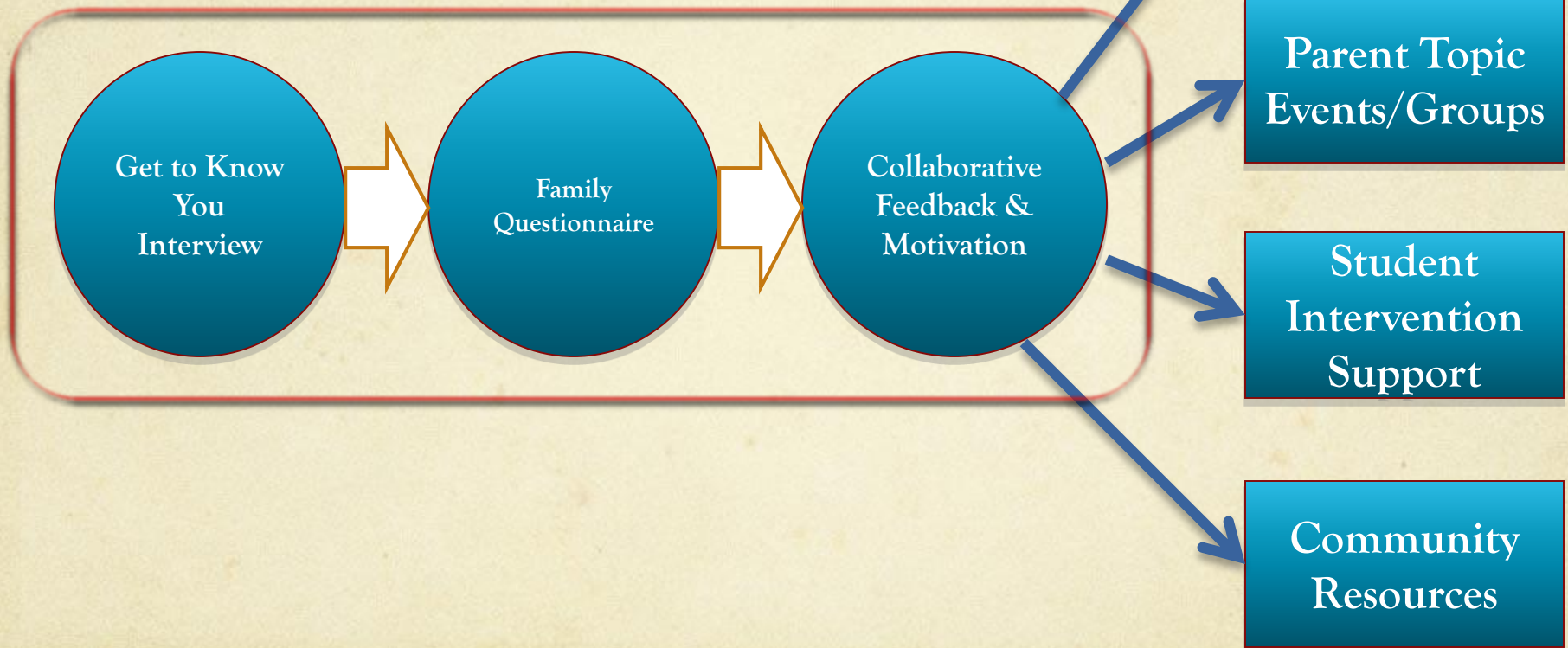
Progress made since last contact: _____

Additional support needed?: _____

An Overview of the Family Check-Up and Follow-Up Services



The Family Check-Up



Parent Scaffolding for Homework Support

1

Making a Homework Routine

Having a set homework time and space sets students up for success!

Here are some things to help make it go as well as possible:

1. **Choose a location:** help your student by having a routine place to work on homework free from distraction
2. **Choose a regular time:** getting a routine for homework helps develop good study habits
3. **Be available to help if needed:** either during homework or after
4. **Reward on-task behavior:** homework time can be followed by activities your child enjoys

GOALS

- 1) Choose a location
- 2) Choose a regular time
- 3) Be available to help
- 4) Reward on-task behavior

What will you do at home?

Where will the homework location be?

What time is the regular time for HW?

How will you be available to help your student?

What privileges can follow homework time when it is successful?

Things to consider to make this successful

- Table without clutter
 - Avoid distractions
 - Good lighting
 - Paper, pencil, etc.
- Often middle school students need about 1 hour to do their homework
- Can you be available during the designated homework time?
 - OR, can you set up a time to help answer questions
- What privileges come after homework time? (use the phone, TV, etc.)

Positive Family Support V 3.0

2



Homework Checklist

Four steps to structuring homework time

- Step 1:** Make a list of homework to do! Creating a list helps students plan their homework time and helps parents know what needs to be done.
- Step 2:** Check in for understanding. Making sure your child knows what the homework assignment instructions are and how to do the assignment sets him/her up for success
- Step 3:** Review for completion. Have your child show you completed homework for you to check. Be sure to give specific praise to notice what they do well!
- Step 4:** Inform teachers of your new plan!

Step 1:		Step 2:	Step 3:
Listing the homework		Do they understand? (check if 'yes')	Review for completion
Assignment	Due Date	Completed	What was done well?
1) _____	_____	<input type="checkbox"/>	_____
2) _____	_____	<input type="checkbox"/>	_____
3) _____	_____	<input type="checkbox"/>	_____
4) _____	_____	<input type="checkbox"/>	_____
5) _____	_____	<input type="checkbox"/>	_____
6) _____	_____	<input type="checkbox"/>	_____

Step 4: Inform your student's teacher that a new plan is in place!

Encouragement Support Worksheets

Encouragement and Praise

Supporting your student's positive behavior involves encouragement and praise.

Encouraging middle schoolers:

- * Lets students know when they've done something you like
- * Makes students more likely to repeat good behaviors
- * Promotes students' confidence and well-being

The first step in learning to positively support student behavior is to learn how to encourage the behavior you want to see.

Why Use Encouragement?

Focusing on the positive: Many parents struggle to stay positive with their middle schoolers. Encouragement works in two ways by: (1) strengthening students' positive behavior through reinforcement and (2) decreasing power struggles.

- *Encouragement and positive rewards increase good behavior.*
- *A lack of encouragement and too much focus on negative behaviors increase misbehavior.*

Here are some examples of praise:

- "You have improved in..."
- "I like it when you..."
- "Great job checking in after school!"
- "You've done a wonderful job of..."
- "What a terrific idea..."
- "I'm so happy you..."
- "Thanks for being so responsible and getting home on time"
- "I'm very proud of you for..."
- "Thank you for..."

Practicing Encouragement: Thinking about ways your student already behaves well, or ways you would like to see him/her behave, what are some ways to praise your student? List a few possible encouraging statements you will try:

- _____
- _____
- _____
- _____



For more tips on communicating with your middle schooler, see the "Encouragement" brochure, available in your school's Family Resource Center

Positive Family Support V3.0



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

Design of the PFS Randomized Trial in 41 Public Middle Schools (Smolkowski, Seeley et al, 2016)

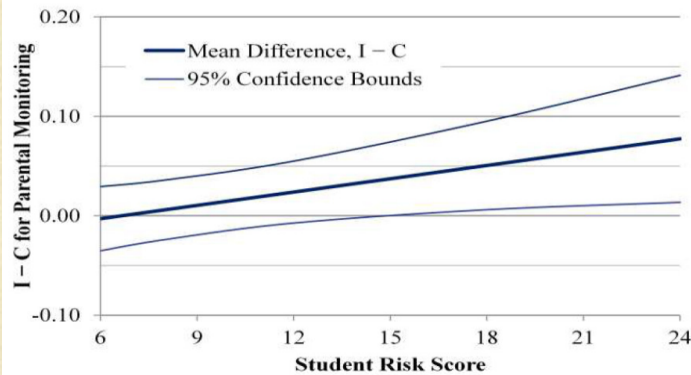
		2009	2010	2011	2012	2013	2014	'15																					
		Year 1				Year 2				Year 3				Year 4				Year 5				Year 6							
		Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W
<i>Intervention Activities</i>																													
<i>Wave A</i>	7 PFS	Ⓡ Ⓡ	Assess				T	PFS				PFS				PFS													
	7 Control		Assess					Assess				T	PFS																
<i>Wave B</i>	7 PFS	Ⓡ Ⓡ						Assess				T	PFS				PFS												
	6 Control							Assess					Assess				T	PFS											
<i>Wave C</i>	7 PFS	Ⓡ Ⓡ										Assess				T	PFS				PFS								
	7 Control											Assess					Assess				T	PFS							

Student & Parent Reported Outcomes

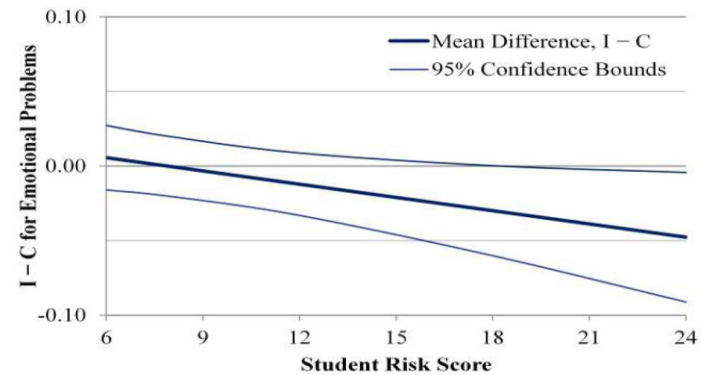
K. Smolkowski et al. / Journal of School Psychology xxx (2017) xxx–xxx

17

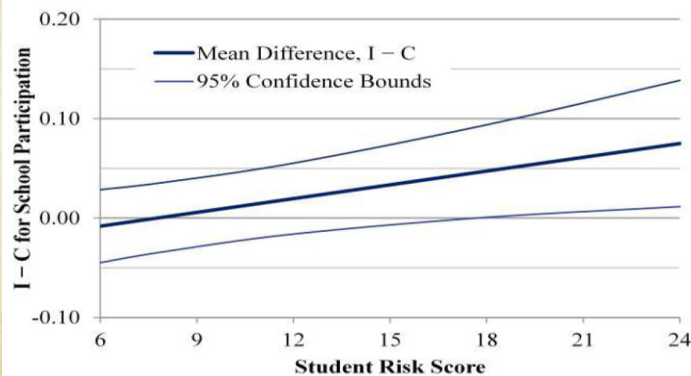
A. Student Report of Parental Monitoring



B. Student Report of Emotional Problems



C. Student Report of School Participation



D. Parent Report of Negative School Contact

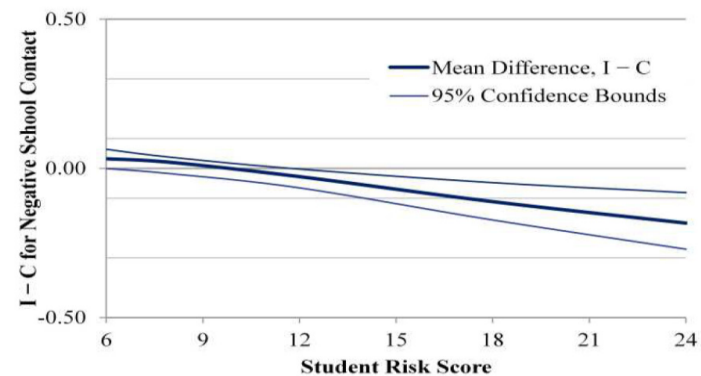


Fig. 5. Differences between conditions on four outcomes plotted by teacher-reported student risk of behavior problems. The vertical axis shows the difference between conditions (I - C) on gains in each scale across the range of the student scores; a gain of zero represents no difference between conditions. The heavy line depicts the mean difference estimate. The two thin, outer lines show the 95% confidence interval around the mean estimate.

Measurement of PFS Implementation: An Observation-Interview “FamSET”

- ✓ **Are parents contacted when students are identified as struggling behaviorally?**
- ✓ **Is there dedicated FTE for a family support service provider at school?**
- ✓ **Does your school provide information to parents about school-based student behavior support?**
- ✓ **Does your team ask parents to participate in positive reward systems for targeted school behaviors?**
- ✓ **Are parents aware of behaviors that are targeted by selected interventions?**
- ✓ **Provide family support services?**
- ✓ **Work directly with parents to support positive parenting practices?**

Total of 31 items

Correlation between the follow-up maximum FamSET and follow-up maximum SET scores

	SET_A	SET_B	SET_C	SET_D	SET_E	SET_F	SET_G	SET_TOTAL	FamSET
SET_A	1								
SET_B	0.045	1							
SET_C	0.42	-0.091	1						
SET_D	0.325	0.039	-0.069	1					
SET_E	0.354	0.449	0.329	0.024	1				
SET_F	0.126	0.307	0.024	-0.039	0.549	1			
SET_G	0.248	0.301	-0.109	0.102	0.476	0.339	1		
SET_TOTAL	0.527	0.417	0.097	0.291	0.741	0.703	0.725	1	
FamSET	0.04	0.168	0.068	0.064	0.249	0.211	0.371	0.311	1
Means	93.125	98.5	98.75	88.438	98.75	96.562	86.25	91.476	28.474

SET Scores

A = Expectation defined

B = Behavioral expectations taught

C = On-going system for rewarding behavioral expectations

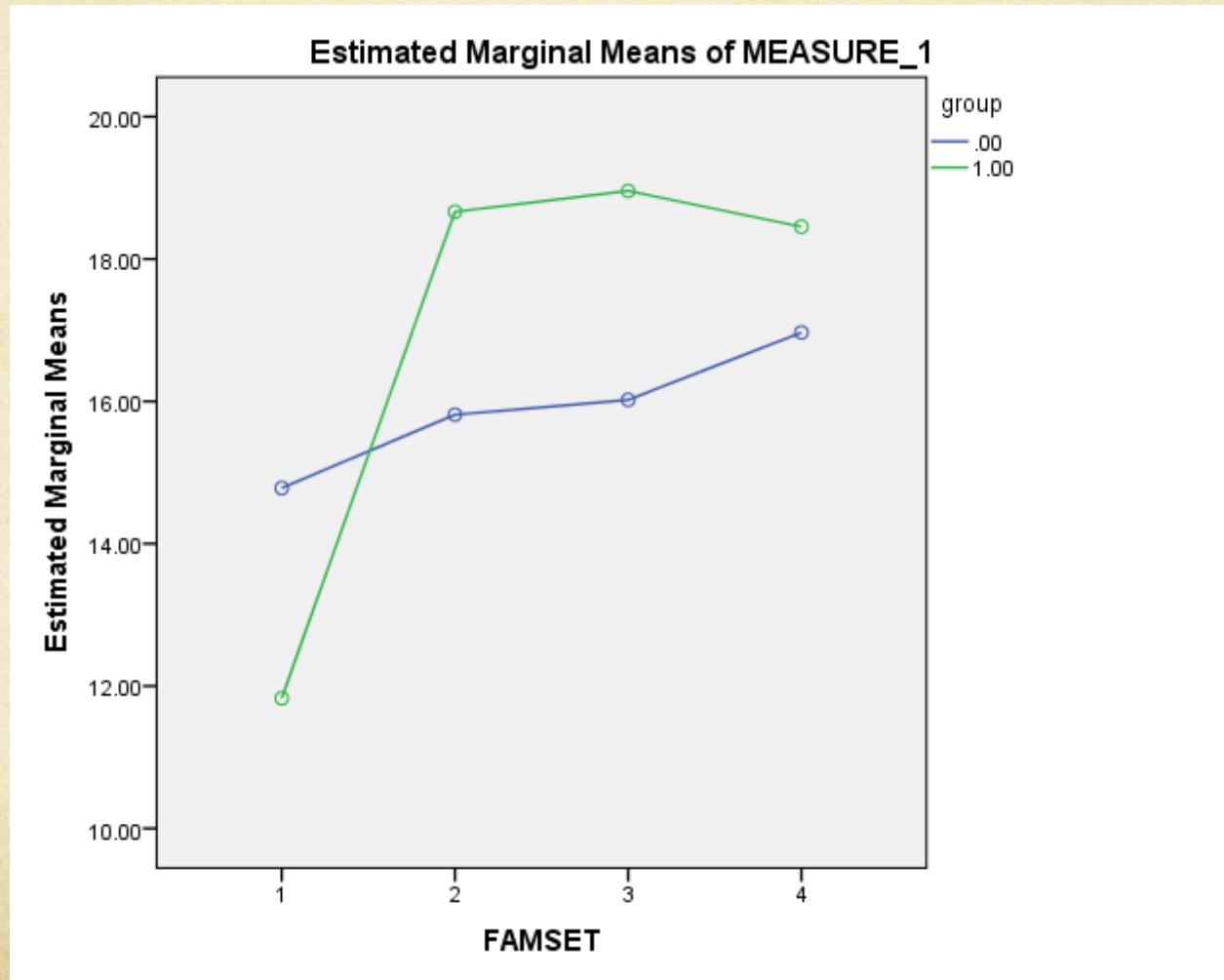
D = System for responding to behavioral violations

E = Monitoring and decision making

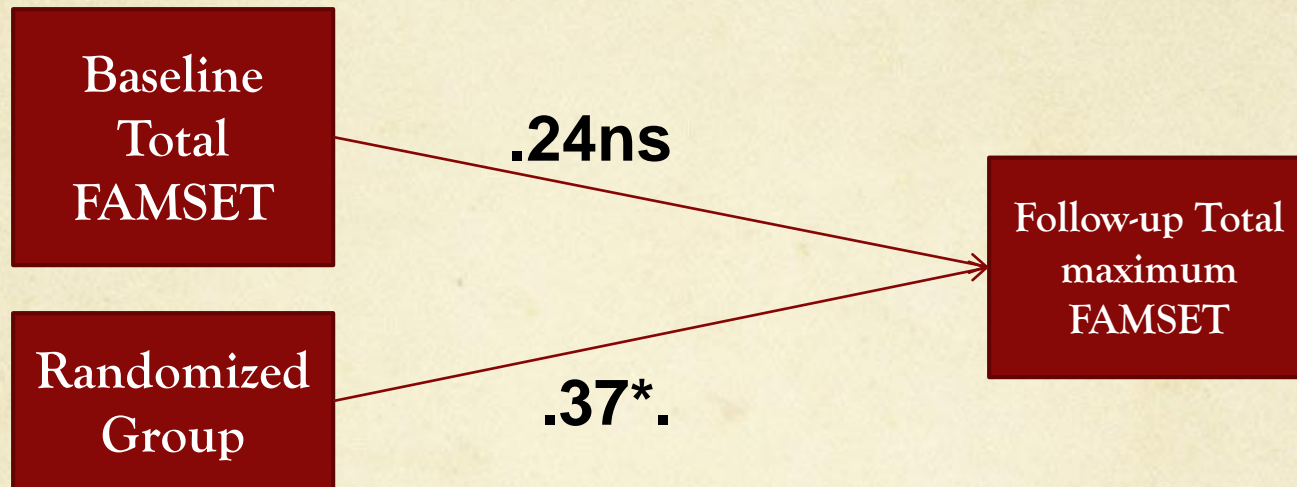
F = Management

G = District-level support

Figure 1. Positive Family Support implementation



Overall Effect of Randomization to PFS consultation on PFS School Practices Among 41 Middle Schools.

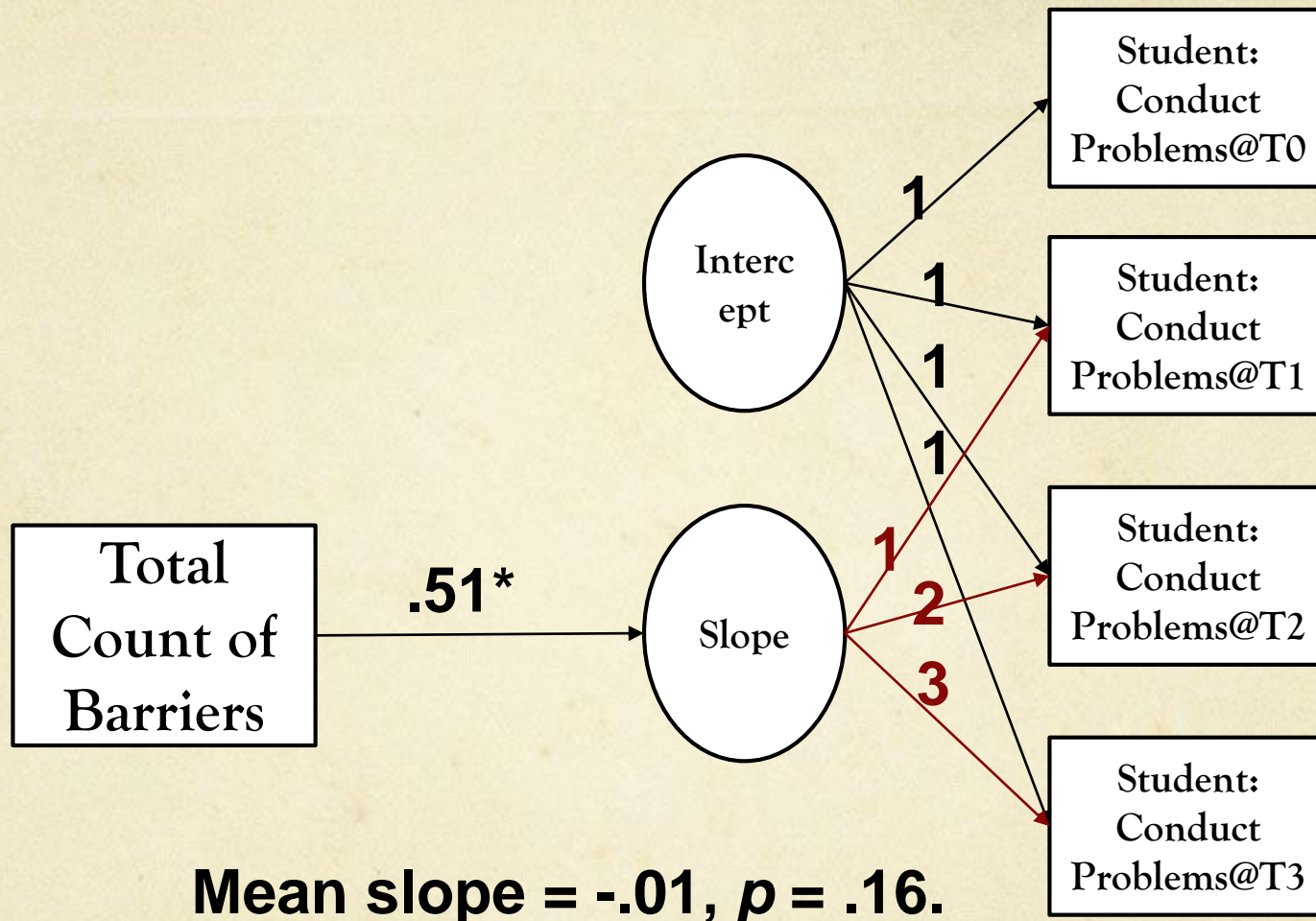


The intervention group predicted higher follow-up overall FAMSET Scores than the control group.

Dishion, Seeley, Stormshak et al under review

Multilevel SEM: Between (school) level model

Data: Only schools assigned to PFS consultation.



Conditions During Implementation: Turnover

	Principal	SST	SPED	Counselor
Highest FamSET Scores	20%	31.6%	26.7%	8.3%
Lowest FamSET Scores	60%	66.7%	73.8%	66.7%

**Note. Percent turnover from
year 1 to year 2, n=10**

Summary of Middle School Feedback on Lessons Learned from PFS Implementation

(Moore, Falkenstein and Dishion 2014)

	Continuing to Implement	Challenges to implement
<u>Universal Level:</u> Screening, Proactive Communication, Family Resource Room	Family resource room; proactive communication.	Screener was an asset, scoring and using the information, role assignment
<u>Selected Level:</u> Check in/Check out; Parent Consultations,	CICO being used.	Not tracking the high risk students, staffing for parent consultants
<u>Indicated Level:</u> Family Check-up, Specific parent management training	Not using the FCU	Staff time allocation, principal and vice principal priorities for parent contacts

Summary and Next Steps

- Meaningful family engagement in tiered service delivery frameworks in schools is feasible
- Existing PBIS infrastructures can serve as an effective vehicle upon which to build family engagement practices
- Critical feature of the PFS model are school personnel trained and resourced to interact and support parents using evidence based practices.
- Common barriers to implementation include staff turnover and the lack of school district support and monitoring PFS outcomes.

Future Directions

- 1) Team at the ASU REACH Institute developing a digital system for linking multiple gating screening for tracking proactive supports to families (AIM System).**
- 2) Developing efficient and less expensive on-line training and support for providers using this model to facilitate uptake and sustainability.**

Thank you for your attention!

**For more information on the ASU REACH
institute:**

<http://reachinstitute.asu.edu/>



ARIZONA STATE UNIVERSITY

VARIABLE NAME	CONTENT
AS0b	Are parents contacted when students are identified as struggling behaviorally?
AS1a	Is family involvement discussed at faculty meetings?
AS1b	Is there consistent follow-through on family support services that are discussed in team meetings?
AS1c	Is there dedicated FTE for a family support service provider at school?
AS2a	Are parents contacted before a child's behavior gets out of hand?
AS2b	Has your school a defined system for regular, positive contacts with families?
AS2c	Do parents have input into school-wide policies regarding student discipline practices?
AS2d	Does your school provide information to parents about school-based student behavior support?
AS4a	Does your school have a room dedicated to parent or family services?
AS5	On a scale of 1 to 10, how well do you feel your school works with families?
SST1a	Does your team contact parent prior to an SST meeting regarding their child?
SST1b	Does your team ask parents to attend an SST meeting regarding their child?
SST1c	Does your team inform parents of behavioral targets identified in SST meetings?
SST1d	Does your team ask parents to participate in positive reward systems for targeted school behaviors?
SST1e	Does your team consult with teachers regarding parent involvement and student behavior management issues?
SST2b	Are parents aware of behaviors that are targeted by selected interventions?

VARIABLE NAME	CONTENT
FSP4a	Provide family support services?
FSP4c	Help address attendance issues with families?
FSP4d	Help parents find basic services?
FSP4e	Provide workshops for parents to support effective parenting practices?
FSP4g1	Offer family-based assessments for students who are struggling academically or behaviorally?
FSP4h	Provide assessment-based feedback about parenting related to academics?
FSP4i	Offer family-based services or educational information?
FSP4j	Work directly with parents to support family involvement in academic issues?
FSP4k	Wok directly with parents to support positive parenting practices?
FSP4l	Have regular contact with parents about student improvement or success?
FSP4m	Follow-up with parents about previously discussed concerns?
FSP5a	Is there a standard referral system for identifying “at risk” students to family resources?
FSP5b	Do school staff members know about the family resources available at your school?
FSP5d	Do school staff members make good use of the available family resources at your school?
FSP5e	Do parents know about the family resources available at your school?

31 items in total

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AS4a	Does your school have a room dedicated to parent or family services?
AS5	On a scale of 1 to 10, how well do you feel your school works with families?
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FSP5e	Do parents know about the family resources available at your school?

31 items in total