

Arizona State University
REACH Institute
Research and Education
Advancing Children's Health

Positive Family Support: A School-Based
Intervention to Increase Family Engagement

Blueprints for Healthy Development Conference
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ASU REACH Institute

Overview of Today's Presentation

- ▶ REACH Institute
- ▶ Importance of Engaging Families
- ▶ Positive Family Support
 - ▶ Theory and History of Family Check-Up and Positive Family Support (PFS)
 - ▶ Overview and Key Features of PFS
 - ▶ Universal
 - ▶ Selected
 - ▶ Individualized including the Family Check-Up model
 - ▶ Phases of Implementation
 - ▶ Unique Features of PFS
 - ▶ Keys to Success
- ▶ Questions/Final Thoughts

REACH Institute

Research and Education Advancing Children's Health

- ▶ Department of Psychology
- ▶ Bridges the gap between university-based research and practice to advance education, health, and well-being of children and families
- ▶ Partner with scientists, policy makers, and community stakeholders locally and globally and across diverse service sectors
- ▶ Prevention Science leading the way in the development and implementation of evidence-based prevention and treatment worldwide.
- ▶ Multi-disciplinary

REACH Institute

Research and Education Advancing Children's Health

- ▶ REACH Scientists have a history of translational research leading to the innovation of child and family interventions for real-world settings
- ▶ Three Essential Cores
 - ▶ Service Design Core
 - ▶ Develops, redesigns, and adapts innovative, cost-effective, culturally competent, engaging, and sustainable evidence-based interventions that can be tailored for specific service settings such as primary care, schools, and community mental health settings.
 - ▶ Dissemination and Diffusion Core
 - ▶ Promotes dissemination and diffusion of evidence-based interventions.
 - ▶ Behavior Informatics and Methodology Core
 - ▶ Develops screening, measurement, and clinical monitoring tools; provides methodological and statistical support related to research design, sampling, and conducting outcome and process evaluations; applies innovative methods to optimize intervention engagement and implementation in real-world settings; and uses administrative data to empower agencies to shift towards evidence-based practices.

REACH Institute

Evidence-Based Programs

- ▶ New Beginnings Program (BP Model Program)
- ▶ Bridges Program
- ▶ The Family Check-Up (BP Promising Program)
- ▶ Positive Family Support Program (BP Promising Program)
- ▶ Family Bereavement Program
- ▶ Compass for Courage

New Beginnings Program

- ▶ New Beginnings is a 10-session group parenting-after-divorce program that has been designated as a Model Program by Blueprints for Healthy Youth Development and highly rated by SAMHSA National Registry of Effective Prevention Programs and Practices
- ▶ Rigorously evaluated in three randomized experimental trials funded by the National Institute of Mental Health
- ▶ Improved the quality of parenting and improvements in parenting accounted for many of the short-term and long-term benefits of the program



New Beginnings Program

- ▶ Benefits 6 years after participation included:
 - ▶ 37% lower rate of diagnosed mental disorder
 - ▶ lower levels of aggression, anxiety and depressive symptoms
 - ▶ less use of alcohol, marijuana and other drugs
 - ▶ fewer risky sexual behaviors
 - ▶ higher self-esteem
 - ▶ higher grades
- ▶ Benefits 15 years after participation included:
 - ▶ Lower incidence of internalizing disorders, such as major depression
 - ▶ Fewer substance-related disorders in the past nine years for males
 - ▶ Fewer substance use problems for males
 - ▶ More positive attitudes toward *their own* parenting when offspring reach young adulthood



Bridges

- ▶ A middle school promotion and prevention program that focuses on the middle school transition as a key turning point for students and families
- ▶ Families and schools working together to keep teens on the good path (el buen camino)
- ▶ Promotes middle school engagement and positive youth development
- ▶ Prevents emotional, behavioral, and substance abuse problems
- ▶ Combined Parent-Youth Approach



Bridges

- ▶ Bridges Teen Intervention
 - ▶ Promote school engagement and grit
 - ▶ Teach life skills to navigate middle school transition
 - ▶ Promote sense of purpose and connection
- ▶ Bridges Parent Program (available in English and Spanish)
 - ▶ Strengthen Parenting and Parent-Teen Communication
 - ▶ Increase Parental Involvement in Education
 - ▶ Build Family & Cultural Strengths



Why Engage Families?

- ▶ Families represent the first essential system and source of support for children's learning and development and serve as a lifelong resource to children.
- ▶ Children whose parents are more involved in their education:
 - ▶ have higher rates of attendance, homework completion, and school completion, as well as elevated grades and test scores
- ▶ Parent involvement in children's learning is associated with
 - ▶ increased achievement and academic performance
 - ▶ improved self-regulation
 - ▶ fewer discipline problems
 - ▶ stronger homework and study habits
 - ▶ improved work orientation
 - ▶ more positive attitudes toward school
 - ▶ higher educational aspirations

Why Engage Families?

- ▶ Family involvement also facilitates children's
 - ▶ cognitive, social, and emotional functioning
 - ▶ increased self-esteem
 - ▶ improved behavior
- ▶ Strong parent-teacher ties generate positive outcomes across many different groups of children
- ▶ It's the LAW
 - ▶ ESSA: Title I, Title II, Title III, Title IV

Why Engage Families?

Parent-Teacher Conference

How to Engage Families?

Current Research at ASU REACH

- ▶ Flyers: Small improvement
- ▶ Teacher unscripted endorsement: Small improvement
- ▶ Engagement Call: Largest effect
- ▶ Motivational engagement videos provide a good initial engagement strategy (generates interest) but more is needed after interest to encourage attendance.

Family-School Partnerships Research

- ▶ Meta-analysis research demonstrated a positive relation between general parental involvement and achievement in middle school
- ▶ Reciprocal relationships between families and schools increases student's learning
- ▶ Family-school partnerships are distinct from parent involvement models
 - ▶ child-focused approaches
 - ▶ families and professionals cooperate, coordinate, and collaborate to enhance opportunities and success for children and adolescents
 - ▶ across social, emotional, behavioral, and academic domains

Positive Family Support: A School-Based Intervention to Increase Family Engagement

Developers: Thomas J. Dishion, Ph.D. & Elizabeth Stormshak, Ph.D.

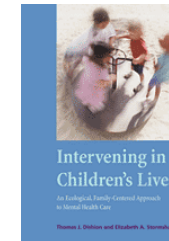
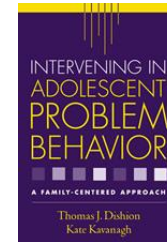


The Positive Family Support Program: Based on Decades of Research

Present: Dissemination of PFS nationwide
Early 2000s Effectiveness Trial: *The Positive Family Support Program* implemented in 44 middle schools in the state of Oregon

1990's: Dishion and colleagues refine and adapt the model for application in middle school settings

1970's and OSLC: Patterson and colleagues develop a parent training model to address coercion dynamics



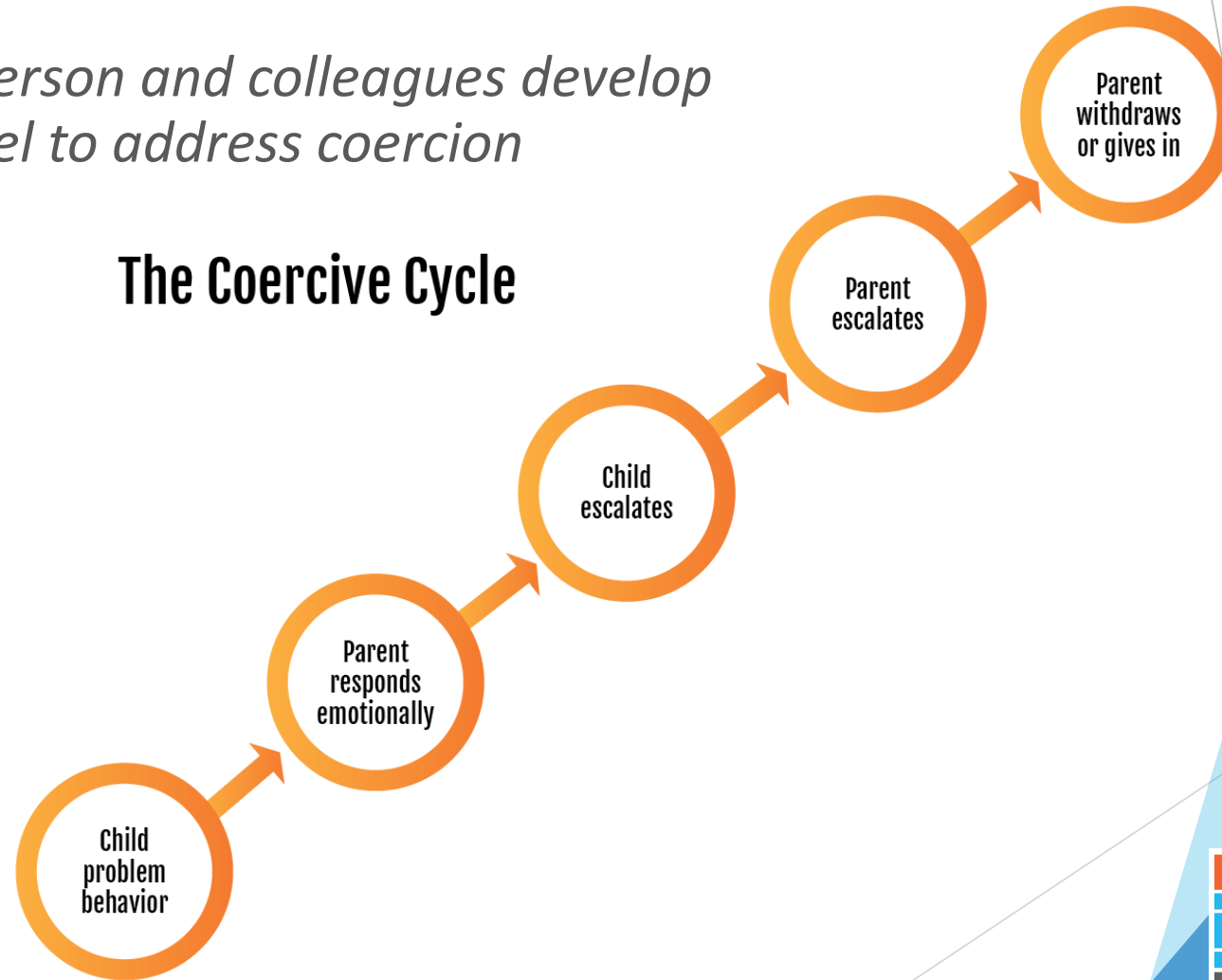
Oregon Social
Learning Center



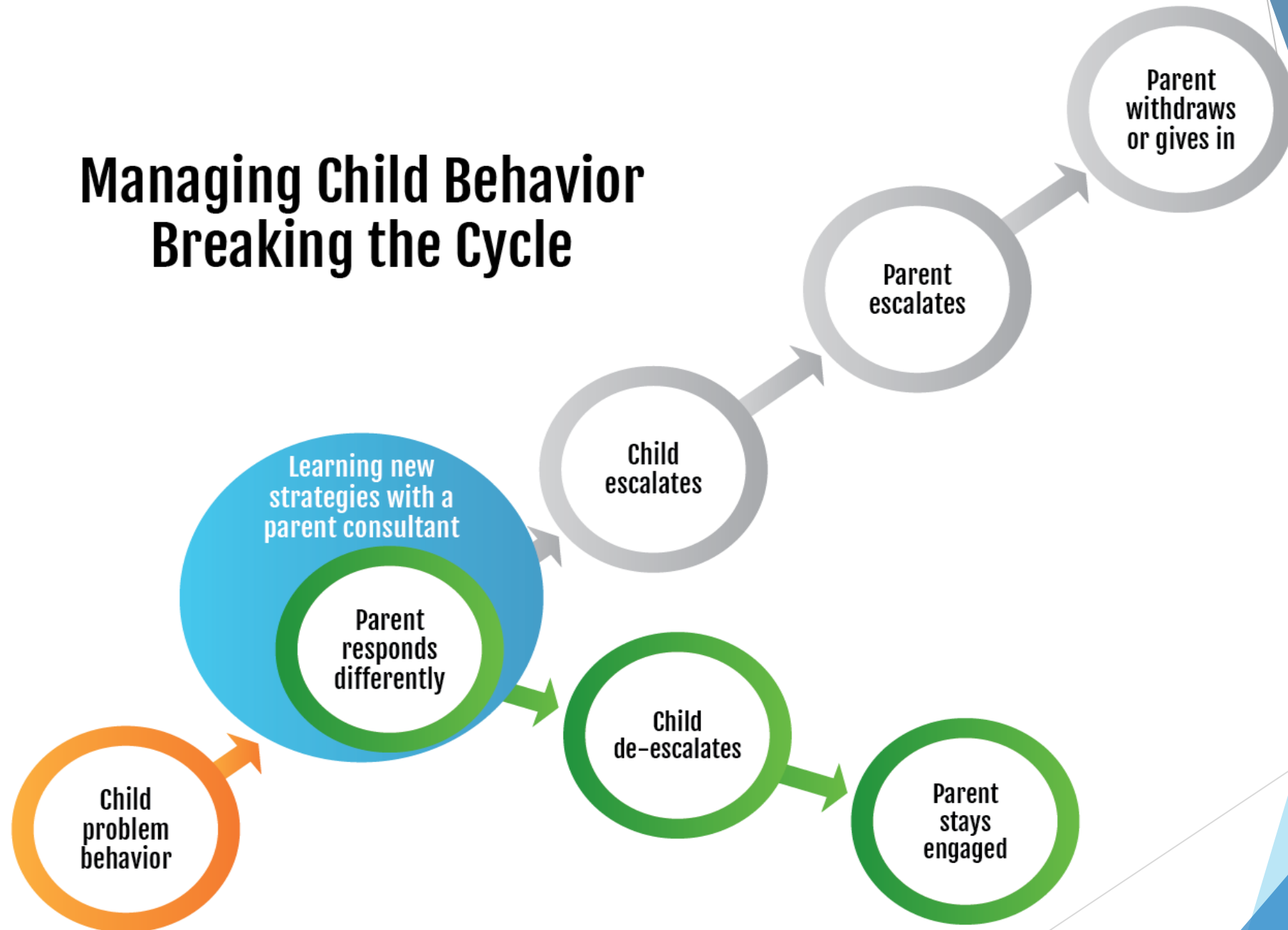
Foundations of the Model

1970's and OSLC: *Patterson and colleagues develop a parent training model to address coercion dynamics*

The Coercive Cycle



Managing Child Behavior Breaking the Cycle



The Family Check-Up Model

THE FAMILY CHECK-UP MODEL



Family Management Training: Everyday Parenting Curriculum

Brief & Tailored
Family Management

Family Management
Weekly Meetings

Family Management
Parent Groups

Community
Resources & Support

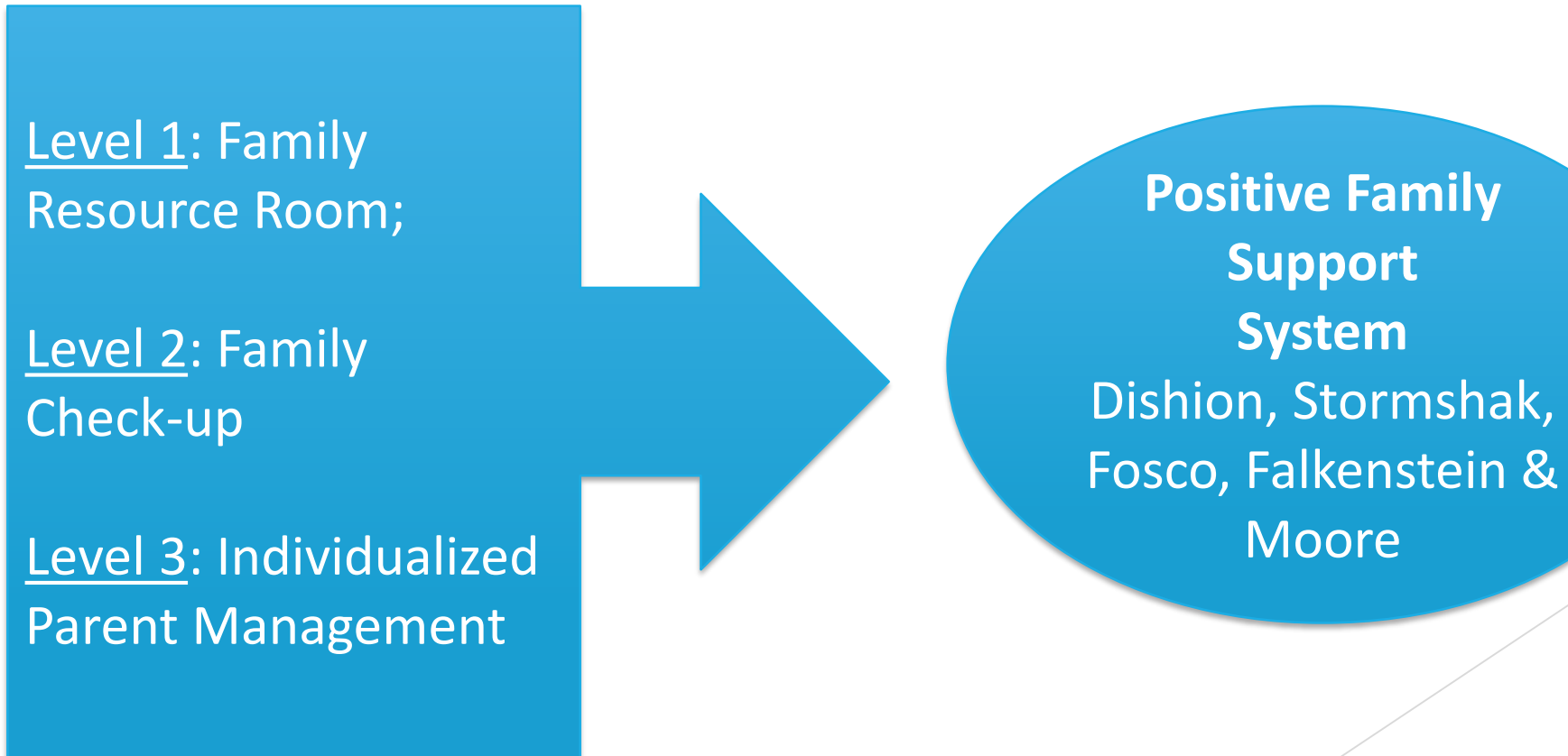
Research on Family Check-Up and Positive Family Support

- ▶ NW Public Middle Schools
 - ▶ Project Alliance 1: Dr. Dishion
 - ▶ Project Alliance 2: Dr. Stormshak
- ▶ WIC Program
 - ▶ Early Steps: Dr. Dishion, et.al.
- ▶ American Indian Community
 - ▶ Shadow Project: Dr. Boyd-Ball
- ▶ Community Mental Health: Dr. Stormshak
- ▶ FCU to PFS Scalable Public School Framework: Dr. Dishion



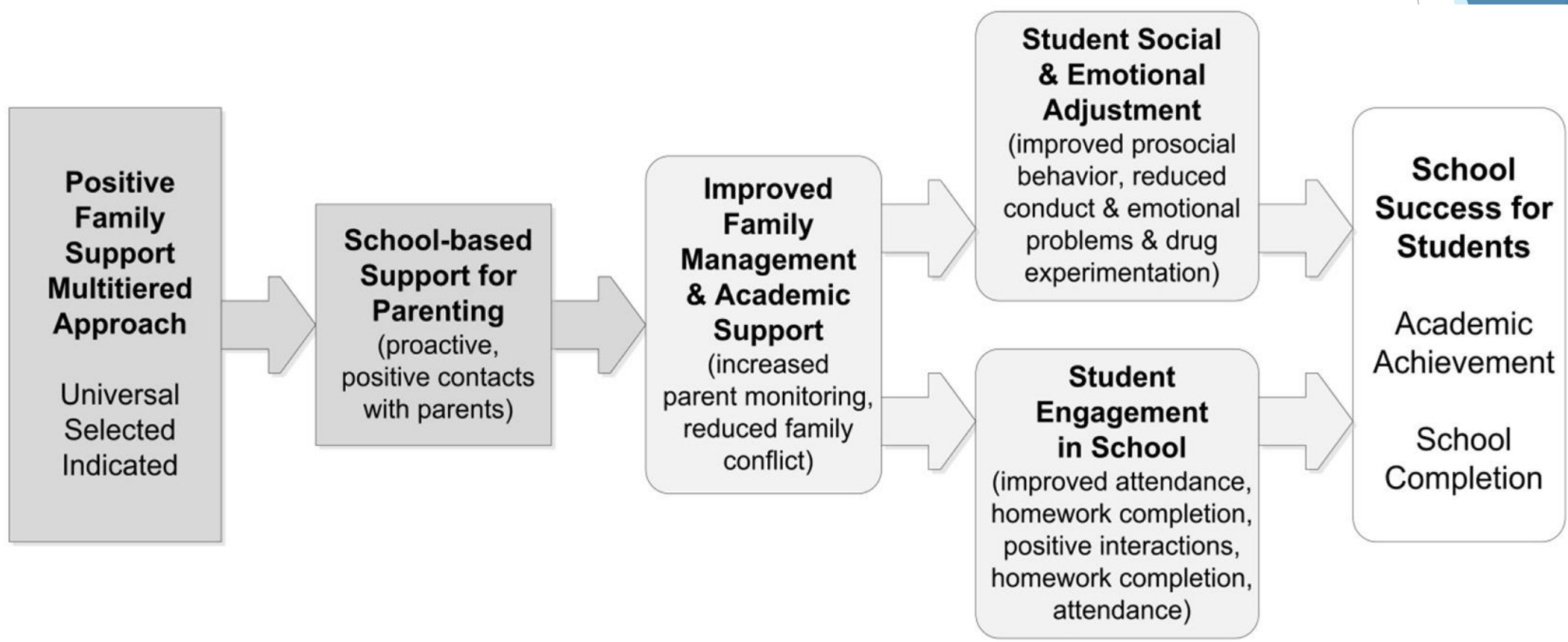
Translating the FCU to a Scalable Public School Framework: A Systemic Approach (Dishion, 2011)

Family Check-up Model:
Dishion & Kavanagh, 2003



Conceptual Framework for PFS

(Smolkowski, et.al 2017)



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

Intervention Outcomes



Parenting Interventions in Schools

- ▶ Parenting interventions delivered in the school setting improve children's social, behavioral, and academic competencies
- ▶ These interventions also link to reductions in internalizing and externalizing behaviors, including substance use, and association with delinquent peers
- ▶ Interventions that focus on increasing family involvement in their child's education and strengthening family-school connections impact academic outcomes.

Challenges

- ▶ Families are often unable to participate in parenting services or attend parenting groups
- ▶ Schools don't have resources to engage families in these interventions
- ▶ The most successful interventions fit the ecology and the service delivery system of schools and each school is unique.
- ▶ How can we work with families within schools?

Positive Family Support Program

A school-based system to form effective partnerships with families to support student success

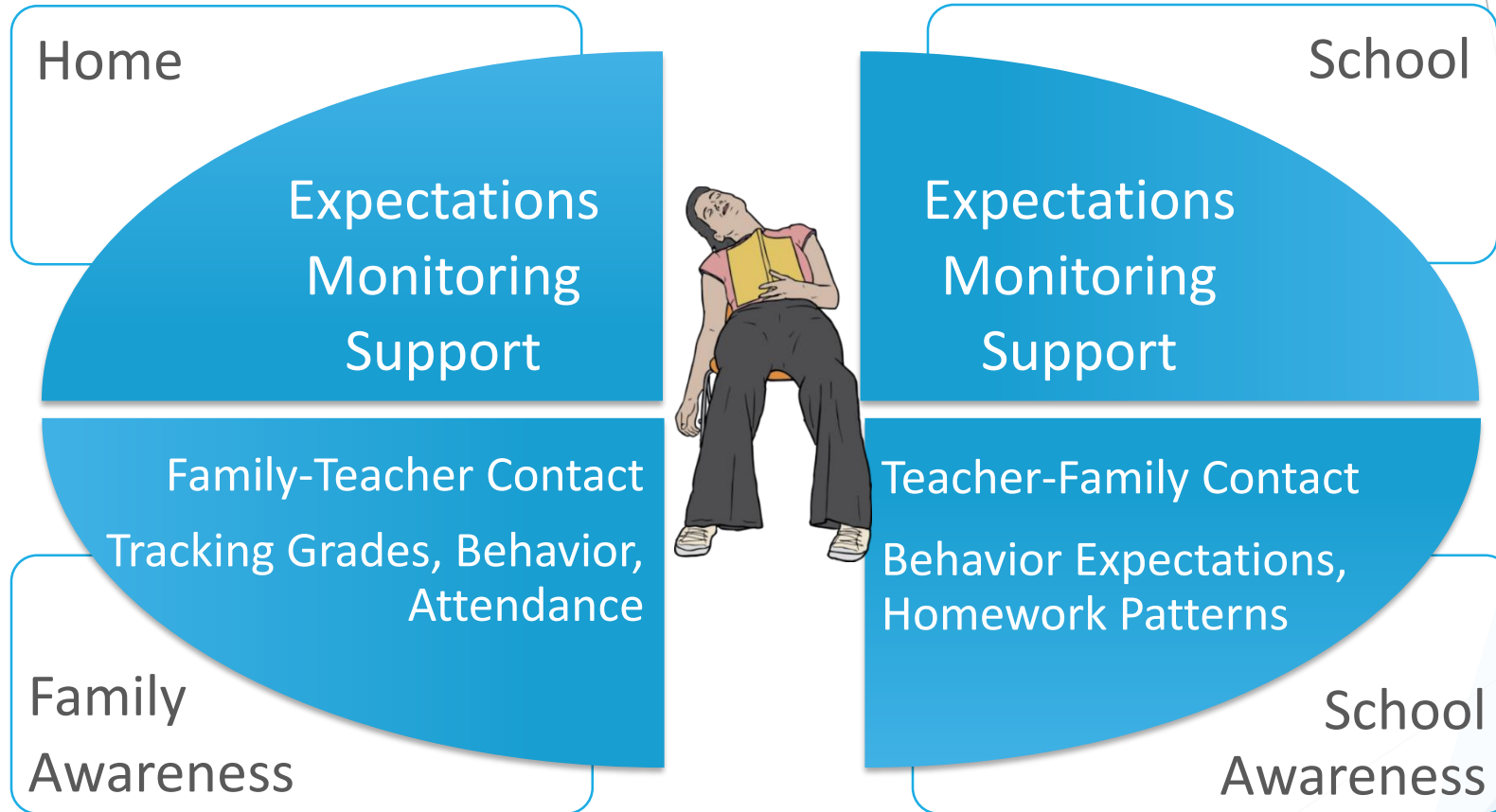
What it is:

- Strengths-based program
- Integrated into MTSS tiers
- Focus on family-school partnerships
- Inform, Invite, Involve families in the response to student needs
- Founded in scientifically established strategies

Benefits to School Staff:

- Reduced stress around working with families
- Improved communication and connection with families
- Decreased problem behaviors in schools
- More successful students

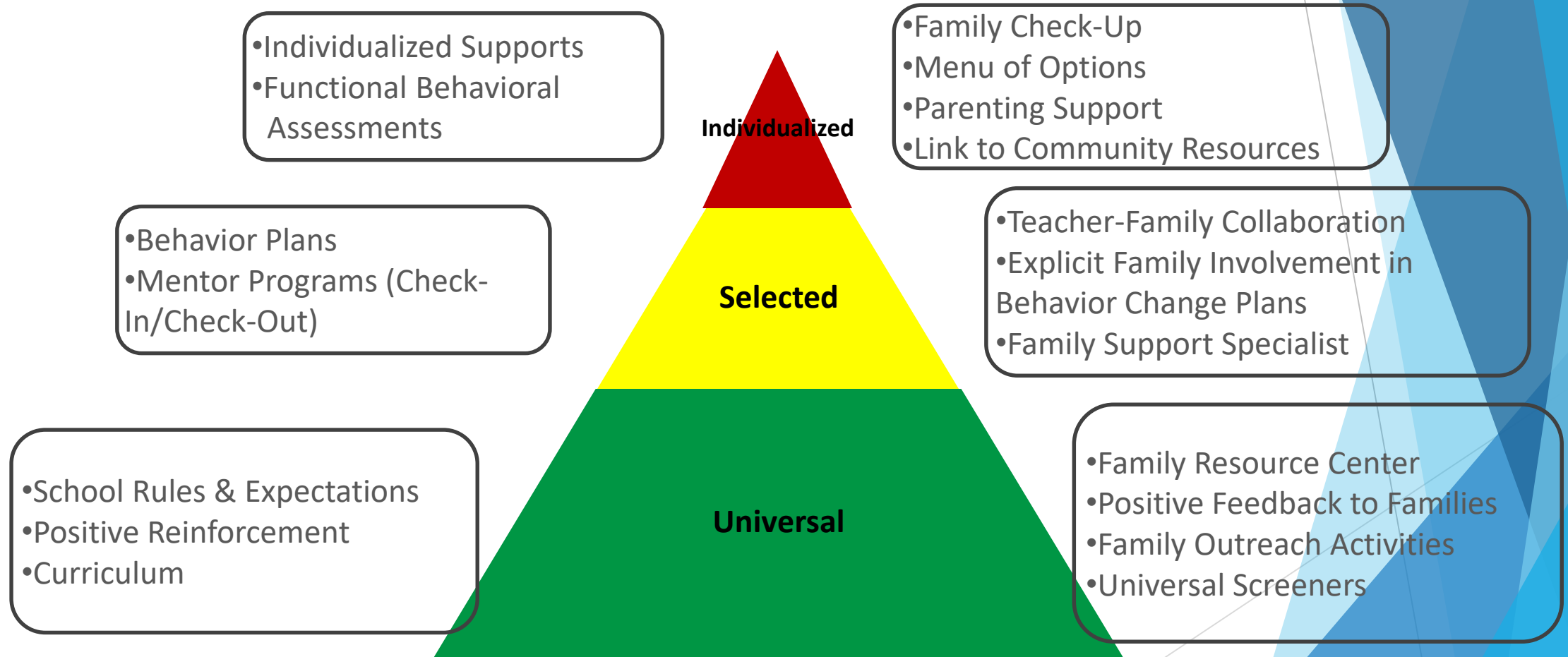
Two Worlds Students Inhabit



Key Features of Positive Family Support

- ▶ Always draws on a strengths-based approach
- ▶ Works to connect with families about positive behavior
- ▶ Promotes family enthusiasm and connectedness through family activities and outreach
- ▶ Helps create a family-friendly school culture
- ▶ Promotes home-school teamwork to identify student needs
- ▶ Fosters working relationships between families and school staff to resolve academic and/or behavioral concerns
- ▶ Promotes responsiveness to student needs at home and at school
- ▶ Follows MTSS
- ▶ Adapted to the unique ecology of each school

Positive Family Support in MTSS



Universal Positive Family Support

Helps families...

- Feel connected with their student's school
- Be more aware of the school's expectations for positive behavior
- Gain information about parenting strategies for students
- Feel invited to participate in and be informed about how to promote positive student behavior

Gives families...

- Research-based information about parenting
- Specific regular feedback regarding their student's attendance, behavior, and completion of school tasks -- **ABCs**

Key Features of Universal PFS

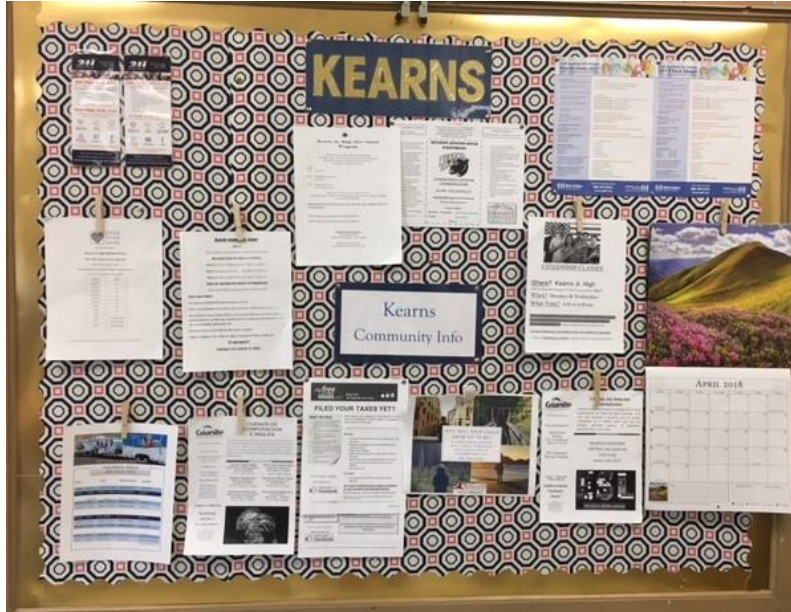
- ▶ Family Resource Center
- ▶ Universal Screener for Families
 - ▶ Strengths and Needs Assessment (SaNA)
 - Back to School Check-In
- ▶ Positive Feedback for all Students
- ▶ Family Outreach Activities

Universal Positive Family Support: The Family Resource Center

- Brochures, TV/DVD, Supplies, Meeting Table, Computer, Coffee, Food, Activities for children



Family Resource Center



Universal PFS

The Family Resource Center



Where is it?
The Media Center (Library)

When is it Open?
8:30am - 3:00pm

Is someone there to help?
Yes! Check in at the front desk for support.



At our Family Resource Center, you will find the following and more:

- Parenting videos
- Parenting brochures & books
- Community resource guides
- Computer & Internet
- SNAP Grades access
- Meeting space



PFS Parenting Resources: Brochures



HOW CAN I WORK WITH MY CHILD'S SCHOOL?

Good Home-School Relationships Help Parents/Caregivers:

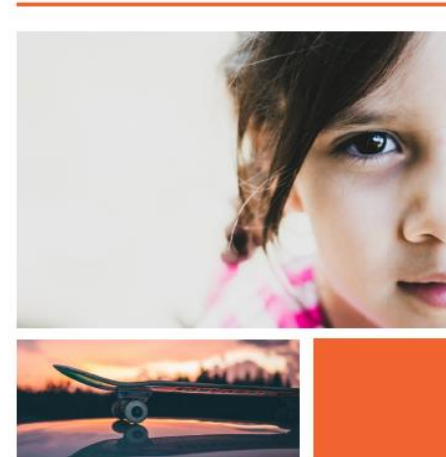
- Communicate Regularly with Teachers
- Support Daily Efforts
- Encourage Academic Success



HOW CAN I GET TO KNOW MY CHILD'S FRIENDS?

Knowing Your Child's Friends Helps Parents/Caregivers:

- Improve Communication
- Reduce Conflict
- Teach Responsibility



HOW DO I GET MY CHILD TO TALK TO ME?

Good Communication Helps Parents and Caregivers:

- Improve Positive Behavior
- Catch Problems Early
- Stay Informed



PFS Parenting Resources: Brochures



HOW CAN I ENCOURAGE MY CHILD?

Encouraging Your Child Helps Parents/Caregivers:

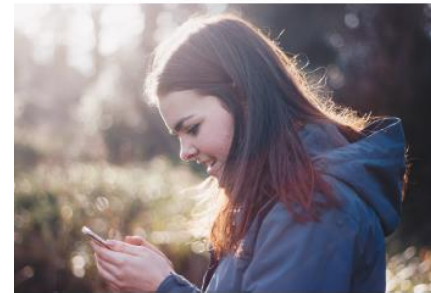
- Be More Positive
- Promote Cooperation
- Reduce Conflict



HOW CAN I SOLVE PROBLEMS WITH MY CHILD?

Problem-Solving Helps Parents/Caregivers:

- Make Change
- Promote Cooperation
- Improve Cooperation



HOW DO I SET LIMITS FOR MY CHILD?

Setting Limits Helps Parents/Caregivers:

- Teach Self-Control and Responsibility
- Show Caring
- Provide Safe Boundaries



HOW DO I SUPERVISE MY CHILD?

Supervision Helps Parents/Caregivers:

- Recognize Developing Problems
- Promote Safety
- Stay Involved



PFS Parenting Resources: 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

Parenting Resources: Worksheets

Three part worksheets

Skill Introduction

A1 GIVING DIRECTIONS



Tips and Traps for Giving Directions

Below are some tips for talking with your child when you want him/her to do something. These tips can increase cooperation, prevent arguments, and improve your relationship with your child.

There are 3 parts to successfully giving directions:

BE SPECIFIC

Be specific about what you want your child to do

ONE AT A TIME

Make only one request at a time

WHAT YOU WANT

Focus on what you want, rather than what you don't

Tips for giving directions:

Be in the same room

Make sure you have their attention first

Use a pleasant tone

Traps for giving directions:

Avoid blaming and criticizing

("It's your fault the house is a mess.")

Avoid questions

Checklist

A2 GIVING DIRECTIONS



Daily Checklist

Remember...Directions are best when they are: 1) **Specific** 2) **One at a time** 3) **Focused on what you want**

Checklist

Each day, write 2 examples of directions you gave your child. Then, check to see if you followed tips for giving directions:

Specific: Write **Y** each time you gave your child a specific direction or **N** for each time you did not

One at a time: Write **Y** each time you gave one direction at a time or **N** for each time you gave more than one direction

What you want: Write **Y** each time you gave a direction for what you wanted, rather than what you didn't want (**N**)

Did your child follow your direction: Write **Y** if "yes", **N** if "no"

Reflection

A3 GIVING DIRECTIONS



Reflection

Giving successful directions helps you establish and maintain a leadership role in your family. These strategies can also improve your child's cooperation, prevent arguments, and improve your relationship with your child.

You're already doing a lot to help support your child's positive behaviors. Use this worksheet to review how making an effort to give clear directions is working so far.

Did you remember to fill out the Daily Checklist each day?

Yes ☐

No ☐

If No, what got in the way of using the Daily Checklist?

Universal Screener Strengths and Needs Assessment (SaNA) Back to School Check-In

Begin the school year by asking families to share information

Back to School Check-In

Welcome to the new school year! We're checking in with you to learn about your student's strengths and needs for support at school. By answering these questions, you can help us start the year off right!



Please rate your student in the following areas:	No Concerns ☺	Some Concern ☹	Serious Concern ☹	Would you like more information about this?
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"/>
Following through on tasks that seem difficult or challenging				<input type="checkbox"/>
Avoiding students who break school rules				<input type="checkbox"/>
Being sad or worried				<input type="checkbox"/>
Being distracted by other kids				<input type="checkbox"/>
Staying on task and behaving well with minimal supervision				<input type="checkbox"/>
Attends school regularly				<input type="checkbox"/>
As a parent/caregiver ...	Yes	Sometimes	No	
I feel welcome at my child's school				<input type="checkbox"/>
I know how to get information about how my child is doing at school				<input type="checkbox"/>
I know who to talk to if I think there is a problem with my child at school				<input type="checkbox"/>

Student First Name: _____ Student Last Name: _____

Grade: _____

Parent/Caregiver/Legal Guardian Name: _____

Phone: _____ Email: _____

- Use Back to School Check-In to assess student strengths/challenges
- Use families' own data to guide your approach to contacting and working with them
- Use data to inform your practices (e.g., targeted family nights)

Behavior

Affective/Mood

Academics

Attendance

Peers

Self-regulation

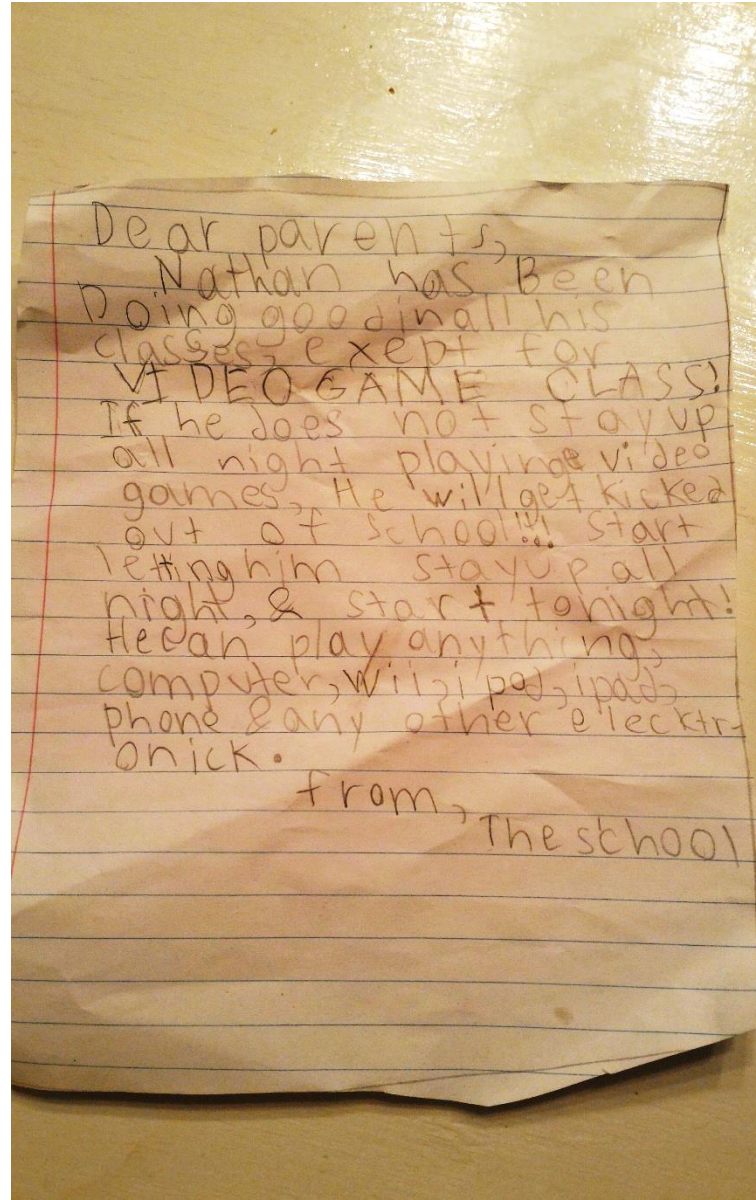
Sample Screener Report

Student First Name:	Student Last Name:	Tier Assignment	Parent/Legal Guardian First Name:	Parent/Legal Guardian Last Name:	Number of topics parent would like information about	Grade	Cooperating with adults	please send me information on 'Cooperating with adults'	Behaving well at school	please send me information on 'Behaving well at school'	Getting grades that are appropriate for his/her skills	please send me information on 'Getting grades that are appropriate for his/her skills'
Michael	Darling	RED	John Sr.	Darling	1	6	Some Concern		Some Concern		No Concern	
Alladin	Powers	RED	Genie	Powers	2	8	Some Concern		Some Concern		Serious Concern	YES
Ariel	King	RED	Triton	King	1	8	Some Concern		No Concern		No Concern	
Buzz	Lightyear	RED	Zorg	Lightyear	0	7	No Concern		No Concern		No Concern	
Moaglie	Barefoot	YELLOW	Baloo	Barefoot	1	7	No Concern		No Concern		No Concern	
Pinocchio	Woods	YELLOW	Gepetto	Woods	2	6	No Concern		No Concern		No Concern	
Simba	Lion	YELLOW	Scar	Lion	2	7	Some Concern	YES	Some Concern		No Concern	
John Jr.	Darling	YELLOW	John Sr.	Darling	1	8	No Concern		No Concern		No Concern	
Bell	Bookman	YELLOW	Maurice	Bookman	0	7	Some Concern		No Concern		No Concern	
Nemo	Fisher	GREEN	Marlin	Fisher	1	7	No Concern		No Concern		No Concern	
Wendy	Darling	GREEN	John Sr.	Darling	1	6	No Concern		No Concern		No Concern	
Aurora	Castle	GREEN	Stephan	Castle	0	6	No Concern		No Concern		No Concern	

Sixth Grade Caregiver Responses to the SaNA (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%

Universal PFS: Positive Feedback for All Students



Universal PFS: Positive Family Outreach

- ▶ Typical School Events
 - ▶ Parent-Teacher Conferences
 - ▶ Sports
 - ▶ Curriculum Night
 - ▶ Carnival
 - ▶ Spaghetti Dinner and Book Fair
 - ▶ Grandparents Day
 - ▶ School Family Event

Positive Family Outreach



Selected Level Positive Family Support

▶ **The Purpose:**

- ▶ Select students with difficulties early on to prevent more serious difficulties
- ▶ When they are not successful, students progress to more intensive, indicated interventions

▶ **The Benefits:**

- ▶ Saves school staff time
- ▶ Addresses behaviors early on
- ▶ Provides an opportunity to involve families early

▶ **Family involvement:**

- ▶ Promotes a collaborative approach
- ▶ Caregivers are more receptive when they hear about “concerns” early
- ▶ Builds on existing MTSS selected-level student supports to promote family involvement

Key Features

Selected Level Positive Family Support

- Teacher-Family Collaboration
- Explicit Family Involvement in Behavior Change Plans
- ABC's
 - Attendance
 - Behavior
 - Completion of Work
- Student Support Team and Family Support Specialist

Family Involvement is Critical

- ▶ Benefits of working with parents/caregivers:
 - ▶ Reinforcing behaviors at home and school
 - ▶ A united front between home and school
 - ▶ Less opportunity to divide two authority figures if communication is strong
- ▶ Without family involvement, behavior change plans are far less likely to be effective

Selected Level: Partnering with Families

PFS Training for schools provides strategies for staff to use to partner with families

Partnering with Families Tip Sheet

PREPARING FOR CONTACT

- Jot down what you hope to accomplish during the caregiver contact.
- Focus on the positive (e.g., make note of student strengths).
- Assume the caregiver shares your desire for the student to be successful.

MAKE POSITIVE CONTACT, CONVEY OPTIMISM

- Start conversation pointing out strengths (e.g., student arrives on time, has supplies, good social skills).
- Specifically identify area for concern in a non-judgmental manner ("_____'s grades have fallen because s/he isn't turning in homework. I'd like to talk with you about how we can improve homework completion.").
- Share your confidence that the problem can be resolved. Display an optimistic attitude that the student will be back on track with everyone's support.

ASK QUESTIONS

Partnering with Families for Student Success Caregiver Contact Worksheet

Getting organized before contact with a caregiver will help you focus on what you want to accomplish

PREPARING FOR CONTACT

Name of caregiver(s): _____ 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 caregiver contact: _____

CONTACT NOTES

Selected Level PFS: 3 Steps to Student Behavior Change

- ▶ Behavior Change Planning
- ▶ Home Incentives
- ▶ Behavior Tracking

Step 1: Behavior Change Planning Form

STEP 1

Identify behavior you would like to see improve.

Example: Turning in homework late.

Your child's behavior: _____

STEP 2

Choose the positive behavior you want to encourage. Be clear; state goals that are positive and specific.

Example: I would like to see Tony complete all homework on time every day.

Positive: State the desired behavior. **Specific:** Clarify who/when/where

Your child's positive behavior goal: _____

STEP 3

Motivate your child: Use a point system to reward progress!



Step 2: Home Incentives Plan

Home Incentives Plan in Support of School-Based Behavior Plan

Motivates Change through the Use of Incentives

STEP 1

Write your child's goal(s)

Your child's current goal(s):

Your child's daily point goal:

STEP 2

Brainstorm incentives that are rewarding to your child

Effective incentives come in many forms:

- Family Time & Activities – play a game with parent/ caregiver(s) for 30 minutes,
- Home Resources – screen time (e.g., TV, computer, video games), use parent/
- Privileges – additional phone time, later bedtime
- Material – money, treats

Step 3: Behavior Tracking

Behavior Tracking Form

NAME: _____ DATE: _____

GOAL: _____

POINT GOAL (FROM BEHAVIOR CHANGE PLANNING FORM: STEP 3B): _____

Goal 2= Met 1= Effort to Meet 0= Not Met				Teacher Comments Wow!!!	Teacher Initials
Period 1	2	1	0		
Period 2	2	1	0		
Period 3	2	1	0		
Period 4	2	1	0		

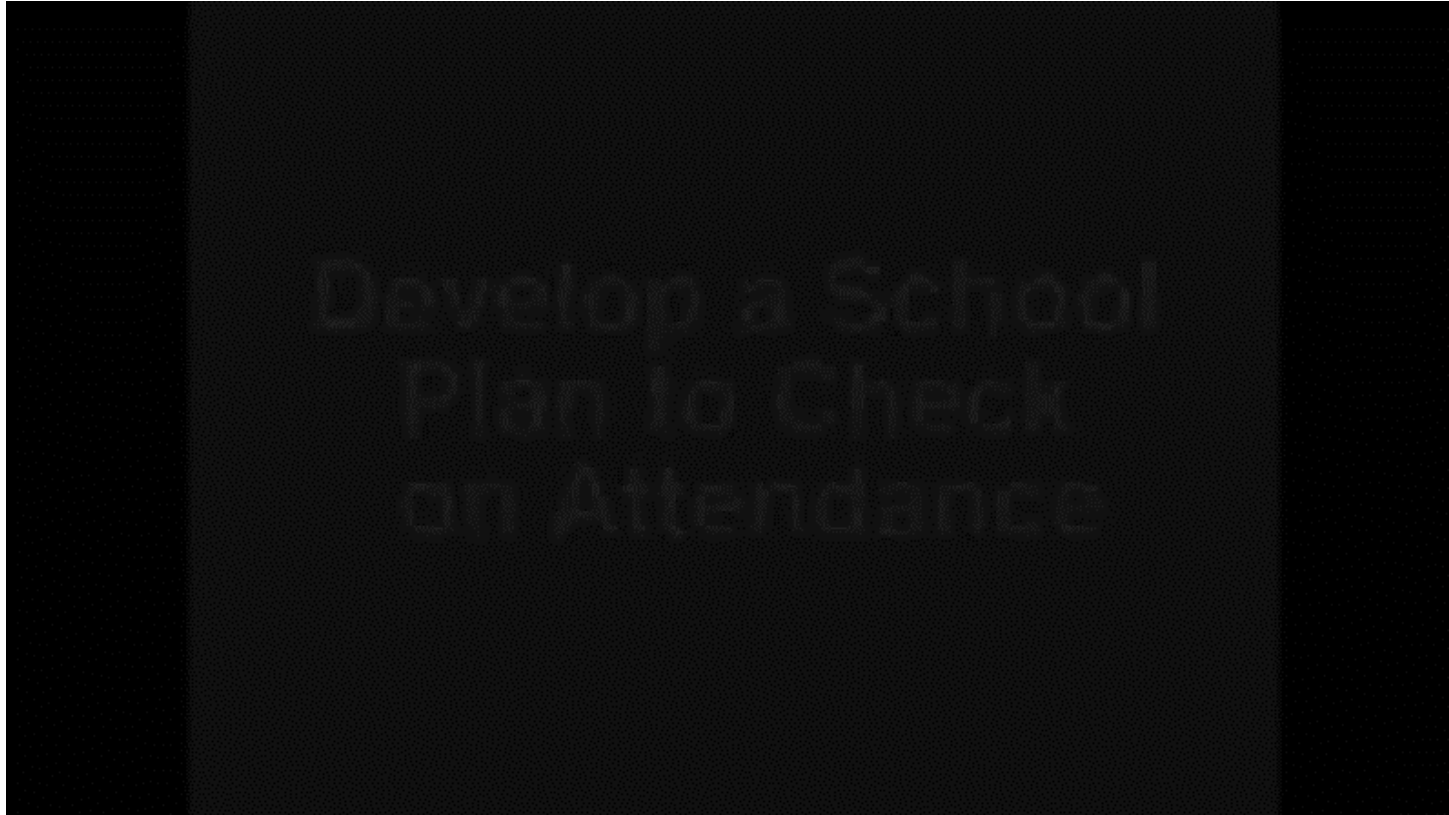
The ABCs of Positive Behavior Change

- ▶ Three key domains that serve as early warning signs that something is going wrong for students
- ▶ Easily targeted for intervention at the selected level

Attendance
Behavior at School
Completion of Work

Parenting Resources: Videos

Attendance



Creating a Morning Plan

- Start at the end: what time they need to get to school
- What tasks need to be done in the morning & how long do they take?
- After doing the math, what time should your student wake up?
- Finally, planning ahead: caregiver support and the night before

Getting to School on Time A Morning Plan

STEP 1: START WITH THE END OF THE MORNING ROUTINE.

What time does your child need to leave the house? = ____ : ____ AM
What time does your child need to be at school? ____ : ____ AM
How long does it take to get to school? - ____ minutes
Departure Time = ____ : ____ AM (for step 3)

STEP 2: WORK BACKWARDS FROM THE MORNING ROUTINE. WHAT ARE THE MORNING TASKS?

What does your child do in the morning? (for example: brush teeth, shower, get dressed)	How long does this take? (minutes)
1.	
2.	
3.	

Parenting Resources: Videos

Homework

Set Up a
Study Routine

Creating a Homework Routine

- Identify a homework space free from distraction/clutter
- Choose a routine homework time each day
- Arrange to be available to help during or after HW time
- Reward on-task behavior using small daily incentives

Creating a Homework Routine

A set homework time and space sets children up for success!

1: CHOOSE A LOCATION.

Help your child by having a routine place to do homework free from distraction (e.g. kitchen table, no electronics, desk in child's room).

2: CHOOSE A REGULAR TIME.

Getting a routine for homework helps develop good study habits (e.g. as soon as child comes home from school/activities, after snack/dinner).

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 (e.g. playing a game, calling a friend on the phone, listening to music).

Student Support Teams and Family Support Specialists

- ▶ Student Support Teams:
 - ▶ Identify staff who will review student data, problem-solve, make referrals for interventions, and work closely with families
 - ▶ Core team that can have fluid members
 - ▶ Regular meetings
 - ▶ Established procedures
- ▶ Family Support Specialist
 - ▶ Ideally, helpful to have an allocation for the Family Support Specialist
 - ▶ Think about staff who are already interacting with families/caregivers
 - ▶ School counselors, school social workers, school psychologists, behavior specialists, family/cultural liaisons, administrators, etc., etc.
 - ▶ Should be comfortable working with families and knowledgeable about school supports and services
 - ▶ Usually will be completing the school-based Family Check-Up



Individualized Level Positive Family Support

- ▶ Although the majority of students successfully navigate their school careers with standard academic and behavioral interventions and instruction, a subset of students requires more intensive support to experience academic and behavioral success. When Selected level supports are unsuccessful, families are notified and partner with school staff as students are referred for more intensive, individual interventions to address their specific needs.
- ▶ When intervening in response to serious behavioral concerns, it is important to:
 - ▶ Use scientifically validated intervention strategies
 - ▶ Work collaboratively with caregivers to provide a united response to student behavior concerns
 - ▶ Emphasize student and family strengths and avoid over-focusing on problems

Key Features

Individualized Positive Family Support

- ▶ Modified Versions of the Family Check-Up and Everyday Parenting
 - ▶ Family Questionnaire
 - ▶ Family Feedback
 - ▶ Menu of Options





The Family Check-Up

▶ A word from Dr. Dishion

▶ [TD FCU Video](#)

The Family Check-Up: Behavioral Health Model

- ▶ Strengths-based, family-centered intervention for ages 2 through 17
- ▶ Promotes family management and addresses child and adolescent adjustment problems.
- ▶ Promotes positive child outcomes by improving parenting and family management practices
- ▶ The Family Check-Up has more than 30 years of evidence demonstrating strong intervention effects.

The Family Check-Up: Behavioral Health Model

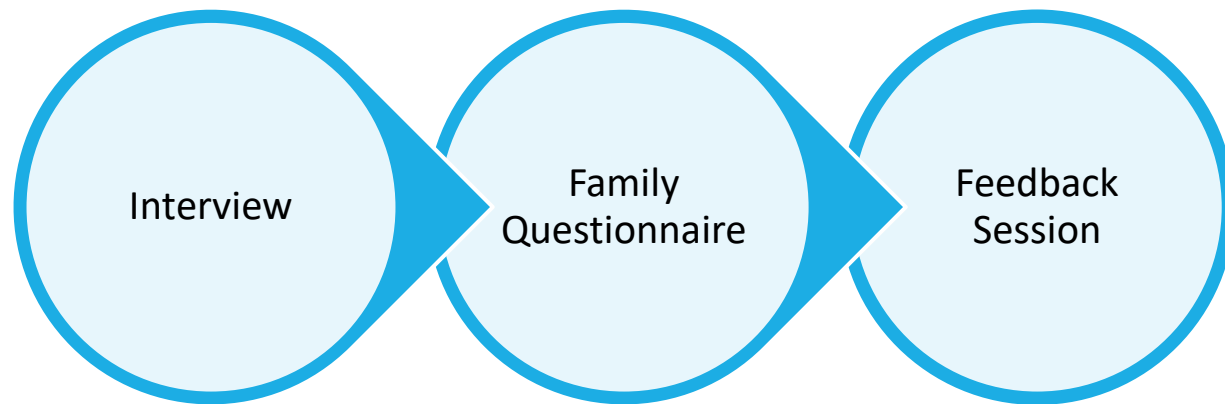
- ▶ The Family Check-Up (FCU) implementation model is based on the EPIS framework and has four phases: exploration, preparation, implementation, and sustainability
- ▶ Integrates assessment with motivation-enhancement strategies to tailor intervention goals to meet the unique needs of each family and increase family engagement
- ▶ Provides parents with the tools that they need to manage their children's behaviors effectively and to build a strong and positive relationship with their children.

The Family Check-Up: Behavioral Health Model

- ▶ Two phases
 1. The FCU, which involves an initial assessment and feedback
 2. Parent management training, which focuses on positive behavior support, healthy limit setting, and relationship building.
- ▶ INTERVENTION PROCESS
 - ▶ INITIAL INTERVIEW
 - ▶ ASSESSMENT
 - ▶ FEEDBACK
 - ▶ FOLLOW-UP

Individualized Level

The Family Check-Up: School-Based Model and Everyday Parenting



- Menu of Options
- Parenting Support
- Link to Community Resources

Individualized Level

The Family Check-Up: School-Based Model

- ▶ Interview (5 minutes)
- ▶ Family Check-Up Questionnaire (20-30 minutes)
- ▶ Feedback Session (20-30 minutes)
- ▶ Menu of Options and Follow-Up (5 minutes – 1 hour)

Unique Features of PFS

- ▶ Evidenced-based program
- ▶ Strength based model
- ▶ Focus on family partnerships
- ▶ Flexible to fit into the ecology of individual schools
- ▶ Training involves active work time for school staff
- ▶ On-going consultation support to promote uptake and sustainability

Positive Family Support Training and Implementation Process



Keys to Successful Implementation of Positive Family Support

- ▶ Commitment and participation from school administration
- ▶ Strong student support teams
- ▶ Data management system
- ▶ Staff allocated time
- ▶ Commitment and support at the district level
- ▶ Long-Term Plan: PFS is a systems-change – anticipate 3-5 years

Final Thoughts

- ▶ As of fall 2017, there are 50.7 million students in K-12 public schools in the U.S.
- ▶ Issues children and adolescents face
 - ▶ Drug Use; Alcohol Use; Tobacco/Vaping Use
 - ▶ Drop-outs
 - ▶ Poverty
 - ▶ Foster Care
 - ▶ ACES
 - ▶ Mental Illness
 - ▶ Changing Family Make-Up
- ▶ The reality is that students bring these issues into school
- ▶ Family-School Partnerships are part of the solution

Questions/Comments

THANK YOU!

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