



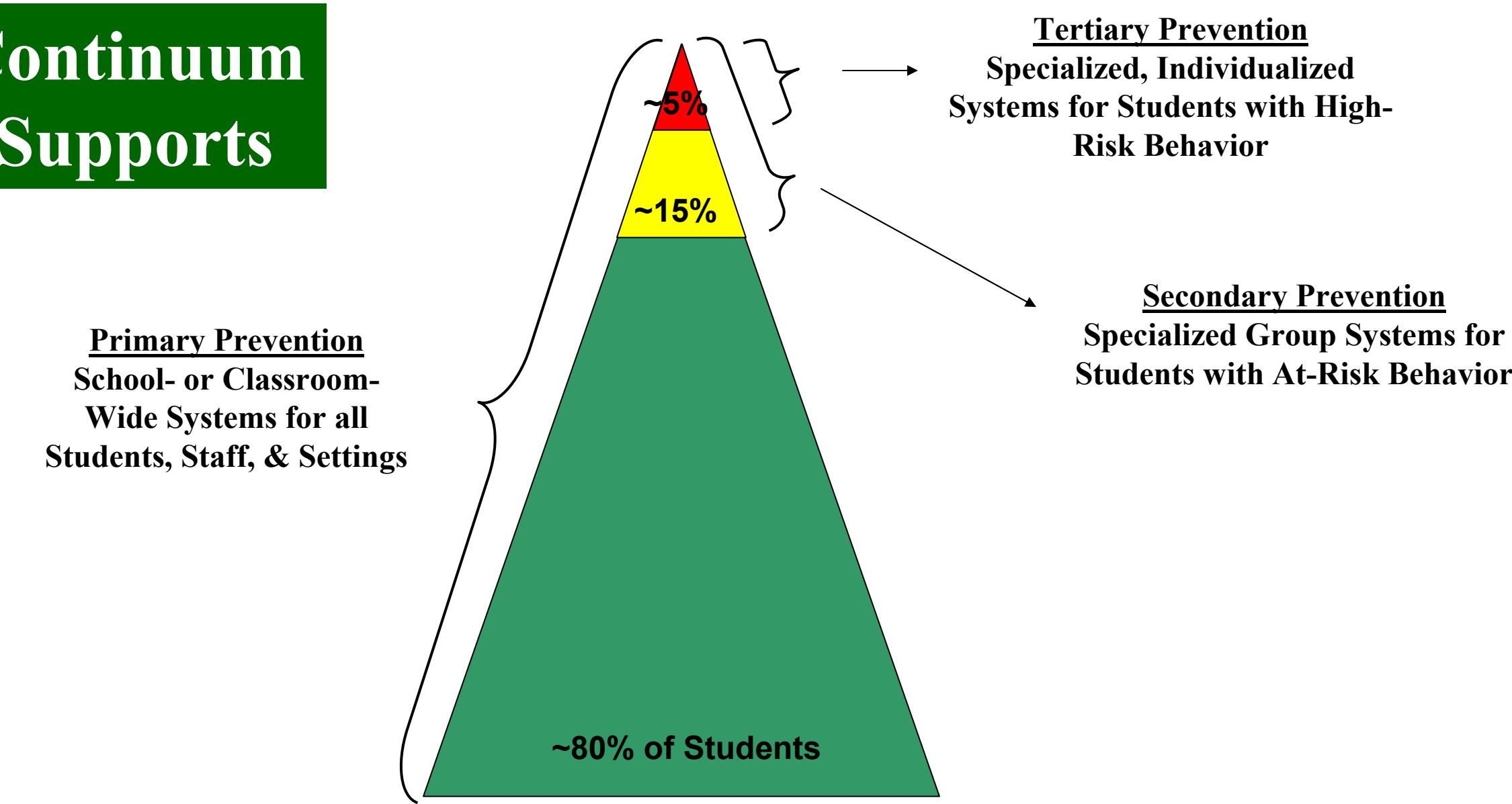
Integration of a Family-based Intervention within School-wide Positive Behavior Support

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School-Wide Positive Behavior Support

A Continuum of Supports



Three-tiered Model

Three-tiered preventative model providing continuum of supports:

- **Universal:** Includes all students, teachers, staff and settings. Involves defining and teaching clear expectations and expected behaviors in all settings and providing rewards for students who exhibit these pro-social behaviors (Scott & Eber, 2003; Sugai & Horner, 1999). Eighty % of students respond.
- **Targeted:** Systematic data collection (i.e., student office referrals) indicates 10-15% of students need additional structure and supports. Examples are social skills groups, homework club, group-level reinforcement programs (Crone, Horner, & Hawken, 2004).
- **Individual:** For the 5% of students who do not respond favorably to either universal or targeted interventions. Include comprehensive and complex interventions.

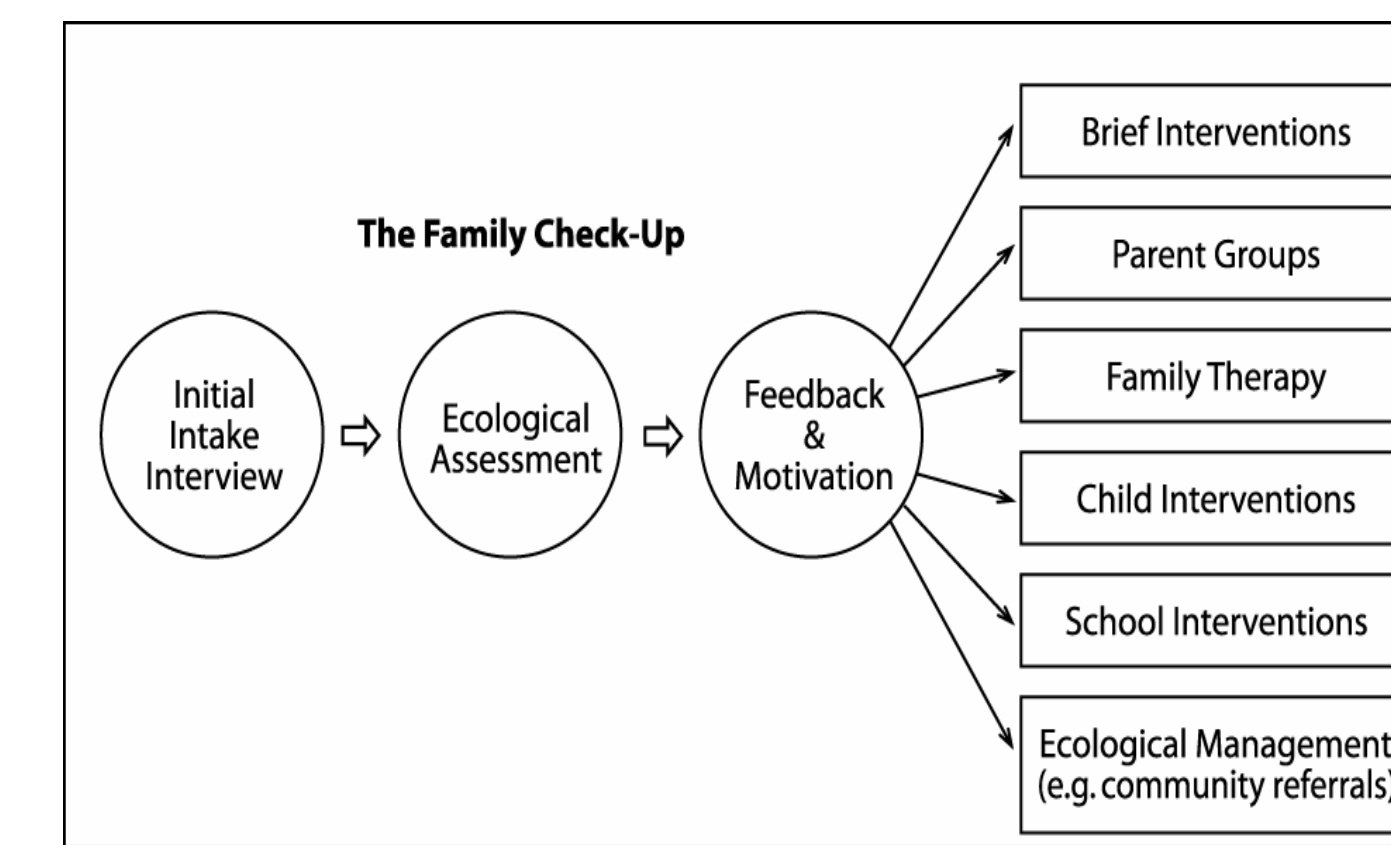
Evidence

- Effective in reducing problem behavior for all students within a school (Lewis & Sugai, 1999; Sugai & Horner, in press).
- Effective for improving social behavior (e.g., Irvin et al. 2004, 2006; Taylor-Greene et al. 1997) and academic performance (McIntosh, Chard, Boland & Horner, in press).

What is Missing?

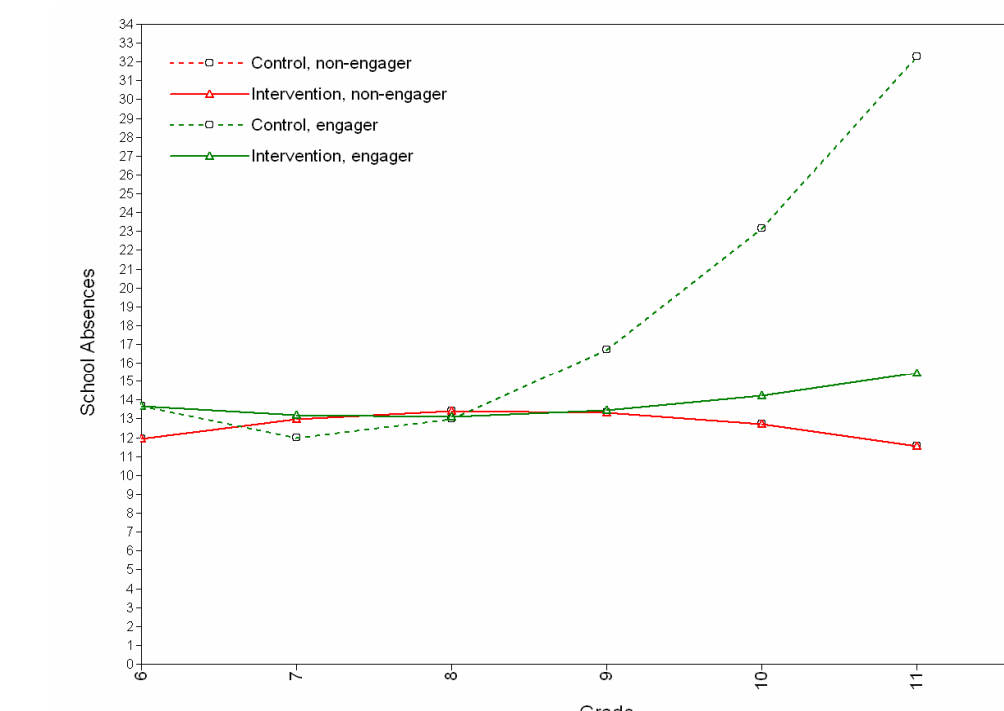
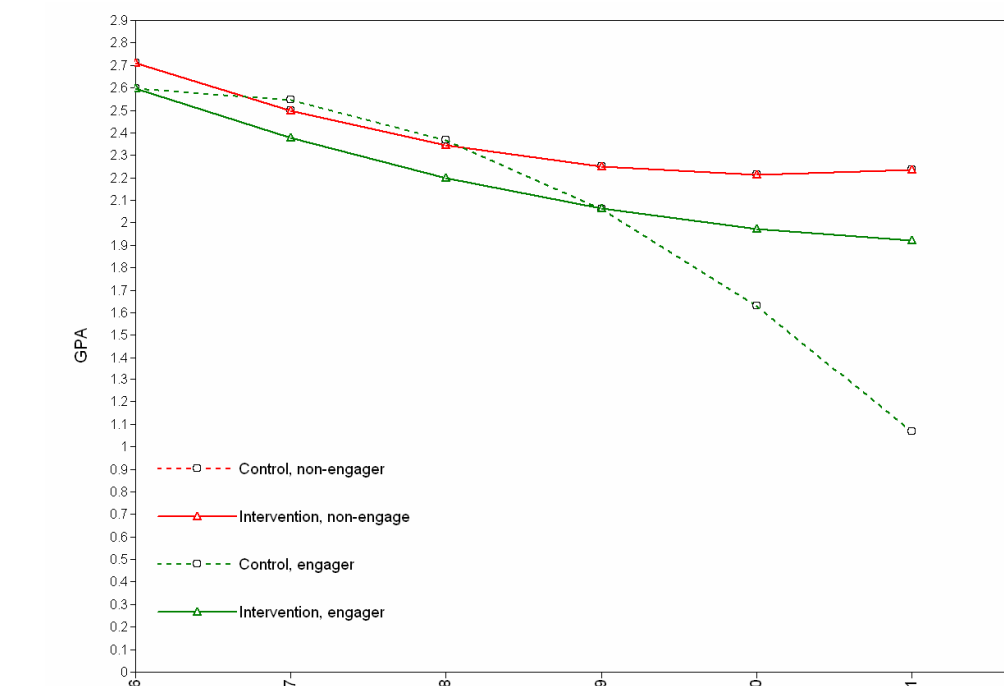
- Schools face challenges not well addressed by PBS, such as parent engagement, which can promote student academic achievement (Senechal & LeFevre, 2002).
- The role of parents and family remains minimal in the school-wide PBS research literature (Minke & Anderson, 2005).

The Family Check-Up



(Dishion & Stormshak, 2007)

Academic improvements from middle to high school using the Family Check-Up Intervention Model (Stormshak, Connell, & Dishion, in press).
Note: Non-engager = 76.6%; Engager = 23.4%



Three-tiered Model

- The Family Check-Up is part of the three-tiered EcoFIT family treatment model, based on ecological systems theory (Bronfenbrenner, 1979). EcoFIT provides supports along a continuum from universal, to selected, to indicated interventions (Dishion & Kavanagh, 2003; Dishion & Stormshak, 2007).
- **Universal:** All families offered services and provided access to basic parenting tips and strategies via a school Family Resource Center, staffed by a family consultant.
- **Selected:** Students at risk for problem behaviors are identified, and families are offered a three-session Family Check-Up (see figure, above).
- **Indicated:** If appropriate, families are offered direct support or family intervention, such as brief interventions, parenting groups, family therapy, child and/or school interventions, and case management.

Evidence

- When implemented via a family resource room in the school, the Family Check-Up reduced student involvement with deviant peers over a 3-year period (Stormshak, Dishion, Light, & Yasui, 2005).
- Compared to matched controls, adolescents participating in the Family Check-Up show less growth in alcohol, tobacco, marijuana use and problem behavior from ages 11 through 17 (Connell, Dishion, Yasui, & Kavanagh, in press).

What is Missing?

As a family-centered intervention, the Family Check-Up has not been implemented from within a school-wide framework, where teachers and school staff participate in implementing prevention components through universal, small-group, and student-level supports (Stormshak et al. 2005).

Model Integration: Family Check-up in PBS

Rationale

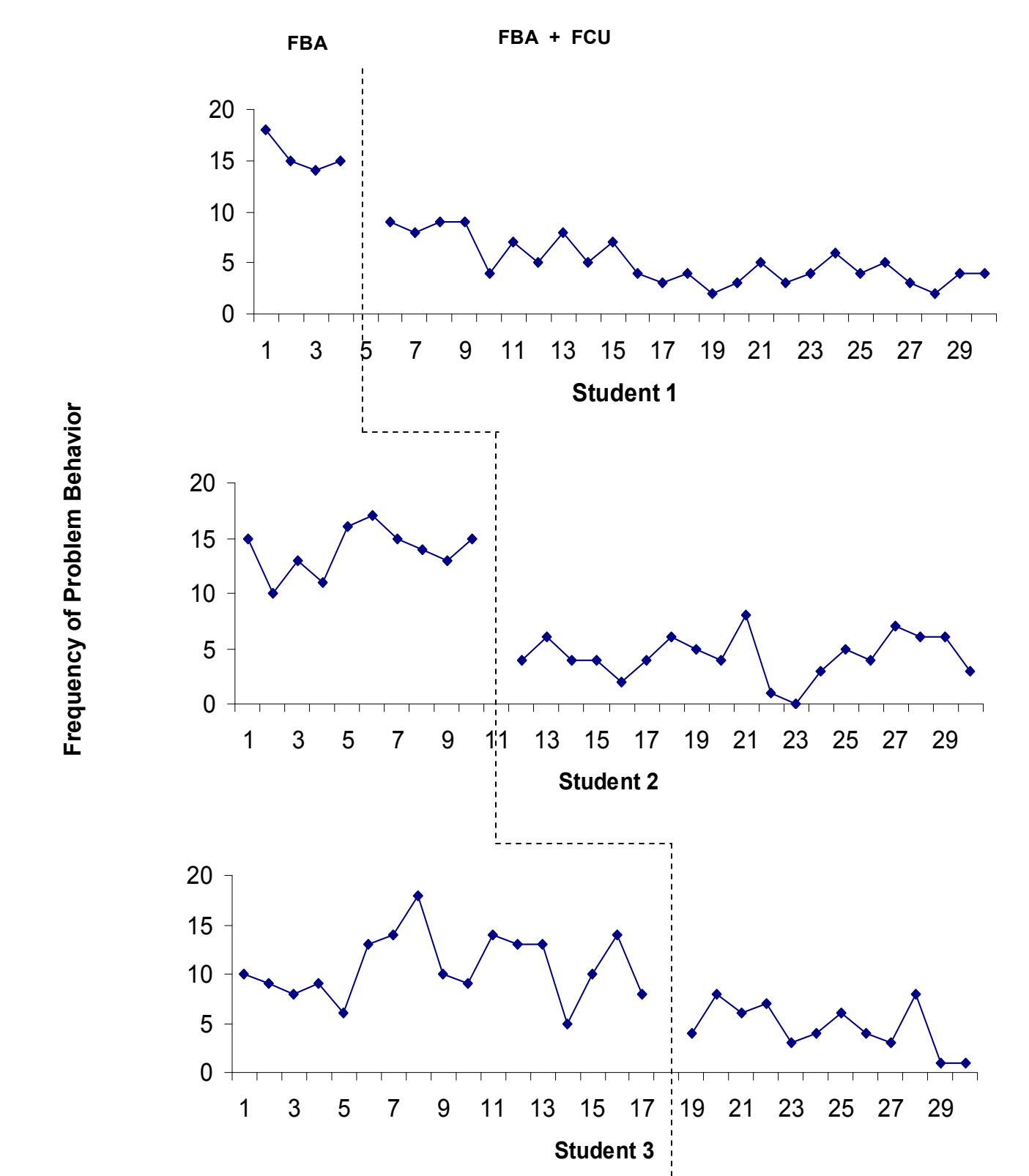
- Embedding the Family Check-Up within a PBS system would allow for the development and testing of hypotheses regarding the effects of family-centered supports from within a school-based framework.
- Research is needed to define elements of the Family Check-Up that can be incorporated into schools implementing PBS and to evaluate the effectiveness and sustainability of these interventions.

Key Components

- Train existing school staff (e.g., counselor) in the Family Check-Up model.
- Within schools implementing PBS, select students not responding to targeted interventions.
- Guided by school-wide systems, link home-school expectations into the Family Check-Up assessment and feedback component.
- Incorporate Family Check-Up into PBS prevention model at the third-tier assessment (i.e., individual):
 - Functional behavior assessment
 - Academic interventions
 - Health issues
 - Family Check-Up

Research Directions

We hypothesize that greater family involvement in system-wide school support and implementation of FCU components by school-teams will lead to improved home-school collaboration, including increased parent-teacher communication, increased academic engagement, reduced child problem behavior, and reduced parent and teacher stress.



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