

# **A school-based, family-centered intervention to reduce problem behavior during the middle school years**

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# Acknowledgements

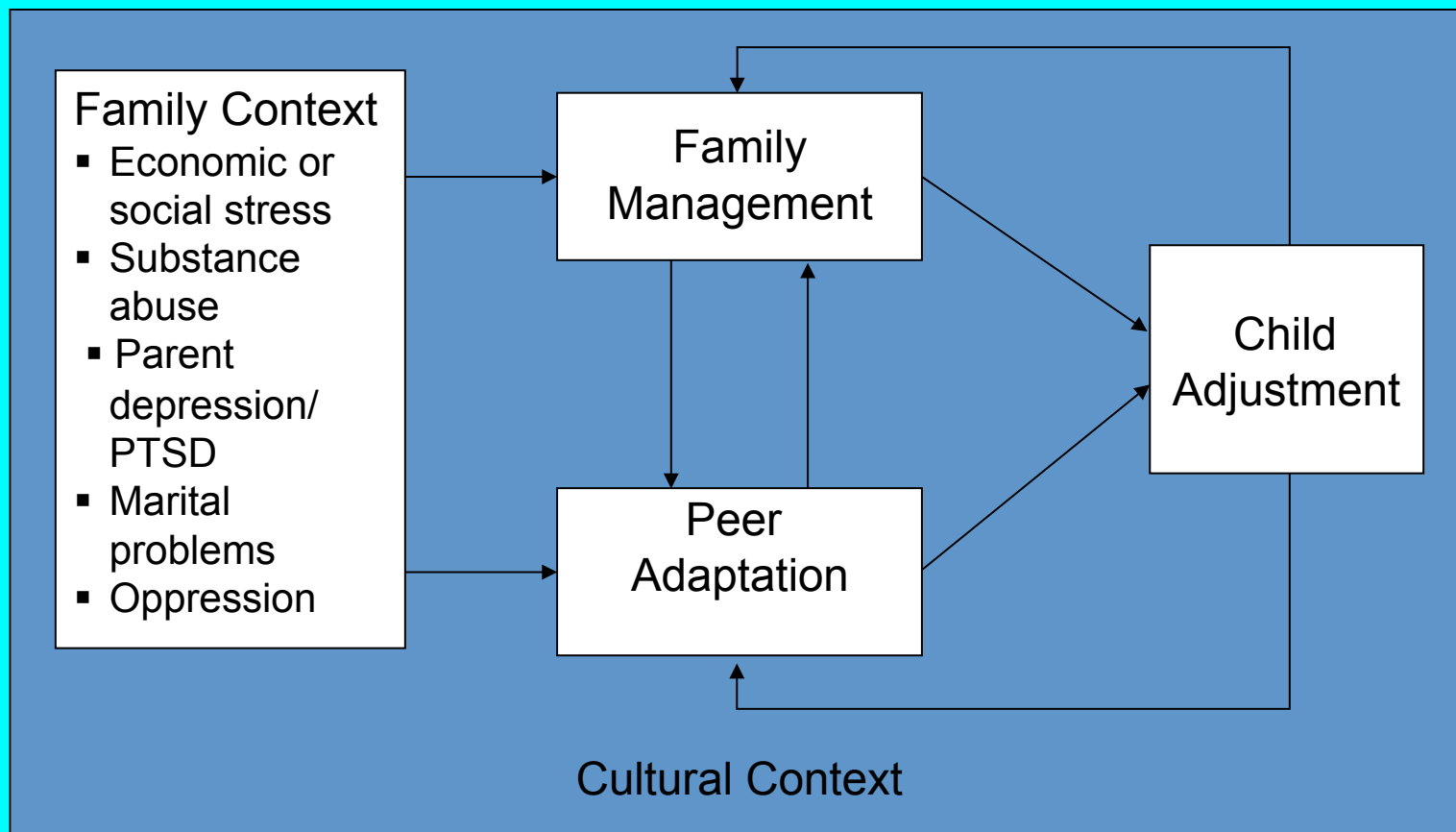
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Thanks to many colleagues for their support and time: Tom Dishion, Greg Fosco, Kate Kavanagh, Allison Caruthers, and many more



# Overview Model Guiding the Family-Centered Intervention

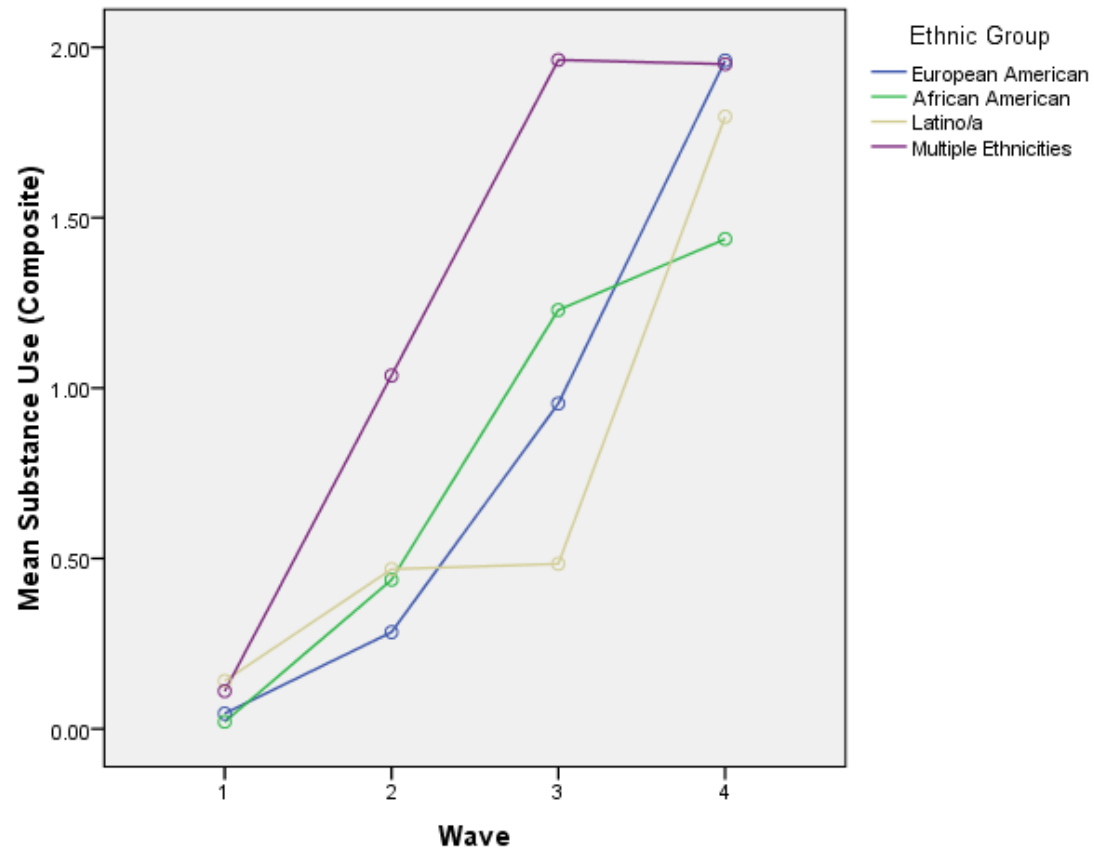


# The Challenge of Middle School and the Transition to HS

- ❑ Decreased parent involvement in school
- ❑ Increased problem behavior
- ❑ Increases in peer group influence on behavior
- ❑ Decreased attendance and achievement
- ❑ Increases in substance use
- ❑ Development of identity and sense of self



# General trends in substance use from 6<sup>th</sup> grade to 9<sup>th</sup> grade

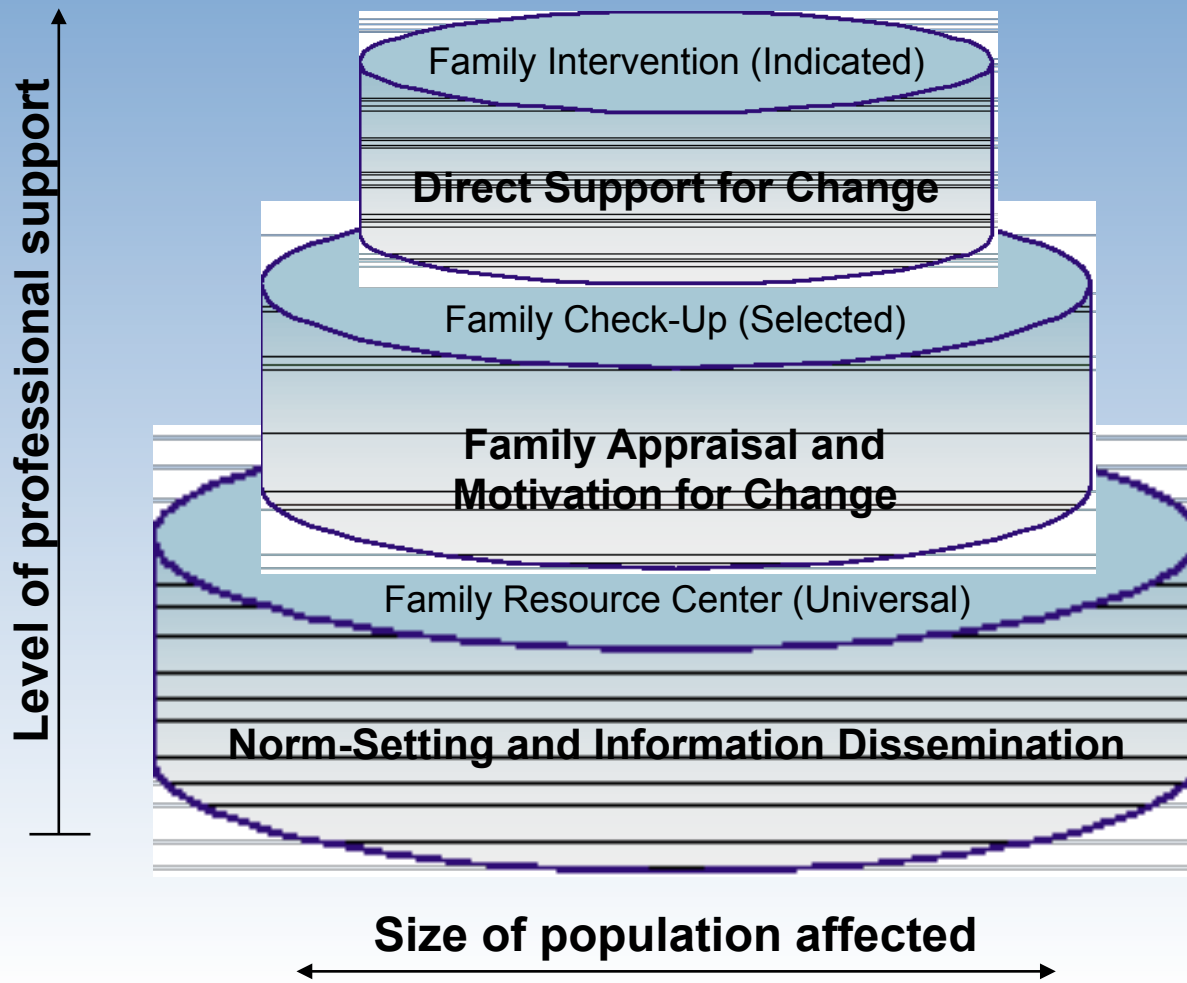


# Challenges to working with families in schools

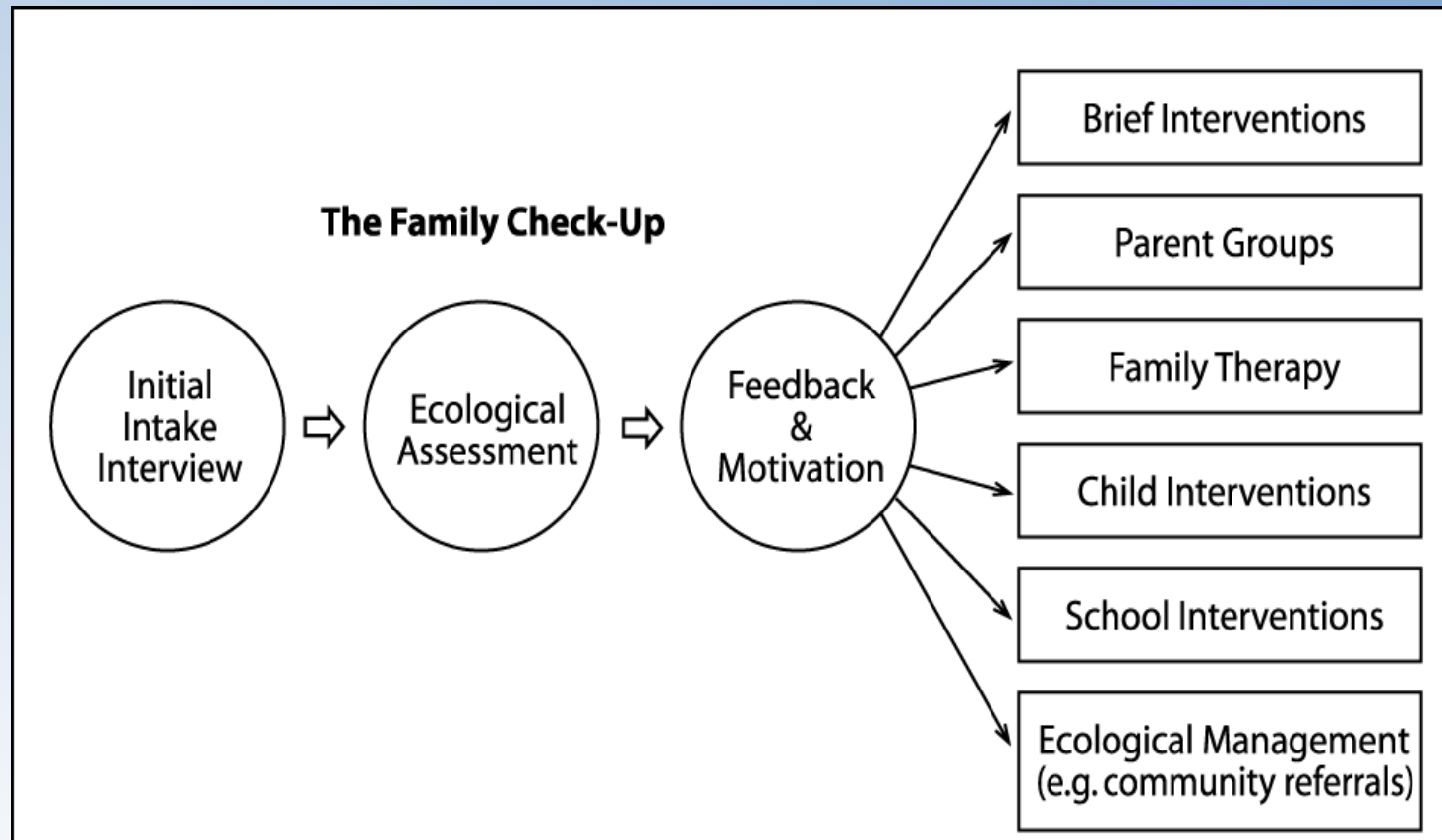
- Parents don't want to attend parenting groups
- Schools don't have resources to engage parents in these interventions
- How can we work with parents within schools?



# A Multilevel Model for Parenting Interventions Within a School Ecology



# An Overview of the Ecological Strategy (Dishion & Stormshak, 2007)





Profile for: \_\_\_\_\_ Child's Age: \_\_\_\_\_ Date: \_\_\_\_\_

**Child and Family Adjustment Profile: Age 12-18**

**Family Background and Support**

Life Stress	
Coping	
Discrimination	
Substance Use	
Emotional Well Being	
School involvement	
Support	
Other:	



**Peer Behavior**

School Involvement	
Acceptance	
Drug Use	
Positive Behaviors	
Other:	



**Youth Adjustment**

Positive Behaviors	
Emotional Well Being	
Coping Skills	
Problem Solving	
Academic Skills	
Other:	



**Observations: Family Management and Relationships**

Relationship Quality	
Encouragement	
Supervision	
Teaching	
Problem Solving	
Drug Expectations	
School Expectations	



# Feedback Session: Scoring and Summary Forms



- Parent self-assessment
- Support and clarification
- Assessment feedback
- Exploration of MENU

# Everyday Parenting Curriculum

## Incentives for Behavior Change

1. Achievable goals
2. Positive behavior support
3. Incentive plans
4. Effective behavior plans

## Limit-setting and Monitoring

5. Monitoring and active listening
6. Limit-setting and SANE guidelines
7. Consequences and ignoring
8. Emotional regulation

## Relationship Skills

9. Reducing conflict and negotiation
10. Family problem-solving
11. Proactive parenting
12. Relationship building and maintenance skills



**Family Check Up**  
(Tailor Sessions)

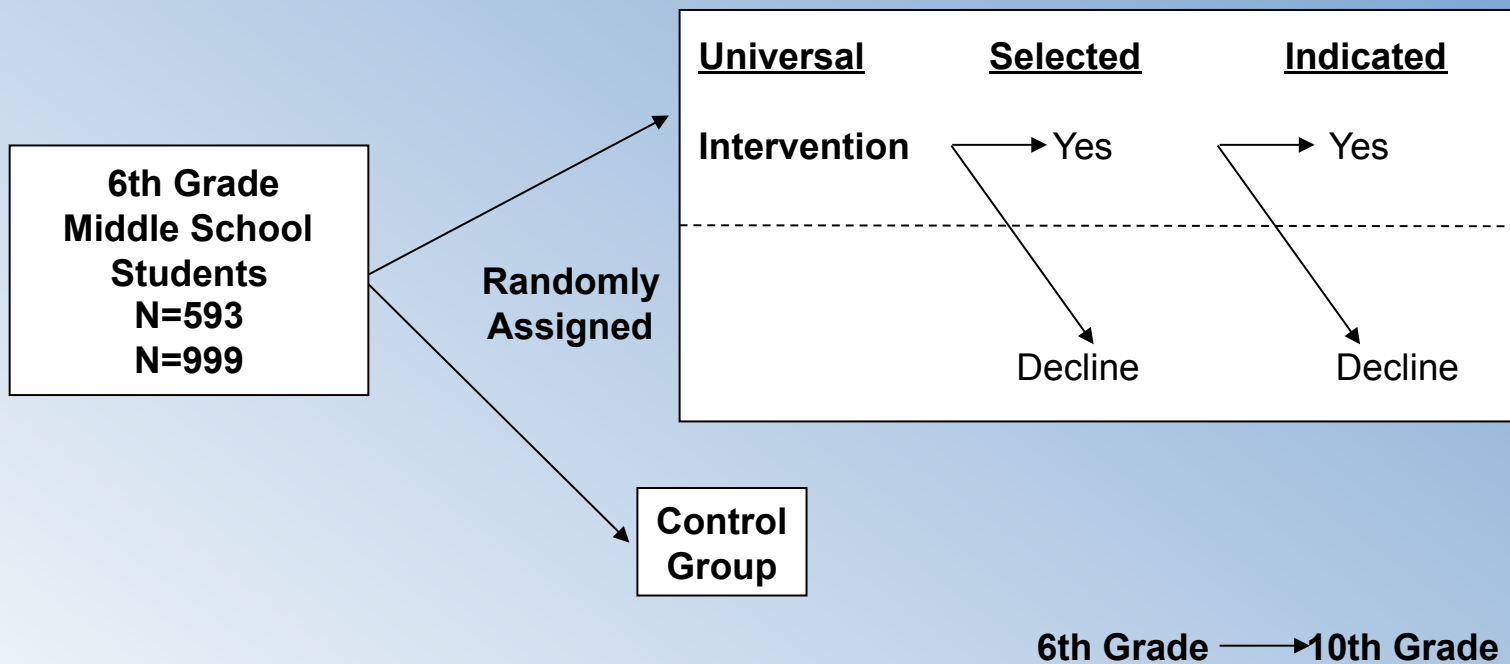


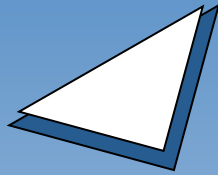
**Feedback**



**Collaborate on**  
**Future Steps**

# Multilevel Prevention Design for Project Alliance 1 and 2



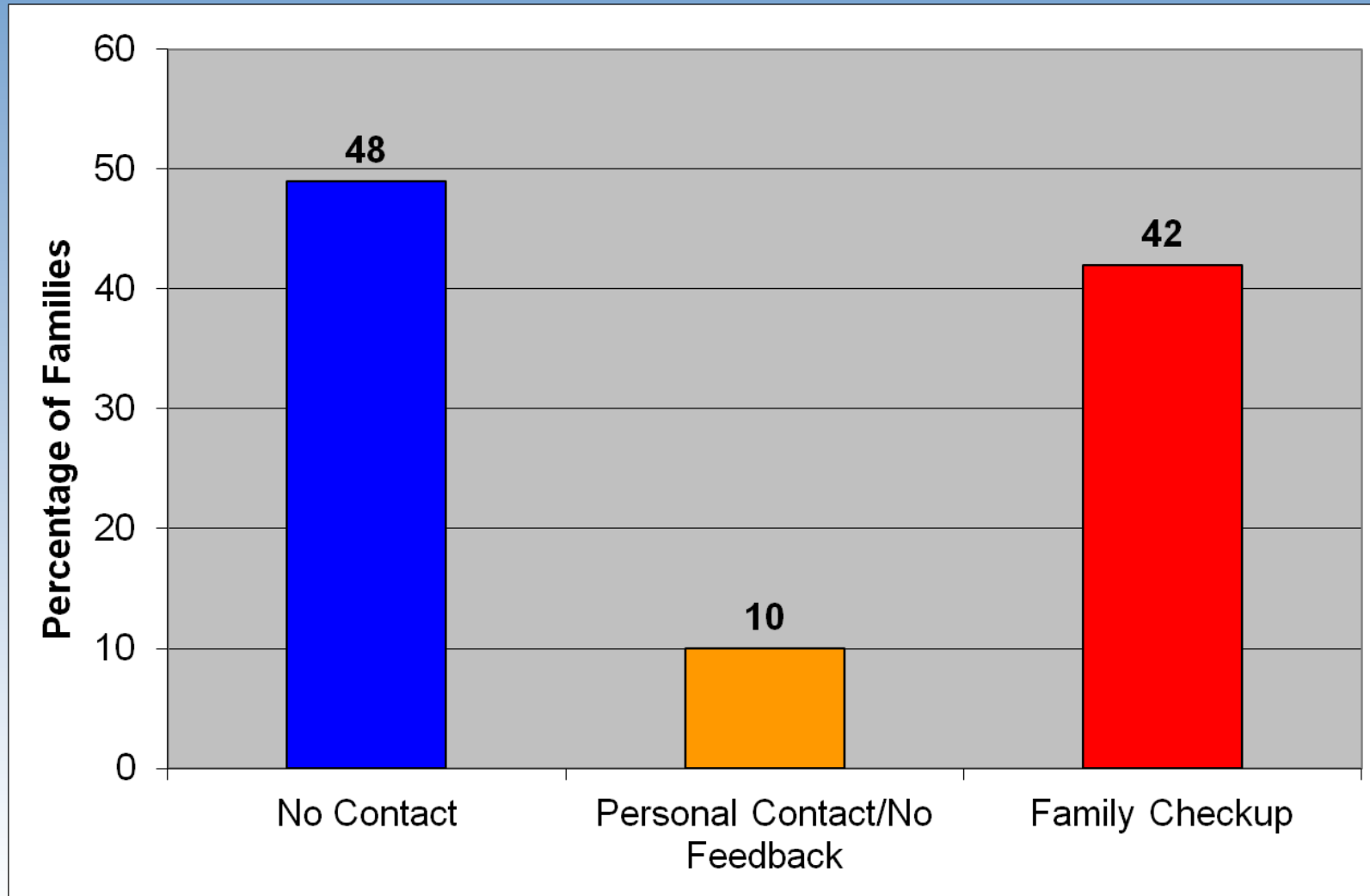


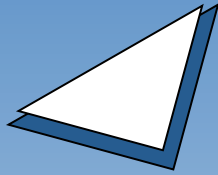
## Demographics for Project Alliance 2 (N = 592).

<u>Intervention Condition</u>	Experimental N=386			Control N=207	
<u>Gender</u>	Male 51%			Female 49%	
<u>Ethnicity</u> (primary identification)	European American 36%	African American 16%	Latino 18%	Asian 8%	Bi-racial American 19%



## Percentage of the intervention group having contact with the parent consultant





Parent consultant contact by level of risk within the intervention group over the course of middle school.

	<u>Low</u>	<u>Moderate</u>	<u>High</u>
Direct Contact with Parent Consultant	50.5%	68.8%	69.7%
Average Minutes of Contact	78.6 (0 – 720)	286.2 (0 – 2120)	385.9 (0 – 2750)



## Project Alliance:

“Adaptive intervention” framework (Collins, Murphy, & Bierman, 2004)

- Recognizes that individual families may have very different intervention needs
- tailoring treatment maximizes resource use to maximize public health impact.
- Dosages of intervention components assigned individually, based on assessment of needs
- Youth were not “identified” for treatment through screening. They were encouraged to participate through our partnership with the schools





# Analyzing data from tailored interventions

Complier Average Causal Effect analysis (CACE; Jo, 2002; Connell, Dishion, Yasui, & Kavanagh, 2007)

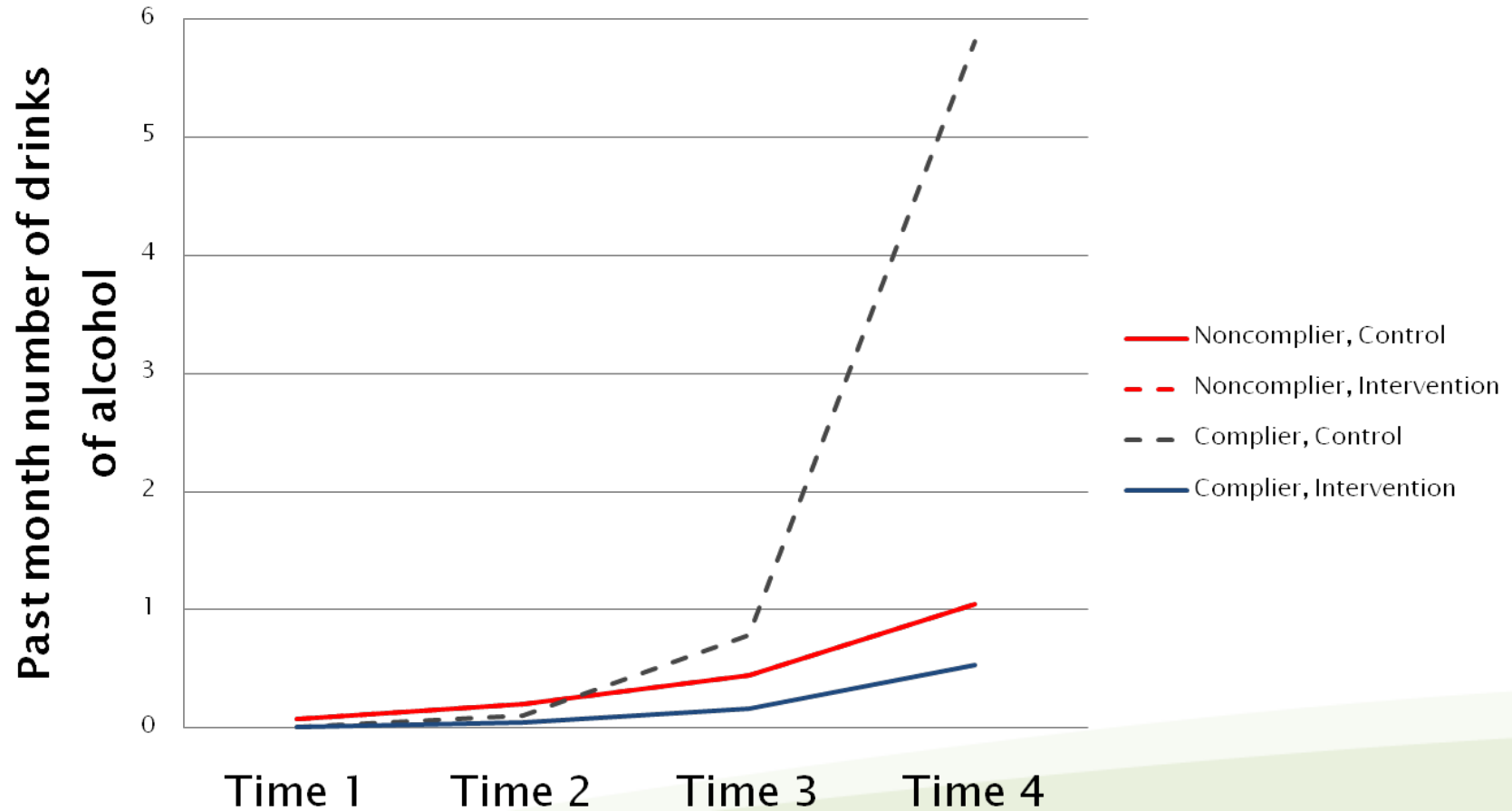
permits targeted examination of intervention effects for families receiving active treatment

Retains randomization

Creates class of compliers (from control group) and noncompliers for comparison

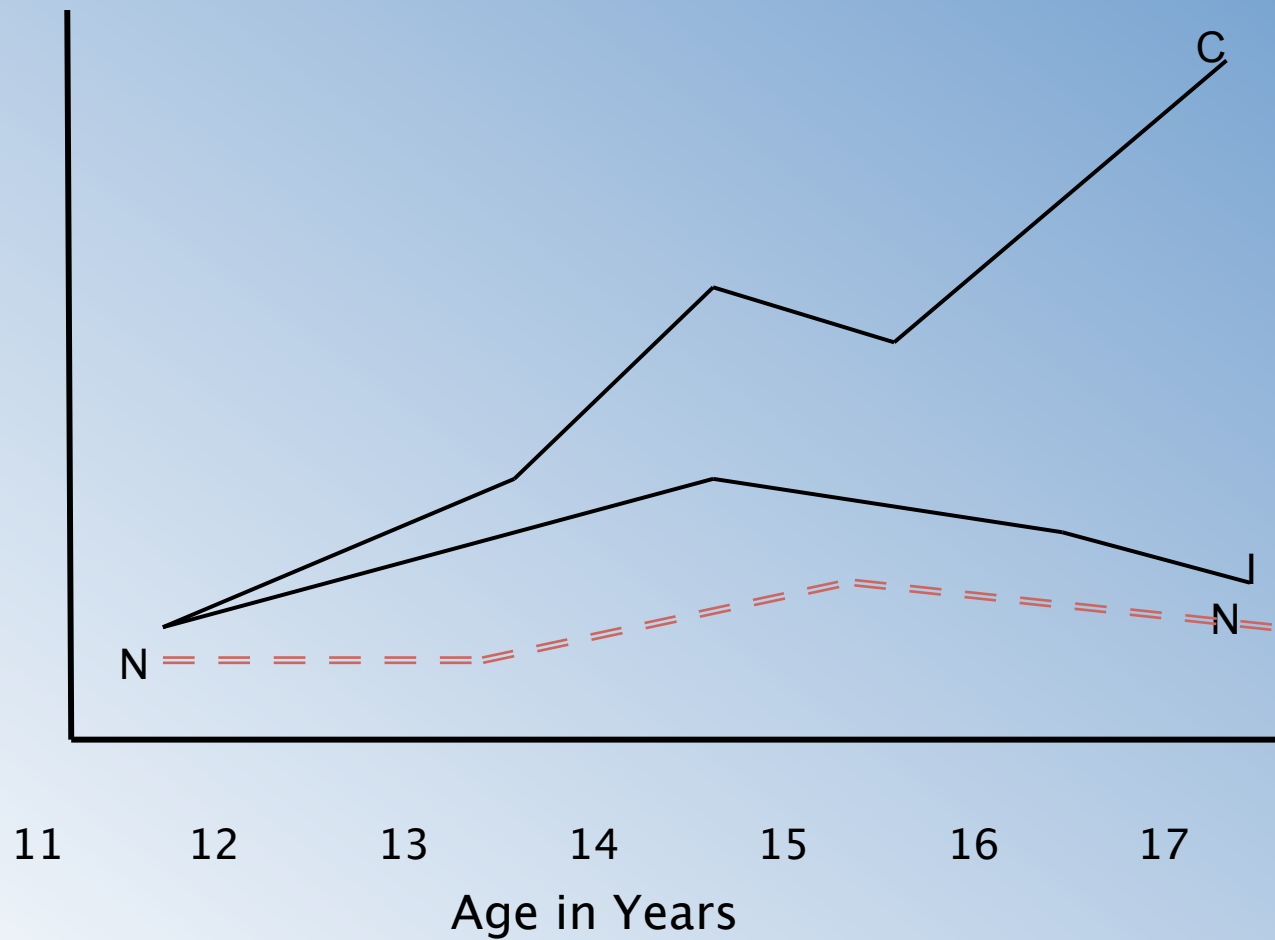


# Intervention effects during the transition to High School (PAL 2)



# Arrest Rates from Age 11 through 17 as a Function of Intervention Engagement.

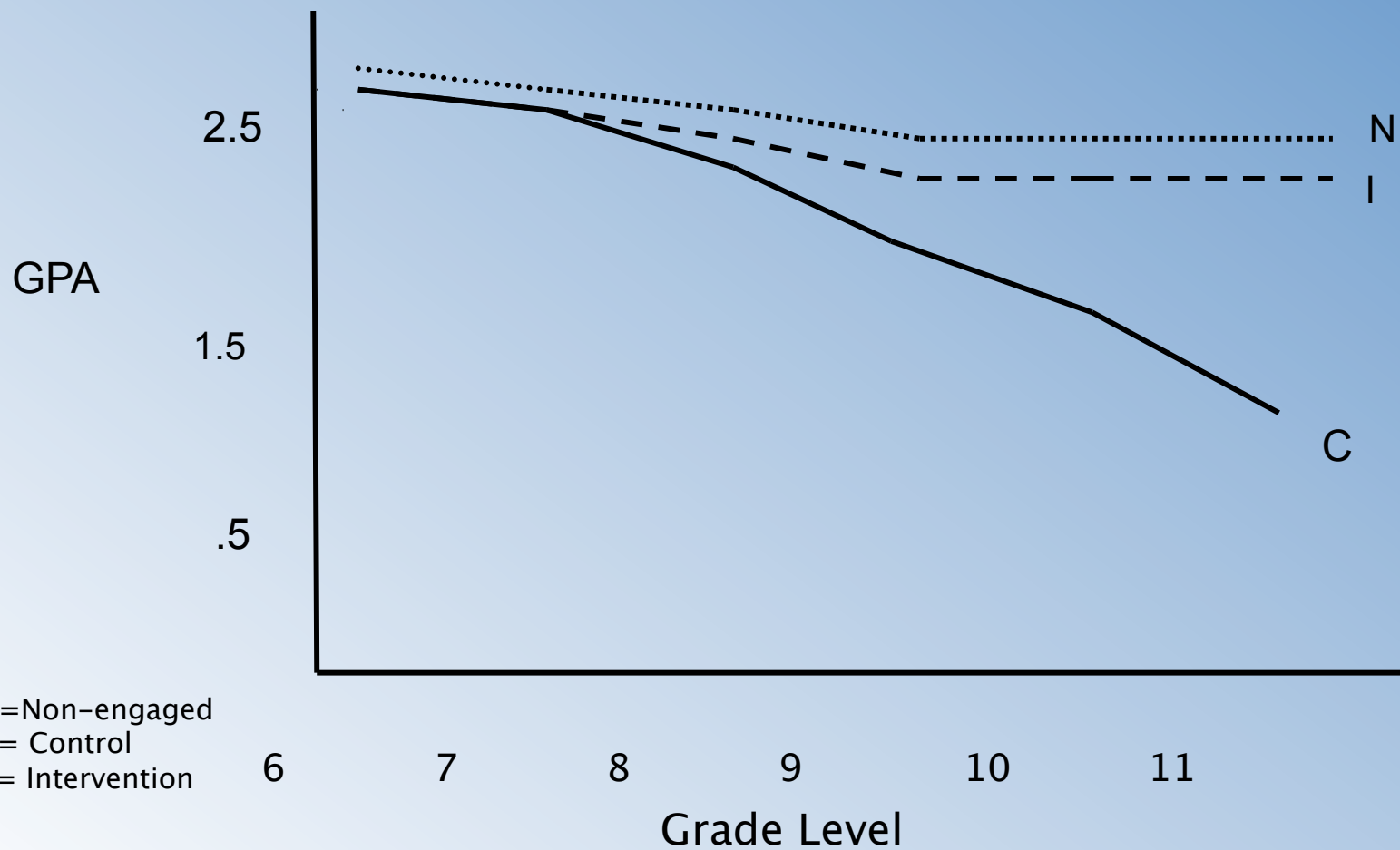
(Connell, Dishion & Yasui, 2007).



N=Non-engaged  
C= Control  
I = Intervention

# Effects on GPA Through High School

(Stormshak, Connell, & Dishion, 2009)



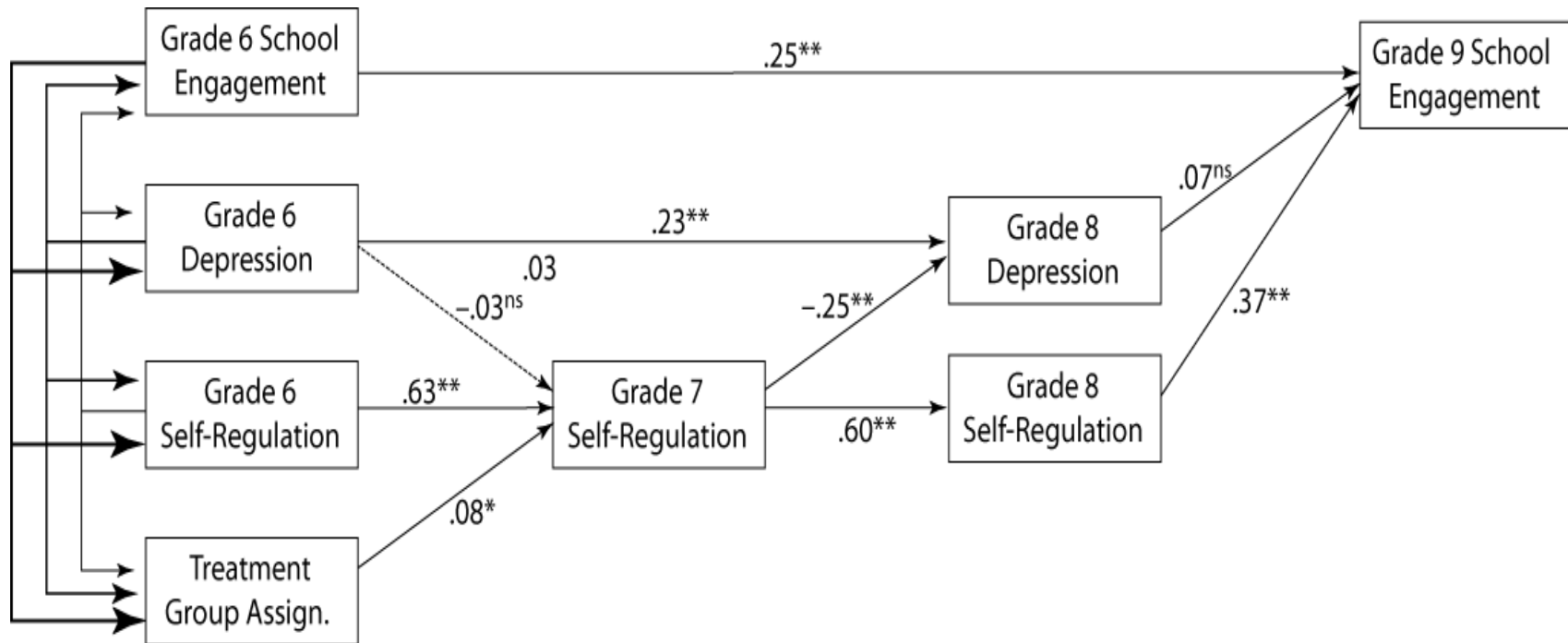
N=Non-engaged  
C= Control  
I = Intervention



<u>11th Grade Outcomes</u>	Engagers (Intervention)	Engagers (Control)	Decliners (All)
1) Percent Arrested at least once	15%	100%	.05%
2) Freq. of Marijuana Use Last Month	1	5	.3
3) Days Absent from school	13	32	12



# Predictors of School Engagement



Note.  $\chi^2(12) = 14.491, p = .27$ ; CFI = .996, TLI = .987; RMSEA = .023

Residuals among W3 depression and W3 self-regulation were allowed to correlate to enable a test of unique variance explained by each variable. They were correlated  $r = -.25, p < .01$

<sup>ns</sup>  $p > .05$ , \*  $p < .05$ , \*\*  $p < .01$



# Department of Education grant: Positive Family Support

- Focused on integrating Family Check-Up model with school wide Positive Behavior Support
- 44 middle schools in Oregon, randomly assigned to receive the FCU now, or later
- Model will be adapted to each school
- Relevant school personnel at each school will be trained in the model
- We will be examining uptake of this model in schools



# Key Features of this Model

- Follows a Response to Intervention approach
- Designed to integrate into PBS structures
- Adapted to the unique ecology of each school
- Partnership model: our intervention team and the school's key personnel collaborate to learn the model





# Example of PBS Plan that Includes the Home

	<b>Classroom</b>	<b>Lunch Room</b>	<b>Hallway</b>	<b>Bus Area</b>	<b>Home</b>
<b>Be Safe</b>	Follow Directions	Follow Direction	Walk, open doors slowly	Wait behind red line	Follow directions
<b>Be Respectful</b>	Raise hand to talk	Wait to be seated	Respectful talk	Hands and feet to self	Polite and respectful talk
<b>Be responsible</b>	Complete homework Class on time	Sit in assigned seating	Do not litter	Keep books and belongings with you	Do homework every day



# What is Positive Family Supports?

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

## **What it is:**

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

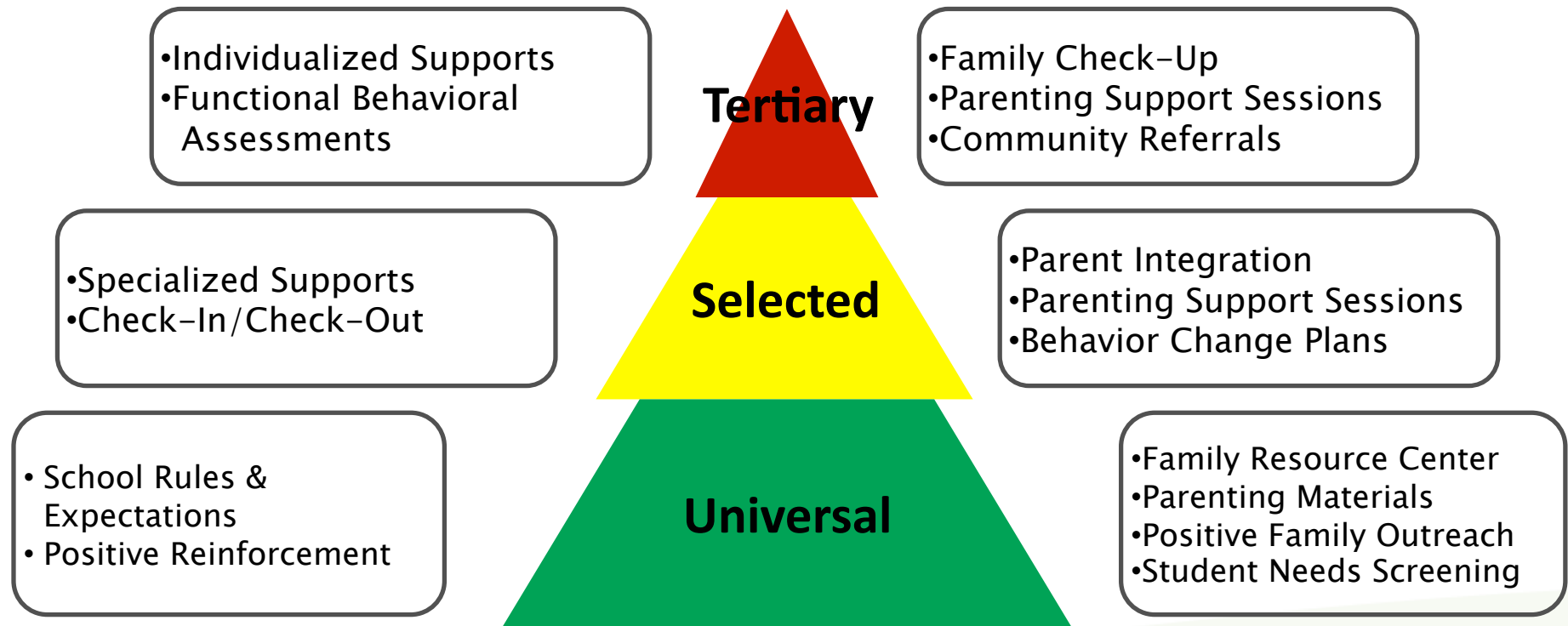


## **Benefits to School Staff:**

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



# Positive Family Supports in PBIS Schools



## Problem-Solving “Do’s”

### When:

- An unemotional time, not in the middle of a problem. Catch problems early, before you have become upset.
- Have a regular time that family members can bring problems up for discussion.

### Where:

- A neutral place in the house, such as a living room instead of a bedroom
- A place with the fewest distractions: no TV or phone

### How:

- Sit together for at least 15 minutes.
- When bringing up the problem:
  - Be specific
  - State the problem neutrally
  - Recognize the other person’s positive behavior
  - Accept part of the responsibility for the problem
- When listening to a description of the problem:
  - Restate what you hear
  - Show understanding
  - Stop if you get too upset

## Problem-Solving “Don’ts”

**These are common traps** that families can fall into when trying to make changes and solve problems.



- 1. Don’t try to solve hot issues.**
- 2. Don’t blame the other person or put the other person down.**
- 3. Don’t defend yourself—try to let it go.**
- 4. Don’t talk about intentions.**  
Reading into the behavior of another person and making assumptions keeps that person in a box of old behavior.
- 5. Don’t bring up the past.**  
Avoid using words such as “always” and “never.”
- 6. Don’t lecture.**  
A simple statement will get your point across better.

## Problem Solving Helps Parents

Make  
Change

Promote  
Cooperation

Improve  
Cooperation



Positive Family Supports  
“Promoting Student Success”  
Family Management Series



White Mountain MS



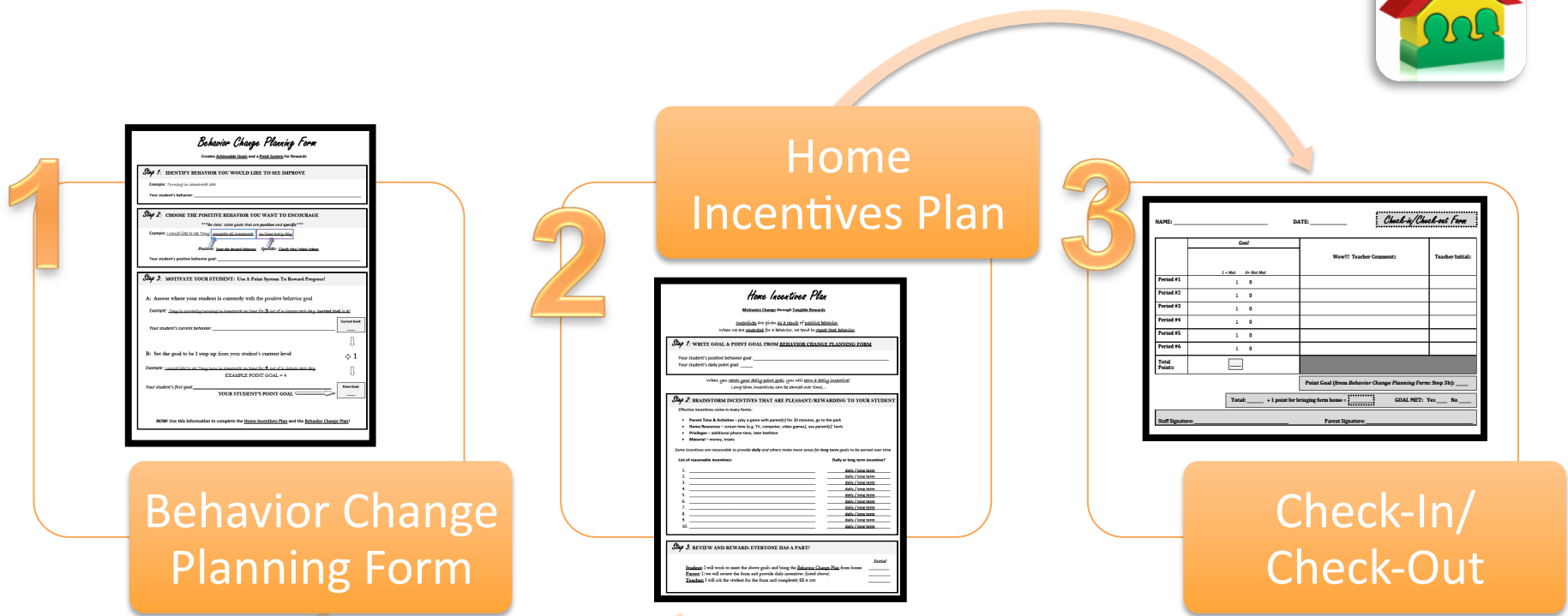
# Selected-Level Family Supports



- **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
  - Parents are more receptive when they hear about “concerns” early
  - Builds on existing PBIS selected-level student supports to promote family involvement



# 3 Steps to Student Behavior Change



**Behavior Change Planning Form**  
Green Schools, Inc. and Family Resource Specialists

**Step 1: IDENTIFY BEHAVIOR YOU WOULD LIKE TO SEE IMPROVE**  
Example: Tendency to interrupt and  
Your student's behavior: \_\_\_\_\_

**Step 2: CHOOSE THE POSITIVE BEHAVIOR YOU WANT TO ENCOURAGE**  
Example: "I will raise my hand and wait until I am called on."  
Your student's positive behavior goal: \_\_\_\_\_

**Step 3: MOTIVATE YOUR STUDENT: Use a Point System To Reward Progress!**  
A. Assess where your student is currently with the positive behavior goal.  
Example: "I can't wait to be called on."  
Your student's current behavior: \_\_\_\_\_

B. Set the goal to be 1 step up from your student's current level.  
Example: "I will raise my hand and wait until I am called on."  
YOUR STUDENT'S POINT GOAL: \_\_\_\_\_

NOTE: Use this information to complete the [Home Incentives Plan](#) and the [Behavior Change Plan](#)!

**Behavior Change Planning Form**

For teachers & family resource specialists

**Home Incentives Plan**

**Home Incentives Plan**  
Motivates Change Through Logical Rewards

**Step 1: WRITE GOAL A POINT GOAL FROM BEHAVIOR CHANGE PLANNING FORM**  
Your student's positive behavior goal: \_\_\_\_\_  
Your student's daily point goal: \_\_\_\_\_

**Step 2: BRAINSTORM INCENTIVES THAT ARE PLEASANT/REWARDING TO YOUR STUDENT**  
Effective incentives come in many forms:  
• Reward items & activities - (give a sticker with parent(s) for 30 minutes, go to the park)  
• Money/Rewards - (extra money for TV, computer, other games, use preferred items)  
• Privileges - (additional playtime, later bedtime)  
• Material - (toys, treats)

Some incentives are responsible to provide daily and others make more sense for being more goals to be earned over time.

List of responsible incentives: \_\_\_\_\_

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

**Home Incentives Plan**

For parents and students (with teacher & family resource specialist help)

**Check-In/Check-Out Form**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Period	Goal	Met?	Teacher Comments	Teacher Initials
Period 01	1 = Met 0 = Not Met			
Period 02	1 = Met 0 = Not Met			
Period 03	1 = Met 0 = Not Met			
Period 04	1 = Met 0 = Not Met			
Period 05	1 = Met 0 = Not Met			
Period 06	1 = Met 0 = Not Met			
Total Points				

Point Goal (from Behavior Change Planning Form Step 3B): \_\_\_\_\_

Total: + 1 point for bringing form home \_\_\_\_\_ GOAL MET: Yes No

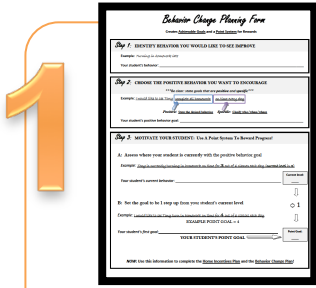
Staff Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

**Check-In/Check-Out**

For teachers and parents



# The Behavior Change Planning Form



Behavior Change Planning Form

- Identify the behavior you want to change
- Clearly define a behavior the student needs to increase rather than those you want students to reduce/eliminate:
  - *Attends class every day*
  - *Works quietly on classwork*
- Create a point system!

**Behavior Change Planning** 1  
Creates Achievable Goals and a Point System for Rewards

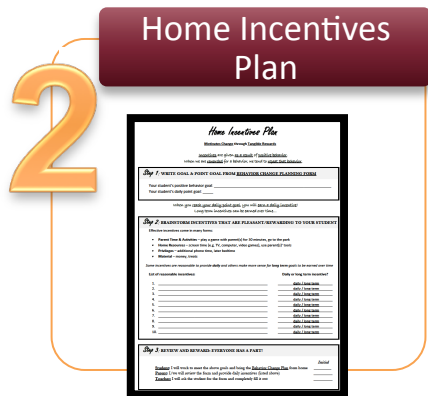
**Step 1: IDENTIFY BEHAVIOR YOU WOULD LIKE TO SEE IMPROVE**  
Example: *Turning in homework late*  
Your student's behavior: \_\_\_\_\_

**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 Tracy complete all homework on time every day  
Positives: State the desired behavior Specifics: Clarify who/when/where  
Your student's positive behavior goal: \_\_\_\_\_

**Step 3: MOTIVATE YOUR STUDENT: Use A Point System To Reward Progress!**  
A: Assess where your student is currently with the positive behavior goal  
Example: Tracy is currently turning in homework on time for 3 out of 6 classes each day (current level is 3)  
Your student's current behavior: \_\_\_\_\_ **Current level:**   
↓  
B: Set the goal to be 1 step up from your student's current level  
+ 1  
Example: I would like to see Tracy turn in homework on time for 4 out of 6 classes each day  
EXAMPLE POINT GOAL = 4  
↓  
Your student's current goal: \_\_\_\_\_ **Point Goal:**   
YOUR STUDENT'S POINT GOAL →

**NOW:** Use this information to complete the [Home Incentives Plan](#) and the [Check-In/Check-Out form](#)!





# Establishing Motivating Rewards: The Home Incentives Plan

• Parents take the form home with them to keep as a reminder of:

- The behavioral goal their student is working on
- What the daily point goal is for their student
- What the home incentives are
- Everyone's responsibilities to make this plan work!

## Home Incentives Plan

Motivates Change through Tangible Rewards

Incentives are given as a result of positive behavior  
Which we are recommending for a behavior, we tend to repeat that behavior.

**Step 1: WRITE GOAL & POINT GOAL FROM BEHAVIOR CHANGE PLANNING FORM**

Your student's positive behavior goal: \_\_\_\_\_  
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?
1. _____	_____ <u>daily / long term</u>
2. _____	_____ <u>daily / long term</u>
3. _____	_____ <u>daily / long term</u>
4. _____	_____ <u>daily / long term</u>
5. _____	_____ <u>daily / long term</u>
6. _____	_____ <u>daily / long term</u>
7. _____	_____ <u>daily / long term</u>
8. _____	_____ <u>daily / long term</u>
9. _____	_____ <u>daily / long term</u>
10. _____	_____ <u>daily / long term</u>

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

<b>Student:</b> I will work to meet the above goals and bring the <u>Behavior Change Plan</u> home	<i>Initial</i> _____
<b>Parent:</b> I/we will review the form and provide daily incentives (listed above)	_____
<b>Teacher:</b> I will ask the student for the form and completely fill it out	_____

# Challenges

- Staffing – who will administer the program in the schools?
- Teachers and leadership
- Funding models/school stability
- Changes in school personnel

THANK YOU 