



Improving Relationships & Results: Building Family School Partnerships



National Center for Special Education Accountability Monitoring (NCSEAM) in collaboration with the Future of School Psychology Task Force on Family School Partnerships



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Where are we going today?


- Let's talk about family involvement
- What are some strategies to improve how we get families involved?
- Feedback & Goal-Setting



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Indicator B-8



- Percent of parents with a child receiving special education services who report that _____ **parent involvement** as a means of **improving** _____ **and** _____ for children with disabilities



3

The 4 A's

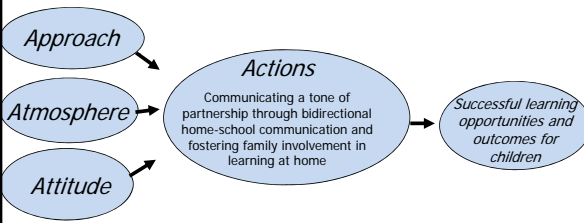
- A _____
- Attitude
- A _____
- Actions



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Developing Pathways to Partnerships

Prerequisite Conditions: "3 A's" must be in place for Actions to be accepted and effective





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graph LR; A1[Approach] --> Actions; A2[Atmosphere] --> Actions; A3[Attitude] --> Actions; Actions --> Outcomes[Successful learning opportunities and outcomes for children];
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(Christenson & Sheridan, 2001; Sheridan & Kratochwill, 2008)

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Establishing Rules

- Clear, _____ & Consistent
- _____
- Frequent
- _____ vs. _____



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Steps for Effective Commands

- Close _____
- Say child's name _____
- Maintain _____
- Use quiet _____



Steps for Effective Commands



- Give _____
command
- _____ before
reissuing
- Provide

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Rewarding Good Behavior


- Strengthening relationships
- _____
- Predicts future behavior



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Types of Rewards

- Physical and _____ Rewards
- Activity Rewards
- _____ Rewards




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Physical and Verbal Rewards

- Strengthen


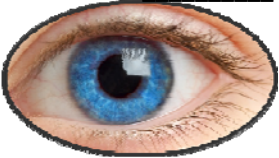
- _____ to Give
– _____; Hugs; _____



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Providing Praise

- **IFEED**
 - Immediate
 - _____
 - Eye Contact
 - Enthusiastically
 - _____



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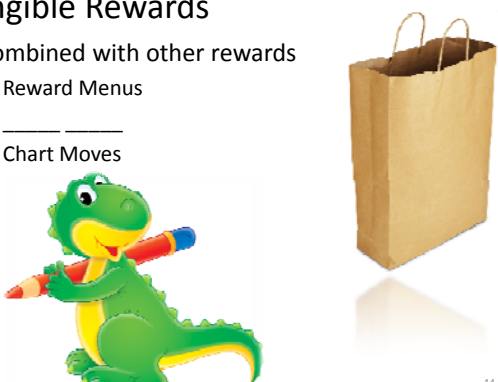
Activity Rewards

- _____ activities
 - Playing a _____
 - Reading a story
 - _____



Tangible Rewards

- Combined with other rewards
 - Reward Menus
 - _____
 - Chart Moves



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Things to Remember

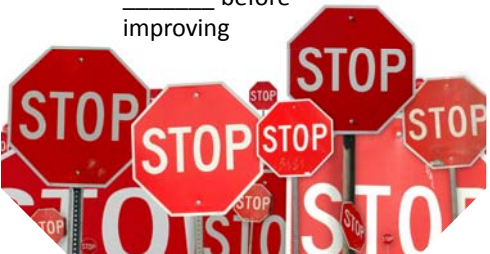
- _____ for rewards
- Decrease motivation?
- Not for _____ behavior!



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Ignoring Behavior


- _____ decisions
- Don't stop!
- _____ before improving



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Steps to Ignoring Behavior

- Remove ___ attention
- Refuse to argue or scold
- Turn your ___ and avoid _____
- Don't show _____



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Steps to Ignoring Behavior

- Pretend the behavior isn't occurring
- _____ or find other activity
- No material reward
- _____ when behavior stops



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Behaviors to Ignore

- _____ & Fussing
- Pouting & sulking
- Crying & complaining
- _____
- Tantrums



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Behaviors NOT to be Ignored



- _____ (self or others)
- Breaking Objects
- _____ objects (that may cause injury)
- Potentially _____ behavior

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Feedback . . .




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Questions for you. . .

- Taking local context into consideration, how might this information need to be modified?
- What are the potential barriers for using this model for behavior strategies?
- How can we overcome these barriers?
- What support is necessary from administration?
- What support is necessary from other school staff?
- How will we ensure this support is offered and barriers are overcome?



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For More Information

- www.ed.gov
- www.accountabilitydata.org
- www.rrfcnetwork.org
- www.nectac.org
- www.fsp.unl.edu

It's about Better Results

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We're Done for Today!

www.accountabilitydata.org



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References

- Clark, L. (1996). *SOS: Help for Parents* (2nd ed.). Berkeley, CA: Parents Press.
- Forhand, R., & Long, N. (2002). *Parenting the Strong-Willed child*. Chicago: Contemporary Books.
- Jenson, W.R., Rhode, G. & Hepworth, M. (2003). *The Tough Kid Parent Book*. Longmont, CO: Sopris West.

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Acknowledgments



- The National Center for Special Education Accountability Monitoring (NCSEAM) would like to take a moment and offer a very special thank you to the Future of School Psychology Task Force on Family School Partnerships. A great deal of information presented in these modules was contributed by this team and our sincere appreciation goes out to you for all your efforts.
- NCSEAM would also like to thank those who provided essential feedback to us throughout the development process.

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Tips for Parents: Using Praise and Rewards

Praise...

Praise often! Don't be stingy with praise!!

Praise your child at least 10 times per day! (It might feel awkward at first, but soon it will be second nature!)

Praise your child as soon as you see the behavior you are interested in.

When praising children, follow the IFEED Rules:

Immediate – provide praise immediately after the appropriate behavior

Frequent – provide praise as frequently as possible

Eye contact – make eye contact with the child

Enthusiastically – be enthusiastic when praising

Descriptive – describe specifically the behavior that you are praising

Rewards...

Many Types of Rewards can be Used:

- Physical and Verbal Rewards
 - Powerful and effective at strengthening appropriate behavior
 - Easy to implement
 - Examples:
 - Smiles
 - Hugs
 - Kisses
 - Words of praise
- Activity Rewards
 - Doing something that your child really likes to do
 - Examples:
 - Playing a game
 - Reading a story
 - Going for a walk
- Tangible Rewards (should be combined with other rewards such a praise)
 - Stickers
 - Candy
 - Small toys

Reminders when Using Rewards:

- ✓ Make sure you provide the reward as soon as possible after the behavior is displayed
- ✓ Rewards should be specific, special, and immediately available
- ✓ Rewards should be things the child is not able to get all of the time

Motivating your Child...

Make Motivation Fun!!

Unique ways to provide motivation and frequent recognition for positive behavior:

- ✓ Grab Bags:

When the child has met a preset goal they are allowed to pick from a bag containing 15-20 small pieces of paper with rewards written on them.

- ✓ Chart Moves:

Every time a child completes a certain task they are able to connect a dot on a dot-to-dot picture. At certain points the child is able to receive a reward. This allows the student to track their progress and determines when rewards will be given. Chart moves can increase good behavior and help the child become more aware of his/her own behavior.

- ✓ Reward Menus

The adult and child jointly select items to be used as rewards for appropriate behaviors. Rewards should not cost a lot of money, not take a lot of time, and should be natural whenever possible.

References

Clark, L. (1996). *SOS: Help for parents* (2nd ed.). Berkeley, CA: Parents Press.

Jenson, W. R., Rhode, G, & Hepworth, M. (2003). *The tough kid parent book*. Longmont, CO: Sopris West.

Dinosaur Chart Move



Follow the IFEED Rules

Immediately praise– the longer a child waits for verbal praise or a reward, the less effective it will be.

Frequently praise– it is especially important to provide frequent praise when the child is learning a new skill. Try 3-4 positive praise statements/rewards for every 1 correction or negative consequence.

Enthusiastically praise – make an effort to show excitement when delivering praise and rewards.

Eye Contact between You and the child is important when giving a praise statement.

Describe the behavior you are rewarding. Be clear so the child knows exactly what behavior he or she should increase. Include each of the steps. For example, “Tony, I like the way you are sitting in your seat.”

Possible Social Motivators

Hugging
Congratulations
High Five
Thumbs up
Smiling
Announcing success to others
Applause

Possible Activity Rewards

Free time
Pick a story
Choose the dinner
Water play or water fight
Parent does child's chores
Play board game
Go on a walk
Play catch
Select TV program
15 minutes later bedtime
Computer time
Pick a movie
Don't have to make your bed

Possible Material Rewards

Crayons
Stickers
Fake tattoos
Balloons
Miniature cars

Possible Edible Rewards

Popcorn
Soda
Ice Cream
Gum
Cookies
Chips

Reward Menu

The adult and child jointly select items to be used as rewards for appropriate behaviors. Rewards should not cost a lot of money, not take a lot of time, and should be natural whenever possible.

Grab Bag

- a) When _____ reaches the “special number” on the Chart moves they may pick a reward from the grab bag.

- b) The bag should contain 10-15 pieces of paper with rewards written on them.

- c) Creating rewards:
 - i. Create a list of rewards with _____.

 - ii. Write them down on a piece of paper.

 - iii. Cut the paper into pieces and put the pieces into a bag.

 - iv. The rewards should be things that _____ wants to earn.

 - v. IT IS VERY IMPORTANT THAT _____ DOES NOT EARN THESE REWARDS AT OTHER TIMES.

Evidence-Based Family-School Interventions with Positive Parenting Strategies

What we know...

Model: Positive Parenting Strategies

Goal:

- To increase the likelihood that children will demonstrate positive, appropriate behavior
- To strengthen the adult-child relationship

Description:

- Provide several ways to reward good behavior, such as physical, verbal, and activity rewards
- Describe strategies to ignore inappropriate behavior
- Offer overall strategies to be consistent, establish rules, set limits, and have clear expectations
- Describe how to provide an effective command to a child

Methodological Rigor of Various Studies:

- Appropriate unit of analysis
- Appropriate outcome measures utilized
- Multiple assessment methods
- Information obtained from multiple sources
- Educational-clinical significance of change assessed
- Studies conducted in natural environments
- Control-comparison group
- Intervention manualized for certain interventions
- Randomization

Results:

- Positive parenting strategies have been shown to lead to a decrease in disruptive/externalizing behaviors displayed by children
- Effectiveness of strategies can be translated to culturally and linguistically diverse populations
- Strategies and interventions can be easily implemented into community-based services
- Parenting strategies can be implemented with siblings of target child

Selected References:

Gardner, F., Burton, J., & Klimes, I. (2006). Randomized controlled trial of a parenting intervention in the voluntary sector for reducing child conduct problems: outcomes and mechanism of change. *Journal of Child Psychology and Psychiatry, 47*, 1123-1132.

Maughan, D. R., Christiansen, E., Jenson, W. R., Olympia, D., & Clark, E. (2005). Behavioral parent training as treatment for externalizing behaviors and disruptive behavior disorder: A meta-analysis. *School Psychology Review, 34*, 267-286.

Wierson, M., & Forehand, R. (1994). Parental behavioral training for child noncompliance: Rationale, concepts, and effectiveness. *Current Directions in Psychological Science, 3*, 146-150.

What we don't know...

- Increase inclusion of treatment integrity data
- Generalization and long-term effects of parent training
- Evaluation of the high attrition rates of families from low socioeconomic status