

## Warm Up Activity



- Think about your most successful experience working with families.
- Now consider a more challenging interaction.
- *What variables do you think contributed to each?*

## Overcoming Obstacles to Family Engagement in Positive Behavior Support

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## Agenda

- Importance of Family Engagement
- Variables Affecting Engagement
  - Logistical Issues
  - Motivation (ABCs)
  - Cognition/Affect
- Tips for Engaging Family Members
- Q&A and Closing

## What is Family Engagement?

"...behaviors that connect with and support children or others in their environments in ways that are interactive, purposeful, and directed toward meaningful learning and affective outcomes" (Garbacz et al., 2018)

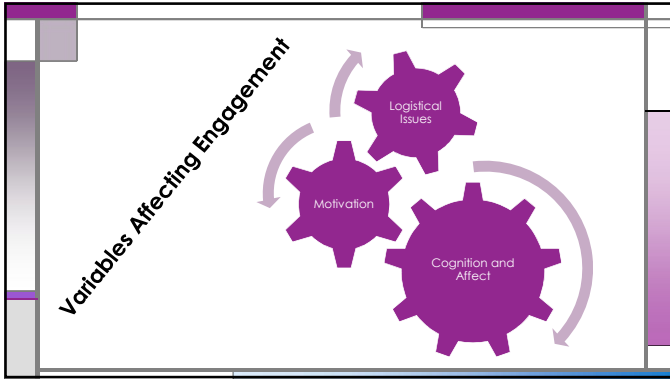
- Shared goals and responsibility
- Partnership between parents and professionals
- Empowerment for sustainable change

## Importance of Family Engagement

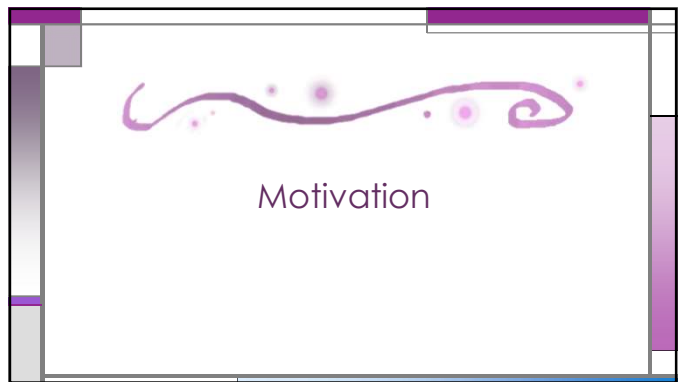
- **Family Engagement in PBS:** Involvement of all stakeholders, including families is a core feature of positive behavior support (Carr et al., 2002; Dunlap et al., 2009; Garbacz et al., 2016; Kincaid et al., 2009; Sugai et al., 2000; Weist, Garbacz, Lane & Kincaid, 2017)
- **Home-School Collaboration:** Family engagement in education improves student academic and social outcomes (El Nokali et al., 2010; Garbacz et al., 2016; Sheridan et al., 2012; Wilder, 2014)
- **Fidelity of Plan Implementation:** Family involvement in behavior plan development and implementation increases the effectiveness and utility of intervention (Durand et al., 2012; Feltig & Barton, 2014; Feltig & Ostrosky, 2011; Lucyshyn et al., 2015; McLaughlin et al., 2012)

## Benefits of Family Engagement

- Social validity of goals addressed
- Open, respectful communication
- Increased buy-in of implementers
- Improved contextual fit of plan
- Improved outcomes for children

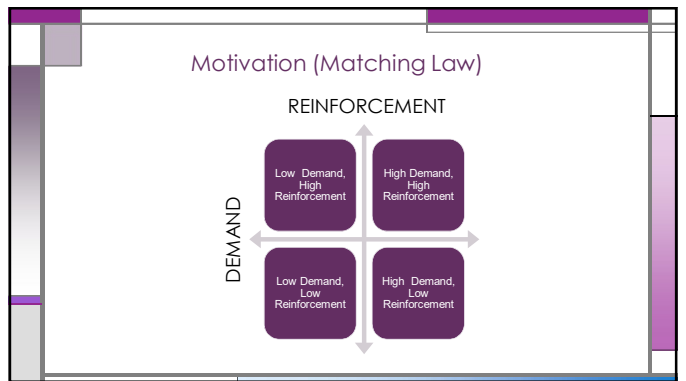


- ### Logistics of Engagement
- Relevance to family needs
  - Time and scheduling issues
  - Communication and language
  - Access (e.g., transportation)
  - Conflicting responsibilities
  - Resources available
- Baker, Wise, Kelly, & Skiba, 2016; Mendez, Carpenter, LaForreth, & Cohen, 2009



### Motivational Perspective: Engagement

	Antecedent	Behavior	Consequence
+	Clear expectations Resources/support Inviting situation	Support child's behavior and respond to professionals	Positive outcomes for child and/or parent
-	History of conflict Inadequate resources or information	Fail to engage or respond or actively resist	No reinforcement or "punishing" interactions



### Example: Positive Parent Contact

Fefer, Hiemenan, Virga, Thoma, & Donnelly, 2018

- Add 2+ instances of structured nondemand, positive teacher-to-parent contacts/week for children with poor academic engagement
- Outcomes investigated: student behavior, two-way communication, perceptions of parent-teacher relationship
  - Increased communication and high social validity
  - Moderate improvements in student on-task behavior

### Motivational Perspective: Home Example

Child	Attention or tangibles withheld, demands or unpleasant event is presented	Child engages in problem behavior	Parent provides attention, items, or activities, resolves problem, or terminates the demand
Parent	Child engages in problem behavior, possibly escalating	Parent provides items, attention, or activity or allows escape – or delivers punishment	Child's problem behavior stops right away
	Parent is provided resources/training on PBS practices	Parent uses proactive, teaching, reinforcement-based strategies	Child behavior may improve gradually (and with effort)

Coercive Family Process, Chamberlain & Patterson, 1995

### Cognition/Affect

### Cognitive and Affective Issues

Self-Efficacy optimistic or pessimistic self-talk

What Parents Think

How Parents Feel

Elevated Stress anxiety, fear, hypervigilance, frustration

Semke et al., 2010

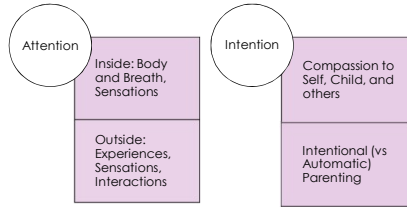
### Role of Cognition and Affect

### Example: Positive Family Intervention

Durand, Hiemenan, Clarke, Wang & Rinaldi, 2012

- RTC evaluating an individually-delivered training in PBS vs. PBS plus optimism training
  - BPT – teaching design of function-based proactive, teaching, and management strategies
  - Optimism – identifying, accepting, and replacing negative thoughts
- Outcomes investigated: child behavior (standardized), direct observation, QRS, satisfaction
  - Reduced problem behavior, greater significance in PFI
  - Parents in PFI reported greater optimism, confidence, satisfaction

## Mindfulness in Behavioral Support

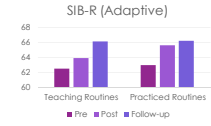
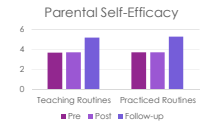


Bogels et al., 2008; Neece, 2014; Singh et al., 2014, 2010

## Example: Evaluation of Practiced Routines

Hieneman, Roulston, Pennefather, & Caraway, 2018

- Online behavioral parent training evaluating facilitated and self-directed interventions
- Inclusion of mindfulness practice (attention, intention)
- Outcomes investigated: child behavior; parental stress, efficacy, knowledge; family quality of life
  - Improvements in parental outcomes and child behavior
  - Higher satisfaction in Practiced Routines



## Tips for Engaging Parents

- Attend to logistical issues (e.g., scheduling, resources, access, communication, other priorities)
- Provide information and support, empowering families to be active participants in the process
- Balance demands with reinforcement, making engagement a positive experience
- Communicate openly and respectfully - and listen actively
- Recognize that you may need to overcome cognitive and affective barriers you did not create

Thank you for attending...

### • Questions?

- Contact information: [meme@pbsapp.com](mailto:meme@pbsapp.com)



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