

  
**WISCONSIN**
  
UNIVERSITY OF WISCONSIN-MADISON


## Supporting Children and Adolescents by Creating Engaged Connections across Homes, Schools, and Communities

Andy Garbacz, PhD  
 Assistant Professor, School Psychology  
 Department of Educational Psychology  
 University of Wisconsin – Madison

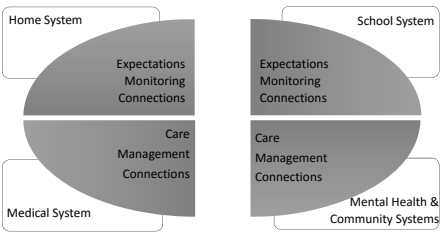


### Presentation Schedule


- Conceptual foundation for family, school, and community engagement
- Orientation to cross-setting programs relevant for schools and education
- Cross-setting programs and research findings



### Cross System Planning



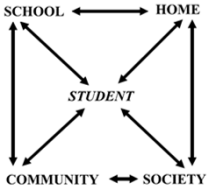
Adapted from Dishion (2013)




### Student-Centered Considerations

Consider:

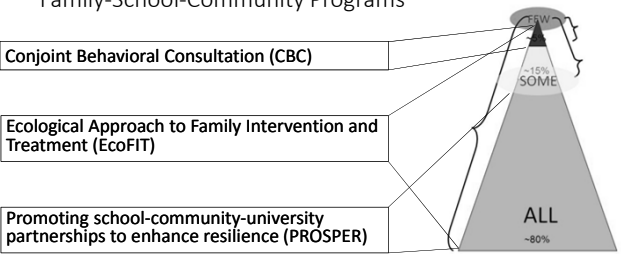
- Attitudes toward families
- Approach to partnering
- Atmosphere to facilitate partnering




Christenson & Sheridan (2001) Gutkin (2012)



### Family-School-Community Programs



Biglan (1995); Colvin & Sugai (1992); Horner et al. (2009)  
 Sugai & Horner (1994, 2002, 2009)



## Promoting School-Community- University Partnerships to Enhance Resilience (PROSPER)

WISCONSIN

### Promoting School-Community-University Partnerships to Enhance Resilience (PROSPER)

- Delivery system that guides sustained implementation of evidence-based programs to prevent risky behaviors and promote youth and family positive outcomes.
- **State Management Team:** oversight for implementation and evaluation; university researchers, extension professionals, administrators
- **Prevention Coordinators:** liaisons between university and community teams
- **Community Teams:** select an EBP, recruit families; cooperative extension staff team leader, public school co-leader, representations from local agencies, local community stakeholders

Spoth (2007)

WISCONSIN

### PROSPER Longitudinal Results

Conduct Problems

Spoth, Trudeau, Redmond, Shin, Greenberg, & Hyun (2013)

Marijuana Use

Spoth, Redmond, Shin, Greenberg, Feinberg, & Schainker (2013)

WISCONSIN

## Ecological Approach to Family Intervention and Treatment

WISCONSIN

### Increases in Problem Behaviors and Decreases in Family Engagement in Middle School

Substance Use Across 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade

Family Engagement Across 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade

Garbacz et al. (2014)

WISCONSIN

### Family Involvement Implications

6<sup>th</sup> Grade Family Involvement and 7<sup>th</sup> Grade Substance Use

6<sup>th</sup> Grade Family Involvement and 8<sup>th</sup> Grade Substance Use

Garbacz et al. (2014)

WISCONSIN

### The Multilevel Ecological Approach to Family Intervention and Treatment

- Universal
  - Family Resource Room
  - Family Consultant
  - Risk Screener
- Selected/Individual
  - Three session assessment and feedback Family Check-Up
  - Motivational interviewing (based on Drinker's Check-Up; Miller & Rollnick, 2002)

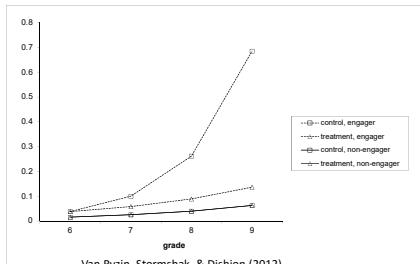
### Family Check-Up (Dishion & Stormshak, 2007)

- Three stages: Initial Intake, Ecological Assessment, Feedback & Motivation
- Initial Intake Interview
  - Establish a collaborative set
  - Developmental History
  - Family History
  - School Concerns, Home Problems
  - Problems of Greatest Concern
  - Spouse/Partner Support
  - Strengths of TC and Family

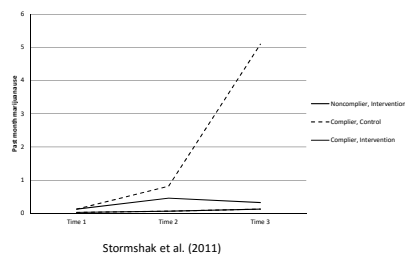
### Family Check-Up (Dishion & Stormshak, 2007)

- Ecological Assessment
  - Home Observation – Staged play activity or structured interview based on age of TC
  - Video Coding
- Parent Feedback
  - Combine interview, self-report data, home observation ratings
  - Rainbow Sheet
  - Menu of Options
  - Motivational Interviewing

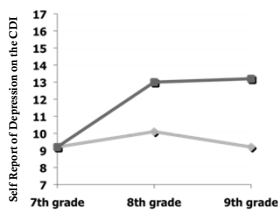
### Preventive Effects on Growth in Alcohol Use by Intervention Engagement – Transition to High school



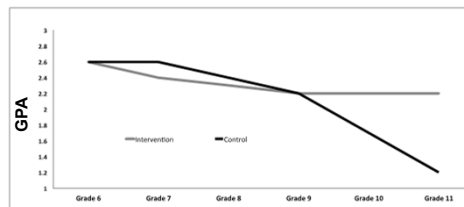
### Preventive Effects on Growth in Marijuana Use by Intervention Engagement – Transition to High school

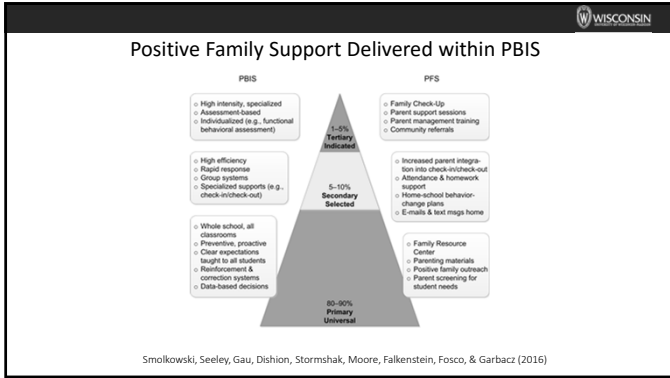


### Intervention Outcome on CDI Reports of Depression For High Risk Middle School Students



### Intervention effects on GPA from early to late Adolescence





WISCONSIN

## Conjoint Behavioral Consultation

WISCONSIN

### Conjoint Behavioral Consultation

- Conjoint Behavioral Consultation (CBC) is a cross-setting problem-solving model based in problem-solving consultation  
(Bergan, 1977; Bergan & Kratochwill, 1990; Kratochwill & Bergan, 1990)
- Parents and teachers work in partnership to identify behavior challenges, and co-create, implement, and evaluate behavior support plans  
(Sheridan & Kratochwill, 2008; Sheridan, Kratochwill, & Bergan, 1996; Sheridan, Kratochwill, & Elliott, 1990)

WISCONSIN

### Goals of Conjoint Behavioral Consultation

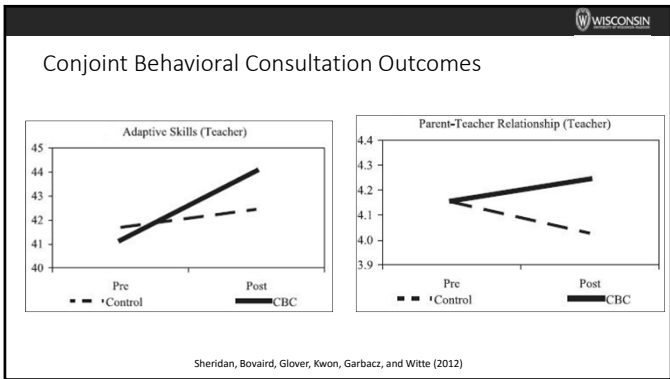
- Promote academic, socio-emotional, and behavioral outcomes for children
- Build parent and teacher skills and competencies
- Establish and strengthen home-school partnerships

Sheridan & Kratochwill (2008)

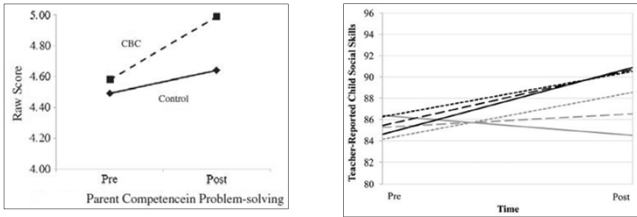
WISCONSIN

### Stages of Conjoint Behavioral Consultation

- Conjoint Needs Identification
- Conjoint Needs Analysis
- Conjoint Plan Implementation
- Conjoint Needs Evaluation

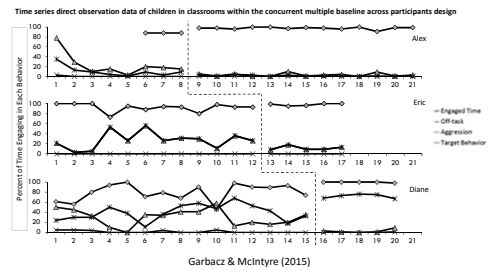


### Conjoint Behavioral Consultation Outcomes



Sheridan, Ryoo, Garbacz, Kunz, & Chumney (2013); Garbacz, Sheridan, Kwon, Koziol, & Holmes (2015)

### CBC for Children with Autism Spectrum Disorder



Garbacz & McIntyre (2015)

### Concluding Remarks

- Practices that engage families, school staff, and communities improve outcomes for children and adolescents, families, and school staff.
- Relationships and connections across home and school are important.
- Consider elements of each system and carefully plan for implementation
- Create a defined role for family engagement in districts and schools (Dishion et al., 2016)
- Embed family-school-community engagement systems and practices within existing infrastructures.

Thank you!

Questions?