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

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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

Conjoint Behavioral Consultation (CBC)
Ecological Approach to Family Intervention and Treatment (EcoFIT)
Promoting school-community-university partnerships to enhance resilience (PROSPER)

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

PROSPER Longitudinal Results

- Garbacz et al. (2014)

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 Involvement Implications

- Garbacz et al. (2014)

The Multilevel Ecological Approach to Family Intervention and Treatment
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

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

Van Ryzin, Stormshak, & Dishion (2012)

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

Stormshak et al. (2011)

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

Connell & Dishion (2008)

Intervention effects on GPA from early to late Adolescence

Stormshak, Connell, & Dishion (2009)
Positive Family Support Delivered within PBIS

Conjoint Behavioral Consultation

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- 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).

Goals of Conjoint Behavioral Consultation

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

Stages of Conjoint Behavioral Consultation

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

Conjoint Behavioral Consultation Outcomes

Sheridan, Boscardin, Grover, Brown, Garber, and Witek (2012)
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?