PRESENTER: Yeah. I'd like to introduce to you our final keynote speaker that is Dr. Kevin Moore from the University of Oregon. Kevin has worked for over 25 years with families and children who exhibit severe behavior issues. He's worked with school mental health providers, juvenile justice, using evidence-based practices to affect the lives of children and most importantly looking at how families impact the success of our children. So I'd like to turn this over now to Kevin. And if everybody could give him a round of applause, that would be wonderful.

DR. KEVIN MOORE: Thank you. Thank you. That sound right? Okay. So I'm going to try to cover some ground here and I may end up talking kind of fast. The main thing is I want to walk you through kind of a way of thinking about engaging with families in ways that can improve outcome, achievement outcomes for kids, and also mental health outcomes. And I want to -- I want to kind of move through it fairly quickly, you guys can all get this off the website at some point because I want to get to a case study at the end which -- where I think the interesting part is. So I'll kind of show you what this looks like when it all kind of comes together in a nice way. So, I think I got to do it this way. Okay. So basically, I got two objectives and that's to demonstrate that effectively engaging and collaborating with families in public schools context can make a huge difference in the success and well being of students. And then I want to kind of discuss some specific strategies that can be used to implement this into a PBIS structure or an RtII structure so that it's kind of a collaborative between the two. So basically, family engagement and involvement in student learning and at schools is -- we've been talking about it now for, you know, 25-30 years. It's in all the legislations. Every time there's a new reform, it's in the new reforms. It's just part of what we believe schools should be doing for good reasons. So what do we know about high performing schools? There's the list. And then when you find out, down at the bottom there, you'd see a supportive school environment which is PBIS and then high levels of parent-community involvement. Those are all factors that seem to show up every time they do an evaluation to find highly effective schools. So it seems to be part of what's going on in highly effective schools. For 30 years of evidence that family involvement helps student achievement and then this involvement can -- see if I can get this working. It does not work, so -- oh, there it is. So -- and when you look at this, you get teacher collaboration and outreach to families. You get increasing gains in both reading and math. Some of these outreach practices face to face, sending materials home, keeping in touch around progress, workshops to help families and children and schools who have high-rated partnership programs gain better than other schools. The hard part for some of these and I'm -- this is what I'm going to talk about is we know that getting engaged and involved with families is a good thing. It's just that we've never really helped schools scope and sequence how to do that very well. So we talk about it and people try different ways and different pockets of ways of doing it but none of it has ever been scoped and sequenced and in a way that can be done efficiently in schools, given all the other tasks that schools have, you know, in front of them. So here are some additional benefits to engagement for students: higher grade point averages; if you get families involved at school, they enroll in more challenging academic programs; pass more classes; have better attendance; and also improve their social skills. They also do better at home and in the

community. So -- and just to show you how powerful this is, if you just look at -- and this -- it is a correlational studies, but if you just look at this as teacher support and sense of belonging combined with parent involvement, they have high parenting -- high teacher support and high parent involvement, this is your grade point average. And you can see that's quite a difference from -- when you don't have it. Same thing down here, we have a sense of belonging and high parent involvement. So students that report they have a high sense of belonging with their schools which generally suggest they're in schools that have some sort of contextual feel to them, that the kids want to be there. Again, you see a pretty powerful effect that's not unsubstantial. So -- well, just not a good idea. So now, we also have about 30 years of evidence that if we can improve family management practices, we get improved outcomes for kids. We do it -- we know we can do it in early childhood, we have evidence that it occurs in middle childhood, we also know that it works for adolescent problem behavior, so -- and some of those outcomes. Same sorts of things, school grades and attendance, anxiety and depression go up, disruptive behavior disorders and arrest rates go down, ADHD symptoms improve. Also, we're getting some evidence now that health risking behaviors including high-risk sexual behaviors and drug and alcohol use also go down when we have effective family management. Most of this is kind of [inaudible] discovers the obvious but that's what -- that's what we have 30 years of evidence to show us. So now, when kids hit middle school, and I'm primarily talking about a middle school program and a high school program as really some of the work I'm showing you, is -- you have all these things that start to happen immediately when kids hit middle school. You get decreased parent involvement, parents start to fade out of their kids' lives and they start to fade away schools. And we also have some evidence that that fade, if it happens too soon, is not good for kids. If we can keep families and parents involved with kids into the sophomore or high school we get much better outcomes in terms of achievement and life course development. But they're just some natural developmental things that go on to have that happen. We also have an immediate increase in problem behavior because now you got kids trafficking through six, seven teachers, not being watched by their parents as much, and also you're immediately increasing the peer group that they're hanging around and all the social things that go with kind of early adolescences and puberty. You also get increased, like I said, peer group influence. It also start -- you could see decreases in attendance and decreases in academics performance even for kids who are doing well. And this is -- so this is kind of what we're up against as soon as kids start to move in towards middle school. So we have two systems that are trying to, you know, work with -- work with kids. You got a family, you got a home and you got expectations, you got monitoring, you got support, and the same thing at school. So these are -- these are constructs, expectations, monitoring, knowing where your kids are at, who they're hanging out with, things like that, and find positive ways to support kids both at home and at school. Those particular constructs, if they're going well, we'd get good developmental outcomes for children. If they're not going well, if there isn't enough of those, they don't go well. So, what we're trying to do with programs, you get a kid that's in between these two things, you got expectations and things at school, you got expectations and things at home. You got school, aware of what's going on, and home.

You have -- or not aware. You have parents aware of what's going on in school or not aware. The job is to try to get those two things so they come together. So that teachers know what's going on at home and schools knows what's -- what a kid is up against in terms of -- and their families up against at home. And also, a family knows what's going on at school and what the expectations and outcomes that schools are looking for. So now, here's where the synergy is. If we can get family engagement and we can couple that with family management support in educational settings, I'm going to show you, we can get pretty significant increases and positive developmental outcomes. So, I'm going to show you a little series of effectiveness studies we did in high-risk schools in Portland, randomly assigned to what we can -- are now calling Positive Family Support versus treatment as usual, where we developed a family resource center and then offered what we call a Family Check-Up and also some follow-up supports to families. And this was in -- across three middle schools in Portland starting with the sixth grade class, and here's what it looked like. This is high-risk substance, reported substance use. So you can see, I get in the sixth grade, this intervention control, you get some substance use reported. In seventh grade, it starts to go up, goes up in the control group. We started working with families and here we keep it down. They both go up here, for whatever reasons, but what's interesting for us is we stopped working with the families here. And then they went into ninth grade, into high school. And we had a dramatic -- as you can see, as soon as kids hit high school, their drug and alcohol use skyrockets, kaboom, except for the kids who were in the intervention group. So we slowed this trajectory down as they did that. After we'd stop working with them, most of you -- we believe, because we had brought parent awareness around monitoring and that this was going to be a difficult developmental transition for this, and we kind of taught them some ways to increase their ability to kind of monitor and set limits on kids here, and they were able to make use of it after the intervention was over. This is arrest rates. And so, this kind of funky statistics of [inaudible] I'll -- you can come hang out with me and I'll tell you what it all means but basically it -- this is to the extent that they engage in the treatment. So we'd offer a Family Check-Up, kind of the higher end tertiary treatment. We'd offer that. The parents that engaged are these parents here. These were people that didn't engage but didn't also assume that they needed to engage. And then there was a control group that we set up of people who looked like they should engage but did not. Okay? So these are the people that engaged in the intervention and you can see, in this sample, 100% had an arrest record by the time they were 17. And this number here, around 20, is just about the average arrest rates for juveniles in the United States anyway. So we kept these kids pretty close to the average rate in a high-risk neighborhood. And again, get it that we'd stopped working with families right in here. So this is a -- this is a carry over effect for bringing parent awareness to certain things at a certain critical transitional age that seem to have some protective factors associated with it. There's some effect on grade point average. The same thing, this is out to grade eleven. Remember we stopped working with them around grade eight. This is the -- let me see. Red is control -- no, red -- yes, red is control group, so they're dropping off on the grade point average down to, you know -- basically, these kids are dropping out of school. We're not creating rocket scientists but we also kept this curve from going down very far.

School absences, you see up to, you know, getting up to 30, 35 absences in the control group, keeping these guys fairly average. You know, 10 or so absences a year is about the max that a kid can do before -- that you really start seeing an affect on achievement, on things like that. And again, I think these are kids that are kind of dropping out of school. But if anybody is like a school business person, there's a huge cost savings here in terms of ADA and things like with some of these interventions. Again, an intervention that's stopped here really had an impact clear through high school. All right. And the impact that I'm talking about is we got together with families and parents and worked with them around school issues. So here are the challenges to using programs or parenting programs in school is how do you respectfully identify and engaged parents and -- you know, of students who need the services and support? That's no easy task. You know, a lot of times parents aren't able to participate in some of the -- what we call some of the evidence-based parenting programs because they're developed 12 or 14 weeks long. And the only reason they're 12 or 14 weeks long is that's how long a semester lasts in a university and that's how you get tenured, so that's how all those programs got developed. And if it's 12 weeks, it was -- or, yes, trimesters. And if it was 14 weeks or 16 weeks interventions then they were in a semester at a university. The other thing, as soon as we'd run out of resources, they don't have the extra resources in schools. This has been a tremendous problem in Oregon. I don't know what your school systems are like out here but recently in Oregon resources have been falling out of schools just dramatically for the last eight years. The other -- but here is the other important thing is, there's often no formal strategies linking the work of parenting interventions with school-based strategies. So schools are working on one thing with the kid and then people start to do parenting but they're not dovetailed to where they're working on the same thing. And I'm here to tell you that you can dovetail those things. So you can help parents get better parent management in the context of helping a kid do better in school so that their final outcome is around achievement. So we've developed over about 25 years what we call now -- called Positive Family Support which is an adaptive and tailored intervention. So it was intentionally designed to collaborate with any particular school based on the school needs and goals regarding their families. So we are able to work with the school and say what are your goals towards family [inaudible] and then we help you develop a program for that. We structured it around evidence-based intervention constructs and intervention targets so we are really focused on what we know. If we can hit those targets, we'd get better outcomes and we don't get distracted by other sort of things that you can get distracted by when you work with, you know, kind of complex situations. We also really focus on figuring out how can we get the response cost to the schools as low as possible to do effective and engage -- and do effective work and engage families. So that's another problem that's occurred over time is, people will say do this but schools have just a tremendous -- just huge amount of things on their plate. And so we're trying to figure out what's -- how can we do this the most efficient way possible for this -- for a school environment? So -- now I'm going to show you. So what follows are response to intervention approach. And again RtII has got a big component around tiered intervention and getting parents involved. We've designed this to dovetail -- mostly because we developed our program and it actually started out of a center on

adolescents where my colleague Tom Dishion and I and some other folks were hanging around with Rob Horner. And we hung around together for about five years. And we kept saying, "What could we do together? What could we do together? What could we do together?" And this is what kind of came out of that finally, was -- this is our attempt to do something -- so we could hang out together. Was really what the goal was. So, we like -- we like it because we can adapt it to the unique ecology of each school. And it's really kind of a partnership model, so we really try to collaborate with the school to really develop something that works well for them. Here's what it looks like. So, at the universal level, so this is kind of what the PBIS side does and then this is what we would do. We help the school develop a family resource center. We help them put materials in that family resource centers that are evidence-based and useful, brochures around certain family targets, videos, little short videos vignette of parents working with kids around certain issues. They last about five -- like I was telling people earlier, they're about five minutes long, just about the time you lose your attention span their done. Then, we have -- also we've developed some positive family outreach. One of the things we find is that if we can have between three and four positive contacts with families before we have a negative contact with them, the negative contact goes better, that we get more collaboration. The problem is we don't -- we don't -- we've never helped schools scaffold up away to get positive contact with families in a -- in a -- in an efficient way that have low response cost, we now think we have some ways of doing that, on helping schools do that. And another thing that we do, and I'm going to show you what this looks like in a minute, we use a -- we use a, what we call, Student Needs Parent Screener. We basically just ask parents, "Tell us about your kid coming into the school. Do you have any concerns on these areas? How significant are your concerns?" And then we have some ways to sort those and then we triage them and we make -- and we do outreach right off the bat before school even gets, you know, outside of a month of school. We're reaching out to families that have already told us that they have concerns about their child in certain areas. So then at the selected level, you can see what PBIS does. What we try to do is we -- one of the things that's missing our opinion out of Check-In/Check-Out is, Check-In/Check-Out, if it works great, let it work, but oftentimes it doesn't work for some of the students you want it to. But nobody gets the parents involved or if they do, they do it in a way that's kind of sloppy. So, we try to really scaffold this up to where we get parents integrated in the Check-In/Check-Out, so that they're approaching their students the same way that we would teach teachers to approach a student who's carrying around a Check-In/Check-Out card. Which is all positive, not getting overly concerned around when they don't get it to, you know, they don't make criteria, try to get them set up for the next day, etcetera. And so we engage them here. We also have attendance and homework support scaffolding for families that we can get them engaged with. And I was saying this earlier, one of the things that I think folks like us often dramatically underestimate is that because of how we've been socialized, a lot of these things, we have very good cognitive mental maps for and we can -- we can do it ourselves. If you tell me my kids are not going to school, I got a map for how to get him to school. If you tell me my kid needs to do more homework at home, I got a map for how to set up a homework situation at home, to where he, you know, to where that's -- where that's going on.

I think there are a lot of families where you say, "Your kid's not doing well at all, he needs to do more homework." They don't have a map for what that is. They either didn't do it themselves, they haven't been -- they haven't gone to college in 40 years and done homework. I'm 57, I'm still doing homework. So, I got a pretty good map for it. A lot of families don't. So we try to make a nice little map. So here is what it might look like. Here's how you get together with your student to help them with their homework. Here's how you can help your student with homework if -- even if you can't understand the content which happens for a lot of our families particularly when they hit middle school and high school, is pretty soon you can't even understand what your kids are doing. But you can still be useful and helpful to them around establishing routines and homework routines and trying to do that. Then the other thing, we have some home school behavior change plans we're starting to get together to try to help them figure out, you know, pick a behavior and we're going to get it changed for and teach them how to do that in an efficient way. And then, I don't know what you guys are doing out here but on the West Coast there are some -- just in the last three years, there are some pretty good tools now, that we can push assignments whether kids are behind on their grades, anything like that, on a daily basis out to parents. And so we try to help schools get that organized to where they're having good communication with parents around work -- or how a kid is doing in a -- in a school situation. And we -- if they don't have access, then we help them, we set up a place in the family resource center so they can come in and check grades and get information around and just kind of get tighter with the school around these sorts of things. And then at the indicated level, where you got functional analysis, assessments, and individual supports, we do a thing we call the Family Check-Up, which is a -- well, we ask the family to, again, give us some information on themselves as a family, their kid, and it's all normed, and then we give them a score back. And I'm going to show you -- in the case study, I'll show you the form that we use to feed the feed -- but we basically get people's feedback on how their kid's doing and how they're doing in terms of the family, in terms of areas that they're doing fine and strengths, in areas that we call what-need-to-be attention, where you're thinking might -- want to put some attention, and I'll show you how we use that. And then, also outside of this, we have some like individual quick-and-dirty parent support sessions on specific topics, we have fuller parent management training if somebody really wants to sign up for that, and then community referrals. But basically, out of this Family Check-Up, we have a menu that our family can collaboratively pick with us about how they might want to move forward, if at all, with doing something with their student. And it's based -- this is kind of based on a drinker's check-up, and if somebody may be familiar with this, but some of the work done around motivational interviewing and helping people move away from substances as adults, get some nice outcomes, and we've embedded that into this. So, we have some ways to support families all the way through that's dovetailed with all the things that are gone -- going on over here. And actually this family check-up really is kind of a functional behavioral assessment of a kid in a -- in a family context, what's going on with the family. You'll see what it looks like in a second. So -- oh, okay. So, currently what we're doing, we got 40 -- we're funded to do a big implementation -- we've done a bunch of effective these days. Now, we're trying to do an implementation study where we're just going

out and see if we can get schools to do it without any real resources from us other than some coaching about how to implement this in schools. We've got 41 schools we're doing in Oregon, 20 on each side kind of randomly assigned all over the state from urban -- dense urban schools to extremely poor rural schools from the tip of Oregon to the other side, you know, over the hills. So, it's quite a project and we're right in the middle of it. So -- but here's some preliminary outcomes from that. So, one of the things we wanted to know, could we get all those three tiers implemented in a school setting? And we've dealt the -- see these are effect sizes. And as you can see, the green areas, we do a better job. We're still getting -- even in the red which is harder for us to kind of get going the way we're doing it and also because of how the resources have been diving out of schools in Oregon, it's been really hard too. We're in schools now where we have middle schools where they have a halftime principal and that's it, you know, with 400 students. So if you can -- if anybody's been immersed, just imagine that. So, anyway -- but we can get a lot of these things really implemented fairly well and actually we're getting better at it, getting them into schools. So, yeah, we can get it -- we can get all those tiers implemented in schools in reasonable ways. So, I just want to say top, top, top, when do we -- all right. I'm going to skip this. So, the first thing we do is well -- just to kind of show you how this program goes together because we use a -- what we call a Parent Readiness Screening and we use it right off the bat to place kids in a triangle. We also use the data to guide our approach to how we contact and interact with parents. And then we also use data from this to start to develop topic nights or parent nights on areas that a number of parents have indicated that they have significant concerns around their students on. And so we'll develop specific topics to try to -- to try to address some of those concerns in ways with parents. So, the screener, it's -- I think it's a very pragmatic tool. It uses 14 questions. Now, what's interesting about this, those questions -- I'm going to show what those questions look like in a second. But the questions that we have are -- they don't look like a Mental Health Screen. The typical way that people have been trying to do universal screens for behavior disorders and things like that are based on Mental Health Screening things. And I don't know what it's like here but in a lot of places, there's a lot of blowback from parents because parents usually don't raise their hands to have their kids screened for mental health disorders. They don't mind if you screen them to see if they need glasses but they're not really raising their hands to do that. So, it's not -- that's not a good thing, it just adds complexity to the task. With this, we just ask them along the areas. Now, the thing is we get the same kids. And I'll show you what the screen looks like. We even have -- even some of the questions would be on the Mental Health Screening. They just don't like a Mental Health Screening. We're basically saying, "Give us some information about your kid coming into the school." We also ask the parents if they think their kid needs support. Then we ask those parents if they'd like some contact from the school around that. And then they're easily triaged into a way to where we can proactively start to move on getting some contact with parents. And in some of the schools -- I don't know how you guys organize your schools out here. In Oregon, there's a lot of stuff on grade level teaming and, you know, professional learning communities and things like that. And so those teams are now taking some of these screeners in trying to figure out how they're going to triage within the team in

terms of parent contact and how they're going to get with parents. So, it's part of -- sometimes, it's part of those professional learning communities. So, here's what the screen looks like. It's probably hard to read. But, you know, just basically, the -- you know, rate your student on the following areas, you know, welcome to school, just trying to get to know you a little better. Yeah, we put the school logo up here, cooperates with adults, behave well in school, get grades appropriate for his or her skills, you know, down to deals with distraction by other kids, they deal with emotions such as sadness or worry. Do they avoid students who, you know, would get in the negative peers, avoid students who break school rules. Do they attend school regularly? All right. And the parents rate that from doing great, some concerns, serious concern, need support, would you like some contact? Put those in the back to school package. We'd get them the first week of school. You can see those are the kind of constructs that are imbedded in that. Give us pretty much information on all the things that we might be interested in that we think have an impact on school. Then we sort it into a triage. It takes about an hour to sort a 500-kid school. And it tells us -- and then we kind of -- kind of say what to do. So, we get -- so, you know, in this particular school, you got 41 parents who had, you know, serious concern, needs support and they'd like to be contacted. It's about 12% of this particular school. So, we'd kind of say, "Okay. Here's what we should try to do with these guys." We had another bunch say, "Yeah, we got serious concerns but don't contact us, okay?" We -- that's going to happen. So, we make a mental note of that because we're going to be seeing them and when we do, we can refer back to this and say, "Okay. Well, now, I do have to contact you because you just got a -- for whatever reason, you're going to have contact them. But we can say, I can also see that you also have some worries and concerns and we're starting to see the same thing here in fourth period. So it's -- it allows us to jack up our intelligence when we're starting to have contact with families. We also copy these and put them in vice principals and principals and counselor offices so that when they have to have a family contact, they can look and see, are they calling in to somebody that has no clue that their child is -- got difficulties or they're calling in to somebody that yeah, gets it and they're up against it and this probably isn't the first phone call that parent's ever had around this issue so that can improve your approach behavior to try and to develop a collaborative relationship with the family. And we just kind of triage this down to, you know, you know, what we're up to. Now, what's interesting here, I just -- we had to go back and rerun it. I just had some data across about six schools so about, I don't know 2000 kids, where we're looking at this across a year's period of time. So we did it in the fall and then we just got the data back in spring. The problem is they will -- they didn't do some of it right so I had to send it back but what the preliminary stuff did look like, almost all the parents that rated their kids in the green zone, that there was no problem which ended up being, you know, 60, 70% of parents. Virtually, none of those kids ended up at the end of the year being rated by teachers as concern -- the teachers had concerns for those kids. So parents can tell you at the beginning of the year they're green kids, they're the green, they're going to be green, you don't really have to worry about them. They're going to -- they're going to be doing pretty well according to teachers at the end of the year. And then the rest of them kind of fell out in different places but it was like -- so parents can identify for us, at the beginning of the year,

the students that we need to pay more attention to. And we can get specific about that and we don't have to wait until January to see a whole bunch of data that tells us that's the case. They're pre-identified and it looks like parents can do that pretty accurately. At least that's my preliminary story. Okay. So we think there's multiple uses of these screeners. So you got School-wide assessment needs from a parent perspective. I've got some schools that actually use -- take these screeners to the school board to ask for more resources in their particular schools because they have -- there's different levels of needs depending on some of these communities. We think it increases teacher administrative knowledge of what -- if any concerns have about a particular student, we think it creates a big opportunity for a proactive reach out to caretakers. And it also informs, like I said, administrators so that they can -- and there has been a little more intelligent one, they reach out to parents around -- concerning behavior. So here's an example from a -- I just pulled some items from three schools and you can kind of see, completing the home -- this -- completing the homework really shows up pretty high across to all schools in the middle school thing. So you can kind of see doing great, 59%, some concern, serious concern, 80%, asking for support about 11% of parents around completing the homework. Need instruction, supervision, getting distracted by other kids, focusing, staying on task, depressed or anxious, about 7%, you know, most people doing okay. But it kind of tells you what's going on and so you can quickly see what's going on in a school and then this is where we also start to then work on topic nights for parents so you can see there's, you know, there's five topic nights right there that you can do, that would be useful to a large percentage of the parents in your -- in your school. Not just any random topic, something specific that they would actually like some support on which then might be more reinforcing for the person that has to, you know, stay and do a topic night. Okay. So then it comes out of that, then we -- then we also -- again, we try to develop a program that's kind of scaffold all the way up, both scaffold for the school and scaffold for the parents so one of the things that we do is we actually do a little training with most schools with their teaching staff on just how to have a parent contact and probably all of you have taught and stuff. Some people are, you know, don't have a problem with that, other people, they avoid it. They don't like talking to adults, became teachers because they really didn't like adults in the first place and they'd rather hang out with kids. And so they -- there's avoidance, other times you'll have a hostile parent and people avoid those kind of contacts and wait way too long before they have contact just because -- just human nature and so what we try to do is scaffold that up. We say, okay, you might have to do that, here's some ways to make that contact go more successful and if you just kind of use this planning sheet. I've used this planning sheet, you know, when I played vice principal for a day to, you know, get on my game before I call somebody on the phone and this basically gets you on your game rather than just starting off with we got a problem here, it kind of you started off a little more clever. And then we give you some tips for those, you know, how to get prepared for it, how to react, how to validate, just some -- just some simple skills that you may or may not know but sometimes are useful to be reminded of if you haven't, you know been shaped this way or you've forgotten. And then we also have some helpful hints about what if you run into somebody that doesn't present well? What are -- what's a stance you can take

to that so that that doesn't land on you so hard and that you don't make the situation worse when you do have the parent contact. So we try to, you know, basically scaffold up a more family-friendly approach to any kind of situation. So then we also try to -- like I say, we -- here's some stuff where we scaffold for parent homework. And again, this is a -- completely a drab discovery of the obvious, but how to make a homework routine? And it's your typical homework routine. Do you got a place, is it quiet, ideal? Have you checked in? Do you know what your kid has for homework? A little of this to kind of see how you're doing to check it off, whether people use this or not but you can give this to a parent, walk them through it, now they got a cognitive map for what a homework place might look like at home and a way to kind of monitor that a little bit if they want to and it's a way to get with the student. Typically, we would say, he needs a homework place at home and not give them any structure or scaffolding for that. We would assume that they're going to create those cognitive structures in their heads or here's the other problem that we often do, we might -- if we are really good and on our game, we might say all these things. I could see lots of teachers saying all these things to somebody verbally, but very few people can encode that much verbal information and hold it in their heads and then go home and reproduce it. You can't, you know, I mean, unless you've already got a cognitive structure set up for it. So, we try to scaffold for parents. We have another one for attendance. These are just some of the materials. I'm just giving you examples of these. And this is again to describe -- discover the obvious, it's a backward chain. It's like -- what time you got to be at school? And then we just back it up and say, "What do you got to do before you get there? And we back it up. Okay. Just what time do you got to get out of bed? Given it takes you 15 minutes to take a shower, you got this, you want to get to school on time. This has also worked pretty well for some staff members. I use it myself because I'm always 15 minutes late and it's because I just underestimate the time it takes me to brush my teeth. So, anyway, there it is, nice little thing. You can walk through that with a kid. Some schools even use this in some of their -- I don't know what you'd call it -- character classes or those kind of, you know, homeroom type classes that students would do. And we have another one that we have for getting to bed on time, which is a huge problem these days because of electronics. People don't down-regulate very well. And so, we did one -- we actually did a focus group with a bunch of students, middle school students and they wrote it for us. And we just copied down what they said and they didn't know how to go to bed and they told us all the ways, turn off the stuff, turn all, you know -- you know, drink some warm milk. And so that's right on the flipside of this is how to get to bed on time if that's a problem. So this is a way to improve attendance just by trying to help and it's a simple way and rather than just telling a parent that their kid isn't attending and they need to attend more, we can say that and we'd be good for them to attend more. And here are some things we might -- we might find that might be helpful or useful to you. So, rather than just calling parents and then saying things to them and not offering them anything, now you have things you can offer. And that feels much more collaborative to parents and then you get approach behavior over more -- maybe more difficult sorts of topics and things. Okay. At the selected level, this is where we invite parents, we send a letter home and invite them to join in the Check In/Check Out, follow up. We teach the parents how to use a really

simple incentive plan at home to incentivise doing well on Check In/Check Out, kind of all scoped and sequence on the back of that thing, we have a bunch of incentives of some -- from, you know, some that don't cost any money at all to other ones. There's probably 30 or 40 on there. Most parents can't think up incentives. Most of you probably couldn't give me 10 incentives if I asked you too really fast because you just don't hold them in your head like that. So again, we just try to lower the -- lower the cognitive load and give you the information and here they are, pick a few, go home and try it. And then, we have way to track that and it's dovetailed with the Check In/Check Out card so we'd get some synergy and some oomph in a -- in a Check In/Check Out process. So that's kind of, you know, again, some of the ways that we go at this. Then the big one is when we -- when we move up to the, you know, to the red zone or high yellow zone is we want to try to get together with parents in a way to get some information from them and then also we're going to feed them back some information to see if we can't get something that's going to work better. So we start off with what we call the "Get To Know You" interview. So, rather than bringing a kid, a parent in and just saying, "Okay, here's all the problems. Here's what's going on." We would start with, "Before that, we just want to get to know you a little bit," and we ask some questions and they're basically we ask some strength-based questions, we ask them some things about what they like about their student, we ask them to tell us, "Is there something going on -- in -- at home that you think would be useful for us to know about?" You can't imagine what people tell you when you ask that question, which we don't often ask, but when we do, we hear some pretty poignant stories that are useful for us to know. We also ask, "Is there anything that school is doing right now that's helpful or useful or that you don't think is helpful or useful?" And we get both. They'll say, "These things are great, these teachers are trying hard," and they'll say, "If you guys could stop doing this, that'd be really helpful." And so -- and at the end of this little interview we go, "Okay, good. We feel like we get to know you better," we ask them what they've -- what they like about their kid, what their strengths are. And if they can't tell us any, you know, all the -- you know, we flip it back and forth between strengths and then we ask them what their most serious concern is around their student. So now, we know kind of what they think about their kid, we know what they think about school and we know -- we have a sense of maybe what might be going on contextually at home that a particular kid or family is up against. Then we have them fill out a -- kind of a family questionnaire. It's got a number of questions, it takes about 20 minutes and it's all kind of -- and we -- and we've got this normed up for kids these age. So then, when we give the feedback back to the parents we say, "This is what you told us and compared to other kids, families with a child this age, this is what you guys look like." And then, we do kind of a collaborative feedback -- I'm going to show you what this feedback sheet looks like in a second. And basically, what we're trying to do is collaborate the feedback and then motivation to collaboratively join us to try to problem solve. And then outside that problem solve, we run into kind of a menu to, you know, parents' materials and supports to parent topic events and groups, to student events and support, clear up to where we're referring out to community resources or bringing in community resources and maybe moving into something more substantial and significant like wraparound process or something like that. Five minutes. Three minutes? All right. Then

let's go fast. Here's the case. Okay. We got a kid who's got -- the year before, they threatened to expel him if he didn't get individual -- didn't get therapy so the parents bought him individual therapy, saw an individual therapist for eight weeks, individual therapist says, "Nah, he looks okay to me." They let him back into school, he started middle school. As you can see, they had, you know, three referrals, in September, he had four. They're starting to escalate. Some of them had some kind of sexual overtones. He was drumming on some girl's rear end in a cooking class with the spoons. As you can imagine, that made the environment tense. They tried all the usual stuff, they gave him an in-school suspension, they gave him an out-of-school suspension, nobody liked this guy, all was going to -- you know, things are not good. And we're dealing with somebody who really didn't have very big frontal lobes. All right. So then, we do the family, we do, "Hi, how you doing?" Fill out the assessment then we gave them some feed -- now here's what the feedback form looks like. Is it right side up because that'd be cool if it is. All right. So, you can see these are all the constructs that we look at. Across these is all evidence-based constructs. This is mom, that's dad and then we tell them where they need attention or deal -- this is where they're reporting to us. We also have some teacher reports. And so, as you can see -- I'll do this fast for you. There was a major difference between dad and mom in terms of stress. Dad did not feel a bit of stress. Mom was -- mom was -- basically, her head was going to come off. So -- and they looked at each -- they saw this and they looked at each other and dad goes, "Huh?" Mom goes, "Yeah." So -- and here's what's interesting, I work clinically all the time, I don't ever think I'd be able to bring up that sort of a skew in a -- in a couple. And the first session that I saw -- I just met these people. And the first session that I saw them, without something like this -- because even if I saw it, felt it, smelled it, I would have a hard way of how to talk about that without making it go sideways a million different ways. But there, I just showed them a picture of it and they went, "Uh." So then -- so then we moved on down to some other things and basically, I asked the parents, "Well, given all these," -- and we had kind of talked it through -- and I said, "Given all these stuff, what would you like to go to work on?" Because -- and always interesting what they do. You can see the kids -- they're worried about their kid way out here with peer relationships and self-management. And they said, like what was -- the only -- they were doing pretty good in all these other parenting areas except for, they weren't very positive and they had said that. And they kind of had some philosophical reasons for, you know, kids should do what they're supposed to do because they're supposed to deal with certain feelings. And we've talked about that a little bit, but then they had -- they kind of got it and they identified that, that's what they wanted to work on. I was actually surprised. And then we related it back to these things. So it was easy to take that and just kind of relate it back and we say, "Okay. Let's start with that." So, get it. I just met these guys one time. So I said, "Okay, I'll tell you what -- and they had some, like, say, the philosophical differences so I said, "So we used our materials." I said, "Hey, we got a little thing on encouragement. Why don't you take this brochure home, read it and we'll meet next -- if you're into it, we'll come back next week and meet with me, I'll -- and we'll talk it through and I think I can find a way that we -- you could be encouraging at home and still map onto your value system. I'm pretty sure if we put our heads together, we can figure this out."

"Oh, okay." So he wanders off with this. They come back the next week, we do a home incentive around the Check In, should we put this kid on Check In/Check Out, do the home incentive around Check In -- he'd been actually on a Check In/Check Out and not doing well. We put the home incentive to the Check In/Check Out -- because the parents were pounding him. He'd come home, if he had any bad thing, I think the parents were pounding him because they thought that's what the school wanted, was the kid to get pounded. So they've been pounding this kid for like four years and all he was doing was getting hardened to being pounded. So pretty soon they would -- they'd have to kill him to -- go over the top. So then, I walked them through a little encouragement and some scaffolding for encouragement and praise. Okay. And I said, "Hey, as long as you're here, I got this short little video. Take a look at this." And this is just a little example of somebody working with a student around jacking up encouragement and praise with kind of a surly kid, which is what they had. It lasted five minutes. All right. Kaboom, nothing until February, when the kid found out he was adopted. Now, this is interesting. This dad adopted this kid when he was two and three, never said a word. I had no clue. Never said a word. And then I found out back channel that he had been adopted. Now, the school is starting to get up tight again here when he's adopted and they're mad at the parents for telling the kid that he was adopted in the middle of the school year and they wanted to rail at the parents and I said, "Let's just calm down and find out what happened." So we called the parents in and say -- and they --and they had tried not to because he had a younger sibling. They're trying to get the perfect time to do it. And that just the cat got out of the bag. We said, "Okay." And then the other thing we said, "Well, what's happened?" Oh, I talked to the kid for a second. He said, "Oh, I really like that Check In/Check Out, but my parents don't even look at my card anymore." "Well, you've been doing so good for so well. It's just a natural drift." And then, when we've talked to the school a little bit, there had been a natural drift at school too so there wasn't much reinforcement around the card at school too. So, we said, "All right. Let's jack both these up. Let's get back on the bus at home. Let's get back on the bus at school." And this is -- this is a current case right now and we're at June, no referrals. All right. Now, the thing I encourage you to think about is, you know, you see all the traditional sorts of things that people try and then you say, "Oh, gosh, I don't know, getting together with parents. Man, that takes a lot of time." But you just add up how much time these referrals take and what are they, 35--15 to 30 minutes a pop, administrative time, and other sorts of times, out-of-school suspension, the kid's not learning anything, he's out of school. Now, you've got no time here. Again, you get a little bit of time, but compared to the amount of hours I put in, I told you how many sessions that was, two. Compared to that to how much time these referrals would take and if you know anything about SWISS or referrals, these would have just kept going up over the year and you'd have a whole set of them and probably be out of school and having a miserable time and the parents not liking school and, you know, life just not working out. So, that's the kind of thing -- now, here's the thing, I only show you good cases because they're the most fun. But this is what it can look like when it goes well, when it's efficient when you do that. And the parents, when they first came in were actually quite hostile in the first meeting because they had had nothing but grief and misery from schools for about four years. So, they

were going, "What this -- how's this going to help?" You know, that it was actually -- they actually just took a little bit of time to kind of calm it down. The other thing I -- you know, I tried to video tape this and they said, "No, it's not going to happen." So we gave that up right away. But anyway, so I know that was fast. There's the summary and conclusions. I think if you can figure out ways to respectfully and effectively engage parents and you use the right constructs and you're strategic, you can get good developmental outcomes without a lot of other things going on and I think we need to increasingly integrate these systems so that they work well together and that they're dovetailed nicely so that there's an efficiency for schools. And that we're not adding in these complex, other complex systems to what schools are already doing. We think PBIS structures are a nice place to lay parenting engagement on top of because that structure is already going on and people are already ready to go in it. So, that's the end of it. There's a bunch of people that hang out with me. Thanks. Good.