Maximizing Parental Involvement in Secondary School Behavior Interventions
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Objectives

Evaluate the typical trajectory of Parent Involvement in Secondary School

Applying ACES in Tier 2 and Tier 3 Behavior Interventions
- Assessment of Parent Involvement
- Consultation in Collaboration
- Evolve Parent Involvement Plans
- Strengths-Based Approach

Parent Involvement in Secondary School

Common Concern?
Parental involvement typically declines beginning in 4th grade.

Typical Parental Involvement is conducive primarily to Middle Class, English Speaking Families

Hill & Tyson, 2009

Middle School and High School Contexts

- Larger compared to elementary schools
- Teachers instruct more students
- Fewer interactions due to bell schedule
- Parents unsure of who to contact

Complexity of curriculum, courses, learning environments

Hill & Tyson, 2009; Wang, Hill, & Hofkens, 2014

Adolescent Development and Parent Involvement

- Autonomy ↔ Independence
- Increased Planning ↔ Increased Logical/Analytic Thinking
- Increased Problem Solving
- Increased Planning/Decision Making
- Goals, Beliefs, Motivations Internalized
- Parents step back from direct involvement due to child’s greater executive functioning abilities
- Parents respond to increased autonomy of their child
- Increased bidirectional communication between parent and child
- Appropriate boundaries promote healthy independence

Hill & Tyson, 2009; Oxley, 2013
What about when the secondary student has behavior concerns?

- Social Withdrawal
- Sadness
- School Refusal
- Aggression
- Worry

Applying ACES in the Secondary Setting

Assessment of Parent Involvement
Parent Involvement - Multidimensional

Benefits of Parental Involvement in Adolescence

What does it look like in Secondary School?
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- Parental Involvement
  - Boys: Parent Volunteering, Increased Self-Worth
  - Girls: Home-Based Involvement, Increased Self-Worth

- Less Behavioral Concerns
- Increased Self-Esteem

Dotterer & Wehrspann, 2016; Toren, 2013

What does it look like in Secondary School?

- African American Parents
  - Structure, Educational Activities, Academic Socialization
  - More Parent/Teacher Communication

- European American Parents
  - Scaffolding, Independence
  - More Volunteerism

- Culturally/Linguistically Diverse Parents
  - School major role for academic expectations
  - Higher Involvement in Transition Planning/Life Lessons


Assessing Parent Involvement Preferences

- Considerations: Motivation, Invitations, Life Context
  - Parent Role Construction
  - Parent Self-Efficacy
  - Invitations: School-Based, Academic Socialization, Home-Based
  - Life Context: School, Child, Teacher

Hoover-Dempsey et al., 2005; Wang, Hill, & Hofkens, 2014
Consultation is Collaboration

Home and School Collaboration

- Active
- Joint and Shared Communication
- Participant in Problem Solving
- Increases Parental Competence in Interventions
- Reduces Family Stress

Interventions Commonly Adopted in Secondary School

**Tier 2**
- Behavioral Contracts
- Check In Check Out
- Mentoring
- Homework Club
- Cultural

**Tier 3**
- Wraparound
  - FBA
  - Explicit Expectations
  - Family Considerations

Intervention Collaboration

- Ecological Perspective
  - Student at center of many systems
  - Considering all factors that support or hinder parental involvement and collaboration

- Ethnic Validity
  - Goals, plans, interventions are accepted by recipients with respect to culture and belief system
  - Problem Solving, Intervention Acceptance, Teaming

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**Evolve Parent Involvement Plans**

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Parent Socialization – The Key

- Minimal to no ethnic differences in practice
- Stronger association with adolescent emotional engagement
- Scaffold for adolescent growth
- Help set adolescents on positive trajectory
- Dependent on knowledge of navigating secondary school context

Hill & Tyson, 2009; Toren, 2013
Evolving Parent Involvement Plans

- **Parenting**
  - Workshops/Informational Meetings for a supportive home setting

- **Communication**
  - School Programs and Child Progress
  - Decision-Making
  - Inviting Parents to help at School, home, other locations

- **Volunteering**
  - Providing resources/ideas for student support at home
  - Solicit and appoint parents as decision-makers and representatives
  - Locate and use community services

Olvera & Olvera, 2012

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New Vantage Points

**Electronically**

- Email
- Parent Access Portals
- Google Docs/Forms

Zieger & Tan, 2012
Strier & Katz, 2016

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**Strengths – Based Approach**
Parent is the Expert

Student Needs

Exceptions

Student Aspirations/Values

NASP Practice Model

Family-School Collaboration Services

- Recognize Strengths and Needs of Family Systems
- Apply Evidenced-Based Strategies for Families

Diversity in Development and Learning

- Recognize diverse factors for children and families
- Apply Evidenced-Based Strategies that is Culturally Responsive

In Practice
## LSSP Role in Maximizing Parent Involvement in Secondary School Interventions

<table>
<thead>
<tr>
<th>Communicate Impact at Secondary Level</th>
<th>Aid in the development of Parent Involvement Assessments</th>
<th>Develop Authentic Parent-School Contacts</th>
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<tbody>
<tr>
<td>Reinforce Common Language</td>
<td>Initiate planning, intervention, and evaluation Contact with parents</td>
<td>Reinforce role of Home-Based Parent Involvement</td>
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## How would ACES look during Tier 2 or 3 Intervention Adoption When:

- Work Schedule Conflicts?
- Mistrust of School?
- Perspective of School Different from Norm?
- Preference to let School Figure it Out?
- Does Not See a Concern?
- Prefer not to Adopt Interventions at Home?

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**Thank you for your time!**

Questions/Comments?

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References


