

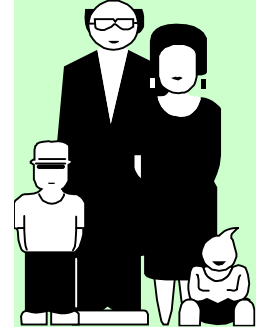


- Early Childhood Centers as creative and safe spaces!

# PARENT INVOLVEMENT & PBIS



***Families are critical players in improving the important work of schools.....***



Parents are full partners in the decisions that affect their children. Partnerships work best when there is mutual respect and each partner can participate in the decision-making process. When schools view parents as partners and engage them in decision-making processes, they realize higher levels of student achievement and greater public support.

**DuFour & Eaker, 1998**

# OVERVIEW

- ❖ Dr. Epstein's Types of Family-Community Involvement
- ❖ Traditional roles
- ❖ How can parents be involved with PBIS at home?
- ❖ How do PBIS rules apply in the community?
- ❖ Parent Engagement & PBIS

# Joyce Epstein's Model of Parent Involvement

- 1. Parenting:** Families must provide for the health and safety of children, and maintain a home environment that encourages learning and good behavior in school. Schools provide training and information to help families understand their **children's development** and how to support the changes they undergo.
- 2. Communicating:** Schools must **reach out** to families with information about school programs and student progress. This includes the traditional phone calls, report cards, and parent conferences, as well as new information on topics such as school choice and making the transition from elementary school to higher grades. Communication must be in forms that families find understandable and useful for example, schools can use translators to reach parents who don't speak English well and it must be two- way, with educators paying attention to the concerns and needs of families.
- 3. Volunteering:** Parents can make significant contributions to the environment and functions of a school. Schools can get the most out of this process by creating **flexible schedules**, so more parents can participate, and by working to match the **talents and interests** of parents to the needs of students, teachers, and administrators.

4. **Learning at Home:** With the guidance and support of teachers, family members can supervise and assist their children at home with **homework** assignments and other school-related activities.
  
5. **Decision-making:** Schools can give parents **meaningful roles** in the school decision-making process, and provide parents with training and information so they can make the most of those opportunities. This opportunity should be **open to all segments** of the community, not just people who have the most time and energy to spend on school affairs.
  
6. **Collaboration with the Community:** Schools can help families **gain access** to support services offered by other agencies, such as healthcare, cultural events, tutoring services, and after-school child-care programs. They also can help families and community groups provide services to the community, such as recycling programs and food pantries.

What are usually the roles of  
Parents in school?

# *TRADITIONAL ROLES*

**After school program**

**Tutoring**

**Field Trips**

Sports Activities  
**Sports Activities**

**Room Parent**

**PTA**



# FAMILIES ARE CRITICAL FOR SCHOOL SUCCESS

Families as Contributors

Families as Knowledgeable

Families as Collaborators

Families as “Vision-Keepers and Advocates for their Children

Families as Co-Creators and Co-Decision Makers

# COLLABORATION & PBIS

- Collaboration versus the Expert stance
- Avoid blaming
- Focus on student success when planning & implementing school wide efforts
- Family members as contributors to support process of PBIS
- Work on collaboration and communication skills

Minke, M. K. & Anderson, K.J. (2005) Family-School Collaboration and Positive Behavior Support. *Journal of Positive Behavior Interventions*, 7 (3), 181-185.

# How can parents be involved with PBIS at home?

- Homework
- Compare home rules with PBIS rules at school
- PBIS rules in the community
- Support your child's "job" in school

# How do PBIS rules apply in the community?

**church?**

**YMCA**

**Boy Scouts?**

**McDonald's**

**Driver's Ed Class?**

# Families are key to the success of PBIS!



Real change can only come as a result of the commitments of both the minds and heart of the total school community-teachers, parents, students, administrators and school boards.

Sergiovanni, 1994

# PARENTAL ENGAGEMENT & PBIS

- Session One: PBIS 101 at your school
- Session Two: HOME Matrix

# *SESSION 1: PBIS 101 AT YOUR SCHOOL*

- Parents will understand the components and principles of Positive Behavioral Supports & Interventions
- Parents will be able to identify ways to become involved in the implementation of PBIS at their child's school



# Designing School-Wide Systems for Student Success

## Academic Systems

### Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

### Universal Interventions

- All students
- Preventive, proactive

## Behavioral Systems

### Intensive, Individual Interventions

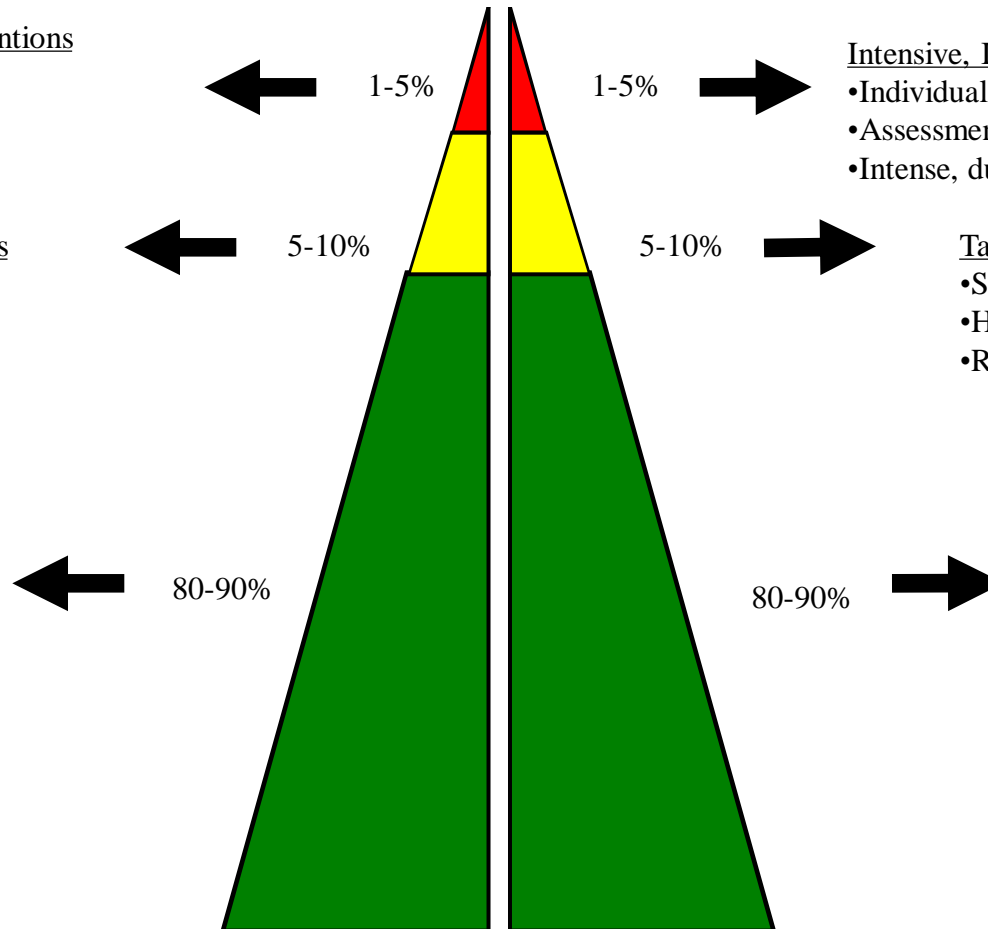
- Individual Students
- Assessment-based
- Intense, durable procedures

### Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

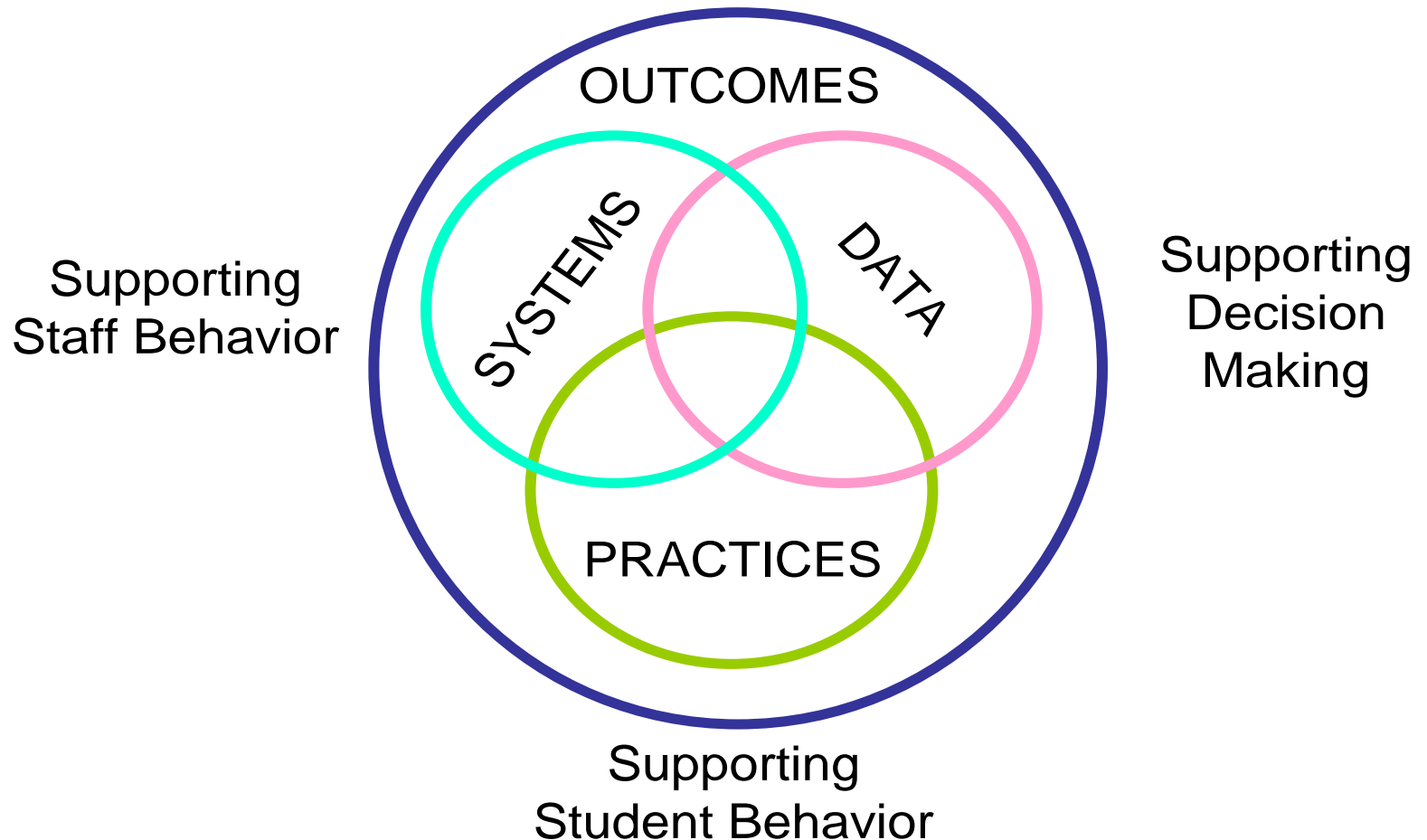
### Universal Interventions

- All settings, all students
- Preventive, proactive

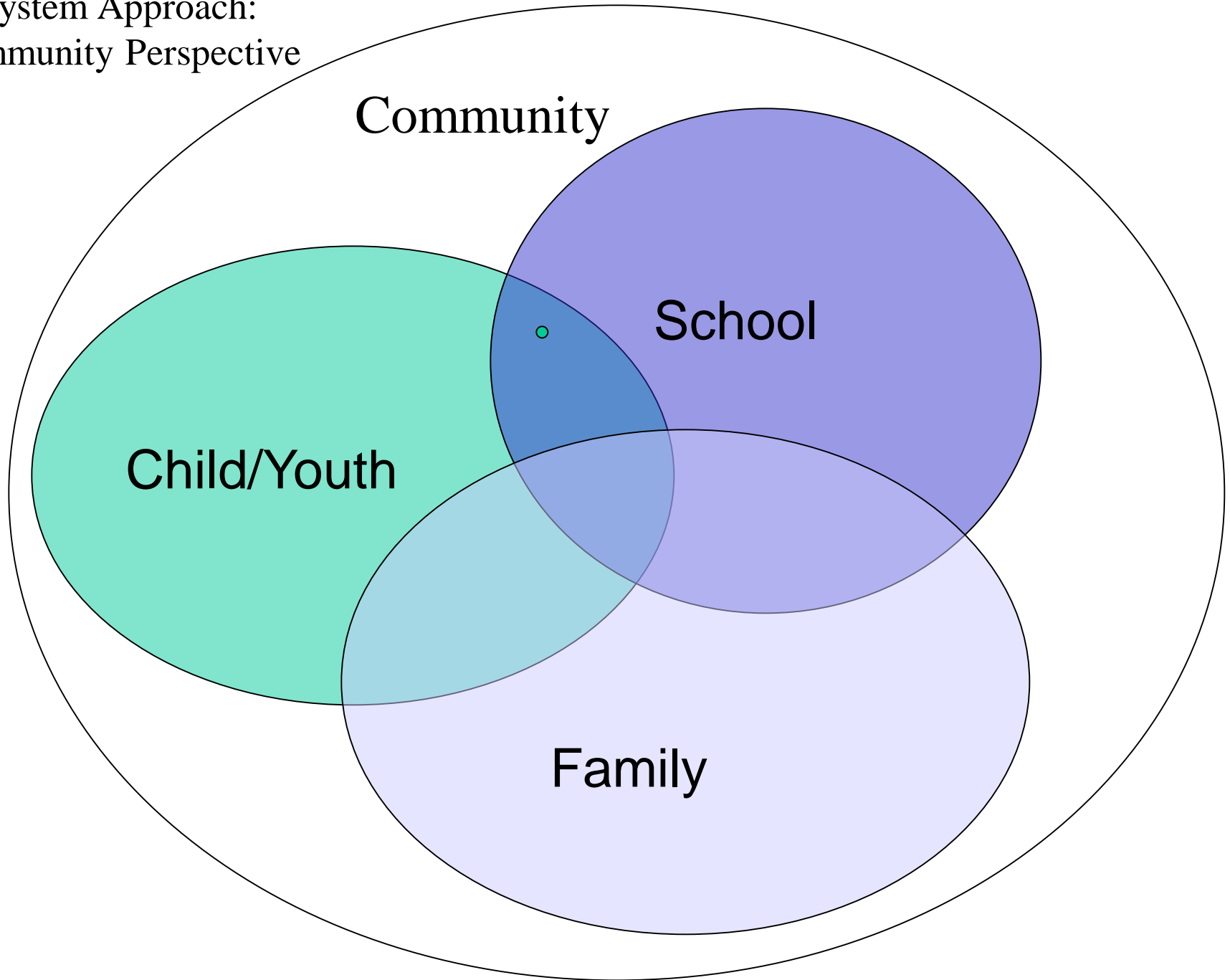


# POSITIVE BEHAVIORAL INTERVENTIONS and SUPPORTS

Social Competence &  
Academic Achievement



System Approach:  
Community Perspective




# The BIG 5 Questions about Problem Behavior

??????

1. Who are the students generating the referrals?
2. What types of behaviors are occurring?
3. When are the behaviors occurring?
4. Where are the behaviors occurring?
5. How often do behaviors occur?

# Critical Features of PBIS

- 
- Establish Commitment
  - Establish and Maintain Team
  - Self-Assessment
  - Establish School-Wide Expectations
  - Establish On-Going System of Rewards
  - Establish System for Responding to Behavioral Violations
  - Establish Information System
  - Build Capacity for Function-Based Support
  - Build District Level Support

## *Park's Pride: The 3 P's*

	<b>Classroom</b>	<b>Lunchroom</b>	<b>Bus</b>	<b>Hallway</b>	<b>Playground</b>
<b>Be Polite</b>	<b>Follow established rules. Use Manners.</b>	<b>Eat your own food. Talk with an inside voice.</b>	<b>Respect drivers rules. Greet driver.</b>	<b>Walk quietly on the right side.</b>	<b>Share equipment.</b>
<b>Be Positive</b>	<b>Use active listening.</b>	<b>Clean your area. Help others.</b>	<b>Use proper language</b>	<b>Hands and feet to yourself.</b>	<b>Wait your turn.</b>
<b>Be Prepared</b>	<b>Materials for the day ready.</b>	<b>Money out.</b>	<b>Be at the bus stop on time.</b>	<b>Supplies ready for class.</b>	<b>Return equipment at the whistle.</b>

# JHMS Motto

Our motto focuses on  
two pillars of character,:

Responsibility and  
Respect.

*“Responsible behavior means  
respecting M.O.E.”*

**M = Myself**

**O = Others**

**E = Environment**



# Math

- Come to class on time
- Bring materials for class
- Respect other people's answers
- Do your best work
- Show all work





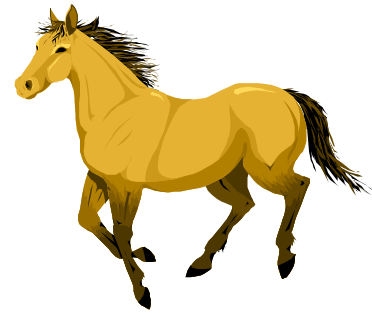
# Parks Pride

Positive, Polite, Prepared

- Positive
- Polite
- Prepared

Name \_\_\_\_\_

Teacher \_\_\_\_\_



# ENCOURAGE PARENTS TO ANSWER:

- HOW CAN I SUPPORT MY CHILD?

# Data Based Decision Making

- The PBIS team meets on a regular basis to review, discuss, and make decisions based on office referrals on “The Big 5”
- Determine whether re-teaching expectations in a certain area, provide specific instruction to a small group of students or develop an individualized plan for a particular student

# *Most Important.....*

- Build Strong Parent Collaboration throughout the process
- How can they become involved?
- Include PBIS discussions and activity updates at PTA meetings
- Offer Parent Training on the principles of PBIS use at home
- Develop a PBIS Parent Manual

# The HOME Matrix

- Our next PBS Parent training will help parents (and staff!) use the principles of Positive Behavior Support to identify strategies for setting up predictable routines at home and help families identify ways they can work with the school to increase positive behavior for children in all settings, home, school and out in the community.

# *SESSION 2: THE HOME*

## *MATRIX*

- Use principles of PBIS to identify strategies for setting up **predictable** routines at home
- Help families identify ways they can work with the school to increase positive behavior for children in all settings, home, school, and out in the community.
- Recognize positive behaviors (5:1)
- Define expectations clearly

**A person cannot feel successful  
and repeat the desired behavior**

**If he doesn't know what behavior to repeat**

**Be Specific in describing the desired behavior**

# PBIS Home Matrix

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting Ready for bed
<b>H</b> HELP OUT							
<b>O</b> OWN YOUR OWN BEHAVIOR							
<b>M</b> MAKE GOOD CHOICES							
<b>E</b>	<b>V</b>	<b>E</b>	<b>R</b>	<b>Y</b>	<b>D</b>	<b>A</b>	<b>Y</b>



# PBS Home Matrix

	Getting up in the morning	Getting to school	Clean-up time	Time to relax	Homework time	Mealtime	Getting ready for bed
<b>H</b> HELP OUT	Make Your bed Clothes in hamper	Have your back pack, lunch, notes, keys	Do your chores	Clean up after yourself Play quietly	Put your things in your backpack when finished	Set the table Put dishes away	Brush your teeth Dirty clothes away
<b>O</b> OWN YOUR BEHAVIOR	Get up on time Get cleaned up and dressed on time	Be ready to leave on time	Clean up after yourself	Ask before you borrow Ask to change stations	Complete your homework on time Do your best!	Use kind words and "I statements" Recognize mistakes and apologize	Get to bed on time!
<b>M</b> MANNERS COUNT	Try a morning SMILE! Thank your parents for helping.	"Thanks for the ride" "Have a nice day"	Ask politely for help	Respect others things Offer to share	Ask for help respectfully "Thanks for the help"	Please and thank you Use your napkin	End the day with nice words and thoughts
<b>E</b>	<b>V</b>	<b>E</b>	<b>R</b>	<b>Y</b>	<b>D</b>	<b>A</b>	<b>Y</b>

# PBIS Home Matrix

## SECONDARY

E	V	E	R	Y	D	A	Y

# Coming Soon!!!!

## PBS at Home

- Why do my children want my attention every time the phone rings??
- It's time to go. You are going to be late this morning. Where are the shoes? What permission slip?!
- What are the stressful times of your day at home? How can I handle everyday challenges in a more proactive and consistent way?

# Meet My Children

- Use an index card for each of your children
- Identify 2 strengths for each child
- List the strengths on the card
- Share your cards as you meet the people at your table
- Post these cards on your fridge!

# PBS in the Home

- Identify positive behavior support strategies to use at home
- Develop predictable routines at home to support positive behavior
- Practice acknowledgement of positive behaviors

I wish my child wouldn't  
do that !!!!!

Write down the behaviors that  
you would like to work on as  
you think of them.

# Please stop! Why are you behaving like that?

- The telephone
- Getting out the door in the morning
- “NO” in the grocery store
- Driving down the highway
- Time to clean that room
- One more story....please!

# The ABC's of Behavior:

## What would you do?

- 14 items in the grocery store
- A bad day at work and now....
- A new dog in the neighborhood



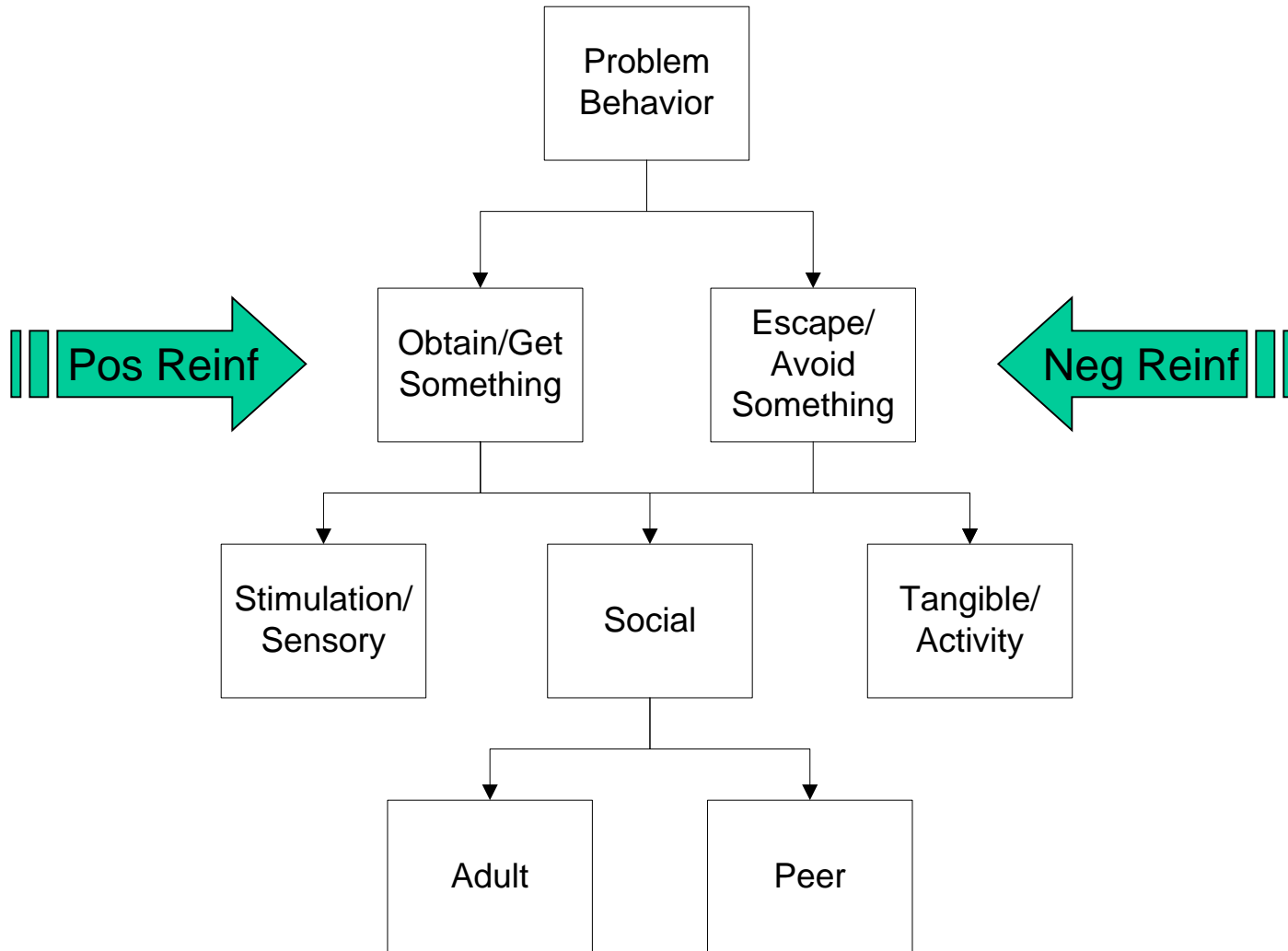
# Functions of Behavior

- Get or Obtain
  - attention (*social*)
  - desired item, task, or activity (*tangible*)
  - self-stimulation (*automatic*)
  
- Escape or Avoid
  - attention, demand, or request (*social*)
  - activity, task, or item (*tangible*)
  - internal stimulation (*automatic*)

# A New Way to See Behavior

- Behavior has a “Communicative Intent”
- Serves a useful purpose (function) for the person of concern
  
- ANTECEDENT: what happens before the behavior
- BEHAVIOR: what the child does
- CONSEQUENCE: our response/”the payoff”

# Functions



# The BIG FIVE QUESTIONS

- **WHO** was involved?
- **WHAT** was the specific behavior?
- **WHEN** did the behavior occur?
- **WHERE** did the behavior take place?
- **WHY** did the behavior occur?

# Behavior change is a family affair

- Do mom and dad respond the same way?
- Grandma's house
- Back and forth (and up and down!)
- Babysitter for the night out
- What are the school rules? How can we provide a “match”

# Westgate Elementary

- Respect
- Responsibility
- Safety

# RESPECT

- What does respect look like at the dinner table?
- How do we teach our children to demonstrate respect in the community?
- How we positively recognize our children who are demonstrating respect at home?
- How will we help our children who are having challenges with respectful behavior at home?

# RESPONSIBILITY

- What does responsibility look like when our children are doing their chores?
- How will we teach responsibility for homework and school materials?
- What are the consequences and interventions for our children who are not using responsible behavior?
- How are working as a family in this process?



# SAFETY

- What does safety look like in the community?
- How do we teach and reinforce safety in a variety of community settings?
- How do we know if there are safety concerns or issues for our children and their friends?

# PBS Tips for Positive Behavior

- 1. Remember 5:1 with positives.
- 2. Set the stage for success..reward the effort.
- 3. Give clear, specific directions.
- 4. Stay calm. Use a calm voice.
- 5. Set reasonable limits.

# PBS Tips for Positive Behavior

- 6. Be consistent. YES means YES and NO means NO.
- 7. Set the example. Actions speak louder than words.
- 8. Proactively anticipate the situation.
- 9. Have patience. A little goes a long way!!
- 10. Have fun and enjoy the ride!

One Behavior at a Time

Map out the plan

# “STICK WITH THE PLAN”

- Look at your Home Matrix and your list of behaviors you want to address
- Identify 5 – 10 POSITIVELY stated behaviors
- Write each one on a stick in a bright color and decorate
- These will be your daily reminders for positive behavior change

# Family Engagement Checklist

Muscott & Mann, 2004

School: \_\_\_\_\_ Team: \_\_\_\_\_ Date: \_\_\_\_\_

<b>STATUS:</b> In place Partially in place Not in place	<b>TASK</b>	<b>PRIORITY:</b> High Medium Low
	Climate	
	1. There is a process for assessing how welcomed, valued, and satisfied parents are in and with the school.	
	2. There is a plan for addressing ways to help families feel welcomed and valued.	
	3. There is a plan for training all staff to work collaboratively and respectfully with families.	

# ADDITIONAL SLIDES FOR FUTURE PRESENTATIONS



# Competing Pathway Model

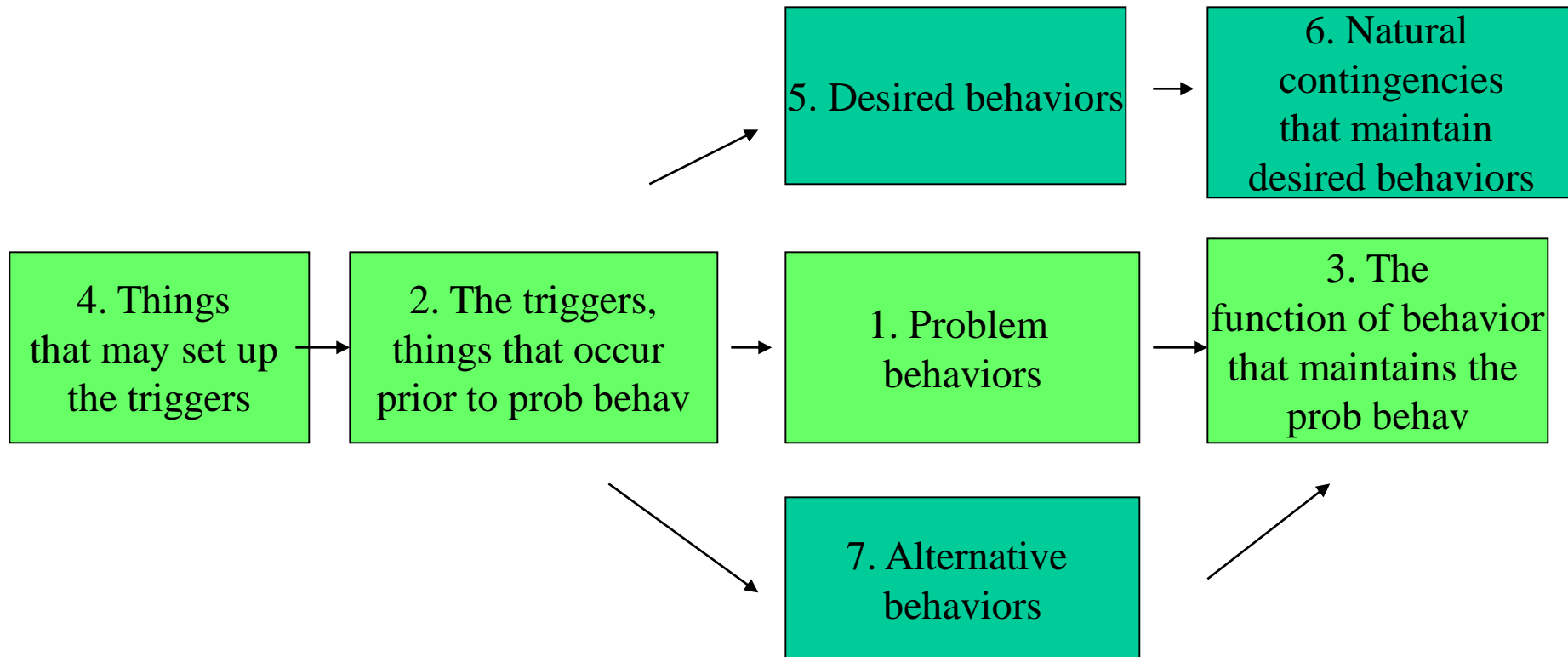
- Process to look at the ABC's of behavior
- Answers the question: WHY the child is doing this?

# Competing Pathway Model

- What situations “set up” behavior: tired, change in routine, visitation, babysitter
- What situations “set off” this behavior: asking him to turn off the TV, time for bed, can’t have ice cream NOW
- How does our behavior reinforce this “series of unfortunate events”
- What is the “payoff” for this behavior

# Summarizing FBA results

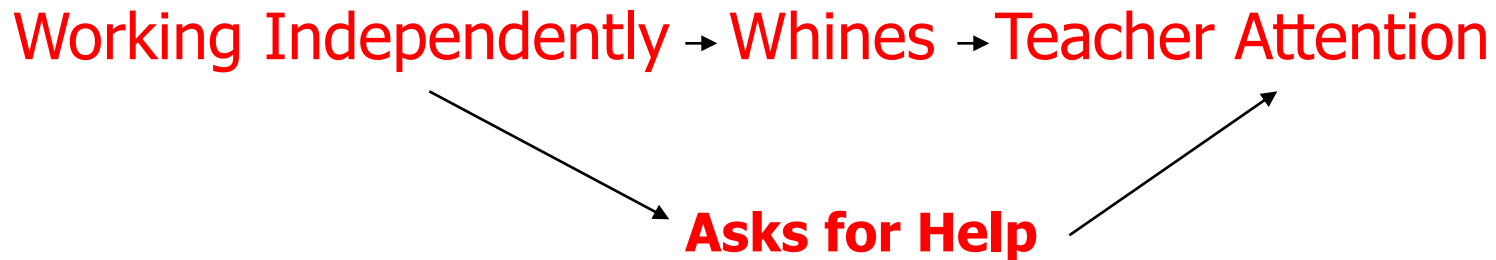
- Competing Behavior Pathway Analysis (CBA) Diagram



# Remember...

- Positive Behavior Support is the **redesign of environments**, not the redesign of individuals
- Positive Behavior Support asks us to change our behavior to help our child change theirs.

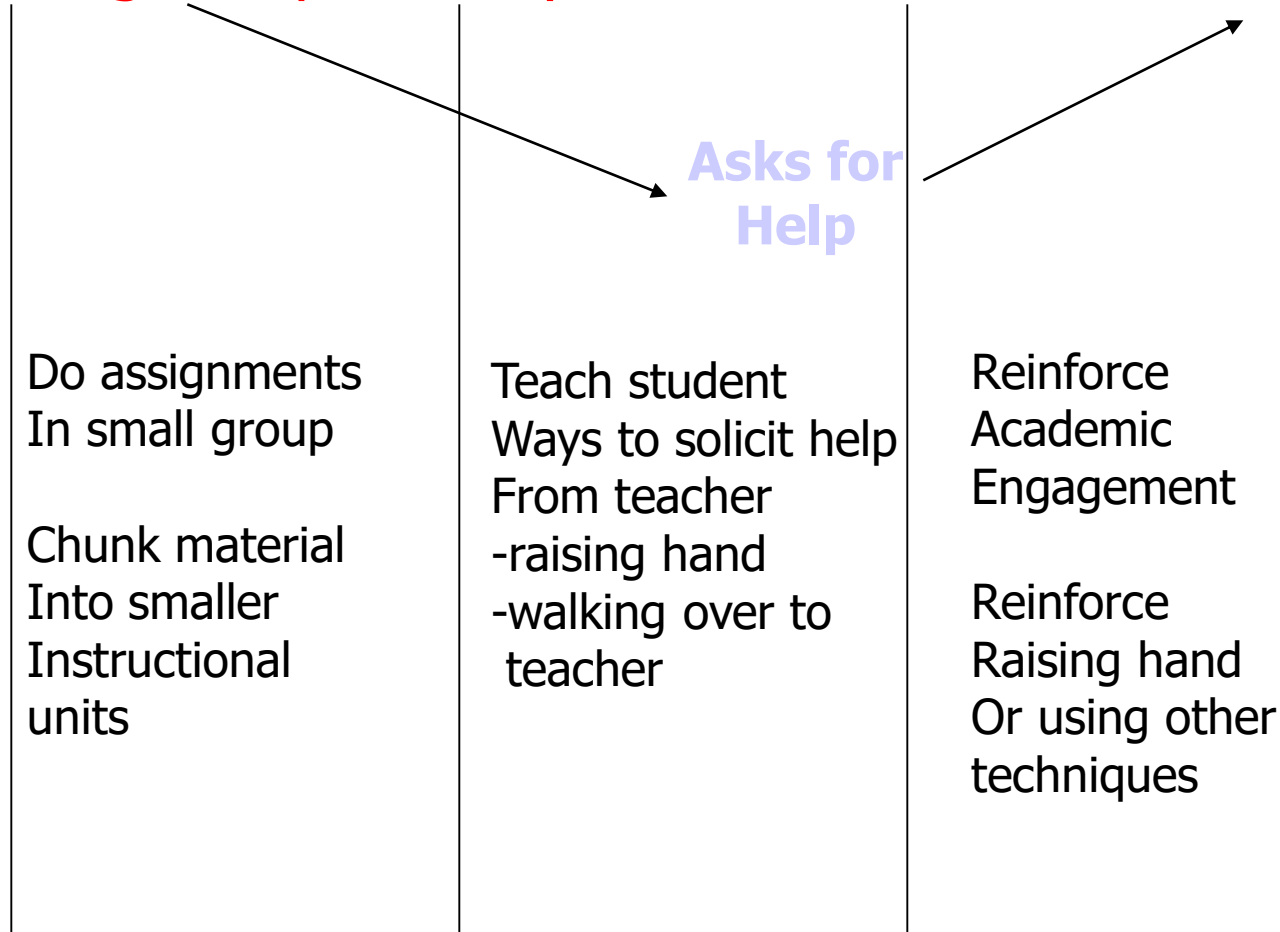
# Identify Replacement Behavior



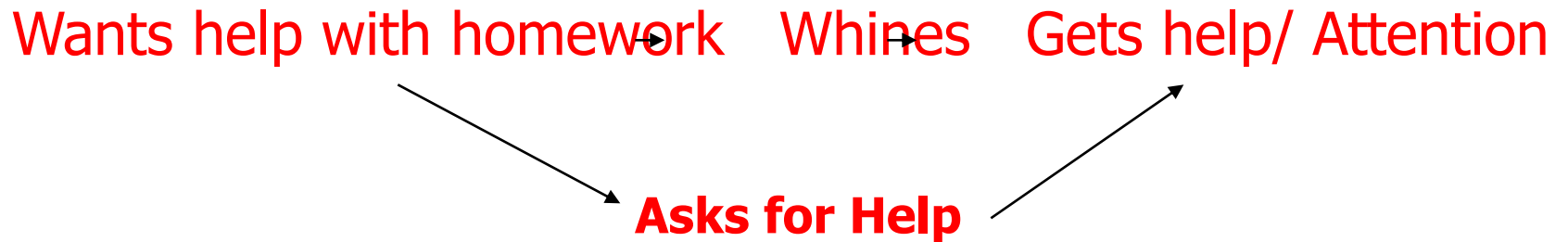
O'Neil et al. (1997)

# Select Intervention Strategies

Working Independently → Whines → Teacher Attention



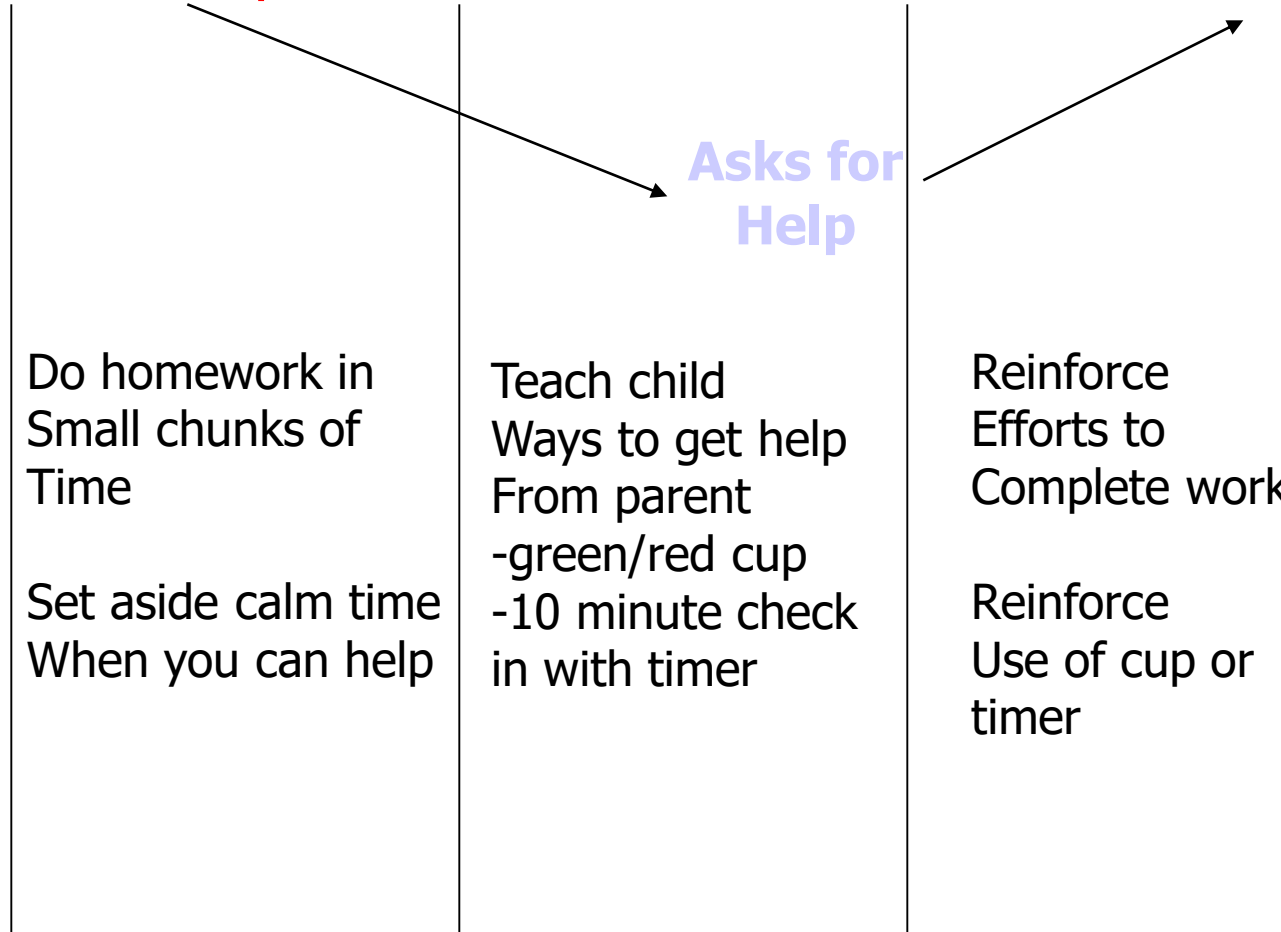
# Identify Replacement Behavior



O'Neil et al. (1997)

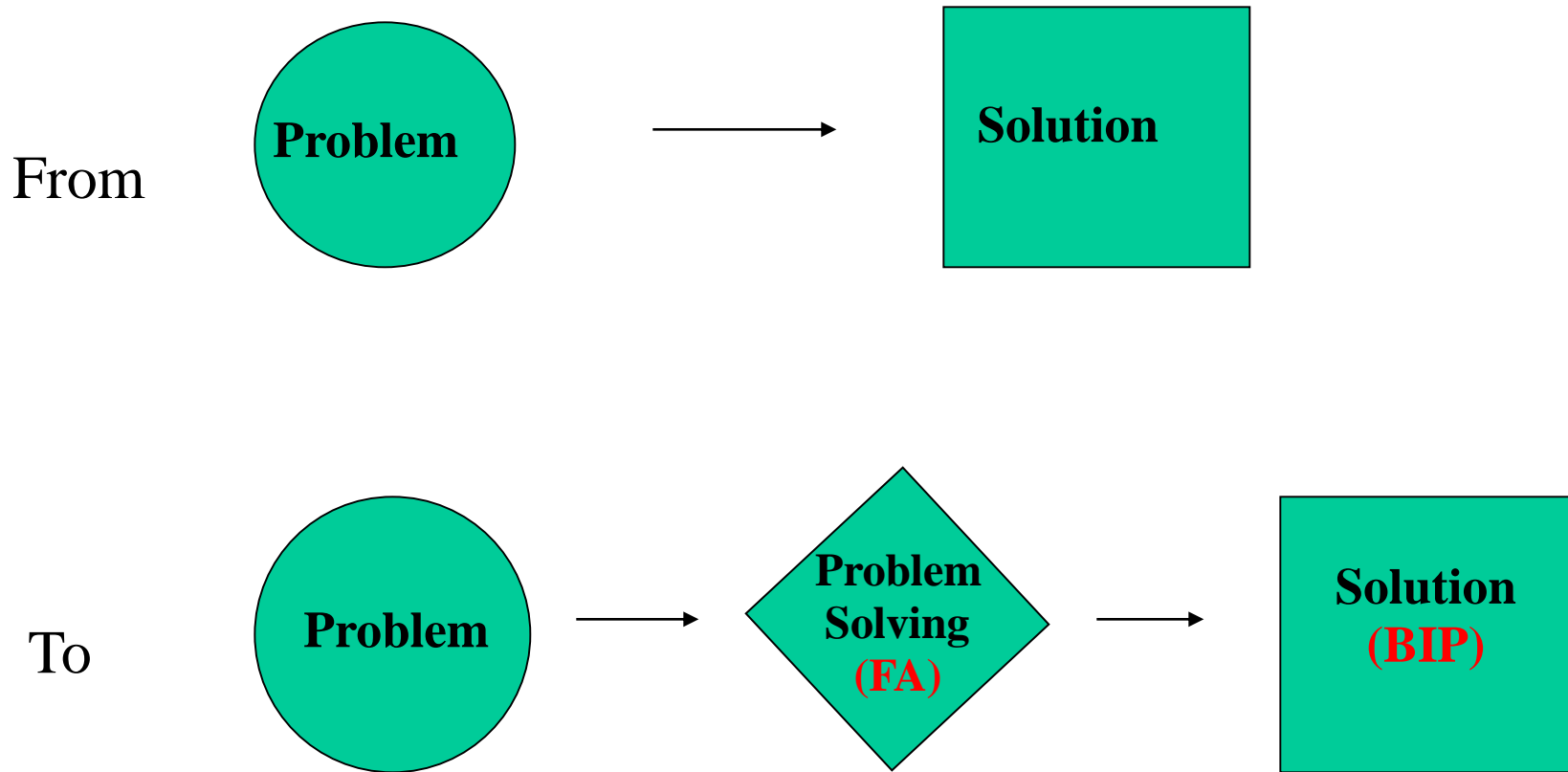
# Select Intervention Strategies

Wants help with homework - Whines - Gets help





# Improving Decision-Making



# CHALLENGES FACED IN TRYING TO GET PARENTS INVOLVED?

Obstacles/Barriers

# Parent Involvement (Epstein's Model) & PBIS

- Parenting
- Communicating
- Volunteering
- Learning at Home
- Decision Making
- Collaborating with Community

# TYPE 1: PARENTING

Help families establish home environments to support children as students

- Create “PBIS at Home” classes for parents. Help parents identify behaviors they want to start reinforcing at home.

“Thanks for brushing your teeth”

“Good job making your bed.”

**\*\*\*What does it look like?\*\*\***

- Create behavior support classes
- Provide training in parents’ native language

# TYPE 2: COMMUNICATING

**Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.**

- PBIS table at Back to School Night with Parent Survey
- Share results of PBIS surveys with parents
- Create and maintain a PBIS bulletin board
- Create and distribute calendars and agendas with PBIS motto and matrix
- Publish a PBIS Newsletter
- Add a PBIS page to school website

# TYPE 3: VOLUNTEERING

## **Recruit and organize parent help and support**

- Create a volunteer book that describes the PBIS program and behavior expectations for parents
- Have parent available to read to students as PBIS incentive or reward
- Have parents help children design PBIS posters

# TYPE 4: LEARNING AT HOME

**Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities.**

- Have web topic and activities available each week/month
- Purchase resources that parents can check out that support the PBIS initiative
- Have children explain and give examples of how PBIS works with their family as “homework”

# TYPE 5: DECISION MAKING

## **Include parents in school decision, developing parent leaders and representatives**

- Alternate meeting times: morning, afternoon, and evening
- Pair new parents with veteran parents
- Offer ‘short term’ participation on PBIS team, with option to renew
- Plan for care of children during meeting
- Involve parents in selection of incentives and celebrations
- Recruit multiple family members for PBIS team



# TYPE 6: COLLABORATING WITH COMMUNITY

**Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development**

- Make presentation to school board, community groups, site council
- Invite community and parents to PBIS celebrations
- Create Implementation video that shows PBIS in action to show at local library, town hall
- Acknowledge employers' donation of parent time in newsletter, on web site

# SUMMARY

- Involving parents can be challenging but critical
- It should be a relationship of trust and respect
- Collaboration is the key
- Parents can reinforce PBIS principles at home