

## PBIS for Families

Integrating the Family System

with

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## The H-S Variable

“The home-school relationship is a variable that *must* be accounted for in school success!”

Sandra Christenson (2010) NASP

## The Home-School Variable

- Home-School incongruity = Risk!
- H-S Incongruity > Status Variables

Pianta & Walsh (1996)

## II. Involvement That Works

**“There are two inescapable conclusions... (1) Parental involvement programs work when implemented, and (2) they are rarely implemented.”**

- Anne Henderson (1987)

## So... What Works?

*In a review of 49 studies...*

“The form of parent involvement does not seem to be as important as that it is reasonably **well-planned**, **comprehensive**, and **long lasting**.”

- Anne Henderson (1987, p.2)

## Parenting & Teaching

- Effective Parenting & Effective Teaching have many things in common: Goal, Philosophy, Strategies
- Effective Teaching involves an aspect of parenting
- Effective Parenting involves effective teaching

	<b>LOGISTICS: Time</b>
	<p>30-45 mins. for meet &amp; greet + food 90 minutes for presentation</p> <p>Time slot varies by community</p> <p>Time of year issues</p>

	<b>LOGISTICS: Schedule</b>
	<p>1 Session: <u>Topics:</u> PBIS Overview <u>Goals:</u> Primarily Awareness</p>

	<b>LOGISTICS: Schedule</b>
	<p>2 Sessions: <u>Topics:</u> 1. PBIS Overview + Clear Expect 2. Teaching + Recognizing <u>Goals:</u> Awareness + Information</p>

	<b>LOGISTICS: Schedule</b>
	<p>3 Sessions: <u>Topics:</u> 1. PBIS Overview + Clear Expect 2. Teaching + Recognizing 3. R+ &amp; Punishment, Problem-Solving <u>Goals:</u> Awareness + Information + Skills</p>

	<b>LOGISTICS: Schedule</b>
	<p>4 Sessions: <u>Topics:</u> 1. PBIS Overview + Clear Expect 2. Teaching + Recognizing 3. R+ &amp; Punishment, Problem-Solving 4. Thinking Functionally + Prob Solv <u>Goals:</u> Awareness + Info + Skills + Feedback</p>

	<i>Alternative Schedule</i>
	<p>Ongoing Sessions Across School Year:</p> <ol style="list-style-type: none"> <li>1. Review calendar for formal family contact events (e.g., back to school night, open house, conferences)</li> <li>2. List topics to teach</li> <li>3. Calendar: Event – Topic</li> <li>4. Prepare school staff &amp; materials</li> </ol>

	<i>Alternative Schedule</i>
	<p>Benefits/Advantages:</p> <ol style="list-style-type: none"> <li>1. Organic</li> <li>2. Builds capacity of staff</li> <li>3. Distributes learning across time</li> </ol>

	<b>LOGISTICS: Schedule</b>
	<p>Plan a Follow-Up:</p> <p><u>Topics:</u></p> <ol style="list-style-type: none"> <li>1. Quick review of critical concepts</li> <li>2. Check for follow-through</li> <li>3. Problem-solve application</li> </ol> <p><u>Goals:</u></p> <p>Support, Coach</p>

	<b>Bringing 'Em In: All</b>
	<ul style="list-style-type: none"> <li>❖ Food</li> <li>❖ Childcare: age-grouped &amp; structured</li> <li>❖ Transportation: available upon request</li> <li>❖ Children's art or activities</li> <li>❖ Useful: Relevant &amp; Do-able</li> <li>❖ P.R., P.R., P.R.... <i>targeted</i></li> </ul>

	<b>Bringing 'Em In: At-Risk</b>
	<ul style="list-style-type: none"> <li>&gt; Personal Invitation</li> <li>&gt; Build Positive Relationships <ul style="list-style-type: none"> <li>&gt; Personal Greeting &amp; Directions</li> </ul> </li> <li>&gt; Clear Expectations: avoid embarrassment</li> <li>&gt; Plan for Long-Term Involvement...</li> </ul>

	<b>Long-Term Involvement</b>
	<ul style="list-style-type: none"> <li>■ Expand Social Network</li> <li>■ Connect with Resources</li> <li>■ Introduce to Critical Players</li> <li>■ Increase Communication</li> <li>■ Referral to Tier 2: CICO?</li> </ul>

	<b>Bringing 'Em In: High-Risk</b>
	<ul style="list-style-type: none"> <li>&gt; "Hear Them" Respectfully</li> <li>&gt; Pre-Correct for What is Possible in this workshop setting</li> <li>&gt; Connect them with Resources</li> <li>&gt; Offer Personal Coaching</li> <li>&gt; Plan for Long-Term Involvement</li> </ul>

	<b>Long-Term Involvement</b>
	<ul style="list-style-type: none"> <li>▪ Connect with Resources</li> <li>▪ Connect to Liaison/Case Manager</li> <li>▪ Increase Structured Communication</li> </ul>

	<b>LOGISTICS: Planning</b>
	<ul style="list-style-type: none"> <li>• Single contact person coordinating</li> <li>• Planning for food &amp; childcare...</li> </ul>

	<b>LOGISTICS: Food</b>
	<ol style="list-style-type: none"> <li>1. Keep it simple... pizza + drinks</li> <li>2. Enlist support groups</li> <li>3. Make it fun</li> </ol>

	<b>LOGISTICS: Child Care</b>
	<ol style="list-style-type: none"> <li>1. # tag match for child-guardian</li> <li>2. Age-grouped activities/care</li> <li>3. Activities: Active-Relaxing/Calm</li> <li>4. Enlist support</li> <li>5. Over-staff</li> </ol>

	<b>LOGISTICS: Planning</b>
	<ul style="list-style-type: none"> <li>• Single contact person coordinating</li> <li>• Planning for food &amp; childcare</li> <li>• Marketing &amp; PR...</li> </ul>

	<b>LOGISTICS: PR</b>
	<ol style="list-style-type: none"> <li>1. TITLE MATTERS</li> <li>2. KISS Principle</li> <li>3. Enlist family "pre-reviewers"</li> </ol>

	<b>LOGISTICS: PR</b>
	<p><u>How to Invite:</u></p> <ul style="list-style-type: none"> <li>• School &amp; district newsletters</li> <li>• Flyers sent with students</li> <li>• Personal contacts</li> <li>• School marquee</li> <li>• School &amp; district websites</li> <li>• Local newspapers, radio, TV <ul style="list-style-type: none"> <li>✓ Stories</li> <li>✓ Activities List</li> </ul> </li> </ul>

	<b>LOGISTICS: PR</b>
	<p><u>Who To Invite:</u></p> <ul style="list-style-type: none"> <li>• Staff members</li> <li>• Families of students</li> <li>• Community partners <ul style="list-style-type: none"> <li>✓ Social workers</li> <li>✓ Law enforcement</li> <li>✓ Community leaders</li> <li>✓ Daycare, Y, Little League...</li> </ul> </li> </ul>

	<b>LOGISTICS: Planning</b>
	<ul style="list-style-type: none"> <li>• Single Contact Person Coordinating</li> <li>• Session Time &amp; Content</li> <li>• Marketing &amp; PR...</li> <li>• Pre-registration... RSVP+</li> </ul>

	<b>OTHER ISSUES:</b>
	<p><u>Non-English speaking families</u></p> <ul style="list-style-type: none"> <li>▪ Translated invitations &amp; materials</li> <li>▪ Separate Sessions vs. Single Session</li> <li>▪ Interpreters (<i>including ASL</i>)</li> </ul> <p><u>ADA Issues</u></p> <ul style="list-style-type: none"> <li>▪ Offer accommodations as needed</li> </ul>

	<b>OTHER ISSUES:</b>
	<p><u>Value of Pre-Correction</u></p> <ul style="list-style-type: none"> <li>▪ Respectful of others and their struggles</li> <li>▪ Not yellow- or red-zone sufficient</li> <li>▪ Not a forum for complaints about others</li> <li>▪ Anonymity for our children too</li> </ul>

	<b>OTHER ISSUES:</b>
	<p><u>Argumentative Participants</u></p> <ul style="list-style-type: none"> <li>▪ Acknowledge them &amp; their issue</li> <li>▪ What do you think? (speaker, group)</li> <li>▪ We can talk afterwards</li> </ul> <p><u>Dominating Participants</u></p> <ul style="list-style-type: none"> <li>▪ Help them feel heard and valued</li> <li>▪ I want to hear from people who haven't shared yet this evening.</li> <li>▪ Raise hand if you know → share with neighbor</li> </ul>

	<b>Evaluation</b>
	<ul style="list-style-type: none"> <li>■ Formative Assessment</li> <li>-vs-</li> <li>■ Pre-Post <ul style="list-style-type: none"> <li>- Knowledge of Concepts/Information</li> <li>- Comfort with Doing Practices</li> <li>- Appropriateness of Child Behavior</li> </ul> </li> </ul>

	<b>Other PBIS-Related Skills</b>
	<p>What Are Other PBIS-Related Skills We Could Offer to Support Families?</p> <ul style="list-style-type: none"> <li>• Use of reinforcement &amp; punishment</li> <li>• Thinking functionally</li> <li>• Effective communication skills</li> <li>• <i>you tell me...</i></li> </ul>

	<b>PBIS for Families</b>
	<p>How do we offer to parents what has worked for us as educators?</p> <p style="text-align: center;">Explanation</p> <p style="text-align: center;">Translation</p> <p style="text-align: center;">Professionalization</p>


	<b>Explanation</b>
	<p><u>WHY PBIS?</u></p> <ul style="list-style-type: none"> <li>■ What motivates you as an educator to agree to, and follow through with, PBIS?</li> <li>■ <i>What do you think might motivate a parent to use these concepts/skills?</i></li> </ul>


	<b>Translation</b>
	<p>Avoid teacher-speak and edujargon</p> <p>Make it relevant &amp; do-able</p> <p>Use home examples</p>

	<b>Add Your Personal Touch</b>
	<p>Sharing personal PBIS implementation experiences (both challenges and successes) personalizes you.</p> <p>Sharing your experiences as a parent also helps.</p>

	<b>Professionalization</b>
	<p>Treat them as intelligent adults</p> <p>Train them as professional parents</p> <p>Teach both theory + skills</p> <p>Don't ever underestimate them</p>

	<b>The Welcome</b>
	<ul style="list-style-type: none"> <li>■ Briefly share about yourself</li> <li>■ Get them "warmed up" and talking</li> <li>■ Briefly ask about them <ul style="list-style-type: none"> <li>- # children, grade level, etc.</li> </ul> </li> <li>■ Purposes for the night</li> <li>■ Reduce anxiety... <ul style="list-style-type: none"> <li>- Clear expectations, safe place to learn, Model-Lead-Test, coaching</li> </ul> </li> </ul>


	<b>Time to Get Acquainted</b>
	<ul style="list-style-type: none"> <li>● Turn to a neighbor and share one reason you came today and what you're expecting.</li> <li>● Share out with the group.</li> </ul> <p><i>(now... tell your partner...)</i></p> 

	<b>What Is PBIS?</b>
	<p><b>What are the critical components?</b></p> <p><b>What critical features or concepts would you want to convey to participants?</b></p> 

	<b>What Is PBIS?</b>
	<p><b>Critical Components:</b></p> <ul style="list-style-type: none"> <li>▪ Systems Approach</li> <li>▪ Process</li> <li>▪ Prevention Focused</li> <li>▪ Instructionally Oriented</li> <li>▪ Evidence-Based</li> <li>▪ Committed to long-term use of effective practices</li> </ul>

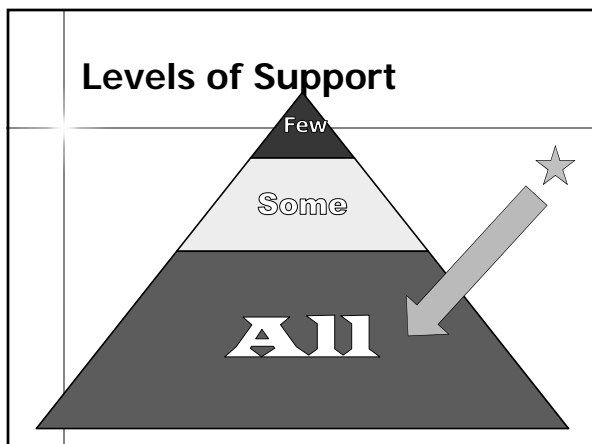
	<b>PBIS Involves...</b>
	<ul style="list-style-type: none"> <li>❖ <b>Shared responsibility for success</b></li> </ul> <p>the importance of consistency...</p>

	<h3>PBIS Involves...</h3>
	<ul style="list-style-type: none"> <li>❖ Shared responsibility for creating success</li> <li>❖ <b>Skill building for life success</b> (Instructional: If you Want It, Teach It)</li> </ul>

	<h3>PBIS Involves...</h3>
	<ul style="list-style-type: none"> <li>❖ Shared responsibility for creating success</li> <li>❖ Skill building for life success</li> <li>❖ <b>Focusing on fireproofing, not firefighting</b> (prevention)</li> </ul> 

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	<h3>Aim for the stars...</h3>
	<p>A good parent</p> <h1>DARES</h1> <p>to be Great!</p> 
	<small>© 2015 Dale R. Myers, PhD</small>



	<b>■ DIET</b>
	<b>■ ACTIVITY</b>
	<b>■ REST</b>
	<b>■ ENGAGEMENT</b>
	<b>■ STRUCTURE</b>

	<b>■ DIET</b>
	<ul style="list-style-type: none"> <li>➤ Eating habits are created early</li> <li>➤ Good food makes us smarter</li> <li>➤ Good food makes good behavior easier</li> </ul>

	<b>What you can do...</b>
	<ul style="list-style-type: none"> <li>➤ Eat regular meals</li> <li>➤ Eat healthy meals</li> <li>➤ Eat as a family</li> <li>➤ Increase water intake</li> <li>➤ Provide healthy snacks</li> <li>➤ Increased plant-based foods</li> </ul>

	<b>■ Activity</b>
	<ul style="list-style-type: none"> <li>➤ Exercise habits are created early</li> <li>➤ Exercise makes us healthier</li> <li>➤ Exercise makes us smarter</li> <li>➤ Exercise makes good behavior easier</li> </ul>

	<b>What you can do...</b>
	<ul style="list-style-type: none"> <li>➤ Model physical fitness</li> <li>➤ Share your workout</li> <li>➤ Plan fun activities that involve movement</li> <li>➤ Take the stairs, walk to the store</li> </ul>

	<b>■ D_____</b>
	<b>■ A_____</b>
	<b>■ REST</b>
	<b>■ ENGAGEMENT</b>
	<b>■ STRUCTURE</b>

## ■ **REST**

- **Sleeping habits are created early**
- **Sleep Improves quality of life:**  
mood, creativity, intelligence
- **Sleep deprivation harmful:**  
Obesity; diabetes; impaired CNS/visual development; impaired cognitive and behavioral performance, impaired executive function, poorer working memory; death

## What you can do...

- **Regular sleep time**
- **Sleep time routine...**  
decrease stimulation, decrease light, consistent bedtime routine, cool room
- **Meditation for calming**

■ **D**\_\_\_\_\_

■ **A**\_\_\_\_\_

■ **R**\_\_\_\_\_

■ **ENGAGEMENT**

■ **STRUCTURE**

## ■ **ENGAGEMENT**

- **Social skills are learned**
- **Relationship habits are created early**
- **YOU are the M&Ms**

## What you can do...

- **Eat meals together**
- **Plan fun activities together**
- **Spend focused 1:1 time:**  
eye contact, touch, communicate, no interruptions or distractions
- **Know:**
  - \* *Where They Are*
  - \* *Who They're With and*
  - \* *What They're Doing*

■ **D**\_\_\_\_\_

■ **A**\_\_\_\_\_

■ **R**\_\_\_\_\_

■ **E**\_\_\_\_\_

■ **STRUCTURE**

	<h2>■ Structure</h2>
	<ul style="list-style-type: none"> <li>➤ Positive</li> <li>➤ Behavioral</li> <li>➤ Interventions &amp;</li> <li>➤ Supports</li> </ul>

	<h2>PBIS Involves...</h2>
	<ul style="list-style-type: none"> <li>❖ Shared responsibility for creating success</li> <li>❖ Skill building for life success</li> <li>❖ Focusing on fireproofing, not firefighting</li> <li>❖ Using positive techniques that have been shown to work</li> <li>❖ Providing the support each child needs</li> <li>❖ "Digging In"</li> </ul>

	<h2>What Is PBIS?</h2>
	<p>What are the practical steps – In Schools?</p> <ul style="list-style-type: none"> <li>▪ Assemble a representative team</li> </ul>

	<h2>PBIS: Putting It To Work</h2>
	<p>Your Family Team...</p> <ul style="list-style-type: none"> <li>■ Identify the important people</li> <li>■ Agree to work together</li> </ul> <p style="text-align: center;"><small><a href="#">Tools/PBIS at Home Family Practice Worksheet 2013-01-22.pdf</a></small></p>

	<h2>What Is PBIS?</h2>
	<p>What are the practical steps – In Schools?</p> <ul style="list-style-type: none"> <li>▪ Assemble a representative team</li> <li>▪ Develop clear expectations</li> </ul>

	<h2>PBIS: Putting It To Work</h2>
	<ul style="list-style-type: none"> <li>■ Getting clear about what we want</li> </ul> <p style="padding-left: 40px;">Aim at the stars (be positive)</p> <p style="padding-left: 80px;">–The "dead person rule"</p> <p>Teaching important life concepts</p>

## Creating Clear Expectations

	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Homework			
Meals			
Bedtime			

	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
<b>Homework</b>	<ul style="list-style-type: none"> <li>Sit with bottom on chair</li> <li>Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>Work quietly</li> <li>Ask for help and wait patiently</li> </ul>	<ul style="list-style-type: none"> <li>Begin homework at 4:00 pm</li> <li>Work until work is completed or until called for dinner</li> <li>Show final work to mom/dad</li> <li>Tell mom/dad about needed supplies as soon as you know</li> </ul>
<b>Meals</b>	<ul style="list-style-type: none"> <li>Wash hands before eating</li> <li>Sit with bottom on chair</li> <li>Use the appropriate utensils</li> <li>Keep hands, feet and utensils to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Ask politely for food</li> <li>Chew with mouth closed</li> <li>Talk only when mouth is empty</li> <li>Use an "indoor voice"</li> <li>Wait your turn</li> <li>Say "please" and "thank you"</li> </ul>	<ul style="list-style-type: none"> <li>Take only what you will eat</li> <li>Ask to be excused from table</li> <li>Take dishes to sink when done</li> </ul>
<b>Bedtime</b>			

## Practice: Creating Expectations

	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Homework			
Meals			
Bedtime			

## What Is PBIS?

**What are the practical steps – In Schools?**

- Assemble a representative team
- Develop clear expectations
- Teach all expected behaviors

## PBIS: Putting It To Work

- Getting clear about what we want
- Communicating our expectations
  - If you want it, Teach It!

## Talk About Teaching

- How would you teach one row of the matrix?
  - Remember**
  - Model-Lead-Test
  - Shape Behavior
  - HIGH Rate of Positives
  - Small, gentle Correctives

	<h2>What Is PBIS?</h2>
	<p>What are the practical steps – In Schools?</p> <ul style="list-style-type: none"> <li>▪ Assemble a representative team</li> <li>▪ Develop clear expectations</li> <li>▪ Teach all expected behaviors</li> <li>▪ Monitor &amp; acknowledge desired behavior</li> <li>▪ Use a continuum of consequences for inappropriate behavior</li> </ul>

	<h2>PBIS: Putting It To Work</h2>
	<ul style="list-style-type: none"> <li>■ Getting clear about what we want</li> <li>■ Communicating our expectations <ul style="list-style-type: none"> <li>– If you want it, teach it</li> </ul> </li> <li>■ Providing feedback <ul style="list-style-type: none"> <li>– If you like it, recognize/reward it</li> <li>– The importance of celebration</li> <li>– The need for correction</li> </ul> </li> </ul>

	<h2>Talk About Reinforcement</h2>
	<ul style="list-style-type: none"> <li>■ List some reinforcers for use at home.</li> </ul> <p><b><u>Remember</u></b></p> <ul style="list-style-type: none"> <li>❖ Definitions of R &amp; P</li> <li>❖ The Power of US!</li> <li>❖ Recognize the Behavior You Want</li> </ul>

	<h2>Meta-analysis of 88 studies from 1938-2000: Parenting Practices</h2>
	<p><b>Corporal punishment although associated with increased rates of immediate compliance is later associate with :</b></p> <ol style="list-style-type: none"> <li>1. childhood aggression</li> <li>2. delinquent and antisocial behavior,</li> <li>3. poor parent child relationships, and</li> <li>4. higher rates of aggression and criminal/antisocial behavior in adulthood.</li> </ol> <p style="text-align: right;">Gershoff (2002)</p>

	<h2>In a Nutshell: Dr. Dale's 3 Big Ideas For Families</h2>
	<p>Be clear about what you want.</p> <p>If you want it, teach it.</p> <p>You get more of what you pay attention to.</p>

	<h2>What Is PBIS?</h2>
	<p>What are the practical steps – In Schools?</p> <ul style="list-style-type: none"> <li>▪ Assemble a representative team</li> <li>▪ Develop clear expectations</li> <li>▪ Teach all expected behaviors</li> <li>▪ Monitor &amp; acknowledge desired behavior</li> <li>▪ Use a continuum of consequences for inappropriate behavior</li> <li>▪ Use data to make decisions</li> </ul>

## PBIS: Putting It To Work

### In Review:

- Agree to work together
- Get clear about what we want
- Communicate our expectations
- Monitor & Provide feedback

## Practice & Review

- Always include Skill Practice
- Always include Judicious Review
  - End of each session
  - Beginning of 2<sup>nd</sup> session and beyond
  - Any follow-up sessions
- Always Monitor Learning

## Home & School

If our goal is success for all children...

If we use effective practices...

If we are ready to "do what it takes"...

Then working with families

Is no longer optional!

## Shelli's Final Thought:

*A wise man once told me...*

"If you want it, teach it.

Teach it where you want it.

If you want to see it, look for it.

If you see it, recognize and reward it."

Dr. Dale

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