

PBIS in Schools and At Home: Supporting Kids and Caregivers

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PBIS Strategies Where You Live...

8 Ideas

- Set routines
- Set home expectations
- Teach, remind, reward expected behaviors with positive feedback
- Correct unwanted behaviors
- Share facts about the current state of affairs
- Communicate with schools for instructional guidance
- Be creative
- Model and promote emotional wellness

Start with Just a Few Ideas...

- Set the Schedule
- Set the Expectations
- Foster Emotional Well-Being

Set the Schedule...

- Kids thrive on routines
- Schedules reduce anxiety and stress and creates a sense of security

Within the Schedule...

Things We Have to Do:

Kids: Read for 20 minutes

Kids: Distance Learning

Caregivers: Work 8 hours or something close to it

Everyone: Chores

Within the Schedule...

- Things We Want to Do:
 - TV and iPads
 - Spend time together
 - Cook and Bake
 - Exercise and go outside

Sample Schedule...

9:00 Morning Meeting

9:30 Chores

10:00 Structured Learning and Snack

11:00 Move your Body!

12:00 Lunch-TV time is ok as long as you learn something from it

1:00 Choice Time

2:00 DEAR-Drop Everything and Read

2:30 More Learning...but something fun!

3:30 iPad Games

4:00 Exercises and Free time

The Expectations

- **Expectations**

3-5 overarching school-wide expectations

Be Safe

Be Respectful

Be Responsible

- **Behaviors/ Rules**

Specific tasks students are to do to achieve the school-wide expectations

- **Routines/ Procedures**

Procedures are methods for accomplishing tasks in the classroom

Procedures form routines that help students meet classroom expectations and rules/behaviors



The teaching matrix is your social-emotional-behavioral curricular standards

Sample School-wide Teaching Matrix

Midwest PBIS Network, 11/4/2019. Adapted from: Barrett, S., Eber, L., McIntosh, K., Peralta, K., & Roper, N. (2019). Teaching Social-Emotional Competencies within a PBIS Framework. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org

School-wide ROAR Expectations	Rules (examples) rev 11-4-19					
	All Settings	Hallways	Lunch	Bus	Online	Classrooms
Respectful	Be on time Assume positive intent	Walk to the right Use level 2 volume	Invite those sitting alone to join	Stay in my seat Use level 1 volume	Consider feelings of others before I post Be an upstander – speak up when I see unsafe behavior	See classroom specific matrices for classroom rules and routines
Organized and Achieving	Hands and feet to self Help/share with others	Walk directly to my designated area	Have a lunch plan Choose quiet or social area	Have a plan Use headphones to listen to music	Check my feelings before I post Re-read messages before I post.	
Responsible	Recycle Be prepared	Pick up litter	Use my breathing technique Listen to my signals	Watch for my stop	Double check sources before I post Think before I forward	
Teacher's Role (Conditions for Learning)	<i>Use specific praise to reinforce behavior</i>	<i>Stand in hall during passing periods</i>	<i>Use active supervision (move, scan, interact)</i>	<i>Ensure students enter bus calmly</i>	<i>Teach and practice routine monthly</i>	<ul style="list-style-type: none"> • Develop classroom matrix • Post; teach; reinforce


INCORPORATE social emotional competencies, pro-social skills, etc...

Home Expectations

Family-wide Expectations	All the Time	iPads & TV Time	Chores	Exercise	Learning Time
Be Safe	<p>Know where your body is in space.</p> <p>Look out for each other and find ways to help each other.</p>	<p>Sit or lay on the couch cushions instead of standing on them or the arms.</p>	<p>When you're finished wiping down handles and surfaces, wash your hands.</p>	<p>Give each other enough space so you won't bump heads.</p> <p>Practice good form.</p>	<p>Use materials the way the project says to use them.</p>
Be Respectful	<p>Check in with each other when someone is sad or hurt</p>	<p>When mom or dad says no to iPads or TV, say: ok or ask when it would be a good time for that.</p> <p>Choose TV shows together or find a way to compromise.</p>	<p>If someone is already doing a chore, ask how you can help or find another chore to do.</p>	<p>Take turns setting the timer.</p> <p>Work together to finish at the same pace.</p>	<p>Raise your hand to ask a question if mom and dad are working with your sister</p>
Be Responsible	<p>Put things back where they belong when you're finished with them</p>	<p>Turn things off when asked and plug in the iPads when it's time to put them away.</p>	<p>Make sure to put toys away rather than stash them under or on top of something.</p> <p>Even if something doesn't belong to you, put it away.</p>	<p>When you feel like quitting, try a strategy to tell yourself to keep going.</p> <p>Plan when you will do your burpees during the day.</p>	<p>Ask questions when something doesn't make sense.</p> <p>Try a problem once before asking for help.</p>

Foster Emotional Well-Being

- Patient
- Persistent
- Positive
- Polite



Lessons Learned...

Lesson #1...

The Kids Loved the Schedule the Most!

Tip: Make Sure Your School shares Their Classroom Routines with All of You

Lesson #2...

I Don't Know the Details of Our School's PBIS Implementation

Tip: Encourage Your School to Put PBIS Practices Online

Lesson #3...

Having a Coach Makes Such a Difference

Tip: Include Behavior Support Tips in Communication with Families
(Families, ask for them)

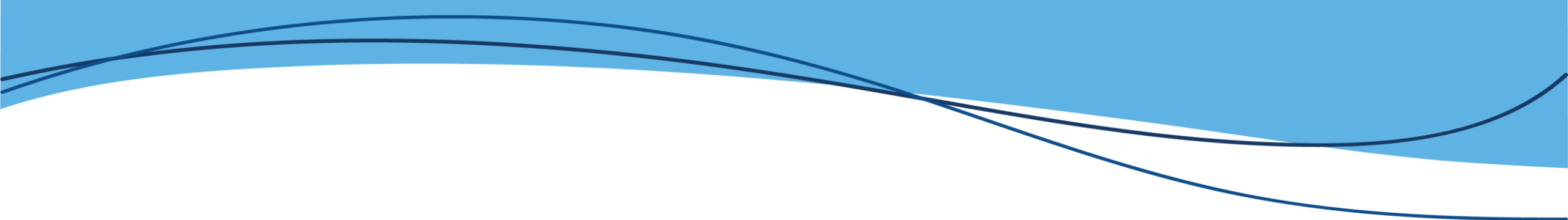
Lesson #4...

You're a Hero Even If You're Just Treading Water

Tip: Choose Connection, or Netflix, whichever is easiest

Quote from Dr. Emily W. King

“Working, parenting, and teaching are three different jobs that cannot be done at the same time. It’s not hard because you are doing it wrong. It’s hard because it’s too much. Do the best you can. When you have to pick, because at some point you will, choose connection.”



I want to thank Megan Cave for the information we based this power point on. Megan is a member of the PBISApps Marketing and Communication team. She writes monthly articles for Teach by Design on the application and she also contributes to its accompanying Expert Instruction podcast episodes

1. Center on Positive Behavioral Interventions and Supports, Center for Parent Information & Resources. (March, 2020). *Supporting Families with PBIS at Home*. University of Oregon. <https://www.pbis.org>.
 2. Barrett, S., Eber, L., McIntosh, K., & Romer, N.(2018). *Teaching Social-Emotional Competencies within a PBIS Framework*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. <https://www.pbis.org>
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