

## PBIS Principles to Share with Families

### OBJECTIVES

- ▲ Provide PBIS principles for establishing a positive, consistent home environment (Principle #1: Routines, Principle #2 Home Expectations, Principle #3 Teach, Remind, Positive Feedback, Principle #4: Behavior Corrections)
- ▲ Provide behavior tips to help calm fears, manage stress and keep the peace at home

### RESOURCE LINKS

#### Coping in Hard Times: Fact Sheet for Parents

<https://www.nctsn.org/resources/coping-hard-times-fact-sheet-parents>

#### Supporting Families with PBIS at Home

<https://www.pbis.org/resource/supporting-families-with-pbis-at-home>

#### Four Tips for Families Trying PBIS at Home

<https://www.pbisapps.org/community/Pages/4-Tips-for-Families-Trying-PBIS-at-Home.aspx>

#### Ten Easy Behavior Tips on Parents

<https://www.brevardschools.org/cms/lib/FL02201431/Centricity/Domain/3231/10%20Parent%20Tips%20for%20Behavior.pdf>

#### Ten Parent Tips for De-escalation

<https://www.brevardschools.org/cms/lib/FL02201431/Centricity/Domain/3231/10%20Parent%20Tips%20for%20De-escalation%20-%20Spanish.pdf>

#### Video Series: 10 EASY Behavior Tips for Parents

TIPS 1 & 2 <https://www.youtube.com/watch?v=AR34UOseWbg&feature=youtu.be>

TIPS 3 & 4 <https://www.youtube.com/watch?v=riPyIP3-Wx0&feature=youtu.be>

TIPS 5 & 6 <https://www.youtube.com/watch?feature=youtu.be&v=QqE84qFWVh8&app=desktop>

TIPS 7 & 8 [https://www.youtube.com/watch?v=\\_raafVPS274&feature=youtu.be&app=desktop](https://www.youtube.com/watch?v=_raafVPS274&feature=youtu.be&app=desktop)

TIPS 9 & 10 [https://www.youtube.com/watch?v=uvv\\_JRpq0tl&feature=youtu.be](https://www.youtube.com/watch?v=uvv_JRpq0tl&feature=youtu.be)

### CREATING A HOME BEHAVIOR MATRIX: "It's A Family Affair"

1. Think of your daily routines and make a list.

2. Choose the 3 routines to focus on and write in the matrix.

Use behavioral expectations **BE RESPONSIBLE**, **BE RESPECTFUL**, **BE SAFE** or create a set of 3-5 positively stated expectations with your family.

3. Create 1-5 expected behaviors for each routine.

State the expectations positively.

Non-example: *Don't be late.*

Example: *Be ready on time.*

Daily Routines Expectations	Morning Routine	Virtual Learning	Family Social Time
Be Responsible			
Be Respectful			
Be Safe			

## **1. Create a Schedule**

Establish structure in your day by developing a schedule for the "school day". Start school at the same time each day (this may be staggered if you have multiple learners sharing a device), and don't forget to schedule breaks, physical activity, and mealtimes. Make sure to periodically check to make sure the learner is following the schedule, and reward on-task behavior with things like praise and earned breaks.

## **2. Create Rules**

Younger learners often don't realize where the line is drawn, and older learners will push to exert their independence. Have a discussion and agree on realistic rules that are developmentally appropriate. Create three to five positively stated rules and make them clear, to the point, one sentence, and never vague or subjective.

## **3. Teach the Rules and then Re-Teach the Rules**

Review the rules that you created and ensure that everyone understands what they look like, sound like, and feel like. Discuss examples and non-examples. Practice what it's like to do schoolwork - sitting, listening, attending to lessons, switching between lessons/subjects, and asking an adult for help. Provide lots of encouragement when your learner gets it right!

## **4. Choice and Control**

From a limited list of options you're comfortable with, allow your learner to have choices. Examples include break time activities, work location, and preferred items following work completion.

## **5. Attention**

Attention can be one of your most valuable tools. It is best to give attention to the things you want your learner to do more of. Pay attention to the learner's efforts to complete the math problem, not the tapping of the pencil. (Example: "Thanks for working so hard this morning on your math!")

## **6. Pivot Praise**

If one of your learners is not doing what you have asked them to do, you can simply turn to another learner who is following directions and provide them with specific praise (Example: "John, I love how you are sitting at the table and working!"). Once your learner begins following directions, immediately turn to them and praise them for doing so.

## **7. Dealing with Disruption**

Try to minimize disruptions and interruptions as much as possible. To get back on track, try asking your learner what they're working on, restating the current expectation, or using the Interrupt and Redirect technique (Example: "You're on the phone. Please do your work.") You may need to stay in close physical proximity until they get back on track. Praise them once they do!

## **8. Follow Through**

If your learner continues to violate the rules you have established, after two additional reminders, make sure you follow through on the pre-established consequences calmly, quickly, and without emotion. Then quickly move on and give a new opportunity for your learner to show you how he/she really can follow the rules.

## **9. Giving Feedback**

Provide your learner with praise for following rules and directions but be mindful to deliver corrective feedback away from others. Many times, when learners are corrected in front of others, adults may decrease the learner's motivation. (Example: Praise Jane for getting started on her work. When she stops working or gets off task, ask her to join you in another area, where you can speak to her privately)

## **10. Escape**

If you think your learner may be acting out to avoid an assignment, identify whether it is because they don't know how to do it or because they don't want to do it.

If they don't know how to do it, then teach and show them first.

If they don't want to do it, offer suggestions on other ways to complete the task. This is also a great opportunity to teach them to ask for a break!

## PARENT TIPS FOR DE-ESCALATION

### **Be Empathic**

Be supportive, be empathetic, and try to help them through this. Perception is reality.

### **Give Space**

Stand 1.5 to 3 feet away. If you have to move closer, explain your actions.

### **Stay Calm**

Keep your gestures, expressions, movements, and tone nonthreatening.

### **Rational**

"I can handle this." and "I know what to do." will help you stay positive.

### **Feelings**

Listen to their feelings. Figure out what it is they need from the situation and help them meet that need.

### **Ignore:**

If a student is trying to engage in a power struggle, ignore the challenge but not the person.  
(Put down the rope!)

### **Set Limits**

Set a very simple and clear expectation and stick to it!

### **Pick Battles**

Only insist on the things that really matter. When it does matter, follow through!

### **Allow Silence**

Silence can give someone a chance to process and reflect.

### **Allow Time**

Give a person who is upset time to process and think about what you've said. Don't overwhelm them with prompts.

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