

From The School To The Home

Positive

Behavior

Intervention

Supports

Positive Behavior Interventions and Support (PBIS)

Definition: PBIS is a systemic and individualized program/expectations for achieving important social and learning outcomes while preventing problem behavior:

- At home discipline plan
- Provides a positive home climate
- Sets behavioral expectations
- Provides a consistent process for teaching those expectations
- Includes a progressive plan for discipline
- Leads to a more supportive environment for personal, social, and academic growth for the child and family.
- PBIS IS ALL ABOUT REWARDING POSITIVE BEHAVIOR

PBIS does not mean changing the child. It means creating a new environment that supports the positive behaviors you want to achieve. It means creating a **plan** that determines who will help and what will be done **differently.**

Our School-Wide Expectations



Be respectful

Be safe

Be responsible



Setting a Routine

- Set clear expectations of what behaviors you expect at home (a good strategy is to come up with these expectations with your child).
- An example of a routine would be:
 - student arrives home at 3:05
 - 3:05-3:20 Snack and relax
 - 3:20-4:15 Homework (set a specific place for homework to be completed)
 - 4:15-5:15 Active activity- play outside, board game, XtraMath
 - 5:30-7:00-Dinner and Family Time

Steps to implement PBIS at home:

1. Pick one specific behavior you would like to be different.

2. Decide how you would like that behavior to be different

(state this behavior in positive terms)

“John will talk politely to family members.”

“John, we would like it if you spoke politely to the family.”

3. Use supports that have been tested and proven to work

Change the environment and daily routines,

Reward positive behavior

Example- John talked politely to everyone in the family so he will earn 10 minutes extra on the computer.

So how can you implement at home...

Example: “Jack”

Jack is the youngest in a family of 4 attending a suburban elementary school. He is an 8 year old 3rd grade student at Apple Elementary School. As reported by his classroom teacher, he is in the middle of his class academically and gets along well with his peers. Things overall are going well at school. However, the same can not be said for home. Like most other families fitting everything in the 24-hour day is a struggle. Between homework, sports practices, and running errands, Jack's parents are lucky to get a good meal on the table. This is where Jack's parents are experiencing difficulty. Almost every night when the family sits down for dinner Jack refuses to eat dinner. At this point the family feels as if they have tried everything they can think of. They are now turning to you for help. What can be done?

“JACK”

(Think about how to set up your child to be successful)

1. **Decide what behavior(s) you would like to be different**

Not Eating Dinner with the rest of the family at dinner time

2. **Decide how you would like that behavior to be different**

(Think about what behavior we want, be specific and make the goal obtainable)

Goal: Jack will sit down at the dinner table and eat with everyone else

3. Use the steps below to develop an educated guess as to why the behavior is happening. (Function of Behavior)

(Lets brainstorm reasons Jack may be refusing to eat)

**4. Use supports that have been tested and proven to work.
(Creating THE PLAN)**

(What are some things we, as parents, can control to help Jack eat dinner?)

Interventions/THE PLAN

- Ask Jack to help plan the menu with favorite foods.
- Limit Jack on snacks prior to dinner.
- Give Jack lots of attention by helping cook dinner, set the table, help with dishes.

As each reason is tested, note which one causes Jack to eat more dinner.

Trial and error, see what works

“JACK” Cont.

Let's assume that more is eaten when Jack plans the menu.

For the first few times, you may have to fix macaroni and cheese and peanut butter and jelly sandwiches with jellybeans; however, Jack eats the entire meal. Praise Jack for eating the entire meal.

·After several successful meals, as Jack is planning the meal tell Jack that you are going to fix 3 things. Jack gets to choose all three but they must be from the **choices you present**.

Give Jack five choices and have Jack choose three:

Macaroni and cheese

Peanut butter and jelly

Hamburgers shaped like hearts

Celery filled with peanut butter and raisin ants (call them “ants on a log”)

Pears decorated to look like a funny animal

·*Notice how two of the choices were the things that Jack has already proven likelihood of eating. Tell Jack that if the plate is clean, it will be Jack's choice the next evening.*

“JACK” Cont.

As Jack eats more and more, give increasing praise for eating dinner and for doing a good job of planning a good meal.

Keep changing the choices to healthy choices until you are actually replacing the macaroni and cheese and peanut butter and jelly with more healthy choices.

+Eventually, Jack will be willing to try new things as taste buds evolve.

+Jack will feel powerful because there were choices . These choices will help Jack take ownership over eating and mealtime.

How many of us remember sitting at the table until it was bedtime because we refused to eat our vegetables?

I doubt it really made us want to eat them again the next time.



We changed the environment, and it produced more positive results than demanding that Jack eat dinner.

In reality, does it really matter if Jack eats because we altered his environment or because we told him, “because we say so”?

NO, but ask yourself what would make for a more peaceful home.

Most of us do the things we do because there is a payoff. Would you go to work every day if you did not get paid? We do not have to pay our children to be good, but we do have to alter the environment so there is a payoff for good behavior.

Usually the pay off is more positive attention from parents.

Most of the time our children misbehave because they want attention and the only way they can think of to get it is to misbehave.

How many times have you been in the grocery store behind a mother who is asking her child the following questions?

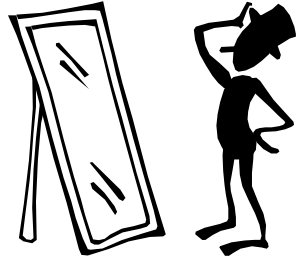
Do you want to get grounded?
Do you want your video games taken away?

Children cry, grab, scream and beg because they want to communicate something to you. The only way to change this habit is to teach them what we call “**replacement behaviors**”. These are new behaviors that are socially acceptable. The only way to teach these behaviors is to **model and practice them.**

Safe Spot



Rethink



Reflect



Regroup



Rejoin



PRAISE

POSITIVE RESULTS!

What can you do if the above
does not work?

The truth is every child is different, even children in the same family. What works for some children doesn't work for all. Stay positive and continue working towards your goal!

Thank you for coming!

Laurie Ringkamp
Stephanie Nemec