



Using Parent Power to Support PBS in Schools

Family Café 2008

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Agenda

Background & Vision

Engaging Families in PBS

Strategies: Tiers 1, 2, & 3

Action Planning & Conclusion

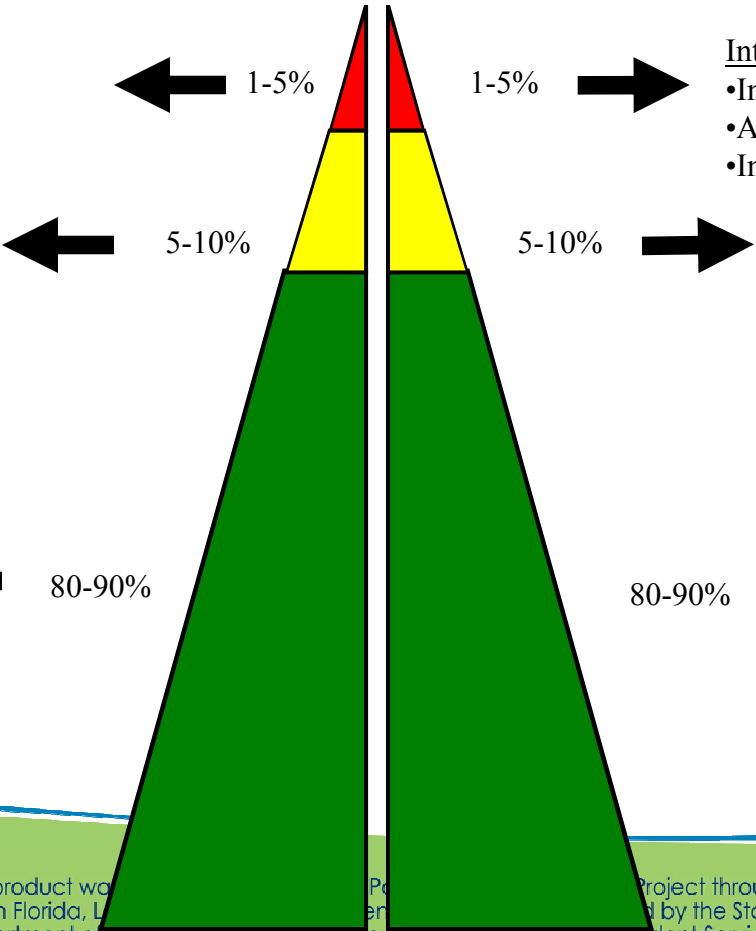


Designing School-Wide Systems for Student Success

Academic Systems

Behavioral 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



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This product was developed as a part of the Positive Behavioral Interventions and Supports (PBIS) Project through the University of South Florida, funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.



Family Involvement in PBS

Positive behavior support has been defined as a collaborative endeavor that includes all relevant stakeholders, including especially families.

(Hieneman, Childs & Sergay, 2006; Koegel, Koegel, & Dunlap, 1996; Lucyshn, Dunlap, & Albin, 2002)



Calling for Parent Involvement in PBS

APBS Standards of Practice

II. Collaboration and Team Building

B. Practitioners of PBS understand the importance of and use strategies to support development and effectiveness of collaborative teams

“Facilitates the inclusion of and respect for the **values and priorities of families** and all team members.”



Calling for Parent Involvement in PBS

National Association of School Psychologists

- Effective implementation of PBS includes:
 - Culturally competent, family-friendly behavior support

Checklist for Local Advocates of School-Wide Positive Behavior Support Integrated with Mental Health

- School district and school teams include families
- Schools have family liaisons to work with families to provide input on implementation issues
- Families and youth receive training in PBS
- School measures outcomes for family and youth satisfaction



Calling for Parent Involvement in PBS

School-wide PBS Implementer's Blueprint

- Leadership Team –range of stakeholders (special education, regular education, **families**, mental health, administration).
- Provide overall leadership related to **assessing, developing, implementing, managing, and evaluating** a state, regional and/or district level comprehensive system of SW-PBS for all students

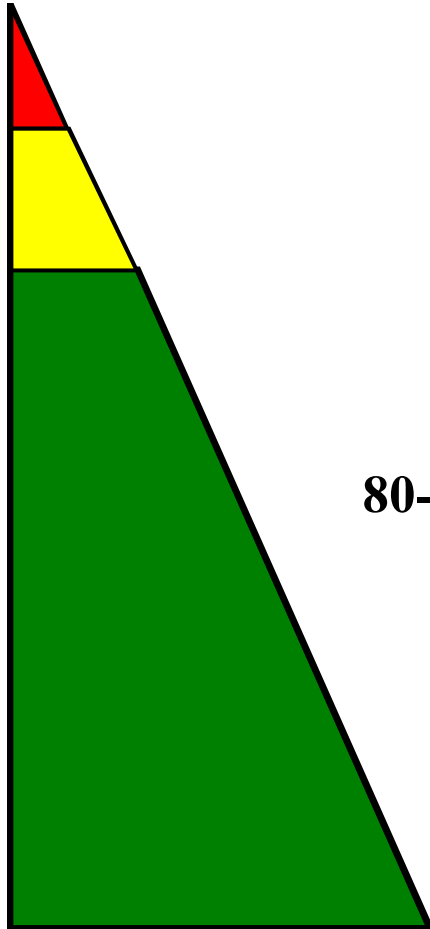


EBD: Prior to ESE Referral

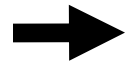
- **Responses to interventions**, rather than processes-will drive decision-making.
- **Interventions must be developed for classroom, small group, and individual implementation prior to referral.**
- **Interventions must be implemented with fidelity** and to the extent possible, should be **monitored and assessed in comparison to the student's peers.**



Tier 1 – School-Wide PBS



80-90%



Universal Interventions

- All settings, all students
- Preventive, proactive

Tier 1: Universal/ School-Wide

- Leadership Team
- School-wide Expectations & Rules
- Teaching Behavior
- Reinforcing Behavior
- Using Data for Decision Making



Wolf Etiquette

Think
Responsibly

Come
Prepared

Have
Respect


Show
Self Control

Elementary School's Matrix

<u>Expectations</u>	Hall Rules	Cafeteria Rules	Recess Rules
Be safe		Keep all food to self without sharing.	Use equipment safely. Follow game rules.
Be prepared	Have planner signed.	Have lunch money ready.	Be dressed out & in place on time.
Be respectful	Keep hands, feet & objects to self.	Keep hands, feet & objects to self. Face forward & keep the line moving.	Use polite language and respectful tone of voice.



Think 
Responsibly


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Self Control

Wolf Etiquette Non-Violence Day Count

12  6

11  4

10  4

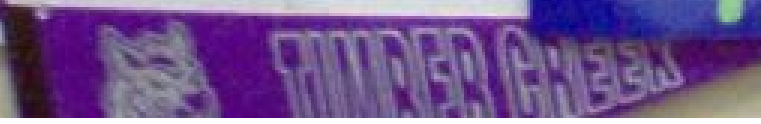
9  13

Think 
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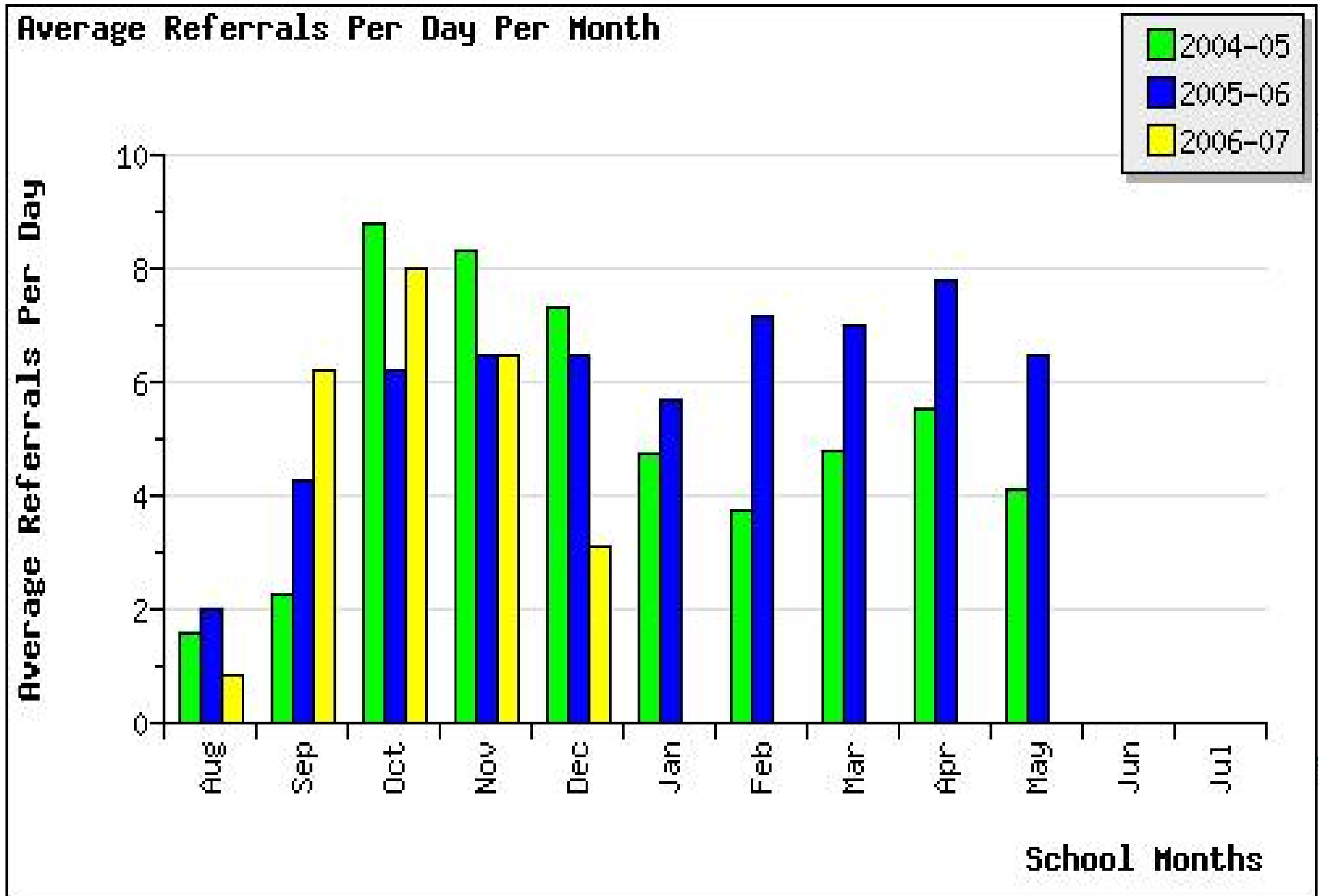


How Do We Teach Behavior?

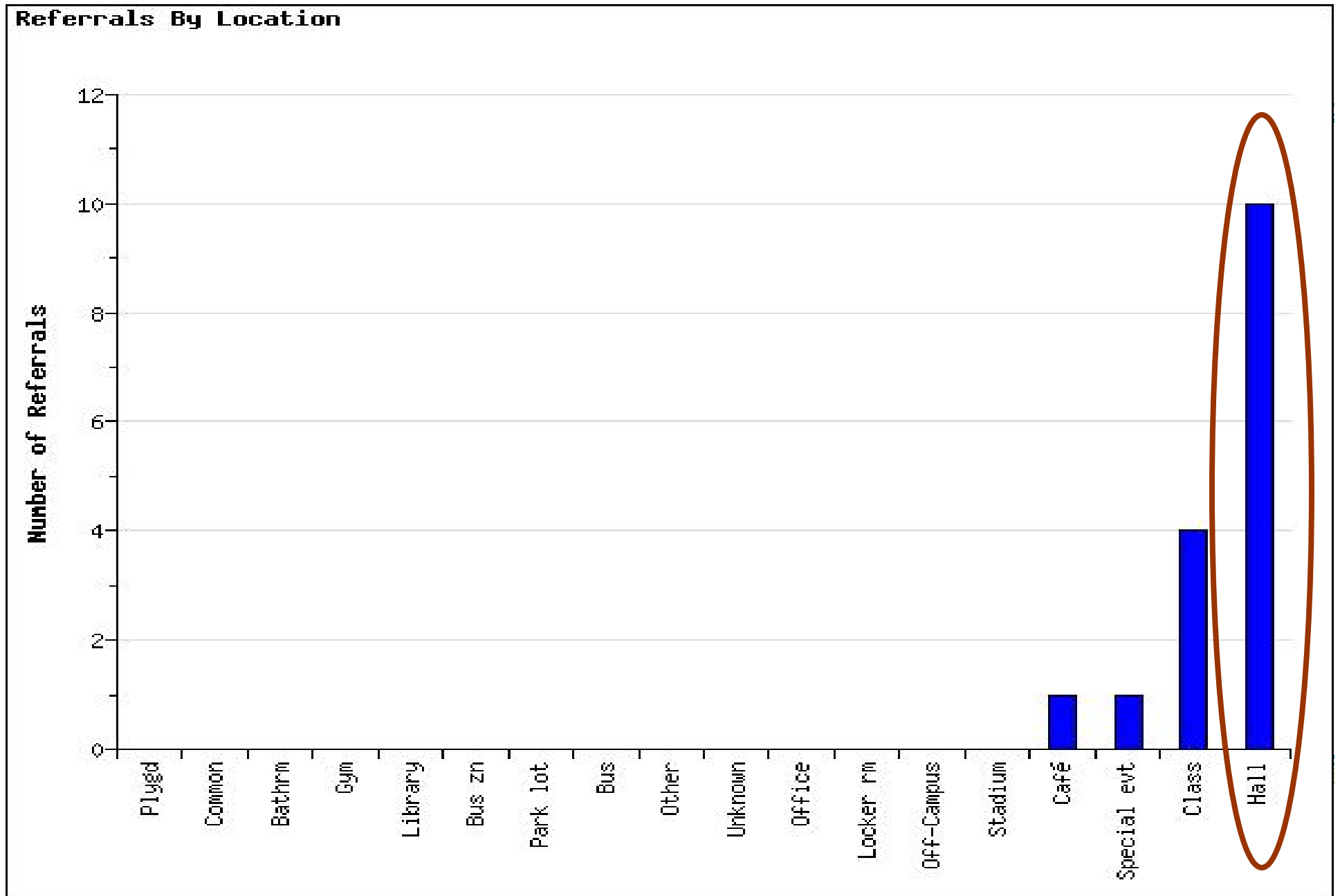
- **Introductory Events:**
 - Teaching school expectations and rules
- **On-going Direct Instruction:**
 - Specially designed lessons, character education
- **Embedding in Other Curriculum**
- **Booster Trainings**
- **Keeping it Out There:**
 - Visual Displays – posters, agenda covers
 - Daily announcements



Average Referrals per Day per Month



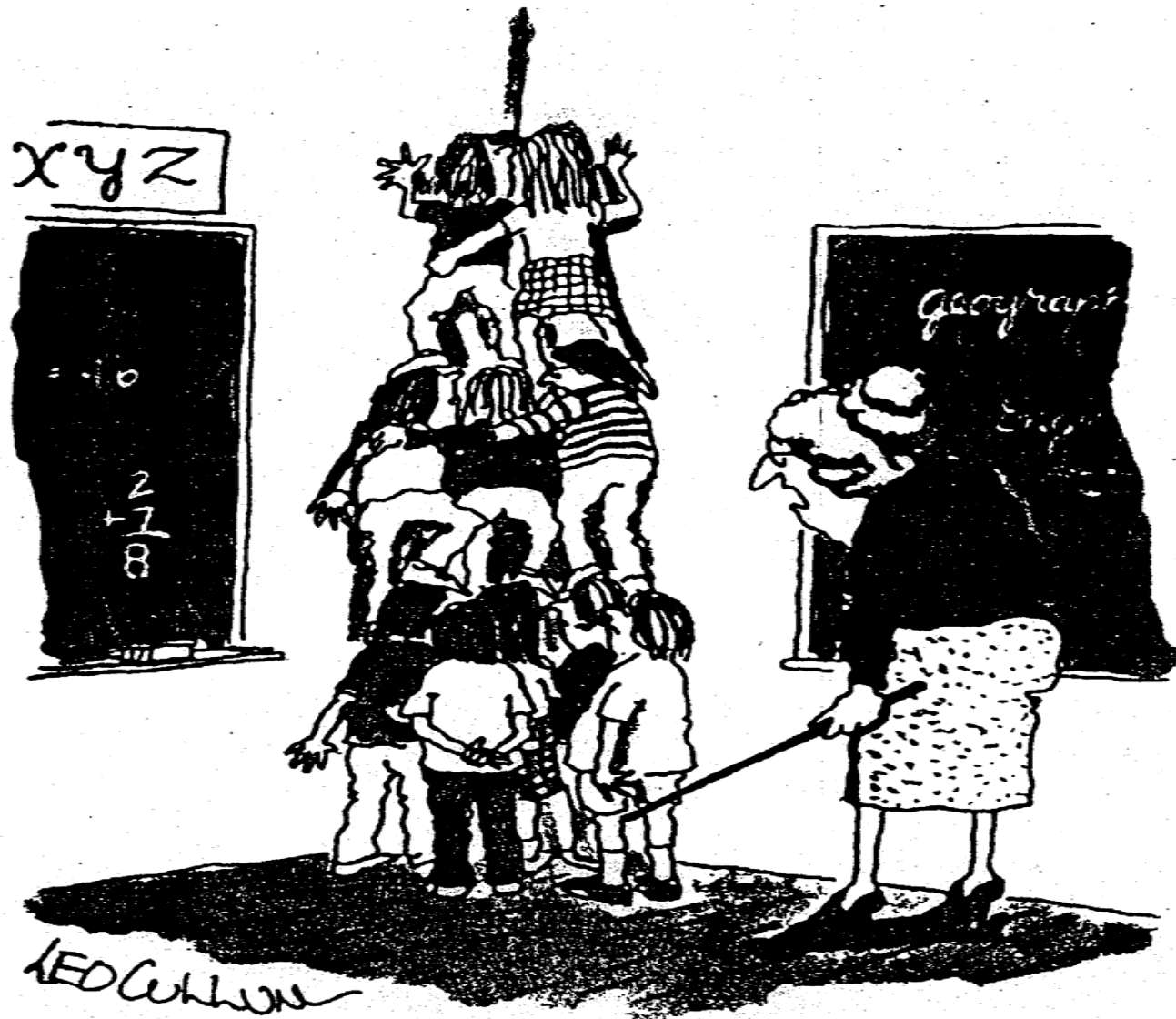
Referrals by Location



Engaging Families – Tier 1

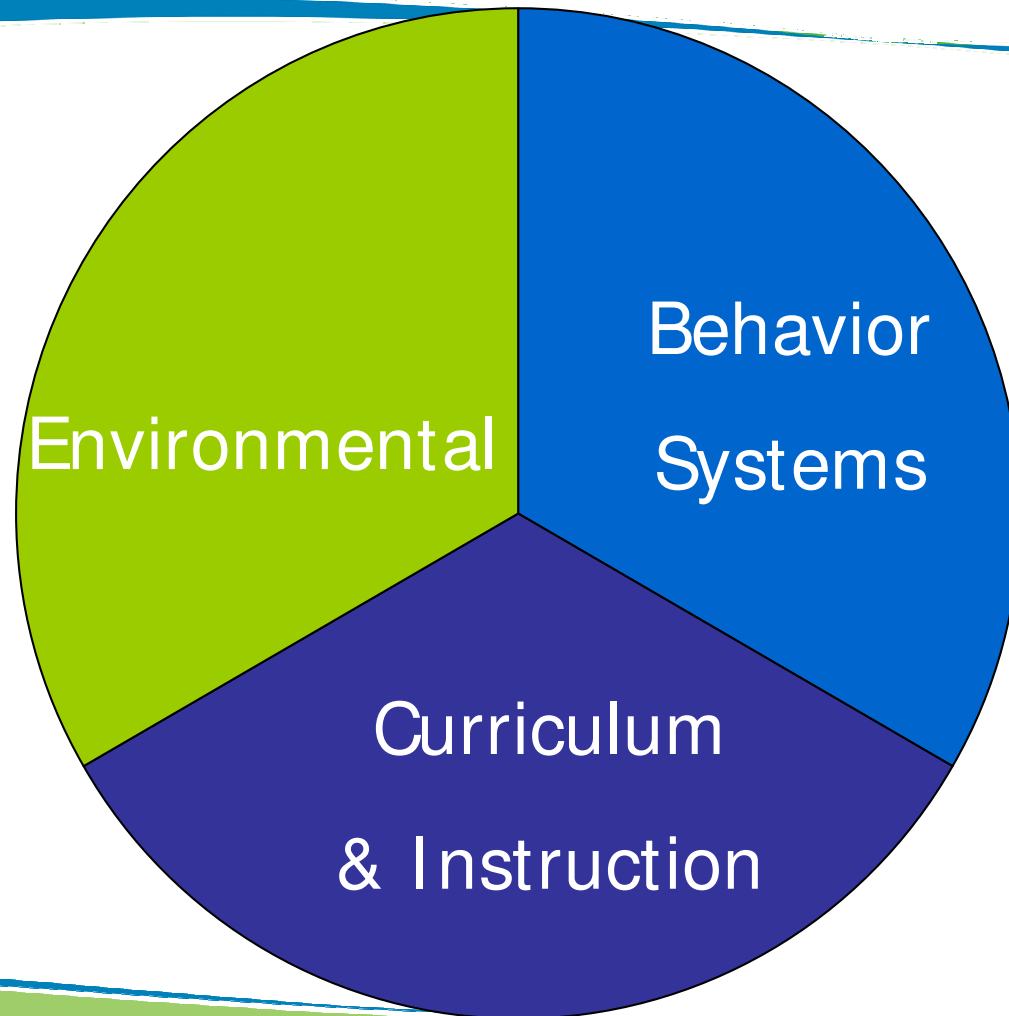
- Provide PBS information
 - Open house, registration, brochures
- Survey parents
 - Behaviors of concern, needs
- Share PBS principles and strategies
 - Video in office, skits at half-time, PTA mtgs
- Provide parent education
 - Extending PBS expectations into home





"This is the worst class I've ever had."

Classroom

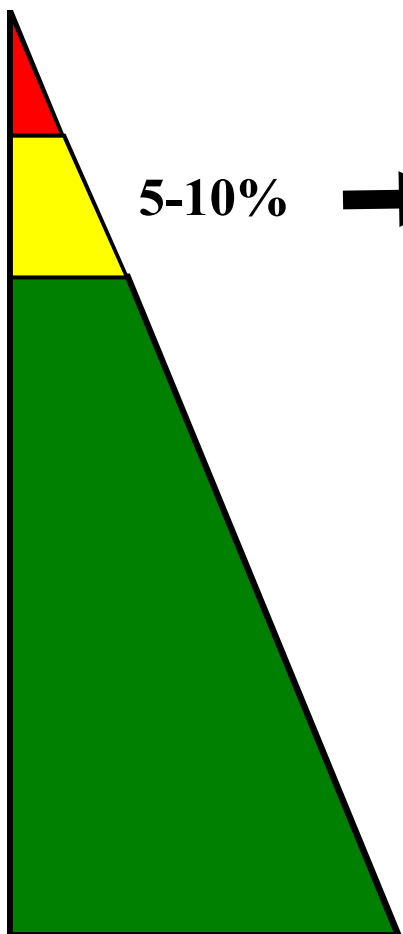


Engaging Families – Classroom

- Classroom parent meetings
 - Review rules and procedures, reward system
- Communication with parents
 - Planners, check-in system, conferences
- Teaching behavior
 - Include parents in-school video/skits
- Reinfocement
 - Parents assist in planning/delivery of events



Tier 2 - Targeted Group



Targeted Group Interventions

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

Tier 2: Targeted Group

- School-wide screening
 - Office discipline referrals
 - Teacher nomination/ratings/rankings
- Small group interventions
 - Social skills
 - Check-in Check-out
- Progress monitoring



Adapted from Crone, Horner & Hawken (2004)

Daily Progress Report

Name: _____ Date: _____

Points Possible: _____

Points Received: _____

% of Points: _____

Goal Achieved? Y N

Rating Scale: 3=Good day 2= Mixed day 1=Will try harder tomorrow

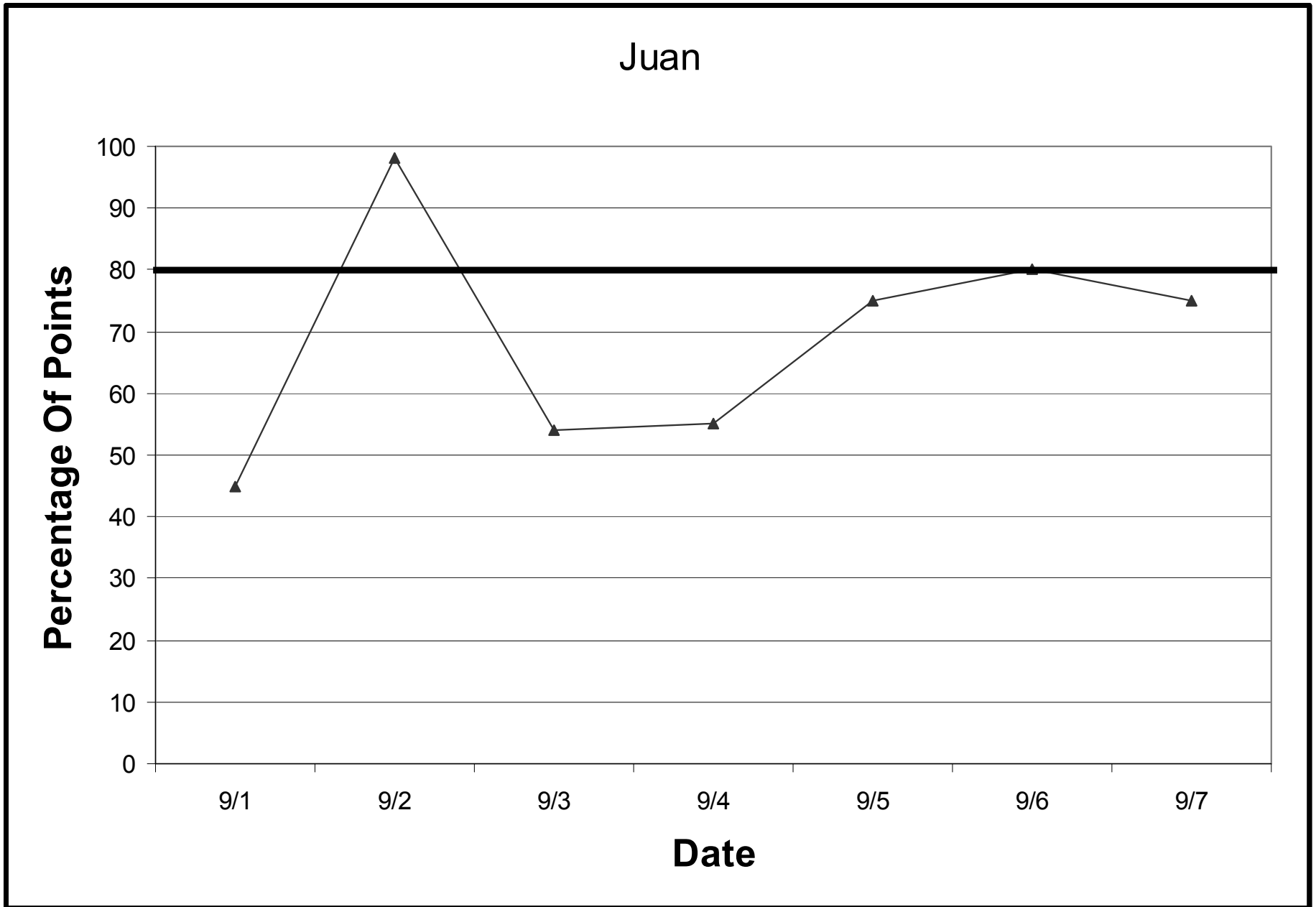
GOALS:

	HR	1 st	2 nd	3 rd	4 th	L	5 th	6 th
BE RESPECTFUL List Behavior:								
BE RESPONSIBLE List Behavior:								
BE PREPARED List Behavior:								

Teacher Comments: I really like how...

Parent Signature(s) and Comments: _____

Targeted Student Monitoring

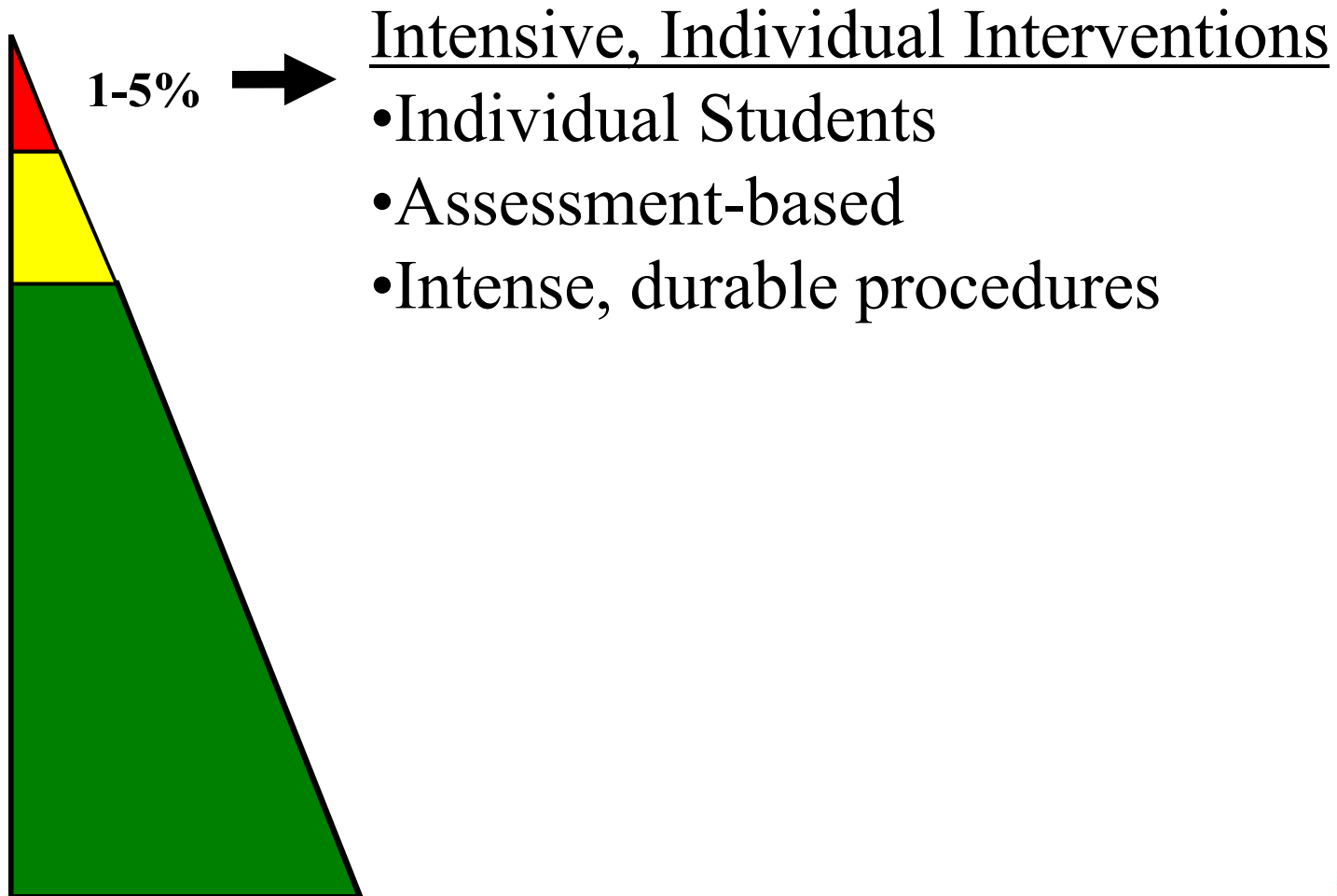


Engaging Families – Tier 2

- ❑ Extending strategies into the home
 - ❑ Send emails/notes or meet with parents to discuss how to extend new skills into home
- ❑ Meet with parents of students in Tier 2
 - ❑ Help parents understand why students was identified and what the intervention is
- ❑ Communication
 - ❑ Establish good 2-way/progress monitoring



Tier 3 – Individual Student



Tier 3: Individual Support

- Individualized assessment
 - Functional Behavior Assessment
- Individualized intervention
 - Behavior Intervention Plan
- Intensive and comprehensive interventions
- Individualized progress monitoring



Behavior Rating Scale

Behavior	Date																		
Hitting	8 or more	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	6-7 times	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	4-5 times	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2-3 times	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-1 times	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Profanity	16 or more times	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	12-15 times	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	8-11 times	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	4-7 times	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-3 times	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Requesting Attention/ Assistance	55% or more	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	40-55%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	25-40%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	10-25%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	0-10%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Does the teacher perceive the problem as decreasing?
80% or greater decrease in rating of "hitting"

Engaging Families – Tier 3

- Include family members in all steps of process
- Define behaviors broadly to be relevant in home and school
- Develop behavior support strategies that can be adapted at both home and school
- Work together to obtain/modify materials
- Help parents understand PBS and how to use it in the home



Parent Engagement

“We try everything to get parents involved at our school, but very few take part - and some even interfere with progress.”



Engaging Families

Understanding the Functions

Antecedents	Behaviors	Consequences
What circumstances prompt resistance or failure to cooperate?	Parents don't show up or follow through (i.e., problem behavior)	What do they get or avoid for resistance?
What circumstances promote cooperation and participation?	Parents participate and cooperate (i.e., desired behavior)	What do they get or avoid for participation?



Family Engagement: A 2-Way Street

What are you *getting* from the families of the children in your school?

What are you *giving* to the families of the children in your school?



Parents may....

Have **true barriers** to participation (e.g., home/work demands, lack of resources or effective support, inappropriate programs)

Have **beliefs that impede** their ability to participate (e.g., that their child's behavior or situation is unchangeable, that they are incapable of making a difference)



General Strategies

- Begin with open communication and true understanding
- Make it easy, and minimize barriers
- Provide reinforcement for participation (e.g., incentives, recognition, help)
- Match strategies to the needs of the families and school
- Build capacity and confidence



Next Steps

What is your vision?

What is your action plan?

- What?
- So What?
- Now What?



Thank you for coming... and best of luck!

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