

# **Positive Behavioral Interventions and Supports (PBIS) at Home**

## **How Parents Can Support Positive Behavior at Home**

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# Mike Muempfer

## Introduction

- **Father and Husband**
  - Children: 3 boys: Max (16), Zach (16), Troy (12)
  - Wife: Ericka (Senior Research Project Coordinator at JHU)
- **Work Experience**
  - Director Maryland School Mental Health Response Program at MSDE
  - Director of Student Wellness Tulsa Public Schools
  - MTSS Integration Coordinator at PAXIS Institute
  - Lead Specialist Student Behavior and School Climate at MSDE
  - PBIS Coordinator for Montgomery County Public Schools
  - 6 years at Johns Hopkins University Division of Prevention & Intervention
    - School Climate Specialist
    - Partnership with MSDE and Sheppard Pratt Health Systems
    - PBIS Implementation throughout MD
    - Other various EBP interventions throughout MD
    - National PAX GBG Trainer
  - 10 years as a classroom teacher and school leader in Baltimore City
    - Both with and without PBIS
    - Classroom/Behavior Management Coach in Baltimore City

# Goals for the workshop

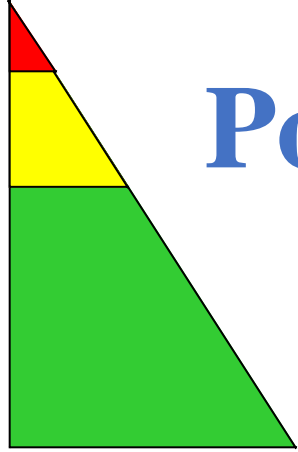
- Understand the philosophy of Positive Behavior Interventions and Supports (PBIS)
- Understand the adolescent brain
- Collect and implement strategies on how to use PBIS in the home

# I Believe...

- I believe that parents are the child's first and most important teacher.
- I believe that the schools cannot do it alone.
- I believe that we must work as a team.

# Beliefs and Facts

- Parent values are instilled in our youth
- 7,200 students dropout daily in the US
- Teach/help your child to develop goals
- Children laugh 400 times a day
- Adults laugh 15 times per day



# Positive Behavior Interventions and Supports (PBIS)

- **PBIS is a pro-active reinforcement-based system rather than a reactive consequence-based system.**
- **The focus is teaching behaviors that lead to success.**
- **Praise/Recognition is a powerful strategy that supports generalization**

# Proactive towards student success!

- PBIS works on creating a proactive approach teaching students the expectations through:
  - Modeling expected behavior
  - Matrixes
  - Direct Social Skills Instruction
  - “Teachable Moments”



# The Behavior Basics

*Behavior is learned*

- Do not assume children know your rules, expectations, or social skills
- Every social interaction you have with a child teaches him/her something



# The Behavior Basics

***Behavior communicates need:***

- Children engage in behavior(s) to "get" what they find reinforcing or to "avoid" what they find aversive

# Behavior = Communication

**Every behavior has a function:**

- Escape
- Attention
- Tangible Desires (food, item, activity)
- Control

# Can we **MAKE** youth behave?

- We can't make kids learn or behave, but we have the power to increase the likelihood by creating a positive environment and teaching. In other words, PBIS aims to improve school or home climate.

# A thought...

“So often, children are punished for being human. Children are not allowed to have grumpy moods, bad attitudes, disrespectful tones, or bad days, yet we adults have them all the time. None of us are perfect, and we must stop holding children to a higher standard of perfection than we can attain ourselves”

# How do we get the change?

- No shortcut
- No magic wand
- No fairy dust

# We have the Power

**Our reaction to a particular situation can escalate or de-escalate behavior**

- Control Environmental Factors
- Control Task Presentation
- Eliminate Emotional Cues
- Avoid a Spiral of Conflict

**“If a child doesn’t know how to read, we **teach.****

**If a child doesn’t know how to swim, we **teach.****

**If a child doesn’t know how to multiply, we **teach.****

**If a child doesn’t know how to drive, we **teach.****

**If a child doesn’t know how to behave, we...**

**teach? punish?**

**Why can’t we finish the last sentence as automatically as we do the others?”**

**The bottom line: **Teaching****


- **Teach** Expectations
- **Teach** Routines and Procedures


# Why Develop a System for Teaching Behavior?


***Behaviors are prerequisites for academics.***


***Procedures and routines create structure.***

***Repetition is key to learning new skills.***

For a child to *learn something new*, it needs to be repeated on average of  8 Times (Joyce and Showers, 2006)

Adults average  25 (Joyce and Showers, 2006)

For a child to *unlearn* an old behavior and replace with a new behavior, the new behavior must be repeated on average  28 times (Harry Wong 2009)

Establishing a new neural pathway average  66 times (Lally 2009)



# Prevention

- Establish *predictability*
  - *Most effective and efficient way to create a perceived safe environment*
- Nurtures prosocial behavior and can replace consequences such as nagging and criticism

# PBIS Matrix at School

- Provide initial lesson plans and/or lesson plan format to teach specific behaviors identified on the Matrix

R E S P E C T		CLASSROOM	CAFETERIA	NON-CLASSROOM AREAS	PARKING LOT	AFTER SCHOOL
	Myself	<ul style="list-style-type: none"> <li>Be in my seat before bell</li> <li>Dress appropriately</li> <li>Try my best to complete work</li> <li>Control my behavior</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Keep my area clean</li> <li>Dress appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Move to class within the time given</li> <li>Keep planners visible at all times</li> <li>Stay in designated areas</li> <li>Dress appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Drive carefully</li> <li>Be aware of moving traffic</li> <li>Display my parking permit</li> <li>Leave school property only upon dismissal</li> <li>Dress appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Be on time and prepared for activities</li> <li>Carry my student I.D.</li> <li>Dress appropriately</li> </ul>
	Others	<ul style="list-style-type: none"> <li>Keep my hands to myself</li> <li>Say positive things to others</li> <li>Stay out of others' personal space</li> <li>Cooperate with others</li> <li>Use non-offensive language</li> <li>Make sure cell phones are off and away</li> </ul>	<ul style="list-style-type: none"> <li>Keep my place in line</li> <li>Use good manners</li> <li>Dispose of food in the proper manner</li> </ul>	<ul style="list-style-type: none"> <li>Make sure cell phones are off and away</li> <li>Use appropriate language and volume</li> <li>Say only kind things to and about others</li> <li>Cheer positively</li> <li>Keep my hands to myself</li> </ul>	<ul style="list-style-type: none"> <li>Play our stereo at a reasonable volume</li> <li>Follow safe traffic rules</li> <li>Park in my assigned space</li> <li>Be kind to others in heavy traffic</li> </ul>	<ul style="list-style-type: none"> <li>Cheer positively</li> <li>Maintain appropriate noise level</li> </ul>
	Learning	<ul style="list-style-type: none"> <li>Work Quietly</li> <li>Stay in my area</li> <li>Keep focused on my work</li> <li>Participate in class activities</li> <li>Keep my eyes on my own paper</li> </ul>	<ul style="list-style-type: none"> <li>Use good manners</li> <li>Use appropriate voice level</li> <li>Listen to announcements</li> <li>Be prepared to leave on time</li> </ul>	<ul style="list-style-type: none"> <li>Stay in assigned areas</li> <li>Use appropriate language and volume</li> <li>Keep hallways quiet</li> </ul>	<ul style="list-style-type: none"> <li>Report unlawful or suspicious activity</li> <li>Be in first period prior to 7:17 a.m.</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention/cooperate with coach or sponsor</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Use materials for their intended purpose</li> <li>Use computers as directed by an adult</li> </ul>	<ul style="list-style-type: none"> <li>Throw my trash away</li> <li>Clean my area</li> <li>Pay for my food</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment properly</li> <li>Throw my trash away properly</li> <li>Keep our school free of graffiti</li> </ul>	<ul style="list-style-type: none"> <li>Keep parking lot clean</li> <li>Open car doors carefully</li> <li>Keep my car locked at all times</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment/facilities properly</li> <li>Eat and drink in designated areas</li> </ul>

## CAFETERIA

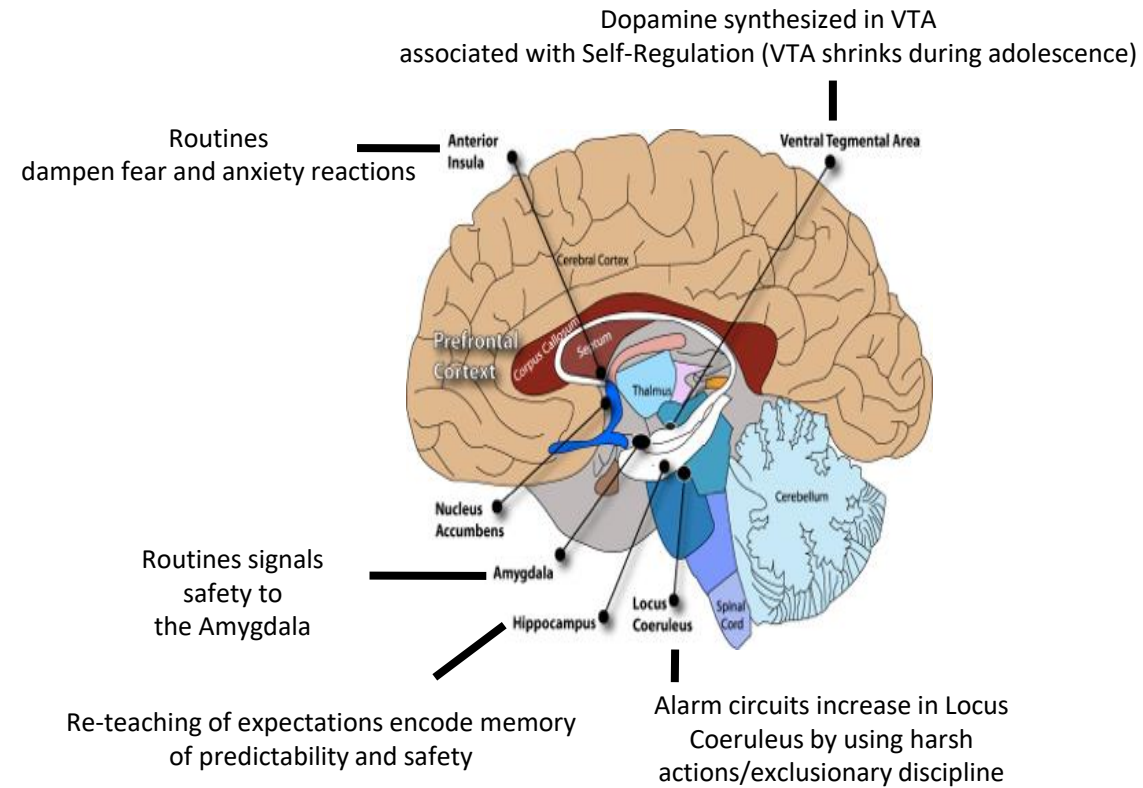
- Be on time
- Keep my area clean
- Dress appropriately
- Keep my place in line
- Use good manners
- Dispose of food in the proper manner
- Use good manners
- Use appropriate voice level
- Listen to announcements
- Be prepared to leave on

EXPECTATIONS	Classroom Procedures/Routines				
	<i>Class-Wide</i>	<i>Arrival</i>	<i>Cooperative Learning Groups</i>	<i>Independent Seat Work</i>	<i>Whole Group</i>
	<i>Identify Attention Signal.....Teach, Practice, Reinforce</i>				
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Use inside voice</li> <li>• Use kind words</li> <li>• Ask permission</li> </ul>	<ul style="list-style-type: none"> <li>• Enter/exit classroom prepared</li> <li>• Use inside voice</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others</li> <li>• Accept differences</li> <li>• Use kind words</li> <li>• Encourage others</li> </ul>	<ul style="list-style-type: none"> <li>• Use quiet voice</li> <li>• Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Eyes/ears on speaker</li> <li>• Raise hand to speak</li> <li>• Contribute to learning</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Be prepared</li> <li>• Follow directions</li> <li>• Be a problem solver</li> <li>• Make choices that support your goals</li> </ul>	<ul style="list-style-type: none"> <li>• Place materials in correct area</li> <li>• Begin warm-up promptly</li> </ul>	<ul style="list-style-type: none"> <li>• Use Time Wisely</li> <li>• Contribute</li> <li>• Complete your part</li> </ul>	<ul style="list-style-type: none"> <li>👍 Be a TASK master</li> <li>• Use your neighbor</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Take notes</li> <li>• Meet your goals</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to self</li> <li>• Organize your self</li> <li>• Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Use Materials Carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>• Stay at seat</li> <li>• Keep hands, feet, and objects to self</li> </ul>

# My Family's Matrix

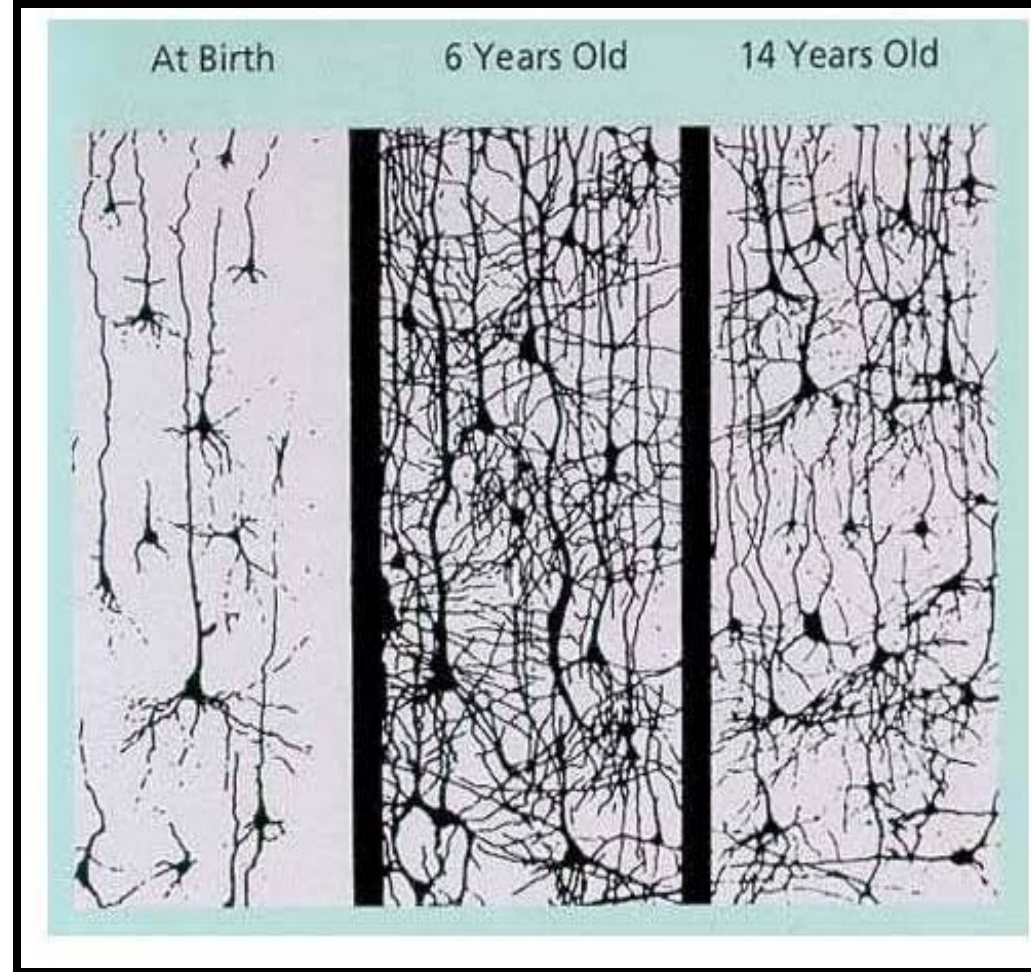
<b>Muempfer Family Matrix</b>	<b>Respect Ourselves</b>	<b>Respect Family Members</b>	<b>Respect Property</b>
At Home...	<ul style="list-style-type: none"> <li>• Listen to Parents</li> <li>• Be Honest</li> <li>• Use manners</li> </ul>	<ul style="list-style-type: none"> <li>• Share</li> <li>• Be Kind</li> <li>• Help Each Other</li> <li>• Golden Rule</li> </ul>	<ul style="list-style-type: none"> <li>• Clean-Up When Finished</li> <li>• Use Equipment Properly</li> <li>• Ask for Help</li> </ul>
Morning...	<ul style="list-style-type: none"> <li>• Wake-Up at Appropriate Time</li> <li>• Brush Teeth After Breakfast</li> </ul>	<ul style="list-style-type: none"> <li>• Say Good Morning</li> <li>• Use Kind Words</li> <li>• Help Each Other</li> <li>• Keep Hands to Self</li> </ul>	<ul style="list-style-type: none"> <li>• Make Bed</li> <li>• Use Equipment Properly</li> <li>• Clean-Up (room, dishes, bathroom, etc.)</li> </ul>
Homework...	<ul style="list-style-type: none"> <li>• Quiet Space</li> <li>• Get Materials</li> <li>• Ask for Help</li> <li>• Read Carefully</li> <li>• Take My Time</li> </ul>	<ul style="list-style-type: none"> <li>• Do Not Disturb Others</li> <li>• Be Kind</li> <li>• Help Each Other</li> </ul>	<ul style="list-style-type: none"> <li>• Get Rid of Distractions</li> <li>• Use Equipment Properly</li> <li>• Clean-up</li> </ul>
Meals...	<ul style="list-style-type: none"> <li>• Make Healthy Choices</li> <li>• Take My Time</li> <li>• Use Manners</li> </ul>	<ul style="list-style-type: none"> <li>• Use Manners</li> <li>• Set Table</li> <li>• Appropriate Conversations</li> <li>• Use Inside Voice</li> </ul>	<ul style="list-style-type: none"> <li>• Use Utensils Properly</li> <li>• Clean-up When Finished</li> </ul>
In Car...	<ul style="list-style-type: none"> <li>• Wear Seatbelt ALWAYS!!</li> <li>• Do Not Distract Driver</li> </ul>	<ul style="list-style-type: none"> <li>• Use Inside Voice</li> <li>• Keep Hands to Self</li> <li>• Share</li> </ul>	<ul style="list-style-type: none"> <li>• Keep Car Clean</li> <li>• No Throwing Items</li> <li>• Use Equipment Properly</li> </ul>
Play...	<ul style="list-style-type: none"> <li>• Limit Screen Time</li> <li>• Go Outside</li> <li>• Be Active</li> <li>• Be Safe</li> </ul>	<ul style="list-style-type: none"> <li>• Share</li> <li>• Sportsmanship</li> <li>• Be a Role Model</li> <li>• Help Each Other</li> </ul>	<ul style="list-style-type: none"> <li>• Use Equipment Properly</li> <li>• Be Safe</li> </ul>
Bedtime...	<ul style="list-style-type: none"> <li>• 8+ Hours of Sleep</li> <li>• Go to Bed On-Time</li> </ul>	<ul style="list-style-type: none"> <li>• Do Not Disturb Others</li> <li>• Shower</li> </ul>	<ul style="list-style-type: none"> <li>• No Electronics</li> <li>• No Rough-Housing</li> <li>• Clean-Up</li> </ul>

# Adolescent Brain...



# The Brain Becomes the Brain

By overproducing...

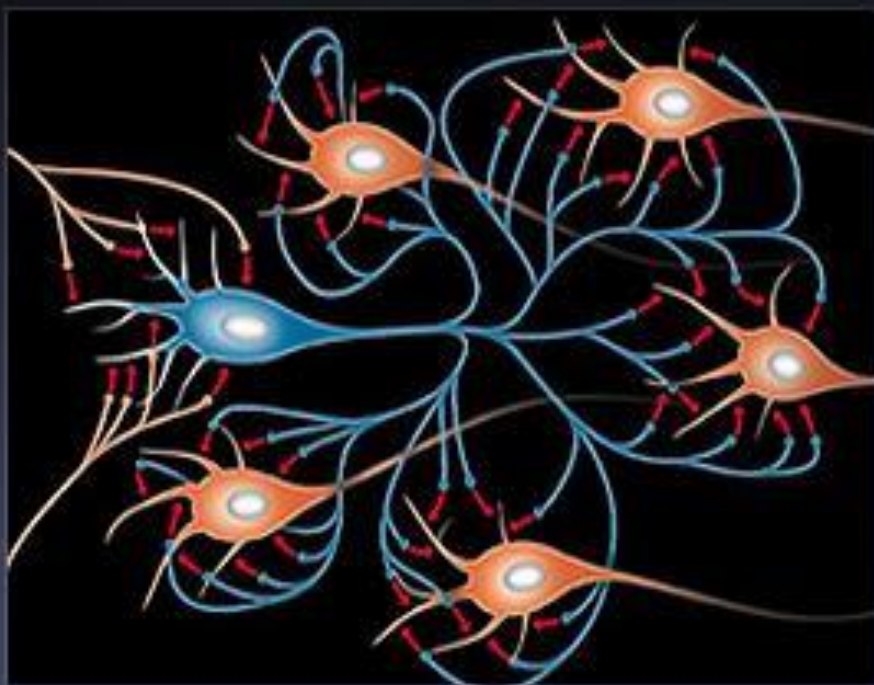


then fighting it out



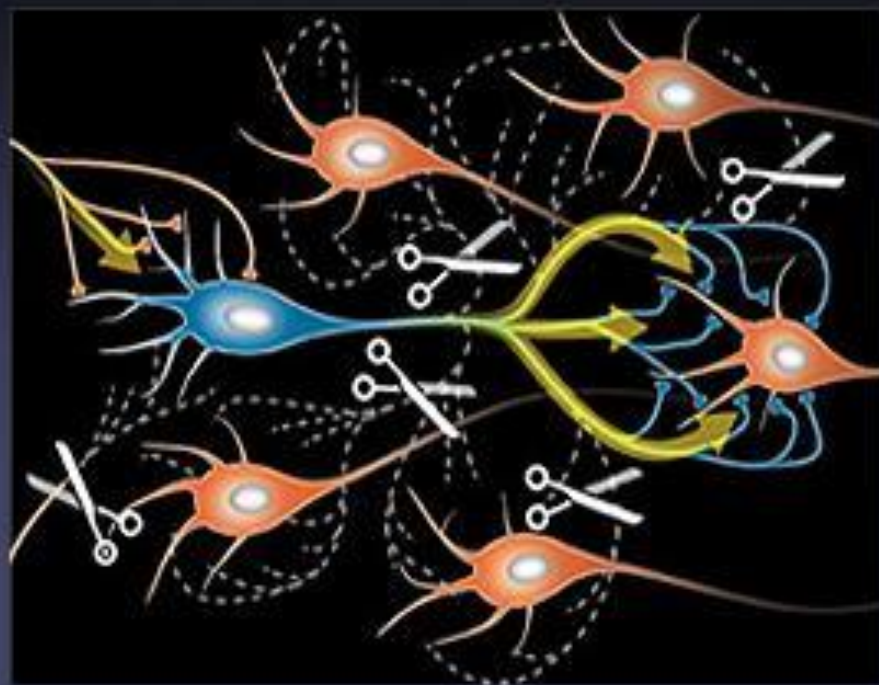
### Nerve Proliferation...

- By age 11 for girls and 12 for boys, the neurons in the front of the brain have formed thousands of new connections. Over the next few years most of these links will be pruned.

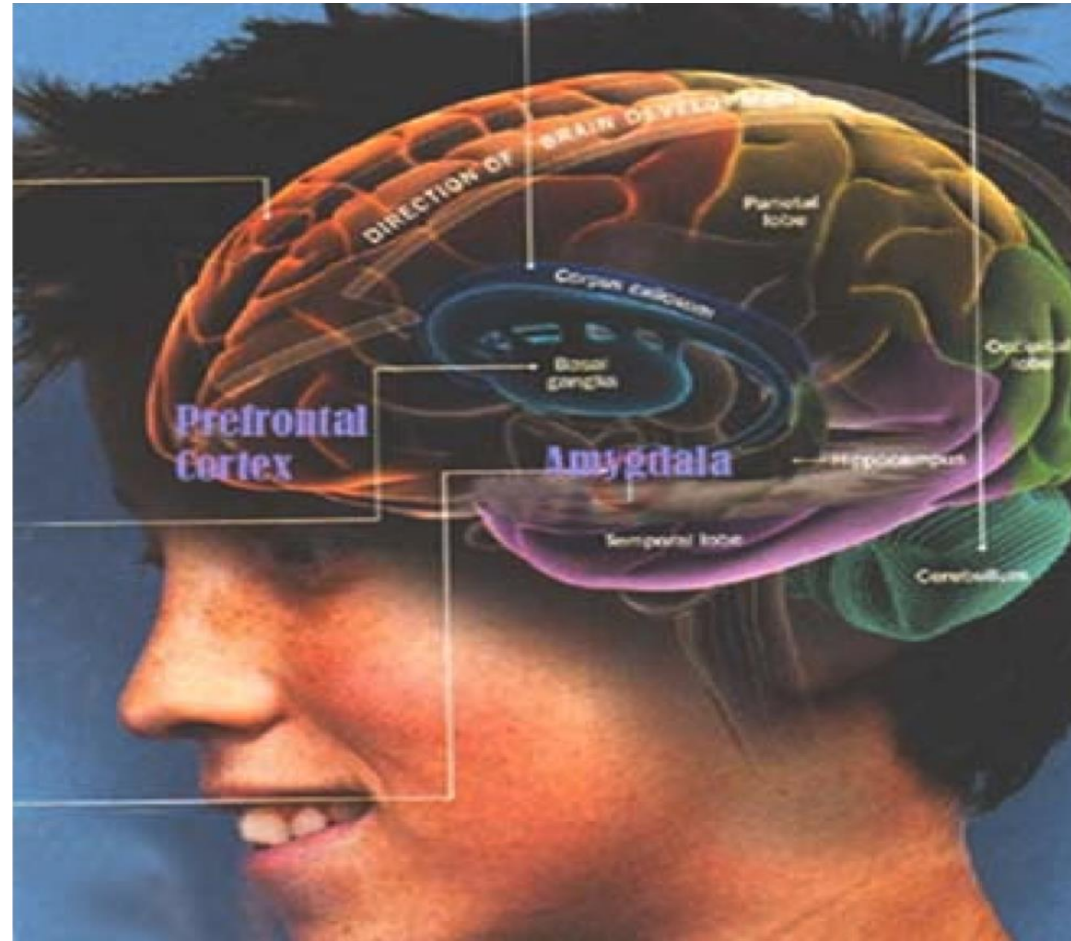


### ...and Pruning

- Those that are used and reinforced — the pathways involved in language, for example — will be strengthened, while the ones that aren't used will die out

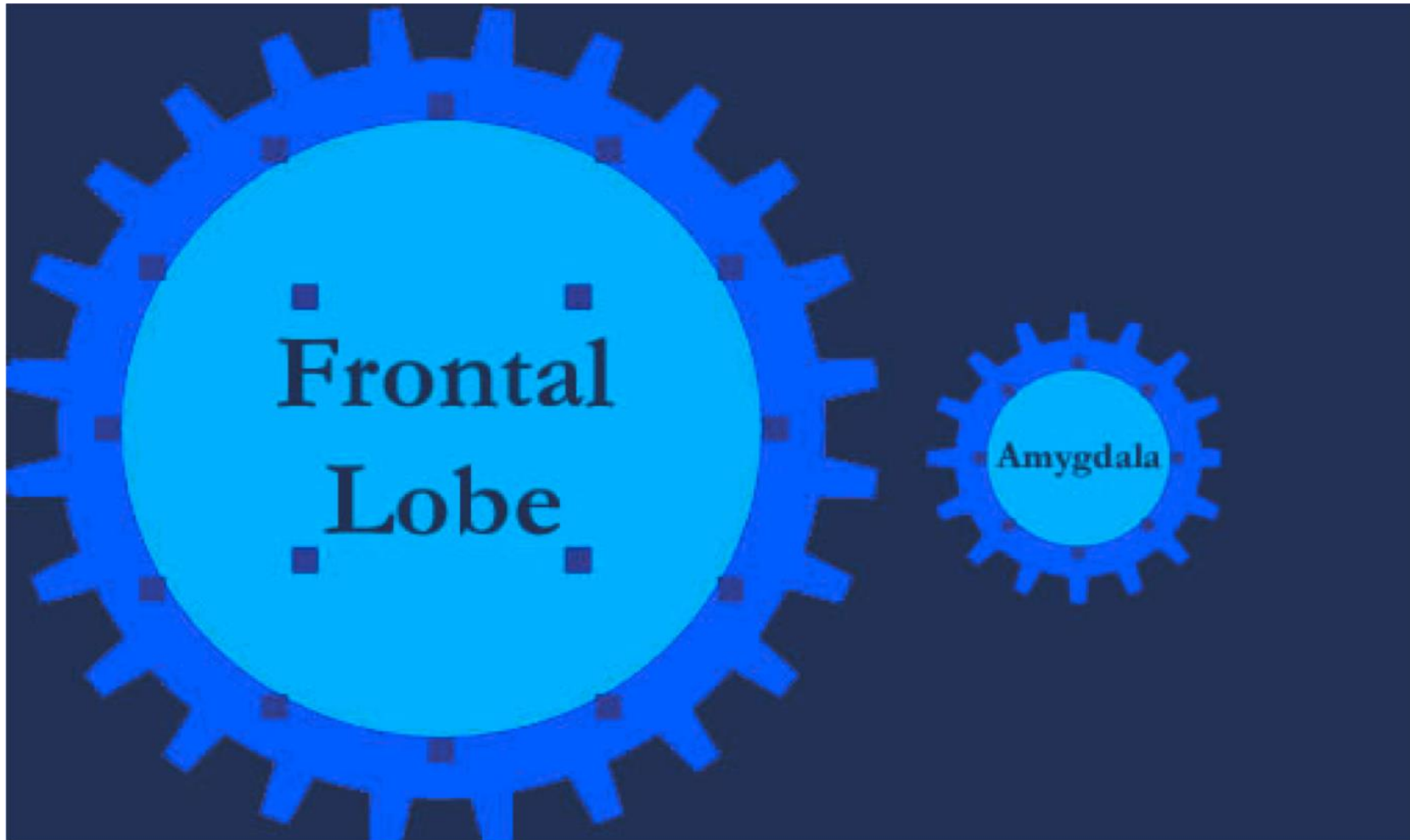


# Amygdala

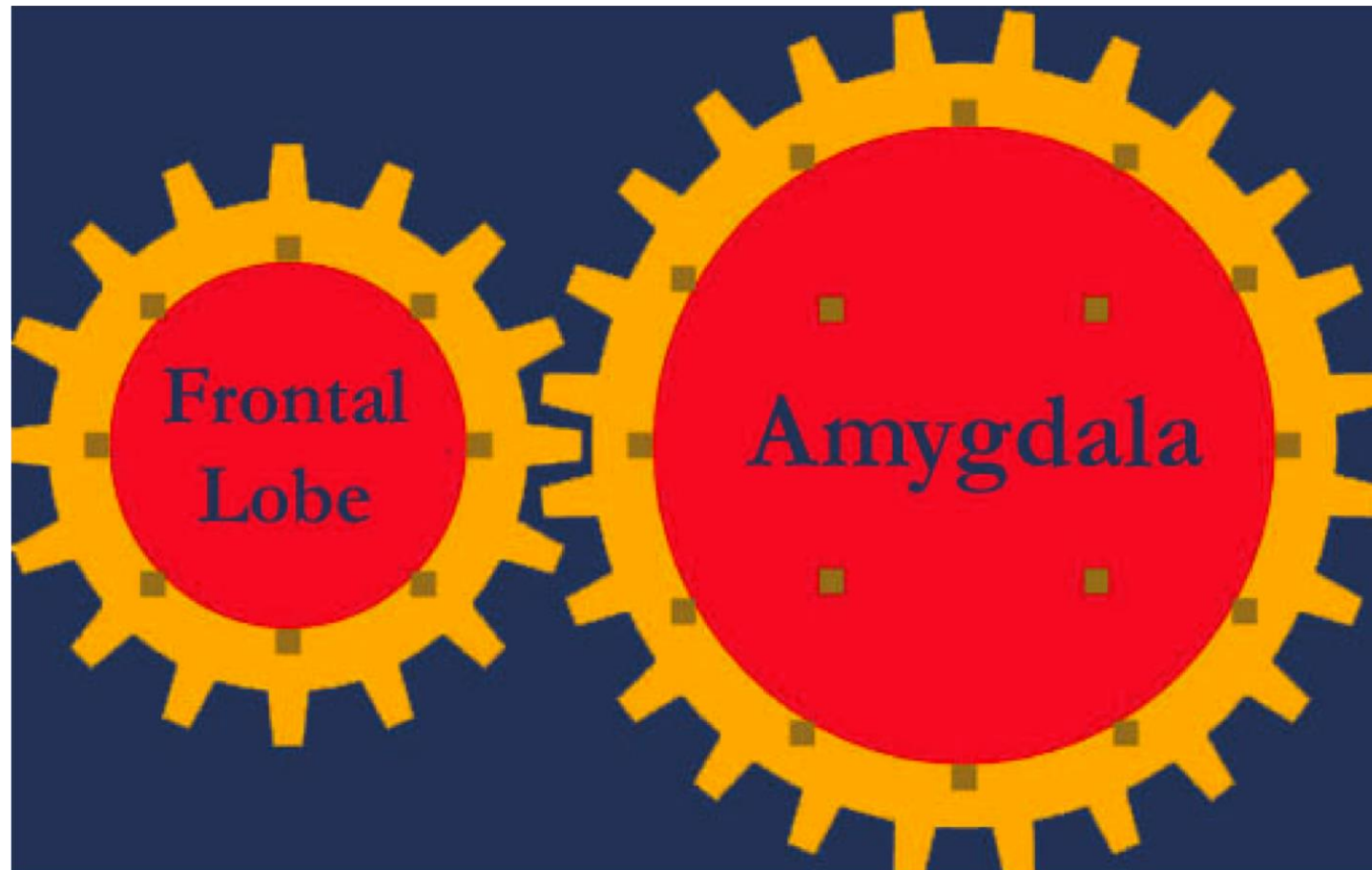




# Adult Brain: Disengaged Amygdala



# Adolescent Brain: Emotions Drive Processing



# Best Directions

- Focus on verb, ignore the “not”
- Directives explain what ***TO DO***



Do Not  
Think of the  
Color Pink

Think of the  
Color Purple



Find the good intention  
gone awry

## *You can develop and use the relationship*

- Really listen. What are they trying to say?
- Make it “we” rather than “you”
- Be fair
- Be authoritative, not authoritarian
- See the positive in them and their actions
- Find something to praise
- Don’t take it personally
- Model and respect kindness

*You can give them what they “want” (what they seek, not request):*

- Since they perform for their friends
  - ➔ Try to talk to them alone
- Since they are focused on autonomy
  - ➔ Give them viable choices when you can
- **Self-image trumps self-interest**
  - (better to go down in a blaze of glory in front of friends than look weak)*
  - ➔ Can you help them figure out how to achieve both self-image and self-interest?



# De-escalating Situations

- Speak Slowly in a gentle tone
- Do not argue with or challenge the student
- Do not threaten
- Do not raise your voice
- Remain calm
- Do not restrict the student's movement

# De-escalation continued

- Pay attention to nonverbals
  - Maintain space
  - Use a supportive stance
- Remember paraverbals
  - Tone
  - Cadence
  - Volume

Remember you have a fully developed  
prefrontal cortex and they do not!!

Use it!!

# Avoid Mirroring

*(Doing what  
other person is  
doing to prove  
You can beat  
them at it)*



# Use Distractions



# Traditional vs. Restorative Discipline Paradigm Comparison

## **Traditional**

Offensive behavior means breaking the rules.

Parents determine the outcome.

Focus is on the offending child.

Process can produce defensiveness.

Accountability means “taking your medicine.”

## **Restorative**

Offensive behavior means violating people and relationships.

Everyone affected by the incident determines the outcome.

Focus is on those who were affected.

Process encourages honesty.

Accountability means taking personal responsibility for your actions.



# Positive Reinforcement when Expectations are Met

- We want to hear when we did a good job and so do our children
- Two big areas to plan and practice are:
  - What reinforcers should you use
  - How often should you reinforce (frequency)



## Benefits of Behavior-Specific Praise

- Helps adults and students focus on positive social behaviors and actions.
- It is the most powerful behavior change tool teachers have in their repertoire.
- Increases the likelihood students will use the recognized behaviors and skills in the future.
- Decreases inappropriate behavior and therefore, reduces the need for correction.
- Enhances self-esteem and helps build internal locus of control.

# FEEDBACK

- **Allow for behavioral errors (just like learning errors)**
- **Remember: 28 repetitions to replace a behavior**
- **Research indicates that you can improve behavior by 80% just by pointing out what someone is doing correctly.**



# Some things we know but often forget:

- Our role is to teach, not criticize.
- Mood affects learning, keep it positive.
- The power of specific praise can affect our children's futures.
- Make a difference in the life of our children by teaching them to look for the good in all.
- Be their role model
- Teach your children how to praise others
- Teach your children how to accept praise
- Develop your own family praise
  - Micro wave, Show the Love, Fireworks, Silent Cheer, Golf Clap, Fist Bumps, High-Fives, Secret Handshakes, Etc.

# Happiness Chemicals

## **DOPAMINE**

### **The Reward Chemical**

- Completing a task
- Doing self-care activities
- Eating food
- Celebrating little wins

## **OXYTOCIN**

### **The Love Hormone**

- Playing with a pet
- Socializing
- Holding hand
- Hugging your family
- Give compliment
- Helping others

## **SEROTONIN**

### **The Mood Stabilizer**

- Meditating
- Mindfulness
- Sun exposure
- Walking or being in nature
- Swimming

## **Endorphin**

### **The Pain Killer**

- Laughter
- Exercise
- Essential oils
- Watch a comedy
- Dark chocolate
- Listen to music

# M.M.I.T



# A Final Thought...

“People often say that motivation doesn’t last. Well, neither does bathing. That’s why we recommend it daily.”

Zig Zigler

# Questions



**Thank you!**



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