



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

## A Clear Home-School Connection in Values

How “Positive Behavioral Instructional Strategies” (PBIS)  
can be used at home.



PBIS and ILT Teams

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## Key PBIS strategies at Cleveland

- Assume Positive Intent
- Clear routines and expectations
- Anticipate behaviors specific to environment
- 5 : 1 Positive Reinforcement
- Maintain awareness in how we speak to children

## 1. Always start with remembering your child's strengths and interests.

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- Carve out some to spend with your child on the things that matter most to your child.
- Use “first \_\_\_\_\_, then \_\_\_\_\_” strategy by pairing non-preferred activity with a preferred one.

## 2. Establish clear expectations at home.

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- Think about 3-5 “house rules” that apply to all family members.
- If your child has “school rules” or a PBIS acronym, as a family create a similar set of rules for home. (PAWS, PRIDE, STAR)
- Reinforce these expectations throughout the activities or routines of the day.
- The key is to be fair and age appropriate.

### 3. Create routines for your family and child.

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- Organize the day so your child knows what is happening.
- Be clear about changes or new events: doctor offices, visitors, errands. Utilize a schedule that includes chores, homework, self help (showers and teeth) and fun, choice activities.
- Use transition warnings to let your child know what is coming next.
- Use a timer or visuals to help with transitions.

### 4. Anticipate challenges and plan accordingly.

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- Preventing challenging behavior is always easier than addressing it.
- Know what things or triggers seem to set your child up for challenging behavior: not feeling well, being tired, too many people, sitting still for a long time.
- Remove temptations and things are likely to create problems.
- Choose activities, times of day, places where your child is likely to experience success.
- Think multi-sensory: pair verbal directions with a song, a scent, a visual.

## 5. Know how you are going to react and be consistent.

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- Use a firm but calm voice to indicate you mean business.
- Choose your battles wisely.
- Say what you mean and mean what you say. Be sure to follow through.
- Provide as many choices as possible throughout the routines of the day.
- Avoid arguing, threatening and negotiation.

## 6. Model the behavior you want your child to learn.

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- Your child will copy your words and actions. Focus on controlling yourself, not your child.
- Strive to manage his/her behavior with a calm attitude that comes from knowing you understand that self-control is necessary and good for your child.
- We may need to be the one taking a deep breath, counting to ten and taking a brief time away.

## 7. Set up for success with positive language of the behavior you want to see.

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- Communicate clearly what behavior you want your child to demonstrate. Phrase directions in the positive, telling your child what you want them to do, not what you don't want them to.
- Sometimes the most appropriate response is simply redirecting your child's behavior
- Seeking boundaries reinforce our expectations and sends a clear message we believe they are capable of doing what we ask.

## 8. Provide words (and pictures and signs) for emotions and feelings.

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- Use empathetic statements to let your child know you understand how he/she feels.
- When you see challenging behavior, it often means your child can't figure out how to express her feelings in an acceptable way or doesn't know how to get her needs met.
- Talk about feelings and use visuals to help your child understand.
- Provide acceptable choices for your child to go with the different feelings.
- Empathize with your child and tell them you understand how you feel.
- Provide opportunities to help your child practice self-control and problem solving when he is calm.

## 9. Look behind the behavior to what your child is telling you.

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- It is our job to try to understand what lies beneath the behavior and what he is trying to tell us.
- We often personalize our children's behavior as something they are doing on purpose.
- Try to remember that however a child is behaving, he is doing the best he can at that moment in time.
- Remember the age and developmental level of your child.

## 10. "5 to 1" positives and reinforce steps in the right direction.

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- Give attention to the behavior you want to see, not the behavior you don't.
- Genuine, specific praise has a powerful effect on your children's behavior. This includes their efforts to work hard at following your directions and small steps in the right direction.
- Use positive reinforcement as often as possible. Focus on activities that support your child's strengths and reinforce feelings of self-esteem, accomplishment and cooperation.
- Do something special with your child so the "reward" also strengthens your relationship.
- If your child needs a more structured reinforcement system, remember the simpler, the easier it is to implement and the most likely you will be consistent.

# Further Resources

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- [http://apbs.org/new\\_apbs/families.html](http://apbs.org/new_apbs/families.html)
- <https://www.ousd.org/Page/547>
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