
Positive Behavior Intervention Supports (PBIS):

Basic Tips and Strategies for Distance Learning



Presented by:
Special Education
Behavior Support Services
August 2020

Overview

Introductions

What is Positive Behavior Supports (PBS)

Types of Positive Behavior Intervention Support Strategies

How to Implement Strategies in the Home

Q & A

What is PBIS/PBS

Approach used to:

- Increase positive behaviors
- Improve lifestyle/quality of life
- Decrease challenging or less desired behaviors



Positive Behavior Support Strategies

Support to help students during distance learning:

- Lay the foundation for learning at home
- Increase **learning**
- Decrease **challenging** or **less desired behaviors**

Environmental Arrangements

Goal/Objective:

- Identify a specific space for learning

How to Implement:

- Find specific location(s) around the home that may be options for “designated learning spaces”
 - Bedroom with table/desk
 - Counter in kitchen area
 - Kitchen/dining room table
 - Corner of room with table/desk



Environmental Arrangements

Goal/Objective:

- Identify a specific space for learning

How to Implement:

- Place materials needed for learning at this location or nearby
 - Ipad
 - Textbooks/workbooks
 - Pencils/Crayons/Markers
 - Calculator
 - Paper

** Teacher may identify specific learning items needed*



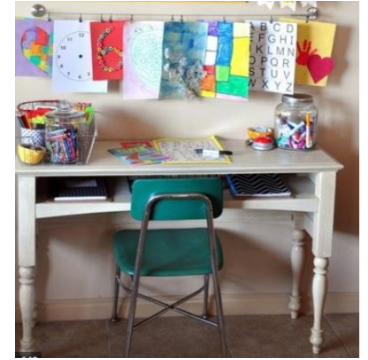
Environmental Arrangements

How to Implement:

- Arrange materials and furniture to prevent child from distractions (e.g., only provide the materials he/she needs for that day, remove/put other materials at a distance or out of reach)



Environmental Arrangements



How to Implement:

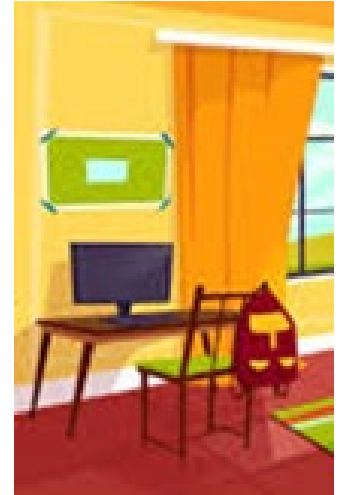
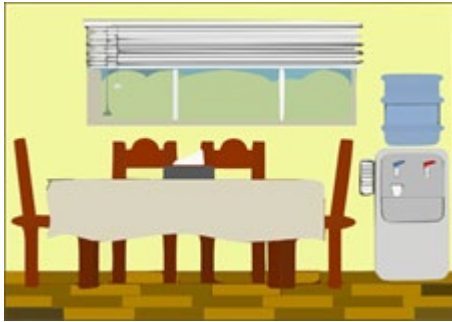
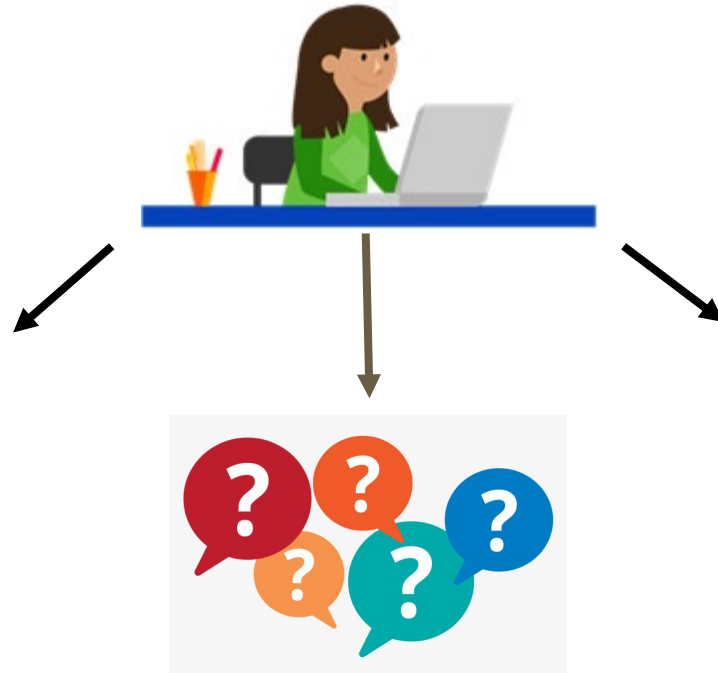
- Prior to school, let the student know this area has been set up for learning
- When possible, gain student input

Examples:

- Give child an opportunity to identify where certain materials can be located within the learning space
- Allow time for child to create name signs that reflect ownership of the space



Environmental Arrangements



Set Routines

Goal/Objective:

- Create and follow a daily routine at home with times for learning, exercise and play

How to Implement:

- Create predictability in the home by following a consistent schedule that includes “going to school/learning from home” as much as possible for you and your family

Sally's Written Schedule

<input type="checkbox"/>	Breakfast
<input type="checkbox"/>	Chores
<input type="checkbox"/>	Language Arts (Zoom)
<input type="checkbox"/>	Break/Snack
<input type="checkbox"/>	Math (Zoom)

Set Routines

How to Implement:

- Review the schedule and post the schedule in a central place for all to see
- The **more consistent** the routine, the **less challenging behaviors** in the home.



Set Routines

Tips to make schedule: Have to do vs Want to do

Things We Have to Do :

- Kids: Read for 20 minutes every day
- Kids: Distance learning
- Mom + Dad: Work
- Everyone: Chores

Things We Want to Do :

- TV and iPads
- Spend time together
- Cook and bake
- Exercise and go outside

What will the
Routine/Schedule look like for
your student?

Go to www.oxnardsd.org

Go to “Parents” tab

<https://www.oxnardsd.org/domain/20>



Announcement:

Webinar on
“Student Schedules” hosted
on 8/13 5:30pm with
Dr.AguileraFort

Schedule Example (Kindergarten)

8:00 Get Ready for School/Breakfast/Check in with Student

9:00 Language Arts **with TEACHER**

9:25-9:40 Small Group *WITH OR WITHOUT TEACHER*

9:40-10 Break (Snack, Movement, etc.)

10:00-10:20 Math **with TEACHER**

10:20-10:35 Small Group *WITH OR WITHOUT TEACHER*

10:35-
11 Science






11- 11:30 Social Studies

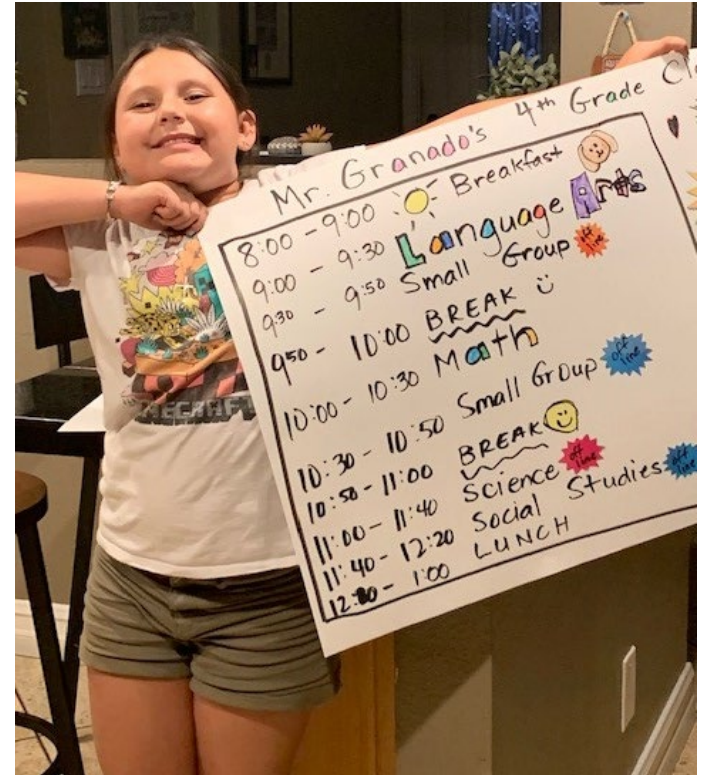
11:30-11:50 PE

11:50-12:20 Independent Work

12:20-1 Lunch

Examples of Visual Schedules

1	2	3	4	5
				
Get ready	Learn	Outside	Learn	Snack



Free Resources to Create Schedules

 Eat Breakfast	 Work Time	 Outside Time	 Music Time
 Eat Lunch	 Work Time	 Reading Time	 Math Time
 Eat Snack	 Work Time	 Computer Game	 Play Time

How to Use Visual Schedule

1. Print pictures and blank card
2. Cut, laminate and velcro pictures
3. Attach to boxes in order of schedule
4. Remove or reference pictures throughout day

Remote Learning Visual Schedule

1	2	3	4
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Free Resources to Create Schedules

Editable and Free Visual Schedules

[https://www.scribd.com/document/451792561/Daily -
Schedule#download&from_embed](https://www.scribd.com/document/451792561/Daily-Schedule#download&from_embed)

[https://www.pricelessparenting.com/chart -for -kids](https://www.pricelessparenting.com/chart-for-kids)

[https://www.teacherspayteachers.com/FreeDownload/Free -Remote-Learning -
Visual-Schedule-5342541](https://www.teacherspayteachers.com/FreeDownload/Free-Remote-Learning-Visual-Schedule-5342541)

Set Expectations

Goal/Objective:

- Identify 2 -3 desired behaviors at home that you want to focus on

How to Implement:

- What desired behavior do you expect and where should this occur?
- Adapt your school's behavioral expectations for the behaviors you want to see at home

Examples:

Be Respectful, Be Responsible, Be Safe

School Example

	Classroom	Cafeteria	Dismissal
Be Respectful	Raise your hand before speaking	Throw your food away when done eating	Listen to teacher instructions
Be Responsible	Turn in your homework when it is due	Bring your lunch money to lunch	Have your backpack ready
Be Safe	Walk when holding scissors	Keep feet on the floor	Walk in the hallways

Home Example

	Virtual Classroom	Mealtime	Bedtime
Be Respectful	Keep background noise to a minimum when engaged in lesson	Be kind to family members during conversation Put your dishes in the sink	Be polite when reminded about bedtime
Be Responsible	Do your best work Turn in your homework when it is due	Wash your hands before helping with meal preparation and/or eating	Go to bed on time
Be Safe	Keep open drink away from computer keyboard	Keep feet on the floor	Wash your hands before brushing your teeth

Example: Set Expectations Based on Activity

Example Expectations During Routines and Settings			
All the Time	Learning Time	Chores	Electronics
<p>Check in with each other when someone is sad or hurt.</p> <p>Put things back where they belong when you're finished with them.</p>	<p>Use materials the way the project says to use them.</p> <p>Raise your hand to ask a question if mom and dad are working with your sister.</p> <p>Ask questions when something doesn't make sense.</p>	<p>Make sure to put toys away rather than stash them under or on top of something.</p> <p>When you're finished wiping down handles and surfaces, wash your hands.</p>	<p>When mom or dad says no to iPads or TV, say: ok or ask when it would be a good time for that.</p> <p>Turn things off when asked and plug in the iPads when it's time to put them away.</p>

Example: Set Expectations Visual



Free Resource: <https://www.teacherspayteachers.com/FreeDownload/Distance-Learning-Visuals-Rules-and-Reminders-5370998>

Teach Expected Behaviors

Goal/Objective:

- Teach expected behaviors by modeling (e.g., coping skills, use of appropriate language to request items, attention or assistance from others)
- Gently remind of expected behaviors

How to Implement:

- Teach these expected behaviors through **modeling, demonstration, and repetition**
 - Example: *During pretend play demonstrate how to use a coping skill like taking deep breaths or asking for help.*

Teach Expected Behaviors

- Teach what is and what is not expected behavior
 - State what is expected before the activity
 - Be direct and clear

Examples:

- *“When you’re doing your math work, you need to stay in your area. You may not turn on the TV until after you are done and I have reviewed it.”*
- *“You need to read for 20 minutes then you can go outside to play until dinner.”*

Teach Expected Behaviors

Goal/Objective:

- Gently remind of expected behaviors

How to Implement:

- Remind the student of the expected behavior right before they are expected to use the behavior
- Remind the student what they **should** do
 - Example: *“Remember, if you get frustrated with your math, you can raise your hand or ask for help. Your teacher or I will be able to help you.”*
- Try anticipating tough situations and remind kids about the expectations

Provide Positive Feedback

Goal/Objective:

- Provide positive praise and specific feedback

How to Implement:

- Provide specific praise to the student when they are engaging in the expected behavior
- May use of incentives and rewards when the child demonstrates expected behavior

Provide Positive Feedback

How to Implement:

Example of specific positive feedback::

- *“I really like how you came to ask for help after you tried the problem.”*
- *“That was awesome! You finished all of your work while I was getting dinner ready.”*
- *“You did a great job today listening and watching your teacher quietly on zoom.”*

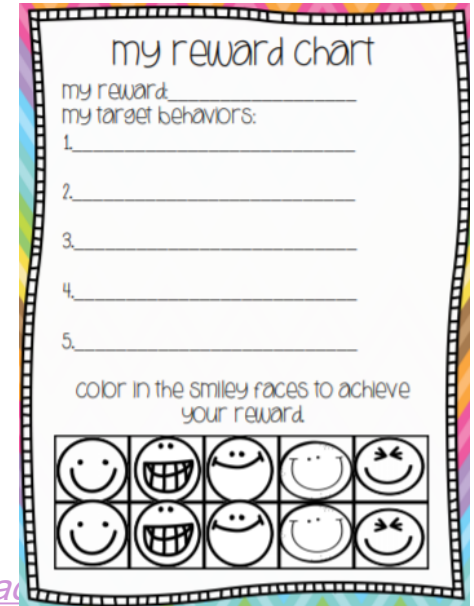
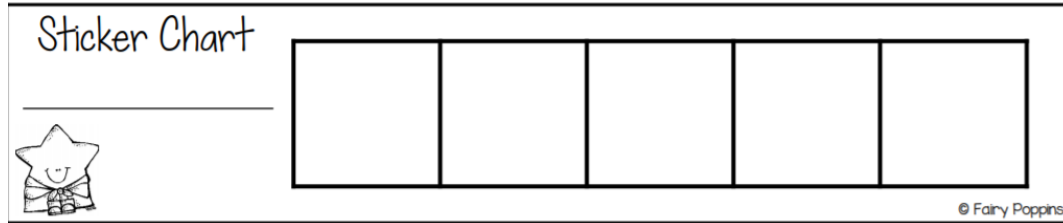
Provide Positive Feedback

How to Implement:

Example of incentives for engaging in expected behaviors:

- *Use of reward for demonstrating a behavior*
- *Allowing more free time for demonstrating behavior*
- *Taking away a chore when they followed directions the first time*

Provide Positive Feedback



Free Incentive Charts <https://www.teacherspayteachers.com/FreeDownload/Stamps-4067486>

<https://www.teacherspayteachers.com/FreeDownload/Individual-Reward-Chart-Smiley-Faces-1251336>

<https://www.teacherspayteachers.com/FreeDownload/Space-Reward-Chart-772301>

<https://www.teacherspayteachers.com/Product/Sticker-Reward-Chart-727690>

What to do when a child engages in less desirable behavior

Goal/Objective:

- Provide a quick correction or redirection
- Be calm, brief, and provide an opportunity for the child to practice

How to Implement:

- Provide an opportunity for positive interaction, (“Let’s try that again.”)
Model and guide coping strategies
- Provide the child positive feedback when they have corrected the behavior, (“That was a kind thing to say.”)

Review

- Identify a learning space with school materials and limited distractions
- Set 2-3 expectations of behavior
- Set and follow a routine with visuals
- Model, teach and gently remind of expected behaviors
- Provide positive feedback and specific praise
- Provide brief correction or redirection while remaining calm

Essential Piece to the Puzzle



- Supervising Adult(s)
 - Adult's availability during Distance Learning
 - Adult's understanding of Positive Behavior Support basics
 - Persistence through challenges
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Q & A

Resources

Center on Positive Behavioral Interventions and Supports, Center for Parent Information & Resources. (March, 2020). Supporting Families with PBIS at Home. University of Oregon. www.pbis.org.

- https://assets-global.website-files.com/5d3725188825e071f1670246/5e83b41b7df0210d47588d12_Supporting%20Families%20with%20PBIS%20at%20Home%20FINAL.pdf
- https://assets-global.website-files.com/5d3725188825e071f1670246/5e9e0adc558ebf9898e8a6ae_Apoyando%20a%20familias%20con%20PBIS%20en%20el%20hogar.pdf



Thank you!