

Positive Behavioral Interventions & Support

PBiS



at HOME

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PBiS at HOME

Positive Behavioral Interventions and Support (PBiS) helps parents create and maintain a safe, structured, consistent home environment where adult-to-child relationships are strengthened. It benefits all children by teaching positive behaviors and building life skills. The impact of PBiS is increased when it is consistent with the PBiS process at school.

The steps for establishing a positive, consistent home environment include:

- Defining the behavior routines

- Teaching the behavior

- Practicing the behavior

- Reinforcing success

- Interrupting/redirecting unwanted behavior

- Responding to behavior

When adults identify, teach, model and reinforce wanted behavior children are more likely to become respectful, responsible and safe. To make the PBiS process successful at home it is important to have the whole family involved. Hold a family meeting to include the children as you work through each step. The following pages outline a plan to help you develop PBiS at home.



Step 1

Define Behavior Routines

Children's problem behavior may be prevented or reduced when behavior expectations are clearly defined and taught. Being safe, respectful and responsible are three universal expectations often used as a basis for establishing positive behavior. These expectations can be used to define how specific behaviors will look at home.

- Think of your daily routines. Some examples include:

Morning routine

Bathroom use

Mealtimes

Evening routine

Homework

Chore time

Inside play

Outside play

Toy pick up

TV time

Use of electronics

Pet care

- Choose the routines you would like to improve
- Write the selected routines on the blank chart on page 5

Example:

	Morning Routine	Mealtimes	Homework	Evening Routine	Inside Play	Outside Play
Be Responsible						
Be Respectful						
Be Safe						



- Select one routine. List 3 to 5 expected behaviors for that routine

Routine: _____

Expected Behaviors:

1. _____
2. _____
3. _____
4. _____
5. _____

- Transfer the expectations to the chart on page 5
- State the expectations positively

Non-example: Don't be late.

Example: Be ready on time.

- Keep tasks age and developmentally appropriate for the child

Example:

	Morning Routine	Mealtimes	Homework	Evening Routine	Inside Play	Outside Play
Be Responsible	• Use the bathroom • Make your bed • Get dressed • Eat breakfast • Brush Teeth					
Be Respectful	• Be ready on time • Use quiet voice if others are sleeping					
Be Safe	• Stay indoors					



Example:

PBIS Home Expectations

	Morning Routine 	Mealtimes 	Homework 	Evening Routine 	Inside Play 	Outside Play 
Be Responsible	*Use the bathroom *Brush teeth *Make bed *Get dressed *Get materials ready on school days	*Clean up dishes after eating *Help out with setting the table or meal preparation	*Fill out assignment notebook *Bring home necessary materials	*Use the bathroom *Brush teeth *Put on pajamas *Read for fun *Finish homework	*Clean up and take care of your belongings (toys, games, electronics, etc.)	*Clean, repair and care for your belongings (toys, games, electronics, etc.)
Be Respectful	*Use a soft voice until everyone is awake *Say good morning *Be ready on time	*Use utensils *Chew with mouth closed *Join mealtime conversations by taking turns listening and talking *Use manners (please and thank you) *Try all food	*Use a quiet place *Complete homework when arriving home	*Listen to adults *Clean up toys *Use quiet voices *Say goodnight	*Include others *Share and take turns *Clean up and put things away *Turn off TV or video games when finished *Keep a low volume	*Include everyone *Share and take turns *Clean up toys
Be Safe	*Stay indoors *Use toys as intended	*Wash hands *Sit in your chair *Keep chair legs on the floor	*Clean up your materials when you are finished *Hang up your backpack	*Clean up before you go to bed *Beds are for sleeping	*Listen to adults about what shows and games are okay *Use toys, games, etc. as intended	*Let an adult know where you are going to be *Stay close to your house *Use toys as intended *Tell an adult where you are *Look both ways before crossing streets *Dress appropriately *Wear a helmet (Bike, Skateboard, Scooter)

Chippawa Falls Unified Schools, Southview Elementary, Chippawa, Wisconsin



Expectations in Our Home

Routines				
Be Responsible				
Be Respectful				
Be Safe				



Step 2

Teach the Behavior

Select one to three routines where growth is needed. Teaching will focus on the expectations for these chosen routines.

In order to keep the child engaged use a variety of ways to demonstrate the behavior. Be patient! It takes time to learn a new procedure.

- Model the behavior in the location where you want to see it
- Give clear, specific directions
- Teach the wanted behavior one step at a time
- Show examples and non-examples of the behavior
- Give positive feedback

Teaching methods may include:

- | | | |
|-------------------------|---------------------|------------------|
| • Role play | Demonstration | Posters |
| • Songs | Poems | Pictures/Visuals |
| • Social stories | Visual Task Folders | Power cards |
| • Learning games/Videos | | |

Examples are included on pages 7-9.

Keys to Success

If you want a behavior teach it.

If you like the behavior recognize it.

Teach the new behavior rather than reacting to the unwanted behavior.

Patience is important when teaching a new behavior.



Social Stories

Social Stories – can be used to teach a new social skill behavior. In a social story it is important to keep the language simple. Answering the basic questions of where, who, how and why will create a social story.

- ✎ Where does the situation happen?
- ✎ Who is there?
- ✎ How does the child complete the behavior? Use simple language with 1-3 simple steps.
- ✎ Why? Share the feelings of those around the child, as well as the feelings of the child, when the behavior has been successfully exhibited.

The story should be written in the first person. Use photographs to illustrate each step, especially for a child who is a non-reader. Siblings can be involved with coloring the pictures or being part of the photographs.



Matthew Says "Hi"



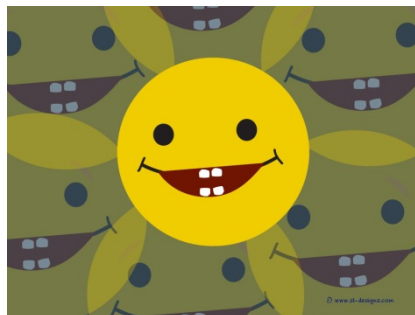
I like school.
It is fun to see my friends.



When I see my friends I look
at them.



I say "Hi".



This makes my friends happy.

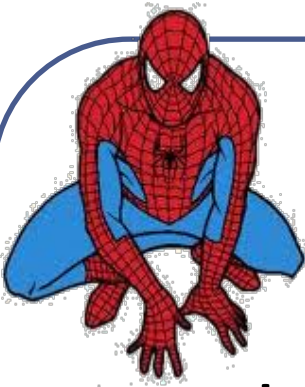


This makes me happy.
I like saying,
"Hi" to my friends at school.



Power Cards

Power Cards – can be used to teach a new social skill behavior. A power card shows the child's hero exhibiting the replacement behavior. First, identify the child's hero. Define one to three steps exhibiting the behavior. Put the hero's picture on the card along with the steps to the behavior. Power Cards often work best when they are laminated and small enough to fit in the child's pocket.



Power Heroes

In the Morning Power Heroes

1. Use a quiet voice until everyone is up.
2. Say good morning
3. Get ready on time

Power Heroes know you can do this too!



Visual Task Folder

Visual Task Folder – a simple way to teach a new skill. The steps to creating a visual task folder are:

1. Divide the skill/behavior into 3 to 5 steps
2. Take pictures of the child completing each step of the behavior
3. Place a 10 inch strip of Velcro with a sticky back across the lengthwise side of a file folder.
Place 2 inch strips of the Velcro on the back of each picture.

Create a **DONE** pocket on the bottom half of the folder where the child can put the pictures as he/she completes each step.

John taking off PJ's



John putting on shirt



John buttoning shirt



John putting on pants



John putting on socks



John putting PJ's on bed



Make a **DONE** pocket on the bottom half of the folder.



Step 3

Practice the Behavior

Practice improves confidence and skill. Set aside time without interruptions for practice.

- Teach one step at a time
- Add a step once the child can do the previous step
- Ask the child to tell you or show you what the next step is.
- Practice all steps together
- Give cues as needed to insure success
- Re-teach or review the behavior as needed
- Practice often

Keys to Success

Model wanted behaviors through your own behavior.

Continue to be patient.



Step 4

Reinforce Success

Establish a system to acknowledge the safe, responsible, respectful behaviors listed on the chart. Recognize and reinforce your child when you see the behavior you want. Recognition can be as simple as a quick encouraging word. Develop a reinforcement list with your child. Include privileges, activities, or items he/she would like to earn (see sample list on page 12).

- Recognize or reinforce the wanted behavior *immediately and often*
 - At first recognize effort and progress, next focus on accuracy

Effort/progress: You worked hard buttoning your shirt today.

Accuracy: You got every button in the right buttonhole.

- Give praise that is specific to the behavior

Non-example: Good Boy!

Example: You buttoned all the buttons on your shirt!

- Develop a system for reinforcing the behavior

Examples:

- Record the behavior by making a check mark on a chart (sample record sheets are; Daily Success Record, pg. 13 & My Bedtime Checklist, pg. 14)
- Put marbles in a jar each time the behavior is seen
- Record a set number of points each time the behavior occurs

- Keep track of behavior daily
- Continue reinforcements until the behavior is routine
- Set up a regular time each week to redeem points
- Give reinforcements intermittently as the child gains skill

Keys to Success.

It is inappropriate to take away a reinforcement once it is given.



Recognition and Reinforcements

Reinforcement can be either tangible or intangible.

Examples:

1. Be a helper doing a special task
2. Choose a story to be read aloud
3. Choose music to listen to with the family or before bed
4. Choose a game to play with the family
5. A plaque, ribbon or certificate
6. A small toy or other item
7. Extra computer or TV time
8. Eat a meal alone with someone special
9. Extra reading time
10. Choose the main course for dinner
11. A few minutes for a later bedtime
12. An extra serving of a favorite beverage
13. Private time together with mom or dad
14. A new coloring book and/or crayons
15. Use colored sidewalk chalk outdoors
16. Watch a video
17. Use a special pen, pencil or marker to write or draw
18. Positive, specific verbal recognition
19. Take a walk alone with a parent
20. Have time off from helping with a task such as setting the table for dinner
21. Choose a treat from a treat box or sack
22. Choose a small toy or object from a treasure box
23. Choose a dessert for after dinner
24. A positive note about the child's behavior sent to a grandparent or special adult
25. Go shopping alone with a parent
26. Pats on the back, smiles, hand shakes and high fives
27. Unique stickers such as scratch and sniff
28. Tickets to be saved for a larger reinforcement
29. Doing preferred activities with someone special
30. Posting work in a place of honor that is easily seen



Daily Success Record

Place a checkmark when a task is completed

Tasks	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
1.							
2.							
3.							
4.							
5.							



MY BEDTIME CHECKLIST



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
I Was Responsible! I Brushed My Teeth! 							
I Was Ready! I Put on my Pajamas! 							
I was Ready and Respectful! I Went to Bed on Time by Myself!  							



Step 5

Interrupt & Redirect Unwanted Behavior

Occasionally a child may forget to use the new, positive behavior. You will want to interrupt or redirect unwanted behaviors. A signal to interrupt the unwanted behavior may encourage return to the wanted behavior.

Examples of Signals:

- Holding your hand up as a stop sign
- Forming a T with your hands for time out
- A chopping motion with one hand onto the opposite arm as a stop sign
- A gentle shake of the head indicating stop



If you are using the signal often, look at re-teaching the behavior or increasing the reinforcement (specific praise, stamps, stickers, etc.)

If the stop signal does not cause a return to the wanted behavior you may want to have a short conversation with the child. The conversation could sound like this:

What are you doing?

Please stop.

What should you be doing?

What plan can you make for (whatever the correct behavior is)?

Do it.

Thank You!



To prevent unwanted behavior in the future it is important to think about possible causes.

Were there any events that set up the behavior?

Was there a change in the child's routine?

Was he/she overtired? Hungry? Frustrated?

Were the surroundings or people unfamiliar?

Was there too much stimulus?

Knowing the cause can help the adult to:

Adjust the plan to fit the time of day

Bring appropriate food or supplies

Prepare the child for the experience

Give the child a reminder of the expected behavior, re-teach if needed

Key to Success

Knowing the cause of the behavior does not excuse it.



Step 6

Respond to Behavior

As the learning process continues behavior errors may still occur. If your child has the ability to perform the expected behavior and continues to make behavior errors, it is appropriate to respond to the behavior.

- Respond to the behavior by re-teaching the appropriate action
- Develop age appropriate responses
- Deal with behavior errors promptly, respectfully and consistently
- Relate responses to the behavior errors

Examples:

Joey is late getting ready for school because he is spending time playing on his iPod.

A related response: Joey's iPod is off limits until after school.

Billy does not clear his dishes after eating.

A related response: bring Billy back to the table from his free time to clear his dishes.

- Disapprove of the behavior only

Non-example: You are a bad boy

Example: It is respectful when you take your dishes to the sink after eating

- Allow the child to express his/her feelings
- Thank the child for their compliance

Keys to Success

Be calm

Remember it's not personal; let it go once it's over.



Final Thoughts

Parents are the single most influential factor in a child's life. When a parent models safe, respectful and responsible behavior, the child develops those same attributes. The earlier in a child's life an unwanted behavior is addressed the better the chance for developing the desired behavior.

Remember, it takes time to change behavior. Be patient. Give yourself permission to review and practice with the child as often as needed. Celebrate! Share a "pat on the back" with your child at each small success.



Resources

Internet sites that contain information to increase understanding of the PBiS process

PTI Nebraska – Parent Training & Information, Nebraska
402-346-0525

<http://www.Pti-nebraska.org/>

Inclusive Communities and Challenging Behavior in Children

Erwin, Elizabeth, Ed.D., & Soodak, Leslie, Ph.D.,

http://www.pbs.org/parents/inclusivecommunities/challenging_behavior.html

Positive Behavior Support: Assisting Families with Behavioral Strategies in Home and Community Settings

Dunlap, Glen, Ph.D.

<http://www.education.com/reference/article/positive-behavior-support-autism-family-ASD/>

Getting Behavior in Shape at Home

Riffel, Laura A., Ph.D. & Turnbull, Ann, Ph.D.

<http://www.pbis.org/spanish/files/behaviorshape.doc>

Behavior At Home

<http://nichcy.org/schoolage/behavior/athome>

Helping Children Learn to Manage Their Own Behavior

English: <http://www.vanderbilt.edu/csefel/briefs/wwwb7.pdf>

Spanish: <http://www.vanderbilt.edu/csefel/briefs/wwwb8-sp.pdf>

Parent PBiS Power Point

Riffel, Laura A., Ph. D.

<http://www.behaviordocor.org/parent.html>

Improve Kid's Behavior with Pre-task Rehearsal

Logsdon, Ann

<http://www.learningdisabilities.about.com/od/behaviorproblems/qt/rehearsal.htm>

Functional Behavioral Assessment & Positive Interventions: What Parents Need to Know

<http://www.pacer.org/parent/php/php-c79.pdf>

Assess, Intervene, Monitor Educational & Community Supports

Anderson, C.M. & Bateman, L. (2011)

http://pbis.org/common/pbisresources/tools/AIM_Template.pdf



Suggestions to increase compliance;
a. Responding to Unwanted Behavior

Plan your response to the unwanted behavior *in advance*. Implement a strategy for at least 3-5 days. Consistency is a key to success.

Strategies:

- ❖ Prompt/remind/pre-teach
- ❖ Use clear, consistent rules & expectations
- ❖ Give additional practice
- ❖ Shorten work time
- ❖ Repeat instruction
- ❖ Change the pace of instruction
- ❖ Give frequent feedback
- ❖ Make eye contact
- ❖ Use pictures/visuals
- ❖ Teach/clarify expectations
- ❖ Reduce distractions
- ❖ Use learning games or videos



b. Increasing Effectiveness When Giving Requests

Use a Statement Format – The use of a statement rather than a question increases compliance. For example, “Keep your hands to yourself” is more effective than “Could you take your hands off of your sister?”

Distance – Make a request near the person, no further than 36 inches away. Proximity increases visual contact and listening.

Clear and Concise – Give the request/direction once, twice at the most. Give specific directions one at a time. Instead of: “Stop bugging your sister, take the dog out and make sure you feed him after you get dressed,” use “Take the dog out.” Once the first task is done, make a second request, i.e. “Feed the dog.”

Voice Volume – Use a moderate, firm tone of voice.

Time – Give the child time to comply after the request, usually 3 to 5 seconds. During this time, arguing or making excuses is not productive. If compliance does not occur, restate the request or make a different request. Look at the child and wait for compliance.

Use a Start Request – Request the child to begin an appropriate, desired behavior rather than to stop an undesired behavior. You would say, “Please pick up your toys,” instead of, “Stop arguing with me about picking up your toys.”

Remain Controlled – State request in a calm, non-emotional manner. Yelling, name calling, or rough handling will decrease compliance and can escalate behavior.

Be Specific – Make the request in a clear, positive, descriptive manner. Instead of “Pay attention,” you would say, “Put your feet on the floor, hands on the desk, and look at me.”

Reinforce Compliance – When the child complies, acknowledge the result, genuinely reinforce it. “I appreciate it when you are paying attention. It helps us get things done.”



c. Forced Choice

Forced choice is a strategy where the child is offered two choices to reach an objective determined by the adult. Giving a child choices develops problem solving skills, independence and a sense of control.

Example:

Objective: Getting the child to put on their shoes.

Question: "Do you want to put on your sandals or your tennis shoes?"

The question is specific and offers two shoe choices, *both equally acceptable*, rather than the more general: "Do you want to put on your shoes?"

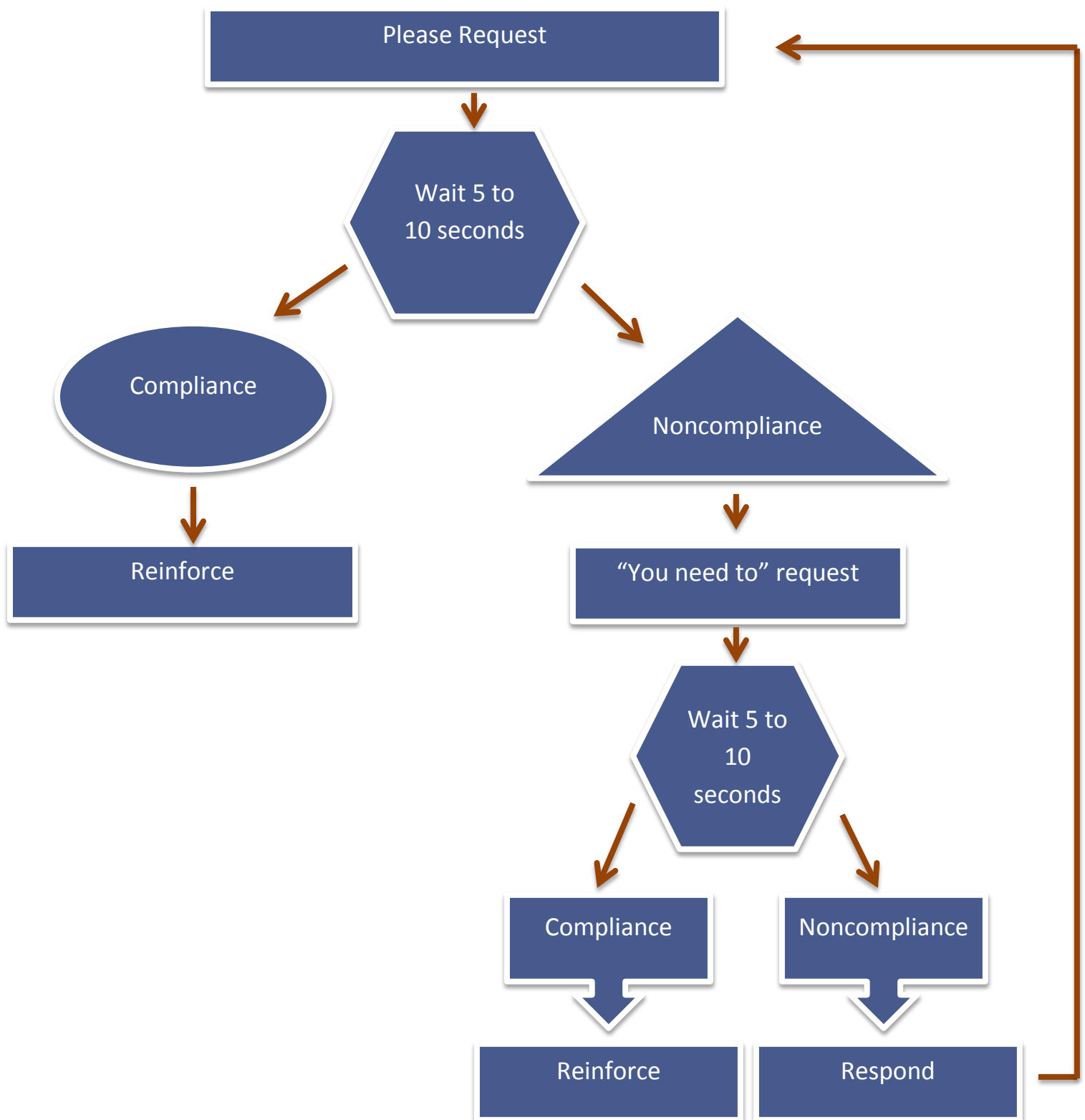
The adult identifies the objective they want to achieve. When the child makes the choice the adult objective is met and the child has a measure of control.

Keys to Success

Make sure the two offered choices are equally acceptable.



d. Steps for Giving Requests



(Adapted from "Magic in the Classroom" workshop materials presented by Dr. William R. Jensen)

After the response repeat the sequence.

