

# PBIS & PARENTS

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2015-16  
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Henderson, A.T., & Berla, N., (Eds.). 1997.

“A new generation of evidence: The family is critical to student achievement.”

Washington DC: Center for Law and Education.

- “The most accurate predictor of a student’s achievement in school is not income or social status, but the extent to which that student’s family ...
  - Creates a home environment that encourages learning ...
  - Expresses high expectations for their children’s achievement and future careers ...
  - Becomes involved in their children’s education at school and in the community.”

# Engagement & Collaboration with Parents

## NCLB

- PARENTAL INVOLVEMENT-The term parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring
  - that parents play an integral role in assisting their child's learning;
  - that parents are encouraged to be actively involved in their child's education at school;
  - that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;

## IDEA 2004

- The Individuals with Disabilities Education Improvement Act of 2004 aimed to help children learn better by among other things, **enhancing parent involvement.**

Joyce Epstein, Center on School, Family, & Community Partnerships at John Hopkins U.

## Six Types of Engagement with Parents

### Parenting

- Help families establish environments that support children as students
- Parent education

### Communicating

- Two-way communication systems
- Yearly conferences

### Volunteering

- Recruit and organize parent help and support

# Epstein's Types of Engagement cont.

## Learning at Home

- Ideas for helping with homework

## Decision-making

- Involve parents in leadership roles
- Active PTA/PTO

## Collaborate with Community

- Identify resources from the community for families in the areas of community health, social support, services, etc.

“PBS Tips for Parents and Educators”

National Association of School Psychologists *Communique*, October, 2006

## How can parents help?

- Help develop a positive school climate.
- Participate in leadership team.
- Help teach your children the importance of school-wide expectations at home, at school, and in the community.
- Volunteer in school activities.

## NASP Tips, cont.

### How can parents help?

- Help advertise the program in the community.
- Help gather resources (e.g., funds, merchant participation) for creating and maintaining the program.
- Take part in the instruction and reinforcement systems if your child is part of a classroom or individual intervention program.
- Celebrate your child's successes.

# Working with Parents of Students at all 3 Tiers

## Tier One

- Use multiple opportunities to inform all parents of the PBIS program. Solicit their support. Encourage them to teach and reinforce school and home expectations.
- Explain the 3 tiered system to parents.
- Provide reminders throughout the school year through newsletters, notes home, website postings, e-mails, skill of the week, parent nights, etc.
- Provide positive contacts with parents from the beginning of the year and throughout. Teachers and parents should practice the 4 to 1 with each other.
- Create a library of PBIS resources for parents to use.
- Provide PBIS homework occasionally.



# Tier One cont.

## Tier One cont.

- Engage grandparents, guardians, and other family members.
- Encourage volunteering in PBIS activities e.g., reward events, etc.
- Encourage parent participation in the leadership team. Establish a liaison with the PTA.
- Establish a parent PBIS class/presentation scheduled at convenient times throughout the year.
- Help parents use PBIS strategies to create a home climate conducive to studying and doing homework.

# Tier 2

## Tier 2

- Discuss and gain parent approval for Tier 2 interventions.
- Provide coaching and support to parents of students on Check In Check Out.
- Invite parents to collaborate on a Home/School behavior plan. Meet periodically to follow up.
- Assist parents in creating a Home Matrix consistent with the school's expectations.
- Provide increased personal positive contacts with parents.
- Provide small group or focused educational opportunities for parents.

# Florida Positive Behavior Support Project

## PBS Home Matrix

	Getting Up in the Morning	Getting to School	Clean-up Time	Time to Relax	Homework Time	Mealtime	Getting Ready for Bed
<p><b>H</b></p> <p><b>Help Out</b></p>	<p>Make your bed</p> <p>Clothes in hamper</p>	<p>Have your back pack, lunch, notes, keys</p>	<p>Do your chores</p>	<p>Clean up after yourself</p> <p>Play quietly</p>	<p>Put your things in your backpack when finished</p>	<p>Set the table</p> <p>Put dishes away</p>	<p>Brush your teeth</p> <p>Put dirty clothes away</p>
<p><b>O</b></p> <p><b>Own Your Behavior</b></p>	<p>Get up on time</p> <p>Get cleaned up and dressed on time</p>	<p>Be ready to leave on time</p>	<p>Clean up after yourself</p>	<p>Ask before you borrow</p> <p>Ask to change stations</p>	<p>Complete your homework on time</p> <p>Do your best!</p>	<p>Use kind words and "I statements"</p> <p>Recognize mistakes and apologize</p>	<p>Get to bed on time</p>
<p><b>M</b></p> <p><b>Manners Count</b></p>	<p>Try a morning SMILE"</p> <p>Thank your parents for helping</p>	<p>"Thanks for the ride"</p> <p>"Have a nice day"</p>	<p>Ask politely for help</p>	<p>Respect others things</p> <p>Offer to share</p>	<p>Ask for help respectfully</p> <p>"Thanks for the help"</p>	<p>Please and thank you</p> <p>Use your napkin</p>	<p>End the day with nice words and thoughts</p>
<b>E</b>	<b>V</b>	<b>E</b>	<b>R</b>	<b>Y</b>	<b>D</b>	<b>A</b>	<b>Y</b>

## *Home/School Collaboration Plan*

*Student:*

*Positive behaviors to be increased:*

*Behaviors to be decreased:*

*The school agrees to:*

*Parents agree to:*

*When will this plan be explained to the student?*

*Next meeting date to review progress:*

*Signature of school staff:* \_\_\_\_\_

*Signature of student:* \_\_\_\_\_

*Signature of parents/guardians:* \_\_\_\_\_

# Tier 3

## Tier 3

- Actively involve parents in the Functional Behavior Assessment process.
- “Parents possess information about their child’s preferences, history of intervention programs, strengths, communication skills, and medical concerns which are critical to the functional assessment process.”
- School-wide PBIS Implementation Guide, 2010, Michigan Department of Education

# Tier 3 cont.

Include parents in scheduled data-based behavior review meetings e.g., monthly to bi-monthly.

Collaborate with parents on development of behavior intervention strategies, including home interventions, if appropriate.

Provide parents with information on behavioral strategies, e.g., video-based trainings with follow up coaching.

See Boystown, “Common Sense Parenting” video series

## Tier 3 cont.

Make data-based information available to the student's physician, if appropriate.

Invite community mental health or agency personnel to participate in planning for the student.

Consider implementing a wrap-around or person-centered planning process for the student.

# Resources on Parents and PBIS

## Florida's Positive Behavior Support Project

[http://flpbs.fmhi.usf.edu/resources\\_family.asp](http://flpbs.fmhi.usf.edu/resources_family.asp)

OSEP Technical Assistance Center

[http://pbis.org/family/family\\_partnership.aspx](http://pbis.org/family/family_partnership.aspx)

Michigan Department of Education

[http://www.michigan.gov/documents/Final\\_Parent\\_Involvement\\_Fact\\_Sheet\\_14732\\_7.pdf](http://www.michigan.gov/documents/Final_Parent_Involvement_Fact_Sheet_14732_7.pdf)

Muscott, et. al.

“Creating Home-School Partnerships by Engaging Families in School-wide Positive Behavior Supports”

Teaching Exceptional Children, 2008