

We are so glad that **you are here!**

感谢您参与本次家长活动！



Please...

- Sign in at the office
- Kindly reserve your questions until the conclusion of the session
- Jot questions down on a piece of post-it with your name and contact information

请您：

- 在办公室签到
- 将问题保留至活动最后
- 将您的问题以及联系方式写在便利贴上



From School to Home:

Partnering for Your Child's Success

家校携手：运用PBIS助力孩子全面发展

BUMI Workshop 5.5.2025



Session Facilitators | 活动主讲人



Lu Zhai, Ed.D.
翟路 教育博士

- Principal | 校长
 - BUMI since 2018 | 2018 加入BUMI
- Education | 教育背景
 - USC- Doctor of Education | 南加州大学-教育博士
 - UCSD- Master of Education | 加州大学圣地亚哥分校-教育硕士
 - UCSD- Bachelor of Management Science | 加州大学圣地亚哥分校-管理学



McKenzie Courtney, Ed.S.
教育专家

- School Psychologist | 心理学家
 - Buckeye Union School District since 2018 | 2018 加入本学区
- Education | 教育背景
 - Ed. S. and M.A. in School Psychology | 心理学专家及硕士
 - Licensed Educational Psychologist (LEP) | 教育心理学资格证



Agenda | 今日议程

Why? | 为什么？

How? | 怎么样？

What? | 是什么

1. Let's start with **WHY** | 从目标出发



Why PBIS? | 为什么使用PBIS?



We believe that children do best when they *know* what is expected of them and *feel supported* in meeting those expectations.

当孩子 *了解* 行为期待并 *被帮助* 一起达到目标的时候，他们往往表现得最出色。



PBIS Goals | PBIS 目标



Proactive

积极主动



Explicit

明确清楚



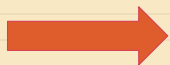
Consistent

始终如一



Inclusive

全面包容



- Safe and positive learning environment
安心且积极的学习环境
- Life skills: responsibility, respect, and problem-solving
生活技能: 责任感、尊重与解决问题的能力
- Academic and long-term success
学业与长期的成功

How PBIS?

如何使用 PBIS?



Kids do well if they can.

- Ross Greene

“只要孩子能做到，他们就会做到。”

—— 罗斯·格林 (Ross Greene)

See a child differently, you see a different child.

- Dr. Stuart Shanker

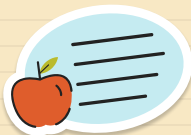
“用不同的眼光看孩子，你会看到一个不一样的孩子。”

—— 斯图尔特·尚克博士 (Dr. Stuart Shanker)



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How PBIS? 如何使用PBIS?



Relationships

孩子和成人的关系



Perception

对于行为的认知



Instruction

对于行为期待的教学



Reinforcement

对于积极行为的鼓励



Relationships

孩子和成人的关系



How do you tell/ show your
children that you **love** them?
您如何表达对于孩子的**爱**?



Relationships

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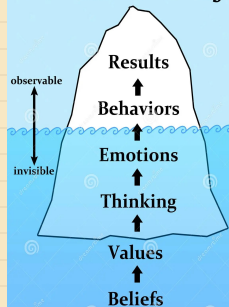


Perception

对于行为的认知

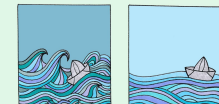
Be Curious
试图了解行为的原因

The Behavior Iceberg

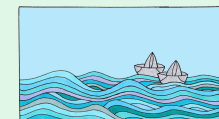


Model Emotional Regulation
做孩子情绪管理的榜样

WHEN THEIR STORM MEETS OUR CALM



CO-REGULATION OCCURS





Instruction

对于行为的教学



Think of one area of your home where your child **struggles** to meet your expectations.

请想一想，在家中什么地方是您的孩子常常**无法达到**您的期望？

1. What are your expectations for this area?
您的期望是什么？
2. How are you going to teach and reinforce these expectations?
您打算如何教导并强化这些期望？



Instruction

对于行为的教学

Instruction 对于行为的教学		
Choice making 做选择	Rules 讲期待和 规则	Contingent instructions 条件性指令



Instruction- Choice Making

对于行为的教学- 做选择



Strategies 方法	Examples 例子
1. Decide when to use choice making 决定何时使用选择机会 2. Decide how to use choice making 决定如何使用选择机会 3. Provide opportunities for choice making 提供选择的机会 4. Evaluate and adjust choice opportunities 评估并调整选择机会	• Materials and Media 材料 • Environment 学习环境 • Grouping 分组方式 • Activities 活动先后 • Scheduling 时间规划



Instruction- Rules

对于行为的教学- 规则



Strategies 方法	Example 例子	Non- Examples 反面例子
1. Develop and state rules 制定并表达规则 2. Identify and communicate consequences 明确并传达后果 3. Communicate and teach rules 传达并教授规则 4. Evaluate and monitor rules 评估并监测规则执行情况	Bring your band instrument to school. <i>Convey expected behavior; stated positively; use simple/specific terms; observable/measurable</i>	• Don't forget your instrument. <i>Convey expected behavior; stated positively; use simple/specific terms; observable/measurable</i> • Get ready to go to school. <i>Convey expected behavior; stated positively; use simple/specific terms; observable/measurable</i>



Instruction- Contingent Instruction

对于行为的教学- 条件性指令



Strategies 方法	Examples 例子	Non- Examples 反面例子
1. Specific 具体明确 2. Nonjudgmental, definite, and clear 不带评判、清晰明确 3. Neutral 保持冷静语气 4. Resolute 坚定有力 5. Followed by reinforcement 紧跟正向鼓励	Justin, take your hands off your sister. Please keep your hands to yourself. Thank you for taking your hands off of your sister and keeping them to yourself. I appreciate you being safe, respectful, and following directions.	• Stop hitting your sister. • Don't you want to play? • Justin, I already asked you to stop hitting your sister.



Reinforcement

对于积极行为的鼓励

Reinforcement

对于积极行为的鼓励

Behavior- Specific Praise

鼓励需要具体

Criterion- Specific Rewards

鼓励也需要奖励



Reinforcement- Behavior- Specific

对于积极行为的鼓励：鼓励需要具体



Strategies 方法	Examples 例子	Non- Examples 反面例子
1. Observe 观察: Look for the behavior you want to see or encourage. 2. Immediately Acknowledge 及时反馈: Positively acknowledge what you observed. 3. Be Specific 具体: Describe the behavior and why it was good.	"I like how you stayed focused on your homework because you were able to finish early." "Awesome work reading that page aloud. You read clearly and tried your best on the tricky words." *Sample Script: "I like how you (behavior) because (reason)"	"Good job!" "Way to go in your dictation scores." Sarcastic tone: "Your dictation scores finally improved this time."



Reinforcement- Criterion- specific rewards

对于积极行为的鼓励：鼓励也需要奖励



Strategies 方法	Examples 例子
1. Social Rewards 社交性奖励 2. Activity/ privilege rewards/ "escape" rewards 活动 / 特权 / "脱离任务"奖励 3. Tangible rewards 实物奖励	• Play time with friends; home party • Extra screen time; listen to music while completing homework; dishwashing on mom • Small toys; food items; books; pencils

What To Do When **Behavior Challenges** Occur? 当孩子出现**行为问题**时该怎么办？

1. Clearly State the Expectation | 清晰表达期望
2. Stay Calm & Empathetic | 保持冷静并表示同情
3. Provide Choices | 提供选择
4. State the Natural Consequence | 告知后果
5. Enforce the Consequence & Let the Consequence Teach | 执行后果



3. **What is PBIS?** | 什么是PBIS?



PBIS (Positive Behavior Interventions and Supports) is a proactive approach to helping all students grow **socially, emotionally, and academically**. Instead of just reacting when students misbehave, PBIS focuses on **teaching and encouraging positive behaviors**.

积极行为支持是一种主动的教育方式，旨在帮助所有学生在 **社交、情感和学业** 方面全面成长。与其在学生行为不当时才做出反应，PBIS 更注重**平时的行为教学**和**积极行为的鼓励**，引导孩子们做出正确的选择。



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如您有任何问题，请与我们联系！

