



Parents and PBIS (Positive Behavior Intervention and Support) Tools to Use

REACH MS
2012



Who we are...

- ✿ REACH MS (Realizing Excellence for All Children in Mississippi)
- ✿ Mississippi's federally funded grant that facilitates school improvement (State Personnel Development Grant)
- ✿ Provide support to schools and districts across the state in the research based practices of PBIS and Family Involvement
- ✿ Patty Carter Gautier – Family Coordinator

What is PBIS?

PBIS (Positive Behavior Intervention and Support) uses instructional methods to teach appropriate behavior and to change a child's environment so he or she will behave appropriately more often and act out less often.

Think about it this way...

If a child does not know how to read,
we teach them to read.

If a child does not how to multiply,
we teach them to multiply.

If a child does not know how to spell,
we teach them to spell.

If a child does not know how to behave,
we punish them.

Goals of PBIS

- ✿ to help teach the social skills needed for the child to have a high quality of life
- ✿ to help the child understand that his or her appropriate behavior is more effective than inappropriate behavior in getting what she wants and needs

Why PBIS Works

If children are only being told
what **not to do**,
how will they know what **to do**?

Why does a positive approach work?

- ✿ We focus on what we want the child to do, not what not to do
- ✿ We TEACH them the appropriate behaviors and what is expected of them
- ✿ The child is given attention for appropriate behavior not inappropriate behavior
- ✿ We identify the factors in the environment that might help a child behave appropriately

PBIS in Schools

- ✿ The U.S. Department of Education has set a priority for disciplining students in ways that work
- ✿ PBIS has enjoyed a long history of success in the research to practice literature
- ✿ The U.S. Department of Education wants states to adopt and use PBIS in schools
- ✿ In MS, we have more than 100 schools that have started using School-wide Positive Behavior Interventions and Supports through REACH MS and a grant funded by the U.S. Department of Special Education
- ✿ We now have 24 PBIS Model Sites in Mississippi!

What does PBIS look like at School?

- ✿ Each school has a set of expectations of students and staff
- ✿ Everyone knows those expectations and applies them in all areas of the schools
- ✿ Students who follow those expectations are rewarded often
- ✿ Situations in schools that might be problematic are dealt with through supervision and teaching

Joyner School... Building



- RESPECT
- RESPONSIBILITY
- READINESS

CAFETERIA RULES

1. Use your whisper voice.
2. Use good manners.
3. Keep hands and feet to self.
4. Clean your area.

REBELS ARE

R

- ✓ Know and follow directions
- ✓ Accept consequences
- ✓ Are punctual

- ✓ Know and follow directions
- ✓ Accept consequences
- ✓ Are punctual

SUCCESSFUL



SCHOOL WIDE EXPECTATIONS

- ★ Be Respectful
- ★ Be Responsible
- ★ Be Safe
- ★ Be Prepared
- ★ Be Positive

High Expectations = High Achievement



THREE RIVERS DOLPHIN Swimming Success

- Act Responsibly
- Come Prepared
- Have Respect
- Show Self Control



Every Student, Every Day, Every Classroom
Learning, Growing, Succeeding!

CLASSROOM RULES



Speak only when given permission
Use a polite voice
Consider other's space



Be on time
Follow instructions of adults
Complete all assignments



Keep hands, feet, and objects to self
Walk at all times
Sit with feet on floor, facing the front



Bring all materials and supplies to class
Bring signed planners/folders daily



Do unto others as you would
have them do unto you.

Cougar Cubs Say
GRRR

Get Ready
Get Responsible
Get Respectful

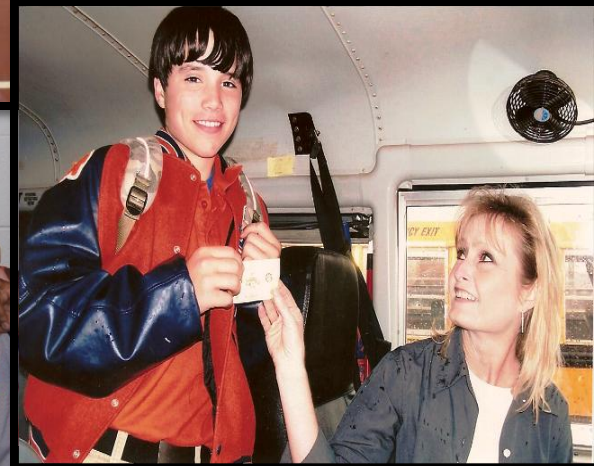
BELIEVE

Effort

ATTITUDE

RESPECT

SUCCESS



Our Task Tonight

- ✿ Take what we know is working in schools and.....
- ✿ Apply it to situations in the home

Something to shoot for in disciplining our children at home

Responsiveness:

- ✧ Warmth, reciprocity, attachment

Demandingness:

- ✧ Monitoring behavior
- ✧ Positive and negative consequences for behavior

What's my discipline style?

- ✿ Do I give in when my kids whine a lot?
- ✿ Do I give in when my kids make me feel guilty?
- ✿ Do I yell at my kids for getting into stuff and not doing what I tell them?
- ✿ Do I yell at my kids for hurting:
 - ✿ themselves?
 - ✿ each other?
 - ✿ the dog?
 - ✿ the furniture?
 - ✿ me?

What's my discipline style?

- ✿ Do I give my kids more attention for what they do wrong rather than what they do right?
- ✿ Do I talk at or scold my kids for long periods of time about a behavioral incident?

If you answered no to all of these questions ...

A. You are June Cleaver...LET'S CLONE YOU!



B. You have issues with the truth...? 😊

If you answered yes to any or all
of these questions . . .

Positive Behavior Intervention and Support can
help you prevent or deal with behavior problems
effectively!

Why should parents do this at home?

- ✿ Provides parents and children with more opportunities for positive interactions
- ✿ Offers an opportunity for lasting change in behavior

What do Positive Behavior Supports look like in the Home?

- ✿ Clearly defined and communicated expectations
 - ✧ Tell them exactly what you want them to do
- ✿ Frequent positive reinforcement for appropriate behavior
 - ✧ Catch 'em being good
- ✿ Active supervision
 - ✧ Watch them closely and interact with them frequently
- ✿ Precorrection and intervening early
 - ✧ Nip the problem in the bud

Clearly defined and communicated expectations

- ✿ Identify the situations in which appropriate behavior is critical
- ✿ Identify the task demands of those situations
- ✿ Prioritize
- ✿ Teach with examples and nonexamples
- ✿ Model those expectations through our behavior.

This is how to behave!

Mary has to go to a funeral of the mother of a friend and has to take 6 year old Tavarius (who has never been to a funeral) with her. Before she goes she tells him what the funeral will be like (flowers, music, coffin, people crying, etc.). She tells Tavarius, “I expect you to do these things at the funeral: speak when someone speaks to you using an inside voice, sit and remain quiet during the service, when it is time to get up-walk.”

This is how to behave!

She then sets up the kitchen chairs and says let's practice. She gets a handkerchief and pretends to cry. Tavarius sits quietly in a chair. Then she pretends the service is over and pretends she is a lady complementing him on how handsome he is. She coaches Tavarius on how to respond appropriately to the lady pinching his cheeks.

This is how to behave!

Just before getting out of the car to go into the funeral, she reviews her expectations with Tavarious and asks him to repeat them back to her. He does it and she gives him a big hug. During the funeral, she models an inside voice for him as he watches her. She also models sitting during the service as well. After the funeral is over, she congratulates him on his behavior, hugs him and tells him how proud she is to be his Mama.

Frequent positive reinforcement for appropriate behavior

- ✿ Look for opportunities to praise children
- ✿ Praise them specifically on what they do rather than who they are
- ✿ Praise children especially when they do something that is difficult for them
- ✿ Try to praise them at a 5 to 1 positive to negative interaction ratio

Catch 'em being good!

Mike knows his daughter, Nicole gets bored on the car trip to Grandma's. She asks "Are we there yet" an average of 1000 times on a 2 hour trip. This time Mike is determined to "catch her being good." Nicole gets in the car and starts coloring in her coloring book. Mike says, "Nicole, I like the way you are coloring." She replies, "It's a flower for you."

Catch 'em being good!

About 5 minutes later she switches gears and starts “feeding her doll.” He says, “You sure are feeding that baby well.” She says, “Thanks Daddy. Are you her Daddy?” And then the conversation ensues. These interactions go on for most of the trip. When they get to Grandma’s, Mike reflects and thinks that Nicole asked “Are we there yet” maybe only a couple of times. A big improvement over 1000!!!

Active Supervision

- ✿ Watching and interacting with children while they are engaging in chores, play and other activities
- ✿ Communicate to them that you are aware of what is going on
- ✿ Communicate your interest in their activities by participating with them

Let me watch!

Joan is deciding what to cook for supper. Her 3 kids are in the den watching cartoons and playing trucks. Lately, the middle boy and oldest girl have been bickering. This bickering has escalated into fist fights on occasion. Joan has worked all day long and thinks she will throw herself off a bridge if these kids start fighting again. She decides that making a casserole at this point is kind of silly. She decides to make homemade pizza instead. Her daughter loves to help cook and her middle boy likes to shred cheese. She goes to the den and announces that they are having homemade pizza for supper and that she needs help.

Let me watch!

The kids rush to the kitchen. She immediately puts the middle boy on cheese detail. She tells the girl to get out the other ingredients and she lets the little boy whomp the pizza dough from the can on the counter (he loves that). Joan is supervising their work in the kitchen. They are all having fun because they like to help Mama. Mama is having fun watching and interacting with her kids and engaging in a fun activity.

Precorrect and Intervene Early

- ✿ Precorrection involves anticipating a problematic situation and changing it before a problem occurs
- ✿ Precorrection involves acute awareness of potential problematic situations
- ✿ Precorrection does not involve scolding a child for a behavioral issue he or she has not committed yet but probably will if it is not addressed beforehand
- ✿ Intervening early within a problem behavior escalation prevents more serious problems from occurring

Handle it before it gets out of hand!

Wilson's son goes down the street after school to shoot baskets with some neighborhood boys. There is a new kid that the other kids (including his son) think is goofy. He has overheard him talking with another boy about how he is going to beat that kid up if he comes down the street after school.

Handle it before it gets out of hand!

Wilson is alarmed by this and tells his son not to harm the boy. He explains that everyone gets picked on at sometime or another and that it is not right. He makes his son promise that he will not pick on this kid anymore. He tells him to tell his friends not to do it either. Since his son usually does what he is asked of by his parents, he feels like the new kid is not in imminent danger. Just in case, Wilson drives by the basketball goal just to check on how things are going.

Summary

- ✿ If we want our kids to behave, we have to tell and show them how to do it
- ✿ When they do behave, we need to tell them that they are and that makes us proud
- ✿ If a situation causes trouble for them, we need to be aware of it beforehand and provide assistance to them
- ✿ Some days we are better at this than others but.....
- ✿ Practice always helps

In the final analysis it is not what you do for your children but what you have taught them to do for themselves that will make them successful human beings.

Ann Landers



Questions?



Contact information:

Patty Carter Gautier
Family Coordinator
REACH MS

patricia.gautier@usm.edu

228-218-9805