

PBIS & PARENTS

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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

Every Child Succeeds Act,
2015

Family Engagement Capacity
Building Framework with Resources

<http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Joyce Epstein, Center on School, Family, & Community Partnerships at Johns 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

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.

Engaging Parents at all 3 Tiers

Tier One

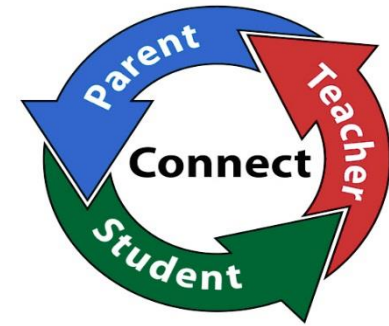
- Engage families and communities to “bridge the word gap” = especially with young children. <https://www.acf.hhs.gov/ecd/child-health-development/bridging-word-gap>
- Use multiple opportunities to inform all parents of the PBIS program. Solicit their support. Encourage them to teach and reinforce school and home expectations.
- 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. Send home positive postcards.
- Create a library of PBIS resources for parents to use.
- Provide PBIS homework occasionally.

Engaging Parents

Tier One cont.

- Engage grandparents, guardians, and other family members.
- Encourage volunteering in PBIS activities e.g., reward events, clubs, 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.

Engaging Parents



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 of young children 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>H</p> <p>Help Out</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>O</p> <p>Own Your Behavior</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>M</p> <p>Manners Count</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>
E	V	E	R	Y	D	A	Y

Home/School Plan

Student:

Positive behaviors to be increased:

Behaviors to be decreased:

The school agrees to:

Parents agree to:

Student Agrees to:

Date to review progress:

Signature of school staff:

Signature of student:

Signature of parents/guardians:

Engaging Parents

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

Engaging Parents

Tier 3

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

Engaging Parents

Tier 3

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 school-based wrap-around process for the student.

Resources on Parents and PBIS

OSEP Technical Assistance Center

<https://www.pbis.org/topics/family>

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports, 2017

<https://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf>