This PBIS Tier I Handbook was created to accompany the online video module RTI Arkansas: Preparing for PBIS (IAC17034) (available at http://ideaslms.aetn.org/mod/url/view.php?id=14891 – you will need an account to login) or the online video module titled Leadership in PBIS, (located on A-state PBIS website at http://cce.astate.edu/pbis/getting-started/). These online modules are best supported when used in conjunction with live PBIS Tier I training workshops. This handbook will guide teams as they work through the implementation process.

Much of the material for this handbook is taken or copied directly from (or based on) the resources and work of

- Michigan’s Integrated Behavior and Learning Support Initiative (https://miblsi.org/)
- Missouri Schoolwide Positive Behavior Support (http://pbismissouri.org/)
- OSEP Technical Assistance Center for PBIS (www.pbis.org)
- Individual Schools, School Districts, or States, as referenced throughout the Handbook

Note: “LINK:” Denotes an item/document/template that is conveniently hyperlinked to a page on either the A-State PBIS website (http://cce.astate.edu/pbis), or another website.
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Positive Behavioral Interventions and Supports  
Leadership in PBIS  
Tier I Module 2 Handbook  

## Leadership in PBIS

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Why is it important to have a PBIS Leadership Team?

The short answer:

To Establish a Foundation for Collaboration and Operation.

PBIS requires systems change efforts.

Systems change is not easy. Efforts take time!

The team is tasked with effectively collaborating, establishing team member roles, apportioning responsibilities, and working efficiently towards goals. These are all important in creating a foundation for success.

The PBIS leadership team has the opportunity and ability to make positive changes in the school!!
Team Purpose

Purpose of the School PBIS Team

To coordinate and manage the implementation of PBIS by:

• Planning for implementation of a continuum of supports with fidelity (develop process/procedures and tools)
• Developing and supporting school-based implementation capacity (professional development, technical assistance, coaching)
• Using data for continuous improvement of student outcomes
• Developing the capacity of all staff members to perform the responsibilities required by the PBIS model
  – This capacity will be different for differing roles and responsibilities within the developing systems
• Creating the organizational structures to support continuous improvement
• Customizing implementation at the building level to meet specific building needs
• Using data to drive the work and planning

Taken from Michigan’s Integrated Behavior and Learning Support Initiative: https://miblsi.org/training-materials/ppsc/training-sequence#schools
**LINK: Initiative Inventory**

This tool can be used to guide your team’s review of past and current programs to get a clear picture of existing initiatives, mandates, and resource commitments. Information and data collected can be used by the organization when exploring the fit of additional initiatives with current work, guide decision making to make room for new work, and assist with alignment of initiatives.

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Adapted from MiBLSi (4/15/10), ISSA (10/19/09), G.Sugai (1/26/01)
Key points in building a Tier 1 PBIS Team

Support

Administrative Support
• Attends training
• Plays an active role in the process
• Communicates his/her commitment
• Supports the decision making of the team
• Attends ALL team meetings

Coaching Support
• Communication
• Organization
• Technical Assistance
• Positive Reinforcement

Roles & Responsibilities

Necessary Roles for an Effective PBIS Leadership Team:

1. Facilitator
2. Time Keeper
3. Note Taker / Action Plan Recorder
4. Norms Monitor
5. Data Analyst
6. Active Team Members

Taken from Michigan’s Integrated Behavior and Learning Support Initiative: https://miblsi.org/training-materials/ppsc/training-sequence#schools
Team Member Roles & Responsibilities

Facilitator Responsibilities:

1. Before meeting, provides agenda items to Minute Taker
2. At meeting
   a. Starts meeting on time
   b. Determines date, time, and location of next meeting
   c. At meeting, manages the “flow” of the meeting by adhering to the agenda
      i. Prompts team members (as necessary) in the problem-solving method
         1. Do we have a problem?
         2. What is the precise nature of the problem?
         3. Why does the problem exist, and what can we do about it?
         4. For problems with existing solution actions
            a. What is the implementation status of our solution actions – Not started? Partially implemented? Implemented with fidelity? Completed?
            b. What will we do to improve implementation of our solution actions?
            c. Are implemented solution actions ‘working’ (i.e., reducing the rate/frequency of the targeted problem to our goal level?)
      d. Is active participant in the meeting

Minute Taker Responsibilities:

1. Before meeting
   a. Collects agenda items from Facilitator
   b. Prepares Meeting Minutes form
   c. Prints copies of the Meeting Minutes and Problem-Solving Action Plan form for each team member, or is prepared to project form
   d. Sets up room for meeting, table, chairs, internet connection, projection, etc.
   e. Opens documents needed for the meeting (previous Meeting Minutes and a saved copy with current meeting data, data system access as needed)
2. At meeting
   a. Asks for clarification of tasks, decisions to be recorded in the Meeting Minutes, as necessary
   b. Is active participant in meeting
3. After meeting
   a. Disseminates copy of completed Meeting Minutes to all team members within 24 hours
   b. Maintains electronic files of team documents

Coach Responsibilities:

- Is familiar with the school-wide process
- Guides team throughout the process (insures critical elements are in place)
- Attends all trainings/meetings with school-based team
- Is an active and involved team member, but not the Team Leader
- Is the main contact person for the school-based team
- Reports to district level staff
**Administrator Responsibilities:**

- Plays an active role in the school-wide PBIS change process
- Actively communicates their commitment to the process
- Should be familiar with school’s current data and reporting system
- Attends ALL trainings and team meetings.
- Provides allocation of resources for PBIS implementation
- Puts time on staff agenda for PBIS updates
- Actively promotes PBIS as priority, integrates with other initiatives/improvement activities

**Data Analyst Responsibilities:**

1. Before meeting
   a. Reviews data
   b. Identifies potential new problems with precision (what, who, where, when, why)
   c. Asks Facilitator to add potential new problems to list of agenda items for upcoming meeting
2. At meeting, makes the following available, as appropriate
   a. Data report on ODRs per day per month and ‘Big 5’ reports (to identify/show potential new problems at the broad/macro level)
   b. Other data reports to
      i. Identify/show potential new problems at precise/micro level
      ii. Confirm/disconfirm inferences regarding new problems
      iii. Show pre-solution data for identified problems that do not currently have implemented solution actions
      iv. Is active participant in meeting

**Team Member Responsibilities:**

1. Before meeting, recommends agenda items to Facilitator
2. At meeting,
   a. Responds to agenda items
   b. Analyzes/interprets data; determines if a new problem exists
   c. Ensures new problems are defined with precision (what, who, where, when, why)
   d. Discusses/selects solutions for new problems
   e. For problems with existing solution actions
      i. Reports on implementation status (Not started? Partially implemented? Implemented with fidelity? Completed?)
      ii. Suggests how implementation of solution actions could be improved
      iii. Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to our goal level).
   f. Is active participant in meeting
### Team Roles and Responsibilities

Adapted from Michigan’s Integrated Behavior and Learning Support Initiative: [https://miblsi.org/training-materials/ppsc/training-sequence#schools](https://miblsi.org/training-materials/ppsc/training-sequence#schools)

<table>
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<tr>
<th>Team Responsibility</th>
<th>Person Responsible</th>
<th>School Role</th>
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PBIS Team Meetings

Meeting Norms

Here are some ideas for giving your team “ground rules” that fit your situation and the culture of your PBIS team. You can use these or develop your own.

- Take a minute before each meeting to review your norms.
- Make sure your norms are posted and everyone has a copy of them.

Example:

- Arrive Prepared for the Meeting
- Be present with the conversation (limit e-mail, phone, outside work)
- Honest and open conversation
- Question for clarity
- Listening with the intention of understanding rather than the intention to respond
- Everyone take responsibility for ensuring meeting outcomes and keeping the meeting moving forward
- Clearly document action items, decisions and communication plans
- Provide support to each other (assume positive intentions, we can all make mistakes, we will encourage each other)

Graphic from Michigan’s Integrated Behavior and Learning Support Initiative: https://miblsi.org/training-materials/ppsc/training-sequence#schools
What Happens at a PBIS Team Meeting:

- The main focus of PBIS Team Meetings is Problem Solving.
- Teams regularly and consistently collect and use data with the overarching goal of continually improving outcomes for students.
- For information and video presentations on the Team Initiated Problem Solving (TIPS) protocol (a team meeting protocol developed by the PBIS Technical Assistance Center), go to LINK: https://www.pbis.org/training/tips/tips-materials.

*Typical Agenda Items (sample agenda on following pages):

- Progress monitoring current action items
- Identifying new precise problems using data
- Problem solving around precise problems
- Action planning
- Setting goals
- Assigning tasks
- Planning celebrations!

*Problem solving and action planning will be discussed in more detail in Modules 7 and 9 of this Handbook.

Communication with Stakeholders is very important:

- Build & maintain buy-in from staff, parents, school board, etc.
- Get & use feedback to improve
- Determine needs for professional development & support

Taken from Michigan’s Integrated Behavior and Learning Support Initiative: https://miblsi.org/training-materials/ppsc/training-sequence#schools
<table>
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<th>What needs to be communicated?</th>
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Taken from Michigan’s Integrated Behavior and Learning Support Initiative: https://miblsi.org/training-materials/PPSC/training-sequence#schools
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<td>District Implementation Team</td>
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<tr>
<td>Other Stakeholders (School Board, Community, etc.)</td>
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Taken from Michigan’s Integrated Behavior and Learning Support Initiative: https://miblsi.org/training-materials/ppsc/training-sequence#schools
The PBIS District Team:

- Drives district assessment & action planning process
- Increases capacity in Training, Coaching, Evaluation, and Coordination
- Example below:

District Team Responsibilities:

- Make student behavior top priority
- Self-assessment
- 3-5-year action plan
- Regularly scheduled meetings
- Secure stable funding
- Establish visibility (website, newsletter, etc.)
- Build training capacity
- Develop coaching network
- Evaluate school-wide PBIS efforts

Adapted from https://www.pbis.org/
PARENT COMMUNICATION

The following pages show an example of a North Carolina school district’s communication about PBIS to their students’ families (found at LINK: banorthcarolinaparentletter.doc), as well as information and research about the importance of family involvement in schools.
Dear Parents,

Our school is participating in an important district initiative. It is called Positive Behavioral Interventions & Supports (PBIS).

*What is Positive Behavioral Interventions & Supports?*

PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school’s ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach, and all students can learn.

*What is PBIS at our school?*

We have adopted a unified set of classroom rules. Similar to the CMS Code of Student Conduct, these rules define our expectations for behavior in our school. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school. Our unified classroom rules, found in every classroom and non-classroom setting in the school, are as follows:

- Rule #1: Follow adult directions promptly.
- Rule #2: Use kind words and actions.
- Rule #3: Keep hands, feet, and objects to self.
- Rule #4: Remain in your seat or area as directed.
- Rule #5: Use quiet voices and only talk when allowed.

Taken from https://www.pbis.org/
As part of our PBIS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students on the rules in a positive manner, we do the following when teaching academics and behavior:

- Constantly teach and refer to our school-wide expectations.
- Provide students with more praise than correction.
- Talk to students with respect using positive voice tone.
- Actively engage everyone in the class during instruction.
- Use pre-correcting, prompting, and redirecting as we teach.
- Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

We also have a school-wide system of consequences:

Disruptive Rule Break #1=Documented Warning

Disruptive Rule Break #2=Documented Warning

Disruptive Rule Break #3= Class Pass to Another Teacher’s Classroom [No More Than 10 Minutes]

WELCOME BACK [and the cycle is then repeated except for the 6th rule break]

Disruptive Rule Break #4=Documented Warning

Disruptive Rule Break #5=Documented Warning

Disruptive Rule Break #6= Formal Office Discipline Referral

If you have questions about Positive Behavior Support, please feel free to contact your child’s teacher. We look forward to a wonderful year of teaching your child.
Family Involvement: A Key Component of Student & School Success

The term “parent involvement” is used to describe participation by a child’s primary caretaker(s) — whether that is a single parent, two parents, grandparents, foster parents, or an older sibling. More broadly, many parent involvement programs also address the needs of the entire family and include younger siblings and others’ roles in creating school success.

(“Community Schools in Illinois” series published in collaboration with the Illinois Family Partnership Network)

Reflection:

- What do you see as the benefits of School, Family & Community Partnerships (or Family Involvement)?
- What do you see as the costs of schools not partnering with Family & Community?

Why Focus on Family Involvement?

- Required in IDEA
- Builds positive relationships
- Encourages new behaviors
- Reinforces skills (maintenance)
- Increases self-satisfaction and optimism among youth, parents, and teachers

Schools that are committed to student success are creative in accommodating students and families

- Replacing punitive processes with ones that seek to understand and improve a child’s situation
- Creating schedules, policies, and programs that consider students’ home-life challenges

(Henderson and Berla, p.168-p.171, Failure is Not an Option, Blankstein, Corwin and Hope, 2004)

No Child Left Behind

- Require schools to develop ways to get parents more involved in their child’s education and in improving schools.
- Requires that states and local school districts provide information to help parents make informed educational choices for their child.

(http://www.ed.gov/nclb/)

Taken from https://www.pbis.org/
(31) PARENT-The term parent' includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

(32) 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;

(www.ed.gov/policy/elsec/leg/esea02/pg107.html)

**IDEA 2004**

“The Individuals with Disabilities Education Improvement Act of 2004 will help children learn better by promoting accountability for results, enhancing parent involvement, using proven practices and materials, providing more flexibility, and reducing paperwork burdens for teachers, states and local school districts.”

**What are the Guidelines According to the Research?**

Standards identified by the National PTA build on six types of parent involvement identified by Dr. Joyce L. Epstein of the Center on School, Family, and Community Partnerships at Johns Hopkins University:

- Parenting
- Communicating
- Volunteering
- Student Learning
- Shared Decision-Making
- Collaborating with Community

**Benefits of Family Involvement**

- Higher test scores
- Better grades
- Better attendance

Taken from https://www.pbis.org/
- Higher levels of homework completion
- More positive student motivation
- Improved attitudes about school work


**Family Involvement has a positive effect on student behavior**

- When families are involved, students exhibit more positive attitudes and behavior.
- When students report feeling support from both home and school, they have more self-confidence, feel school is more important, and they tend to do better in school.
- Student at-risk behaviors such as alcohol use, violence, and other anti-social behaviors decrease as parent involvement increases.

(National PTA, 10/28/2005)

**Demonstrated Benefits to Teachers/Schools:**

- Greater job satisfaction
- Higher ratings of teaching skills from both parents and principals
- Higher ratings of school effectiveness
- Improved classroom behavior through increased knowledge of children’s family, cultural, and community contexts

(Adapted from Christenson, 1996)

**Research Findings**

- Low-income African American children whose families maintained high rates of parent participation in elementary school are more likely to complete high school.
- Low-income African American children with mothers involved in their education showed more self-control in unruly and disorganized classrooms than children whose parents did not provide support.
- Latino youth who are academically high achieving have parents who provide encouragement and emphasize the value of education as a way out of poverty.
- Harvard Family Research Project, 2006
- In fact, the most accurate predictor of a student’s achievement in school is not income or social status, but the extent to which the student’s family is able to:
  - Create a home environment that encourages learning
  - Become involved in their children’s education at school and in the community

Taken from https://www.pbis.org/
(Henderson and Berla, 1997)

“At all grade levels, the evidence suggests that school policies, teacher practices and family practices are more important than race, parent education, family size, marital status and even grade level in determining whether parents continue to be part of their children’s education.”

(Joyce Epstein)

“No matter what the demographics, students are more likely to earn higher grades and test scores, attend school regularly, have better social skills, graduate and go on to post-secondary education when schools and families partner”

(Karen Mapp, Family Involvement Equals Student Success No Matter Background, August 10, 2006)

**Best-Practices to Meaningfully Involve Families**

**Prepare staff to work with families**

- Help those who work with families take different perspectives on situations by discussing hypothetical cases from different family members’ points of view.
- Ask staff to evaluate their own assumptions and beliefs about the families with whom they work.
- Develop staff communication skills.
- Provide staff time to process with others difficult conversations or situations.

(Harvard Family Research Project, October 2006)

**Help families create homes that get children ready to learn**

- Enable families to share information with the school about culture, background, children’s talents and needs.
- Find out where to refer parents/guardians for family support programs that help with health, nutrition or other services.
- Participate in neighborhood meetings to help families understand schools and to help schools understand families.

(Based on a Best-Practice Model Created by Dr. Joyce Epstein and Adapted by Seattle Public Schools)

Taken from https://www.pbis.org/
Tell what’s going on at school, and encourage families to share home events

- Respect parents’/guardians’ perspective on their child’s abilities and progress. They know their own child in a different setting than you do.
- Expect to disagree occasionally and embrace the opportunity to see things from a new point of view.

(Based on a Best-Practice Model Created by Dr. Joyce Epstein and Adapted by Seattle Public Schools)

Recruit and organize family help and support

- Arrange to use parent/guardian and community volunteers in your classroom. Recruit widely so that all families know their contributions are welcome. Provide training, and match time and talent with the work to be done
- Communicate with parents/guardians at the beginning of each year to identify talents, times and locations of volunteers.

(Based on a Best-Practice Model Created by Dr. Joyce Epstein and Adapted by Seattle Public Schools)

Focus on recruitment and commitment

- Recruit families through face-to-face visits.
- Ask current and former participants to help with recruitment.
- Hold meetings for parents during nontraditional hours, including weekends and evenings.
- Provide transportation, infant care, and meals at meetings.

(Harvard Family Research Project, October 2006)

Let families know the best ways to help students learn

- If students have several teachers, coordinate homework assignments.
- Provide calendars with activities for parents/guardians and students at home.
- Ask families to participate in setting student goals each year and help them look ahead to college or work.
- Based on a Best-Practice Model Created by Dr. Joyce Epstein and Adapted by Seattle Public Schools

Seek out and use community resources that can strengthen school programs

Taken from https://www.pbis.org/
• Help match community contributions to school goals; align child and family services with learning standards.
• As a class or school, have students, families and staff provide service to the community. Among the possibilities are recycling, art, music, or drama performances for seniors.
• Bring alumni back to participate in school programs for students.

(Based on a Best-Practice Model Created by Dr. Joyce Epstein and Adapted by Seattle Public Schools)

**Develop family leaders and include them in school decisions**

• Be sure school councils and other school governance committees include family representatives.
• Nominate family members from your school for regional and district councils and committees.
• Encourage parents/guardians from all segments of the school population to become leaders and to get leadership training.

(Based on a Best-Practice Model Created by Dr. Joyce Epstein and Adapted by Seattle Public Schools)

**IL Examples of How to Involve Families**

• At the time of registration and/or open house provide families with information on PBIS and encourage families to consider signing up to be involved with PBIS activities/teams.
• Families participate in the design and implementation of school-wide celebrations
• Families are awarded acknowledgements (‘gotchas’) for their involvement at school
• Special activities which increase family awareness of school supports offered to the students.
• Families volunteer to participate, support, and develop the PBIS Universal Store
• Families are invited to be active on PBIS teams
• Family members can volunteer at lunch or bus to supervise and acknowledge expected behavior
• Improve school climate and increase family friendly atmosphere through new routines and activities (meet at buses, offer coffee)
• Families receive acknowledgement when their children act in appropriate and exceptional ways
• Family organization supports PBIS activities by designating a special line item in their annual budget.

Taken from https://www.pbis.org/
Host a ‘Back to School Family Night’ to share information:

- Schoolwide expectations.
- School ‘acknowledgements’ described.
- School matrix sent home for posting on the refrigerator.
- Tips for helping students with ‘before and after’ school routines

**IL Tips/Materials for Families**

- Provide families with a PBIS calendar of when cool tools will be instructed at school and provide families with the cool tools for teaching at home.
- ‘Gotchas’ of a different color for home-students can bring them back to school or families can create their own system for home.
- Families are informed about PBIS with specially designed handbooks, mini-binders, newsletters and school websites.
- PBIS family newsletter with cool tools for home.
- Provide tools to parents to help them to understand function of behavior and behavior modification.
- Families of new students can be presented a DVD upon enrollment in school. The result will be a visual, in addition to the written, Student Success Guide.

**Assess:**

- Is the data useful/accurate? Do you review this data in Universal team meetings? What are some other indicators?
- What does your data say about how well you involve families?

**ISBE Family Involvement Data Source**

- Percent of students whose parents had personal contact with students' teachers.
- Teachers include: all certified staff, such as student counselors and administrators.
- Exclude form letters or notices; parental letters/calls relating to student absences; regular notification of grades; student progress report cards; school report cards; attendance at school athletic, music, drama events, and other co-curricular activities.

(Reported on ISBE “School Report Card Data Collection Form”)

**School, Family & Community Partnership efforts should help families...**

- Get a clear idea of what their children are learning and doing in the school
- Promote high standards for student work

Taken from https://www.pbis.org/
• Gain skills to help their children at home
• Understand what good teaching looks like
• Discuss how to improve student progress


Families want...

• To feel welcome at school.
• To receive more information on how to help their children succeed.
• Positive feedback and personalized contact about their children whenever possible.
• To be partners in the process of educating children, with timely notification of problems.

The Importance of Family Involvement

• The evidence is now beyond dispute. When schools and families work together to support learning, children tend to succeed not just in school, but also throughout life.

(Henderson and Berla, 1997)

Books for Ed

• School-Family Partnerships for Children’s Success. Patrikakou, Weissberg, Redding, and Walberg. Columbia, 2005

Tips for Schools on How to Involve Families

The following examples are based on a best-practice model created by Dr. Joyce Epstein and adapted by Seattle Public Schools:

Best Practice #1: Parenting Skills: Help families create homes that get children ready to learn.

Taken from https://www.pbis.org/
1. Be sure information gets to all families who want or need it, not just the few who can come to meetings at school.
2. Enable families to share information with the school about culture, background, children's talents and needs.
3. Encourage your school to provide workshops, videotapes or computerized phone messages on parenting and child rearing, and to publicize community programs on nutrition, family literacy and adult education.
4. Find out where to refer parents for family support programs that help with health, nutrition or other services.
5. Participate in neighborhood meetings to help families understand schools and to help schools understand families.

Best Practice #2: Home-School Communication: Tell what's going on at school and encourage parents to share home events.

1. Follow up the annual parent-teacher conference with regular communications with parents. Know how to get information translated into the languages of your students' families.
2. Consider parents who do not read well and arrange for phone calls in their native language.
3. Every week or every month, send home folders of student work for parents' review and comment.
4. Have a regular schedule to send home useful notices, memos or newsletters.
5. Respect parents' perspective on their child's abilities and progress. They know their own child in a different setting than you do.
6. Expect to disagree once in a while and embrace the opportunity to see things from a new point of view.

Best Practice #3: Volunteering: Recruit and organize parent help and support.

1. Arrange to use parent and community volunteers in your classroom. Recruit widely so that all families know their contributions are welcome. Provide training, and match time and talent with the work to be done.
2. Implement a system of class parents, telephone tree, e-mail list or other way to let volunteers know what's needed.
3. Plan lessons to include help from families at school or from home.
4. Communicate with parents at the beginning of each year to identify talents, times and locations of volunteers.
5. Recognize family members for the support they provide.
Best Practice #4: Learning at Home: Let families know the best ways to help students learn.

1. Be sure each family has information about the essential learning standards for their child's grade level
2. Be clear with parents about homework policies, and give them tips on how to monitor and discuss schoolwork at home
3. Assign homework that requires students to discuss and interact with families about what they are learning in class
4. If students have several teachers, coordinate homework assignments.
5. Provide calendars with activities for parents and students at home.
6. Send home summer learning packages.
7. Ask families to participate in setting student goals each year and help them look ahead to college or work.

Best Practice #5: Decision Making at School: Develop parent leaders and include them in school decisions

1. Foster an active PTA or other parent group.
2. Involve students too, when appropriate.
3. Be sure school councils and other school governance committees include family representatives.
4. Nominate family members from your school for regional and district councils and committees.
5. Encourage parents from all segments of the school population to become leaders and to get leadership training.
6. Help establish networks to link all families with parent representatives.

Best Practice #6: Collaborating with the Community: Seek out and use community resources that can strengthen school programs.

- Encourage your school to provide families with information on community activities that relate to learning skills, including summer programs, mentoring, tutoring and business partnerships.
- Make sure students and families have access to information about community health, cultural, recreational and social support services.
- Work with family representatives to find and apply for grants to further student learning.
- Help organize a career fair in which community members expose students to future job possibilities.
- Help match community contributions to school goals; align child and family services with learning standards.

Taken from https://www.pbis.org/
• Thank local merchants and other business owners who support activities at school.
• As a class or school, have students, families and staff provide service to the community. Among the possibilities are recycling, art, music or drama performances for seniors.
• Bring alumni back to participate in school programs for students.

The following examples are tips are from the Harvard Family Research Project, October 2006:

A) Tips for Preparing Staff to Work with Families

1. Help those who work with families take different perspectives on situations by discussing hypothetical cases from different family members’ points of view.
2. Ask staff to evaluate their own assumptions and beliefs about the families with whom they work.
3. Develop staff communication skills.
4. Aid staff in understanding research on families and the theoretical rationale for the program.
5. Provide staff time to process with others difficult conversations or situations.

B) Tips for Recruitment and Retention

1. Recruit families through face-to-face visits.
2. Ask current and former program participants to help with recruitment.
3. Hold meetings for parents during nontraditional hours, including weekends and evenings.
4. Visit parents in community locations.
5. Provide transportation, infant care, and meals at meetings.
6. Ensure that staff are culturally sensitive.
7. Understand the beliefs, values, and attitudes of the community.
8. Help staff to think of recruitment and retention as a routine and ongoing process.

From www.pbis.org

Taken from https://www.pbis.org/
Example: Brochure from Illinois

What can you do at home?
Together, the home, school and community share the responsibility for developing good citizens. Parents, teachers and students must collaborate to maintain a safe learning environment. Parents can help by doing the following:
- Review the Indian Hill Expectations Matrix with your child and post it in your home.
- Keep in touch with your child’s teacher.
- Encourage your child to use appropriate language.
- Practice caring phrases with your child such as “Thank you,” “Excuse me,” “Please,” and “I’m sorry.”
- Be a contributing member of your child’s school. Volunteer, attend PTO meetings and other school activities.

3 B’s at Indian Hill

Be Respectful
- Be Polite
- Wait your Turn
- Honor Personal Space

Be Responsible
- Take care of school property
- Follow Directions
- Be Prepared

Be Safe
- Keep Hands and Feet to Self

Consequences
1. Level 1 (Teacher/Student) - Verbal correction, time out, apology, reteach appropriate behavior.
2. Level 2 (Parent/Teacher) - Level 1 plus phone call or note home to parents.
3. Level 3 (Administrative) - Parent notification may also include but not limited to suspension, behavior contract, in-school suspension, detention

Parents Guide to PBIS at Indian Hill

Positive Behavior Interventions & Supports

Achieving Excellence for All Students

Dr. Christopher Murphy - Principal
Ms. Beth Schade - Assistant Principal
Mr. Thomas Hennigan - Intern Coach

Wisconsin example – LINK: parent handbook (contents page):

PBIS PARENT HANDBOOK

• Letter to Families-explanation
• PBIS/PAWS goals
• Practice Respect
• Act Responsibly
• Woodside Friend
• Safety Always
• Behavior Matrix/Guidelines
• Outlines expectations in common areas of school and bus
• Acknowledgements
• Getting “PAWed”
• Shout-outs
**What is PBIS?**

PBIS is a school-wide research-based framework for teaching and supporting positive behaviors for ALL students. This approach to behavior is based upon creating congruent and consistent behaviors across all settings in a way that promotes socially appropriate behaviors and supports students’ achievement of academic and social success. PBIS promotes the application of socially appropriate behaviors through teaching, modeling, practicing, intervening, and positively rewarding students for appropriate behaviors. Implementing this behavioral approach has the ability to ultimately decrease behavioral issues and increase classroom instructional time.

**How does PBIS work?**

- All students follow the same set of rules and expectations throughout all areas in the school.
- These rules and expectations are displayed as a matrix, which is placed in every hallway and classroom.
- When students follow the rules and expectations, they are recognized.
- When students do not follow the rules, there are planned consequences to help them get back on track.

**Behavior Outcomes**

All school-wide behaviors are defined as either a Minor or a Major behavior. A Minor behavior is any unwanted, disrespectful, or physical, verbal, or defiant behavior toward a student or teacher. If a student would exhibit a Minor behavior they would be issued a strike. A strike is verbal redirection of a student in order to help guide them to the appropriate behavior.

A Major behavior is any behavior that is physically, verbally, or emotionally harmful toward a student or teacher. If a student would exhibit a Major behavior, they would be issued an infraction. Receiving an infraction results in the student immediately being sent to the office to meet with an administrator regarding their behavior.

**Proactive Approach**

Regardless of whether a student receives a strike or an infraction, an intervention will be put into place immediately. All strikes and infractions, and interventions will be documented in order to develop plans to help the student meet the behavior expectations.

Understanding that strikes and infractions can accumulate over the course of a class period, day, or week, preventive strategies are in place to identify and help any student that may need support meeting the school behavioral expectations. The accumulation of strikes in a class period for 3rd – 8th grade or within the morning or afternoon for a Pre-K – 2nd grader will result in that student meeting with an administrator.

**Meeting Behavior Expectations**

- Students will receive a red ticket when they are caught meeting a behavior expectation if they go above and beyond the expectations.
- Students that received a red ticket are responsible for writing their name on the ticket and putting it into the homeroom jar.
- Every Thursday, 3 red tickets will be selected from each student’s homeroom jar.
- The 2 students whose red tickets are selected will receive a 1st place award for their behavior.

**What is my role as a parent?**

- Learn about our 3 school expectations.
- Ask your child if he/she has received any red tickets at the end of each day.
  - Talk to your child about what they did to earn the ticket.
  - Praise your child when he/she it was a red ticket or FUN Friday.
- Ask your child if he/she received any strikes or infractions each day.
- Keep in touch with your child’s teacher.

For more detailed information about PBIS, please refer to your school handbook which can be found on the school’s website.

**Incarnation Catholic School**

5111 Webb Road
Tampa, Florida 33615
Phone: 813-886-4500

www.icsampa.org

**Positive Behavior Intervention and Support (PBIS)**
Discussion Questions

The PBIS Team

1. Who will make up your PBIS team? Do you have backup staff that can fill in or replace members that aren’t able to fulfill their roles on the team?

2. What steps will you take to ensure that team meetings stay focused, effective, and efficient?

3. How will you keep team members engaged and keep them from feeling “burned out”?

4. How will you communicate with staff? How often?

Parent/Family Involvement

1. How will you prepare staff for involvement with families? How will you ensure that staff are equipped to interact with people of diverse backgrounds and circumstances?

2. What avenues will you use to communicate with families, to ensure that families are engaged and feel welcome to be involved with the school? How can you apply PBIS logic to Parent & Family Engagement?
RESOURCES

Midwest PBIS website – Coach resources: http://www.midwestpbis.org/coaches

Wisconsin PBIS Website – Coach resources: http://www.wisconsinpbisnetwork.org/educators/resources.html?audience=2&tier=All&subject=All&query=&submit=Submit

From PBIS OSEP Technical Assistance Center – New team training resources: https://www.pbis.org/training/new-team

Videos

Example of Coaching: https://www.youtube.com/watch?v=Sin9M9boANo

Team meeting: https://www.youtube.com/watch?v=5CH5Ca5hDmc

How to fix a broken school? Lead fearlessly, love hard: https://www.ted.com/talks/linda_cliatt_wayman_how_to_fix_a_broken_school_lead_fearlessly_love_hard