

# Supporting Behavior Across Home and School

Mallory Rachel

School Psychologist on Special Assignment

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LIVERMORE  
SCHOOL DISTRICT

# Agenda

Introduction

What is PBIS?

Importance of Working Together

Identifying Values

Teach Expectations

Acknowledge



# Why Develop a System for Teaching Behavior?

For a child to *learn something new*, it needs to be repeated on average how many times? (Joyce and Showers, 2006)

Adults average? (Joyce and Showers, 2006)

For a child to *unlearn* an old behavior and replace with a new behavior, the new behavior must be repeated on average how many times? (Harry Wong)

# Rethinking Discipline: Behavior Change...

Is an instructional process

We change **STUDENT** behavior by changing

**ADULT** behavior

Interventions = changes in staff procedures &  
practices

Slide taken from SCCOE PBIS training slides for LVJUSD (2018).

# Food for Thought...

- If a child doesn't know how to read, we **teach.**
- If a child doesn't know how to swim, we **teach.**
- If a child doesn't know how to multiply, we **teach.**
- If a child doesn't know how to drive, we **teach.**
- If a child doesn't know how to behave, we... **teach?**  
**punish?**

**Why can't we finish the last sentence as automatically as we do the others?**

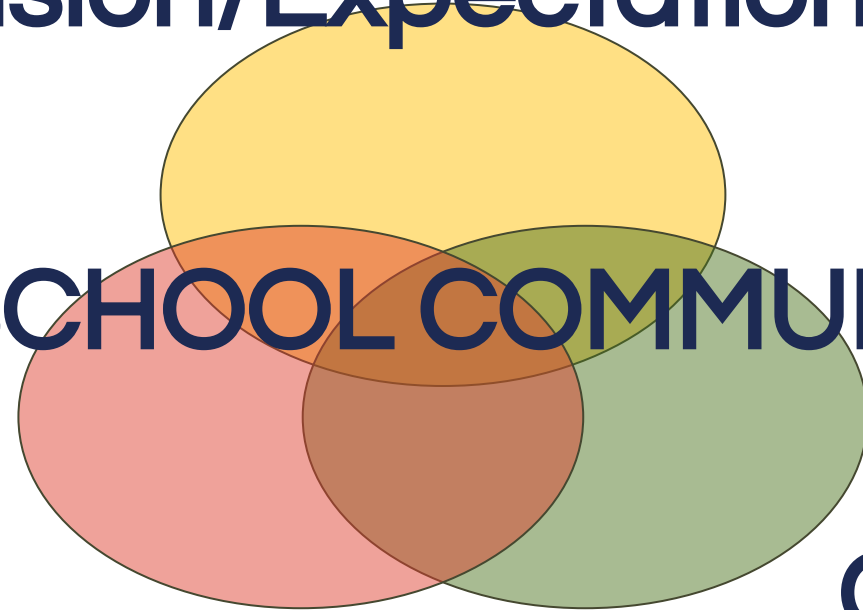
# Consistency Matters

**Common  
Vision/Expectations**

**SCHOOL COMMUNITY**

**Common  
Practices**

**Common  
Language**







# Teaching Strategy 1: Explicitly Teach & Break it Down

## **Define** for example, Be Responsible

“Clear the table after dinner”

What does that mean?

Child’s spot only or everyone’s? Clear dishes only or everything used for dinner? Catsup? Used napkins? Wipe up crumbs? Put leftovers away?

Where? How?

Dishes in sink? In dishwasher?

Used napkins in garbage?

Rinse the dishcloth after wiping up crumbs?

Leftovers in fridge?

Teach in the environment you want to see the behavior used!

# Sample Schoolwide Matrix

School-wide Expectations	Incorporate Social-emotional Competencies				
	All Settings	Hallways	Lunch	Bus	Online
<b>Respect</b>	Be on time. Assume positive intent.	Walk to the right. Use level 2 voice volume.	<i>Invite those sitting alone to join.</i>	Stay in my seat.	<i>Consider feelings of others before I post.  Be an upstander –speak up when I see unsafe behavior.</i>
<b>Achieving and Organized</b>	Hands and feet to self. Help/share with others.	Walk directly to my designated area.	<i>Have a lunch plan.  Choose quiet or social lunch area.  Invite friends to join.</i>	Have a plan. Use headphones to listen to music.	<i>Check my feelings before I post.  Re-read message before I post.</i>
<b>Responsible</b>	Recycle. Be prepared.	Pick up litter. Maintain physical space.	<i>Use my breathing technique.  Listen to my signals.</i>	Watch for my stop. Use level 1 voice.	<i>Double check sources before I post.  Think before I forward.</i>


**Setting Clear Behavior Expectations**  
 Supports routine  
 Improves behavior  
 Enhances climate  
 Helps with goal setting  
 Reduces anxiety

	Before School	Meal Time	Homework
Be Responsible	Wake up on time  Eat breakfast	Clear the table	Check planner  Complete assignment
Be Respectful	Use quiet voice  Be ready on time	Turn off cell phone  Listen when others talk	Listen to suggestions
Be Safe	Wear helmet/ seatbelt	Keep legs of chair on the floor	Hang up backpack

**Sample**

	<b>Getting Ready for School</b>	<b>At Meal Time</b>	<b>Screen Time</b>	<b>Homework Time</b>	<b>Bed Time</b>
<b>Value 1: Have Integrity</b>	Eat breakfast and get dressed before playing.	Make balanced choices.	Turn off the TV when time is up.	Do your nightly reading.	Leave toys out of your bed.
<b>Value 2: Be Compassionate</b>	Listen to others' points of view on getting out of the house on time.	Sit until everyone is finished.	Let others pick shows, too.	Share larger project assignments as soon as they are assigned.	Solve it if you can (changing into cooler PJs, going to the bathroom).
<b>Value 3: Be Respectful</b>	Follow directions the first time when it's time to get ready to leave.	Listen when others are speaking.	Pause the TV when someone is speaking to you.	Use a calming strategy when frustrated.	Allow others to calm their bodies and get sleep.
<b>Value 4: Be Responsible</b>	Make sure your folder is in your backpack.	Clear your plate from the table.	Get reading done before turning the TV on.	Share anything in your folder with <u>parent</u> .	Calm your body during stories and songs.

	<b>Getting Ready for School</b>	<b>At Meal Time</b>	<b>Screen Time</b>	<b>Homework Time</b>	<b>Bed Time</b>
<b>Value 1:</b>					
<b>Value 2:</b>					
<b>Value 3:</b>					
<b>Value 4:</b>					
<b>Value 5:</b>					

The image features a quote in white text on a dark, blurred background. The background shows green foliage on the left and a blue, out-of-focus area on the right. The text is centered and reads: "We are apt to forget that children watch examples better than they listen to preaching."

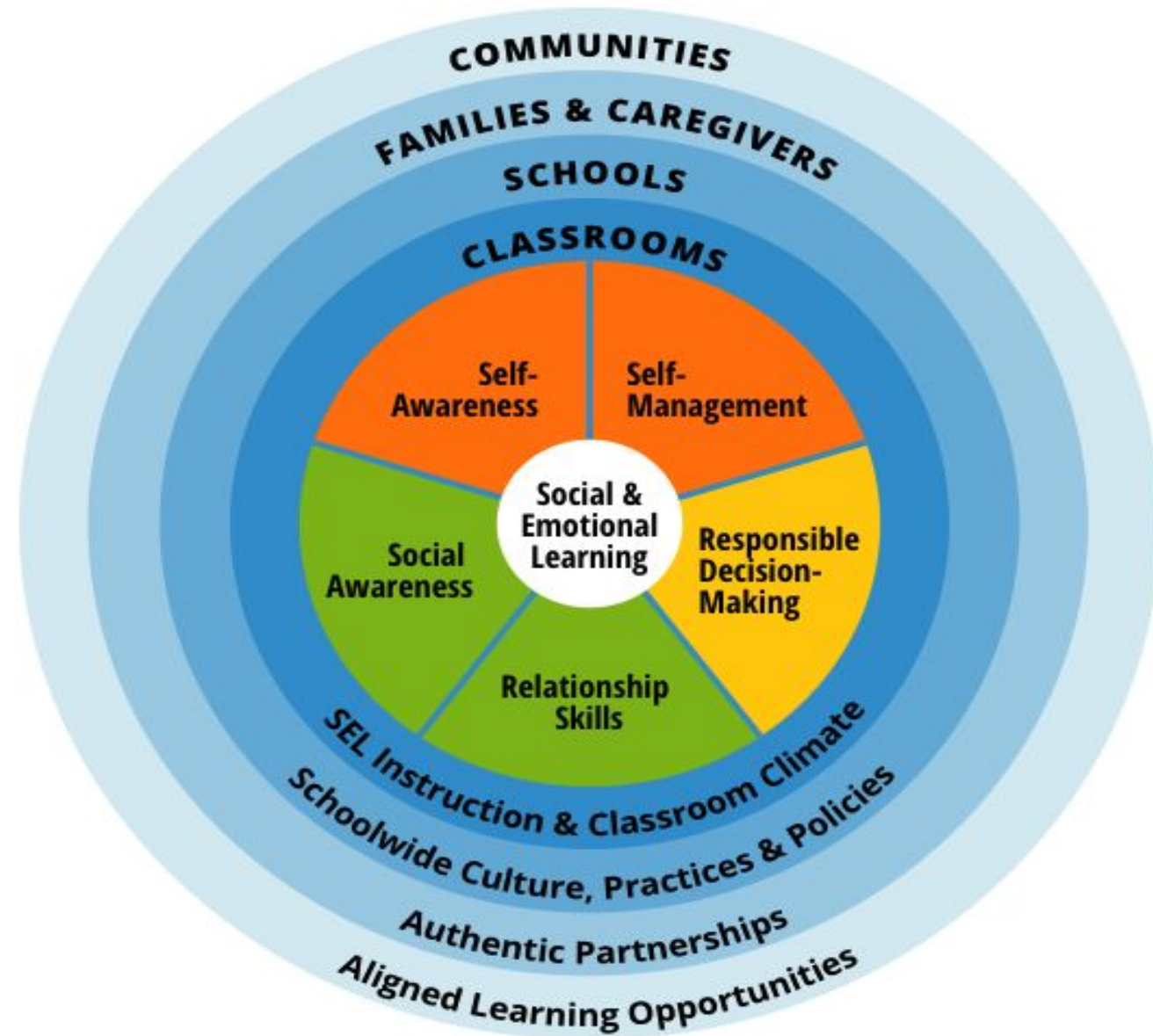
We are apt to forget  
that children watch  
examples better than  
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Roy L. Smith

# Teaching Strategy 2: Model

Helpful when wanting your child to:

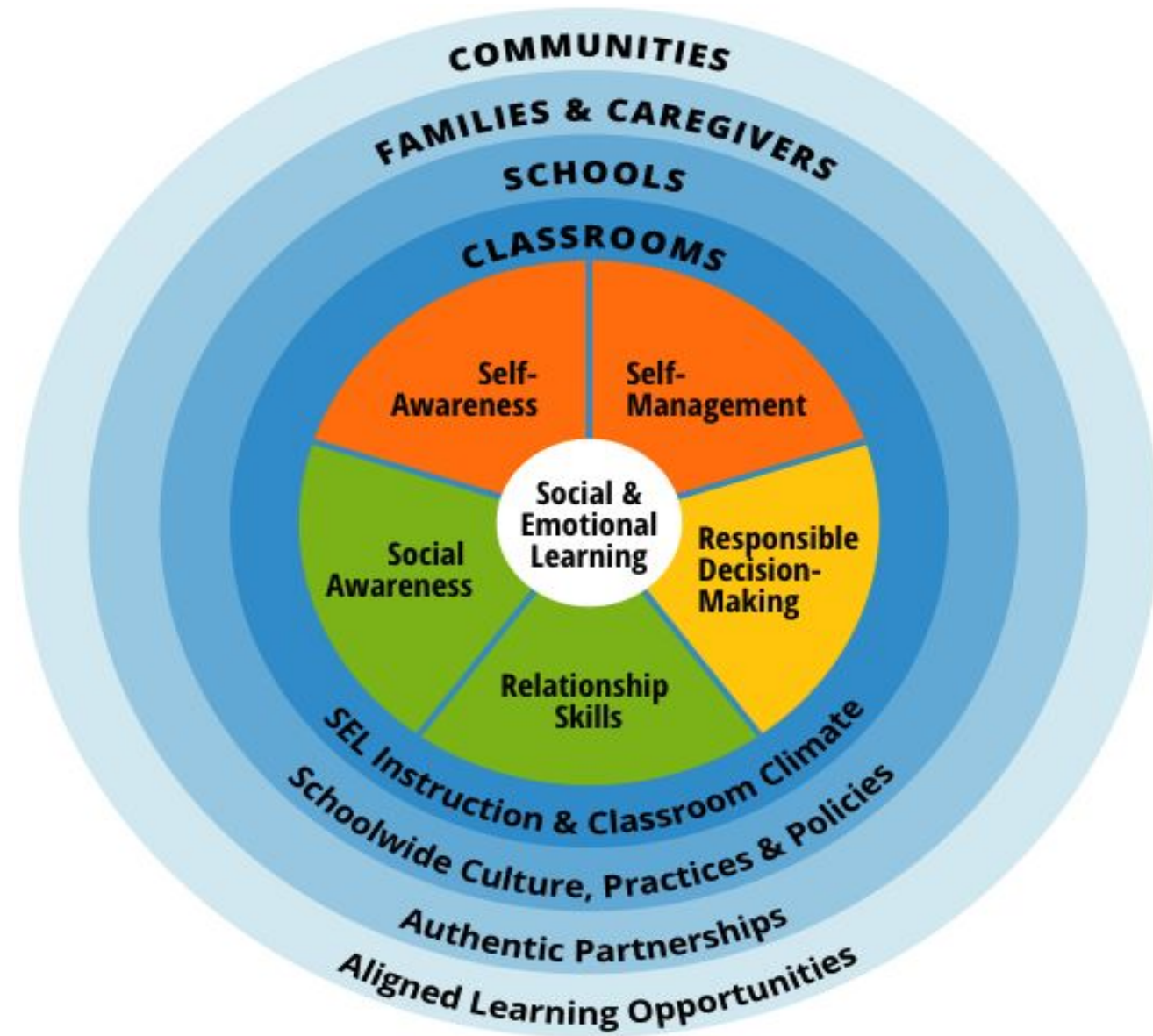
- Demonstrate a particular skill
- Demonstrate a particular way of communicating
- Learn skills in coping with frustration, anxiety, or other big feelings
- Learn the steps to solve a problem:



# Teaching Strategy 3: Think-Aloud

Helpful when wanting your child to:

- Recognize what triggers or upsets them.
- Learning to weigh the pros and cons of a choice
- Go through the steps of difficult decision making
- Teach hidden rules
- Attend to nonverbal cues and perspective taking
- Learn strategies for flexibility





# Teaching Strategy 4: "I Do, We Do, You Do"



# Provide Reminders, Acknowledge Effort

## Provide Reminders

For example, when the meal is over, giving student a reminder, "Please clear the table before \_\_."

## Offer clear, calm redirection

"Please come back and clear the table."

## Acknowledge effort

5X's more positive

Focus first on effort & progress, then on effort & accuracy.

## Be specific about behavior

"Thank you for clearing the table and putting the dishes in the sink."

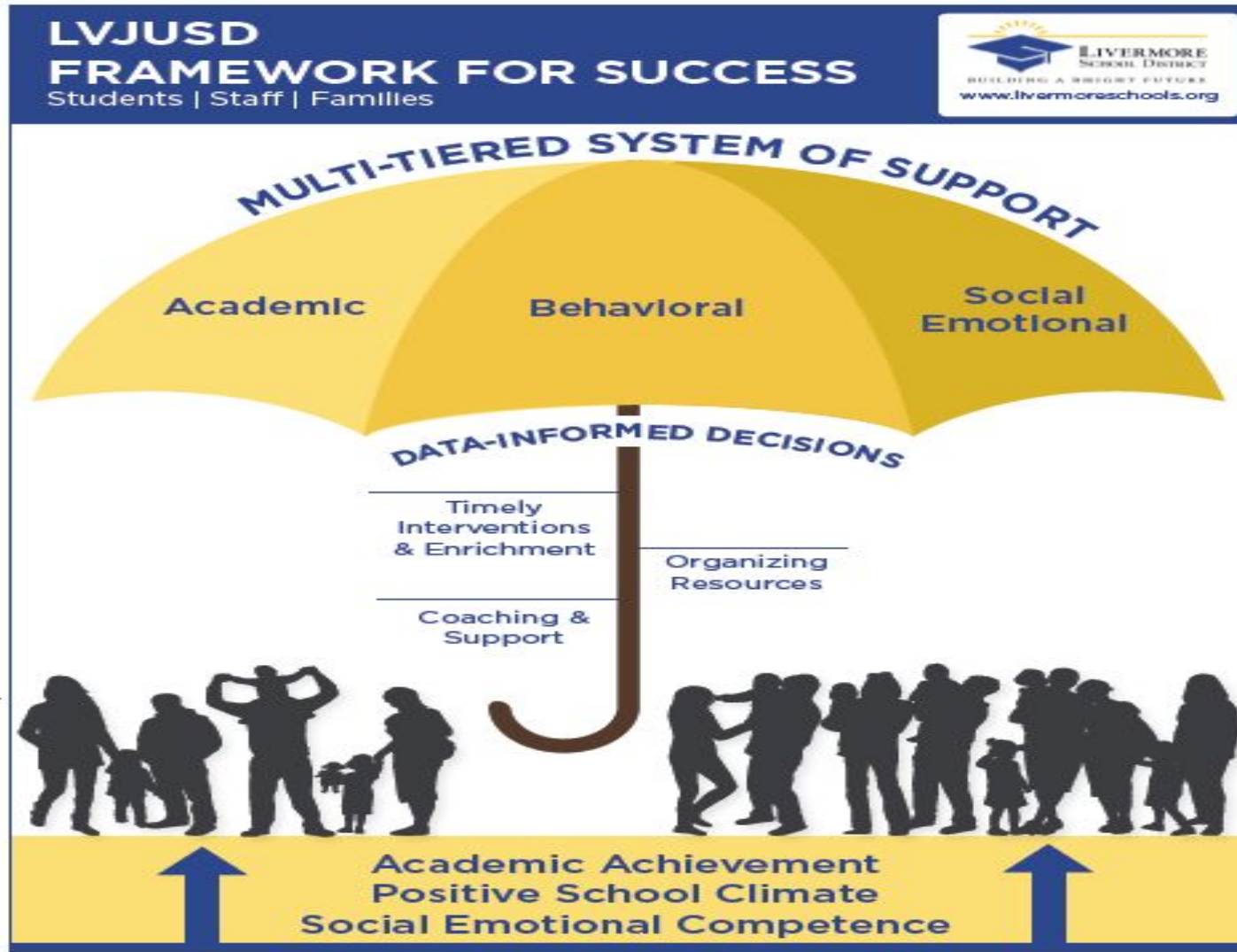
Consider connecting to core values.

# Care for the Caregiver

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- Give yourself grace!
- Take time for yourself- schedule it in like an appointment!
- Model self-care
- It's okay to let your child know when you need a moment or need time to think before answering.
- It's okay to ask for help!

# Questions?



# References

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