

TIER

Tiered Interventions Using
Evidence-Based Research

Handouts

Behavior

Partnering With Families
Within PBIS




© 2021 The University of Texas System/Texas Education Agency

These materials may be reproduced under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License (CC-BY-ND-NC-4.0 International). To view a copy of this license, visit

<http://creativecommons.org/licenses/by-nc-nd/4.0>

To obtain a license to use the materials in a manner not specified above, contact
licensing@meadowscenter.org

Sample PBIS Family Newsletter

<p>Respectful, Responsible, Ready to Learn</p> <p>The purpose of this newsletter is to provide you, the caregiver, with information to help develop positive behavior support at home and in school. Your child will learn what it means to be “respectful, responsible, and ready to learn” and ways to meet these expectations. Please talk with your child about what they have learned.</p> <p>Focus: Honesty</p> <p>Honesty is not lying, cheating, or stealing. To be honest is to be truthful and trustworthy.</p> <p>Suggested Activities</p> <p>Talk to your child about how honesty is important at your place of work. Explain what happens when people are honest and dishonest. Here is an example: “If my co-workers and I are honest at work, we gain each other’s respect and know we can count on each other. If people are dishonest, I have a hard time trusting them. They have to prove through their words and actions that they can be trusted again.”</p> <p>Praise your child for being truthful, even when you don’t like what they have told you. When your child is dishonest, let them know that you are disappointed.</p> <p>If your child has a hard time telling the truth, read a book about lying or honesty and point out who is honest and dishonest and the consequences.</p> <p>Books</p> <p><i>How to Deal With LYING</i> by Rachel Lynette</p> <p><i>Being Honest</i> by Jill Lynn Donahue</p> <p>Movie</p> <p><i>Pinocchio</i>: Talk about what happens when Pinocchio tells a lie.</p>	<p>School Expectations: Parent Pick-Up</p> <p>Voice Level 2</p> <p>We keep hands, feet, and other objects to ourselves.</p> <p>We keep track of our belongings.</p> <p>We stay out of the landscaped area.</p> <p>We go directly to the curb and sit quietly and patiently for our ride.</p> <p>When it’s raining, we wait quietly under the awning.</p> <p>We wait to be escorted to our vehicle when it arrives.</p> <p>We know who is picking us up.</p>
<p> Tip of the Month</p> <p>Read aloud <i>Junie B., First Grader: Cheater Points</i> by Barbara Park. At the end of each chapter, ask your child to make predictions about what will happen next. Write their predictions, and after reading the next chapter, compare them with what actually happened. At the end, talk about times that they knew that someone cheated. Ask how it made them feel and what happened as a consequence.</p>	<p>Voice Levels</p> <p>4: Outside voice</p> <p>3: Classroom voice</p> <p>2: Table voice</p> <p>1: Partner voice</p> <p>0: No talking</p>

T·I·E·R

Sample Acknowledgment Ticket

To: _____

Date: _____

For: _____

From: _____

This letter is to inform you that your child, _____, made exceptionally good choices in school today. I am very proud of how well your child was able to handle [herself/himself] and be an example for other students.

You should know how your child is behaving in school. I am proud of your child's behavior! I hope that you will spend a few moments with your child and let them know how proud you are of their behavior.

Your child was...

Location

Comments

____ Being safe

____ On the playground

____ Being cooperative

____ In the hallway

____ Being peaceful

____ At an assembly

____ Being kind

____ On the bus

____ Being responsible

____ In the cafeteria

____ During dismissal

____ In the classroom

T·I·E·R

Phone Calls Home: Sample Scripts

Script 1

Hello, Ms. _____. This is Ms. _____ calling to share good news about your son! This week, he was in class on time every day and participated well! I am so happy to have him as a student. Please feel free to call me anytime. I love working with families.

Script 2

Hi, this is Mr. _____ calling to tell you how much I enjoy having your daughter in my class! This week, she volunteered to read aloud from the textbook, and I was so impressed with her bravery. Thank you for letting me work with her this year. Let me know if there is ever anything I can help you with.

Script 3

Hello, Mr. _____. This is Mr. _____ calling to tell you that _____ earned an A on his assignment this week! He is proud of himself, and he should be. Thank you! You clearly have taught him to value education. Please feel free to call me anytime. I love working with families.

Adapted from Platt, R., & Gjovig, M. (2015). *Positive phone calls to parents is like money in the bank!* Retrieved from <http://www.weteachwelearn.org/2015/07/positive-phone-calls-to-parents-is-like-money-in-the-bank>

T·I·E·R

Positive Parent Postcards



PBIS Positive Behavioral
Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

July 2019

POSITIVE PARENT POSTCARDS

WHAT IS IT?

An easy way to increase positive contacts with family members by providing educators with blank postcards to send home with specific feedback about positive behavior. It ensures that each student's caregiver receives at least one positive written contact each year or term.

WHY DO IT?

Research shows the positive effects of providing a 5:1 ratio of positive to negative interactions. For many families, especially of marginalized students, their ratio could be more like 1:5. Positive Parent Postcards are an easy way to provide at least one guaranteed positive home contact, plus there is automatic data collection: if you don't know if you've send one yet, just check your stack to see!

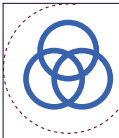
HOW DO WE DO IT?

Your school can do it in just a few steps.

BASIC STEPS:

1. Purchase or print one postcard for each student in the school
2. Add stamps and address labels for each student's home address
3. Provide the postcards to classroom teachers
4. Ask teachers to send home a **positive** note about the student's behavior to each family by the end of the year (or term). Remind teachers the note should be aligned with the language of the school-wide expectations and must be positive!

Positive Behavioral Interventions & Supports (PBIS)
www.pbis.org



PBIS Positive Behavioral
Interventions & Supports

OSEP TECHNICAL ASSISTANCE CENTER

FIDELITY CHECKLIST

Please check YES or NO for each step in the full strategy (can be completed by self or with peer).

Date: _____ Time: _____ Teacher: _____

Steps	Yes	No	Notes
1. Provide pre-addressed/stamped postcards			
2. Give specific directions to teachers			
3. Provide a reminder to send out cards			
4. Confirm all cards were sent by all teachers			
Additional Comments			

TIPS FOR SUCCESS

- Remind teachers to check their stacks of postcards at regular intervals
- Create a high-five board for teachers to post when they have sent all of their cards
- Try to go above and beyond one card a year for families that get multiple negative reports home

REFERENCES

Friman, P. C., Jones, M., Smith, G., Daly, D. L., & Larzelere, R. (1997). Decreasing disruptive behavior by adolescent boys in residential care by increasing their positive to negative interactional ratios. *Behavior Modification*, 21, 470–486.

<https://doi.org/10.1177/01454455970214005>

Gottman, J. M. (2014). *What predicts divorce? The relationship between marital processes and marital outcomes*. Hillsdale, NJ: Psychology Press.

Existing Events: Family Input Activities

Student Silhouette Activity

Post a life-size cutout of a student silhouette in a prominent place in the school. Above or next to the silhouette include this sentence stem in large letters: “The personal and cultural values that I want [school name] to encourage in my student are ...”

On a table next to the silhouette, provide markers and sticky notes with the following instructions: “Write one word on a sticky note that describes a personal or cultural value that is important to you. Check out some possibilities below.” Then include a list of words, such as the example below.

Zest	Love	Vigor	Industriousness
Self-control	Kindness	Interest	Emotional intelligence
Gratitude	Social intelligence	Judgment	Honesty
Curiosity	Citizenship	Wisdom	Energy
Optimism	Fairness	Valor	Compassion
Grit	Leadership	Perseverance	Playfulness
Creativity	Forgiveness	Authenticity	Modesty
Open-mindedness	Humility	Enthusiasm	Stamina
Love of learning	Prudence	Generosity	Community
Perspective	Self-regulation	Teamwork	Scholarship
Bravery	Hope	Optimism	Respect
Persistence	Humor	Purpose	Decision making
Integrity	Purpose	Openness	
Vitality	Originality	Critical thinking	

Values Inventory Activity

Create a document similar to the example on the following page that parents can fill out and return to you. Use the results to inform your work with students.

[School Name] Values

The School Climate Team came up with a list of values that we arranged under the three big ideas of academic, community, and character values. **For each big idea, choose three values** that describe the core values you want our school to promote. You may also add your own. Some values are repeated because they apply across multiple big ideas.

1. Academic values

- Grit
- Perseverance
- Rigor
- Focus
- Excellence
- Scholarship
- Creativity
- Pride
- Other: _____

2. Community values

- Safety
- Citizenship
- Legacy
- Relationship
- Other: _____

3. Character values

- Compassion
- Grit
- Perseverance
- Rigor
- Citizenship
- Legacy
- Integrity
- Excellence
- Creativity
- Pride
- Other: _____

Survey Examples

School Climate Survey: Family

www.pbis.org/resource/school-climate-survey-suite

Description

This survey is part of a suite of school climate surveys available from the Center on Positive Behavioral Interventions and Supports. The survey is a brief, reliable, valid assessment for examining families' perceptions of school climate in grades 3–12. This survey can be used separately or in conjunction with the other school climate surveys in the suite. It can be administered online or on paper and is available in English and Spanish.

The survey includes a set of demographic questions and questions related to caregiver perceptions of the school climate. These questions are categorized in five subscales: teaching and learning, school safety, interpersonal relationships, institutional environment, and parent involvement. The survey includes 21 items using a 4-point rating scale (ranging from strongly disagree to strongly agree) and requires approximately 10 to 15 minutes to complete. Sample questions from each subscale are included below.

Sample

- **Teaching and learning:** Teachers at my student's school have high standards for achievement.
- **School safety:** My student's school sets clear rules for behavior.
- **Interpersonal relationships:** My student feels successful at school.
- **Institutional environment:** My student's school building is well-maintained.
- **Parent involvement:** I attend parent/teacher conferences at my student's school.

Schoolwide Expectations Survey

www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches

(see Appendix D)

Description

This survey is part of a schoolwide expectations and teaching matrix examination activity (Appendix D in the Field Guide). Schools identify existing expectations or matrices and assess how they fit with stakeholders' values and needs. The example below is from a brief survey regarding the schoolwide expectations teaching matrix. Specific and short surveys can help schools collect a higher number of responses than longer surveys.

Sample

We would like your help in picking the values or rules for our school. We use a small number of positively stated expectations or rules across the school to make it more safe, positive, and predictable. At [school name], our current expectations are [expectations]. To teach these expectations, we use a matrix with specific examples of how to follow the expectations.

[Insert your school's matrix here]

Please answer the following questions to help improve our expectations.

1. Are our school's expectations for student behavior meaningful or important to you? Why or why not?

2. What do you think our expectations should be?

3. What values or rules do you want your children to follow at home?

4. Do any expectations or examples (in the matrix) go against your values at home? If yes, which ones?

5. What other ideas do you have for us to teach students the expectations?

Thank you for your time and thoughts!

Family Focus Group Planning Form

Overview

Schedule

75-minute session:

- No more than 15 minutes for introductions and background
- 60 minutes for questions

Process

1. Identify the purpose.
2. Invite families.
3. Determine logistics.
4. Practice.
5. Start meeting with introductions.
6. Set norms.
7. Share data and plan for responses to data.
8. Ask guiding questions.

Step 1: Identify the Purpose

The goal is for family members to share their thoughts freely in relation to school discipline, disproportionality, school climate, and family communication. A purpose statement guides the intent of the group. Share a purpose statement with families at the beginning of a focus group session.

Here are a few examples:

- Our purpose is to gain a better understanding of our families' experiences with school discipline.
- Our purpose is to create a better school climate and discipline plan for our school.
- Our purpose is to begin an ongoing dialogue with our families around discipline and school climate.

Your Purpose Statement

Step 2: Invite Families

Reach out to families who represent the school's population, especially families who school personnel may not encounter regularly. The chart below lists various categories to consider, depending on the school population; it is not an exhaustive list. Use this information to begin brainstorming family members to invite. Include families who have had discipline involvement (e.g., multiple office discipline referrals or suspensions) to hear their perspectives on possible improvement and families from different racial and ethnic groups.

Category	Families	Total Number of Invites
Discipline involvement (low, medium, and high)		
Grade level		
Ethnicities		
Academic or other concerns (e.g., IEP, 504 plan)		
Involvement in after-school programs		
New to school (and new to state or country)		
Other (e.g., foster care, disability status, language)		

Use the chart below to document how to invite families.

	In Person	Phone Calls	Email	Paper Invitation
Who will invite				
When invites will occur				
Who will remind				
When reminders will occur				

Step 3: Determine Logistics

Determine roles, responsibilities, and tasks to run your focus group. Consider what can be done to plan ahead to make everyone comfortable.

	Facilitators	Notetakers	Food and Drink	Room Reservation	Childcare	Transportation/ Language Assistance
Who						
Timeline						
Details						

Step 4: Practice

Facilitators practice running the group and responding to anticipated family member reactions. The more comfortable they are with facilitating, the more comfortable families will be.

Step 5: Start Meeting With Introductions

Begin the focus group with introductions. Basic introductions can include names, ages and grades of children, and an icebreaker question to make people feel more at ease about sharing.

Here is an example icebreaker: “If you could have an all-expense-paid vacation to anywhere in the world, where would it be?”

Your Introduction or Icebreaker

Step 6: Set Norms

Establish basic norms to ensure that everyone has an opportunity to speak while being respectful of the group’s time and confidentiality. Tell participants that notes will be taken and made available to the group. If helpful, use chart paper to capture big ideas. Restating and checking with families after they make statements can ensure that ideas have been captured accurately.

Here are some example norms:

- One person talks at a time
- Try to be brief. Get to the point.
- Share your perspective. It’s OK to disagree.
- Do not share names. For example, say “a teacher,” “a staff member,” or “a child.”

Your Norms

Step 7: Share Data and Plan for Responses to Data

Consider providing national, state, district, and school data showing student outcomes, including academic and behavior outcomes, graduation rates, and equity in student outcomes.

Your Data to Share

Identify how to respond to difficult feedback. Consider how family members might react to the data. What concerns might they share?

Here are some example responses:

- To affirm family member statements: “I can understand that.”
- To clarify family members’ reactions: “What I heard you say was _____. Is that right?”
- To add information to a family member’s reaction if it is inaccurate (generally speaking, avoid rebuttals and just listen): “I can see why you think that and...”

Your Plans to Respond to Difficult Feedback

Step 8: Ask Guiding Questions

Identify a small number of open-ended questions to obtain information needed to meet the purpose of the focus group.

Here are some example questions:

- To find out what’s going well:
 - What do you like about our school?
 - What do you like about our school’s culture or environment?
 - What do school staff members do to make you feel welcome?
- To get reactions to data:
 - What are your reactions to our state and district averages for student outcomes?
 - How do these outcomes compare to the experiences you’ve had at your child’s school?
- To get ideas for change:
 - What ideas do you have for improving outcomes for your child?
 - What ideas do you have for making all families feel more welcome at our school?
 - How could we better meet the needs of students with behavior challenges?
 - What ideas do you have to address behavior concerns other than suspension?
 - How can we better include family feedback in our planning?

- To get follow-up information:
 - What would you like to see as next steps after this focus group?
 - What are some ideas for how we can communicate better with families?
 - Would you be interested in attending another focus group session to continue our conversation and planning?

Adapted with permission from the Florida PBIS Project.

T·I·E·R

Action Plan

School or District:

Date:

Activity or Next Step	Person Responsible	Target Start Date	Target End Date	How We Will Measure Effectiveness

What do we need to know?	How will we find out?

T·I·E·R