

National PBIS Leadership Forum | October 22 - 23, 2025 | Hilton Chicago



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1D - Ensuring Student Success: Reaching All Families & Their Community

Presenters:

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&
Alejandra Gallego, Southside Independent School District (TX)*

- **Topic:** Family
- **Keywords:** Community, Rural, PBIS Foundations

The National PBIS Leadership Forum is a technical assistance activity of the Center on PBIS



CENTER ON
PBIS

Positive Behavioral
Interventions & Supports

Who we are: Laura

- Research Associate Professor
University of South Florida
- Works with the Center on PBIS
- Co-PI of FIConnect model
demonstration bringing mental health
into schools implementing PBIS
- Parent of Ryan who is a 21 years-old
college student with Autism, ADHD, and
Anxiety



Who we are: Alejandra

- District Student Services and Behavior Coordinator
- District PBIS Coordinator
- Been with Southside ISD for over 20 years



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When Working In Your Team

Consider 4 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

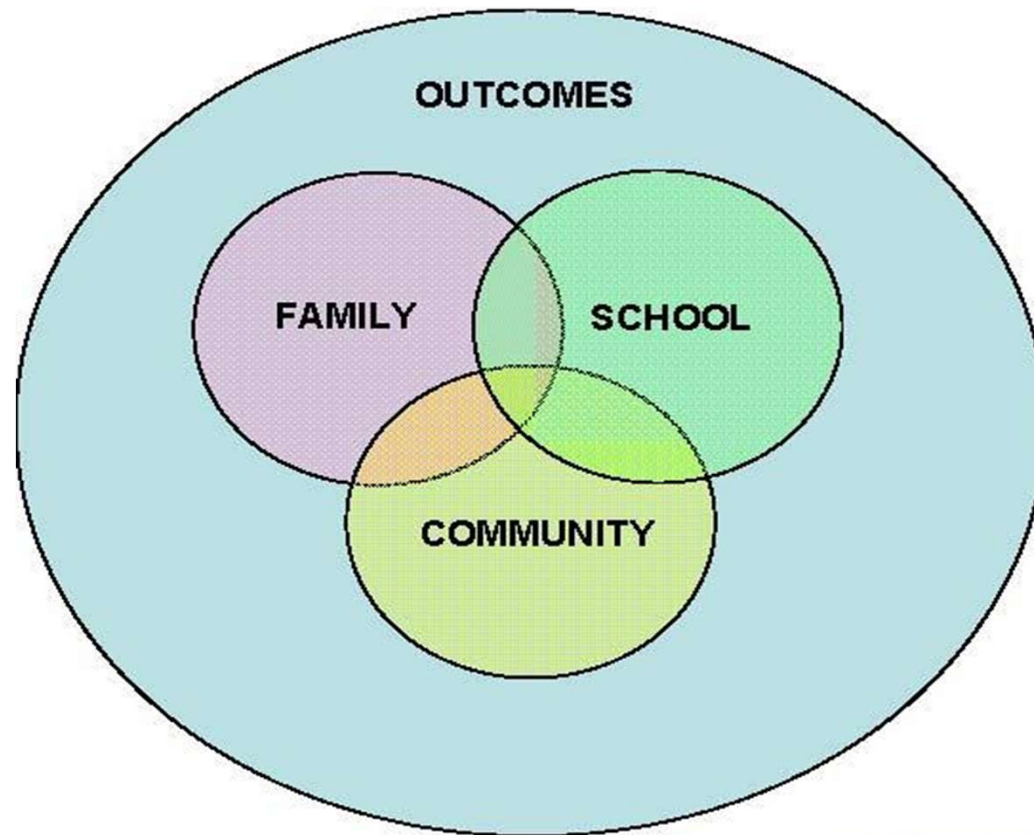


Objectives

- Learn strategies for family and community engagement
- Consider best practices for engaging rural families and their communities
- Examine the importance of family engagement as it relates to student success



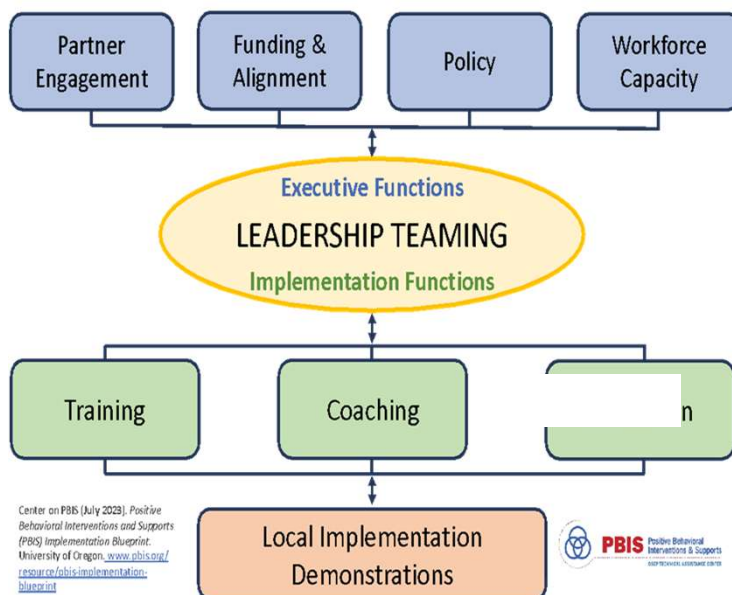
The Vital Role of Families



PBIS Systems Approach

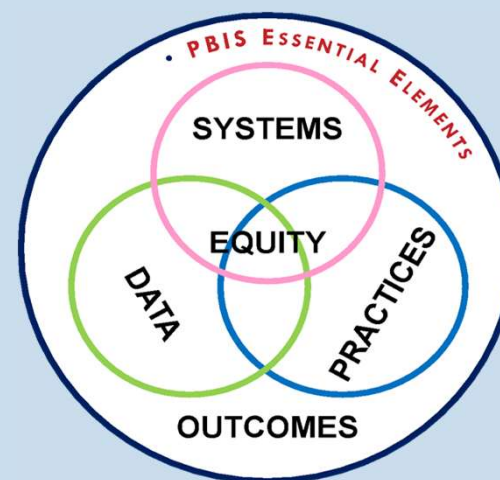
A process for Aligning, Implementing, Scaling, and Sustaining initiatives

Leadership Team Functions



&

A framework for organizing school(s)



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Systems Capacity Across the Cascade



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Who are our partners?

Staff

- School-wide perspective on behavior
- Support for change
- Responsible for implementation

Students

- Unique perspective on disciplinary events
- Opportunity to build leadership/advocacy skills
- May increase engagement with school

Families

- Personal knowledge of cultural & historical contexts
- Opportunity to build relationships
- May become a resource for implementation

Community

- Facilitate partnerships with families
- Knowledge of cultural & historical contexts
- May become a resource for implementation

Including Family Voice

The 'What' and 'Why'

What we do

Collaboratively plan and implement school-wide PBIS with **ALL** staff, students, families, and community members.

Why we do it

- Ensure relevance, fit, & adaptation of stakeholder needs
- Create ongoing partnerships
- Joint voice & shared value of others' perspectives
- Increase ownership, engagement, & active support
- New ideas, viewpoints, perspectives
- Improve student outcomes & fidelity
- Build positive relationships



Supported by Research

- Family engagement has improved academic performance, student conduct, and both social and emotional well-being for children of all ages (Barton & Coley, 2007; Camarero-Figuerola et al., 2020; Wang et al., 2014)
- PBIS has sought ways to engage families to enhance relationships between families and school, including:
 - parents participating in school-based activities
 - Increasing communication from the schools (e.g., monthly newsletters) (Muscott et al., 2008)



Focus on Collaboration

“Collaboration among families, schools, and communities is defined by a relationship where families and educators are **co-equals** in sharing responsibility for children’s development and acquisition of academic and social-emotional competencies.”

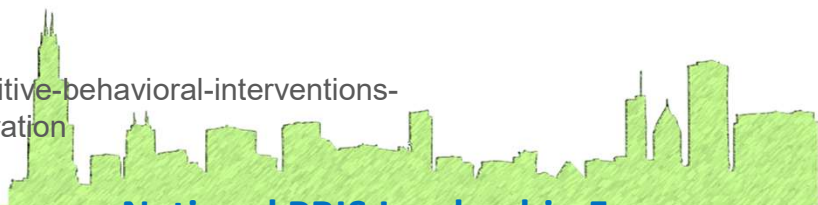
(Christenson, 2004 as cited in Garbacz et al., under review)



Promoting Collaboration

- Creating a clear role for family-school collaboration in PBIS
- Reaching out to families proactively
- Enhancing the school atmosphere-Make it welcoming!
- Emphasizing two-way communication
- Providing guidance and support for family collaboration in PBIS

<https://www.pbis.org/resource/family-school-collaboration-in-positive-behavioral-interventions-and-supports-creating-a-school-atmosphere-to-promote-collaboration>



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Practices that are referred to as “Family/School Collaboration”

1. Family newsletter
2. IEP meeting
3. Town hall to brainstorm reasons for discipline data patterns
4. Parent night/open house
5. Asking the PTO to sponsor a reward event
6. Climate surveys
7. Participating in PBIS team meetings
8. Student conferences
9. Focus groups
10. Parent signature on Behavior Report Card/Check-In, Check-Out card

Student & Family Collaboration Inventory

- Identify current activities used to engage families and students in communication about schoolwide policies/procedures
- Identify the characteristics of meaningful communication that apply to each activity
- Identify adaptations to each activity to encourage meaningful communication with your stakeholders


Student & Family Engagement Inventory

Identify the activities your school/ district currently uses to communicate with families and students, and then place a checkmark in each of the columns that apply to each activity.

Student or Family Engagement Activity	Includes diverse individuals who are impacted by discipline disparities	Family preferences for location, times, communication style, etc. are used	Language supports are provided; staff avoid using jargon	Background knowledge is provided	Activity includes time for participants to get to know one another on a personal level	Activity is characterized by a 2-way flow of information	School/ District staff demonstrate vulnerability, humility	Decision-making is shared	Activity occurs throughout the year
Beginning of year open house	✓		✓	✓					
Family/Teacher conferences			✓						✓

When you've finished, identify strategies your team can use to increase meaningful communication about Tier 1 PBIS with underserved families and students.

Consider Practices: Better ways to Communicate

Study with interviews of parents of children with emotional and behavioral disorders (EBD; Buchanan & Clark, 2017), parents were more satisfied when:

- School wanted to hear their opinions
- Included them in planning
- Wanted to talk with them
- Shared information regularly
- Engaged in proactive communication

“Parents reported greater satisfaction with the method and tone of communication at schools where they felt informed about their child’s progress and included in the planning and decision making.” (Buchanan & Clark, 2017, p. 10).



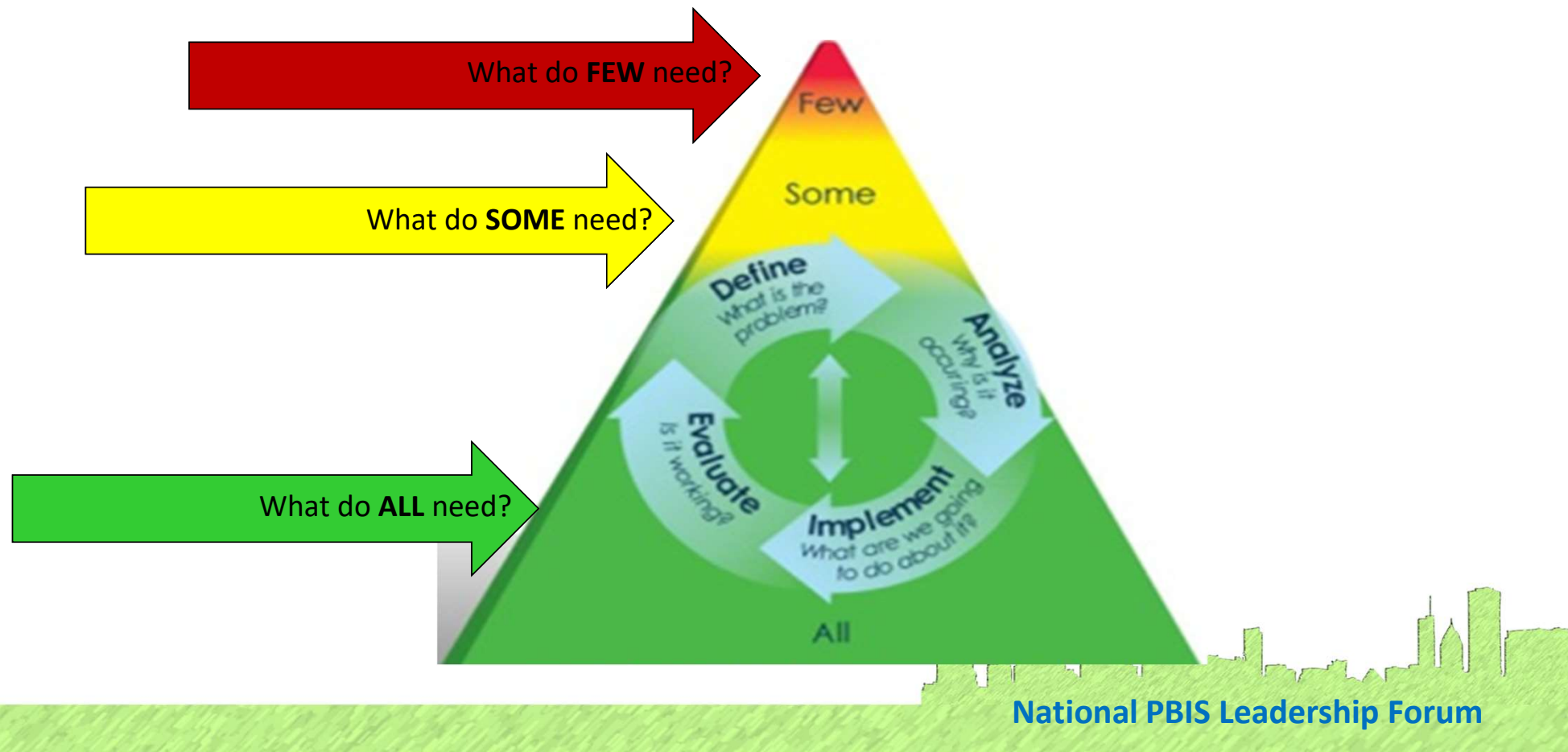
How do we Identify Family & Community Communication Preferences

How We Do It

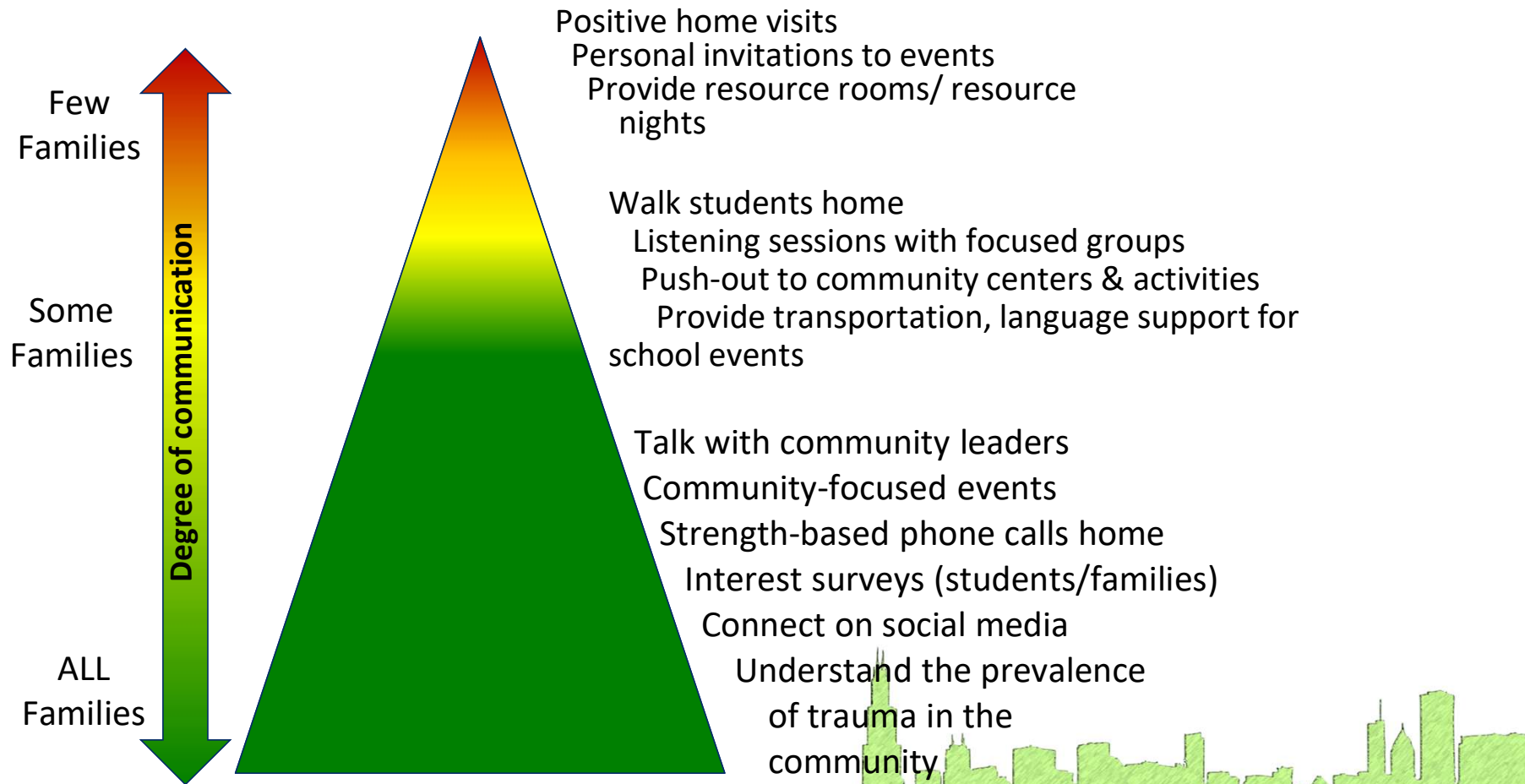
1. Utilize preferred language & preferred method of communication
2. Learn about their culture directly from families
3. Identify strategies to build positive relationships
4. Actively secure ongoing participation
5. Provide easy access for those unable to participate in online strategies

2. 'Communication Survey' – Example Survey Items for Building Collaborative Relationships with Families & Community Members			
Preferred Contact Method(s) <i>How would you prefer to communicate with the school?</i>	Preferred Frequency <i>How often would you like to be contacted by the school?</i>	Preferred Language(s) <i>What language would you prefer to use to communicate with school staff?</i>	Preferred Time <i>When is the best time to contact you?</i>
☐ School Portal ☐ Website ☐ Email ☐ Text ☐ Phone call ☐ Skype ☐ Facebook ☐ Twitter ☐ Parent/Teacher Meeting ☐ PTA/PTO Meeting ☐ Flyer/Letter ☐ Focus Group ☐ Student Journal/Notebook ☐ Survey ☐ Other: List method(s) below 	☐ Daily ☐ Weekly If weekly, which day would be best? ☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐ No preference ☐ Every 2 weeks ☐ Once a month ☐ Quarterly ☐ As often as needed ☐ Other: List preferences below 	Preferred Language(s) ☐ English ☐ Spanish ☐ Both English & Spanish ☐ No preference ☐ Other: List language(s) below 	Time of Day ☐ 7:00 - 9:00 AM ☐ 9:00 - 11:00 AM ☐ 11:00 AM - 1:00 PM ☐ 1:00 - 3:00 PM ☐ 3:00 - 5:00 PM ☐ 5 - 7:00 PM ☐ 7:00 - 9:00 PM ☐ Any time ☐ No Preference

Remember our Framework!



Applying Tiered Logic to Stakeholder Collaboration



Southside ISD



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Southside ISD Population

- 8 campuses
- 6200 students currently enrolled
 - 92% Hispanic
 - 90% Economically Disadvantaged
 - 100% of students receive free breakfast, lunch, supper
- All campuses are considered Title 1
- 19% Special Education
- 6% 504
- 25% Emergent Bilingual
- 68% At-Risk



More about us

- Rural district
- South of San Antonio
- Food desert
- Lack of resources
- Limited internet connectivity
- Grandparents raising grandchildren
- Been implementing PBIS for 9 years



State Rating Comparison - SA Districts

2024 Ratings Comparison	
Districts	Component Score
1. Somerset	87
2. Southside	80
3. North East	78
4. Northside	76
5. Pleasanton	73
6. Floresville	73
7. Southwest	72
8. Judson	70
9. Harlandale	69
10. San Antonio	69
11. South San Antonio	69
12. Seguin	67
13. Edgewood	66
14. East Central	63

2025 Ratings Comparison	
Districts	Component Score
1. Somerset	84
2. Southside	79
3. North East	78
4. Floresville	78
5. Southwest	77
6. Northside	76
7. Pleasanton	74
8. San Antonio	72
9. East Central	72
10. Judson	69
11. Harlandale	68
12. Seguin	66
13. Edgewood	66
14. South San Antonio	65

Increasing Parent Engagement

RIGHTS AND RESPONSIBILITIES OF PARENTS/GUARDIANS:

- Make every effort to provide the safety, physical, mental and emotional needs of students.
- Teach students to focus on instruction provided and to meet behavioral expectations.
- Ensure students attend school regularly; promptly report and explain absences and tardiness to school personnel.
- Encourage and assist students in the development of proper study habits.
- Participate in meaningful parent/guardian/teacher conferences.
- Keep informed of school policies and academic requirements of school programs.
- Ensure students are appropriately dressed for school and school-related activities in accordance with the district standardized dress code.
- Discuss report cards and school assignments with students.
- Cooperate with school administrators and teachers.
- Refrain from using inappropriate language while on school property or activities for any reason.
- Treat all staff/employees with respect and abstain from threatening, harassing and/or intimidating any school staff/employee.
- Ensure students attend school tutorials when required or as needed.
- Control students. Students' parents/guardians are legally liable for property damage proximately caused by
 - The negligent conduct of the student
 - The willful or malicious conduct of a student who is at least 10 but under 18 years of age. (Texas Family Code 41.001)
- Submit the signed Acknowledgement of Electronic Distribution of the Student/Parent Handbook form indicating understanding and acceptance on the Handbook and its content

DERECHOS Y RESPONSABILIDADES DE LOS PADRES/TUTORES:

- Hacer todo lo posible para brindar seguridad y las necesidades físicas, mentales y emocionales de los estudiantes.
- Enseñe a los estudiantes a centrarse en la instrucción proporcionada y a cumplir con las expectativas de comportamiento.
- Asegúrese de que los estudiantes asistan a la escuela regularmente; informe y explique rápidamente las ausencias y tardanzas al personal escolar.
- Fomentar y ayudar a los estudiantes en el desarrollo de hábitos de estudio adecuados.
- Participe en conferencias significativas entre padres, tutores y maestros.
- Mantenerse informado de las políticas escolares y los requisitos académicos de los programas escolares.
- Asegúrese de que los estudiantes estén vestidos apropiadamente para la escuela y las actividades relacionadas con la escuela de acuerdo con el código de vestimenta estandarizado del distrito.
- Discuta las tarjetas de calificaciones y las tareas escolares con los estudiantes.
- Cooperar con los administradores y profesores de la escuela.
- Abstenerse de utilizar lenguaje inapropiado mientras se encuentre en la propiedad o actividades de la escuela por cualquier motivo.
- Tratar a todo el personal/empleados con respeto y abstenerse de amenazar, acosar y/o intimidar a cualquier miembro del personal/empleo de la escuela.
- Asegúrese de que los estudiantes asistan a las tutorías escolares cuando sea necesario.
- Controlar a los estudiantes. Los padres o tutores de los estudiantes son legalmente responsables de los daños a la propiedad causados directamente por
 - La conducta negligente del estudiante



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Our Expectations



SOUTHSIDE
INDEPENDENT SCHOOL DISTRICT

THE CARDINAL WAY FOR PARENTS

Be Safe

- Follow all safety procedures when visiting campuses
- Check in at the front office with a valid ID
- Communicate concerns with school staff
- Model calm, safe, behavior during arrival, dismissal, and events

Be Respectful

- Communicate with others on campus in a positive manner
- Support staff efforts to provide a positive learning environment
- Treat everyone with dignity and kindness
- Address concerns through proper channels

Be Responsible

- Stay informed about your child's progress and attendance
- Attend parent meetings, conferences, and school events
- Ensure your child arrives on time, prepared, and ready to learn
- Reinforce school expectations at home and partner with staff to support you child's success



BE A CARDINAL



SOUTHSIDE
INDEPENDENT SCHOOL DISTRICT

EL CAMINO CARDENAL PARA PADRES

Ser Seguro

- Siga todos los procedimientos de seguridad al visitar los campus.
- Regístrese en la recepción con una identificación válida.
- Comunique sus inquietudes al personal de la escuela.
- Modele un comportamiento tranquilo y seguro durante la llegada, la salida y en los eventos.

Ser respetuoso

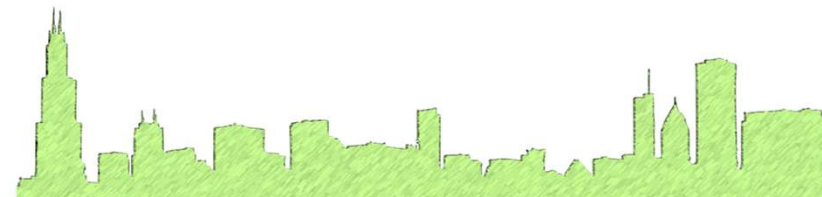
- Comunicarse positivamente con los demás en el campus.
- Apoyar los esfuerzos del personal para brindar un ambiente de aprendizaje positivo.
- Tratar a todos con dignidad y amabilidad.
- Abordar las inquietudes a través de los canales adecuados.

Sea responsable

- Manténgase informado sobre el progreso y la asistencia de su hijo.
- Asista a las reuniones de padres, conferencias y eventos escolares.
- Asegúrese de que su hijo llegue puntual, preparado y listo para aprender.
- Refuerce las expectativas escolares en casa y colabore con el personal para apoyar el éxito de su hijo.



SÉ UN CARDENAL



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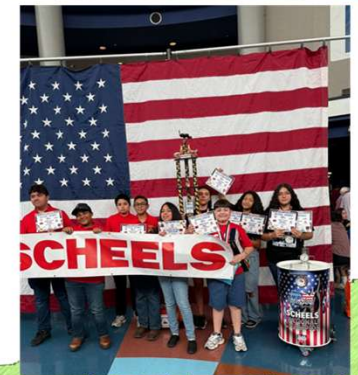
Building Student Recognition

- Cardinal VIP
- Campus Awards
- Decision Day
- Spanish Spelling Bee



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Examples



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Increasing Community Engagement

- Summer Movie Nights
- Back to School Bash
- Lighting of the S Community Parade and Pep Rally
- Feast of Giving - Thanksgiving event
- SISD Wellness Extravaganza
- Intramural Sports - Elementary Schools
- Principal Talks
- Menchaca - One Month Down
- Grandparents Day Parade
- Community Town Hall Meetings
- District Committee Meetings
- Food Distribution - San Antonio Food Bank
- Brighter Bites - Produce distribution



Examples



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And More



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Community Partnerships

- Mental Health Providers
 - Clarity Southside - On site mental health support
 - Pursuing Joy
 - Family Services Association
 - San Antonio Council on Alcohol and Drug Abuse
- University Health Clinic - On site medical clinic
- Food Distribution
 - San Antonio Food Bank
 - Brighter Bites



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Examples



clarity southside
for students enrolled in a Southside ISD school

8:30am - 4:30pm
monday - friday

Southside High School is home to a new Clarity Child Guidance Center location, allowing all students enrolled in a Southside ISD school access mental healthcare.

Partial hospitalization provides intensive mental healthcare during the day and then works with families to practice skills in the evening.

5-17
years old

Outpatient services are for students who need routine mental health support, like individual and family therapy.

3-17
years old

Call 210-593-2220 for assistance scheduling mental health services from Clarity Southside.



clarity southside
para alumnos inscritos en una escuela del distrito Southside ISD

8:30am - 4:30pm
lunes - viernes

Southside High School es la casa de un nuevo centro de Clarity Child Guidance Center, dando acceso a todos los alumnos en escuelas del Southside ISD, a servicios del cuidado de la salud mental.

La hospitalización parcial brinda cuidado intensivo de la salud mental durante el día y después trabaja con las familias para practicar habilidades en las tardes.

5-17
años de edad

Los servicios ambulatorios son para los estudiantes que necesitan apoyo rutinario de la salud mental, como terapias individuales y para la familia.

3-17
años de edad

Lláme al 210-593-2220 para hacer una cita de servicios de salud mental de Clarity Southside.

Medicaid Asistencia con la solicitud

Qué traer:

- Comprobante de identidad
- Comprobante de ingresos (últimos 30 días)
- Comprobante de domicilio
- Número de Seguro Social
- Acta de nacimiento
- Comprobante de embarazo (si corresponde)

Ven preparado para esperar y ten tus documentos listos.

Cualquier persona que necesite ayuda para realizar una nueva solicitud o tenga preguntas es bienvenida a asistir.

Wellpoint

October 8th, 2025
9 AM - 2 PM
Losoya Middle School
1610 Martinez Losoya Rd, SA, TX 78221

Medicaid Application Assistance

What to bring:

- Proof of ID
- Proof of income (last 30 days)
- Proof of address
- Social Security Number
- Birth Certificate
- Proof of Pregnancy (If applicable)

Anyone who needs assistance with making a new application or has questions is welcome to attend

Come prepared to wait and have your documents ready



UNIVERSITY HEALTH
SUSAN HALL CLINIC

Monday - Friday
Hours 8 AM to 4:30 PM
(closed for lunch 11:30 am - 12:30 pm)
210-644-3100

NOW OPEN

University Health
460 Martinez Losoya Rd.
San Antonio, TX 78221

SAVE THE DATE

SOUTHSIDE COLLABORATIVE
HEALTH & WELLNESS
FIESTA!

FREE Family-Friendly Celebration!

SATURDAY, OCTOBER 18
10 AM - 3 PM

RANCHO EL CHEMA
EVENT CENTER
19935 US-281, SATX 78221

Wellness Screenings • Music • Education & Resources
Kid & Adult Activities • Food & Drinks
Raffled Giveaways

SOUTHSIDE COLLABORATIVE
¡promovemos juntos • thriving together

Learn How You Can Be Involved
Sep 26, 2025 | Last Updated October 3, 2025

Family Involvement
Opportunities in the District
MEMBERS NEEDED!



BACK TO SCHOOL BASH
JULY 24, 2025

5:30-7:30PM
SOUTHSIDE HS

OVER 20 VENDORS
FREE FOOD, DRINKS, & MORE!

FREE BASKETBALL
5:30-6:00 PM
FREE BASKETBALL
6:00-6:30 PM
FREE BASKETBALL
6:30-7:00 PM

SC

HEB

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Home Visits

- Regularly spend time in the community
- Meet with parents at their homes
- Provide student information to parents



Barriers to Family Engagement

- Families are working
- Grandparents raising grandchildren
- New to the country
- Transportation
- Lack of valid ID



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Using Learning Labs with Schools



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What is a Learning Lab?

- Can be used for families and/or staff meet to discuss common problems and ensure that family feedback is incorporated
- Activities vary and might include:
 - obtaining feedback and sharing experiences,
 - analyzing identified problems,
 - considering and reflecting on culturally responsive solutions, and
 - engaging in implementation and monitoring of effectiveness



Ideal Student Activity



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How this might work

Meeting 1

- PBIS team coordinator presents an overview of PBIS for the school
- Do an IDEAL Student activity separately with Team members and family
- Discuss similarities and differences

Meeting 2

- Go back over the Ideal Student exercise
- Introduced the group to the school's Expectations (not matrix)
- Compared the ideal student list to the school Expectations
- Each group then created Expectations that were aligned with their Ideal Student
- Came together and talked about each group's Expectations
- Co-Developed a new set of Expectations
- Planning to meet again to look more at the matrix



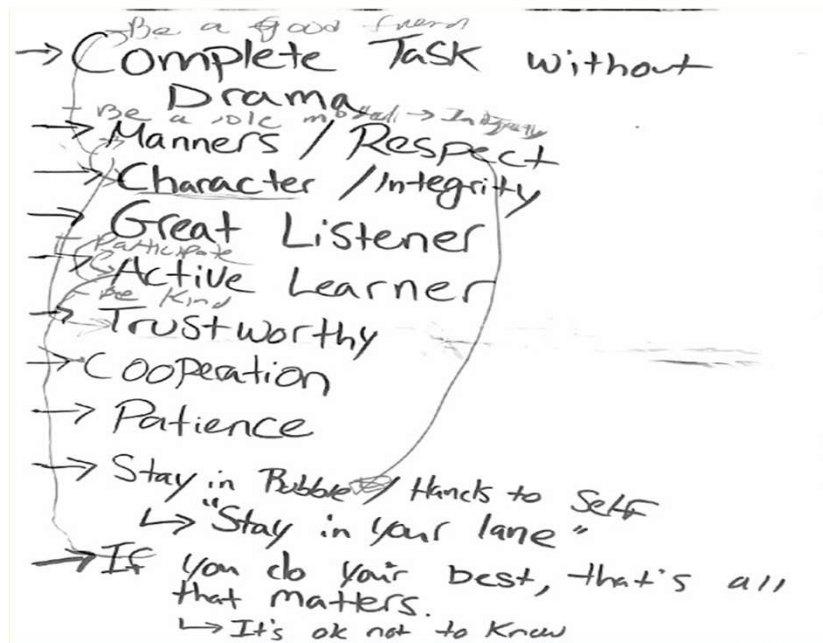
Example of a School's Learning Lab



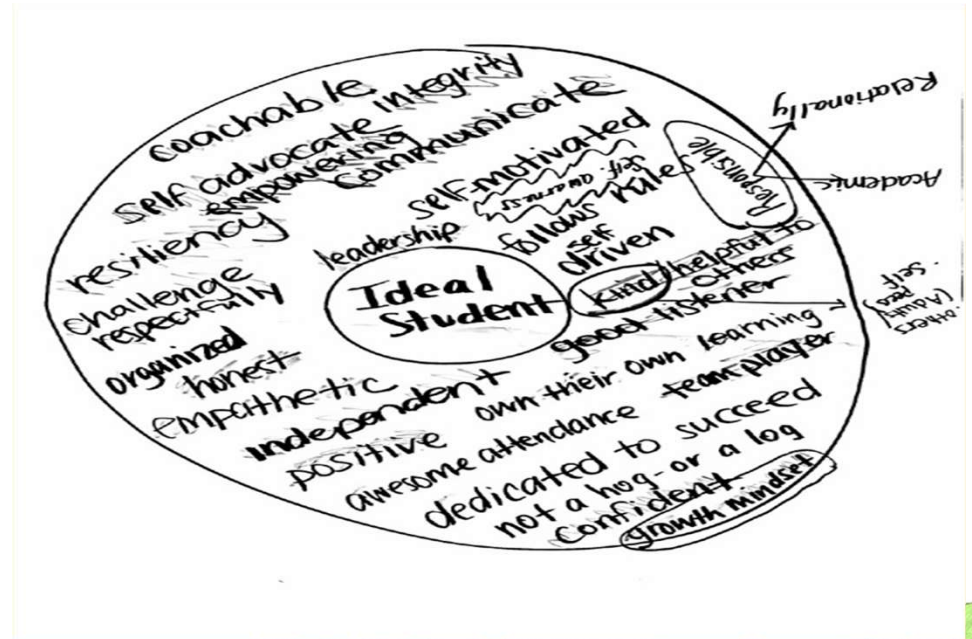
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Ideal Student

Family Ideal Student



Staff Ideal Student



Expectations

Family

- Be involved
- Character
 - ↳ Frustwardiness
- Excel
- Integrity/Honesty
- Be a role model
- Treat each other Equally

Teachers

Teachers:

1. Responsible
 - ↳ Academically
 - ↳ Relationally
2. Kind
 - ↳ self
 - ↳ others/peers
 - ↳ Adults
3. Growth Mindset

Current and New Expectations

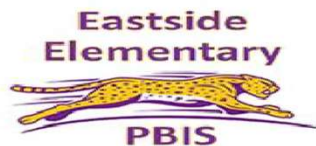
Eastside Elementary Expectations

*P*ositive attitude

*A*ctive Learner

*W*illing to Cooperate

*S*afety First



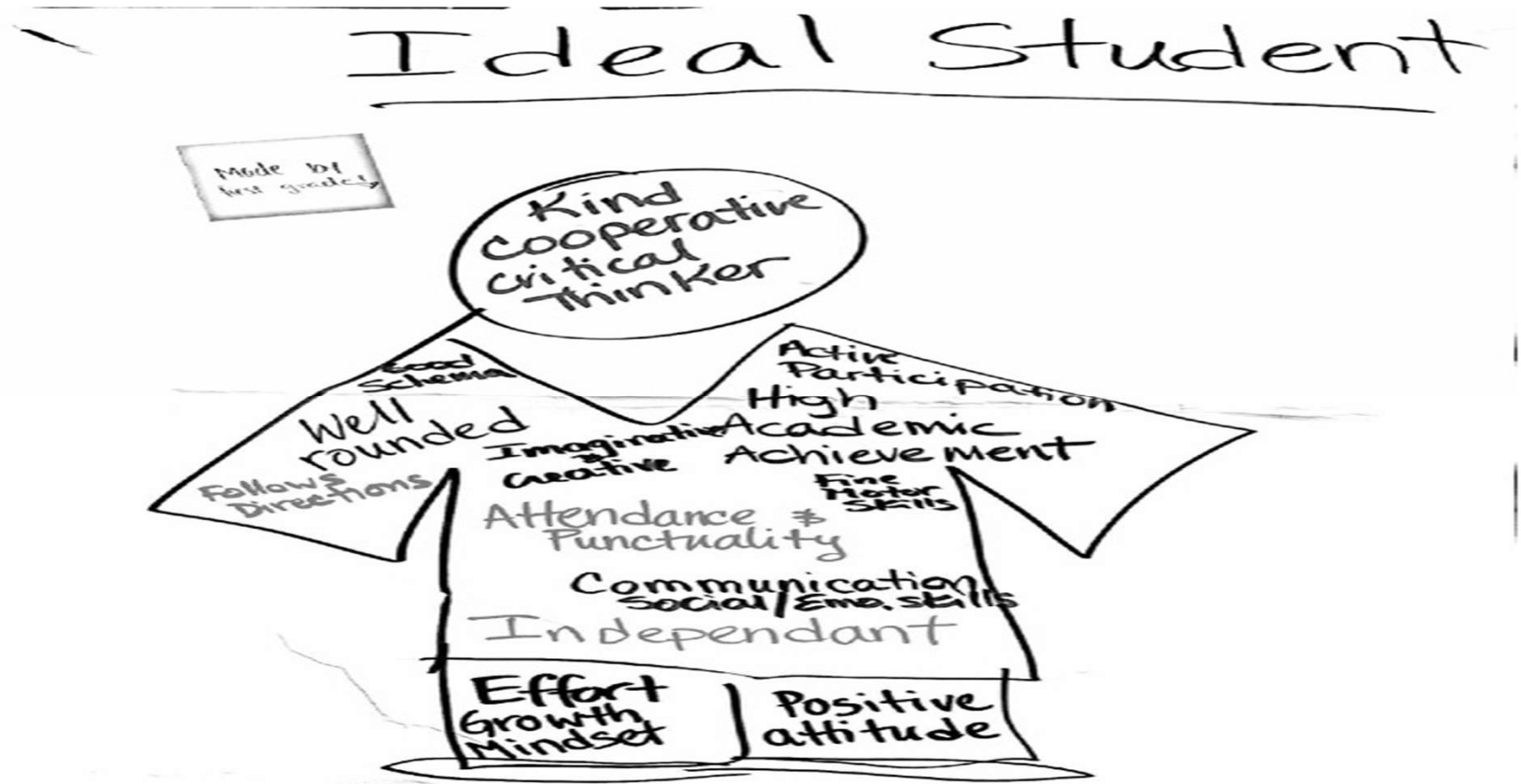
- willing to: grow
- Positive ~~Attitude~~ Attitude
- Responsible
- Safety (verbal & physical)
- Kindness

Consider the SW Expectations Matrix

Eastside Elementary School PAWS Matrix

	Bathroom	Hallways	Cafeteria	Playground
Positive Attitude	Keep the bathroom clean Use kind words	Respect Others Use kind words	Encourage Others Use kind words	Be Considerate Use kind words
Active Learning	Take turns and wait patiently Respect others privacy	Set a good example Have a hall pass	Take turns and wait patiently Keep hands, feet, and objects to yourself	Take turns and wait patiently Respect others
Willing to Cooperate	Always follow adult directions See something, say something	Always follow adult directions See something, say something	Always follow adult directions See something, say something	Always follow adult directions See something, say something
Safety First	Use the bathroom and sink properly Follow procedures	Follow procedures Go directly to your destination	Stay in your seat Follow procedures	Use equipment properly Follow Procedures

School Example (other staff)



Responses

- The families were really excited to be invited to share their experiences and found the experience awarding
- Several said it was the first time they had been asked to come to the school
- They were also connecting with each other to meet up after and brainstorming about how to get engaged with the PTA
- Another thing was that some of the parents had felt that they were only getting calls when the kids misbehaved and they felt like that was changing; they are hoping that the teachers will start doing more positive phone calls and that if they got those, they would have good things to talk to their kids about at home

Responses

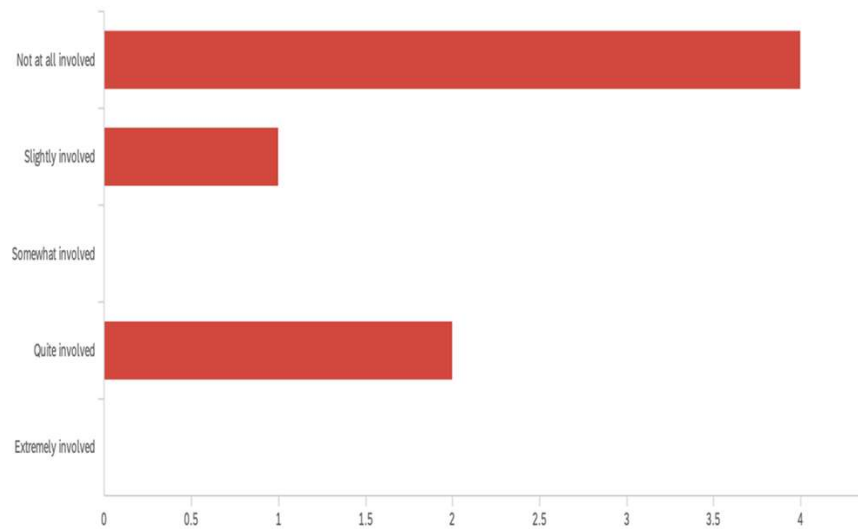
- They felt that parents had to be part of discipline as they are the ones who know their kids the best and what might work when the kids are misbehaving (paddling did come up), but also they talked about positive things like activities and the holiday fair etc.
- They are very aware and in support of positive approaches and talked about “reinforcement,” but also wanted to make sure there were consequences for misbehavior
- They love the changes this year especially by the new principal and the staff; big fans of the new culture

Group Responses

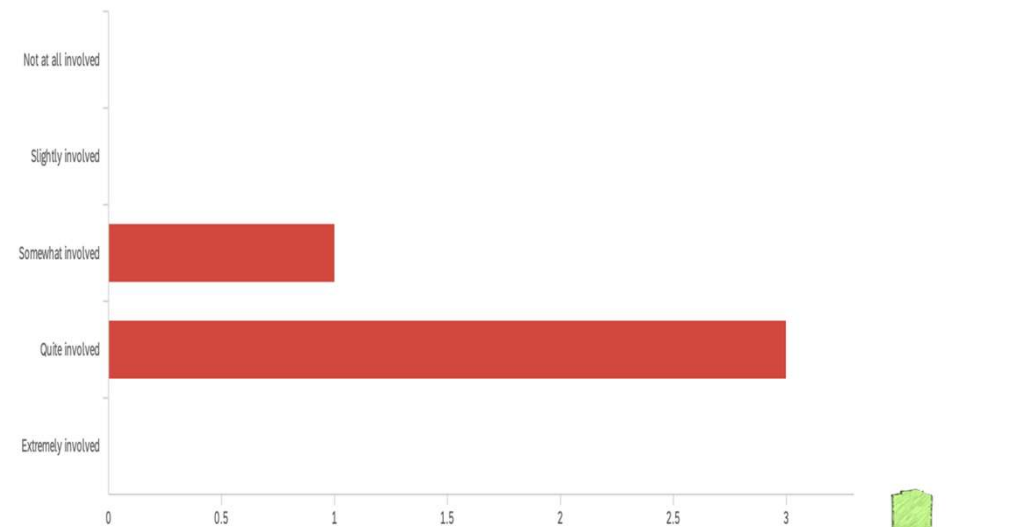
- They did not know what PBIS was until we met and thought it was something that many more parents would benefit from hearing about—it was not so much the expectations but just knowing that the school did PBIS, what that was, that there were expectations etc. They thought if more parents knew they could think about how to use some of this at home; so more just having the discussion and resource sharing was helpful
- They also asked how they were invited and again suggested that more parents would benefit from this type of discussions about PBIS and school discipline
- They are more likely to show up and more comfortable talking to their teachers after these meetings

Involvement with Parent Groups

Q3 - How involved have you been with a parent group(s) at your child's school?

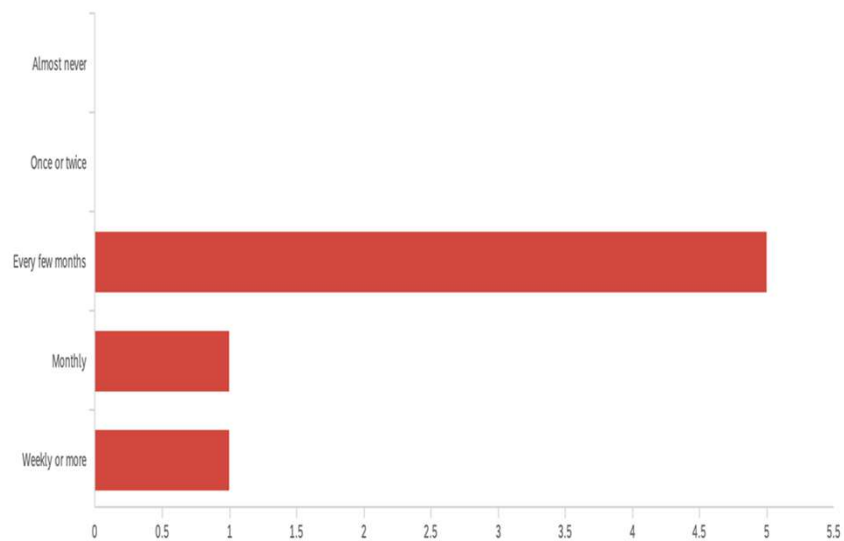


Q3 - How involved have you been with a parent group(s) at your child's school?

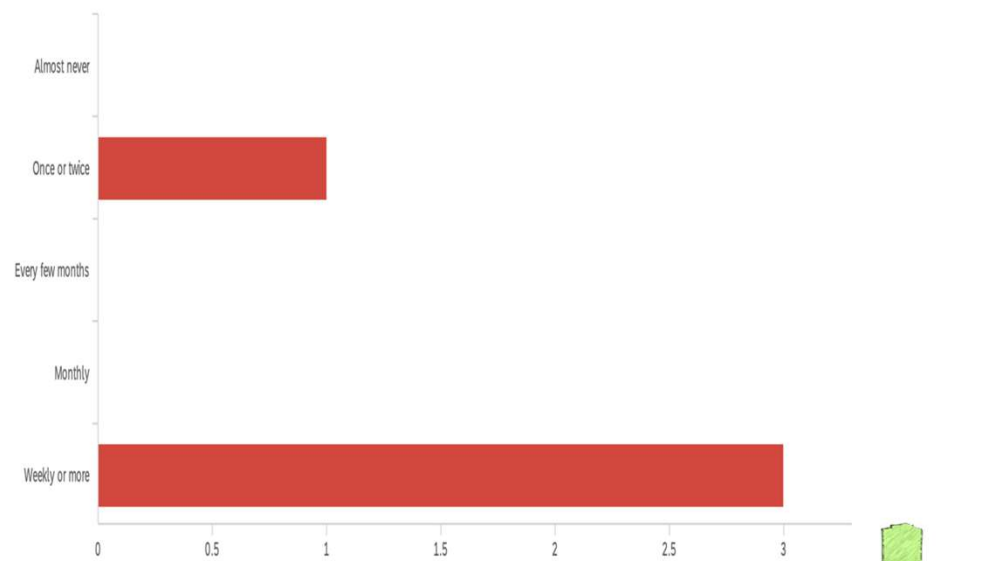


Visits to the School

Q6 - In the past year, how often have you visited your child's school?

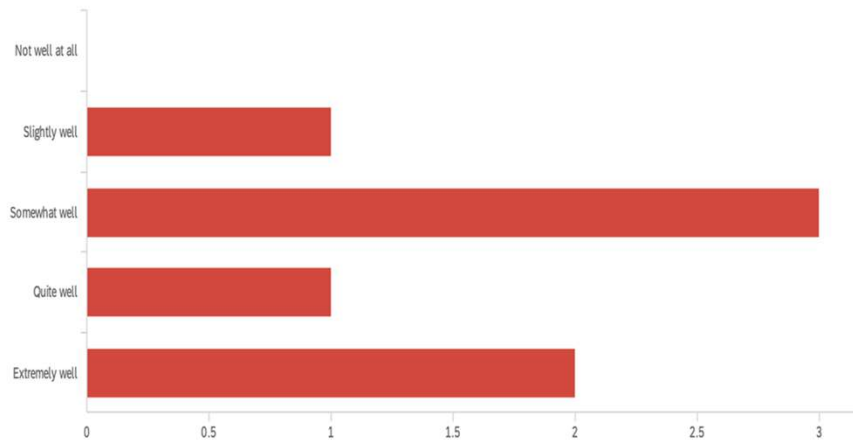


Q6 - In the past year, how often have you visited your child's school?

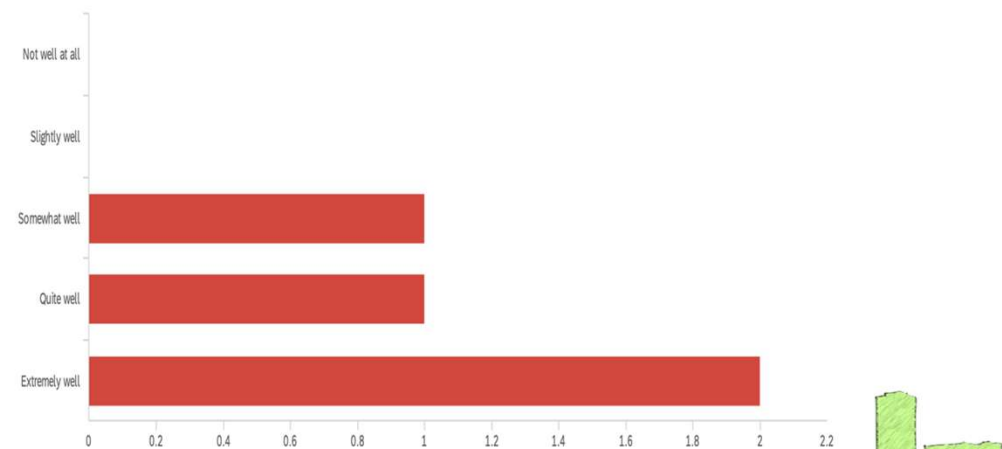


How Often

Q22 - How well do you feel your child's school is preparing him/her for his/her next academic year?

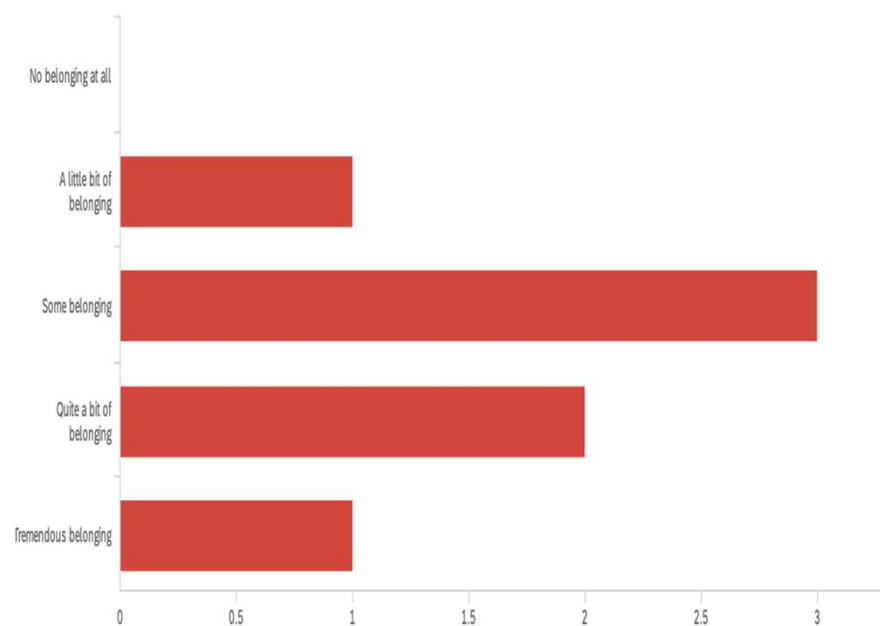


Q22 - How well do you feel your child's school is preparing him/her for his/her next academic year?

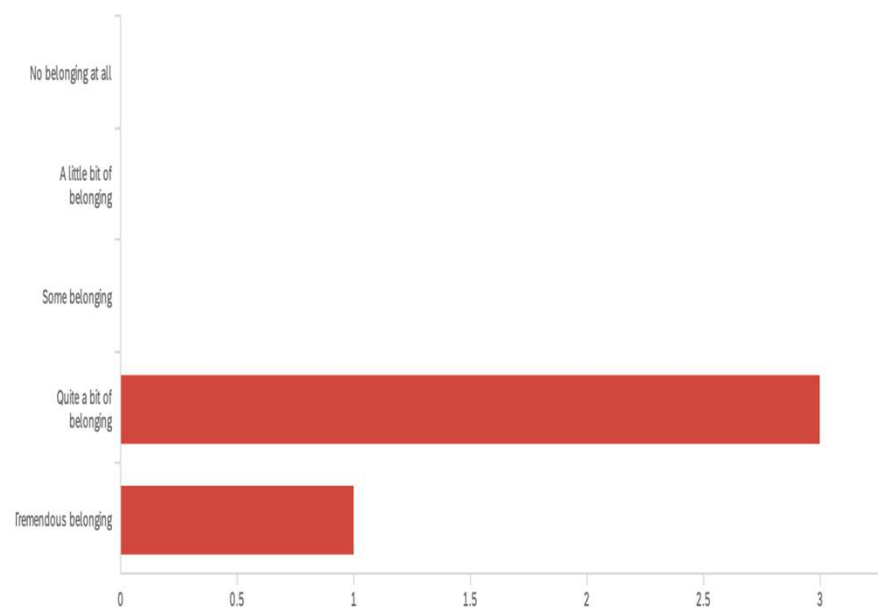


Sense of Belonging

Q23 - How much of a sense of belonging does your child feel at his/her school?

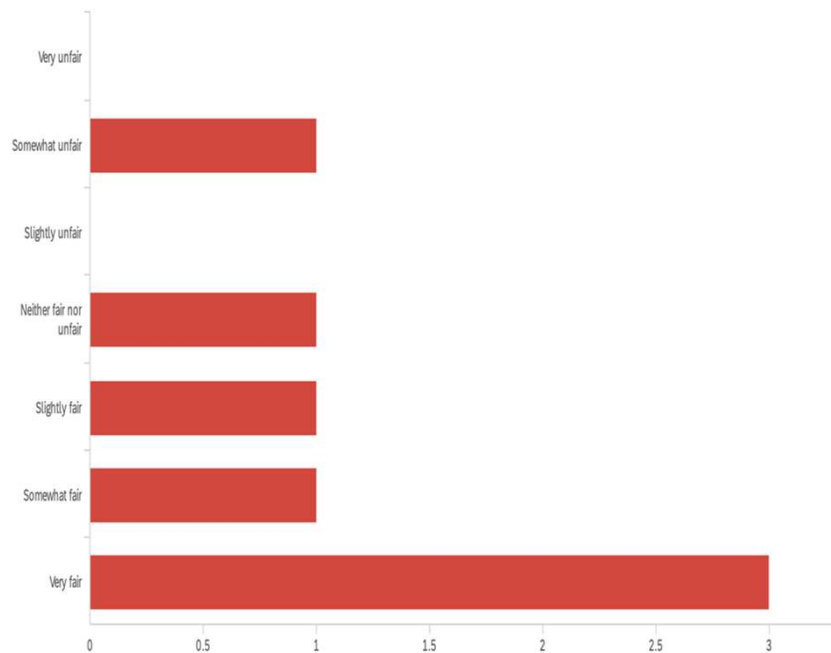


Q23 - How much of a sense of belonging does your child feel at his/her school?

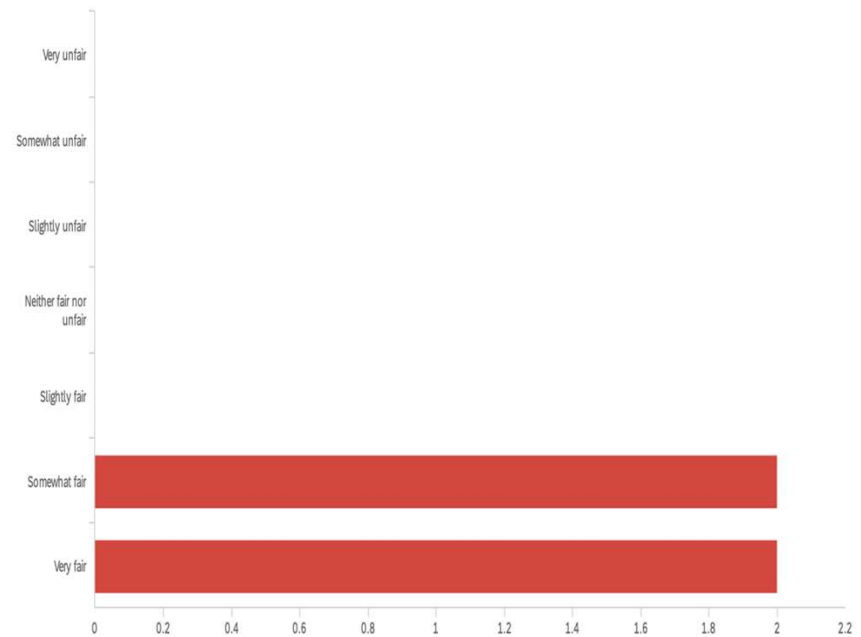


Sense of Fairness

Q56 - How fair or unfair is the school's system of evaluating children?



Q56 - How fair or unfair is the school's system of evaluating children?



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Resources



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Families and PBIS



We think of family as the people in a child's life with a vested interest in their well-being and educational success. Family, school, and community members are critical partners in developing an effective and responsive support system where all benefit. However, authentic partnerships continue to be a challenging reality for educators and families alike; schools must be creative in their efforts to reach out to and engage with their stakeholders so that positive, trusting relationships serve as the foundation of ongoing collaboration and problem-solving.

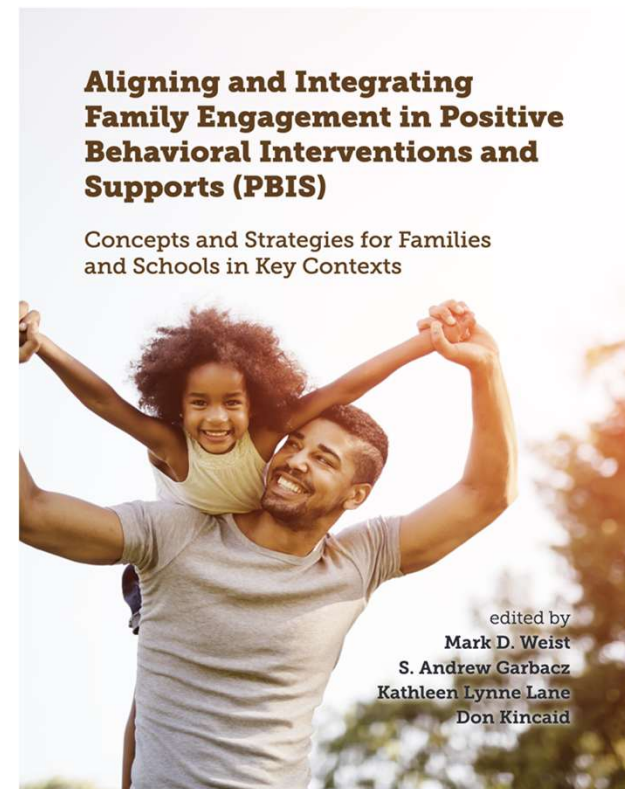
What Is the Family Role in PBIS?

Including families in PBIS implementation means families and school personnel work together and share in the responsibility making educational decisions and improving student outcomes.

Through effective family engagement, families and schools work together to create the conditions and practices which allow for ongoing collaboration, coordination and partnerships.

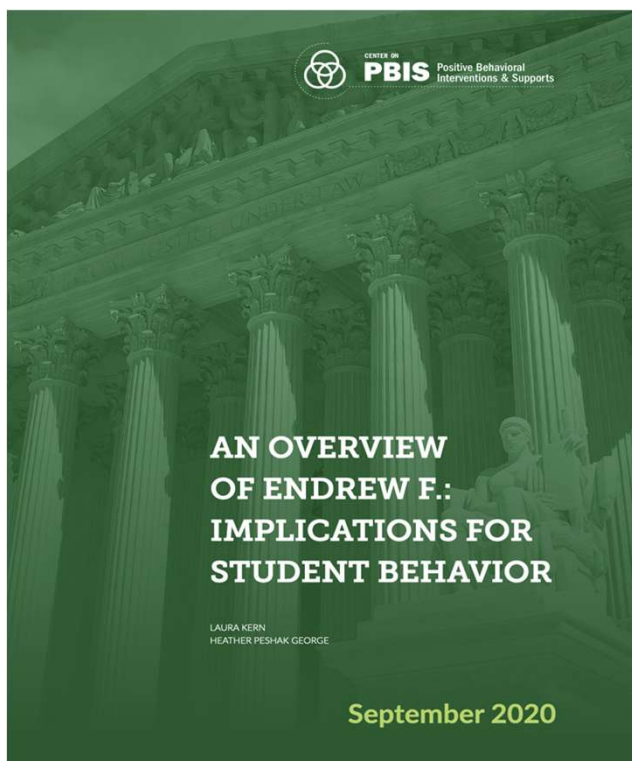
Why Include Families in PBIS?

Interventions connecting families and schools are essential to valued youth behavioral and mental health outcomes.⁽¹⁾ Including families' perspectives values and voices within the development and implementation of your PBIS system makes your school more accessible to the needs of



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Treating Families as Equal Partners



<https://www.pbis.org/resource/an-overview-of-endrew-f-implications-for-student-behavior>

Table 1. Implications for Parents and IEP Teams

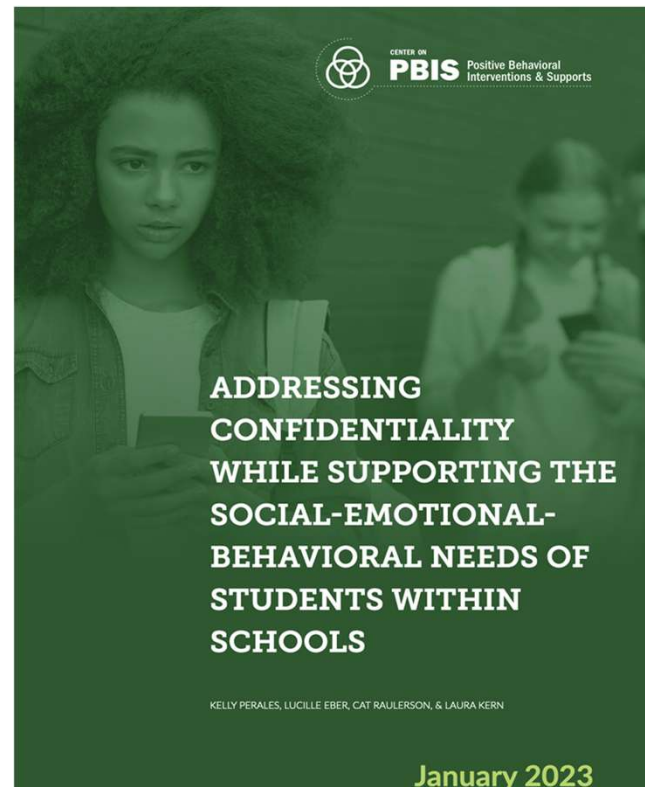
Key Implications	Parents	IEP Team
Participate and Collaborate	Your opinion is important! Try to attend the IEP team meetings. Ask questions and offer your opinion on your child's progress, strengths, and challenges.	To encourage effective collaboration, the strengths and challenges that parents share need to be considered. A student spends about 6 hours in school, perhaps 5 days a week. That child may spend significantly more time with their families. Parents' perspectives and concerns are important to consider and can provide background for what might work or be needed at school.
Expect Progress	Ask questions if you do not think you see progress. Ask your child's teacher(s) or IEP team to explain the program being provided and why they think it "works." Anticipate them sharing assessment and ongoing data that shows positive change is happening.	When considering progress, IEP teams should consider ways to assess, collect, and reflect. Assess: Use assessment information from multiple sources, such as what is located on the IEP in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) for an IEP goal or a Functional Behavior Assessment (FBA) for a BIP. This will help you design an appropriate goal or intervention that has a likelihood of working. Collect: Start with a baseline level of how the student is performing before starting the intervention or IEP goal. Once the intervention or goal starts, collect data on an ongoing basis. Reflect: Look at that data (not just before a meeting) to see if the student is making any progress. If no improvement is seen, go back and look to see why that is not happening. Did you identify the correct function of behavior? Did you select the best intervention that matches that function? Was the intervention implemented correctly? Make changes based on this reflection, conduct meetings to share with the team and parents, consider new ways to assess, collect, and reflect.
Behavior Matters	If you think your child has behavioral and/or social challenges, ask the IEP team to do assessments on your child's behavior and social-emotional development and a functional performance. If these assessments show a need for services in this area, ask the team to develop, implement, and collect data on the progress of IEP goals and/or Behavior Support Plans (BSP). When data are presented to you, ask for clarification on how to interpret the results – don't be afraid to ask for assistance in understanding the data.	Consider behavior and functional performance in program planning and include needed goals on an IEP and/or interventions through a BIP. Be willing to describe what the data mean, why they are collected, and what types of interventions will be used based on the data collected. Remember, the more that all parties understand why interventions are needed, the better all stakeholders (teachers, support staff and families) will be able to help support the student's success.

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Addressing Diverse Needs and Contexts



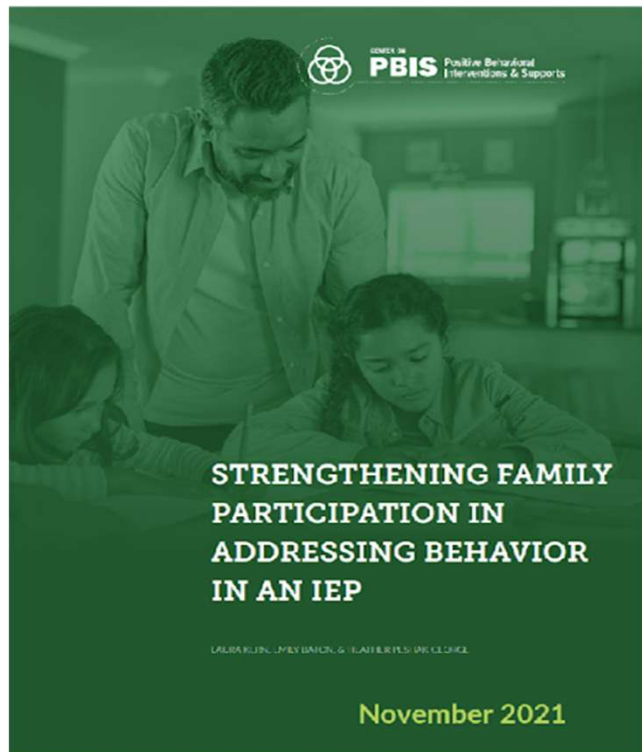
<https://www.pbis.org/resource/enhancing-family-school-collaboration-with-diverse-families>



<https://www.pbis.org/resource/addressing-confidentiality-while-supporting-the-social-emotional-behavioral-needs-of-students-within-schools>

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Creating Products for School and Families



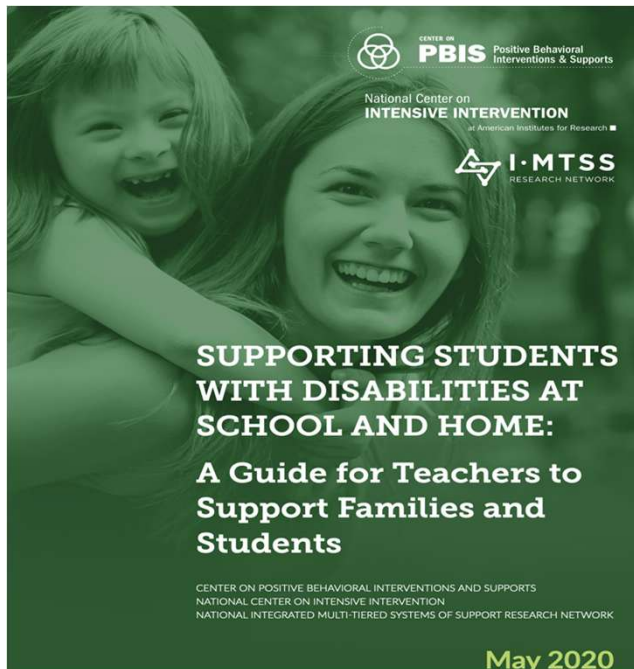
<https://www.pbis.org/resource/strengthening-family-participation-in-addressing-behavior-in-an-iep>



<https://www.pbis.org/resource/helping-families-prepare-for-an-iep-meeting>

National PBIS Leadership Forum

Supporting Families at Home



<https://www.pbis.org/resource/supporting-families-with-pbis-at-home>

1. Develop, Teach, Review, Remind, and Reinforce Predictable Routines and Expectations

Create a classroom environment (in person or online) that is a predictable, positive, and safe to support social, emotional, behavioral, and cognitive growth.

Teacher Tips

- Develop predictable **routines** that work for your classroom, teach those clearly, and create reminders (written schedule, pictures) to help students follow routines
- Design a **schedule** that alternates between challenging and easier tasks
- Explicitly teach **positive school expectations** in the context of your classroom routines, and provide reminders of expectations at the start of new or difficult routines
- Provide **positive feedback** when students meet expectations
- Use **positive calm redirections** or corrective feedback, reminding the student what they should do, when students make mistakes or behave in ways not consistent with classroom expectations
- Provide **more positive** than corrective feedback (at least 5 positives for each corrective)

Ensure your home is a predictable, positive, and safe environment to support social, emotional, behavioral, and cognitive growth.

Family Tips

- Develop predictable **routines** that work for your family, teach those clearly, and create reminders (written schedule, pictures)
- Insert **breaks** or fun activities in the schedule as rewards for completing more challenging activities
- Develop positive family **expectations**, describe what they do (and do not) look like within each family routine, and provide reminders at the start of new or difficult routines
- Provide **positive feedback** and other rewards when children meet expectations
- Use **positive calm redirections** or corrective feedback, reminding the child what they should do, when they make mistakes or behave in ways not consistent with your expectations
- Provide **more positive** than corrective feedback (at least 5 positives for each corrective)

National PBIS Leadership Forum

Sharing Family Worksheets

Family Plan for Positive Behavior at Home
Use this resource to make a family plan for positive behavior at home. Start by reading "Supporting Families with PBIS at Home." Meet with your family and make your own plan in three simple steps:

1. Set Family Routines

1. Set Routines: Make a family schedule.
Routines are activities that we do every day as a family, such as getting ready in the morning. Make a list of things you do as a family in the order that you do them. You can change or replace the light blue text in the table to the right to make your own family schedule.

2. Choose Family Expectations

2. Choose Expectations: What you want to see.
Expectations are short phrases or values that share what is important for your family, such as being kind to others.
a. Choose a few positive expectations that work with your family schedule. If your school has expectations, you might use the same ones.
b. Make a table with your expectations.
i. Add your family expectations down the left side.
ii. Add your family routines across the top (from your schedule).
iii. Add examples to show what it looks, sounds, and feels like to follow your family expectations in each routine.
You can change or replace the light blue text to make your own home expectations table below.

3. Teach Family Expectations

1. Family Schedule

- Get ready in the morning - Wake up, get ready for the day, & eat breakfast - Morning check-in - Look at the morning schedule & check-in (how are you doing today?) - Morning Exercise - Take a walk outside, "hike" inside on the stairs, etc. - Remote Instruction - Use the school schedule to establish times for instruction - Lunch check-in - Eat healthy lunch, look at the afternoon schedule & check-in - Complete Homework - Choose a time to do homework - Afternoon Exercise - Take a walk, dance party, etc. - Be with Friends & Family - Connect with family or friends through social media, phone, etc. - Get ready for bed - Brush your teeth & go to sleep	
---	--

Expectations	Get ready in the Morning	Remote Instruction	Complete Homework	...
1. Kind to self	- Brush your teeth - Eat a healthy breakfast	- Set up a quiet learning space with materials you need - Stay focused	- Do your best - Ask for help if you need it - Turn your homework in	
2. Kind to others	- Use kind words with your family - Ask your family members if they need help	- Actively listen - Mute yourself when not talking - Take turns when working in groups	- Stay in your own space - Use headphones or turn speakers off - Use kind words when someone helps you	
3. Kind to our home	- Clean up your dishes after you eat breakfast - Help put any items away	- Put your supplies away after learning - Keep your working area clean	- Put your supplies away - Turn technology off and charge for tomorrow	
...				

Center on PBIS (2020, August). Family Plan for Positive Behavior at Home Template. (Content within template adapted by family.)

2. Teach, remind, reward, and respond to encourage positive behavior
Remember when your children were younger? You likely taught them how to eat, drink, communicate, and many other important skills. You can use a similar approach to teach your family schedule and expectations.

The table below shares a way to teach and encourage the behaviors you want to see.

	Teach	Remind	Reward	Respond
Teach	Discuss: Meet as a family to talk about the kinds of behaviors you want to see (i.e., examples in your table above) and the kinds of behaviors you do not want to see. Teach: Use three steps to teach your children how to do the behaviors you want to see in each routine to be sure they know what it looks, sounds, and feels like to meet your family expectations. Show: Act out what desired behaviors look like for the routine. For example, if you want them to clean up your dishes after eating breakfast, have them watch you pick up your dishes and put them in the sink. Practice: Have your family join you in acting out. Consider making this a fun family activity, such as recording it or creating TikTok videos. Watch: Have them show you the desired behavior—you're done teaching when they can do it correctly.	After you teach, remind your children to follow your home expectations ("Remember to clean up your dishes after breakfast.") at the beginning of routines (before breakfast), especially when you start a new routine.	Reward the behaviors you want to see. One of the best rewards is noticing that they followed family expectations and thanking them. ("Thank you for cleaning up your dishes. That was really kind!")	When a member of your family makes a mistake (including you!), respond to help them get it right the next time.
Remind				Remind: "I see dishes on the table. Remember to be kind to others and put your dishes in the sink."
Reward				Re-teach: If your child keeps making the same mistake, re-teach (show, practice, and watch again). Reward: "That was amazing! You put your dishes in the sink!"

The following table can help you plan out how to teach, remind, reward, and respond. You can change or replace the light blue text to make it your own.

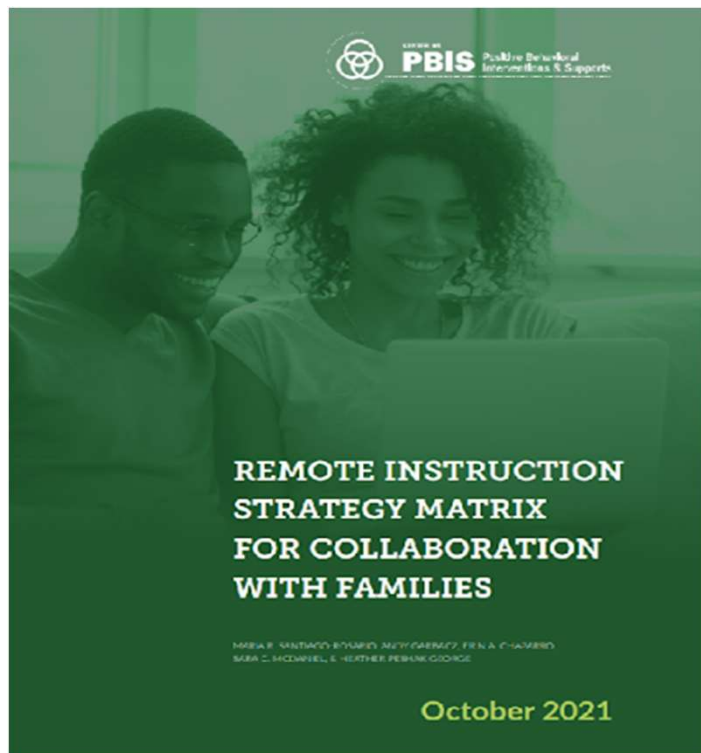
	Routine: Choose 1 routine to start with and write it here	Expectation: Choose 1 expectation to start with and write it here
Teach	Discuss: Add main points for discussion Following the expectation looks like: Add your positive examples here (do these) Following the expectation does not look like: Add your negative examples here (NOT these)	
Teach	Show: Add your plan here Practice: Add your plan here Watch: Add your plan here	
Remind	- Before new or hard routines, remind children how to follow your home expectations - Add 1-2 examples of how and when you will remind here	
Reward	- When your child engages in desired behavior, praise! - Add 1-2 examples of how you will reward (praise) here	
Respond	- When your child makes a mistake: Remind: Add 1-2 examples of how and when you will let them know they made a mistake and remind what to do Re-teach: If your child keeps making the same mistake, re-teach (teach again). Reward: Add 1-2 examples of how you will reward (praise) when get it right the next time	

Center on PBIS (2020, August). Family Plan for Positive Behavior at Home Template. (Content within template adapted by family.)

<https://www.pbis.org/resource/family-plan-for-positive-behavior-at-home>

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Providing Tools

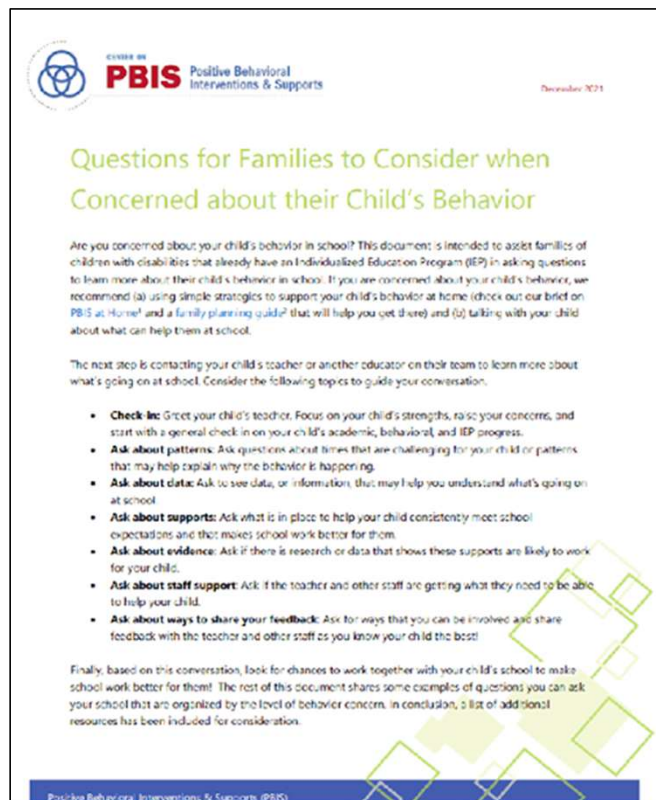


<https://www.pbis.org/resource/remote-instruction-strategy-matrix-for-collaboration-with-families>

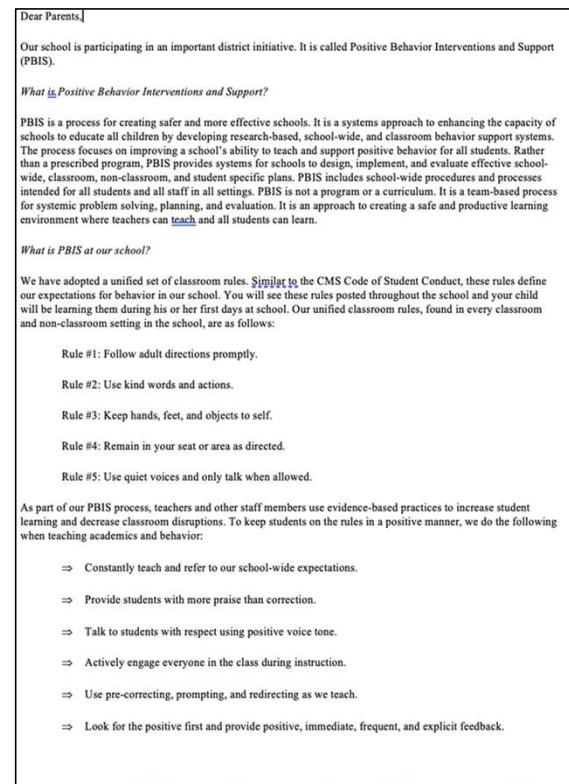


<https://www.pbis.org/resource/remote-learning-for-families-keeping-it-accessible-keeping-it-positive>

More Tools for Families and Schools



<https://www.pbis.org/resource/questions-for-families-to-consider-when-concerned-about-their-childrens-behavior>



<https://www.pbis.org/resource/parent-letter-what-is-pbis>

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Parent Letter

<https://www.pbis.org/resource/parent-letter-what-is-pbis>

Parent Letter

PBIS is a prevention framework designed to create an effective and responsive school system. PBIS includes schoolwide procedures and processes that promote success for all students and staff in all settings. PBIS is not a program or a curriculum. It is an approach to creating a safe learning environment where teachers can teach, and all students can learn.

[Provide some background on PBIS at your school. Share how PBIS aligns with your school's mission, vision, and the values of your family and community].

How PBIS Supports Students

- **Creates a Welcoming School Climate:** PBIS establishes a favorable learning environment that is positive, safe, and predictable.
- **Helps Support Learning:** Students can engage in their learning, and teachers can focus on teaching.
- **Helps Students Stay in Class:** PBIS reduces the number of visits to the principal's office and suspensions.
- **Teaches Important Social Skills:** PBIS helps students learn and practice ways to take care of themselves and build relationships with other students and their teachers - skills that will set them up for success in their social, academic, and work experiences.
- **Supports Other Skills:** PBIS addresses students' needs, helping them improve targeted skills and experience success.

Our Schoolwide Expectations

We want to set our students and teachers up for success. PBIS supports student learning by defining and teaching positive expectations throughout the school year. See our schoolwide

Spanish Translation

En [inglés] nombre de la escuela], utilizamos intervenciones y apoyos conductuales positivos (PBIS, por sus siglas en inglés) para promover el éxito académico y conductual de todos nuestros estudiantes. Como parte importante de nuestra comunidad escolar, queremos compartir con ustedes qué es PBIS y cómo pueden involucrarse.

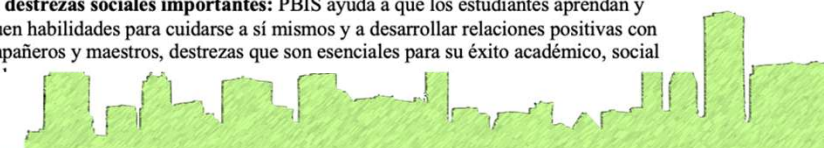
¿Qué es PBIS?

PBIS es un marco de prevención diseñado para crear un sistema escolar eficaz y receptivo. Consiste en procedimientos y procesos escolares que promueven el éxito de todos los estudiantes y del personal a través de todo el ámbito escolar. PBIS no es un programa ni un plan de estudios: es una estrategia para crear ambientes seguros donde los maestros se pueden enfocar en enseñar y todos los estudiantes en aprender.

[Incluya aquí un corto historial sobre la implementación de PBIS en su escuela. Comparta cómo PBIS se alinea con la misión, visión y los valores de su escuela y su comunidad.]

¿Cómo apoya PBIS a los estudiantes?

- **Crea un ambiente escolar acogedor:** PBIS establece un entorno de aprendizaje favorable, seguro y predecible.
- **Facilita el aprendizaje:** Los estudiantes pueden concentrarse en su aprendizaje mientras los maestros pueden enfocarse en la enseñanza.
- **Ayuda a que los estudiantes permanezcan en clase:** PBIS contribuye a disminuir las visitas a la oficina del director escolar y reduce las suspensiones.
- **Enseña destrezas sociales importantes:** PBIS ayuda a que los estudiantes aprendan y practiquen habilidades para cuidarse a sí mismos y a desarrollar relaciones positivas con sus compañeros y maestros, destrezas que son esenciales para su éxito académico, social



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Co-Collaborating Across Centers

Engaging Parents as Partners in the IEP Process

Family participation is an essential feature of the development and implementation of high-quality educational programming for students with disabilities. Families bring important information related to their child's academic, functional, and behavioral strengths, needs, and goals. As a result, it is important to ensure that the individualized education program (IEP) team is truly a partnership that values all participants' perspectives. All participants must understand each team members' role and value the expertise they bring to the development and implementation of the IEP. This webinar, *More Than an Invitation: Tips for Ensuring Parents are Partners in Developing and Implementing the IEP*, featuring the PROGRESS Center, Center on PBIS[®] and PEAK Parent Center[®] shares resources and tips to help schools to effectively engage parents as partners in the IEP process.



Developed By
PROGRESS Center, Center on PBIS,
PEAK Parent Center

Posted On
11/29/2022

Audiences:
Family/Student, General
Educators, LEA/School Leaders,
Special Educators/Providers

Program Development: IEP Team

Program Implementation:
Family Engagement

Resource Type:  Webinar

<https://promotingprogress.org/resources/engaging-parents-partners-iep>

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<https://www.pbis.org/resource/family-resources>



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PBIS Positive Behavioral Interventions & Supports

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Family Resources

Family, school, and community members are critical partners in developing an effective and responsive support system where all benefit. The OSEP Technical Assistance Center on PBIS has developed several resources to support these partnerships. Additional information on supporting families in PBIS implementation can be found at: <https://www.pbis.org/topics/family>.

Released in 2021!

1. **Helping Families Prepare for an IEP Meeting** - <https://www.pbis.org/resource/helping-families-prepare-for-an-iep-meeting>
2. **Questions for Families to Consider when Concerned about their Child's Behavior** - <https://www.pbis.org/resource/questions-for-families-to-consider-when-concerned-about-their-childs-behavior>
3. **Strengthening Family Participation in Addressing Behavior in an IEP** - <https://www.pbis.org/resource/strengthening-family-participation-in-addressing-behavior-in-an-iep>
4. **Remote Instruction Strategy Matrix for Collaboration with Families** - <https://www.pbis.org/resource/remote-instruction-strategy-matrix-for-collaboration-with-families>
5. **Enhancing Family-School Collaboration with Diverse Families** - <https://www.pbis.org/resource/enhancing-family-school-collaboration-with-diverse-families>
6. **Obtaining Stakeholder Feedback to Improve the Middle to High School Transition** - <https://www.pbis.org/resource/obtaining-stakeholder-feedback-to-improve-the-middle-to-high-school-transition>

Released in 2020!

1. **Remote Learning for Families: Keeping it Accessible, Keeping it Positive** - <https://www.pbis.org/resource/remote-learning-for-families-keeping-it-accessible-keeping-it-positive>
2. **An Overview of Endrew F.: Implications for Student Behavior** - <https://www.pbis.org/resource/an-overview-of-endrew-f-implications-for-student-behavior>

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PBIS Positive Behavioral Interventions & Supports

December 2021

3. **Supporting Students with Disabilities at School and Home: A Guide for Teachers to Support Families and Students** - <https://www.pbis.org/resource/supporting-students-with-disabilities-at-school-and-home-a-guide-for-teachers-to-support-families-and-students>
4. **Guidance on Adapting Check-in Check-out (CICO) for Distance Learning** - <https://www.pbis.org/resource/guidance-on-adapting-check-in-check-out-cico-for-distance-learning>
5. **Advancing Family-School Collaboration in PBIS Through the FSICA** - <https://www.pbis.org/resource/advancing-family-school-collaboration-in-pbis-through-the-fsica>
6. **Supporting Families with PBIS at Home** - <https://www.pbis.org/resource/supporting-families-with-pbis-at-home>
7. **Supporting Families with PBIS at Home (Versión en español)** - <https://www.pbis.org/resource/supporting-families-with-pbis-at-home-spanish-translation>
8. **Using the PBIS Framework to Address the Opioid Crisis in Schools** - <https://www.pbis.org/resource/using-the-pbis-framework-to-address-the-opioid-crisis-in-schools>

Oldies but Goodies!

1. **Family-School Collaboration in Positive Behavioral Interventions and Supports: Creating a School Atmosphere to Promote Collaboration** - <https://www.pbis.org/resource/family-school-collaboration-in-positive-behavioral-interventions-and-supports-creating-a-school-atmosphere-to-promote-collaboration>
2. **Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and Strategies for Families and Schools in Key Contexts** - <https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-pbis>

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Questions? Email



Laura Kern

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National PBIS Leadership Forum

Please Complete this Session's Evaluation

10/22

1D – Ensuring Student Success: Reaching All Families & Their Community

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