

Family and Student Centered Behavior Support Resources

Supplemental Materials for the Virtual PBIS Forum

2026

Student and Family/Caregiver Considerations

What unique aspects of the student (*e.g., preferences, interests, what the student likes/dislikes, strengths*) **may assist in understanding the contextually inappropriate behavior or strategies to support replacement behaviors?**

What do you know about the family/caregiver's interests and perspectives related to the student (*e.g., broad goals for the student, priority appropriate behaviors, perspectives on contextually inappropriate behavior*)?

What cultural considerations (*e.g., language barriers, family perceptions of education, non-verbal communication differences*) **or points of cultural incongruity** (*e.g., a student's feeling of not belonging*) **between the student and school setting may contribute to the contextually inappropriate behavior?**

How confident are you that you know the student and family/caregiver perspective?

Not Very Confident	1*	2*	3*	4*	5	6	Very Confident
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**if you have a confidence rating of 4 or less, you may want to consider utilizing the [Student Engagement Tool\(s\)](#) and/or [Family/Caregiver Engagement Tool\(s\)](#) to both inform your understanding and the strength of this plan*

Student Engagement Tools

Guidance for Obtaining Student Input

WHY Engage Students?

- Increase student buy-in to the behavior support plan (Korinek, 2015)
- Increase student's self-advocacy and self-determination skills (Brooks & Young, 2011)
- Students can provide information that we do not know about (e.g., setting events; Reid et al., 1997; Wehmeyer et al., 2004)

WHAT Is the Student Engagement Template?

The Student Engagement Tool can be used with students to better understand their preferences in and outside of the classroom. This can help inform behavioral support planning. This template can be used as an interview the student completes with a preferred school personnel, or a student may complete this template independently as a survey. Educators are encouraged to use this template as a template and adapt it for their students' interests and support needs. Some students may require visual supports or simplified language to complete this interest inventory. An alternate version of the template with visual supports is provided.

The template was adapted from [Thompson et al., 2022](#) and [Vanderbilt University, 2023](#).

HOW to Use the Student Engagement Template

- Determine which template is best for the student.
 - Is the student able to read and respond to prompts independently?
 - Would the template with visual prompts be more appropriate?
 - Would verbal administration (interview format) be more advantageous?
 - If necessary, other preference assessment options are available.
- Determine which adult should support the student in completing the template. Using a person preferred by the student will increase the likelihood that the student will engage productively in the task.
- Add the identified setting/time to the template.
- The person administering the template should explain the purpose of this activity (whether the student will complete it independently or it will be administered in a conversational manner).
 - Be sure to communicate that this is a judgment-free activity, use positive language with phrases such as, "I/we want to improve your experience in Math," or, "by learning more about you and what you like and dislike, I/we hope to better support you."
 - If administered in a conversation, use active listening, emphasizing the need to fully understand the student. Avoid assumptions and respect differences. Refrain from interrupting and emphasize confidentiality.
- After the template has been completed, review the student's response to ensure common understanding. Ask follow up questions as needed to clarify student responses.
- Let the student know that you/the teacher will get back with them soon to discuss plans to improve the experience during (identified setting/time).

Student Engagement for Problem Solving Template

Student Name:

Date:

Student Engagement for Problem-Solving
What behaviors do you get in trouble for during <i>(insert identified setting/time)</i> ?
Are there times during <i>(insert identified setting/time)</i> that you are more likely to get in trouble?
Are there times during <i>(insert identified setting/time)</i> that you are less likely to get in trouble?
Why are you engaging in this behavior?
Who do you enjoy spending time with at school? Adults- Friends-
How do you like to be rewarded or acknowledged for doing well at school?
What is your favorite thing to do at school?
What do you not like about school?
How would you like to receive feedback/correction from teachers?
When I am learning something new, I prefer to.... a. Have someone show me b. Have some one tell me c. Figure it out on my own d. Other:
I prefer to work... a. By myself b. With one partner c. With a group
I work best when the classroom... a. Is quiet b. Is noisy c. Has music playing:
Is there anything else you want to share?

Academic	Tangibles	Activities	Social	Recreation/ Leisure
Going to the library/media center	Computer/ iPad	Coloring/ drawing/painting	Teaching things to other people	Listening to music
Having your good work displayed	Stuffed animals	Making things	Being the teacher's helper	Singing
Getting good grades	Pencils, makers, crayons	Going on field trips	Spending time with friends	Playing an instrument
Having your family praise good school work	Paper	Taking care of/playing with animals	Spending time with teachers	Watching videos
Giving reports	Games	Going shopping	Spending time with the principal	Cooking
Making projects	Sports equipment	Eating in a restaurant	Spending time with someone else, specify:	Building blocks/models
Completing creative writing projects	Toys	Going to the movies	Having class parties	Sports
Earning teacher praise	Books	Spending time alone	Working with friends in class	Crafts
Helping grade papers	Puzzles	Reading	Keeping the classroom clean	
Getting a good note home		Having free time in class	Tutoring other students	
Earning stickers, points			Being a leader in class	

Please circle the things you enjoy.

Other things you enjoy not listed above:

- 1.
- 2.
- 3.



Additional Resource: Choice Board

Description:

Choice boards offer an alternative way for educators to understand student's preferences in and outside of school when students need visual support to communicate their preferences. Educators can customize the board with pictures the student is familiar with (e.g., symbols, photographs, logos), and they can vary the number of pictures presented on the board. Some students may do better with only two options per page where other students may indicate preferences from a page of 50 or more pictures.

Example: (From OCALI)



Resources:

Creating your Own Choice Board:

https://www.ocali.org/project/resource_gallery_of_interventions/page/choice-boards

Additional Resource: Preference Assessments

Description:

Preference assessments can be used to understand the interests of students who do not yet have a symbolic means of communication or who need additional support understanding the connection between visuals (e.g., pictures) and the preferred objects and activities. Although there are several formal, research-based variations of preference assessments (see below), the purpose of all preference assessments is to observe which objects and activities a student engages with and for how long. The objects and activities may be from a predetermined set or in the natural environment.

Examples:

- <https://ebip.vkcsites.org/single-stimulus/>
- <https://ebip.vkcsites.org/free-operant/>
- <https://ebip.vkcsites.org/multiple-stimulus-without-replacement/>

Resources:

Johnson, H. N., Carpenter, M. E., Borosh, A. M., & Folkerts, R. (2022). Including students with significant support needs in the development of behavior support plans. *Inclusive Practices*, 1(3), 106–113. <https://doi.org/10.1177/27324745221082953>

Family/Caregiver Engagement Tools

WHY Engage the Family/Caregiver?

- Families are the child's most powerful, valuable, and durable resource.
- To obtain info necessary to provide a rich, comprehensive understanding of the child (e.g., history of interventions, strengths, communication skills, medical concerns, daily routines, preferences).
- To obtain information about the influential contexts that children experience (e.g., acquiring and practicing social skills, communication, self-care).
- To ensure that functional behavior interventions lead to interventions that produce sustained and generalized outcomes (e.g., throughout the day, in different environments).
- To obtain valuable information while initiating positive relationships with family members.

Using the About My Child Template

- When beginning to problem solve a behavior, this template can be used to gain a family/caregiver perspective.
- Consider the communication preferences of your students' families before sharing. If necessary, collaborate with family support personnel/organizations to provide translation services.
- Suggested language when asking families/caregivers to complete the About My Child Template:

Dear **add family member name**,

As the expert on your child, you have valuable information to share with the people who will interact with them during the school day. The school has provided an About My Child template as a way for you to help us get to know your child better.

When completing this, remember to keep it personal; you can include a current photo of your child (with or without your family). The information you provide should be unique and specific to your child. Consider including your child in decisions about what information to share.

Thank you for sharing your child with us!

About My Child Template

About My Child

Insert photo here

What are _____'s likes and dislikes?

What are _____'s strengths and challenges?

What are _____'s dreams (or our dreams for _____)?

What works and doesn't work with _____?

Where does _____ go in the community?

Who does _____ spend time with regularly?

What supports are needed for _____?

Please share additional information here:

Using the Family/Caregiver Support for Problem-Solving Template

You may choose to use this template when you do not have sufficient family/caregiver perspective to fully understand the function of the behavior and/or to create a function-based intervention relevant to the student.

- This template can be used in multiple ways:
 - As a document for families to complete (after communication with the family inviting them to join you in problem-solving this behavior) or
 - Filled out by you as you discuss with the family (face-to-face or remotely) and
 - In conjunction with the About My Child Template if you haven't already shared it with families/caregivers
- To determine the best method of use, consider your previous communication with the student's family.
 - What methods have been most successful in the past?
 - What methods of communication are preferred by the family? If you don't know, consider asking them.
 - When communicating with families/caregivers, convey the rationale for their involvement in problem-solving the contextually inappropriate behavior.
 - "As your child's most powerful and valuable resource, you can provide insights into your child that school personnel do not have available."
 - "When you are involved in problem-solving behavior, strategies can extend beyond the school into the home, leading to long-term positive outcomes for your child in a variety of settings."
- Sample cover letter for the Family/Caregiver Support for Problem-Solving Template:

Dear *Family Member(s) or Caregiver's Name(s)*,

*You may be aware that **add student's name** has been engaging in some challenging behavior at school recently. We hope to work with you to develop a support plan to address this challenging behavior.*

*We want your help to develop a stronger foundation to support **add student's name** by helping us to learn more about them. The enclosed form has questions related to both the challenging behavior as well as behavior(s) we hope to develop in your child.*

*You are welcome to complete and return this form or we can schedule a time to talk. If you would like to schedule a time to talk, please contact me via **add phone number and email address**.*

Sincerely,

Add your name and contact information



Family/Caregiver Support for Problem-Solving Template

Student Name:

Date:

Family/Caregiver Support for Problem-Solving

As we discussed, we are experiencing some challenges with _____ (*insert behavior name*).

The reason this is concerning for your child is because it is _____ (*add reason for plan, focus on the student, for instance "keeping them from connecting with friends," "excelling academically"*).

Please respond to the following questions to provide information that will be helpful in behavior problem-solving.

This _____ (*share contextually inappropriate behavior and the definition*) is what we are seeing in school. Do you have anything to add/change?

Have you experienced this challenge?

Have you found any effective strategies?

Do you have any thoughts about this behavior?

What behavioral goals do you have for your child?

In order to meet their goals, we plan to help your child by putting in an intervention to help them find a more appropriate way of behaving.

This _____ (*share contextually appropriate behavior and the definition*). Do you have anything to add/change?

Please share additional information here:

Additional Tools to Engage Students and Families in Problem-solving Behavior

[Functional Assessment Interview - Parents](#)

[Positive Partnerships \(supporting children with Autism\)](#)

[PBIS Family Resource](#)

[Family School Collaboration in PBIS](#)

[Family Involvement in Functional Assessment](#)

[Family Involvement in Behavior Support \(for young children\)](#)

[General Strategies for Getting to Know Your Families](#)

[Let's Chat: Strategy for Getting to Know Families](#)

[Collaborating with Families of Students with Disabilities](#)

