



Try and Make Me!
Tips for Managing Children's
Behavior Using Positive
Behavioral Interventions and
Supports (PBIS) at Home

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Agenda

Applying the Principles of PBIS at Home by:

- Setting clear expectations for children's behavior with predictable schedules and routines;
- Applying the 4 to 1 rule at home with children to recognize successes; and
- Using non-confrontational limit setting with children when misbehavior occurs.

Padlet with additional resources:



On Track for Success: Tips and Tools for Managing Your Child's Behavior Using Positive Behavioral Interventions and Supports (PBIS)

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What do you think is the most common response used when children misbehave?

In the Past...

People thought of behavior entirely in terms of **rewards** and **punishments**. They didn't think about preventing it, but only about what to do **after** the behavior happened.

We weren't taught to figure out WHY a behavior might have occurred, only whether to **reward** it or **punish** it.



Research has taught us...

Punishment may stop the behavior in the **short** term, but it alone does **not** TEACH children the skills needed to be able to behave appropriately in the future.

Lane & Murakami, 1987; Rose, 1988; Nieto, 1999; Sprick, Borgmeyer, & Nallet, 2002; Costenbader & Markson, 1998



Fact or Fiction???

Children know what's expected of them, but they just choose not to do it.

People often interpret misbehavior as willful in **all** situations. We jump from "**DOES not do**" to "**WILL not do**" without evidence that the act is **willful**. Then people attempt to increase control over the child in order to gain **compliance**.



How can we use this information to address misbehavior with our children?

- Expectations are **unclear/confusing** to the child.
(*"I don't know what to do!"*)
- The child **lacks the skills** needed to meet the expectation.
(*"I don't know how to do it!"*)
- The consequences are **unclear** to the child or **inconsistently implemented**.
(*"What really happens if I don't do it?"*)
- The child has **other needs** not being addressed

Approaches to Supporting Children's Behavior: Positive Behavior Support (PBS)

PBS is based on the principle of prevention, meaning that investing heavily in teaching and acknowledging positive behavior can reduce the need to react to misbehavior and rule violations.

"If behavior is learned, then it can be taught!"
(attributed to B.F. Skinner)

Positive Behavior Support (PBS) is based on proactive principles...

- Rather than over-relying on punishment, Positive Behavior Support (PBS) focuses on **preventing** misbehavior by creating an environment that supports behavior you want to see.
- There is a greater focus on **teaching** expected behaviors and **encouraging** them by acknowledging good choices.
- Changing the **environment** produces more positive results than demanding compliance.

The Importance of TEACHING Behavior

Behavior is malleable across the lifespan. This potential for behavior change is affirmed by what research on the brain refers to as **neuroplasticity**. This means that behavioral patterns can be changed and neural pathways can be rerouted at any age by experience, education, and training.

(Karbach & Schubert, 2013)

PBIS Tip #1: Set the Stage for Success by Making Routines and Expectations CLEAR-- Teach, Pre-Teach and Re-Teach

Children are better able to meet our expectations when they know what those expectations are in the first place.

Making Expectations CLEAR: The Family Dinner...

- Think about the rules and expectations for your family when having dinner at home.
- How do these change when you have **company** or **visitors**?
- What about when you go out to dinner at a **restaurant**?
- How about during a **picnic**?




Home Routines as Triggers, aka "The Usual Battlegrounds"

- Getting Ready for School
- Grocery Shopping
- Dinner Time
- Getting Ready for Bed
- Homework Time
- Etc???





Does your child clearly understand exactly what you expect in each situation?
How do you **KNOW** that s/he knows?

Why Behavior Problems **REALLY** Occur...

High rates of inappropriate behavior are associated with **lack of clarity** about the **rules, expectations, and consequences**.

Lewis & Sugai, 1999

So how can you use this information to prevent problem behavior?



Making Expectations and Rules CLEAR: What NOT To Do

No talking back No hitting your sister No interrupting others No whining No throwing things No running in the store - Etc...	2+2 is not 1 2+2 is not 2 2+2 is not 3 2+2 is not 5 2+2 is not 6 2+2 is not 7 - Etc...
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Preventative Strategy: Make Your Expectations **CLEAR**

- Use **positive phrasing** to give "start" directions (not stop)--tell them what TO do, instead of only what NOT to do.
- Instead of "Don't run in the store," try "We walk in the store."
- Instead of "Stop yelling," try "Use your inside voice."
- Instead of "No throwing the ball inside the house," try "We throw the ball outside only"



Making Your Expectations **CLEAR**

- What does "pay attention" mean to a 7 year old?
- Clarify by breaking down what "paying attention" really means:

Are your listening ears on?

Are your eyes on who is speaking?

Is your mouth quiet?

Is your brain thinking about what's being said?



Making Your Expectations **CLEAR** and Giving Directions that **WORK**

- Give **"start" directions**, instead of "stop" ones (*"Please put your backpack away", instead of "Don't drop it there!"*).
- Allow **ample processing time** (at least 10 seconds for many children).
- Break down directions into **smaller steps/chunks**; then offer 1-2 steps at a time.
- Pair verbal directions with **visual cues**.



Use Visual Supports to Make Expectations **CLEAR**

*What do you hear adults saying over and over again?
What do you hear children asking over and over again?*

- Visual supports are a way of making auditory information visual.
- By using visuals, we can let children know exactly what to expect (and *not* keep them guessing).



Show and Tell Time: Use Visual Cues to Teach Expectations, Rules and Routines



- If your expectation is for the child to "clean up when finished playing", show the child exactly what "clean up" looks like.
- Get out your camera/phone and snap a photograph of what you want your child TO do.
- Post it, model it, practice it, notice when it's done and praise it!



Use Visual Supports to Clarify Expectations

It's Time to Clean My Bedroom

What To Do: All Done

1. Hang Up My Clothes.
2. Put My Toys and Games on the Shelf.
3. Make My Bed.
4. Put Dirty Clothes in My Hamper.
5. Put My Shoes in My Closet.

Visual supports can be used to **teach** children new routines and foster independence in established ones.

Brushing My Teeth

1. Pick toothbrush and toothpaste.
2. Put water on toothbrush.
3. Put toothpaste on toothbrush.
4. Brush front of teeth.
5. Brush back of teeth.
6. Spit water out.
7. Rinse mouth with water.
8. Brush floss/brush.

Teach Rules, Routines and Procedures Using Social Stories

- Using **social stories** is another way to facilitate better behavior and greater independence in daily activities and routines.
- Planning the routine and writing about what will happen (in story format), then reviewing story can prepare the child who has difficulty knowing what is expected and provide a way to practice appropriate behaviors and responses.

[click for examples: Creating and Using Social Stories and Scripts](#)



Princesses Do Their Homework

Cinderella is a princess. But, she also goes to school every day. She learns many things at school. She learns about reading and math. Cinderella's teacher also gives her homework. Homework helps students learn. When Cinderella remembers to do her homework, her teacher is very happy! So Cinderella is going to try to do her homework every day!

Here is Tiana. Tiana is a princess, too. Tiana goes to school like Cinderella and works very hard. And, Tiana gets homework, too. Sometimes Tiana is a little tired of doing all that work. She doesn't want to do her homework in the evening. Oh no! Don't wait to do your homework!

When you wait, you have to hurry, hurry, hurry. And sometimes you don't finish. Always try to do your homework right after school. Tiana learned it's best to do homework right after school.

All of the princesses think it's best to remember to do their homework right after school.

This is making a good choice, just like a Princess!

I Can Wear Underwear

I can try wearing underwear under my clothes instead of pull ups.

When I get dressed for school in the morning, I can put on my underwear and then put on my clothes.

Thomas tries by himself, first!

Creating the Environment: Start with Clarity, Predictability, Structure and Routine

Provide structure by organizing the environment for success with clear **guidelines about what is expected** with **consistent, routines** (when to get up, what time an activity starts, etc.) and **predictable consequences** (what happens if siblings fight over a toy, etc.).



Strategic Scheduling: Use the Structure to Your Advantage

- Children need to know that there is a time to eat a snack, a time to do homework and also free time, but free time starts **after** homework is done.
- If the homework part is not finished, then the child cannot move on to the next part of the schedule.

"Right now is homework time. The sooner you get it done, the sooner you can have free time."



Visual Supports for Homework Time

EXAMPLE: My Homework Routine
 3:00: I have a snack and relax
 3:30: I get my stuff (pencil, paper, calculator, books) and go to my homework spot
 3:35: I help Mom/Dad make my "To Do List"
 3:40: I start my homework
 4:00: Mom checks to see if I need a break
 4:25: Mom/Dad checks my work
 4:30: I edit my work (if I need to)
 4:35: I edit my work (if I need to)

EXAMPLE: Homework Self-Monitoring Chart

	Mon	Tues	Wed	Thurs	Weekend
Was I Respectful? This means I: • Asked for help calmly. • Remembered to say "Thanky"					
Was I Responsible? This means I: • Started homework without extra reminders					
Was I Ready? This means I: • Completed homework and put things away before free time					

Example "yes/no" chart

When?	What?	All Done?
3:15	I get my stuff (pencil, paper, books) and go to my desk	
3:20	I make my "Homework List"	
3:25	I start my homework	
4:00	Take a quick break	
4:25	Mom/Dad check my work	
4:30	I edit my work (if I need to)	
4:45	I have free time until dinner	

Click for Using Task Lists for Homework on padlet: [On Track for Success: Tips and Tools for Managing Your Child's Behavior Using Positive Behavioral Interventions and Supports](#)

Strategic Scheduling: Embed Structured Choices

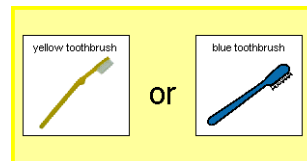
- Additionally, embedding **choices**, especially during problematic routines, will decrease the likelihood of a child engaging in challenging behaviors.
- Offering choices **proactively** (not reactively) can also help us avoid power struggles with children.



Snack Choices:



Choices within Home Routines: How many "Getting Ready for Bed" choices can you think of???



Choices within Home Routines: "Getting Ready for Bed"

- Do you want to brush your teeth with the orange toothbrush or the green toothbrush?
- Do you want to wear spiderman or batman pjs?
- Do you want to hear one bedtime story or two?
- Do you want to read this book or that book?
- Do you want to go to bed with nightlight on or off?
- Do you want to have quiet music on or off?
- Do you want the door open or the door closed?

Whatever they pick, remember to say "Good Choice."

Strategic Scheduling: Use the Structure to Your Advantage

- Provide **advance warnings** with verbal reminders and visual cues/timers before a change to help children prepare mentally and emotionally.
- Indicating completed tasks with checkmarks or moveable cards can give the child a sense of accomplishment and reinforce behavior.



Use the Structure to Your Advantage

- Visual reminders (written schedule, pictures) can also be used to **redirect** the child as needed.
“Check the list—looks like you just have more things left to do before you can go play.”
- Using language like this can help a child see the relationship between completing the task to get to do something he likes to do.
- Using visual cues at home can also help promote independence.



Setting The Stage for Success! Plan Ahead & Precorrect Behavior

- Behaviors are related to the context (i.e. activities and environments) in which they occur.
- Try to anticipate potential “trigger” situations and what your child may do.
- Then review expectations in advance of the situation (**before** the child has a chance to break the rules).
- Hope for the best, but plan for the worst!



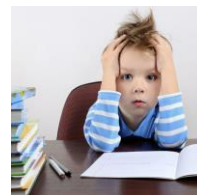
Bringing Ideas Home...

- Now think of a routine in which **your child** may have behavior problems...
- Are the **expectations** clear to your child?
 - Is there any way to add more **structure** to it?
 - Can you embed any **structured choices** in that routine?



Behavior Support Tip #2: Use Non-Confrontational Limit Setting to Establish Clear Expectations with Consistent Consequences

Click for limit setting resources on padlet:
[Tips and Tools for Parents in Managing Teenager's Behavior Using Positive Behavioral Interventions and Supports \(PBIS\)](#)



Make Expectations & Consequences Clear: Use “When...Then” Statements

- Once an expectation is set or a direction has been given, try using a “when...then” statement if the child starts to become off task.
- A “when...then” statement is a simple instruction that tells your child what he/she must do in order to earn a desired consequence (what he/she wants to do)--also known as a **contingency statement**.
“When your homework is done, then you can go outside to play.”

Tools for Making Expectations and Consequences Clear: Behavior Contracts

Tell the child **in advance** what the consequences of his actions will be--positive things and non-preferred or "negative" consequences, so that he can decide what to do.

A **behavior contract** can help with clarifying these criteria.



Make Consequences Clear: Behavior Contracts

- A **behavior contract** is a visual tool for establishing a contingency by creating a contract between child and parent detailing each one's responsibilities and what they will receive for meeting expectations—this is better for older children and/or teenagers.
- Involve the child in creating it—the more input you get from them, the more likely they will be to honor the contract.
- Start by setting realistic goals with the behavior contract, then work towards bigger goals.

Making Expectations and Consequences Clear: Contingency Maps

- A **contingency map** is a visual support that can be used to help remind children in advance about expectations and consequences.
- Contingency maps visually "map out" 2 courses of action—what will occur if the child chooses to "follow the rules" in the given situation or what the response will occur if they violate the rules.
- Setting limits by outlining choices encourages children to take responsibility for those choices.

Using Contingency Maps

Click for examples of contingency maps for setting limits: [On Track for Success: Tips and Tools for Managing Your Child's Behavior Using PBS](#)

Make a Choice: Losing a Game

Non-Confrontational Limit Setting: Remember to Use the Contract!

"The contract says if you...then you can...But if you..., then..."

"What did we agree would happen if you...?"

"So what should happen now?"

Keys to Setting Limits: Be Consistent!

- Know how you are going to react and be consistent.
- Consistency is key for limits to be effective--if rules vary day by day or person by person, children get mixed messages which can lead to testing boundaries.
- Choose your battles wisely but be sure to follow through--Say what you mean and mean what you say.

Consider the Impact of Our Responses on Children's Behaviors



**Teaching Them Our Expectations:
Give Positive Feedback and
“Catch the Child Being Good”**

- Remember to recognize desired behavior—attention can be a valuable tool.
- Use praise to teach children which behaviors are expected, accepted, or desired.
- Be specific and keep praise focused on the child's behavior and what they DID.
- Pay more attention to behaviors you want to see again than behaviors you wish would go away.

Don't Forget!

Talking the Talk: You see what you focus on...



So where is your focus?



The Importance of Focusing on the Positive

Typically, for every **one positive** comment that children hear:

- Elementary school students usually receive **3 negative** comments or corrections.
- Middle school students usually receive **9 negative** comments.
- High school students usually hear **11-17 negative** comments.

Pairing Positive Feedback with Rewards

- Create a visual system (sticker chart, etc.).
- For example, list weekly chores and use a sticker to mark when each is completed. At the end of the week, if all chores are done according to expectation, give a reward.
- Identifying rewards--try asking them what they would enjoy doing, not necessarily having.
- Create a reward basket or box of toys/items you already own but that your child only gets to play with when they have done what was expected.

Reward Charts

See "Catching Them Being Good" column in packet for examples of reward charts: On Track for Success, Tips and Tools for Managing Your Child's Behavior PBIS

Last Tip: Balance Your Use of Praise and Corrections Using the 4:1 Ratio

- "Negative" interactions are **not wrong** and corrections are **necessary**—the key is your **ratio** of corrections to positives (directives are neutral).
- Try to make sure the **overall ratio** of adult to child interactions are **more positive** than corrective.



Balancing Acknowledgements and Correction with the 4:1 Rule...

(Smith & Sprague, 2006)

**Specific Praise/
Acknowledgements
Reinforcement**
Personal praise
Effort-based praise
Behavior-specific praise

"You put your dish in the sink without me even having to ask you! Wow, I'm impressed!"

4 : 1 Corrections



Parting Thoughts...

The 4 to 1 Ratio: It's NOT Just for Kids

Successful Marriages...

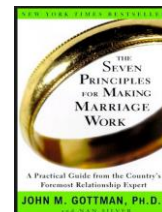
Study predicted whether 700 newlywed couples would stay together or divorce by scoring their positive and negative interactions in a **15-min. conversation** between each husband and wife.

Gottman, 1994



The 4 to 1 Ratio: It's Not Just for Kids

Successful Marriages:
Ten years later, the follow-up revealed that they had predicted divorce with **94% accuracy**.



The 4 to 1 Ratio: It's Not Just for Kids

Successful marriages:

- 5.1 positives to 1 negative (speech acts)

Marriages likely to end in divorce:

- 1 positive to 1.3 negatives ratio were likely to end up in divorce

Gottman, 1994



On Track for Success: Tips and Tools for Managing Your Child's Behavior Using Positive Behavioral Interventions and Supports (PBIS)

Setting Clear Expectations and Limits

Avoiding Power Struggles

Developing Schedules and Routines at Home

Catching Them Being Good and Rewarding Behavior at Home

Contingency Menu

Want more ideas? Check:
<https://padlet.com/michellelockwood/on-track-for-success-tips-and-tools-for-managing-your-child-Sagpxee5n289xib>

To Avoid Youth Struggles

For Inclusive Education

Thank you for your time and attention!

Additional Questions/Comments?

Email: michelle@allinforinclusiveed.org

Website: www.AllInforInclusiveEd.org

Padlet: [On Track for Success: Tips and Tools for Managing Your Child's Behavior Using Positive Behavioral Interventions and Supports \(PBIS\)](https://padlet.com/michellelockwood/on-track-for-success-tips-and-tools-for-managing-your-child-Sagpxee5n289xib)