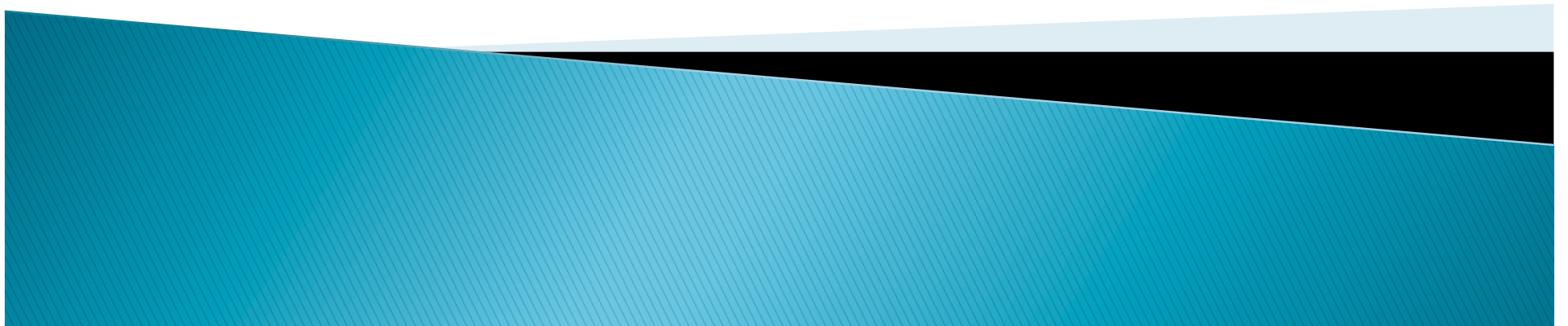


Bridging the Gap: Bringing PBIS Into the Home

Tim Andrews

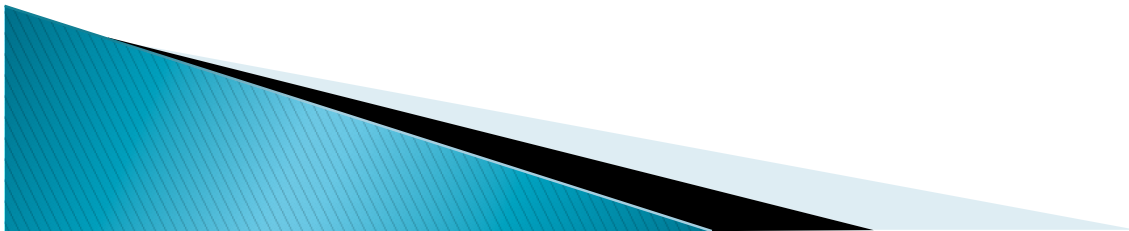
Early Childhood Positive Behavior Support Specialist
Multnomah Education Service District

Thanks to Positive Beginnings for some content



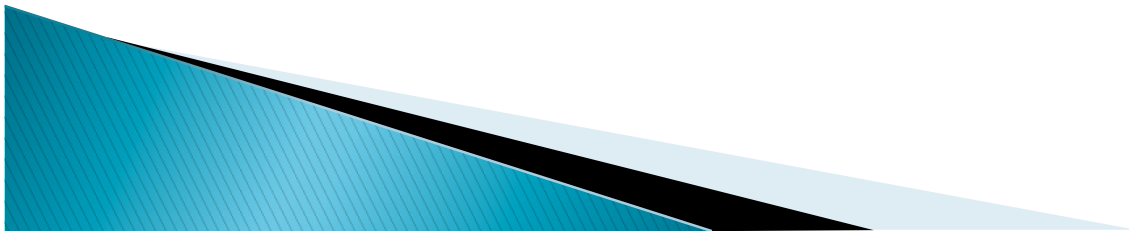
Learner Objectives

- ▶ Participants will be able to identify barriers to effecting positive change on families.
- ▶ Participants will be able to effect more change in our challenging families.



Why Family Participation?

- ▶ Parents are the primary force behind a child's development both now and in the future.
- ▶ They have a vested interest in the child's behavior.
- ▶ Who are the experts?
- ▶ This child will never have another mom. It's their parent no matter what.

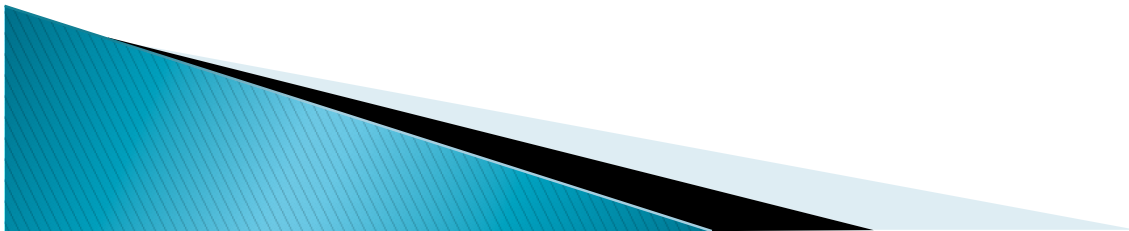


Tough Times



Family Emotions & Fears continued

- ▶ Parents feel vulnerable and are hurt by comments from family and friends criticizing their child and their parenting. Add this to fears, embarrassment, and exhaustion.



“He just didn’t get
his way...”

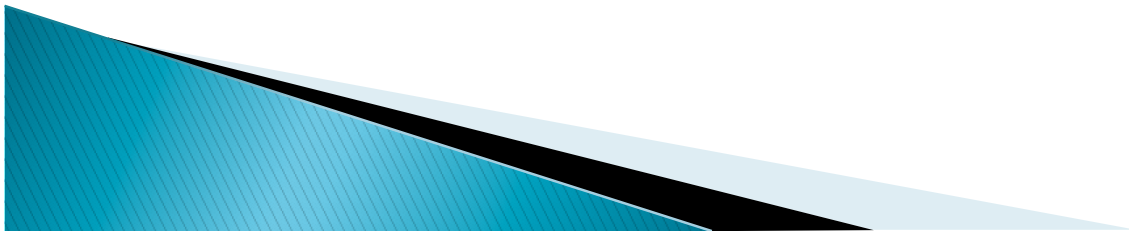


How People Viewed Us



Activity: Family Voices...Family Feelings...

- ▶ What did you hear?
- ▶ What surprised you?
- ▶ What is important for you from these quotes and clips?
- ▶ What can you do to remember the important messages you have heard?
- ▶ What actions are needed in daily communications with families?



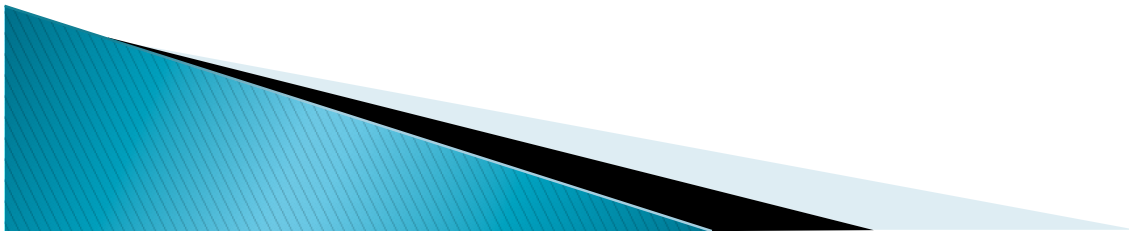
Some Assumptions

- ▶ Every parent wants the best for their child.
- ▶ Every parent does the best they can.
- ▶ Think about the kids we work with...
 - Do we assume competence? Do we hold high expectations for them?
- ▶ Why do we have positively stated expectations for children?



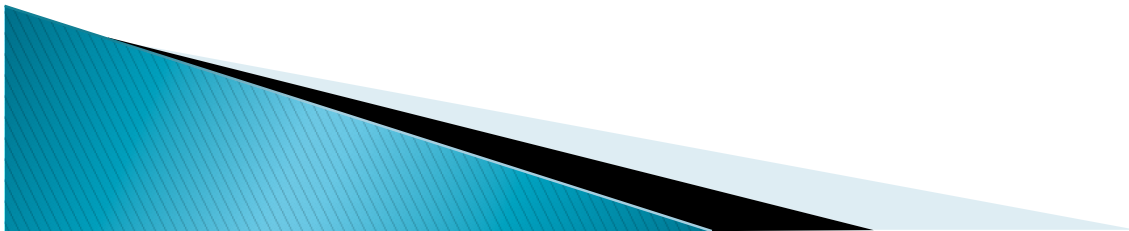
Activity: What pushes your buttons?

- ▶ What 'behaviors' do families exhibit that really push your buttons? That frustrate you?
- ▶ How does this impact your relationship with the family?
- ▶ How can we 'reframe' these thoughts?



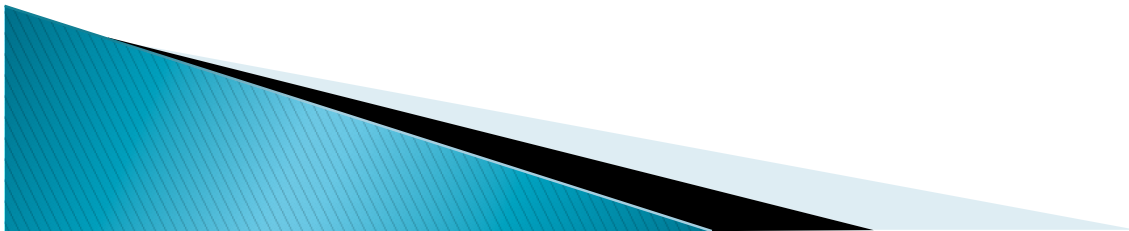
Expectations and Blame

- ▶ What happens to our expectations for families when we blame?
 - Parents
 - Community
 - Poverty
 - Drugs
 - ?



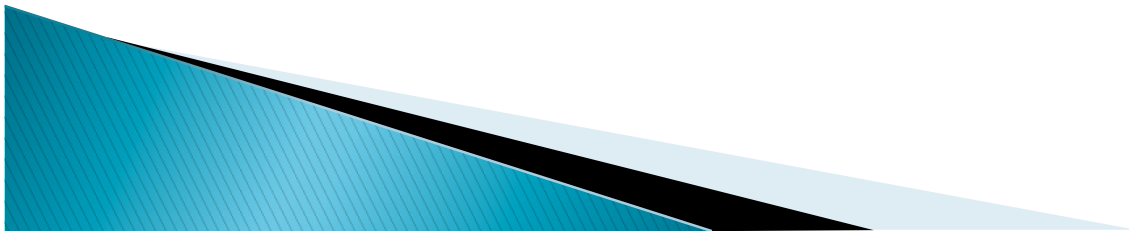
Consider Teach for America Study

- ▶ The best teachers:
 - Accurately self assess
 - Look at themselves as both the problem and solution.
 - Hold high expectations for all children and families.
 - No excuses
 - Work backwards from desired outcomes.



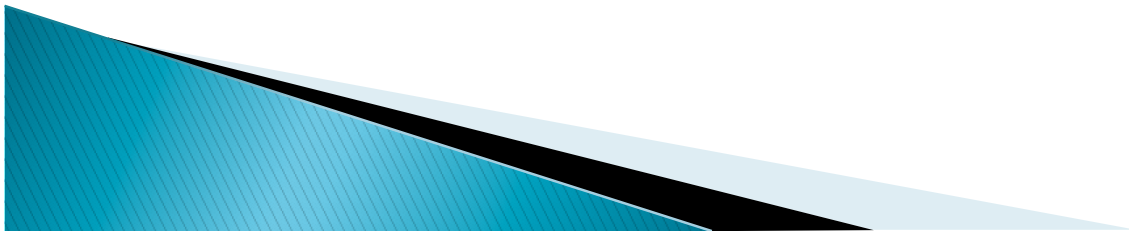
Let's think about families.

- ▶ Do the most challenging families accurately self assess?
- ▶ Do the most challenging families blame external things?
- ▶ Do the most challenging families know how to work backwards from desired outcomes?
- ▶ Would it be beneficial if families could do these things? Why?
- ▶ How can we expect our families to do these things...if we are not able to do them?



Parallel Process

- ▶ If a parent blames external factors...
 - We...blame the parent for their blame?
We accept their truth? (more on this later).
- ▶ If a parent does not accurately self assess we....
- ▶We blame and judge? We complain?



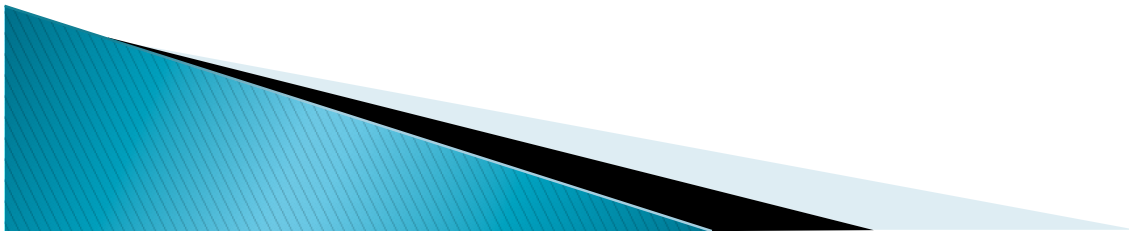
We are here to help.

- ▶ Ok...it's all their fault...NOW WHAT?
- ▶ Our job is to help and assist.
- ▶ Blame and fault do not matter.
 - If focusing time here, not only a waste, but damaging!
 - This is not to say that poverty, drugs, etc. can effect a child – they can. However...this is not justification for not having high expectations!
 - Remember Teach for America Study.



The Family's Perspective

- ▶ Like all families, parents of children with challenging behavior worry about their child's safety...
 - For example, do others understand when he asks for help, expresses pain or illness, or makes requests to use the bathroom, get a drink, or play with a toy?



Fears for Jamal...



- ▶ “He doesn’t have ways to let others know what he is thinking, what he wants, what he needs. People often don’t know he is happy or sad or scared or hurt. I worry they will just punish him when he isn’t being bad; he just doesn’t know.”

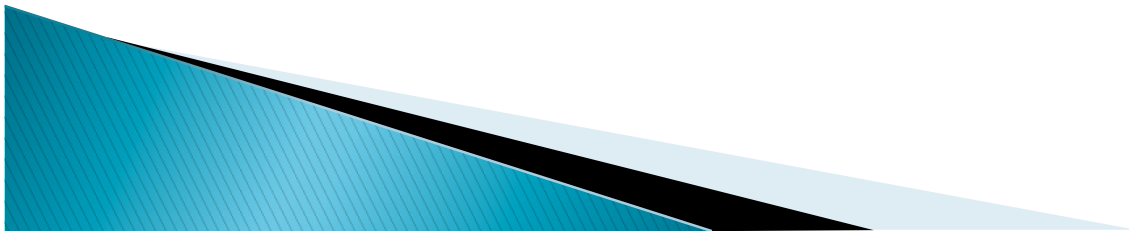
Gus' Dad

- ▶ “They told us he couldn't stay because he didn't use the Montessori materials the right way. They didn't want Gus in their program.”



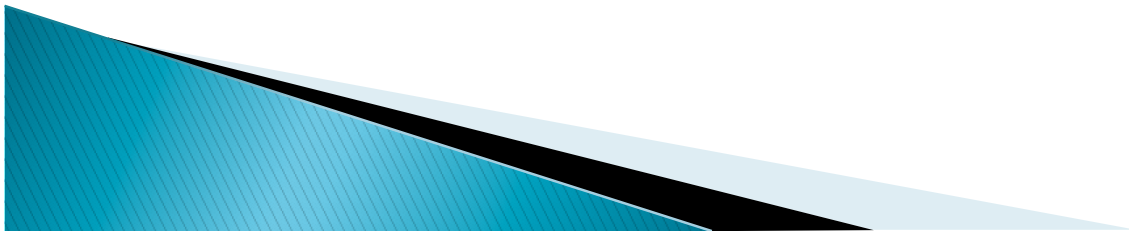
Reframe!

- ▶ No easy task, but essential.
- ▶ Requires confidence and high self esteem
- ▶ Requires YOU to change.
- ▶ Makes it possible to work backwards from outcomes.



Accept a parent's truth

- ▶ Why?
 - Place to start – real and legitimate.
 - Meets them where they are.
- ▶ What's true to someone is true to them – no matter what you think!
 - You can't change their truth – but you CAN work with it!
- ▶ Accepting someone's truth is different from agreeing with them.



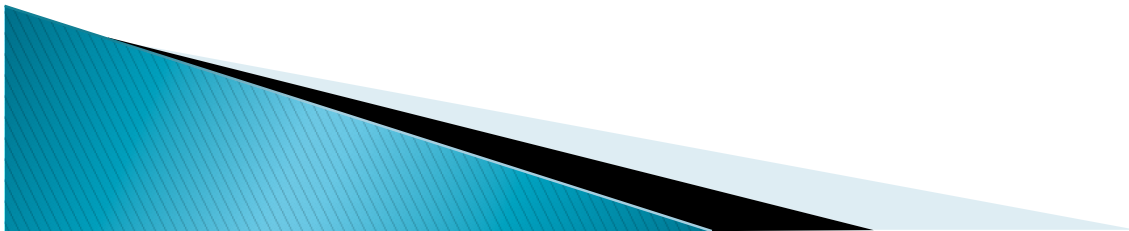
What happens when we don't accept their truth?

- ▶ “I’ve told them what to do!”
- ▶ We give up on the family – we blame, etc.
 - Family is seen as the problem and not as part of the solution.
- ▶ Family gives up on us
 - We are seen as useless
- Can we do our job in this context? What is our job?
TO HELP!
- Do we want families to be part of the solution?
Why?



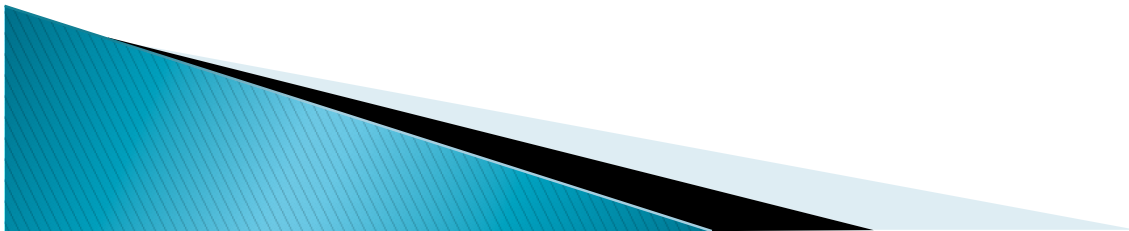
Reframe = staying solution focused

- ▶ When we focus on solutions, we can....
 - Do our job! We can effect change and hold a vision of a possible future for the parent.
 - Without visualizing this future, it will be very difficult to change.
 - Begin to help the family see solutions to their problems. We can move the family from a 'blame' place to a solution.
 - This work is parallel!
 - The story of Haley's mom – don't take it personally!



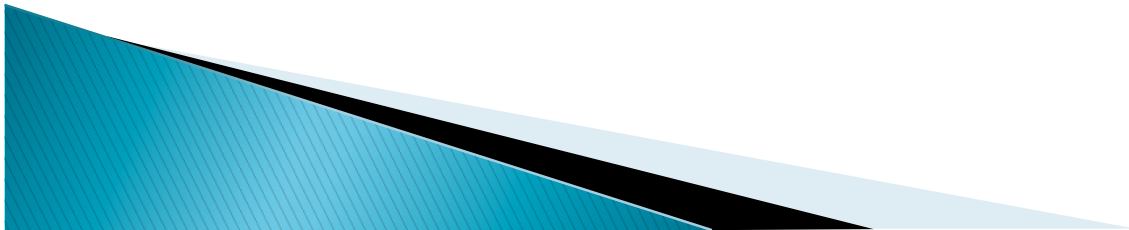
Relationship Building

- ▶ The families that need positive, nurturing relationships from professionals the most are often the ones who make this the most difficult.
- ▶ Parents will learn and change in the context of relationships that are supportive.
- ▶ Never give up.
- ▶ The story of DeAngelena



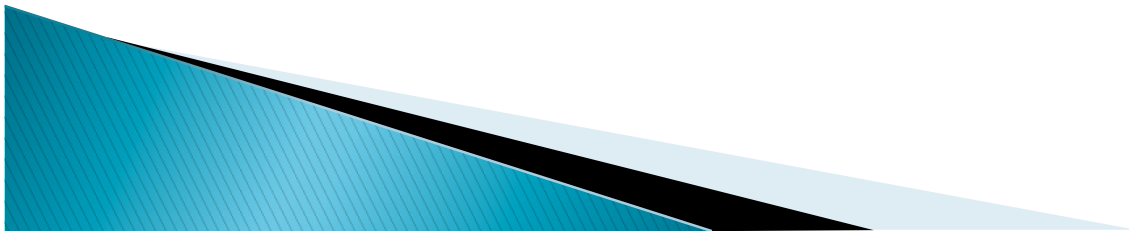
Communication is key!

- ▶ Some Do's and don'ts.



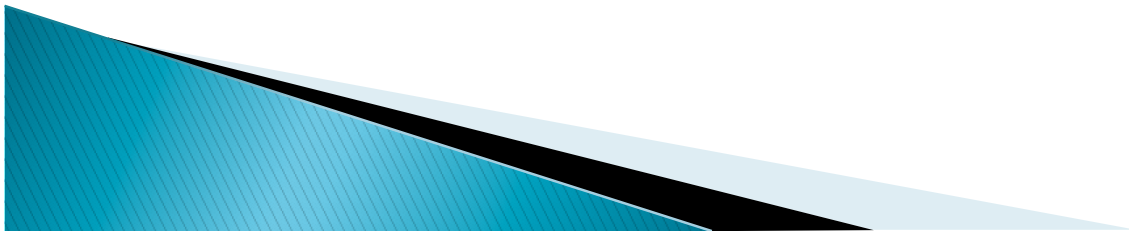
Building relationships with communication

- ▶ Listen! Don't just wait to talk...
- ▶ Stay in the moment – when building the relationship don't jump to solutions – they will likely not get implemented anyway.
- ▶ Emphasize strengths
- ▶ Hold a positive vision for the family
- ▶ Functional goals! Focus is not on 'fixing' anyone but on improving quality of life.



Powerful Questions to ask

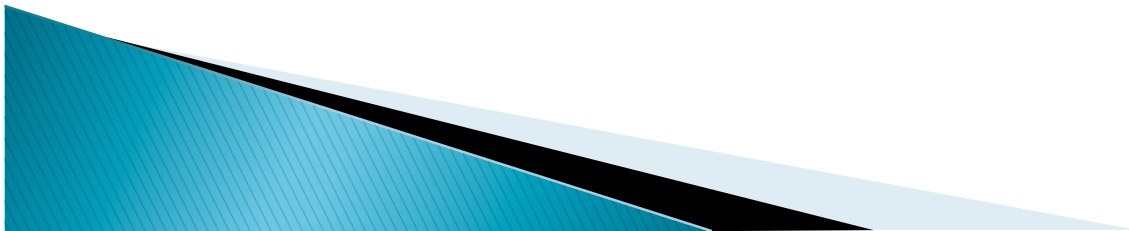
- ▶ What's working well for you now?
- ▶ What makes a day good?
- ▶ What makes a day challenging?
- ▶ What worry keeps you up at night?
- ▶ If you had an assistant for the day – what would they do?
- ▶ What community activities do you feel you are missing that you'd like to participate in?



Reminders for supporting ongoing communication.

Check the:

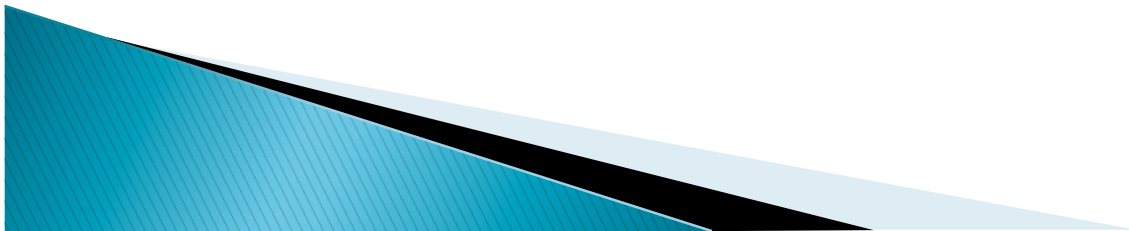
- ▶ Language and nonverbal communication you use
 - Primary language
 - Body language
 - Cultural perspective
- ▶ Materials you use to gather and give information
 - Reading and writing levels
 - Public or private
 - Perspective (strengths based, deficit model)



Reminders...con't.

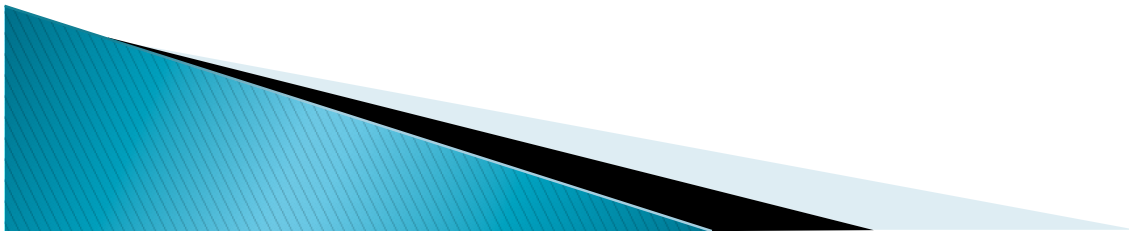
Check the:

- ▶ Methods you use for communication
 - Problem-solving and decision making strategies
 - Levels of directiveness, cooperation, explicitness
- ▶ Formats for reporting progress and results
 - Authority vs. partnership
 - Confidentiality and emotional safety



Effective Communication

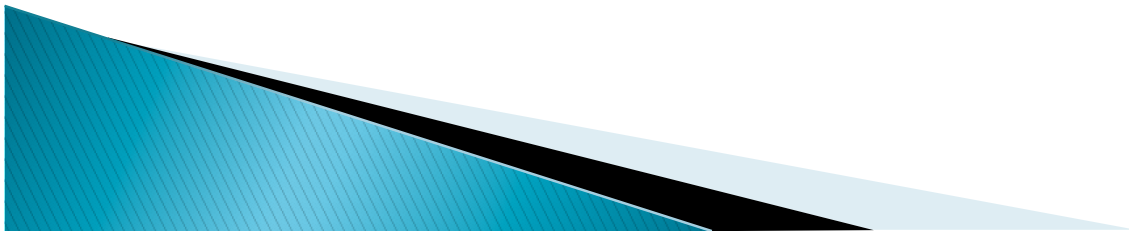
- ▶ What is effective communication?
- ▶ What do we tend to do when our communication is not effective?
- ▶ Our job is to find a way to have effective communication with every family.
 - Whose job??? OUR JOB!



Reminder:

Variables that Impact Communication

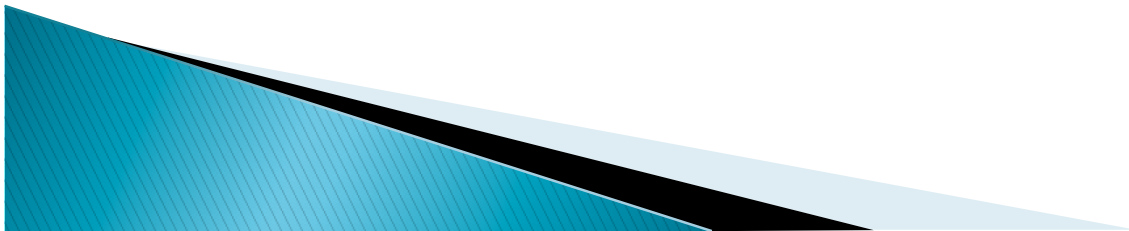
- ▶ Family history, culture, and values
- ▶ Personality or learning style
- ▶ Child-rearing beliefs
- ▶ Stressors and logistics (e.g., work or school schedules, family and community responsibilities)
- ▶ Time and resources (e.g., number of back-up babysitters, health insurance, transportation, finances)



Reminder:

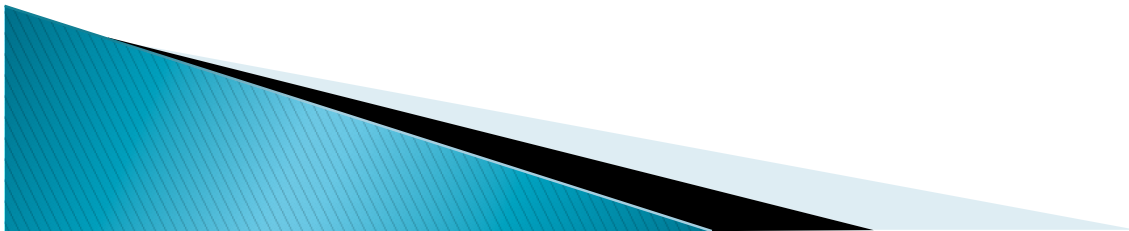
Variables that Impact Communication continued

- ▶ Language use and educational level
- ▶ Clarity of roles and expectations
- ▶ Physical and mental health, abilities and disabilities of family members
- ▶ Knowledge about and perceptions of challenging behavior



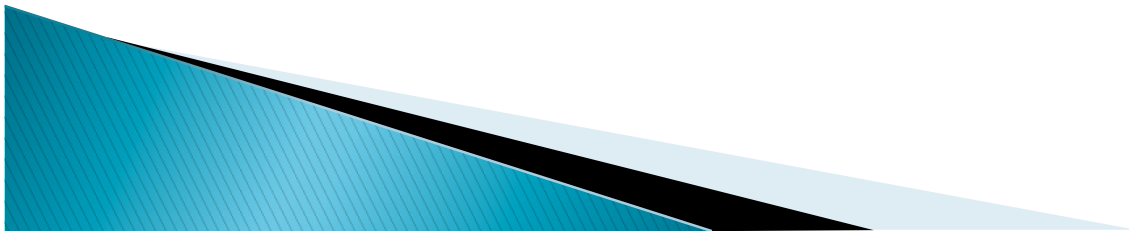
Key Points

- ▶ Communication is a bidirectional process
- ▶ The “give and take” can help build trust and promote collaborative relationships
- ▶ There is no one “right” way to communicate with families
- ▶ Keys to success include frequent, positive, and strengths-based interactions



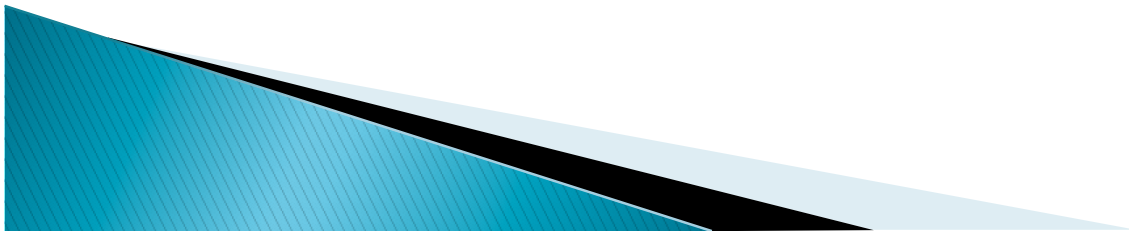
Julius' Insight

“I need them to help me know what to do. I don't want them to tell me what to do. He's my son. I know him and my family and how we do things.”



More Assumptions...

- ▶ Everyone does things for a reason.
- ▶ Every parent/caregiver/family believes they are doing the right thing for their child.
- ▶ Families do what they know.
- ▶ Their underlying belief...why they do what they do...is a great place to focus.
- ▶ The FUNCTION of the parent's behavior.



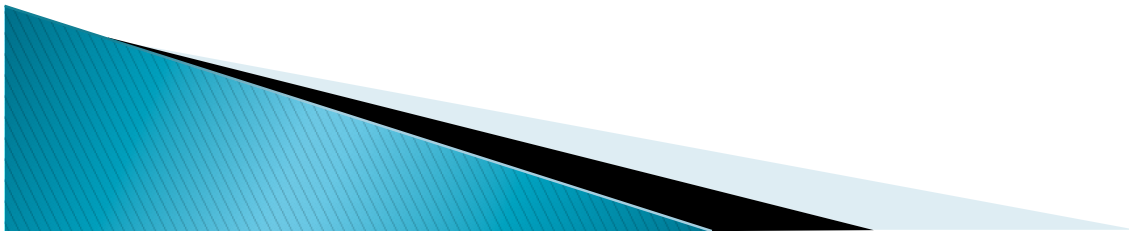
Problem solving...

- ▶ Who owns the problem?
 - Who then, should own the solution?
- ▶ What are the beliefs about the problem?
 - Don't deny these!!!
- ▶ What are the facts?
- ▶ What could happen if this problem is ignored?
- ▶ what could happen if this problem is addressed?
- ▶ You may believe there are problems that are not addressed – that's okay!



Family drives the process – after all it is THEIR problem.

- ▶ Why?
- ▶ More meaningful to family
- ▶ REAL results
- ▶ Their life, their child
- ▶ When they drive the process, it has meaning. When it has meaning, change can take place.
- ▶ Think about CSEFEL and teaching children problem solving...how is this the same?



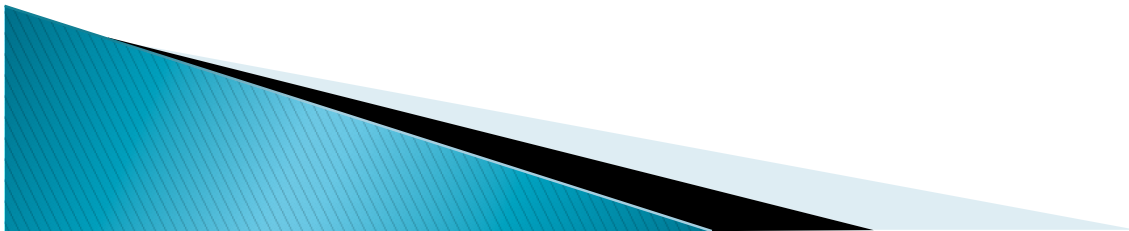
Move beyond admiring the problem!

- ▶ Identify the problem, but be solution focused!
 - This means both the parent and the professional.
 - Professional must reframe and not admire the problem.
 - Professional can HELP parent move to a solution focused space.
- ▶ Problems are something to be solved.
- ▶ Routines are a great place to start.
- ▶ Routine based support guide from CSEFEL
 - http://www.vanderbilt.edu/csefel/resources/parent/mod6/family_routine_guide.pdf



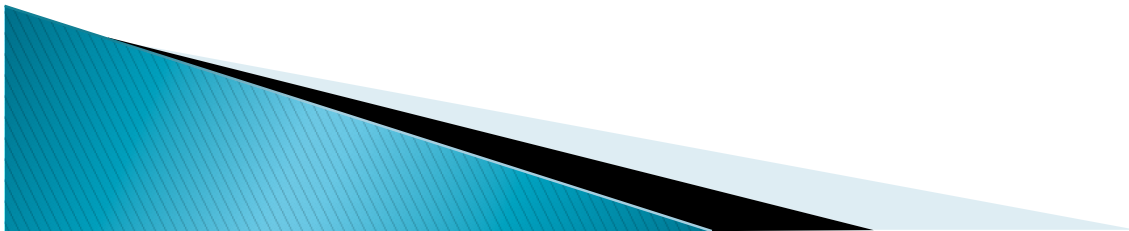
Some Powerful Strategies

- ▶ Rating Scale
- ▶ Small, doable goals: build success
- ▶ Make agreements or set expectations.
- ▶ Family modules



Thoughts / concerns / barriers?

- ▶ Comments?



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