

## **Behavior and Engagement for at Home Learning**

### Schedules and Routine

Research has shown that schedules and routines influence many aspects of a child's cognitive, social, and emotional development. Predictable schedules help children feel secure, safe, and comfortable. Schedules can also help reduce behavior problems, such as aggression and tantrums.

Here are some tips & tricks for enhancing predictability using schedules and routines at home.

<https://drive.google.com/file/d/16UPtCbYANOVAQ9qamC1-zKWifKB-Q6Zo/view>

### Parenting Resources:

There are many strategies for helping your student emotionally regulate at home. Here are some researched based programs to help challenging behavior.

### **Conscious Discipline**

Conscious Discipline is an evidence-based, trauma-informed approach. The Conscious Discipline Brain State Model recognizes three basic brain / body / mind states likely to produce certain behaviors. Intentional, state- specific responses enable access to advanced skills.

More information on Conscious Discipline for parents can be found here:

<https://consciousdiscipline.com/about/parents/>

### **Love and Logic:**

The Love and Logic approach to parenting is built around the science of caring and respectful relationships. An authentic, loving connection between parents and their children forms the foundation of good behavior and healthy decision-making.

More information on Love and Logic for parents can be found here:

<https://www.loveandlogic.com/>

### **Love Languages:**

You love each other, right? So why does it feel like you're not on the same page?

The most common issue in relationships is the communication barrier. Everyone experiences love differently, and it is easy to miss the mark when it comes to showing that you care.

Love languages helps identify the root of your conflicts and give/receive love in more meaningful ways.

More information on Love Languages for parents can be found here:

<https://www.5lovelanguages.com/book/the-5-love-languages-of-children/>

### **Positive Behavior Intervention and Supports | PBIS:**

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day.

Here is an example of how you can set up PBIS at home:

Resource:

Beth Baker [help4kids@freespirit.com](mailto:help4kids@freespirit.com)

<https://www.pbisteamhandbook.com/> <https://www.freespirit.com/authors/beth-baker/>

# PBIS AT HOME

PBIS stands for Positive Behavior Interventions and Supports. PBIS is used across the US and internationally as a framework to help schools organize how they want their school community to be.

We can apply something similar at home. PBIS provides structure and routines, and if your child(ren) is attending a school that uses the PBIS framework then they may already be familiar with it. It can help us develop routines for learning from home.

We start with identifying 3-5 positively stated expectations. This guide includes 3 expectations used in many schools. Feel free to use them or make up expectations that work better for your family. These expectations help us set boundaries and routines, and can apply to everything from doing schoolwork, to being online, at the dinner table, or even getting ready for bed!

As parents or guardians, you are in a unique position - suddenly you are teachers, who might also be working from home, trying to manage chaos during an incredibly stressful situation. Hopefully this guide will offer some tips to help calm that chaos and keep everyone happy and safe.

*Rules to you, parents and guardians,  
and all you are managing to do!*



The PBIS Coach - Beth Baker, April 2020

# OUR SCHOOL-WIDE EXPECTATIONS AT HOME

Be Respectful 

 Be Responsible

Be Safe 

# HOUSE EXPECTATIONS

	Mealtimes	Schoolwork	Hometime
Be Respectful	<ul style="list-style-type: none"> <li>• Say please and thank you</li> <li>• Take only what you can eat</li> <li>• Using inside talking voices</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn</li> <li>• Be on time for classes</li> <li>• Share supplies</li> <li>• Use kind words when attending class online</li> </ul>	<ul style="list-style-type: none"> <li>• Ask before you borrow something</li> <li>• Use nice words to your family</li> <li>• Apologize for mistakes or hurts</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>• Put your dishes in the sink</li> <li>• Be on time for meals</li> <li>• Keep your food on the plate</li> </ul>	<ul style="list-style-type: none"> <li>• Finish assignments when due</li> <li>• Ask for help when needed</li> <li>• Write neatly</li> <li>• Put supplies away</li> </ul>	<ul style="list-style-type: none"> <li>• Complete chores as asked</li> <li>• Follow directions</li> <li>• Include others in choice (play) time</li> </ul>
Be Safe	<ul style="list-style-type: none"> <li>• Be careful with cutlery</li> <li>• Keep play away from the table when we are eating</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for help when using new materials</li> <li>• Follow online rules from your teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up toys and clothes everyday</li> <li>• Ask for what you need (a hug, time, help)</li> </ul>

Use these example or make up expectations that work for your family!

## EXPECTATIONS FOR ONLINE CLASSES

### Be respectful:

- Wait until it is my turn to speak and use positive words
- Use eye contact by looking at the camera
- Be patient if other people have trouble with the technology
- Respond to questions or comments from my teacher

### Be responsible:

- Be on time for the meetings
- Have my materials ready
- Ask others in my house to be quiet during the meeting
- Pay attention to the conversation and stick to the topic

### Be safe:

- Keep the meeting login and password information in a safe place - it should not be shared with anyone
- Place my laptop or tablet on a sturdy tabletop
- Report to the teacher if someone is being rude or unkind
- Do not share my personal information

The PBIS Coach - Beth Baker, April 2020

## RESTORATIVE PRACTICES

### Questions to ask to resolve conflicts

#### For those who show challenging behaviors:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since it happened?
4. Who has been affected by your actions? In what way?
5. What do you need to do to make it right?

#### For those who were affected:

1. What did you think when you realized what happened?
2. How has this incident impacted you and others?
3. What's been the hardest thing for you?
4. What do you think needs to happen to make things right?



### De-escalation tips for Parents

Challenging behavior can lead us to feel great emotions. Here are some simple tips for how to keep your cool and encourage de-escalation when things get heated at home.

<https://drive.google.com/file/d/1oVU7IqSXXKohVCui4U-sR1AZVAchwLWs7/view>

Conscious Discipline breathing strategies for kids:

[https://drive.google.com/file/d/15pH9adLsKC43ZZAmCXh8Wef8B\\_Vu97az/view](https://drive.google.com/file/d/15pH9adLsKC43ZZAmCXh8Wef8B_Vu97az/view)

Also attached is what your child could be trying to communicate by their challenging behavior:

(Resource: <https://calmthechaosframework.com/>)

# CALM the CHAOS™

## What's Hiding Behind the "Misbehaviors" Common Behaviors and What's Really Going On

### WHAT "MISBEHAVIOR" YOU SEE

#### SENSITIVE

- Cries over smallest things
- Gets sad when you leave
- Doesn't like being alone
- Can't watch super sad movies

#### ANGRY

- Yells and screams often
- Throws things and is destructive
- Crosses arms and shuts down
- Shouts "I HATE YOU" or "GO AWAY"

#### PERFECTIONIST

- Nervous about breaking rules
- Can't handle getting things wrong
- Doesn't ever want to miss school
- Scared of answering things wrong
- Struggles with Constructive Criticism

#### SHY

- Hides behind your legs
- Scared of "new" people
- Fearful of change
- Doesn't like going new places
- Prefers playing with "familiar" friends

#### OVER-EXCITED

- Becomes "hyper" when guests come over
- Says inappropriate things around others
- Makes jokes at inappropriate times
- Jumps on furniture
- Plays rough with others

### WHAT IS REALLY GOING ON

- Child lacks self-regulation
- Child is worried about "new" things and need help gradually being introduced to them
- Child has an inner fear they are unable to verbalize

- Child is unable to recognize emotions
- Child does not have appropriate coping strategies
- Child needs help with calming strategies
- Child is worried about "unknown" feelings

- Child is struggling with negative thought patterns
- Child needs help connecting thoughts and actions
- Child has trouble verbalizing their worries
- Child thrives on doing things the right way

- Child is unable to verbalize big worries and fears
- Child is cautious of anything new and want to understand the situation fully
- Child needs help making plans for "new"

- Child is unable to detect their inner "engine"
- Child needs help regulating their excitement
- Child lacks calming strategies for building anticipation

