

# Webinar #2: Positive Behavior & Interactions

## We Will Begin at 6pm

Please, say “Hi” in the Chat Box &

### □ Be Thoughtful

- Session is being recorded
- Only type “public” information in chat

### □ Be Kind

- Ask how others are doing
- Offer support
- Make a plan to connect with others

### □ Be Present

- Take notes, chat & engage
- Close unnecessary screens



# To Actively Participate

If you'd like to **answer questions**, **ask questions** or **interact with others**:

- Please click on the “**Chat**” icon
- Then click on the “**To:**” section
- Then select “**All panelists and Attendees**” or a specific person to chat
- For most things, you will choose “**All panelists and Attendees**”



Join Audio

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Share



Invite Others



Mute



Start Video



Participants



Q&A



Share



Chat



More

Leave Meeting

# *WELCOME!*



Rosedale Family Webinar #2

## Tips to Increase Positive Behavior and Positive Interactions

# I'm Happy to Join You



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**Virtual coach** for sustainable change: supporting school, district, county, regional and state teams

**>20 years as a PBIS implementer & trainer**

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**Parent implementing PBS at home**

Published on CICO, Tier 2, Function-based support (FBA/BIP), Tier 3, and Family Partnerships

**Supported statewide MTSS/PBIS in HI, NY, IL & CA**

Driven school reform as a School Counselor, School Psychologist and PBIS District Coach

# We Wish You Well

- ☐ We know these times are hard for everyone
- ☐ We wish peace to you and your loved ones
- ☐ Thank you for ALL you are doing to help
- ☐ You are appreciated, and needed, more than ever
- ☐ Please take care of yourselves, and let us know how we can help
- ☐ We are so grateful you signed up & are joining us today!



# Topics for Today

- Reflect on the current strategies you're already using at home to create an **atmosphere of kindness and gratitude**
- Identify simple ways to increase positive acts and positive relationships **among all family members**
- Increase school success by understanding and using similar strategies at home and at school for increasing **positive behavior choices**

**Disclaimer:** You know your child/ren and family best; **please select (or modify)** ideas that you think would be the **best fit** for your unique lives.

# Welcome & Grounding

Please reflect:

- What are you **grateful** for?
- What are your **children grateful** for?
  - **How often** do you ask them?

Thank you : )

# Thank You! Brain Break





# Gratitude

In positive psychology research, gratitude is strongly and consistently associated with greater **happiness**. Gratitude helps people feel more positive emotions, **relish** good experiences, improve their **health**, **deal** with adversity, and build strong **relationships**.



<https://www.health.harvard.edu/healthbeat/giving-thanks-can-make-you-happier>.This

# “Three decades of research clearly shows

...the **advantages** of taking a **strength-based** approach for youth & adults:

- Greater levels of **happiness & engagement** at school
- Smoother **transitions** from kindergarten to elementary school & from elementary to middle school
- Higher levels of **academic achievement** (as found in high school & college students)
- Greater levels of happiness at work
- Greater likelihood of **staying at work**
- Better work **performance**
- Greater likelihood of staying **married** & being happy in your marriage
- Higher levels of physical fitness & of engaging in **healthy behaviors**
- Better **recovery** after illness
- Increased levels of life satisfaction & **self-esteem**
- **Reduced risk** of depression
- Enhanced ability to **cope** with stress & adversity”

(p. 9, Lea Waters, 2017)

# Time to Process & Chat

Does your family know about the **benefits** of gratitude?



How might you **increase the expression** of gratitude in your home?

Thank  
You





# Positive Thinking & Talking

“Our words make our world. Changing the way we speak to ourselves and others by making better word choices positively impacts our optimism and improves others’ willingness and ability to hear what we’re saying.”

**INSTEAD  
OF**



**TRY**

**SOCIAL DISTANCE**

**PHYSICAL DISTANCE**

**PICKY**

**DISCERNING**

**EXHAUSTED**

**RECHARGING**

**OVERWHELMED**

**IN DEMAND**

**CRITICISM**

**GUIDANCE**

**I HATE**

**I PREFER**

**DON'T**

**WHY NOT TRY**

**DEFIANT**

**INDEPENDENT**

# Next Steps From Webinar #1

- Be **very clear** about what behaviors are **expected** of everyone (esp. during challenging times)
  - Ex. “When you feel angry...”
  - Ex. “When your sister bothers you...”
  - Ex. “When you want my attention but I’m busy...”
- Teach (**practice**) what’s expected (**multiple times**)
- Have a plan to **reinforce** good choices/behaviors
- **Have a plan** for when things don’t go well
  - Better to have youth ‘**practice again**’ rather than get punished while they are still learning new routines

Clarify for & teach youth **what to do** if they become upset.

Does everyone know what options they have? The best way to “act mad”?

The Woodlands Way	Room 200 (Attention signal 1-2-3, Eyes on Me)			
	Morning Routine	When you feel upset...	How to Transition/ Line Up	Small Group Work
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Turn in homework</li> <li>• Put instructional materials in desk</li> <li>• Begin morning work</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize what you're feeling "I feel..."</li> <li>• Stop and take a few deep breaths</li> </ul>	<ul style="list-style-type: none"> <li>• Put materials away</li> <li>• Get materials ready for next activity</li> </ul>	<ul style="list-style-type: none"> <li>• Do your fair share</li> <li>• Manage time carefully</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Say "good morning" to teacher and classmates</li> <li>• Talk in soft voices</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for a break if you need a moment</li> <li>• Express your feelings appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for direction to next activity</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to your peers</li> <li>• Take turns speaking</li> <li>• Say "I like that idea, AND..."</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>• Put personal belongings in designated areas</li> <li>• Take your seat</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to someone if you need help</li> <li>• Talk to someone if it will make you feel better</li> </ul>	<ul style="list-style-type: none"> <li>• Stand up</li> <li>• Push in chair</li> <li>• Wait for group to be called to line up</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up area when time is up</li> </ul>

# Self-regulation Skills

“We approach self-regulation skills in the same way we approach other skills, academic or social: **isolate that skill and provide practice**,” Bezsylko explains. “When you think of it as a **skill to be taught** — rather than, say, just **bad behavior** — it changes the tone and content of the feedback you give kids.”

<https://childmind.org/article/can-help-kids-self-regulation/>



# Time to Process & Chat

How might you  
clarify your  
expectations for  
**positive interactions**?  
Have you already  
done this?



How could this help to create a more  
**positive climate** at home (or school)?

Thank  
You



# Provide Behavioral Feedback & Positive Reinforcement

- Youth need to know:
  - **When they do it right**
  - When and how they need to improve
- Goal of feedback is to support youth, and make a better behavior **more likely to happen** next time
- Reinforcements should come with adult **connection** & micro-instruction (e.g. tell youth why earning acknowledgement)
- Negative/constructive feedback and consequences need to be delivered with **compassion** and in peaceful, non-aggressive manner
- Best when appropriate behavior is **modeled** (e.g. apologizing, saying thank you and please to children)

# Many Ways to Acknowledge

- Positive verbal praise
  - Public or privately delivered
- Leadership opportunities
- Earned privileges
- Public recognition
- Earned choice/flexibility
- Reward menus
- Surprise/random rewards
- Skills-focused rewards (i.e. earning the chance to reward someone else)
- Relationship-based rewards (i.e. special time with one parent)
- Token economies\*

# Adult Acknowledgements





# Staff Acknowledgement: HS Example





Helping out  
(KE)

# Tips for Token Economies

- Keep it simple & straight-forward
- Predict possible problems so you can **prevent** them
  - i.e. youth losing tickets, arguing, feeling jealous
- **Ask** youth for best reward options
  - Can put price limit or say only free items
- Enforce rules for **adult use**
  - Tickets can only be given 1 at a time, cannot be taken away, related to threats, or held over youth heads
  - Teach adults how to use (& youth how to respond)
- **Monitor the economy** & adjust prices as needed
  - Good to have cheap/short-term items & those that require saving up



# Time to Process & Chat

How might you  
**increase a focus** on  
what's good?  
How have you  
already done this?



How could this help to create a more  
**positive climate** at home (or school)?

Thank  
You



# Self-care & Positivity

- Our moods and energy levels affect the environment
- It is not a selfish act to take **time-out for ourselves**
- When we are recharged we are more likely to **prevent and de-escalate problems**, **be kind and empathetic**, and **think clearly**
- If adults (or children) are seeming more negative, consider:
  - Encouraging self-care, flexibility, breaks, and empathy
  - Putting MUCH more focus on what's good/right (4:1 positive to negative comments)
  - Increasing loving acts (hugs, smiles, tickles, playfulness)

# Upcoming Webinars

## **December 14th 6pPST:** Home Routines That Benefit All

- Reflect on the current strategies you're already using at home to create predictable and helpful **routines**
- Identify simple ways to improve the **effectiveness of routines and transitions**
- Increase school success by understanding and using similar strategies at home and at school for **following routines**
- Science of Behavior
- Ways to Minimize Challenging Behavior
- Specialized Strategies for Students with Special Needs

# For More Information

<https://www.youtube.com/watch?v=xC4wSO3IDYg>

Home & Community PBS Network:

<https://hcpbs.org/families-3/>

Parenting Special Needs Magazine:

<https://www.parentingspecialneeds.org>

PBS Websites: [www.pbis.org](http://www.pbis.org); [www.apbs.org](http://www.apbs.org)

Interactive Tutorials to Learn More about PBS:

<https://www.apbs.org/about/tutorial>