**PBIS Principles at Home**

Different homes may have different sets of expectations. Whatever you decide is right for your home, it is important to set the expectations and then follow through. To help you get started here are a few tips other families use:

**Example #1: Be a teacher**

A. Use a MATRIX to teach what the school-wide behavioral expectations look like at home. What does R.O.C.K.S. look like for bed time? Or homework time? Or getting ready to go to school?

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| **At-Home Matrix** | **Getting ready for bed** |
| P-Punctual & Prepared | Start getting ready the first time you are asked to do so |
| R-Respect | Put all of your clothes in the laundry basket |
| I-Integrity | Clean up the bathroom after you brush your teeth |
| D-Dependable | Help your brother/sister get ready |
| E-Everyone’s Safe | Clean everything off of the floor in your bedroom |

B. If you have to say “No”, give a reason why.

**Scenario:** While shopping your child asks you to buy him a toy. He already has toys to play with and there is no special occasion to purchase one. You tell your child “No, we cannot buy that toy today. You already have lots of toys to play with and there is no special occasion to buy one today. Think of which one you might enjoy getting the next time there is a special occasion to buy one.”

If your child accepts your answer, be sure to acknowledge how respectful he/she is being to understand your perspective and how much you appreciate his/her thoughtfulness. If not, re-explain your reasons and recognize his/her frustration, but don’t waiver. For example, say you understand how it might be frustrating, but it is important to be grateful for the things we have.

**Example #2: Recognize and reinforce positive behavior**

Use positive reinforcement to teach children what actions are accepted and desired—and try to figure out how you can match your values with the school-wide behavioral expectations. You gain “staying power” when you use common language at home **and** at school. When you recognize the positive behavior, you don’t have to have it be a tangible item—they don’t need to cost a thing. Try sitting down with your child to find out what would be motivating for him/her.

* Ask your child to make a list of the things they enjoy like going to the park or getting ice cream together. This will help you determine what they are motivated by.
* Create a special "reward" basket of toys that you already own, but they only get to play with when they have shown what was expected. You can do this with stickers as well to earn the basket of toys.
* Create a menu of rewards, such as special dinners, special desserts, computer time, game night, watching extra TV, extra book time, special time with you, etc.
* Create a system of recognition. If one of your expectations is that your child will do chores each week, create a board that lists each chore. When your child has completed a chore, use a sticker to mark it complete. At the end of the week, give a reward if all chores are complete. Consider choosing a reward from the list your child made of things they enjoy!

**Example #3: Respond with positive words—REINFORCING your defined expectations**

When problem behavior occurs, offer positive alternatives that re-teach already defined expectations.

**Negative: Positive Alternative**

“Don’t run” “Let’s be safe inside and walk, please.”

“Stop yelling” “Please be respectful and use your inside voice.”