Family-Community-School Collaboration: School-Wide PBIS Implementation and Sustainability

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Abstract
This presentation addresses the need for Family, Community and School collaboration for the implementation and sustainability of School-wide PBIS. Ideas and strategies for collaboration will be showcased and discussed.

Involving Family & Community
PBIS focuses on the continual teaching, modeling and reinforcing of positive behavior that increases children's positive behavior, reduces discipline problems and promotes a climate of productivity, safety and learning. It provides a continuum of supports available to all students.

PBIS has also been shown to improve child participation in home activity settings such as morning, bathroom, free-time, or dinner routine and in community settings such as grocery stores or restaurants (Lucyshyn , et al., 2007).

By involving parents and the community we can ensure collaboration, ownership & buy-in which impact PBIS implementation fidelity, sustainability and outcomes.

Connecting with the Community

- PBIS meetings with nearby businesses, recreational parks, boys and girls clubs and tribe council
- Schools in the reservation send PBIS team members into the reservation to share school-wide PBIS systems with families and tribal houses
- Embedding home native language of community in the teaching of the school-wide expectations, student lead videos & bully prevention (BP:PBIS).
- Offering “PBIS in the Home” workshops at school and providing transportation, daycare and food.
- Providing PBIS introductions and sharing schools PBIS system to nearby businesses.
- Sending nearby business owners student written letters telling them about their PBIS system and the impact it has had in their schools.
- Posting information on school website and PBIS site for families and the community
- Quarterly newsletters sent out to the community sharing PBIS activities, data and celebrations.
- Reaching out to the community, printing and posting school-wide expectations in nearby businesses.

Involving Families
The value of collaboration is cited frequently within PBIS literature. Lucyshyn, Horner, Dunlap, Albin and Ben (2002) defined collaborative partnerships with families in PBIS as “establishment of a truly respectful, trusting, caring, and reciprocal relationship in which interventionists and family members believe in each other's ability to make important contributions to the support process; share their knowledge and expertise; and mutually influence the election goals, the design of behavior support plans and the quality of family-practitioner interactions”

We know that PBIS not only affects the school environment, but also extends into the home and community life and affecting the family and student's quality of life. In fact, PBIS promotes and encourages schools to include all relevant stakeholders, especially families in actively planning, implementing and evaluating student supports in the school. (Carr, et.al, 2002).

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