

# Ten PBIS Tips for Partnering with Families

1. Invite a family member to be on the PBIS Team. Ensure that family representatives are equal team members who have an explicit job description, which includes being able to offer input regarding ways to partner with families and encourage two-way communication with every family.
2. Obtain input from families throughout the development of 3 -5 positive behavioral expectations. Provide reminders and boosters to families regarding the expectations on an ongoing basis, following up frequently by asking what families might need to partner and encouraging home learning coordination.
3. Ensure that behavioral expectations and discipline processes are communicated in multiple venues and languages as appropriate (websites, out-of- school publications, signage, home-school notes, homework assignments) and that each family responds to confirm communication, asking questions if desired.
4. Share SWIS data (or other discipline data for schools that do not use SWIS) summaries to families on at least a monthly basis, offering opportunities for two-way communication.
5. Include families in implementing positive reinforcement systems for their students. Students will receive coordinated reinforcement of positive behaviors at home and school as a result.
6. Have teachers and other staff members send positive postcards or calls home. Ask that teachers email, text, or call every family at the first of the year and then follow-up with positive messages for a minimum of 5 students per week.
7. Ensure that families understand classroom routines, procedures, and rules and that the student partners in this understanding between home and school.
8. Have teachers specify several modes of communication should parents or guardians have questions or concerns about their child (i.e., in person at specified times, phone, email, etc.) and describe a partnering process if a student struggles.
9. Survey families about PBIS on an annual basis. Use the disaggregated results for action planning to ensure that family and community partnering is a strong component of the school's system for every student.
10. Communicate with parents as challenging behaviors occur. Invite families to participate in intervention planning when their student has an office referral or minor behavior referrals (to assist in teaching positive behaviors and preventing future more severe difficulties).



Colorado Dept. of Education – RtI/PBIS Office  
Cathy Lines, Cindy Dascher & JoAnn Bayus (2012)