

Dear Parents,

Our school is a PBIS school. PBIS stands for Positive Behavioral Interventions and Supports. You may be asking, *how is my child affected by positive behavior interventions?* PBIS is a positive, proactive approach to dealing with behavior. Students are given a clear set of expectations based upon behavioral goals chosen by the staff and administration.

Q. Why is it important to teach students expectations?

A. Not knowing expectations is like having a new job and not knowing what you are supposed to do.

Research shows that teaching expectations improves behavior when schools take time to explain to students how and why they need to behave a certain way as well as the skills students need to follow through, students are more successful in showing these positive behaviors. Research also shows when schools recognize and acknowledge positive behaviors, students will repeat them. That's like getting a raise at your job...you feel proud inside and want to continue to do your best.

Q. What happens when students don't behave appropriately?

A. That's where the "Intervention and Supports" part of PBIS comes in. Interventions and supports are additional programs and resources that can help students learn and grow. Most students will do well with the PBIS training. But research shows that some students will need additional support. School staff will work to figure out why. Sometimes students simply don't understand expectations. In these cases, school staff will work with them to make sure they do. In other cases, children need more skills to be able to do their best in the classroom. School staff will work to put interventions in place to help them develop those skills. i

In some instances, a student may need even more support to succeed, and the school may partner with a community agency to provide interventions for that student.

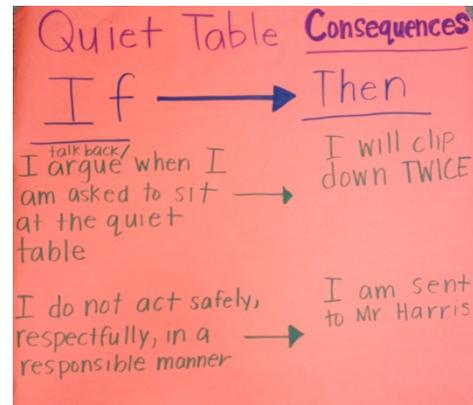
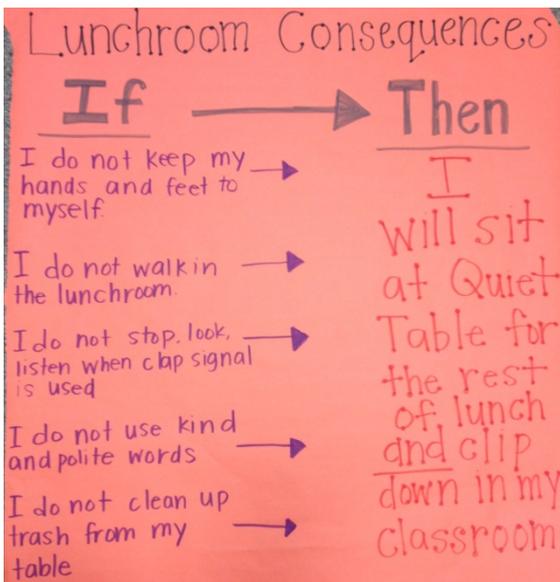
Here at Pershing, our school wide goals are communicated daily with the students through multiple media (charts, spoken, clip-system) and in various context of school (classroom, recess, bathroom, hallway). One way students track their daily decisions is through a clip-system. The clip-system allows students to recover from a setback. For example, if a child were to would clip-down for a poor choice, (a choice that breaks the already established expectations), they would have the chance to clip-up for a positive choice (a choice that is above the already set expectations). The clip system movement can happen throughout the day. Each day, every child begins on *Green*, meeting expectations.

Below is an explanation of the six colors and what it means when a student clips onto each color.

You Made My Day	P-Purple , <i>You Made My Day</i> - Continuous positive choices were made as all expectations were exceeded today.
Positive Attitude	B- Blue , <i>Positive Attitude</i> - Expectations and positive choices were made today.
Ready To Learn	G- Green , <i>Ready to Learn</i> - Expectations were met today.
Make Better Choices	Y-Yellow , <i>Make Better Choices</i> - Some reminders were needed today.
Think About It	O-Orange , <i>Think About It</i> - Many reminders were needed today and a student action plan was created.
Time to Act	R-Red , <i>Time to Act</i> - Behavior did not improve, even after many reminders today. Parent phone call home is needed.
	Parents: <i>Please initial each day and ask your child what behavior choices led to their clip move.</i>

Communication between home and school happens nightly when parents or guardians sign the corresponding day on the monthly behavior calendar. The above clip system explanation is on the bottom of the monthly behavior calendar.

In teaching the students about expected behavior choices within the various context of the school day, we use lesson plans called "Cool Tools". Cool Tools are videos, skits and posters created by the staff and students who role model the expected positive behaviors and also model non-examples or negative behaviors. For example, when we presented the lunchroom behaviors at an all school Fish assembly, students role played a non-example of poor choices along with the expected behaviors. Staff members and the principal discussed the *If Then* charts so students clearly understood the expectations of the lunchroom environment.



Research ⁱⁱ has shown behavior issues are less frequent when students have clear expectations and consequences explained and written out for reminders. Therefore, at Pershing, we believe our students should be informed and reminded of our school-wide expectations. The PBIS strategies that we implement are all part of building positive student role models for our school culture that will contribute to the larger society in years to come.

Resources

i retrieved on May 29, 2014 from <http://www.evscschools.com/sites/default/files/content/uploads/pbis-faq-final2.pdf>

ii Carr, E.G. & Durand, M. V. (Summer 1985). Reducing Behavior Problems Through Functional Communication Training: Journal Of Applied Behavior Analysis.(V.189 pp. 111-126).Retrieved on May 30, 2014 from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1307999/pdf/jaba00028-0013.pdf>

ii LASSEN, S. R., STEELE, M.M. & SAILOR, W. (2006). The Relationship Of School-wide Positive Behavior Support To Academic Achievement in an Urban Middle School: Psychology in the Schools, Vol. 43(6). Retrieved on May 30, 2014 from <http://flpbs.fmhi.usf.edu/revision07/research/research%20articles%20supporting%20pbs/middleschoolimplementation.pdf>