

What About Parents?

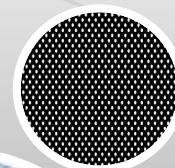
Parents are an important part of PBIS implementation. We encourage parents to use the same expectations that we teach at school. This common language creates consistency and a unified support for expected students behavior. Children thrive when they have consistent, predictable expectations and consequences.

We are Tigers
Hear us ROAR

Respect
Others
Always Safe
Be Responsible

What can you do to help your child stay on the path to positive behavior?

- Review the ROAR expectations with your child.
- Ask your child about his/her day at school every day.
- Make sure your child is ready every day. Ensure a good night's sleep.
- Provide a quiet time and space for your child to do nightly homework.
- Encourage your child to use appropriate language and tone.
- Practice positive phrases with your child, such as, "Thank you," "Excuse me," "Please," and "I'm Sorry."
- Be a visible part of your child's school day. Volunteer as a Watch D.O.G.S. and other school activities as your schedule allows.



Parent's
Guide to
PBIS:

Positive
Behavior
Interventions
&
Supports

DeSoto Intermediate School

317 Spruce St.
DeSoto, Iowa 50069
515.834.2424
www.adm.k12.id.us

We are Tigers...Hear us ROAR
DeSoto Intermediate School

What is PBIS?

Positive Behavior Interventions & Supports is a process for creating school environments that are more predictable and effective for achieving academic and social goals. PBIS will enhance our current systems and practices and also change our culture for the better.

How Does it Work?

A key strategy of the PBIS process is prevention. The majority of students follow the school's expectations, but are never acknowledged for their positive behavior. Through instruction, comprehension and regular practice, all teachers and staff members will use a consistent set of behavioral rules. We will view it as an opportunity for re-teaching, not just punishing.

Does it Make a Difference?

The PBIS model is a research-based strategy. The 3-tiered approach reduces problem behavior as a barrier to student achievement. We only have 180 days each year to advance academic progress, so instructional time is very valuable. Research shows that schools following the PBIS model recover thousands of hours of instructional time and, on average, four days of student instruction per year.

What About Students That are Disruptive?

When problem behavior occurs, students are provided a full continuum of supports to address behaviors, such as re-teaching the expected behavior. If students do not respond, the intensity of the support increases. Most problem behaviors either have an academic or social base. Properly addressing the root cause of behavior can prevent student failure later in life.

How is PBIS different from other school behavior programs?

- This program is focused on acknowledging students for consistent positive behavior.
- Direct instruction of expected behaviors will occur throughout the school year.
- Routines and language with respect to appropriate school behavior are consistent throughout the school.
- Problem behavior will be responded to with consistent consequences that are focused on re-teaching the expected behavior.