

Abner-Gibbs Elementary School

Dear Parents,

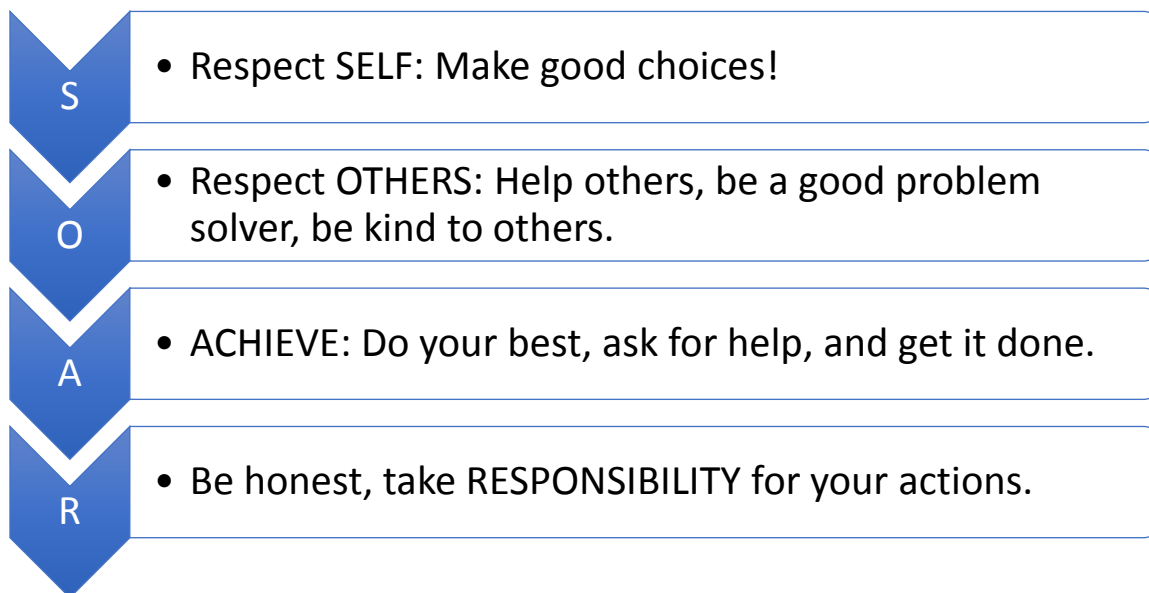
Our school is participating in an important district initiative called Positive Behavior Interventions and Supports (PBIS), and we want YOU to be involved!

What does Positive Behavior Interventions and Supports (PBIS) mean?

PBIS is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. PBIS includes school-wide expectations intended for all students and staff in all settings.

What does PBIS look like at Abner-Gibbs?

We have adopted a unified set of school-wide behavior expectations. You will see these expectations posted throughout the school and taught consistently during the day. Our expectations, found in every classroom and non-classroom setting in the school, are as follows.



As part of our PBIS process, we use the following evidence-based practices when teaching academics and behavior:

- **Constantly teach and refer to our school-wide expectations.**
- **Provide students with more praise than correction.**
- **Talk to students with respect using a positive tone of voice.**

- **Actively engage everyone in the class during instruction.**
- **Use pre-correcting, prompting, and redirecting as we teach.**
- **Look for the positive first and provide positive, immediate, frequent, and explicit feedback.**

Please take this opportunity to talk to your child about the expectations at school and the importance of continuing to demonstrate SOAR behaviors, in and outside of the classroom.

Ways to incorporate Positive Behavior Intervention and Supports (PBIS) AT HOME:

- Use specific praise immediately after a positive behavior and acknowledge small successes (e.g. That was so nice of you to share your toys with your sister/brother, keep it up! Great job being responsible and making your bed this morning!)
- Establish consistent routines for getting ready and for going to bed, teach the routine ahead of time and use visuals with younger children.
- Offer pre-selected choices to increase feelings of independence (e.g. Do you want to wear your blue shirt or orange shirt today? Goldfish or apple slices for snack?)
- Use a timer to support transitions (e.g. Let's set the timer for 5 minutes for you to play with the toy, then it's their turn. You cleaned up your room in 10 mins yesterday, let's see if we can beat that!).
- Use first/then statements, typically having a more desirable event following a less desirable event (e.g. First, we're going to go to the grocery store, then we'll make our way to the park. First, we're going to eat lunch, then you can watch 20 mins of TV-set timer).
- Teach expectations, model those expectations yourself, and remember to remind your child of those expectations before going into that situation (e.g. We're going to the library today, remember in the library we use a quiet voice, have walking feet, and then we get to pick out a favorite book!)
- Teach replacement behaviors to your son/daughter to reduce challenging behaviors (e.g. Model how to say "excuse me" to get someone else's attention when they are talking to someone else to avoid yelling and whining.
- Use a calm voice, take 5 mins for yourself to relax and regroup. Think about what skills you want to teach your child and how to shift your response to set your family up for success!

Thank you for all your ongoing support!