

How can you help?

We know that students from preschool to high school do better when their families and schools work together.

Here are five steps families can take to support positive behavior in school:

1. Talk with your child about how you expect him or her to behave at school.
2. Ask your child's teacher, principal or school counselor about the positive behaviors the school teaches.
3. Let your school know how you would like to be involved in supporting positive behaviors at school.
4. Talk to your child's teacher or school counselor if you have questions or concerns about your child's behavior. They want to help.
5. Become a member of your school's PBIS team.



For more information contact:

- **Your child's teacher, school counselor/social worker, or principal.**
- **Your regional state support team PBIS consultant at:**
- **Ohio Department of Education:**
education.ohio.gov, search: PBIS for Families
- **Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports:**
pbis.org/family



Supporting Your Child's Positive Behavior in School

A Family Guide to **Positive Behavioral Interventions and Supports**



Our school uses Positive Behavioral Interventions and Supports (PBIS) to support your child's positive behavior.

Research in American schools conducted during the past 15 years shows that the system called PBIS effectively promotes positive behavior in students and positive school climates.

PBIS is about engaging students and promoting academic success. It focuses on teaching positive behavior so students will be successful in school and in life.

PBIS

- Creates a calm, positive environment at school;
- Teaches each student positive behaviors for working well with others;
- Reduces disruptive behaviors;
- Increases learning time, attendance and achievement; and
- Makes our school a caring and safe place where students feel valued.

Using PBIS

Our school:

- Is creating a school environment where all students can be successful;
- Has an agreed-upon set of expectations, rules and rewards;
- Communicates with families so the whole community can work together to support students;
- Has a team of adults who monitor school behavior data and develop a plan for improvement;
- Provides individualized supports when students and families need extra help;
- Believes positive adult behaviors support positive student behaviors; and
- Supports positive staff behavior.