

Illinois Social Emotional Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

- A. Identify and manage one's emotions and behavior.
- B. Recognize personal qualities and external supports.
- C. Demonstrate skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

- A. Recognize the feelings and perspectives of others.
- B. Recognize individual and group similarities and differences.
- C. Use communication and social skills to interact effectively with others.
- D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

- A. Consider ethical, safety, and societal factors in making decisions.
- B. Apply decision-making skills to deal responsibly with daily academic and social situations.
- C. Contribute to the well-being of one's school and community.

How Parents Play a Role

- Check the Daily Progress Report (DPR) daily.
- Talk to your child about their day.
- Praise your child for what he/she did well.
- If your child had some struggles, talk to/ model/ role play with your child respectful, responsible, and safe behavior.
- Provide encouragement to your child to try their best tomorrow.
- Sign the DPR and return it to school the next day.
- Provide rewards or consequences (as appropriate).

PBIS Tiers II & III Team at Northview Elementary School

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Parents' Guide to PBIS- Tiers II & III

Positive Behavior Interventions & Supports



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School**

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Being a Raider means...

- BEING RESPECTFUL
 - BEING RESPONSIBLE
 - BEING SAFE
-

What is PBIS?

PBIS is a district-wide approach to teaching and supporting positive behaviors of all students. This approach focuses on building a safe and positive environment in which all students can learn. PBIS is not a disciplinary or negative response to student behavior.

PBIS also includes additional interventions & supports, which can be provided to assist students who are having difficulties with meeting school-wide expectations of social, emotional, and behavioral growth. These supports are given 4-6 weeks at a time. They are intended to help children achieve their greatest success at school. Below are descriptions of these interventions.



Check- In /Check- Out (CICO) is...

a positive approach to checking in with students as they arrive at school and before they leave

school each day. Students are selected to be in a check in – check out group to help support the behavioral choices they make and to build positive relationships with an adult at school.



Social/Academic Instructional Groups (SAIG) are...

small instructional skill groups for direct instruction and structured practice of replacement behaviors. There are three basic SAIG group types: 1) Problem-solving: replacement behavior for fighting/arguing etc., 2) Pro-social skills: replacement behaviors for avoidance, withdrawal, etc., and 3) Academic behaviors: replacement behaviors for calling out, getting out of seat, behaviors related to homework, organization, etc.



CICO With Individualized Features (GWIF) is...

the same as the CICO process, however it has some kind of individualized feature, such as: changing the check-in location/ person/ time, letting the child choose the CICO facilitator, allowing the child to see the CICO facilitator prior to a difficult class period/task, etc. ****GWIF may include 1 on 1 mentoring with an adult.**



Brief Functional Behavioral Analysis and Behavior Intervention Planning (B-FBA/BIP) includes...

doing formalized assessments and/ or conducting interviews with the child, the child's teacher(s), and/or the child's family, in order to assess and understand the “function” (purpose) of the child's behavior. After a hypothesis/analysis is made on the function, interventions and supports are

designed based on assessed “function” of the child's behavior and/or skills-deficits of the child. These supports can include: increased adult support and monitoring, individualized school-based supports, function-based social skills training and practice, alternate discipline, and/or a stronger reward system. **A Group Problem Solving Team will meet to brainstorm and implement a support plan.**



Complex Functional Behavioral Analysis and Behavior Intervention Planning (C-FBA/BIP) has...

the same purpose as the B-FBA/BIP. The interventions, however, are highly individualized, more intensive, and delivered in multiple life domains/ settings. **An Individual Problem Solving Team will meet with the child's family to brainstorm and implement a support plan.**



Wraparound Support (WRAP) is...

a highly individualized plan that provides academic/behavior supports and is delivered in multiple life domains: School, Home/ Family, and Community. It is designed based on strengths and needs of the youth **and** family. WRAP requires collaboration and brainstorming solutions with key persons in each of the domains. **A Multi-Domain Problem Solving Team will meet to brainstorm and implement a support plan.**