

What about families?

Families and community members 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.

How you can help promote positive behavior in school

- Review all expectations for school behavior with your child.
- Ask your child about their 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, join PTO, support Boosters, and school activities as your schedule allows.



PBIS Guide Positive Behavior Interventions & Supports

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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. It is an opportunity for reteaching, not just punishment.

In establishing a few simple but positively stated values across all school settings, students receive a consistent and repeatable message at Midlakes.

Meanwhile, it allows teachers, staff, and community groups to play an impactful role in fostering a predictable, positive, safe, and equitable school environment.

WHAT IS PBIS?

Core Values



RESPECT



RESPONSIBILITY



INDEPENDENCE



KINDNESS

A districtwide committee gathered input from staff and community members to develop core values and expectations.

Positive Behavior Interventions & Supports

is a research-based approach of reducing problem behaviors to create more effective school environments for achieving academic and social goals.

HOW IS IT DIFFERENT?

The approach is focused on acknowledging students for consistent positive behavior.

- Direct instruction of expected behaviors occurs throughout the school year.

- Routines and language with respect to appropriate school behavior are consistent throughout school.

- Problem behavior will be responded to with consistent consequences that are focused on re-teaching expected behaviors.

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