

MEET THE TIER II TEAM

- Team Lead: Ashley Yingst (BHC Counselor)
- Behavior Contract Coordinator & Executive Functioning Skills Lead: Jennifer Cichowski (Second Grade Teacher)
- Mentoring Coordinator: Julia Cooperstein (Special Education Teacher)
- Check-In Check-Out Coordinator: Paige Dezzi (4th Grade Teacher)
- Social Skills Coordinator: Ashley Yingst (BHC Counselor)
- Data Coordinator: Bridget Hochstoeger (Art Teacher)
- Teacher Liaison: Sarah Ashenfelter (School Psychologist)
- RTII Coordinator: Taylor Rose (Special Education Teacher)
- Administrative Team Members:
 - Dr. Angela Tuck (Principal)
 - Dr. Megan McCullough (District Director of Student Services)



FAMILY/SCHOOL PARTNERSHIP

Forming a partnership between home and school will ensure the success of our PBIS system. Throughout the school year, your school staff will send updates and information to families. We invite you to share comments, concerns, and ideas to help us make PBIS work at our schools. Please support PBIS by:



Reviewing your school's behavioral expectations with your child



Providing positive reinforcement (acknowledging good choices with compliments or quality time) at home



Sharing comments with or asking questions of teachers, school teams, and PBIS coaches

CONTACT US!

srspbis@wssd.org

Wallingford-Swarthmore
School District

PBIS TIER II AT SRS



SRS

PBIS: AN OVERVIEW

Our goal at SRS is to build the most supportive community for our students. One way we are working to achieve this goal is by using a PBIS framework. PBIS, or Positive Behavioral Interventions and Supports, is a tiered system to promote students' behavioral, academic, social, emotional, and mental health. The PBIS framework is evidence-based and has been shown to improve social emotional competence, academic success, and school climate. This framework helps to foster a safe, equitable, and positive learning environment where all students can thrive.

PBIS TIER 1: UNIVERSAL SUPPORTS

Tier 1 systems, data, and practices support everyone – students, educators, and staff – across all school settings. They establish a foundation for positive and proactive support. Tier 1 practices include:

- Aligning classroom expectations with school/program-wide expectations
- Explicitly teaching expectations and skills to set all students up for success
- Encouraging and acknowledging expected behavior
- Preventing and responding to unwanted behavior in a respectful, instructional manner

PBIS TIER 2: TARGETED SUPPORT

When students are struggling with behavioral, social, or emotional skills, an additional layer of support may be needed. For example, students might find it difficult to meet the school-wide expectations. In these situations which are identified using data and feedback from stakeholders throughout the community, the Tier 2 team creates a targeted plan for additional interventions to support the student.

PBIS TIER 2 SUPPORTS MIGHT INCLUDE:



MENTORING

In the mentoring intervention, students will be assigned a staff member to check-in with them briefly, twice a week. This will remain in effect for the next 6-8 weeks. A goal will be set for your child to work on through their mentoring experience. During their weekly check-ins, your child's mentor will review the goal with your child and see how things are going. Your child's mentor will give guidance and support on helping your child achieve his goal and help them in being safe, responsible, and respectful at SRS.

SOCIAL SKILLS

Social skills groups help students who have not mastered the skills necessary to meet the behavioral expectations of tier 1. These students will have more explicit instruction of those skills, combined with increased opportunities for guided practice at applying the skills and will receive feedback about their progress. The ultimate goal of these groups is that students will be able to independently use the targeted social skills when situations arrive within the school community and beyond.

BEHAVIOR CONTRACTS



In the behavior contracts intervention, students will have a goal that helps support them in being safe, responsible, and respectful throughout the school and in their classroom. Our behavior contract coordinator will introduce the goal, and then check-in intermittently with your student and their teacher to review their goal and progress. Students will be working to earn a reward that is tailored to your child's individual interests. Throughout the day your child's classroom teacher will remind them of appropriate school and classroom expectations, as well as encourage them to stay on track to achieve their goal. This system will help us to recognize your student's improved behaviors and to celebrate the effort that they are making, while also providing additional timely support when your student struggles.

CHECK-IN/CHECK-OUT

In the Check-in/Check-out (CICO) intervention, students will meet with a mentor each morning and afternoon to go over goals to support them in being safe, respectful, and responsible. Throughout the day, the student's teacher monitors progress on their support and shares with the mentor. The mentor and student are then able to have conversations on what went well, how they felt and what may need improvement.

PBIS TIER 2 GOALS

- Increased opportunities for positive reinforcement ✓
- ✓ Increased positive connection with adults in our community
- Additional instruction and practice for behavioral, social, and emotional skills ✓

