

# Behavior

## Expectations

*Proud to be a Rocket*



**R– Respect**

**O– On Task**

**C– Citizenship**

**K– Keep Safe**

**IT!**

### What can I do to help with PBIS?

- Review the ‘ROCK-It’ expectations with your child.
- Ensure that your child is well rested and prepared for each school day.
- Ask your child about his/her school day.
- Encourage your child to do his/her homework and keep up with his/her classes.
- Stay in contact with your child’s teacher(s).
- Encourage your child to use proper language and tone.
- Practice polite phrases like “Thank you,” “Please,” and “Excuse me.”
- Be involved with the school. Attend school functions and activities.

### PBIS Team Members

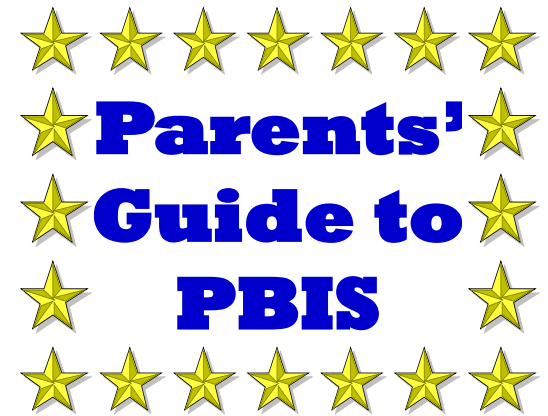
Mr. Brad D. Bennett—Superintendent/Principal  
Marlie Heider—External Coach/Rtl Facilitator  
Crystal Benes—Internal Coach/Social Worker  
Emily Clark— Jr. high representative  
Kim Daymude— Jr. high representative  
Matt Mattingly—Elementary representative  
Ashley Stonebock—Elementary representative

### References

PBIS Website: [www.pbisillinois.org](http://www.pbisillinois.org)

Illinois State Board of Education: [www.isbe.net](http://www.isbe.net)

Rtl Triangle obtained from: <http://wapbis.org>



**Positive  
Behavior  
Interventions  
& Supports**

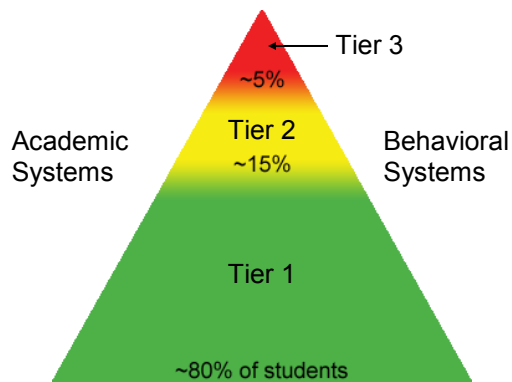
**Robein School  
District 85  
200 Campus  
Avenue  
East Peoria, IL**

## Introduction

Recent changes in federal and state laws have directed schools to focus more on helping all children learn by addressing problems in the educational environment. Through the Positive Behavior Interventions & Supports (PBIS) system, Robein School wants to provide a safe and positive learning environment for the students, teachers, and staff. In addition, we want to reduce behavior problems that interfere with student learning. PBIS is a school-wide system that will help improve consistency in expected behaviors.

## What is PBIS?

PBIS is a data-driven, proactive systems approach for establishing the behavioral supports and social environment needed for all students in a school to achieve social, emotional, and academic success. It conforms to the behavioral system of the Response to Intervention (RtI) model.



**Tier 1:** Core behavior expectations are taught, modeled, and reinforced by all staff in all school settings. This should meet the needs of about 80% of the student population.

**Tier 2:** Supplemental interventions for small groups of students not meeting behavior expectations. These interventions should meet the needs of 15% of the student population.

**Tier 3:** Customized interventions for individual students not meeting behavior expectations. These interventions should meet the needs of about 5% of the student population.

## How is PBIS implemented at Robein?

Behaviors will be taught as academic skills are taught. PBIS is a 3 to 5 year process for changing behavior. Our focus for the upcoming school year will be to build a positive environment in the school and in the classroom. Our school has chosen four core behavior expectations that can be applied to all school settings. They are:

1. Be Respectful
2. Be On Task
3. Show Citizenship
4. Keep Safe

By teaching these core behavior expectations, the District wants to equip all students with the knowledge necessary to be a successful student at Robein School.

## What happens when my child displays expected behaviors?

Any administrator, teacher, or staff member in the building can give rewards to students who display expected behaviors. Rewards include:

**Booster Bucks:** Paper money awarded when students demonstrate positive behaviors. Booster Bucks are used to purchase items in the School Store.

**Celebrations:** At the end of every 9 weeks a Celebration will be held for all students. In the past students have played Dodge Ball, had a Free-Throw Contest, and attended Pizza & Ice Cream Parties.

**Random Rewards:** Classes are selected randomly to receive rewards for demonstrating positive behavior such as excellent hallway behavior, perfect attendance, or entire class completing a homework assignment.

## School-Wide Behavioral Interventions

Check-In/Check Out (**CICO**) is a positive intervention that allows students to start their day by checking in with an adult to promote positive behavior throughout the day and also to spend a few minutes at the end of each day with an adult reviewing their progress.

Social Academic Instructional Groups (**SAIG** groups) are groups that meet for 20-30 minutes once or twice weekly to learn and review skills needed to improve their Problem Solving, Social, and/or Academic skills. You will receive notice if your child enters/exits an intervention as well as regular communication to discuss their progress. We want to work together with families in an effort to increase positive behavior.

## Donations

If you would like to donate items (supplies or treats) to the PBIS School Store, we appreciate any and all support we do get from the community. Thank you!

