POSITIVE OUTCOMES OF SWPB4L FROM A RTLB PERSPECTIVE

21st February 2014

Cluster Managers Forum

"Me mahi tahi tātou
mō te oranga o te katoa"

WE ALL BENEFIT WHEN WE
WORK TOGETHER

THE STATS IN NORTH CANTERBURY

▶ Oxford Area School – Year 2

▶ Rangiora New Life, Rangiora High & Swannanoa Primary – Year 1

▶ Kaiapoi High & Kaiapoi Borough – first year 2014

▶ Four NCRTLB team members supporting school teams

▶ Two schools engaged outside the MOE initiative.

What is School-Wide Behaviour Support

Framework for enhancing adoption & implementation of
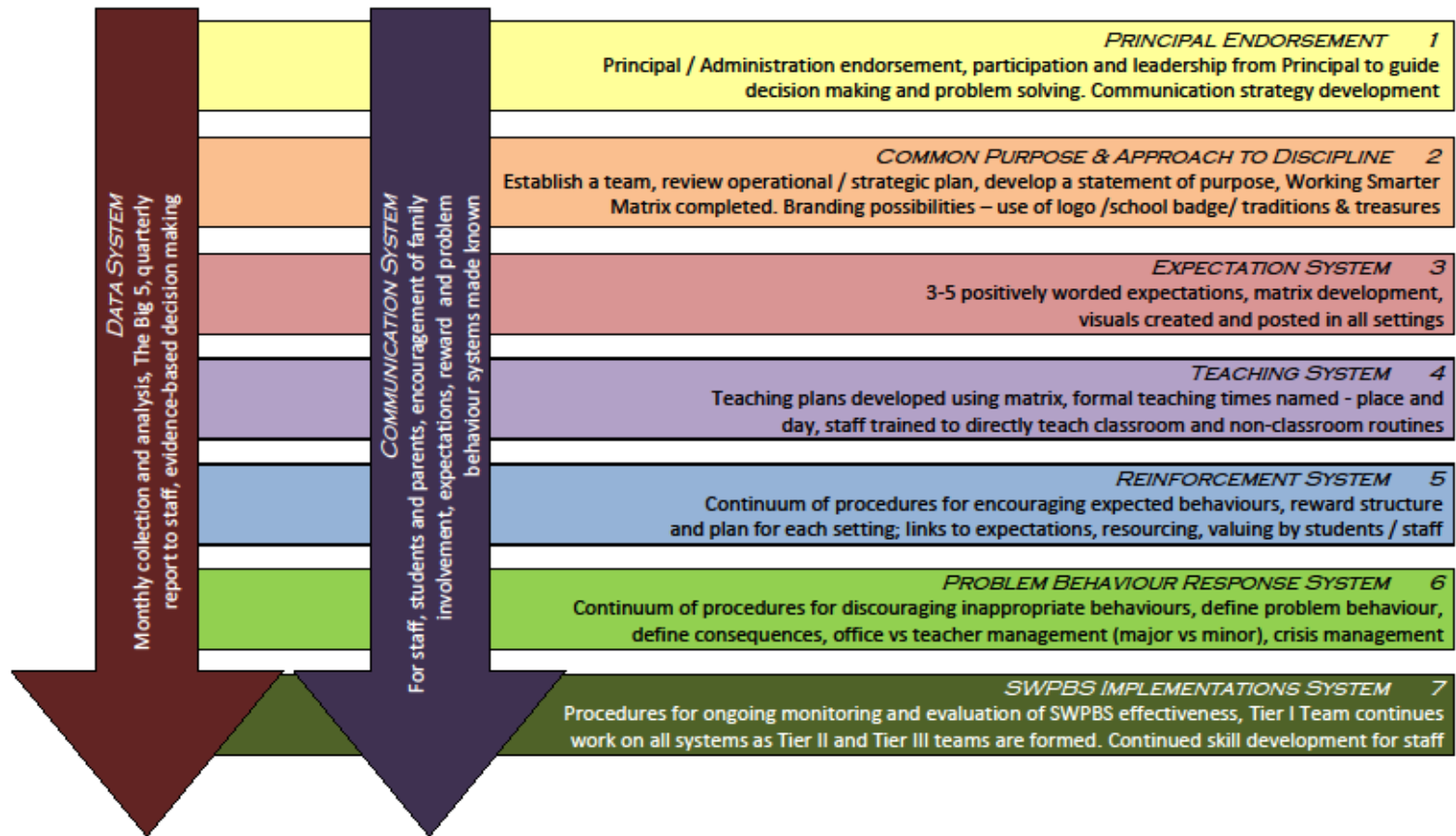
Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

(Sugai, Horner, Algozzine, Barrett, Lewis, et.al, 2010)

THE FRAMEWORK

SUGGESTED GUIDE TO SWPBS FRAMEWORK DEVELOPMENT - SEVEN ESSENTIAL COMPONENTS

SWPBS is grounded in the PBS principles of prevention, instruction and function. These principles need to be built into all school systems and practices, using evidence based decision making processes. As living documents are created to support each system, providing practices for school members to follow, it is important to remember the need for revision and reflection as an ongoing activity.

DATA SYSTEM
Monthly collection and analysis, The Big 5, quarterly report to staff, evidence-based decision making

COMMUNICATION SYSTEM
For staff, students and parents, encouragement of family involvement, expectations, reward and problem behaviour systems made known

PRINCIPAL ENDORSEMENT   1
Principal / Administration endorsement, participation and leadership from Principal to guide decision making and problem solving. Communication strategy development

COMMON PURPOSE & APPROACH TO DISCIPLINE   2
Establish a team, review operational / strategic plan, develop a statement of purpose, Working Smarter Matrix completed. Branding possibilities – use of logo /school badge/ traditions & treasures

EXPECTATION SYSTEM   3
3-5 positively worded expectations, matrix development, visuals created and posted in all settings

TEACHING SYSTEM   4
Teaching plans developed using matrix, formal teaching times named - place and day, staff trained to directly teach classroom and non-classroom routines

REINFORCEMENT SYSTEM   5
Continuum of procedures for encouraging expected behaviours, reward structure and plan for each setting; links to expectations, resourcing, valuing by students / staff

PROBLEM BEHAVIOUR RESPONSE SYSTEM   6
Continuum of procedures for discouraging inappropriate behaviours, define problem behaviour, define consequences, office vs teacher management (major vs minor), crisis management

SWPBS IMPLEMENTATIONS SYSTEM   7
Procedures for ongoing monitoring and evaluation of SWPBS effectiveness, Tier I Team continues work on all systems as Tier II and Tier III teams are formed. Continued skill development for staff

COMMON PURPOSE & APPROACH

▶ RTLB involved in the team has allowed us to have purposeful conversations about systems to support behaviour

▶ Schools reported that they liked an outsider to tell them "how it really is"

▶ RTLB have supported schools in the language of behaviour

EXPECTATION SYSTEMS

▶ RTLB supporting schools to develop their matrix

▶ Observations across classrooms show teachers moving towards using consistent language

▶ School expectations are now becoming the basis of behaviour interventions supported by the RTLB

TEACHING SYSTEM

- Teachers are teaching routines (even in Secondary)

- Ok to have conversations with teachers – "what is the expected behaviour…. have you taught that?"

- Individual teachers have requested RTLB feedback around teaching expectations (as they are part of the school team)

- All our SW schools have implemented a circle time approach as an option for teaching expectations

REINFORCEMENT SYSTEM

▶ All our schools had reinforcement systems and they all required tweaking

▶ Our high schools have reported an increase in gold cards

▶ Access to positive reinforcement has increased for students who in the past would not receive this

▶ Active supervision is making a difference in two schools

PROBLEM BEHAVIOUR RESPONSE SYSTEM

▶ Excellent opportunity to promote restorative practices – lead to RTLB PD in one school

▶ Drift away from punishment – muck up, own up, make up and move on

▶ RTLB are having conversations with teachers at entry meeting around the possible functions of behaviour

▶ High schools – referrals out of the classroom have decreased

▶ Ongoing challenge to move parents away from punishment

DATA SYSTEM

- There is data!

- Helps establish patterns for individuals

- A schools request for systems support was clearly defined

POSITIVES OVERALL…

▶ Slight decrease in behaviour referrals

▶ Schools have more confidence to manage challenging behaviour

▶ The RTLBs report an attitudinal shift with many staff members

▶ Excellent FBA and systems training for my RTLBs

▶ Building mutual respect that schools are implementing evidence based interventions and we understand their language

OXFORD AREA SCHOOL