POSITIVE BEHAVIOUR FOR LEARNING

Positive Behaviour of Learning School-Wide

5 December 2012

MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

Positive
Behaviour
for Learning

Too much lunch aye!

Nau te rourou; nakū te rourou

Ka ora ai te iwi

With your contribution, and mine

There will be ample

Acknowledgements

- **Thanks to Professor Tim Lewis, Professor George Sugai and Dr Lori Newcomer.**

- **SWPB4L NZ is very grateful for the mentoring relationships developed with Warren Dawson in Queensland and Jill Schofield in Sydney.**

What is School-Wide Positive Behaviour for Learning?

A whole-school decision making framework that guides the selection and use of the best evidence-based systemic and individualised practices, to achieve key social and learning outcomes for all students and prevent the development of problem behaviours.

PB4L School-Wide is ..

- Not a specific practice or curriculum…it's a general approach to preventing problem behaviour.

- Not limited to any particular group of students…it's for all students.

- Not new…its based on long history of behavioural practices & effective instructional design & strategies.

  (Sugai 2002)

SWPB4L

…is a systems approach that enables schools to adopt and sustain structures and procedures using research-validated practices to address the social and academic needs of all students (Lewis and Sugai, 1999).

SWPB4L

...focuses on prevention of problem behaviours by rearranging environmental variables (e.g. antecedents and consequences), directly teaching important social skills, and supporting the entire student body of students with multiple levels of interventions on a continuum within the culture of the whole school.

(Freeman et al., 2006)
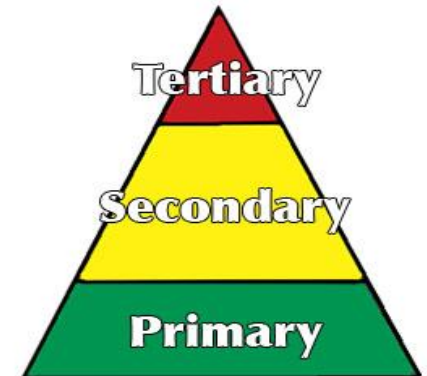
The roots of SWPB4L ..

- SWPB4L was started by academics and teachers supporting students with serious problem behaviour.

- They found that it was ineffective to implement individual interventions in schools and classrooms in which discipline systems were unclear and inconsistently implemented.

- They found that a *school wide* improvement in discipline leads to an improvement in the behaviour of the "high-fliers".

What's Different?

| Traditional discipline	School-wide discipline
•Focuses on the individual student's problem behaviours •Uses punishment to stop undesirable behaviours	•Teaches pro-social skills to replace inappropriate behaviours •Uses consistent logical consequences for undesirable behaviour •Acknowledges appropriate behaviour •Develops a predictable, consistent, respectful, and safe school environment
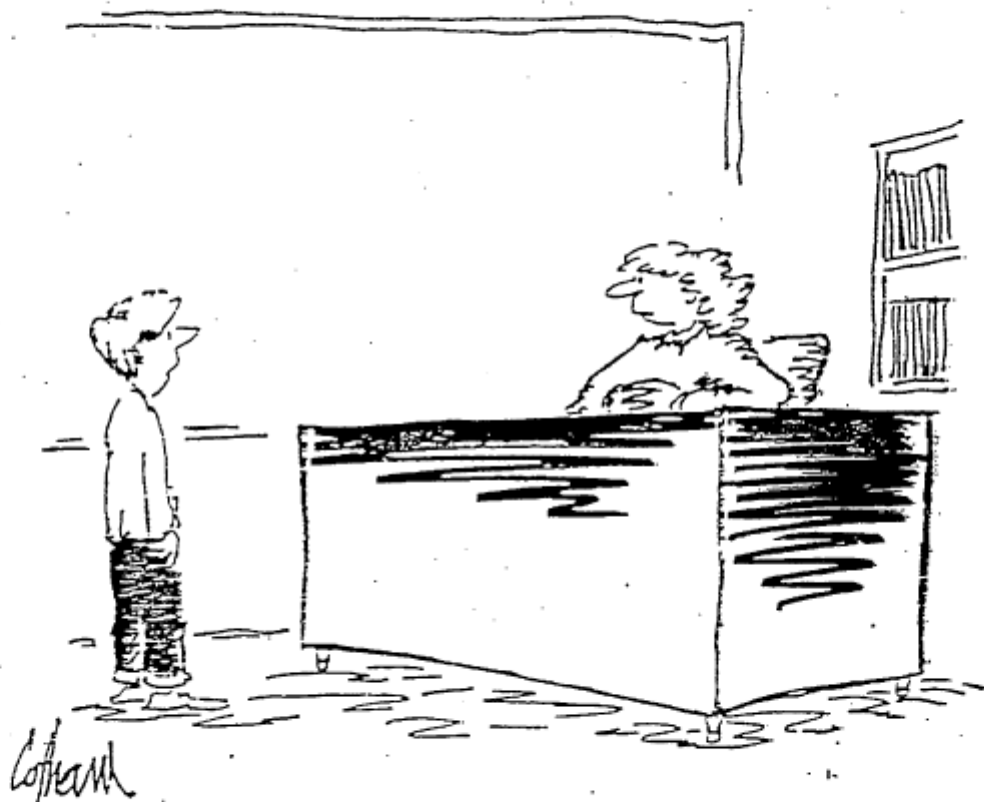
"Is there anything I can do that will cause me to be sent home?"

Integrated Elements

Supporting Social Competence & Academic Achievement

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Staff Behavior
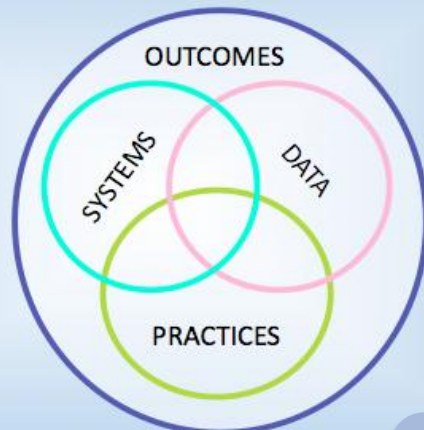
Supporting Decision Making

Supporting Student Behavior
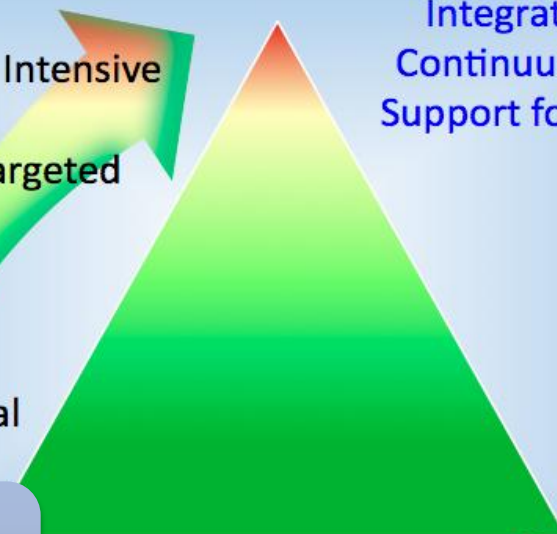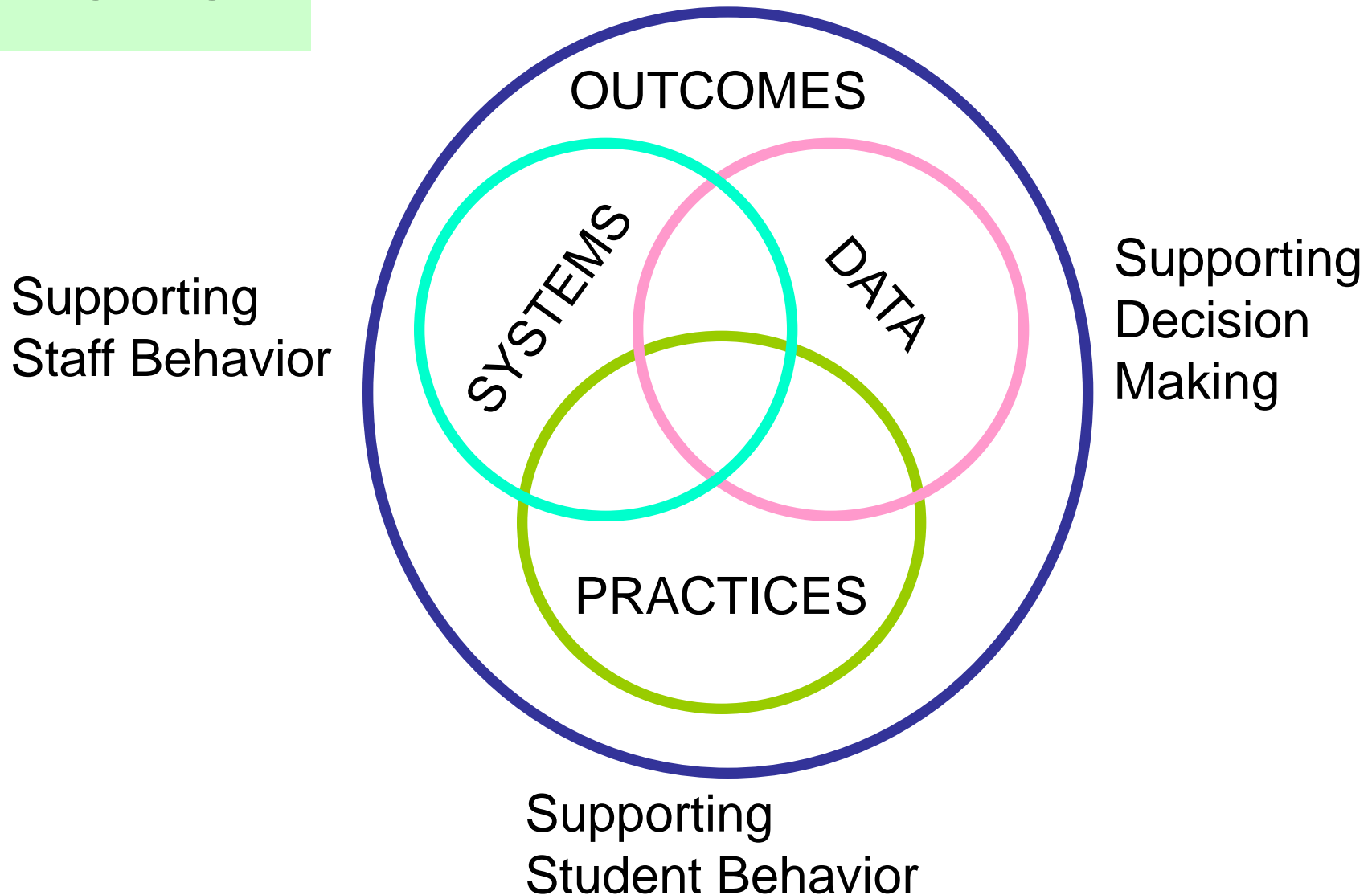
School-wide map

Outcomes = systems, data & practices with <u>fidelity</u>

•Team based problem solving
•Data based decision making criteria established (*decision rules*)
•Professional development provided to support initiative

OUTCOMES

SYSTEMS

DATA

PRACTICES
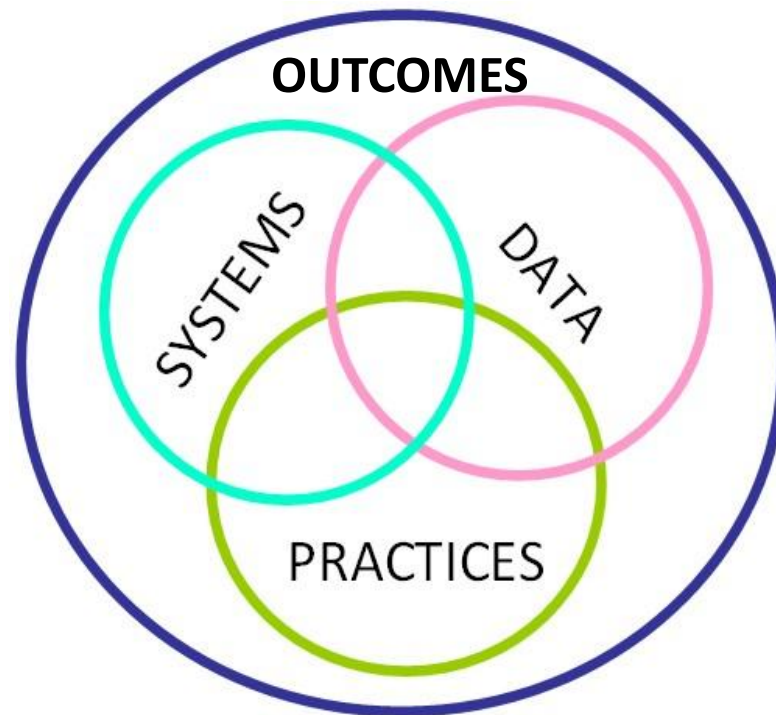
•Ongoing data collection and use
•Office Discipline Referrals (ODR) (Number per day per month, location, behaviour, student, time)
•Curriculum based measures (grades)

•Direct teaching of behavioural expectations and academic objectives
•On-going reinforcement of expected behaviours
•Assessment of function of behaviour

GENERAL
IMPLEMENTATION
PROCESS

Team

- School-wide agreements

- Nation-wide commitment & investment

- Ongoing training/coaching commitment

- Local training, coordination, coaching, & evaluation

- Systems for implementation integrity capturing and using data to inform decision making.

ation

Designing School-Wide Systems for Student Success
Whanau Involvement

Academic Systems

Behavioural Systems

Tertiary Interventions
• Few families
• Family voice
• High Intensity

1-5%

Tertiary Interventions
• Few families
• Family voice
• Intense, durable procedures

Secondary Interventions
• Some families (at-risk)
• High efficiency
• Rapid response
• Planned Interventions
• Some Individualizing

5-10%

Secondary Interventions
• Some families (at-risk)
• High efficiency
• Rapid response
• Planned Interventions
• Some Individualising

Universal Interventions
• All families
• Preventive, proactive

80-90%

Universal Interventions
• All families
• Preventive, proactive

Integrated Functions Across All Tiers of Support

Behaviour Support
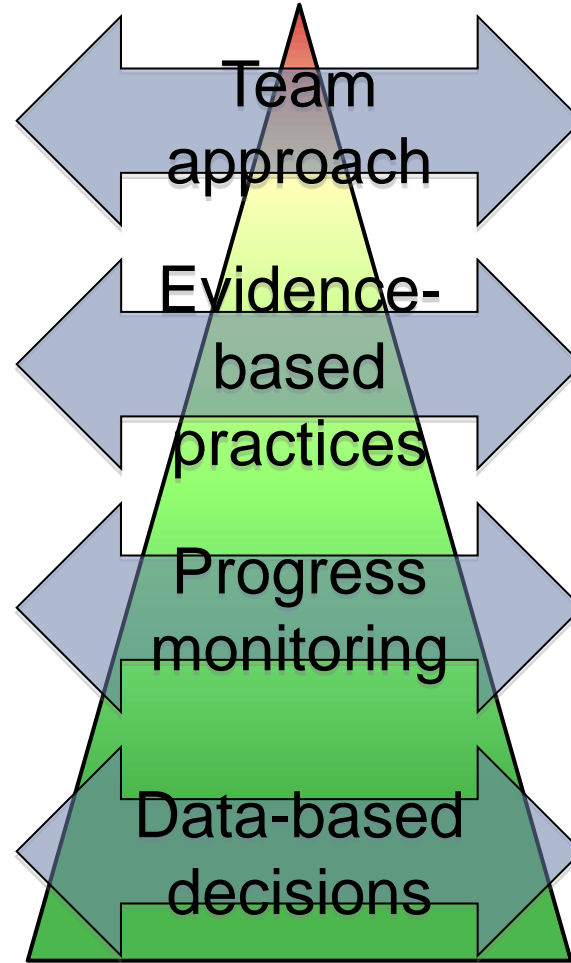
Academic Support
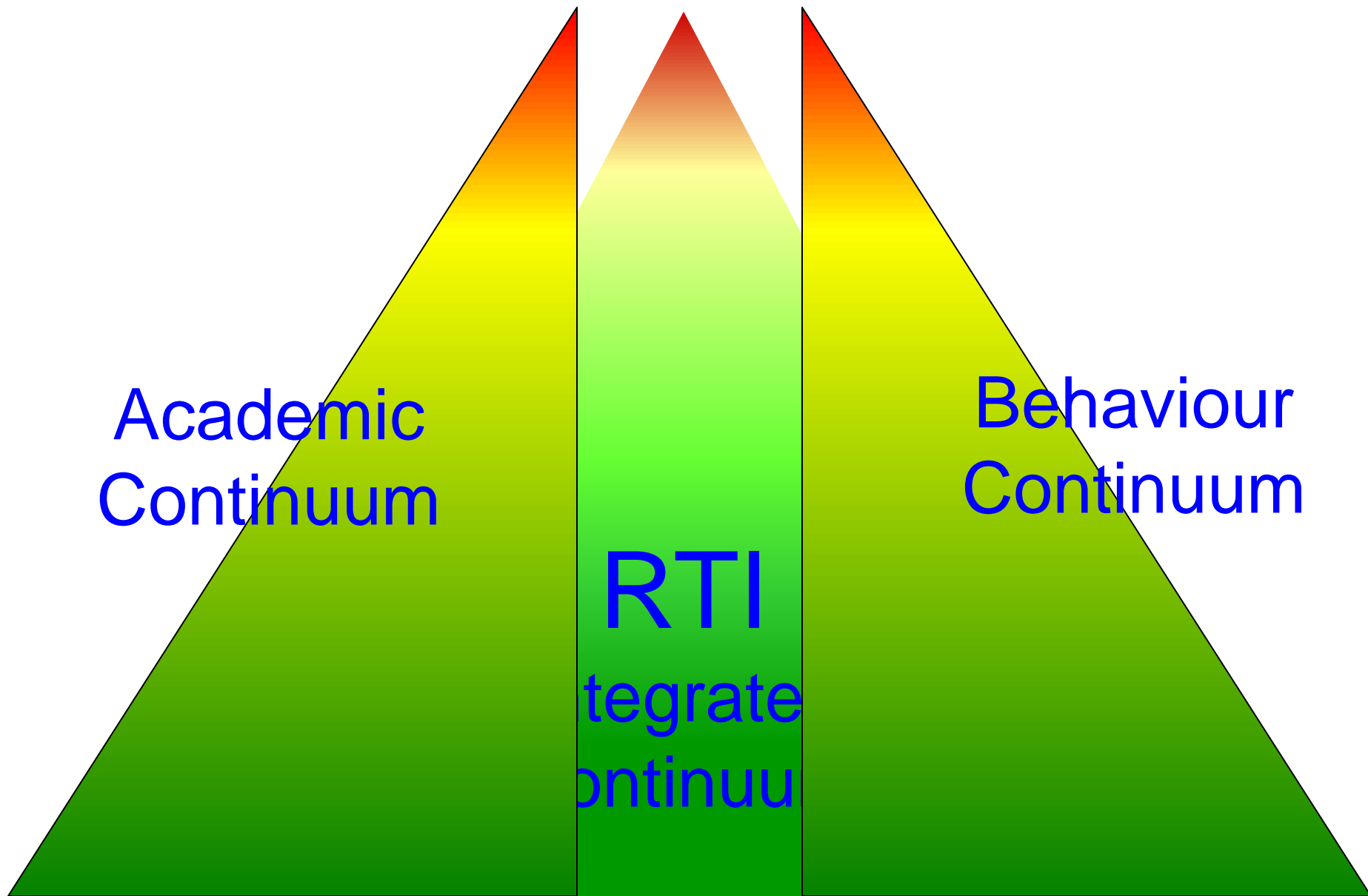
Team approach

Evidence-based practices

Progress monitoring

Data-based decisions

SWPB4L
Subsystems

School-wide

Classroom

Non-classroom

Family/Community

Student
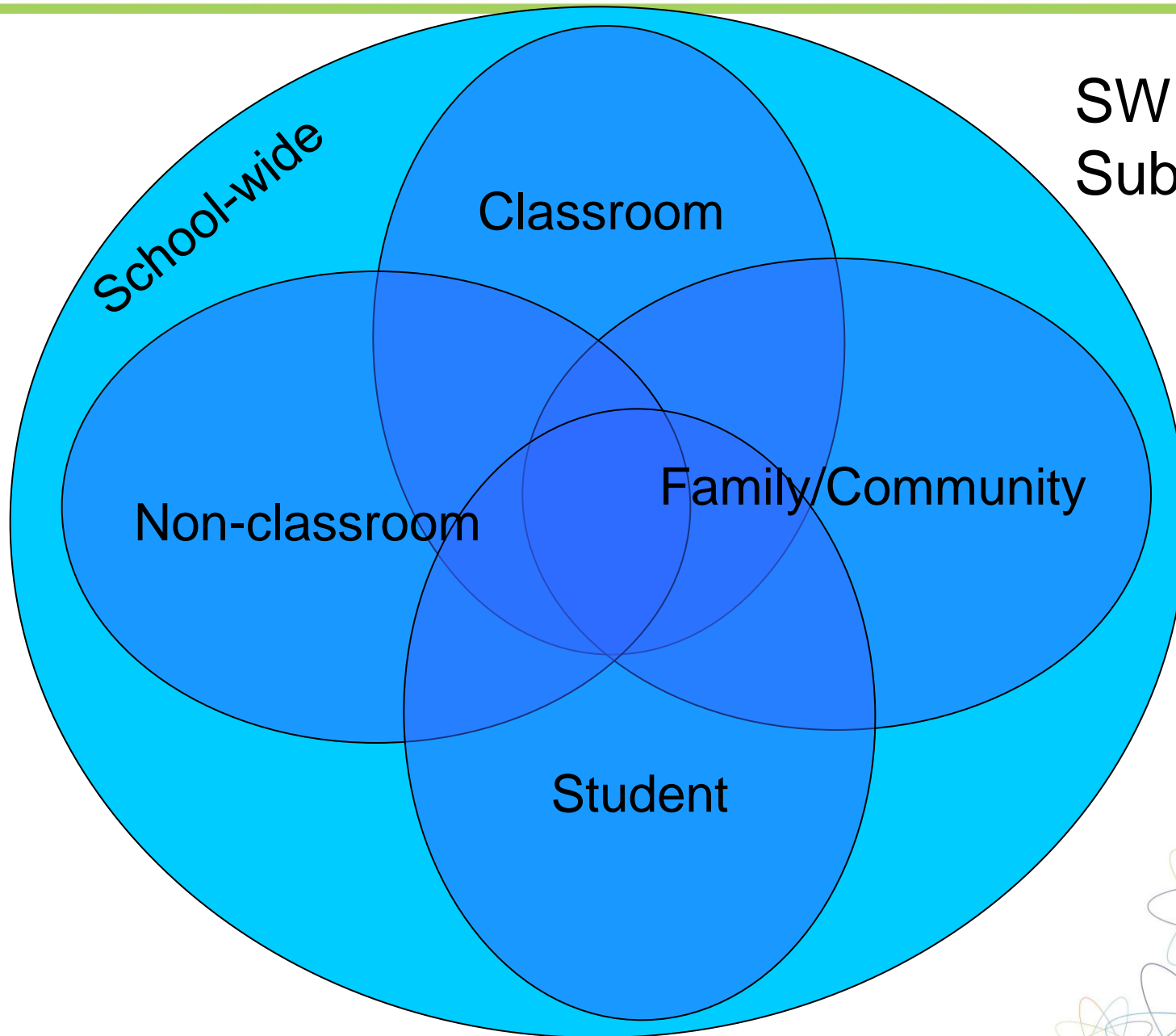
SUGGESTED GUIDE TO SWPBS FRAMEWORK DEVELOPMENT - SEVEN ESSENTIAL COMPONENTS

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 practi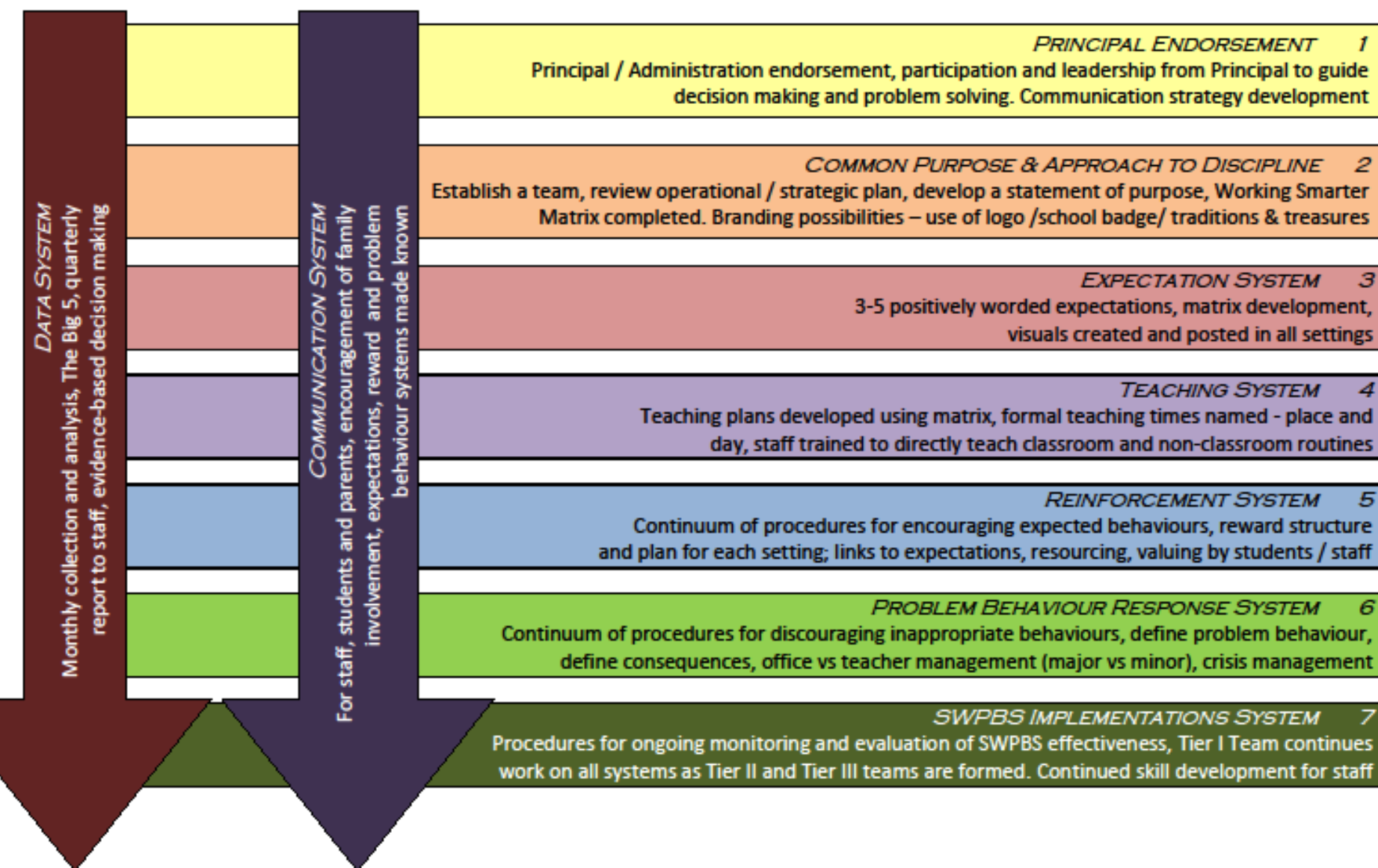ces for school members to follow, it is important to remember the need for revision and reflection as an ongoing activity.

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

SWPB4L Key Elements

1. Principal support, participation and leadership
2. Common purpose and approach to discipline – leadership team formation
3. Clear set of school wide expectations
4. Procedures for teaching expected behaviors
5. Continuum of procedures for encouraging expected behaviors
6. Continuum of procedures for discouraging inappropriate behaviours
7. Procedures for ongoing monitoring/evaluation of the SWPB4L systems (data use – e.g. EBS)

Bledisloe School
Interactive signage

East Otago High School

SWPB4L Card

EOHS

Name_____

Sig

Showed Respect

Showed Motivation

Showed Responsibility

Signed_____

Positive **Behaviour** for Learning

A B C **D** E F G

Data based Decision making

Main Ideas

Decisions are more likely to be effective and efficient when they are based on defined outcomes & current/ accurate data

Quality of decision-making depends on the first step (defining the problem with precision)

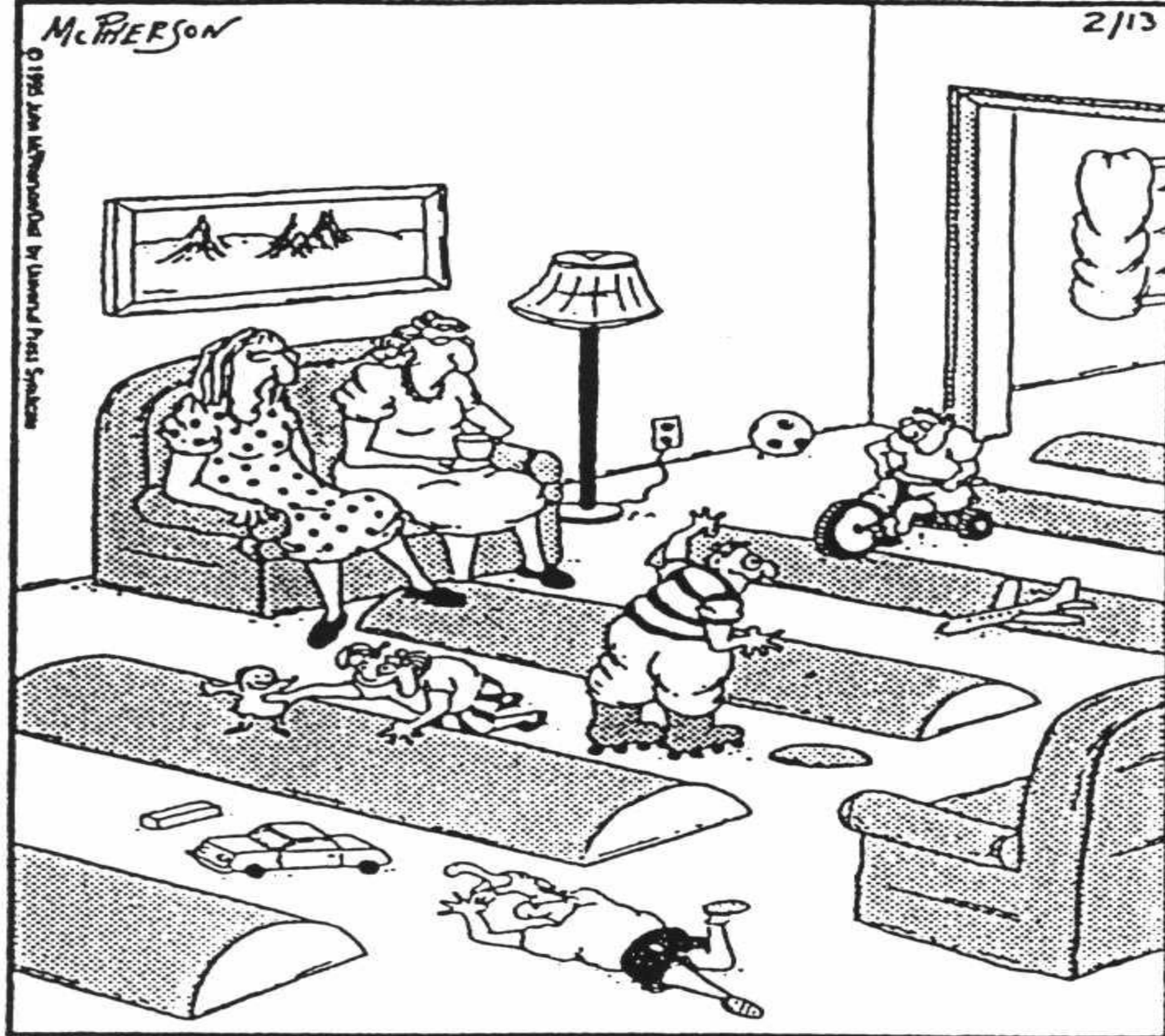Data help us ask the right questions

Use data to identify problems with precision before defining solutions

Data help place the "problem" in the context rather than in students

simply ..
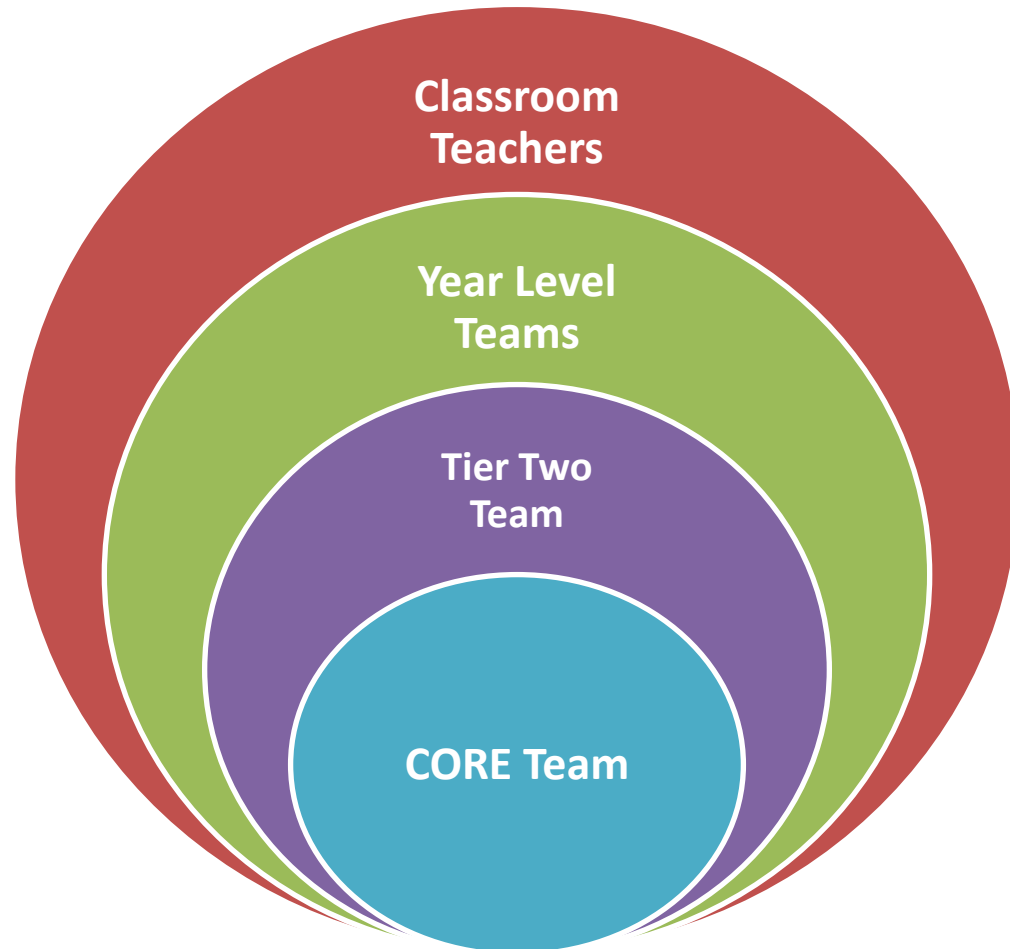
School Wide is the
redesign of environments,
not the redesign of individuals.

"We finally got smart and had speed bumps installed."
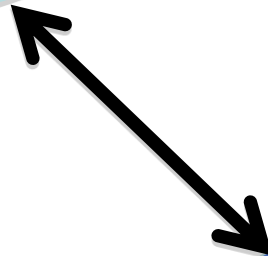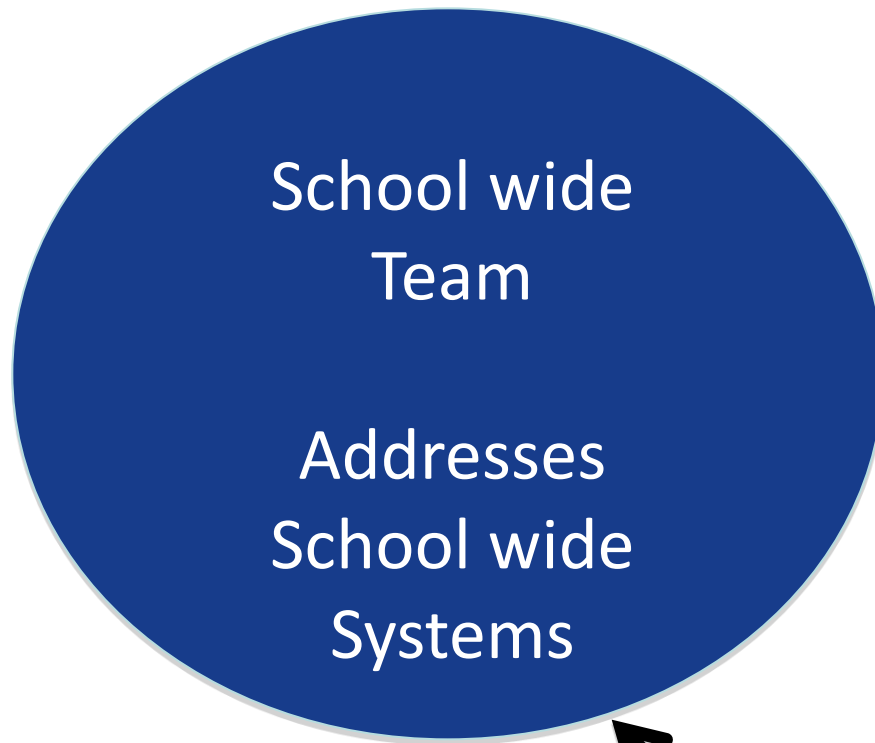
Systems

School wide team

Addresses
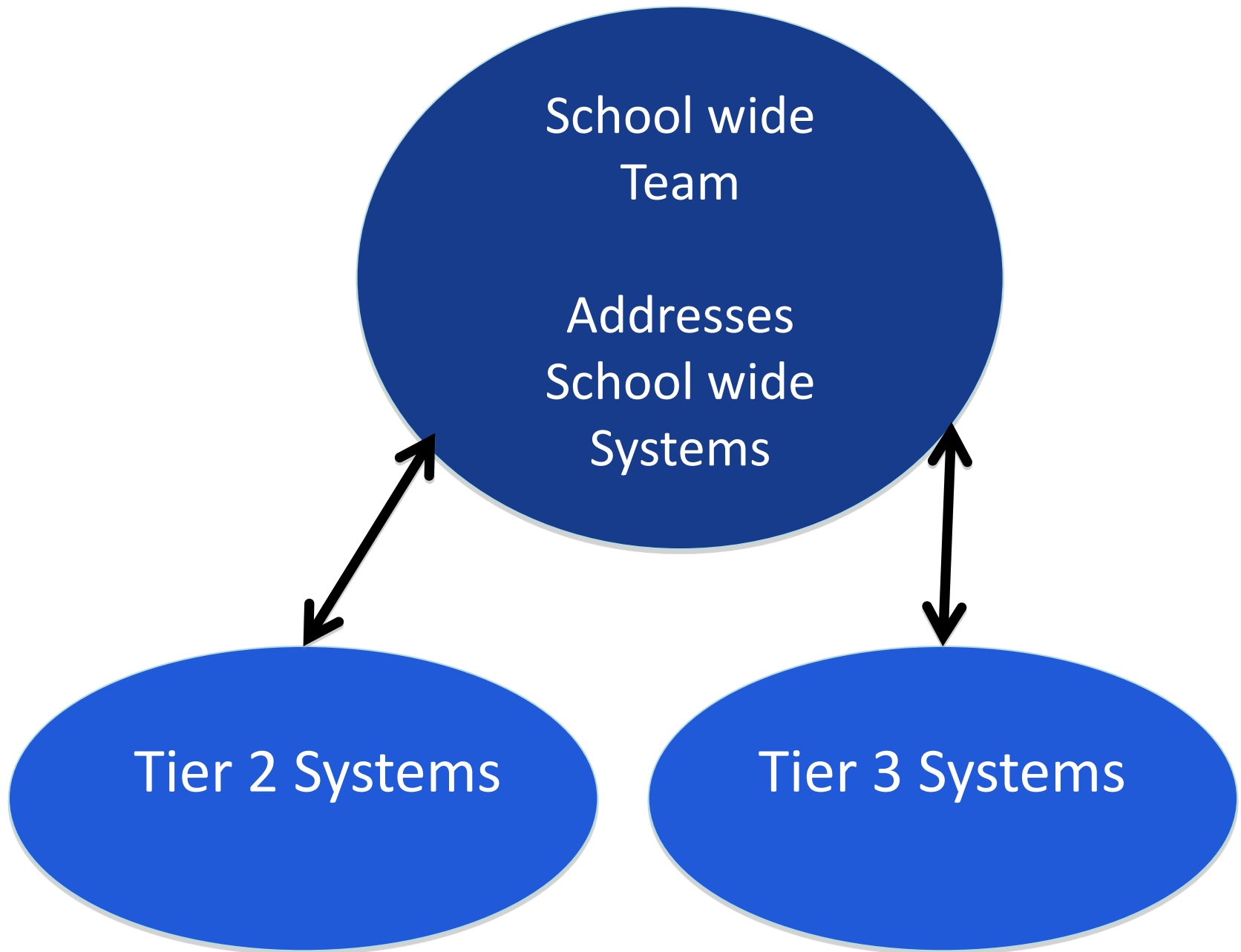School wide Systems &
Tier 2/Tier 3 Systems

School wide Team

Addresses
School wide Systems

Tier 2/ Tier 3
Systems

School wide Team

Addresses School wide Systems

Tier 2/ Tier 3 Systems

School wide Team

Addresses School wide Systems

Tier 2 Systems

Tier 3 Systems

Rethinking Technical Assistance

- Moving from a case by case expert model to building <u>expertise in the school</u>
- Focus is on teaching the school team to solve problems or address challenges for themselves
- Shift from providing answers to asking questions
- Shift from developing plans to prompting plan development
- Shift from being viewed as the expert to being viewed as a facilitator
- Will not replace need for specialist, re-focus all to building capacity.

Training Outcomes Related to Training Components

Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/ Lecture	10%	5%	0%
Plus Demonstration	30%	20%	0%
Plus Practice	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%

Joyce & Showers, 2002

Websites

- www.PBIS.org

- www.PBISmaryland.org

- www.learningplace.com