

Leadership

Common language, vision and experience

- Statement of purpose
- Whole school engagement
- Consistent staff modelling of expectations
- PBL visibility

Principal support, participation and leadership

- Align to the strategic improvement plan and department priorities
- Regularly attends meetings
- Sustains PBL leadership team
- Budget to support implementation, professional learning and systems

PBL leadership team

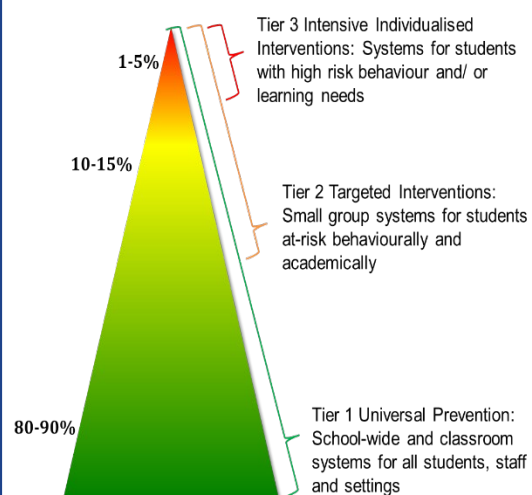
- Work with staff, students, family and community
- Representation from across school community and stakeholders
- Decision-making processes adopted

Operating procedures

- Roles and responsibilities
- Scheduled meetings
- Staff professional learning
- Action planning
- Working smarter

Communication system

- Presenting data
- Analyse feedback
- Disseminating information



NSW Department of Education
Adapted from Missouri University SWPBS

Defining Expected Behaviour

Defining school-wide expectations

- Socially, culturally, contextually appropriate and positively stated
- 3-5 expectations
- 1-3 words per expectation
- Developed/reviewed by all stakeholders
- All encompassing
- Supportive of academics

Defining specific rules for all settings

- School expectations matrix
- Linked to school-wide expectations
- Linked to social culture of school
- Positive, age appropriate, action-based language
- Agreement by > 80% of staff
- Visible for specific settings

Defining specific behaviours

- Observable
- Measurable
- Positively stated
- Understandable
- Always applicable

Procedures and routines for non-classroom aligned with school expectations matrix

- Teach/model

Teaching Expected Behaviour

Teach behaviour skills like academics. Teach positive social culture.

Lesson content

- Derive from the matrix
- Non-classroom procedures
- Classroom procedures

Define/tell

- Matrix expectation
- Specific skill
- Context

Teach/show

- Show and model
- Non-example/examples
- Check for understanding

Practise

- Monitor

Re-teach

- Booster lessons

School-wide lesson schedule

- Scope and sequence
- Responsive to data

Informal teaching and monitoring

- Pre-correct/remind
- Active supervision
- Provide feedback
- Re-teaching

Responding to Inappropriate Behaviours Minor (Teacher Managed)

Preventative strategies

- Active supervision
- Pre-correct

Indirect instructional strategies

- Proximity control
- Signal, non-verbal cue
- Ignore/attend/praise

Direct instructional strategies (order)

- 1 Redirect
- 2 Re-teach
- 3 Provide choice
- 4 Student conference

Apply logical consequences

- Instructional
- Consistent
- Individually determined
- Restorative
- Promote motivation to learn

Responding to Inappropriate Behaviours Major (Executive Managed)

Further support and consultation

- Parent/carer contact/consultation
- Tier 2/Tier 3 LST based intervention
- Multidisciplinary teams
- Interagency support

Clear referral pathways

- Behaviour referral form, data decision rules

A School-wide behaviour system has:

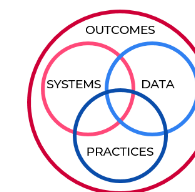
- Minor and major categories with defined behaviours
- Behaviour referral forms (BRFs)
- A behaviour consistency flowchart or continuum

Considerations

- Consistency
- Use least intrusive strategy
- Specific yet brief
- Quiet, respectful interaction with student
- Use a positive neutral tone
- Clear and explicit instructions
- Consider function of behaviour



Positive Behaviour for Learning Tier 1 Universal Prevention Essential Features Framework



Encouraging Expected Behaviour

Positive reinforcement is a powerful tool for change

Adult attention

- Non-contingent
- Contingent
- Building relationships

Effective positive feedback

- Specifically describe the behaviour
- Provide a rationale
- Can include a positive and motivating consequence
- 4 positives to 1 correction (minimum)
- Timing and frequency
- Contingent on demonstration
- Menu of reinforcers that fade over time

Continuum of reinforcement

- Free and frequent – all staff, every day
- Intermittent – delivered semi-regularly
- Long and strong – Term/Semester/Year-long

Data and Ongoing Monitoring

“The use of data increases the likelihood of effective action steps taken in the problem-solving process”

Data for decision making

- Frequently communicate data with staff
- Outcome data

Decision making process

- Collect and chart data
- Analyse and prioritise
- SMART goals
- Select strategies
- Determine results indicators
- Evaluate action plan

Data management systems

- Data collection–behaviour referrals
- Big 5 data-based decision-making model and referral solution plan

Evaluation tools

- Self-Assessment Survey (SAS)
- Tiered Fidelity Inventory (TFI)
- Benchmark of Quality (BoQ)
- School-wide Evaluation Tool (SET)
- Triangle Data Tool

Effective Teaching and Learning Practices

Environmental Management

Relationships

- Positive climate
- Positive relationships

Classroom environment

- Organisation of space

Behavioural Management

Classroom expectations

- Purpose
- Translating school-wide expectations
- Using classroom data

Classroom procedures and routines

- Clear and functional

Encouraging expected behaviour

- Classroom continuum of acknowledgement
- Focus on feedback
- High rates of positive reinforcement

Responding to inappropriate behaviour

- Staff managed minor errors taught like academic

Instructional Management

Active supervision

- Moving
- Scanning
- Interacting

Opportunities to respond

- Tracking students
- Choral response
- Response cards
- Response devices
- Direct instruction

Activity sequence and choice

- Varying intensity or degree of difficulty of tasks
- Materials
- Type of task
- Placement and with whom

Task Difficulty

- Differentiation of the curriculum
- Reasonable adjustments
- Scaffolding learning