

# Positive Behaviour for Learning

## School-wide

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# Overview

1. Why do it, what is it and who's doing it?
2. How well am I doing it?
3. Is it making a difference?
4. What next?



# Why ? Concerns about behaviour.



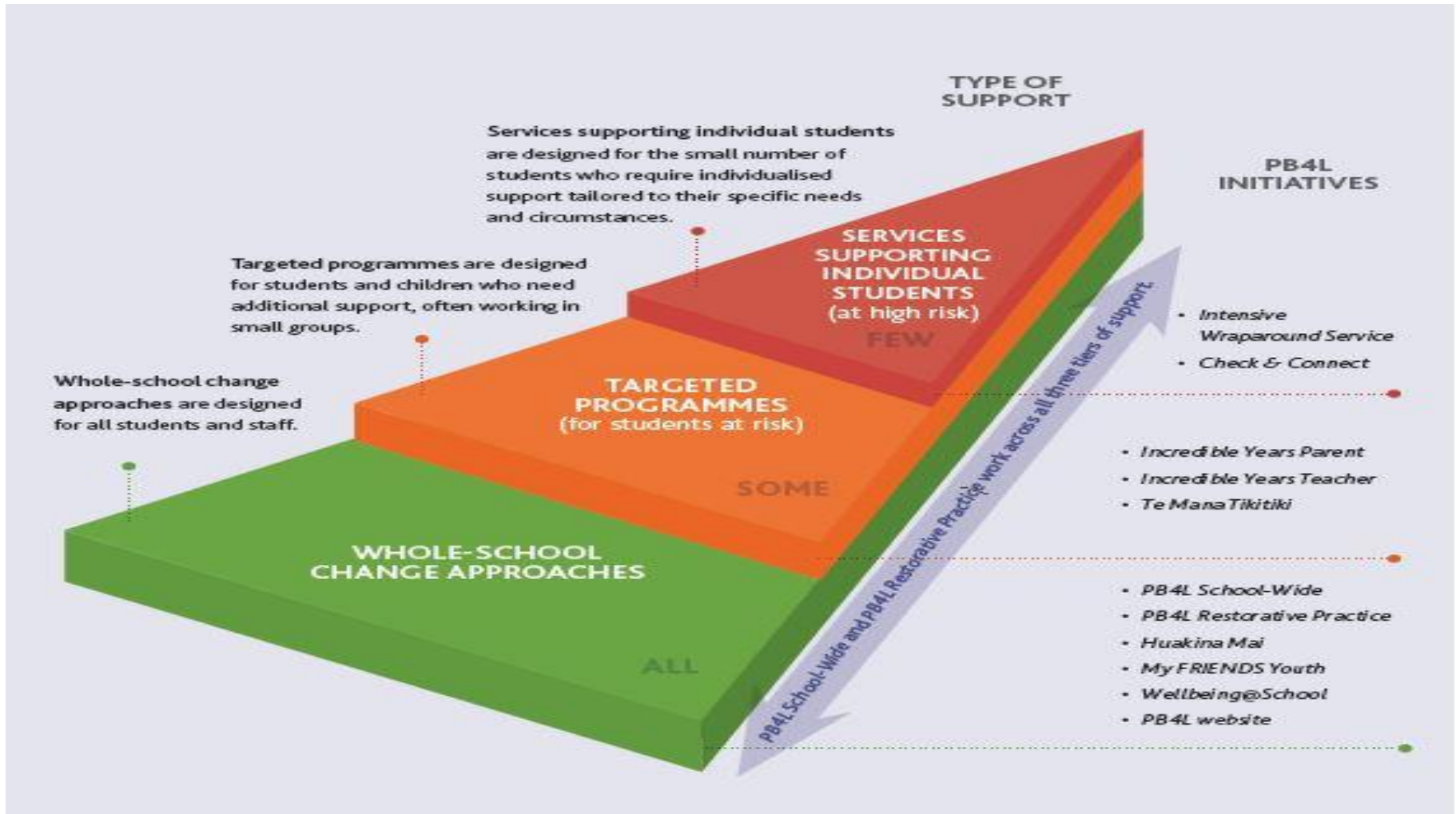
## Key Principles:

- Positive behaviour can be learnt
- With effective support, environments will change
- A focus on prevention
- Evidence-based approaches
- Plan and implement with partners
- Fidelity with local adaptations
- Build on what is already working

# Reason and power to change



# PB4L portfolio



# What is PB4L School-wide?

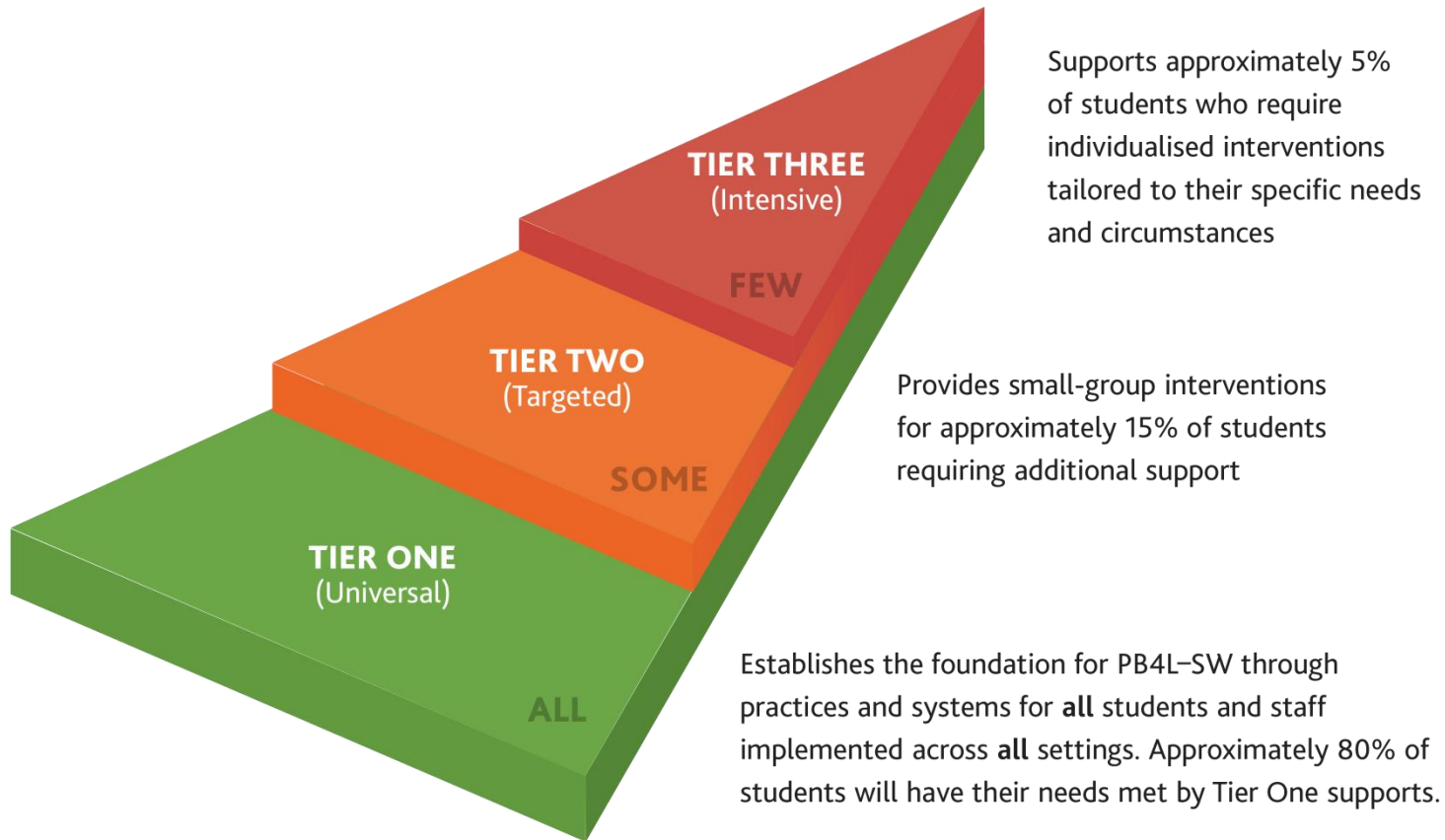
*A framework* for enhancing the adoption and implementation of

*A continuum* of evidence-based interventions, to achieve

*Academically and behaviourally* important outcomes for

*All* students

# Three-tiered continuum



# Who's doing it?

## PB4L School-wide in Aotearoa

- 696 schools
- 194 secondary
- 42 area
- 74 intermediate
- 383 primary
- 3 other types
  
- 159 Tier 2

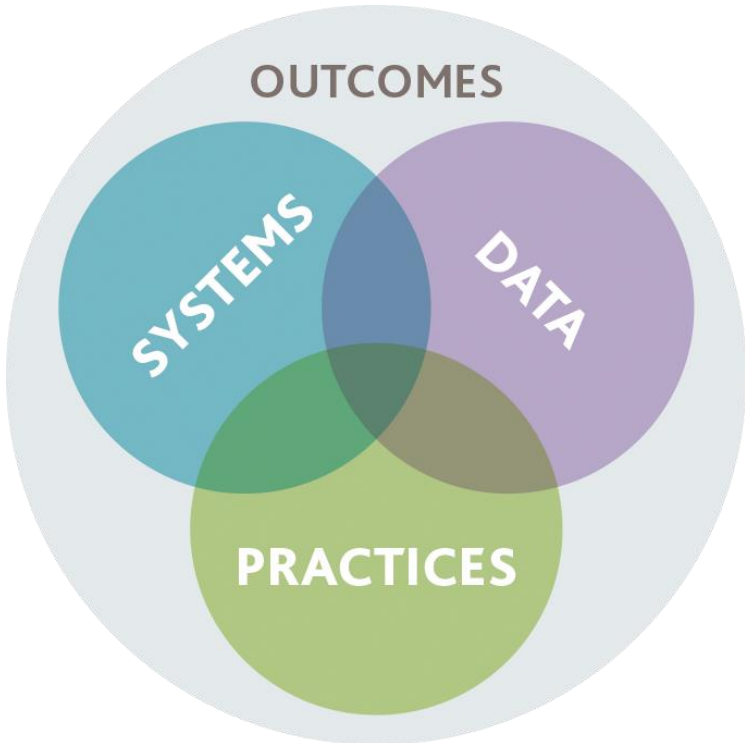






# Key School-wide components

Establish **SYSTEMS** to support staff to accurately and durably implement PB4L-SW

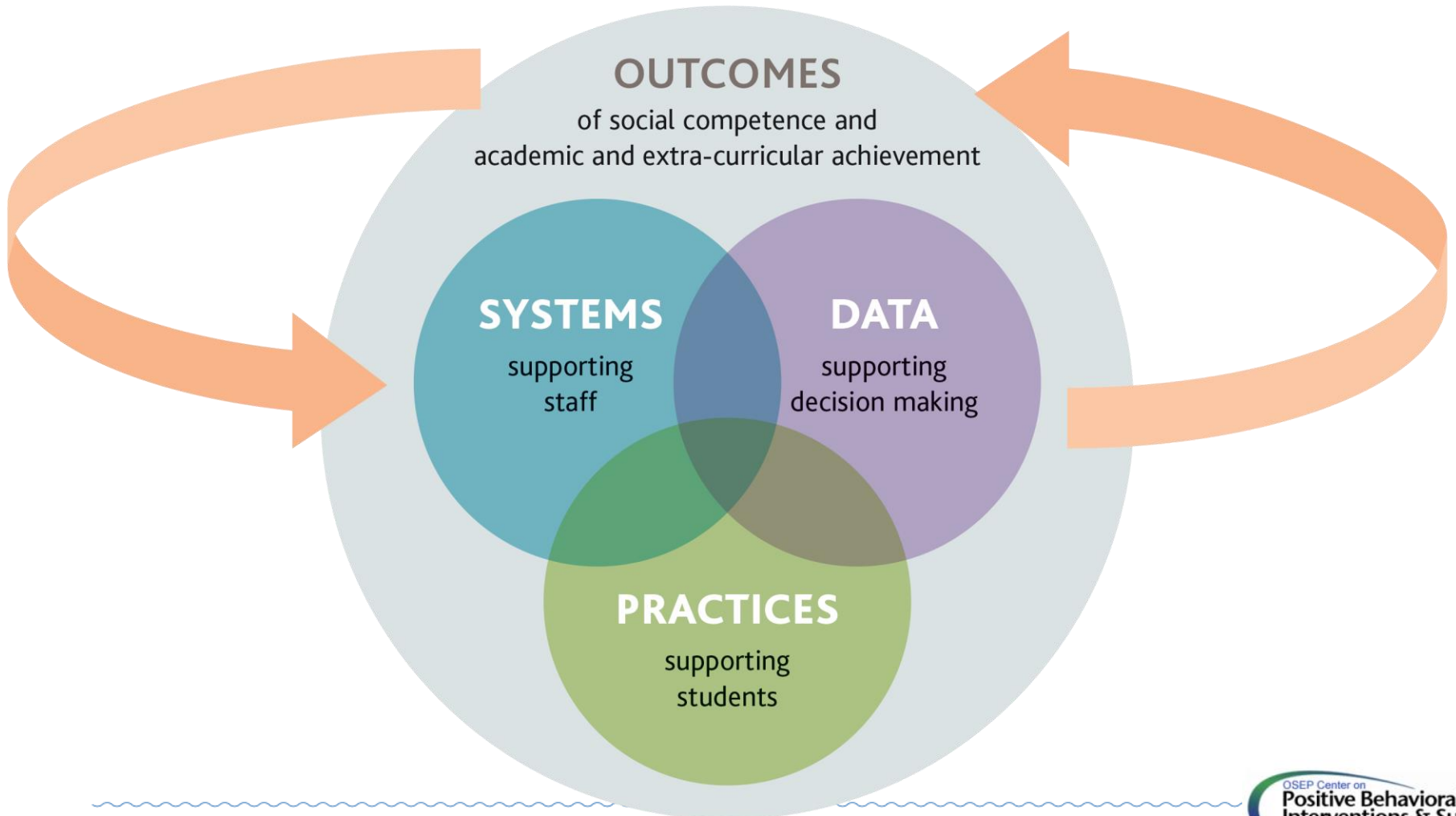


Gather **DATA** to support decision making

Select **PRACTICES** (not necessarily programs) that have demonstrated effectiveness in supporting students to achieve desired outcomes



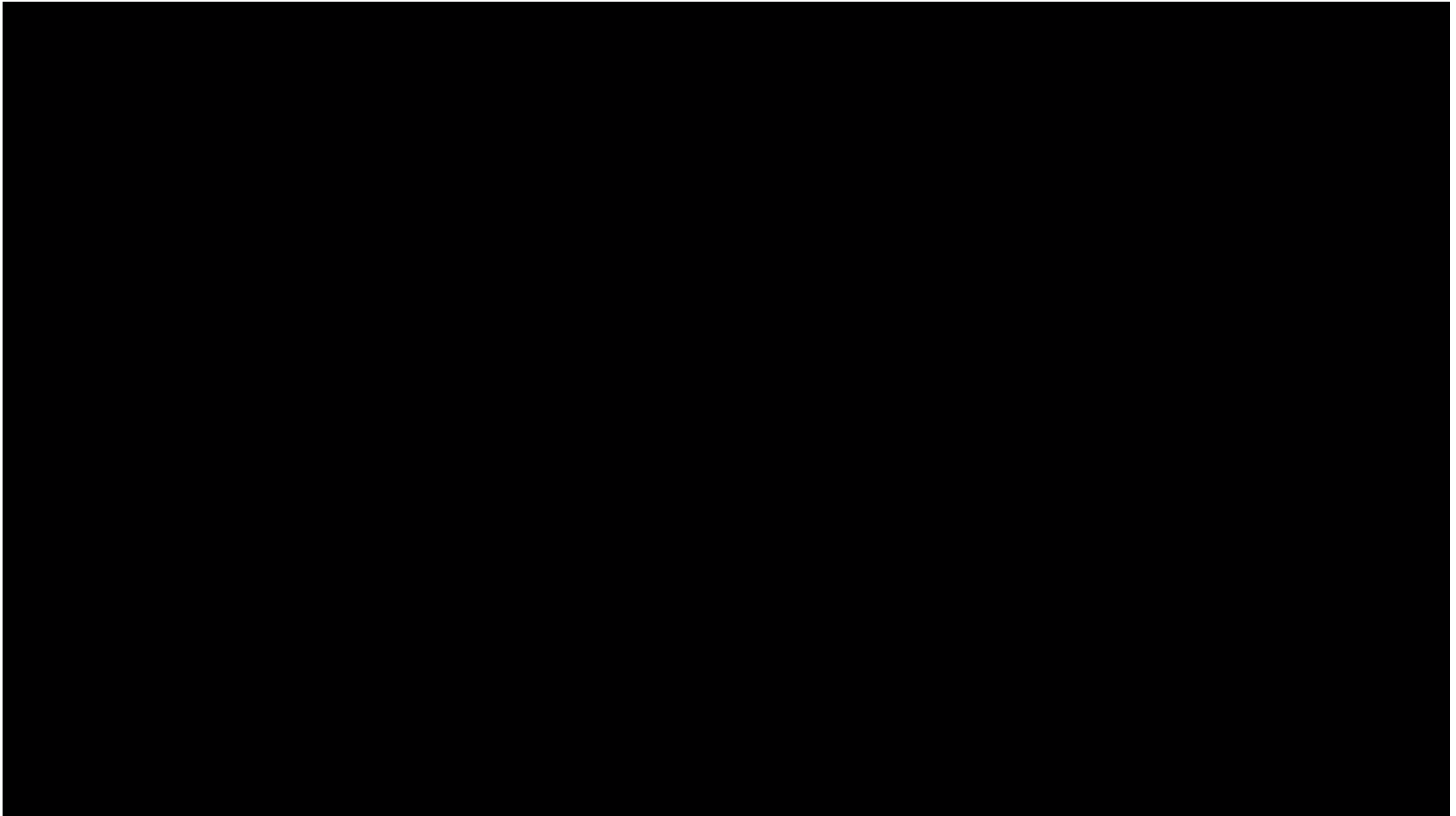
# Key School-wide components



# Tier One: Seven Essential Features



# Values defined by the community.



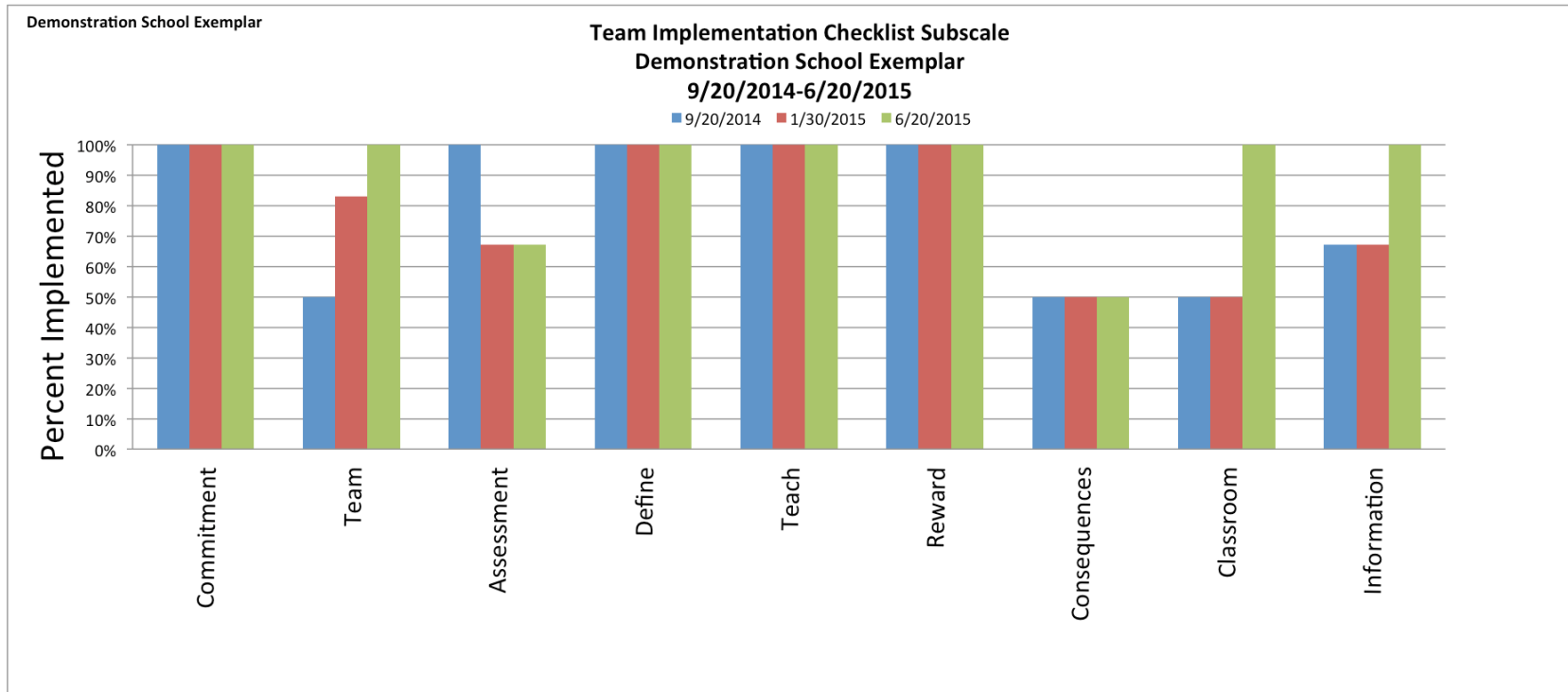
# How well are we implementing?



- Team Implementation Checklist (TIC)
- Effective Behaviour Survey (EBS) / Self Assessment Survey (SAS)
- School-wide Evaluation Tool (SET)
- Benchmarks of Quality (BoQ)
- Tiered Fidelity Inventory (TFI)

## Monitoring and evaluating progress in implementation

# Team Implementation Checklist (TIC)

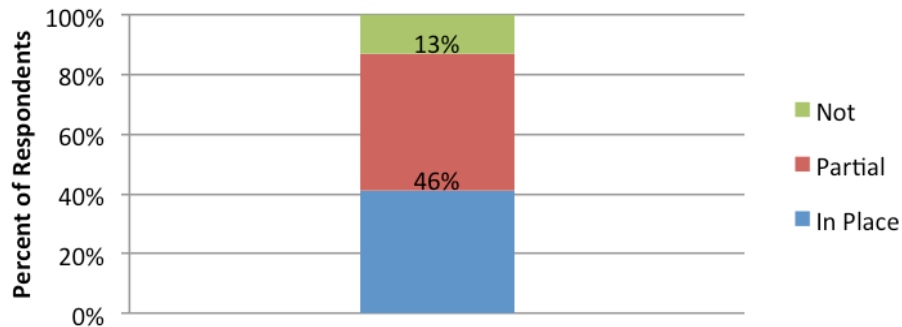


- Identifies which SW practices are in place
- Used monthly until consecutive scores show high levels of implementation
- For this example, SW team might decide to focus on assessment and consequences

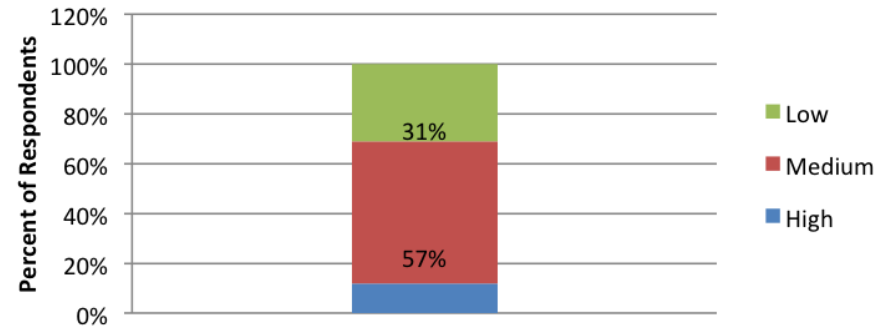
# Effective Behaviour Survey (EBS)



School-Wide Current Status  
Demonstration School Exemplar  
5/29/2015



School-Wide Current Priority  
Demonstration School Exemplar  
5/29/2015



- Also called the Self-Assessment Survey (SAS)
- Evaluates the extent to which staff perceive SW systems and practices to be in place
- Looks at implementation in and outside classrooms
- School staff complete annually

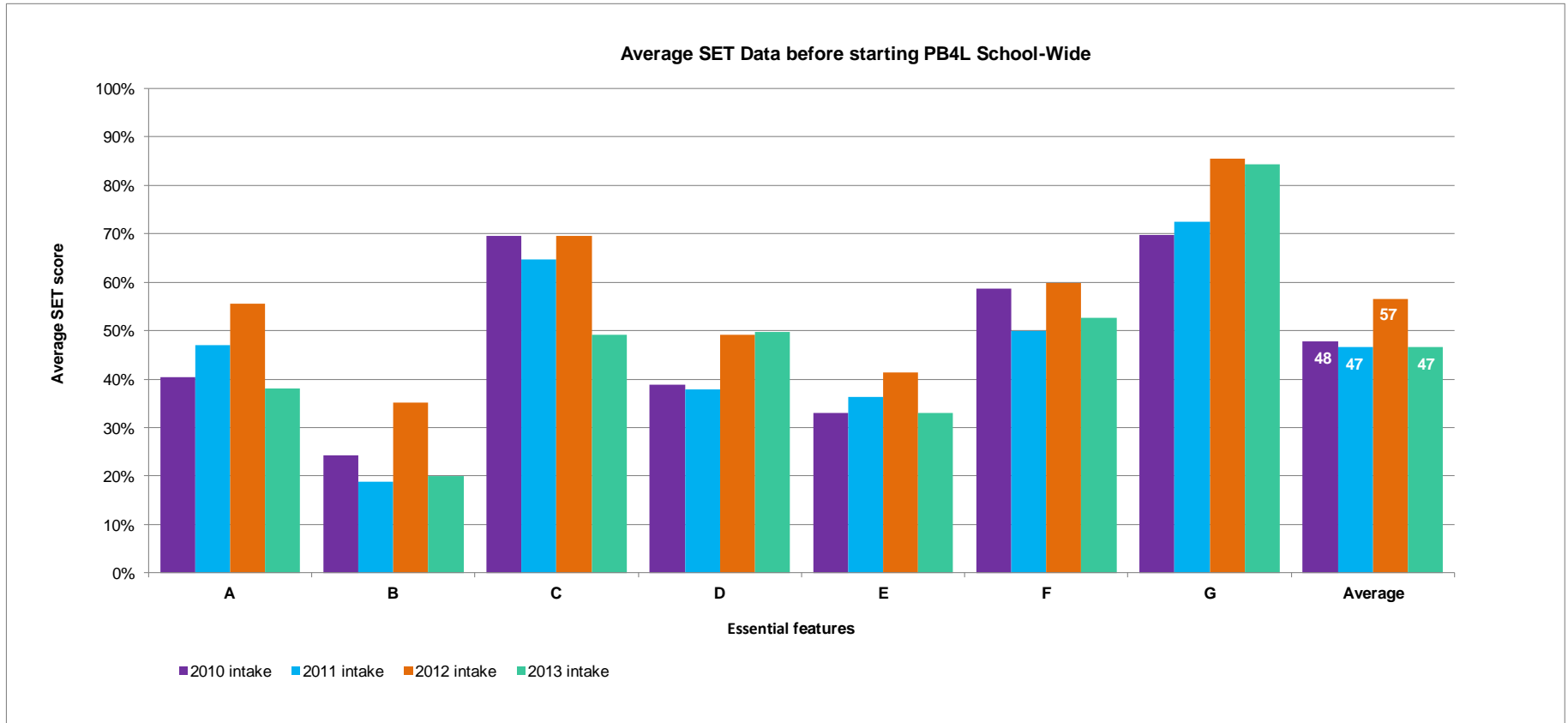
# PB4L School-wide... Tier One



Essential features	Examples of what is measured
<b>A.</b> Expectations defined	Staff agreement with, and visibility of, positively stated behaviour expectations.
<b>B.</b> Behavioural expectations taught	<ul style="list-style-type: none"> <li>• Documented teaching system in place</li> <li>• Student and staff awareness</li> </ul>
<b>C.</b> On-going system for acknowledging behavioural expectations	<ul style="list-style-type: none"> <li>• Documented system in place</li> <li>• Staff and student recall of giving and receiving acknowledgement.</li> </ul>
<b>D.</b> System for responding to behavioural violations/lockdown procedure/crisis plan	<ul style="list-style-type: none"> <li>• Documented system for managing specific behavioural violations</li> <li>• Visibility of crisis plan</li> <li>• Staff and principal agreement on systems.</li> </ul>
<b>E.</b> Monitoring and decision making	Collection, reporting, reviewing and using discipline referral data.
<b>F.</b> Management	<ul style="list-style-type: none"> <li>• Behaviour improvement is a priority goal in school plan</li> <li>• Establishment and visibility of School-Wide team,</li> </ul>
<b>G.</b> National/Regional support	<ul style="list-style-type: none"> <li>• School has budget allocated for School-Wide.</li> </ul>



# School-wide Evaluation Tool (SET)

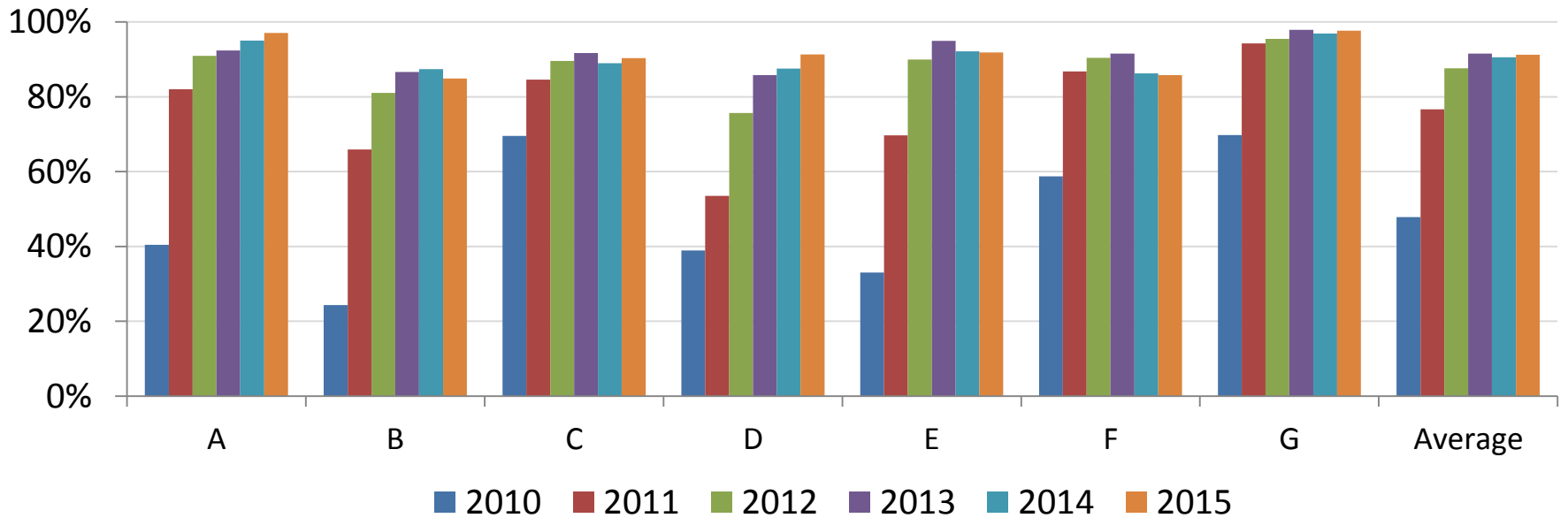


**A. Expectations defined**  
**B. Behavioural expectations taught**  
**C. On-going system for acknowledging behavioural expectations**

**D. System for responding to behavioural violations/lockdown procedure/crisis plan**  
**E. Monitoring and decision making**

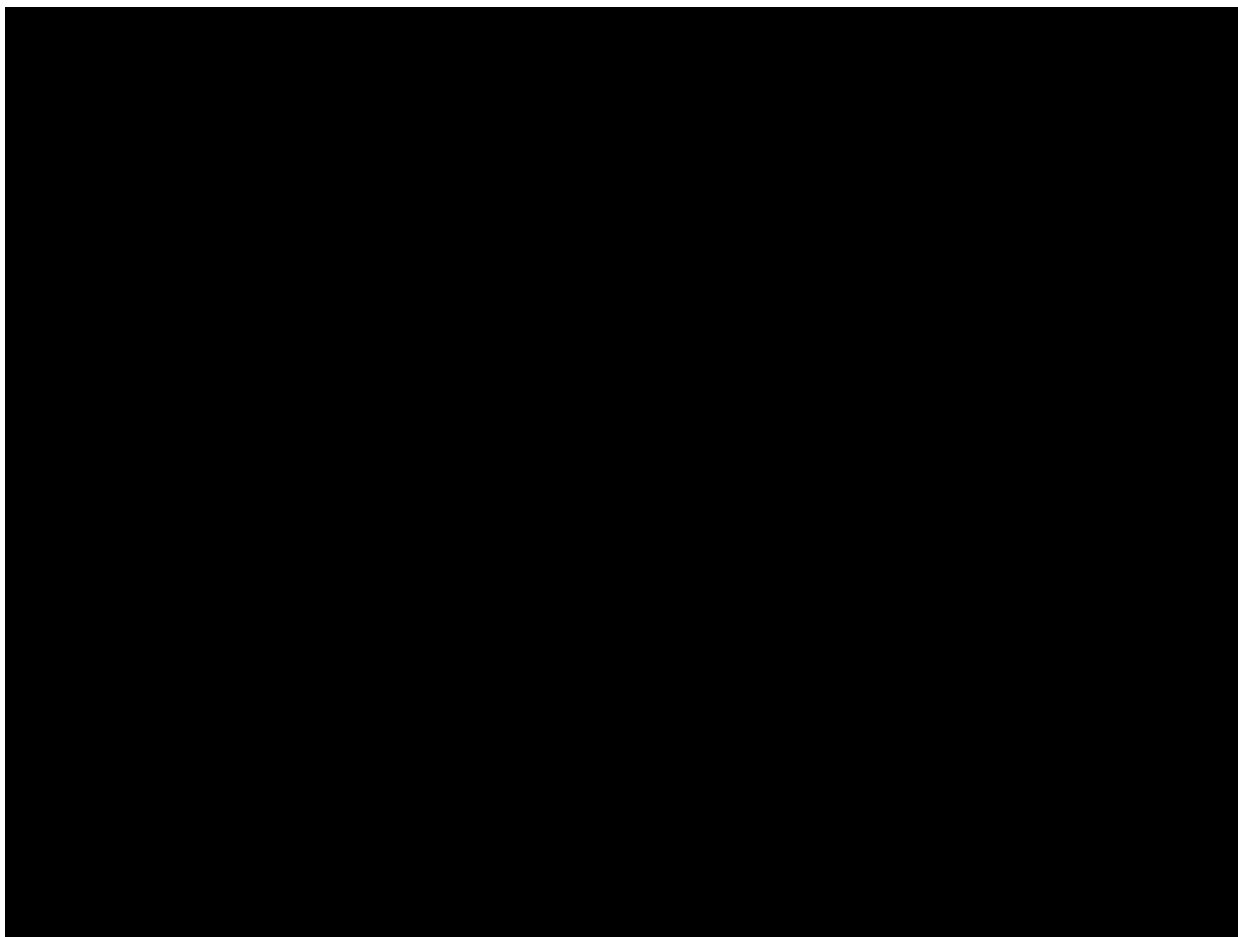
**F. Management**  
**G. National/Regional support**

# School-wide Evaluation Tool (SET)

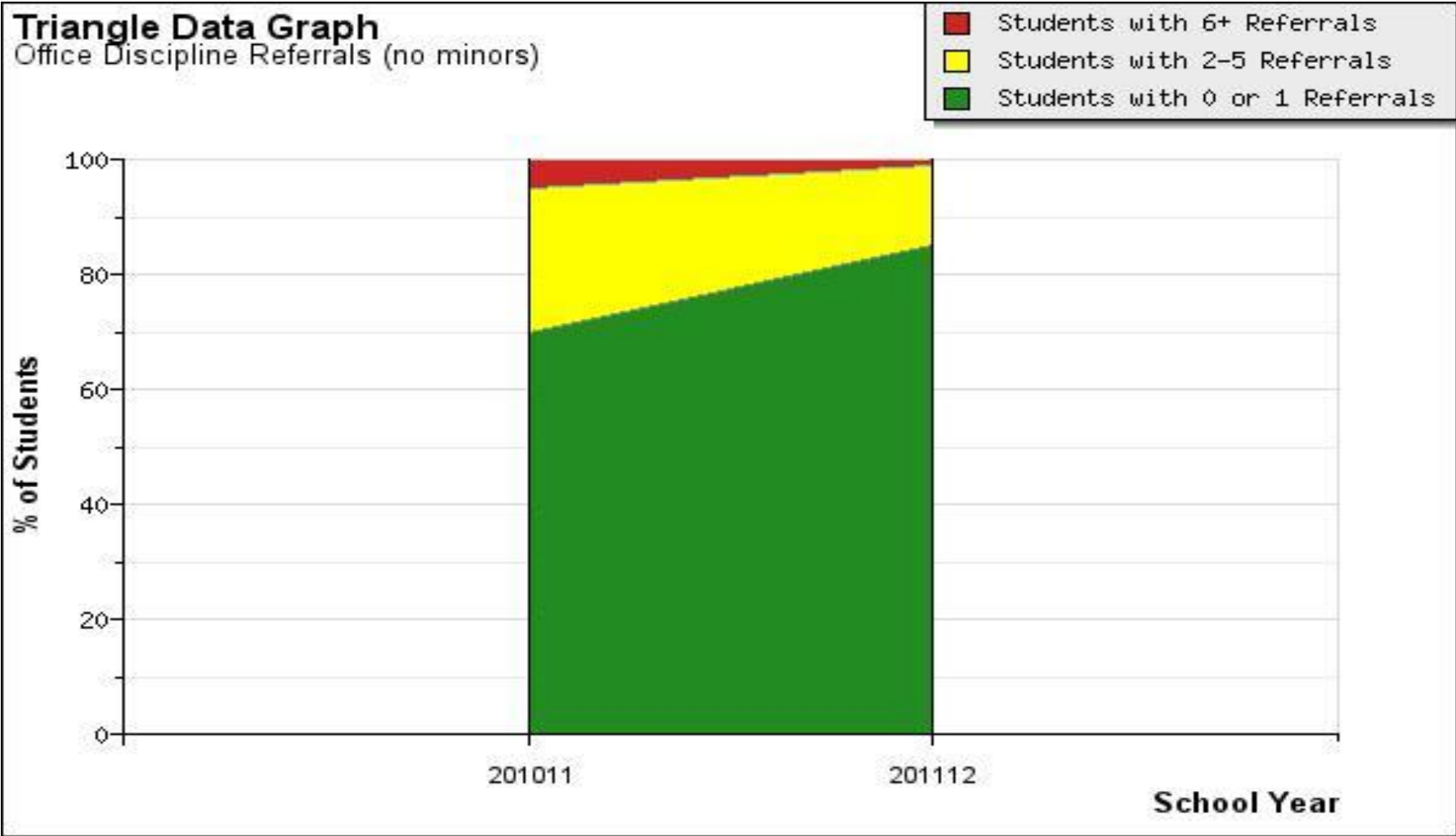


<p><b>A. Expectations defined</b>  <b>B. Behavioural expectations taught</b>  <b>C. On-going system for acknowledging behavioural expectations</b></p>	<p><b>D. System for responding to behavioural violations/lockdown procedure/crisis plan</b>  <b>E. Monitoring and decision making</b></p>	<p><b>F. Management</b>  <b>G. National/Regional support</b></p>
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# Teach what to do:

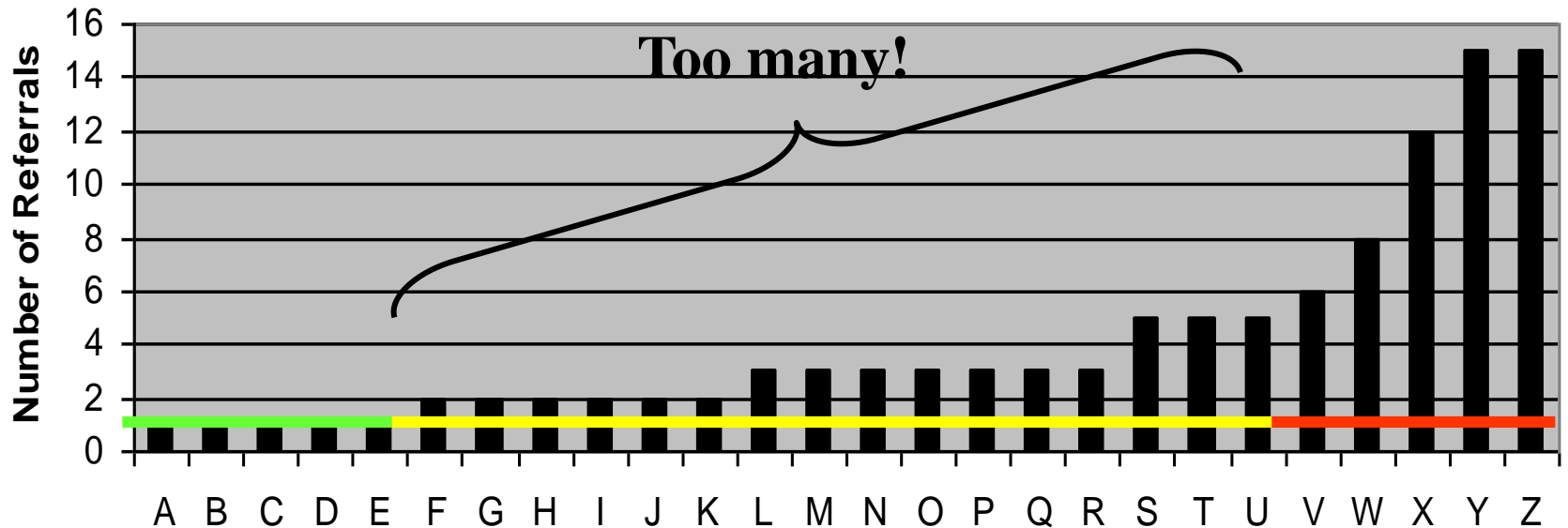


# Systems? Practices?





## Behaviour Referrals by Student

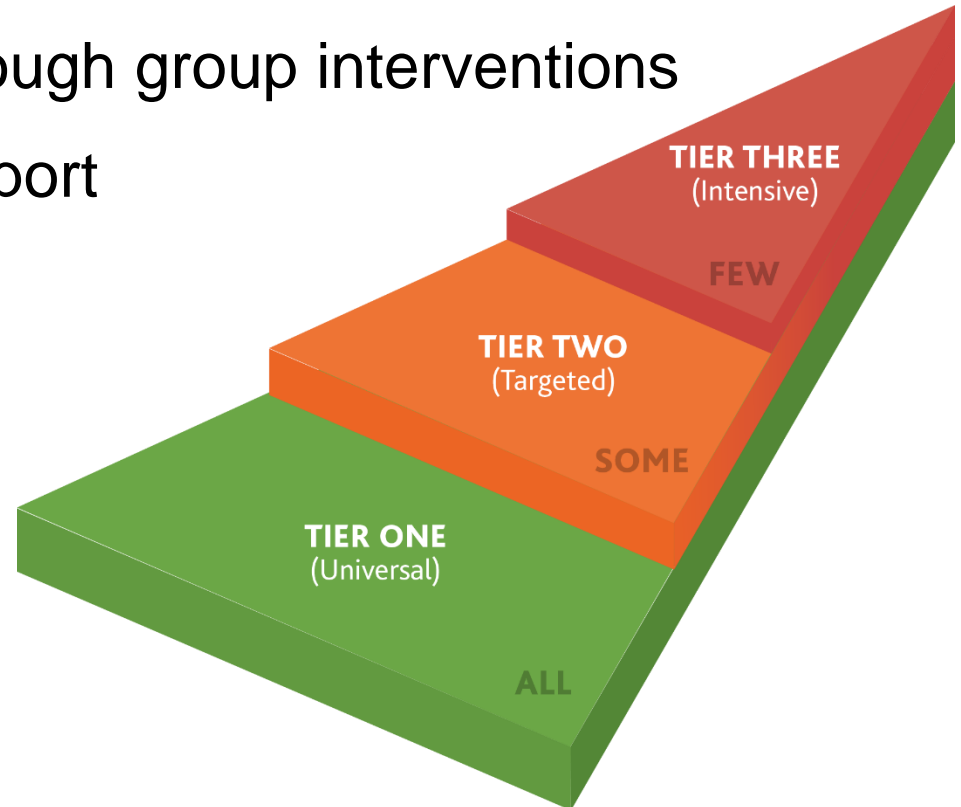


- If many students are making the same mistake, it typically is the system that needs to change, not the students.
- Teach, monitor and reward before relying on punishment

# Decision making at all levels

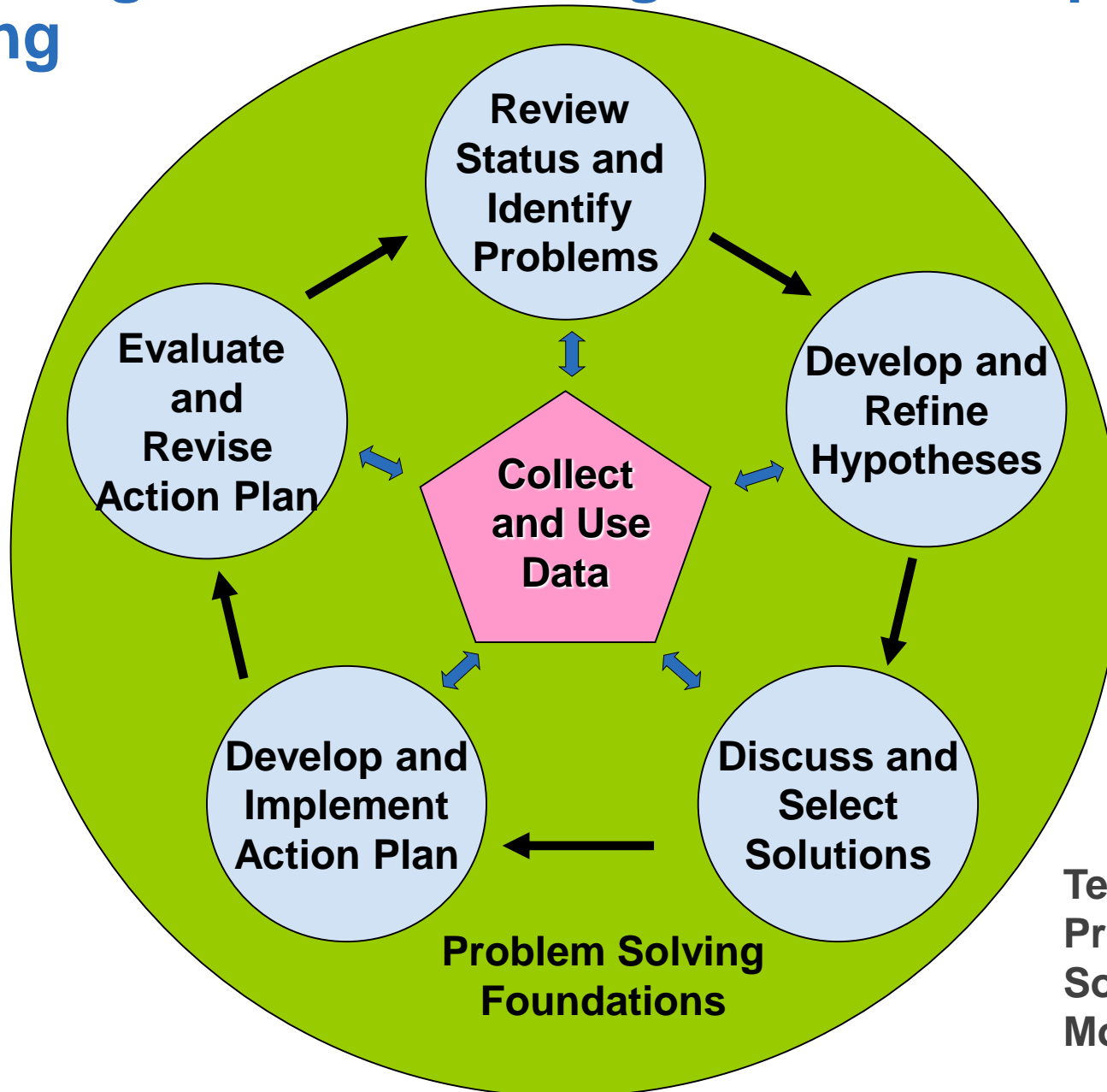


- Whole school system and supports, universal screening
- Additional support through group interventions
- Individual student support



*Same basic process . . .*

# Improving decision making via effective problem solving



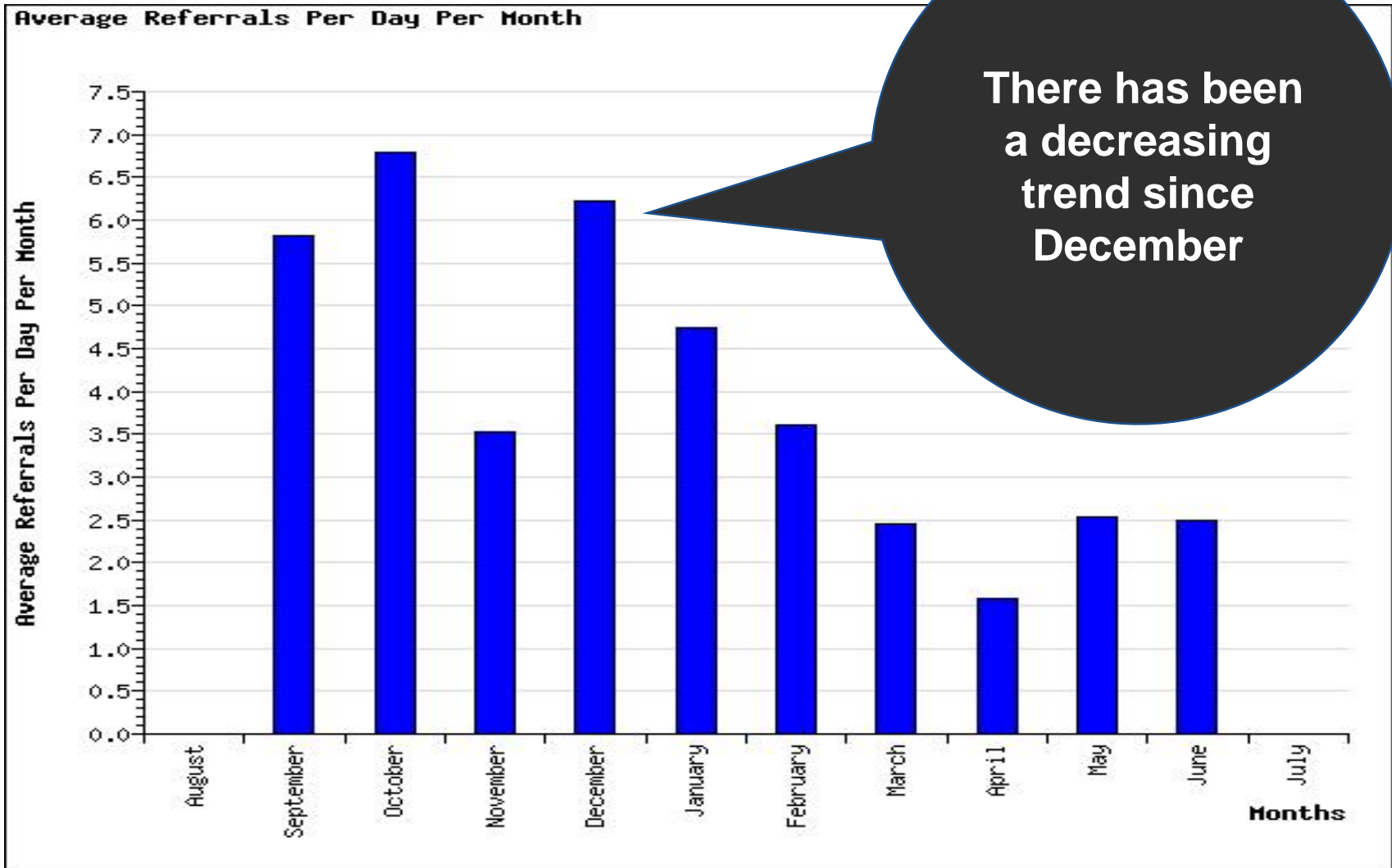
Team Initiated  
Problem  
Solving (TIPS)  
Model

# Is there a problem?





# Primary School 465 students

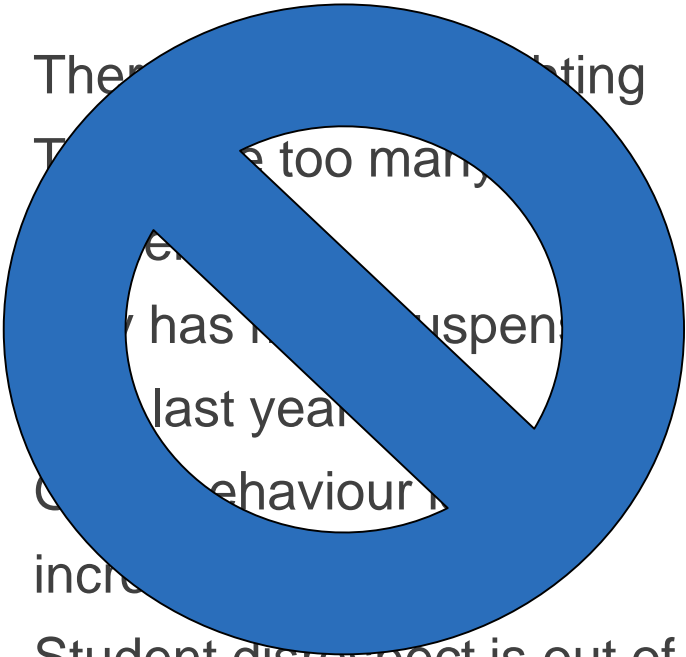




# Primary vs precision statements

## Primary Statements

- There are too many incidents of physical aggression on the playground
- There are too many incidents of physical aggression on the playground than last year
- The playground has more incidents of physical aggression than last year
- The playground has more incidents of physical aggression than last year
- Student disrespect is out of control



## Precision Statements

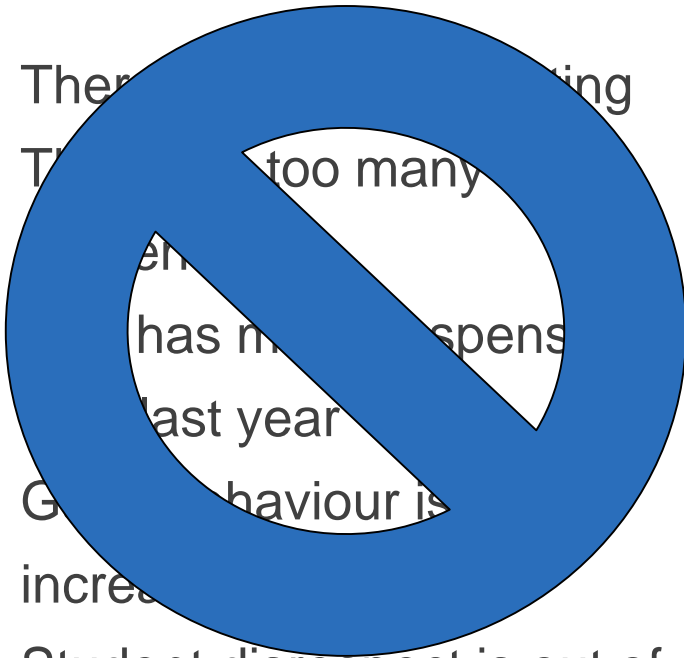
- There are more 'major' incidents for physical aggression on the playground than last year. These are most likely to occur during interval, with a large number of students, and the aggression is related to getting access to the new playground equipment.

# Primary vs precision statements



## Primary Statements

- There is a problem with the playground equipment
- There are too many incidents of physical aggression on the playground
- The school has more than its fair share of incidents
- Last year there were 15 incidents of physical aggression
- General behaviour is increasing
- Student disrespect is out of control



## Precision Statements

- There are more 'major' incidents for physical aggression on the playground than last year. These are most likely to occur during interval with a large number of students, and the aggression is related to getting access to the new playground equipment.

Choose the smallest change that will have the biggest impact

In Amsterdam, the tile under Schiphol's urinals would pass inspection in an operating room. But nobody notices. What everybody does notice is that each urinal has a fly in it.



Look harder, and the fly turns into the black outline of a fly, etched into the porcelain. It improves the aim. If a man sees a fly, he aims at it. Fly-in-urinal research found that etchings reduce spillage by 80%. It gives a guy something to think about. That's the perfect example of process control.



# Building solutions



## Keep the problem statement in focus:

- Brainstorm all ideas for decreasing the problem
  - prevention, teaching, acknowledgment, corrective responses, data collection ...
- Determine which of the solution ideas you will implement
  - Determine the **priority** of the problem
  - Choose solutions that **best fit the context** & the problem
  - Choose the **least number** of things to do that will support meeting the expected outcomes (meeting the goal).

# What has changed?

- Improved school climate
- Increased effective practices/approaches
- Increased confidence
- Increased consistency across the school
- Reduction in major incidents
- Improved student attendance and engagement





# A principal's view...



**In 2012 we had only 4 suspensions.** (This was down from 2011 and previous years; fewer stand downs too, and no exclusions or expulsions.)

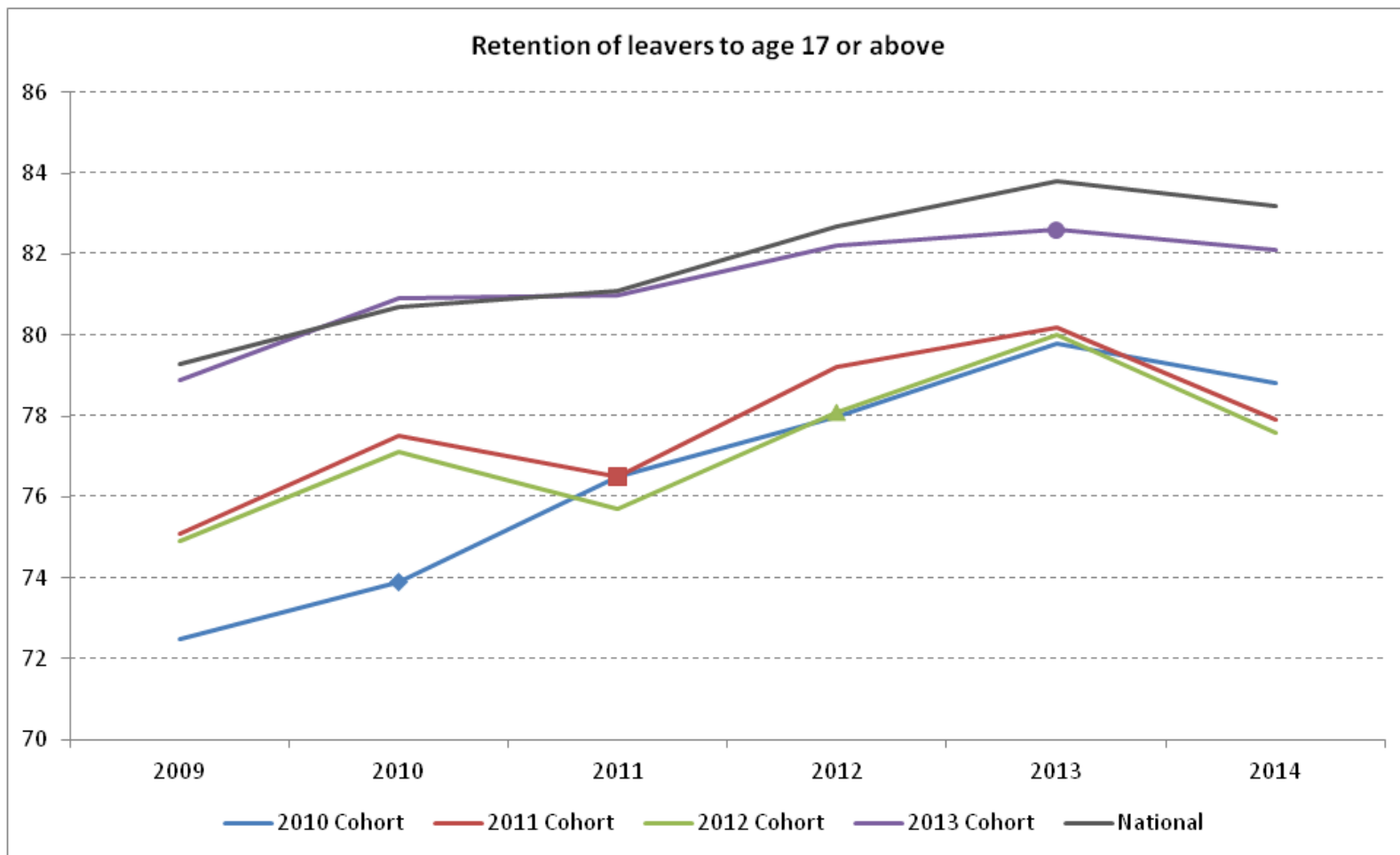
**The whole school is much calmer.** (We had no large fights in 2012, not many small fights either. Before PB4L we did have large, scary big mob fights, regrettably some outside our school gates.)

**We had better NCEA results in 2012.** (I can put some of this down to a calmer, more orderly school climate and therefore much less disruption to learning, with teachers more able to concentrate on teaching and learning rather than behaviour management.)

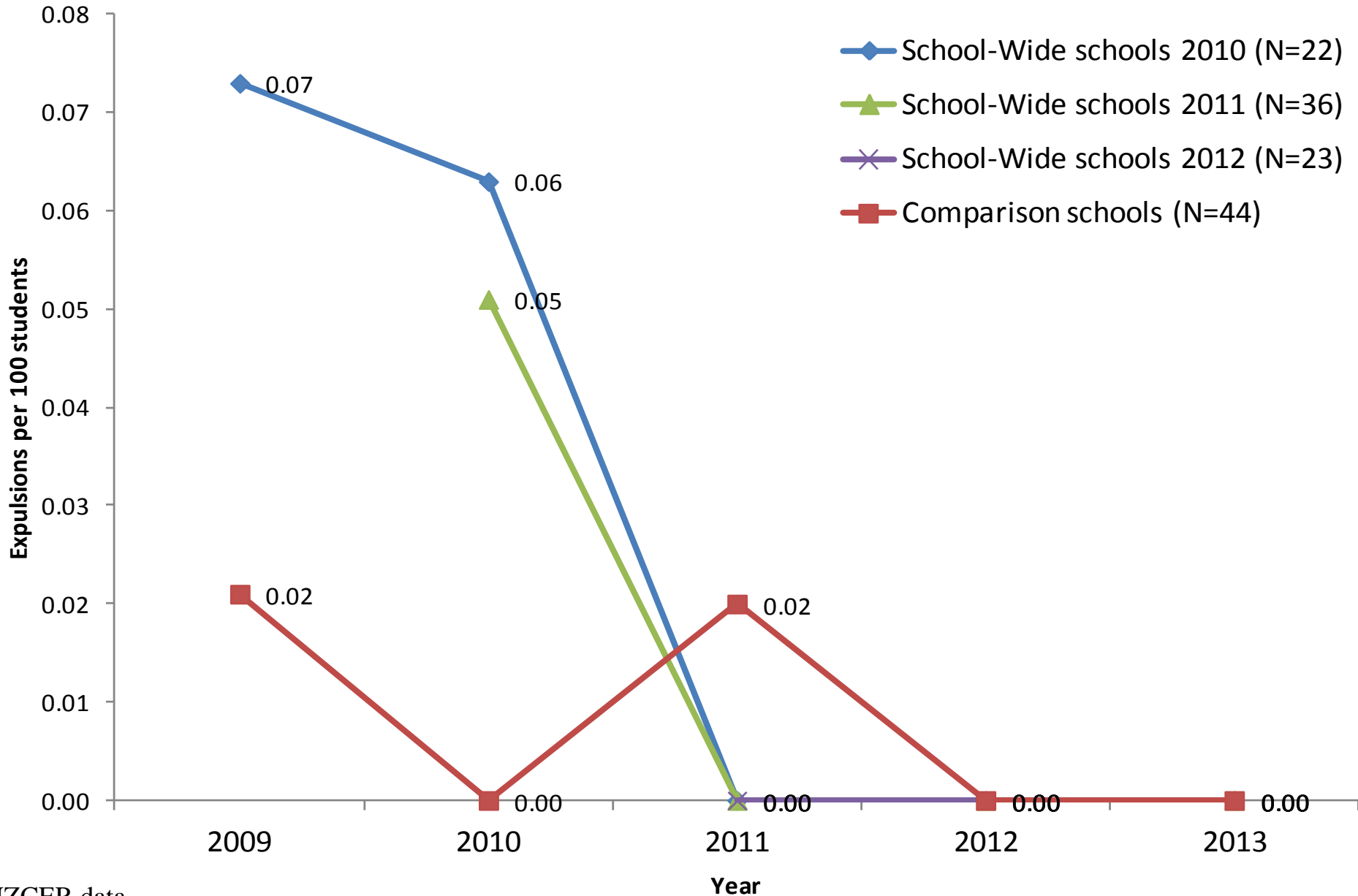
**Teachers report fewer behavioural issues in class.**



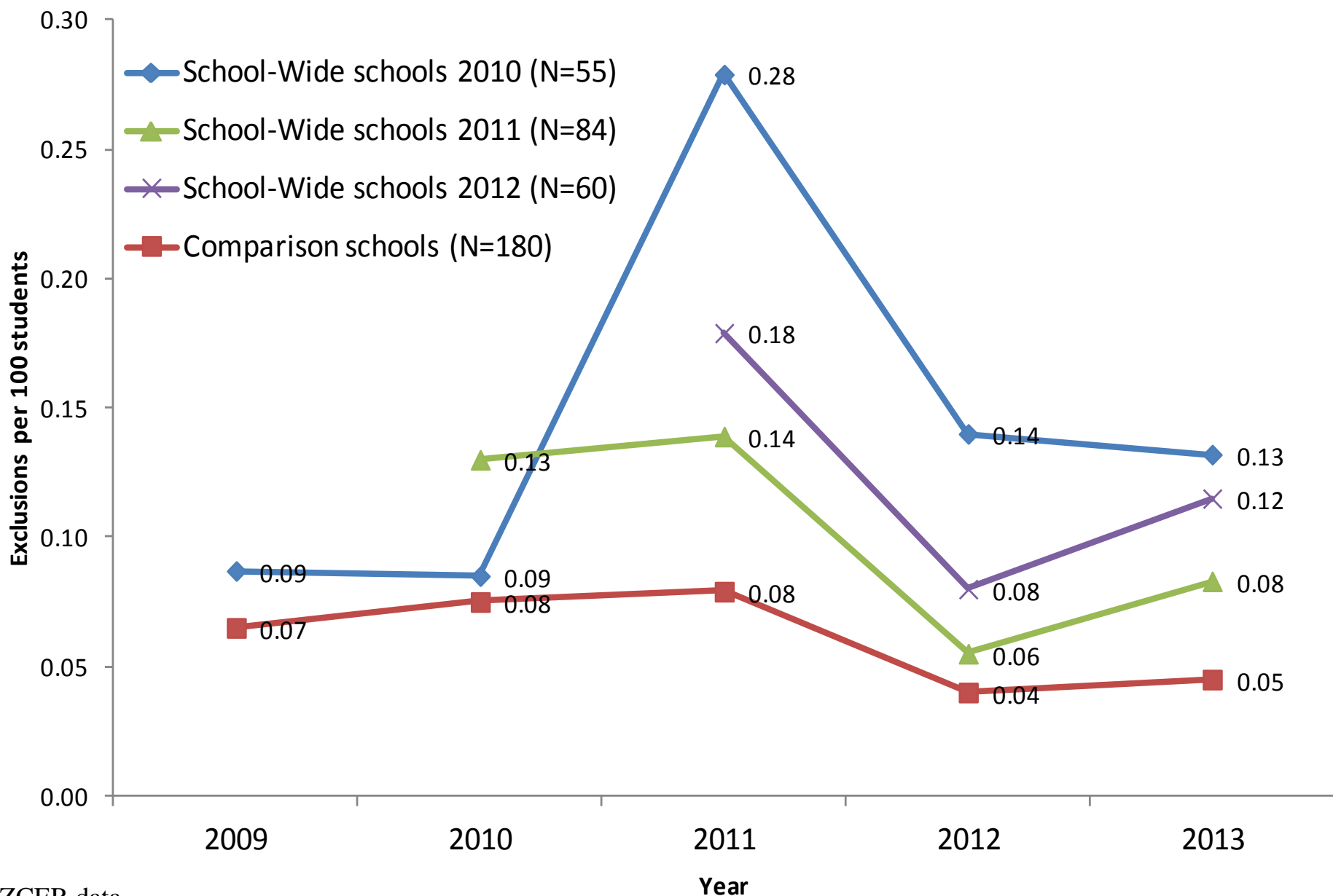
# Retention of leavers to age 17 or above



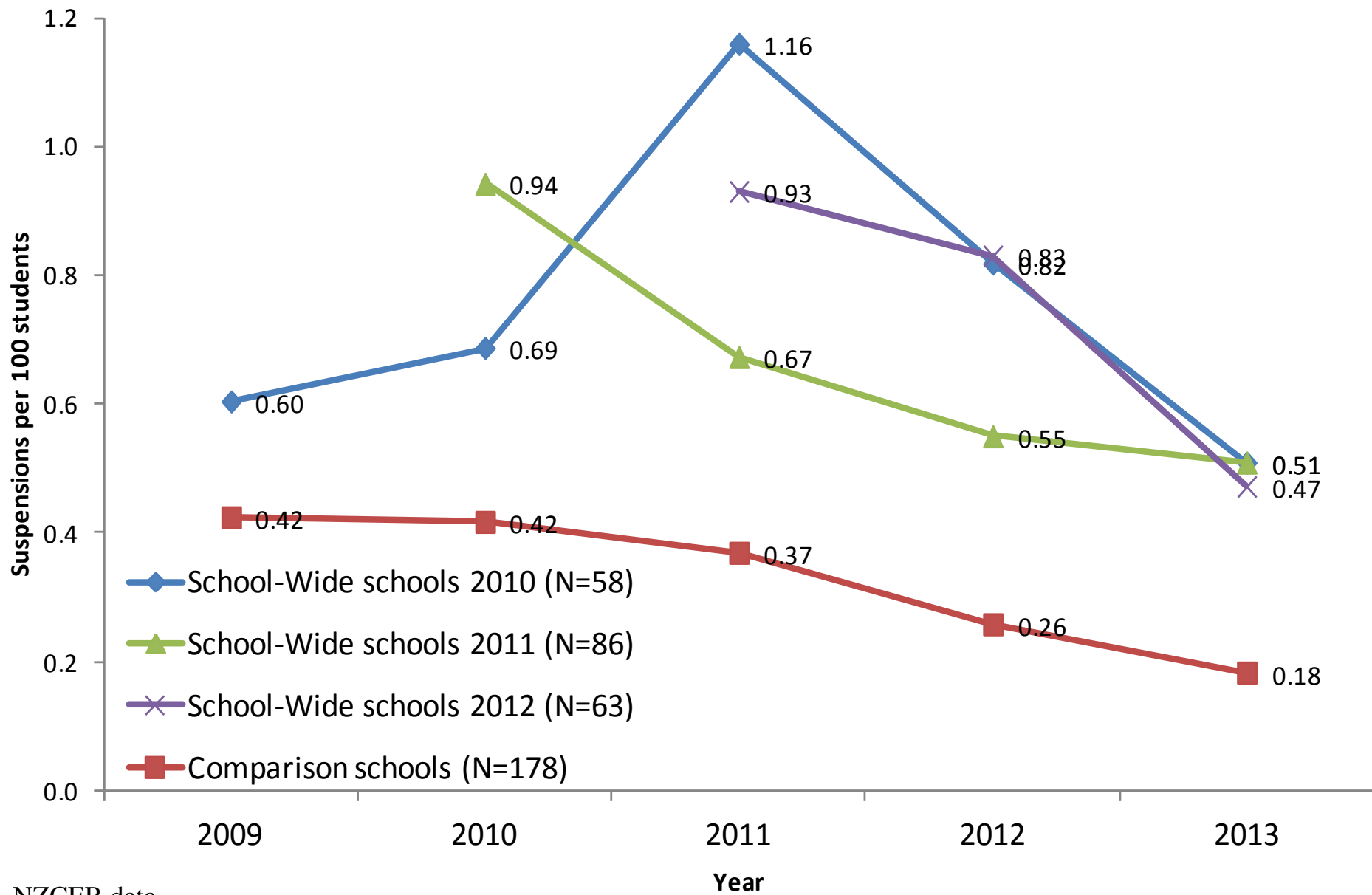
# Expulsion rates



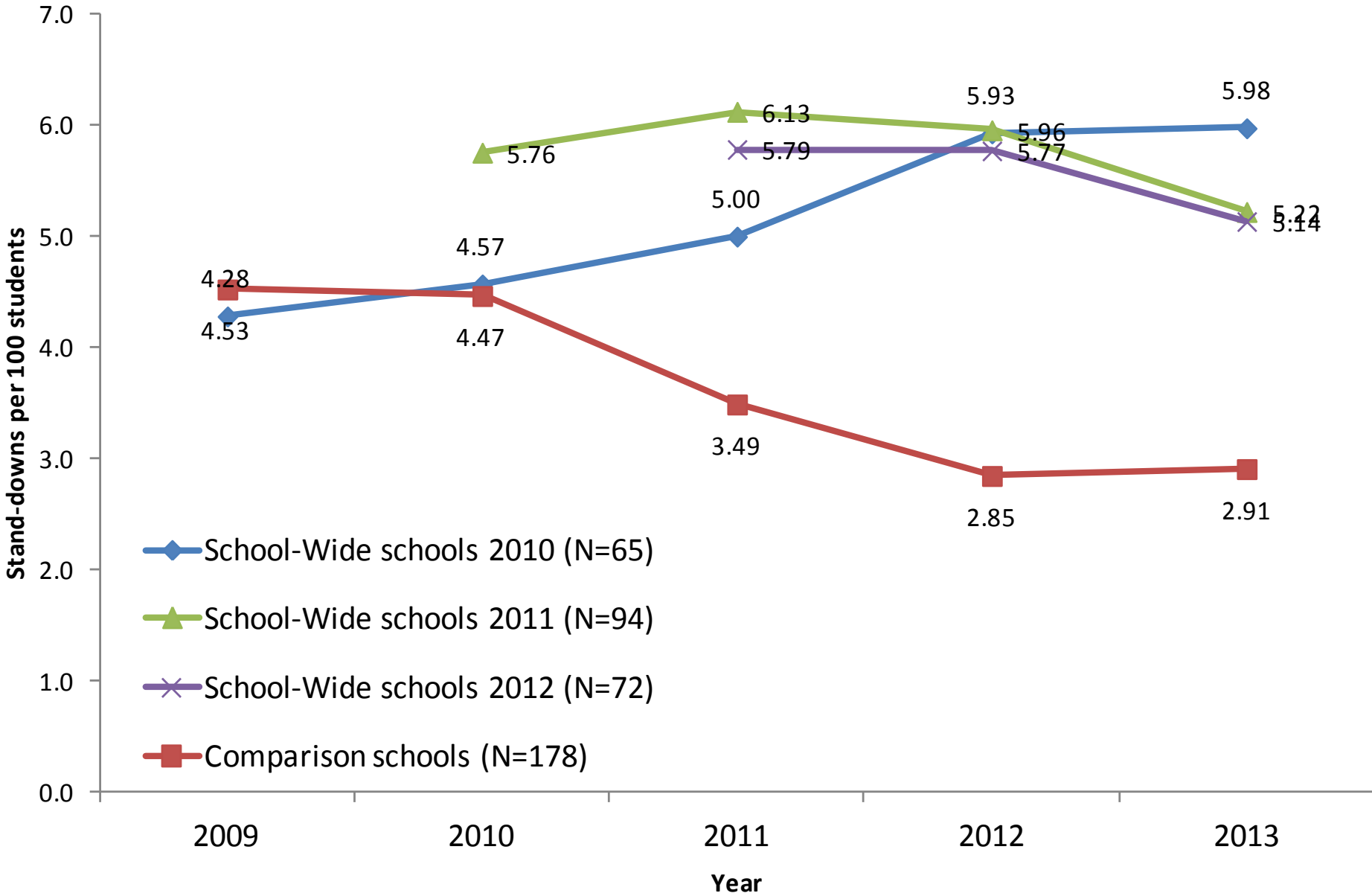
# Exclusion rates



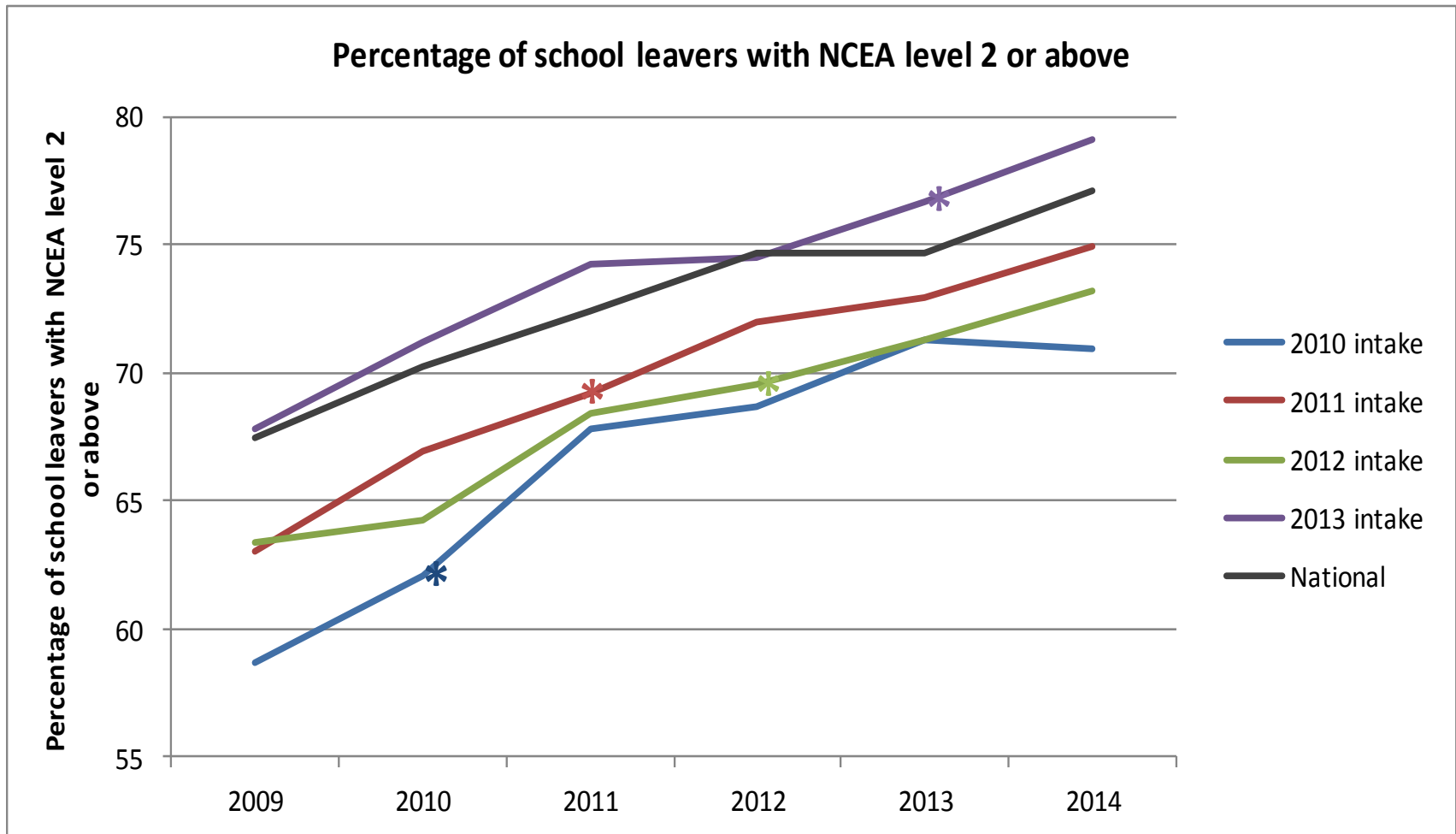
# Suspension rates



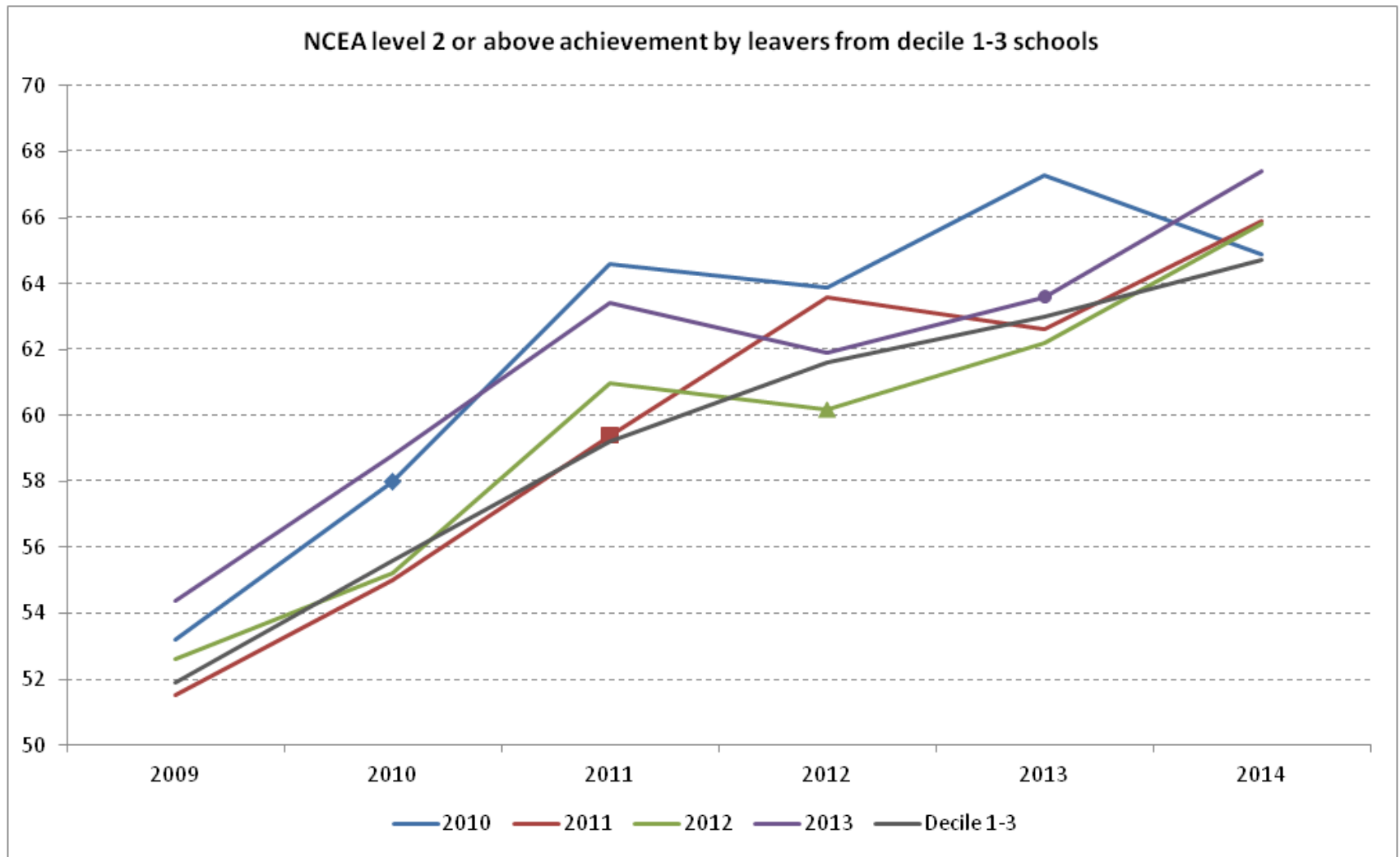
# Stand-down rates



# Achievement of NCEA Level 2 or above



# Achievement of NCEA Level 2 or above from students in decile 1-3 Schools



# What next? *Sustaining change*

*“We don’t want to be in something and say ‘We did this in 2012,’ we want to be involved in initiatives that we keep and have as part of the life of the school.”*

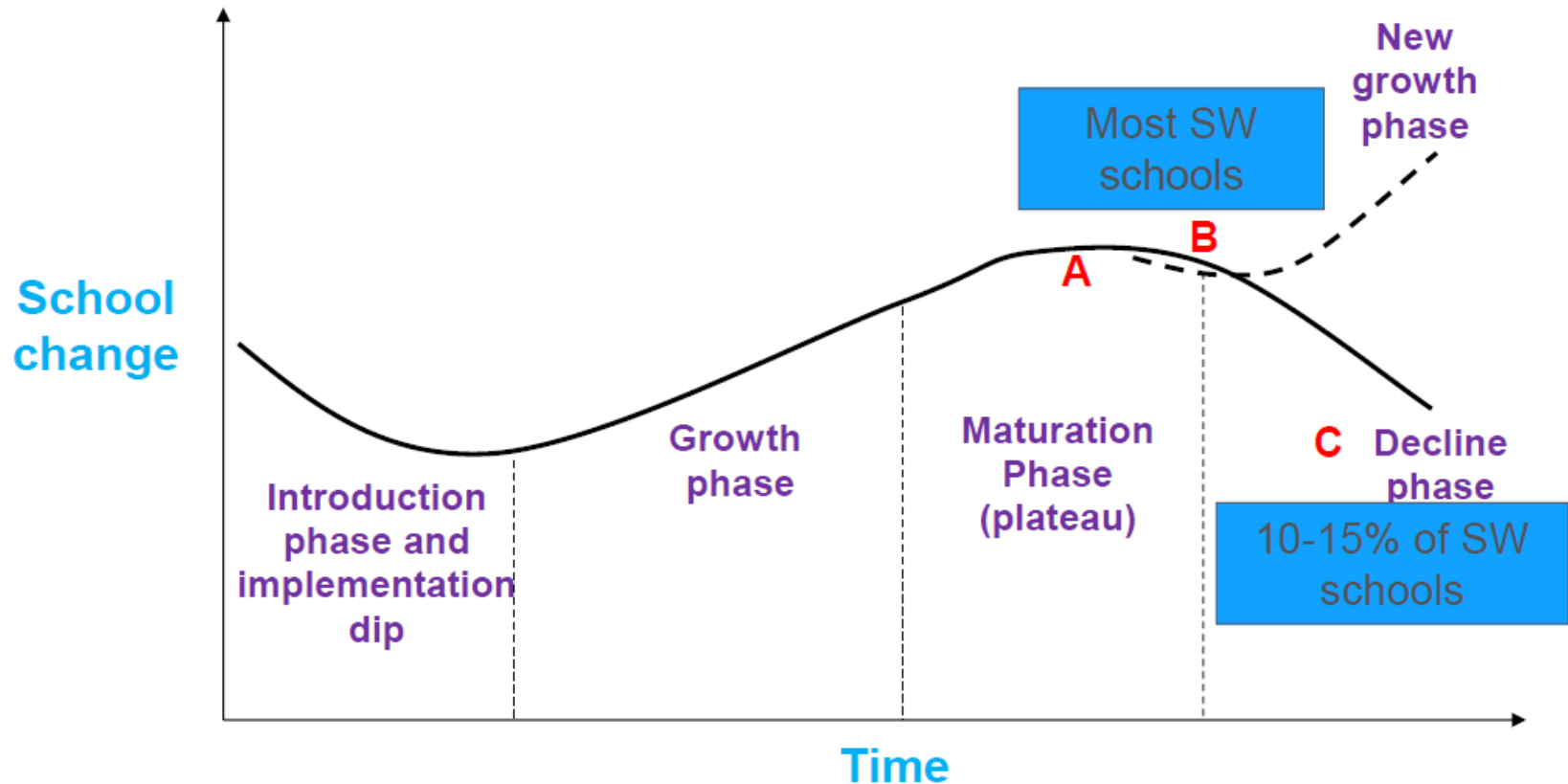
Principal







# The school change growth curve



(Adapted from Cowie, et al., 2011, p. 2; and ideas in Fullan 2004)

# Acknowledgments

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