Positive Behaviour for Learning (PBL)

Supporting ALL students to achieve academic and social outcomes
School-Wide PBIS

Acknowledgements:

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www.pbismissouri.org

National Technical Assistance Centre for PBIS, University of Oregon
www.pbis.org
What researchers are reporting

- Teachers report that “uncivil” behaviour is increasing and is a threat to effective learning.
  
  Skiba and Peterson, (2000)

- Non-compliance and defiance are not trivial matters. These behaviours represent a major professional and personal challenge to teachers.
  
  (Vinson, 2002).
Problem behaviour is perceived as a threat to teacher authority and control in the classroom.

Teacher efficacy, teacher stress, and job satisfaction are often determined by a teacher’s level of success in managing such behaviour.

(Kyriacou, 2001; Wiley, 2000)
School communities typically respond to these problems by:

- increased monitoring for future problem behaviour
- **reviewing rules** & sanctions
- **extending ‘continuum’** of negative consequences
- seeking to improve consistency in use of punishments
- establishing a clearly defined “**bottom line**”
- **implementing ‘zero tolerance’** policies
- relying on powers to ‘suspend’ or ‘expel’ students
- **resorting to ‘exclusionary’** options (e.g. alternative programs)
“Punishing” problem behaviours (without a proactive support system) is *associated with increases in

(a) aggression 
(b) vandalism 
(c) truancy 
(d) dropping out 

*Sources: Mayer, 1995 
Mayer & Sulzar-Azaroff, 1991 
Skiba & Peterson, 1999
Research reviews indicate that the most effective responses to school violence are:

- social skills training
- academic interventions
- behavioural interventions

Sources:
- Elliot, Hamburg & Williams, 1998
- Gottfredson, 1997
- Tolan & Guerra, 1994
Towards a solution

The answer is not the invention of new solutions, but the enhancement of the school’s organisational capacity to:

- Accurately adopt and efficiently sustain their use of research-validated practices.

- Provide a seamless continuum of behavioural and academic support for all students.

- Be part of a region wide system of behaviour support.
Towards a solution

- Increased focus on: teacher training, community training, and support for early intervention.

- Give priority to a unified agenda of prevention.

- Engage in team-based problem solving.
School-wide Positive Behaviour for Learning

PBL is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour.

OSEP Center on PBIS

PBL=PBIS=PBS=EBS
Designing school-wide systems for student success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity
  - 1-5%

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - 5-10%

- **Universal Interventions**
  - All students
  - Preventive, proactive
  - 80-90%

**Behavioural Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
  - 1-5%

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - 5-10%

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
  - 80-90%
Positive Behaviour for Learning

Supporting Staff Behaviour

Supporting Student Behaviour

Social Competence & Academic Achievement

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES
Classroom Setting Systems
Non-classroom Setting Systems
Family and Community Systems
Individual Student Systems
School-wide Systems
Research to Practice
Guiding Principles

1. Student misbehaviour can be changed (taught)
2. Environments can be created to change behaviour (instructional)
3. Changing environments requires change in adult behaviour (teaching)
4. Adult behaviour (teaching) must change in a consistent and systematic manner
5. Systems of support (effective instructional environments) are necessary for both students and adults
School-wide Positive Behaviour for Learning Goals

1. Build systems that make it easier to teach
2. Create environments that encourage (rather than discourage) pro-social behaviour
3. Teach all students what is expected
4. Provide a continuum of behaviour and learning support to students who need more support to be successful
Hebersham Public School
Context

- P2 (610 students), 45% NESB; 10% ATSI; PSP (PSFP)
- Mt Druitt SEA – Connected Classrooms; Best Start; AL
- 23 x mainstream classes, 3 x support (2 Autism, 1 ED/BD) – children with other disabilities
- Part of Plumpton Educational Community (PEC) – 4 x primary schools, 1 x SSP and 1 x HS – all PBL
- Many early career teachers
Universal Strategies: School-Wide

**Essential Features**
- Statement of purpose
- Clearly define expected behaviours (rules or expectations)
- Procedures for teaching & practising expected behaviours
- Procedures for encouraging expected behaviours
- Procedures for discouraging problem behaviours
- Procedures for record-keeping and decision making
School-wide change requires:

- A proactive systems approach
- A plan to establish a school environment that supports long term practices
- A focus on teaching appropriate behaviours
- Consistent behavioural support implemented by all staff
- A whole school commitment
How does it happen?

- Whole school commitment to the training – submission to region; naming the team; ensuring inclusivity - SAS, GA, AEO, parents & carers, students etc.
- Form a team with a ‘coach’ for support
- Collect data using PBL ‘tools’ such as surveys
- Audit of current practices – what to keep
- Completed surveys are collated and used as the springboard to establish needs, priorities and commitment
- Get the whole school on board!
So what does PBL look like at Hebersham PS?

The Hebersham Pride Guide

- be a learner
- be respectful
- be safe
Hebersham Pride

- *Pride Guide* – consists of three rules (*be a learner; be respectful; be safe*)
- Matrix of expectations for all settings
- Displayed on posters in rooms and other settings
- *Pride Time* – rules explicitly taught
- Positive, consistent language
- Reinforced through practices e.g. Pride slips, Pride songs and raps, Pride pins etc.
<table>
<thead>
<tr>
<th>All Settings</th>
<th>Classroom</th>
<th>Library</th>
<th>Computer Room</th>
<th>Office</th>
<th>Assemblies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be a Learner</strong></td>
<td>✓ Show pride in all you do ✓ Be an active participant ✓ Be a team player</td>
<td>✓ Come prepared ✓ Be responsible for your learning ✓ Share and take turns ✓ Complete all set tasks ✓ Follow instructions</td>
<td>✓ Know and follow the library rules ✓ Learn library information skills ✓ Borrow books to read</td>
<td>✓ Know and follow the classroom rules ✓ Use the intranet and internet appropriately</td>
<td>✓ Know why you are at the office ✓ Say messages clearly and accurately ✓ Ask to speak to a certain person</td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>✓ Listen attentively ✓ Speak politely to everyone ✓ Be honest ✓ Care for the school environment ✓ Respect the right of others to learn ✓ Be tolerant of others and their opinions ✓ Care for your classroom environment and others’ belongings ✓ Treat the computer equipment with care ✓ Listen to the library monitors and teachers ✓ Follow all instructions ✓ Help each other ✓ Work cooperatively</td>
<td>✓ Use quiet voices ✓ Listen to the library monitors and teachers ✓ Return books on time ✓ Handle books with care</td>
<td>✓ Enter quietly ✓ Wait your turn ✓ Use your manners ✓ Be polite towards visitors ✓ Hats off when entering</td>
<td>✓ Look at and listen to each presenter ✓ Celebrate the efforts of others ✓ Use appropriate applause ✓ Be attentive ✓ Sing the National Anthem and School Song with pride</td>
<td></td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td>✓ Be in the right place at the right time ✓ Keep your hands and feet to yourself ✓ Move sensibly and safely ✓ Report problems to the teachers ✓ Walk in the classroom ✓ Use classroom equipment and furniture safely</td>
<td>✓ Use equipment safely ✓ Walk</td>
<td>✓ Be careful near cords and cables ✓ No food or drink</td>
<td>✓ Use the quickest and safest way to the office ✓ Only go to the office with a note or office pass</td>
<td>✓ Enter and leave assemblies quietly and safely ✓ Stay still when seated</td>
</tr>
</tbody>
</table>
Teach the skills in context across all settings!

Remember –
• Teach
• Model
• Practise
• Review
• Monitor

…and teach again and again and again and again…

WORK SMARTER, NOT HARDER!
Hebersham Pride
show pride in the playground
be a learner:

- follow the playground area rules
- make good choices about what and where to play
- be a problem solver
Hebersham Pride
show pride in the playground
be respectful:

- play fairly
- be a good friend
- keep the playground tidy
Hebersham Pride
show pride in the playground
be safe:

- stay in view of a teacher
- walk on hard surfaces
- wear a hat
PBL is embedded in the curriculum
Pride Time
Hebersham Public School

Pride Guide

Show pride...
Be a learner

Show pride...
Be respectful

Show pride...
Be safe
In this school, this mighty school, the Pride Guide is our way!
Procedures for teaching and practising expected behaviours

- Pride Time – lesson outlines based on the Pride Guide and *Friendly Schools and Families* program
- Lessons distributed to staff; evaluated end 2007 and revised/updated in 2008
- Pride Time – mandated timetable (Mondays)
- TPL – induction of new staff, stage meetings, staff forums
- Matrix for specific settings displayed around school and in rooms
- Consistent reinforcement using positive language
- Pride folders – record keeping
...in small groups...
...individuals...
...outside the classroom...
…in the playground…
...on excursions...
...at sport...
...waiting for the bus...
......at Kinder orientation...
## Procedures for encouraging expected behaviours

<table>
<thead>
<tr>
<th>Regularly review the Pride Guide</th>
<th>Pride goals and Pride pin nominations – use of Pride folders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicitly teach what it looks, sounds and feels like in different settings</td>
<td>Performances based on showing Pride</td>
</tr>
<tr>
<td>Positively reinforce cooperative behaviours</td>
<td>Workshops – TPL (review and induction); reinforce consistency</td>
</tr>
<tr>
<td>Pride Time/Circle Time/ Friendly Schools and Families program</td>
<td>Casual folder information and flip book</td>
</tr>
<tr>
<td>Signs and posters</td>
<td>Talk the talk – everyone</td>
</tr>
</tbody>
</table>
Expectations are taught and reinforced by everybody!
Pride raps and rhymes
Hebersham Pride pins

Pride goals
# Procedures for discouraging problem behaviours

**NB: FOCUS ON THE POSITIVE**
- Pride patrol jackets – visibility in the playground
- Pride tickets
- Session times for the playground
- Playground activities
- Consequences e.g. white slips, green slips, suspension
- Signs in all settings

**• Common language – respectful, safe, learner**
- Pride Time/Circle Time
- Pride goals/Pride pins/nominations
- Pride Place
Routines

9:00-9:10 Activities
9:10-9:30 Breakfast
9:30-9:45 Circle Time
9:45-10:30 Literacy Place
10:30-10:40 Recess
10:40-11:00 Playtime
11:00-11:30 Race the Robot
11:30-12:00 Equipment
12:00-12:50 Jackie Party
12:50-1:00 Lunch
Social stories
Visibility

Heberium Public School

Pride Guide

Show pride...
Be a learner

Show pride...
Be respectful

Show pride...
Be safe

Show pride...
Be a learner

Show pride...
Be respectful

Show pride...
Be safe
## Procedures for record keeping and decision making

<table>
<thead>
<tr>
<th>Class management procedures including monitoring Pride slips, referrals from playground (white slips), records in Pride folders – on pink pages (behaviours), yellow pages (racism)</th>
<th>Referrals for persistent misbehaviour or major incidents (green slips)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pride goals – stages and students with disabilities</td>
<td>PBL Team – data collection and analysis</td>
</tr>
<tr>
<td></td>
<td>LST Team – LST referrals, Individual Learning Programs, Guidance files, Pupil Record Cards</td>
</tr>
<tr>
<td></td>
<td>Class data sheets</td>
</tr>
<tr>
<td></td>
<td>Suspension register</td>
</tr>
</tbody>
</table>
Lunchtime referrals have decreased by 37% (from 43 white slips received at the beginning of Term 3 to 16 white slips received as at the end of week 6, Term 3).

During recess, referral numbers have fallen by 50% from 14 to 7 white slips in total.

Boys still received the greater amount of white slips at 19 compared to girls at 4.
Infants playground referrals term 1 2008

Bar chart showing referrals in different areas, categorized by Boys, Girls, and Area.
# Teacher white slips referrals

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Not following rules</th>
<th>Disobeying teachers</th>
<th>Speak/act inappropriately</th>
<th>Out of bounds</th>
<th>Dangerous play</th>
<th>Hurting others</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>4</td>
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<tr>
<td>Teacher B</td>
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<td></td>
<td></td>
<td>4</td>
<td>4</td>
<td></td>
<td>8</td>
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<tr>
<td>Teacher C</td>
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<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Teacher D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
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<tr>
<td>Teacher E</td>
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<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Teacher F</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Teacher G</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
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<tr>
<td>Teacher H</td>
<td></td>
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<tr>
<td>Teacher I</td>
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<tr>
<td>Teacher J</td>
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<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Pride Teacher
Our school’s approach to the concept of internal coaching
• Maintain the team approach to PBL
• Coordinate PBL Leadership Team - Hebersham Pride
• Support and evaluate the implementation of Pride Time
• Acknowledgement of exemplary students
• Focus on proactive solutions – working with classroom teachers to develop strategies for students with challenging behaviours
• Support for targeted students participating in extra curricular activities
• Provide targeted social skills lessons for individuals and small groups
Identify and support targeted students through individualised plans working with –

• Teachers
• Supervisors
• Learning Support Team – *wrap around reviews and PLPs*
• Parents and carers
A positive, encouraging school climate looks like:

• Students know what is expected of them and choose to do so because they:
  – Know what to do
  – Have the skills to do it
  – See the natural benefits for acting responsibly

• Adults and students have more time to:
  – Focus on relationships
  – Focus on classroom instruction

• There is an instructional approach to discipline
  – Instances of problem behaviour are opportunities to learn and practise pro-social behaviour