POSITIVE BEHAVIOUR FOR LEARNING – SCHOOL-WIDE

A school-wide initiative to enhance behaviour and learning

Shane Winterton Regional Practitioner Southern
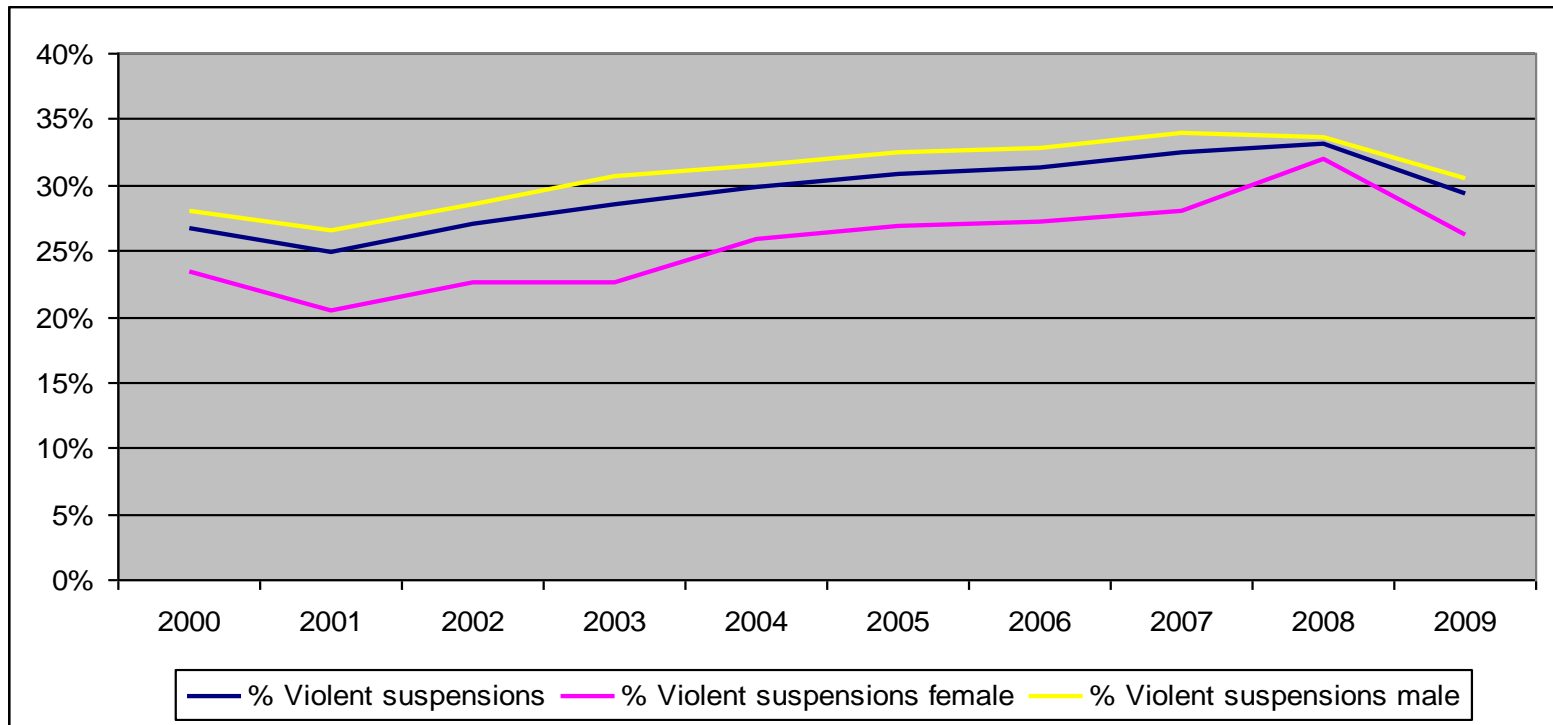Marie Petersen Regional Practitioner Central North

EP conference

November 2011

Positive **Behaviour** *for Learning*

How did School Wide PB4L come to NZ?

Violent Suspensions in NZ

Source: Ministry of Education, Enterprise Guide

The Taumata Whanonga 2009

- Those with conduct problems are a danger to themselves and others, prevent others learning, lead miserable lives and are very cost intensive (Langley, J)

- No other common childhood condition has such pervasive consequences for later development (Fergusson, D)

- As Fergusson also noted : a recent CDC review concluded that there was "strong evidence that universal school based programmes decrease rates of violent and aggressive behaviours amongst school aged children"

Positive Behaviour for Learning Action Plan PB4L

- Incredible Years (Parent & Teacher) programmes

- Intensive (wrap-around) Behaviour Service

- Behaviour Crisis Response

- School-Wide PB4L

School-wide PB4L What is it all about?

(the roots and rationale for SWPB4L)

JIMMY, SIXTH-GENERATION PAIN IN THE ASS

Some pressures..

Schools can often feel under external and internal pressure to provide 'quick fix' solutions to achieve clearly defined outcomes eg, reducing suspensions, raising the achievement tail

However..

There are often no clearly defined structures or frameworks for deciding just what interventions should be implemented when, for whom, and to what degree

A starting point..

Teachers cannot make students learn / behave, however they can create environments which increase the likelihood that students can learn / behave. Such environments are guided by a core curriculum implemented with consistency and fidelity.

The challenge..

- This core curriculum has historically often been heavily punishment-based in order to try and reduce problem behaviour in school

- Unfortunately, 'punishing' problem behaviours (without a pro-active support system) is associated with increases in aggression; truancy; vandalism & dropping out

Some good news..

- Research reviews continue to indicate that the *most effective* responses to significant behavioural challenges in schools are all instructionally-based and include behavioural interventions; academic restructuring (differentiation) & social skills training

Challenging our own thinking

Academic Errors	Behavioural Errors
Students who achieve good work deserve some recognition	Students should behave appropriately without needing recognition
Students are trying to make the correct response	Students are trying to be disruptive - that is, to make an incorrect response
Errors are accidental	Errors are deliberate
Errors are inevitable	Students are refusing to cooperate
Learning requires exploration	Students should not explore limits; they should obey them
Students who are having difficulties need additional or modified teaching	Students who are having difficulties should be punished

School-wide PB4L has a strong instructional focus - on teaching behaviour, just as we teach academics

A solution: the school-wide approach

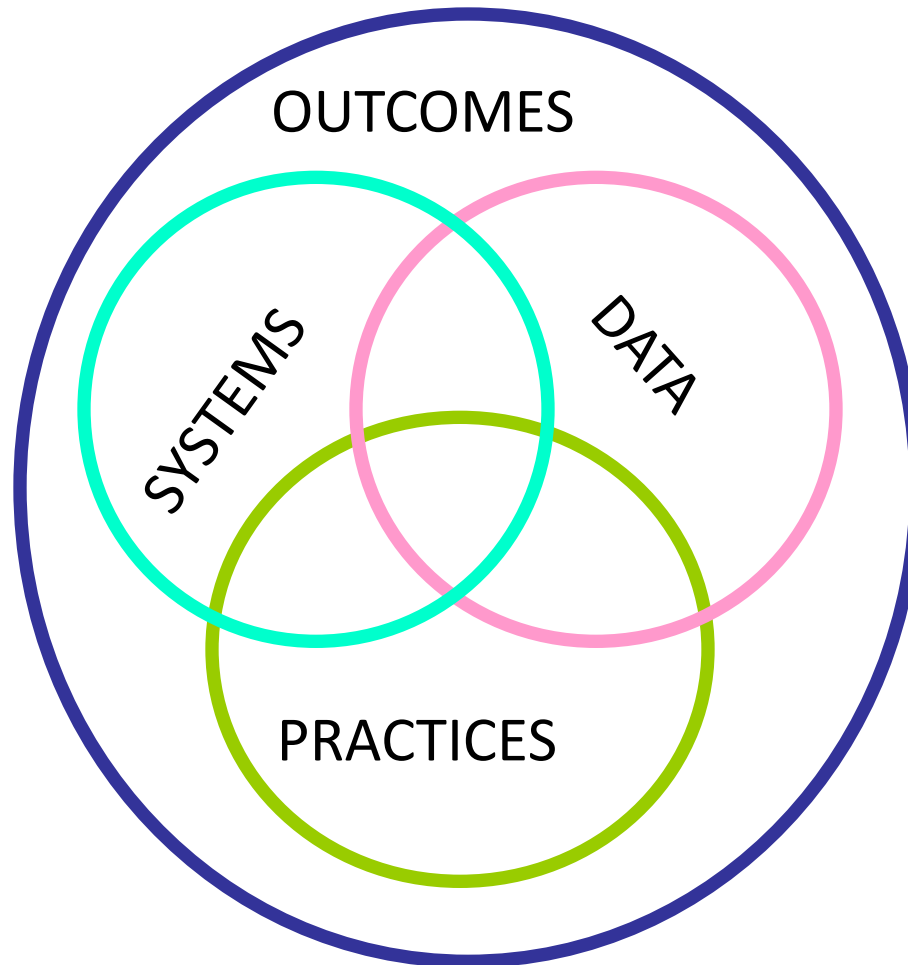School-Wide Positive Behaviour for Learning is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour.

(OSEP Centre on PBIS)

A Three-tiered Approach To Behaviour And Instructional Support

Intensive, Individual and Group Interventions Assessment-based. High Intensity
(1-5%)

Intensive, Individual and Group Interventions Assessment-based. Multi Agency Wraparound . Reduce intensity of those resistant to lower tier prevention efforts. (1-5%).

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

Targeted Group Interventions:
Some students(at-risk).High efficiency
Rapid response. Reducing the number of existing cases of problem behaviour. (5-10%)

Universal   Interventions
All settings,   All students
Preventive,   Proactive
(80-90%)

Universal   Interventions
All students   All settings
Preventive,   Proactive
Preventing development of new cases of problem behaviour.
(80-90%)

Academic Systems

Behavioural Systems

Essential structural features at the school level

- **Principal endorsement** – visibility and political support

- A (representative) **team-based approach**. The team (which includes a nominated coach) receives training, communicates with the wider staff/school community and develops an action plan to guide implementation of the essential SWPB4L features

- **Data-based** decision making (regarding implementation and impact)

Universal level essential SWPB4L features

- Expectations for all settings (class and non-class) are defined by school team with staff & community input

- Appropriate behaviour is taught (similarly to academics)

- Positive behaviours are encouraged via appropriate reinforcement

- Problem behaviours are discouraged by having clear consequences

- Behaviour is monitored using in-school data and staff receive regular feedback on this

- Effective behavioural support is implemented consistently by staff and administration and is designed to meet the needs of all students

CLUB R3
RESPONSIBLE
RESPECTFUL
REAL LEARNERS!
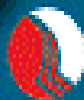
RICCARTON
PRIMARY SCHOOL

Respect   **we look after people and our environment**

Achieve   **we learn new skills and knowledge**

Participate   **we take part in school activities to the best of our ability**

STATE HIGH SCHOOL TEACHING MATRIX

Expectation	ROUTINE/SETTING						
I am …	All Settings	Classroom	Bus	Walkways	Tuck-shop / Canteen	Oval HPE	Playground
Safe	**S**how self control **R**eport any problems **G**ain permission to leave and to be in any setting **K**eep body to self. **F**ollow directions.	**U**se equipment carefully Keep bodies calm	**W**ait in designated area **K**eep all of your body inside the bus. Keep bodies calm	**W**alk **K**eep left Keep bodies calm	**W**ait patiently **W**alk **P**lace rubbish in bins Keep bodies calm	**U**se equipment for intended purpose. **P**articipate in school approved games only.	**U**se equipment for intended purpose. **P**articipate in school approved games only.
Respectful	**B**e tolerant of others **A**ccept individual differences **C**are for self, others and the environment **U**se polite language	**R**espect others right to learn.	**O**lder students to look out for little ones **S**how driver respect.	Walk quietly so others can continue learning	**E**at only your food.	**L**isten to / for instructions **P**lay fair – show good sportsmanship	**P**lay fair – show good sportsmanship
a Learner	**B**e on task. **D**o your best. **M**anage your time. **B**e prepared.	**C**hallenge yourself. **L**isten actively **F**ollow instructions **D**o your best		**B**e on time for next class **R**eturn to class promptly	**E**at healthily. **M**anage your money.	**L**earn new games and activities.	**L**earn new games and activities.

*(Row header spanning all rows at left: **Universal Expectations**)*

One encouragement suggestion

Wristband Rewards for Playground Positive Behaviour

GOTCHA! _____

You were caught being good. Well done!

Return this card to your teacher for 1000 House points and a chance to win a prize in this term's Gotcha Raffle draw.
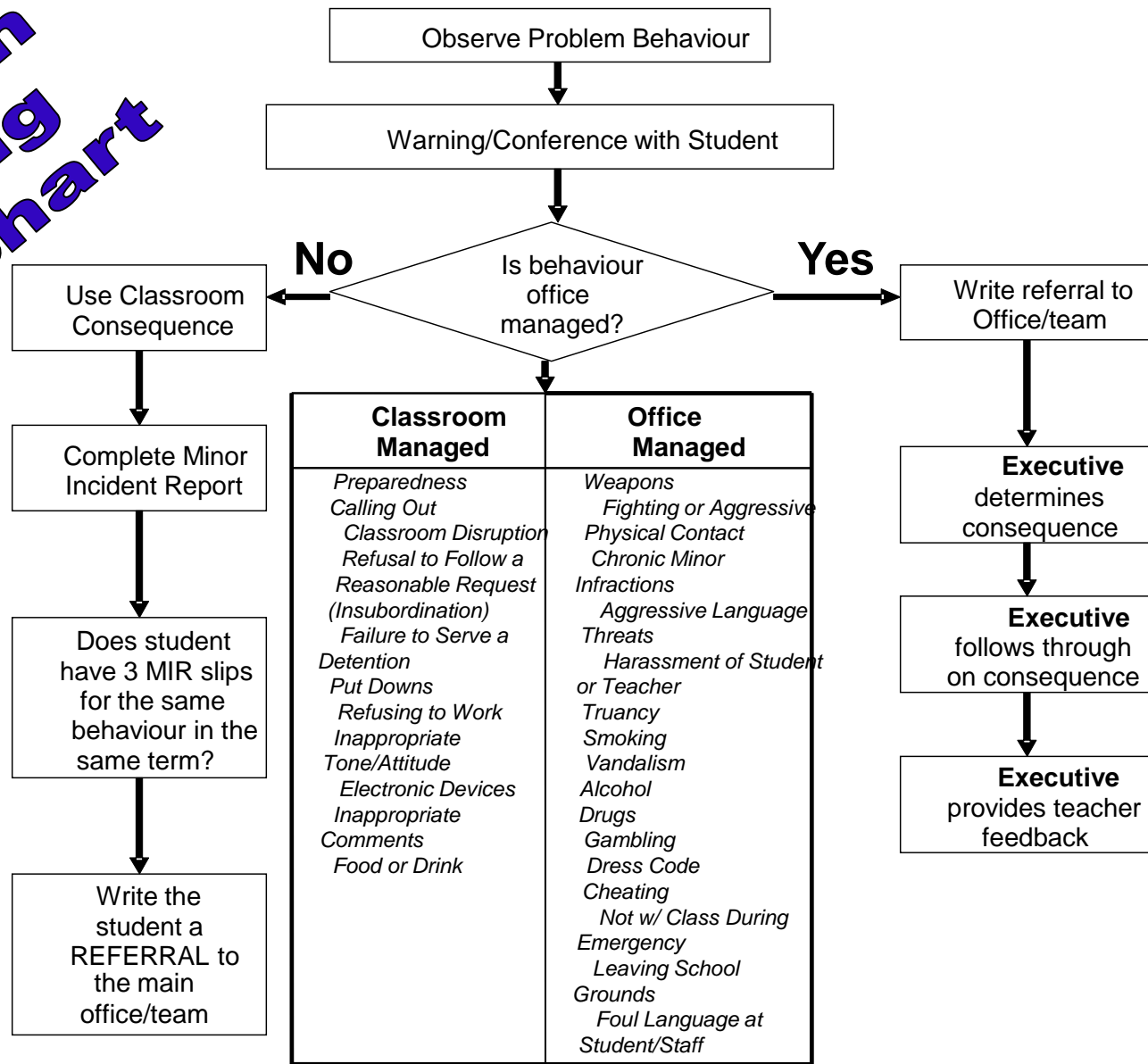
As an MSS learner,
I try my B.E.S.T.
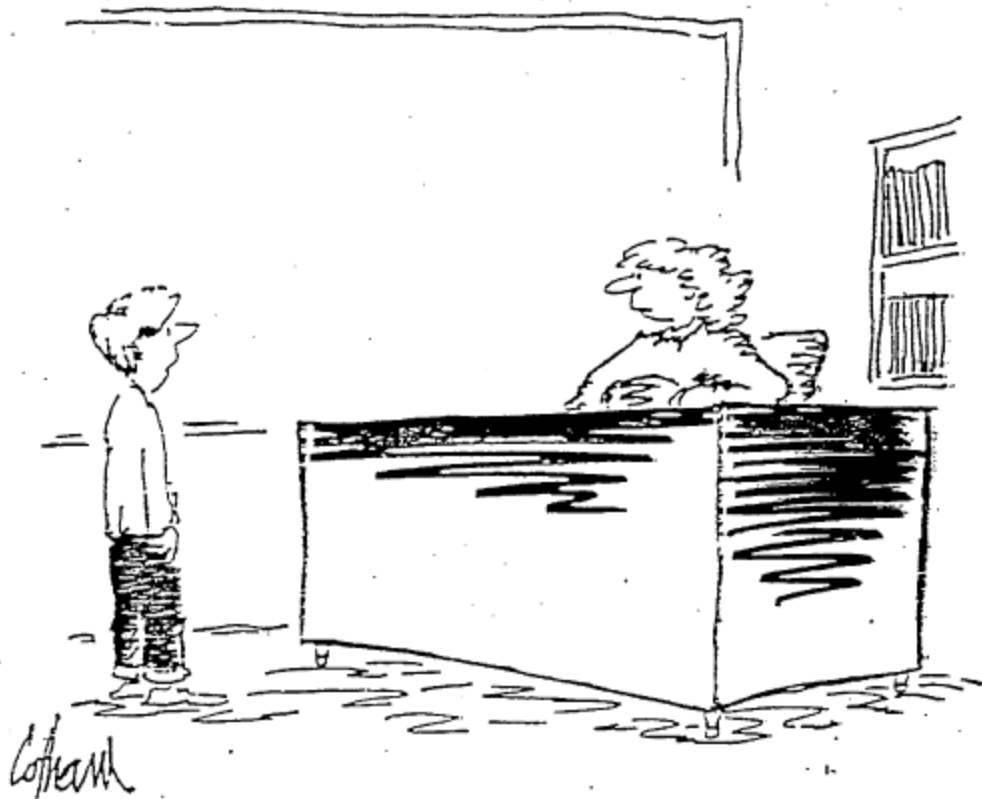(**B**etter **E**very **S**ingle **T**ime)

- Manage myself
- Show Respect
- Strive to Learn

Name:_____ **Tchr:** _____

Please return this portion to our MSS office, to be in the lucky-dip Gotcha draw!

Decision Making Flowchart

```
                    ┌─────────────────────────┐
                    │ Observe Problem Behaviour│
                    └─────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────┐
                    │ Warning/Conference with Student │
                    └─────────────────────────┘
                                 │
                                 ▼
```

No ◄────── Is behaviour office managed? ──────► **Yes**

Classroom Consequence path (No)		Office path (Yes)

No branch:
- Use Classroom Consequence
- Complete Minor Incident Report
- Does student have 3 MIR slips for the same behaviour in the same term?
- Write the student a REFERRAL to the main office/team

Yes branch:
- Write referral to Office/team
- **Executive** determines consequence
- **Executive** follows through on consequence
- **Executive** provides teacher feedback

Classroom Managed	Office Managed
Preparedness	*Weapons*
Calling Out	*Fighting or Aggressive Physical Contact*
Classroom Disruption	*Chronic Minor Infractions*
Refusal to Follow a Reasonable Request (Insubordination)	*Aggressive Language*
Failure to Serve a Detention	*Threats*
Put Downs	*Harassment of Student or Teacher*
Refusing to Work	*Truancy*
Inappropriate Tone/Attitude	*Smoking*
Electronic Devices	*Vandalism*
Inappropriate Comments	*Alcohol*
Food or Drink	*Drugs*
	Gambling
	Dress Code
	Cheating
	Not w/ Class During Emergency
	Leaving School Grounds
	Foul Language at Student/Staff

"Is there anything I can do that will cause me to be sent home?"

11/88

Meaningful data – per day per month (rate)

Average Referrals Per Day Per Month 2007
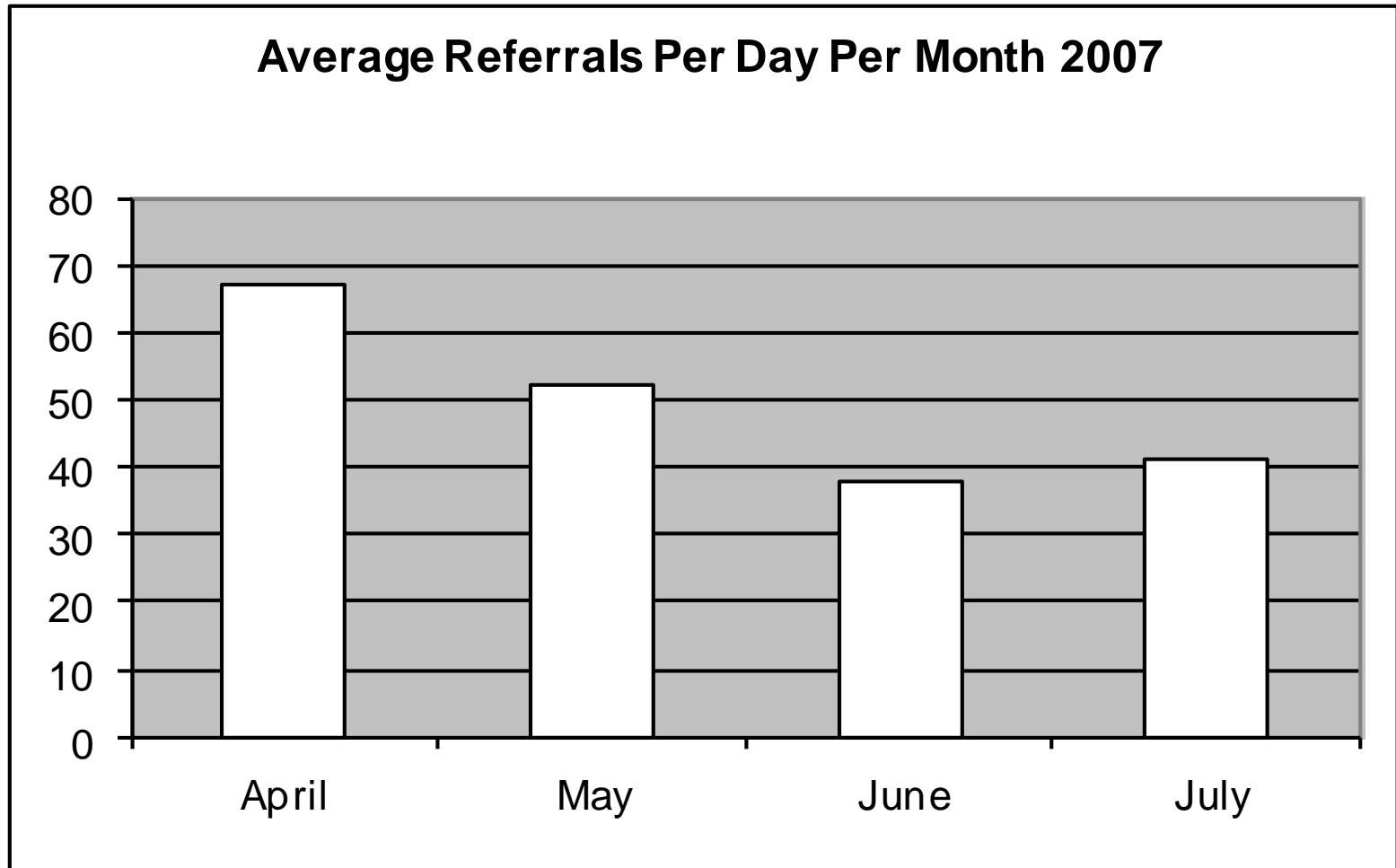
Meaningful data – behaviour category
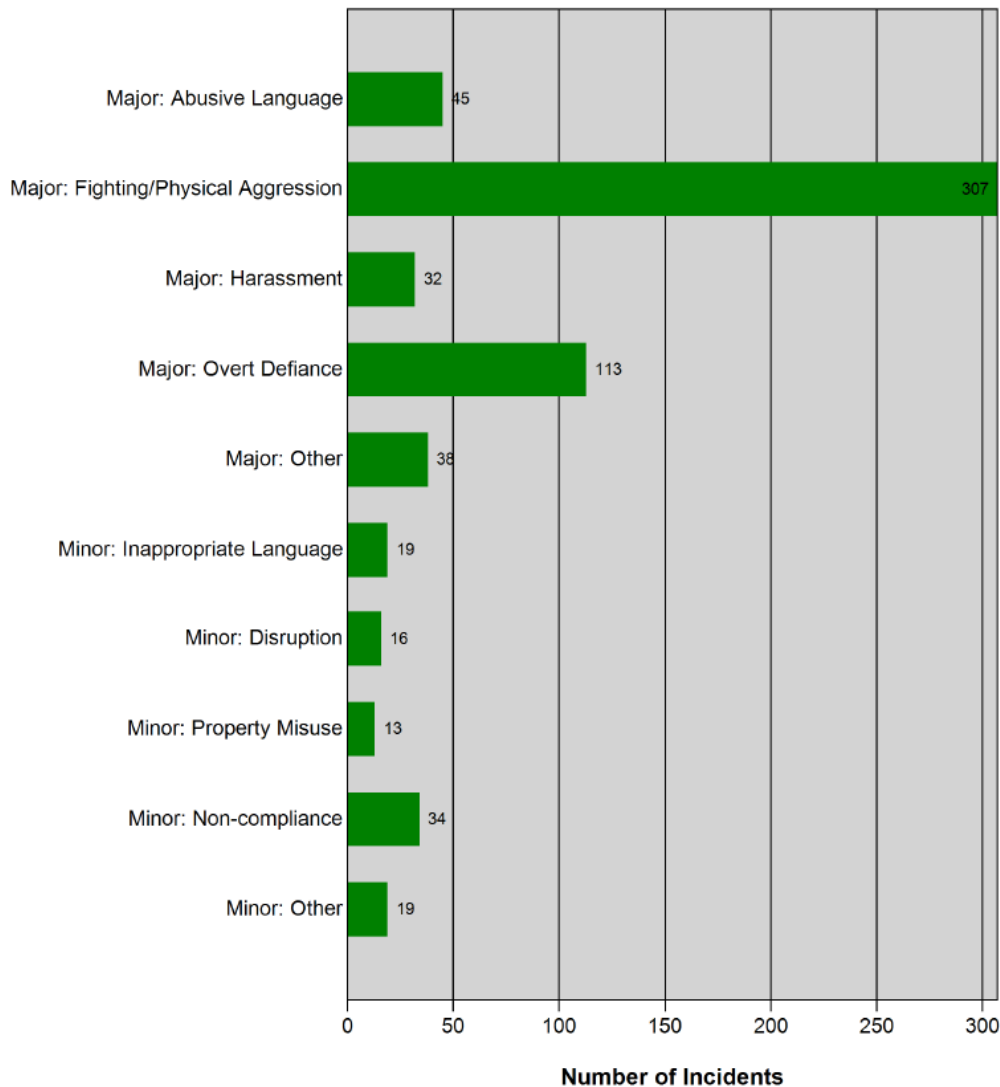
Behaviour Incidents by Subject

Date Range:	1 January 2009 to 31 December 2009
	Whole School

Total number of incidents:	**636**
Number of distinct students involved:	**201**
Number of incidents involving multiple students:	**111**

Meaningful data – location
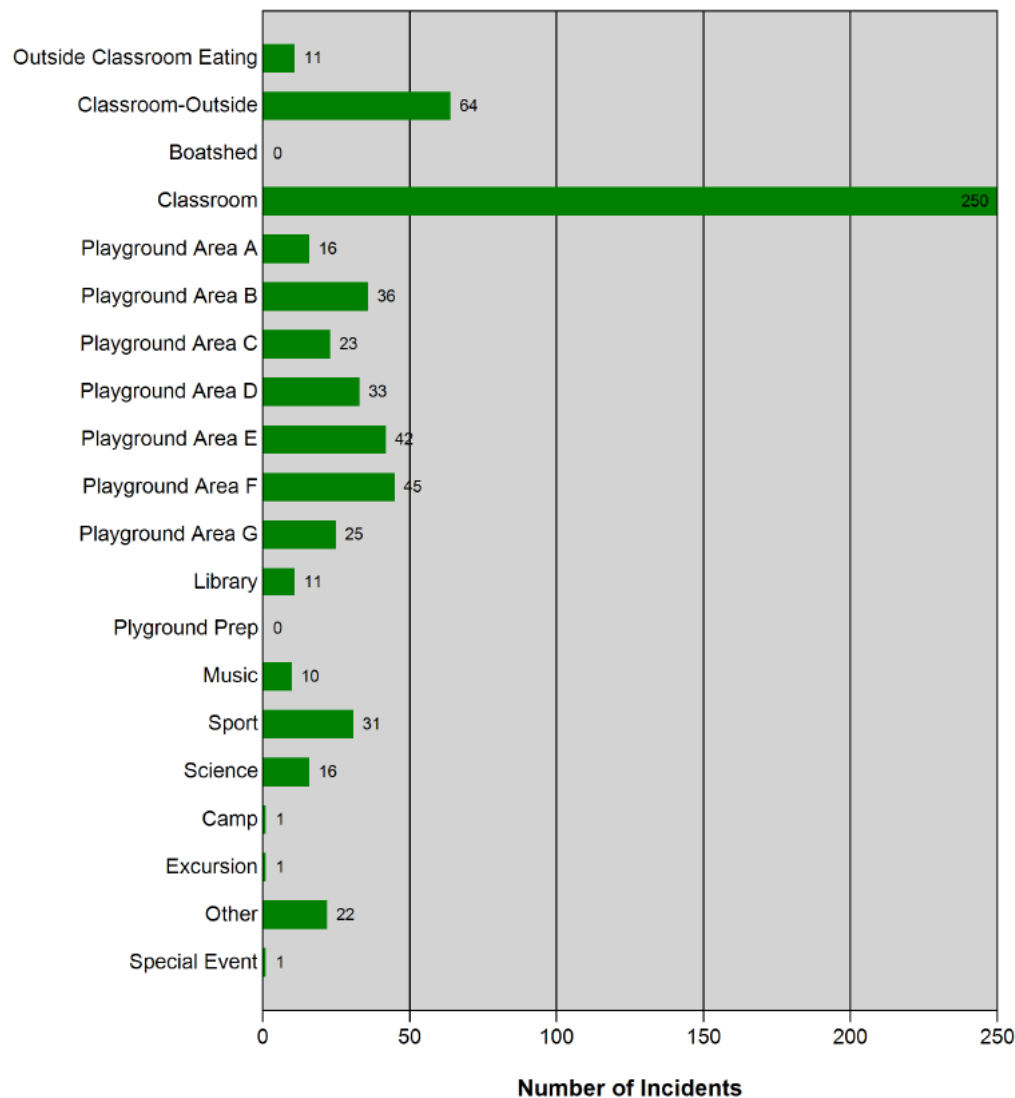
Behaviour Incidents by Location

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Tier II (group) and Tier III (individualised) supports

At Tier II :

- Develop an efficient and effective way to identify at-risk students (screening, data decision rules)
- Informal assessment processes to match intervention to student need (small group social skill instruction, self-management skills, academic supports)

At Tier III :

- When problem intense and chronic (and/or small group not sufficient)
- Informed by Functional Behavioral Assessment
- Connections to Mental Health and Community Agencies

Both need to be seen as part of the continuum of behaviour support in school and must link to Universal school-wide PB4L systems

School-wide PB4L – does it work?

(the evidence around SWPB4L)
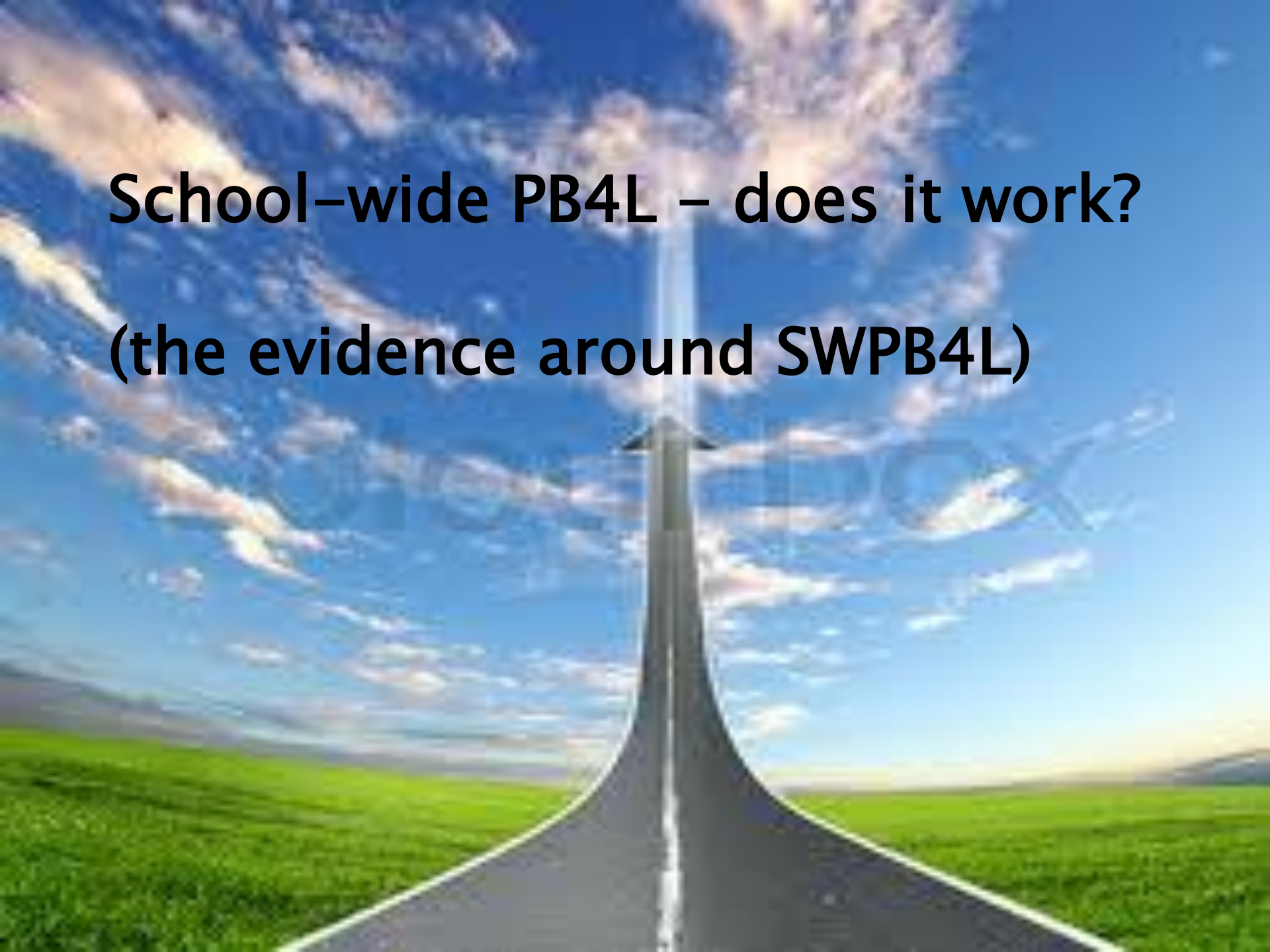
Some questions to consider

- Is implementation of this framework, with fidelity, do-able for schools?

- If so, as implementation levels increase what are the effects on in-school behaviours?

- What about sustainability over time?

- Are there any other associated benefits (perhaps around learning, effects on staff etc)?
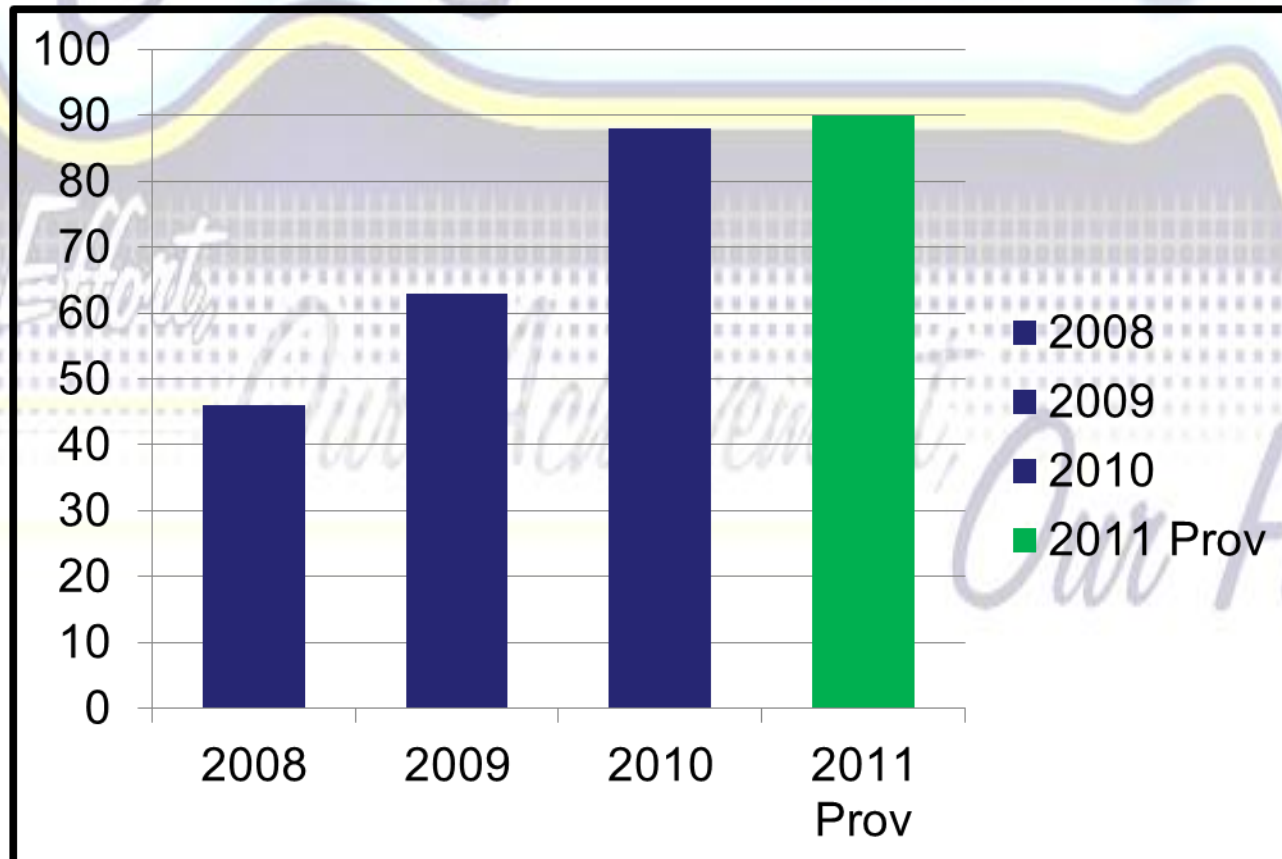
School–Wide Evaluation Tool (SET) data
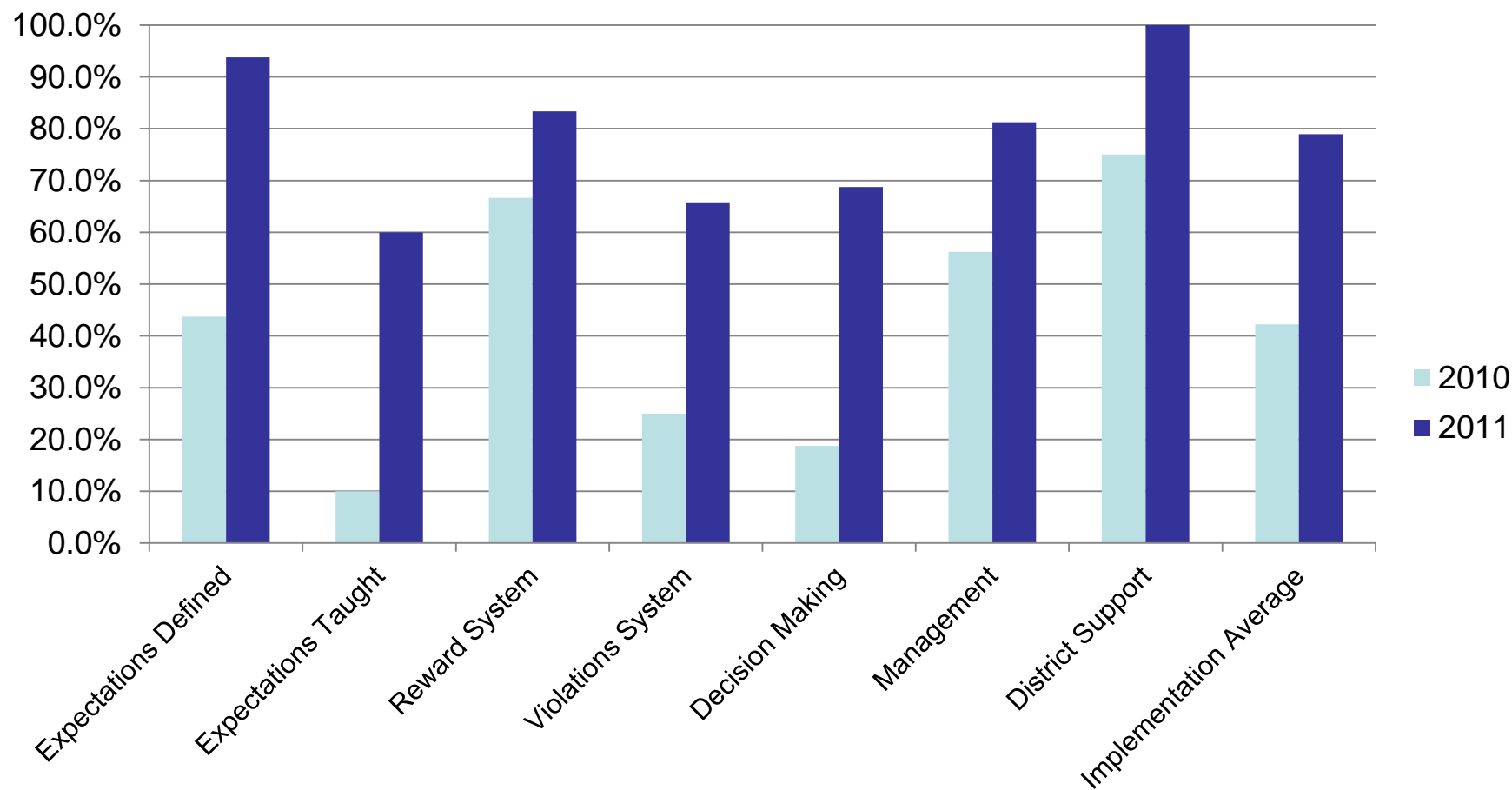
Student incidents per month
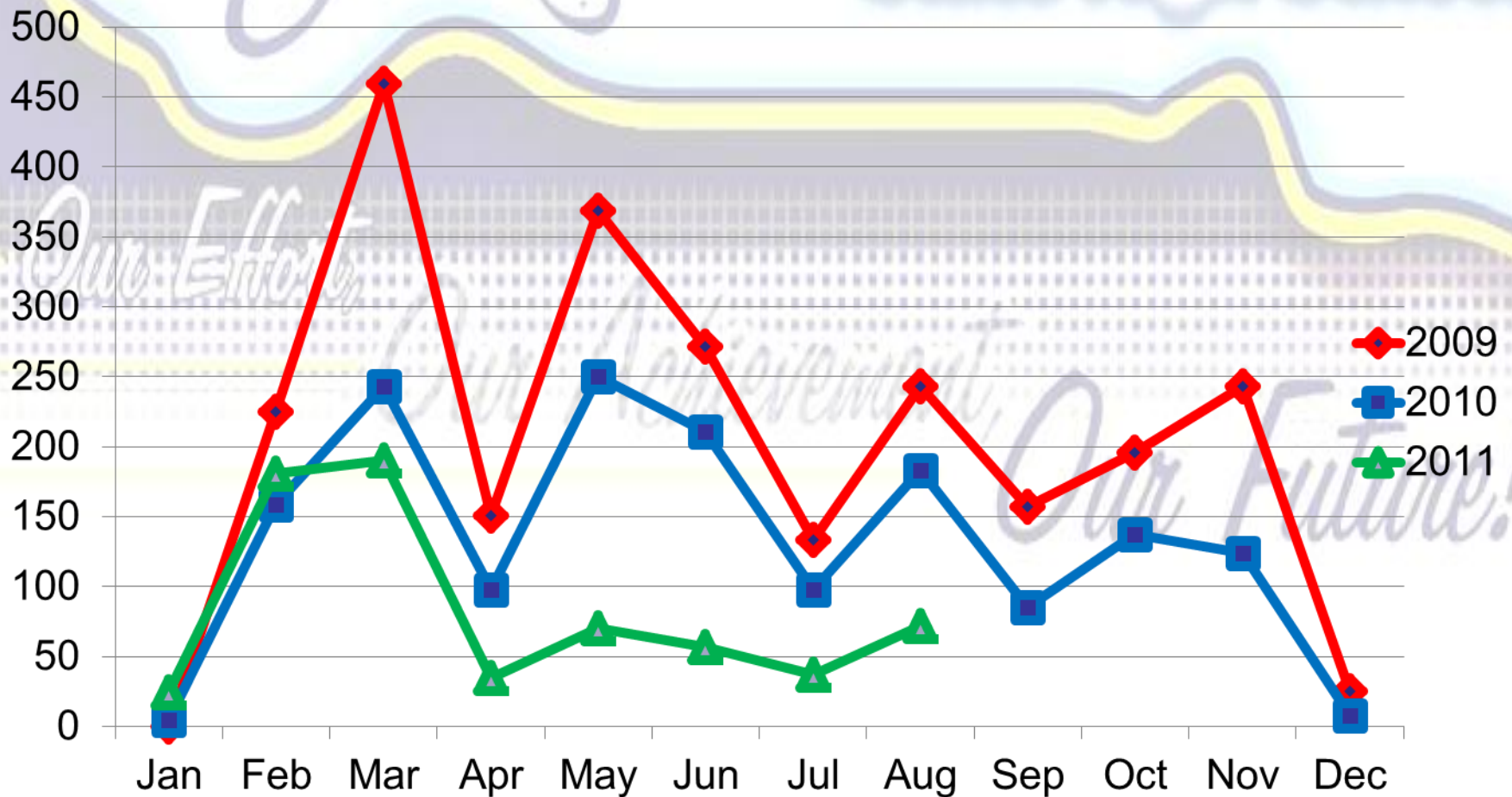
QCE/QCIA % Attainment 2008 – 2011

Group Cost Benefits

Senior Management and Student Cost Benefit
2004 to 2006

Office referral reduction across 23 months= 1228

If one office referral = 15 minutes of SM time and 45 mins of student time, then 1228 x 15 = 18420 minutes = 307 hours or

51 Days of management time recovered and reinvested *and*

153 Days of student instructional time recovered
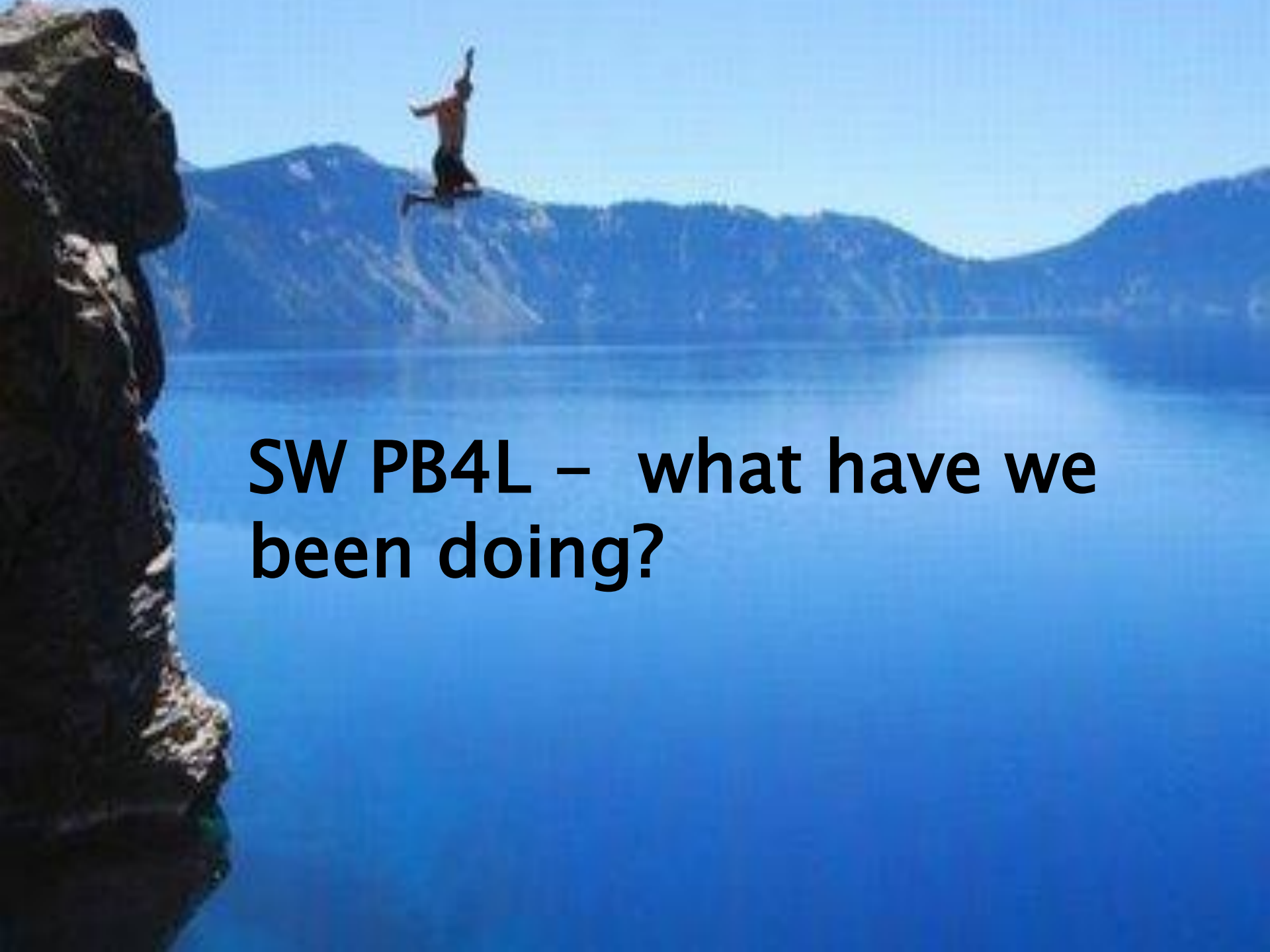
Other outcomes associated with SWPB4L implementation internationally include

- Changes in school discipline systems which create an environment that promotes, teaches, and acknowledges appropriate behavior

- Reductions in problem behavior resulting in less staff time on dealing with problems and more student time in the classroom

- Decreases in suspension and school drop-out rates and fewer referrals for individual behaviour programme planning

- Increased effectiveness of Tier II (group) and Tier III (individual) interventions

- Increases in academic achievement (including literacy scores, grade point averages)

- Fewer mental health referrals and enhanced perception of school safety

RCT & Group Design SW-PBS Studies

Bradshaw, C.P., Koth, C.W., Thornton, L.A., & Leaf, P.J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10*(2), 100-115

Bradshaw, C.P., Koth, C.W., Bevans, K.B., Ialongo, N., & Leaf, P.J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23*(4), 462-473.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12,* 133-148.

Bradshaw, C.P., Reinke, W. M., Brown, L. D., Bevans, K.B., & Leaf, P.J. (2008). Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children, 31,* 1-26.

Horner, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J., (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11,* 133-145.

Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality, 42*(8), 1-14.
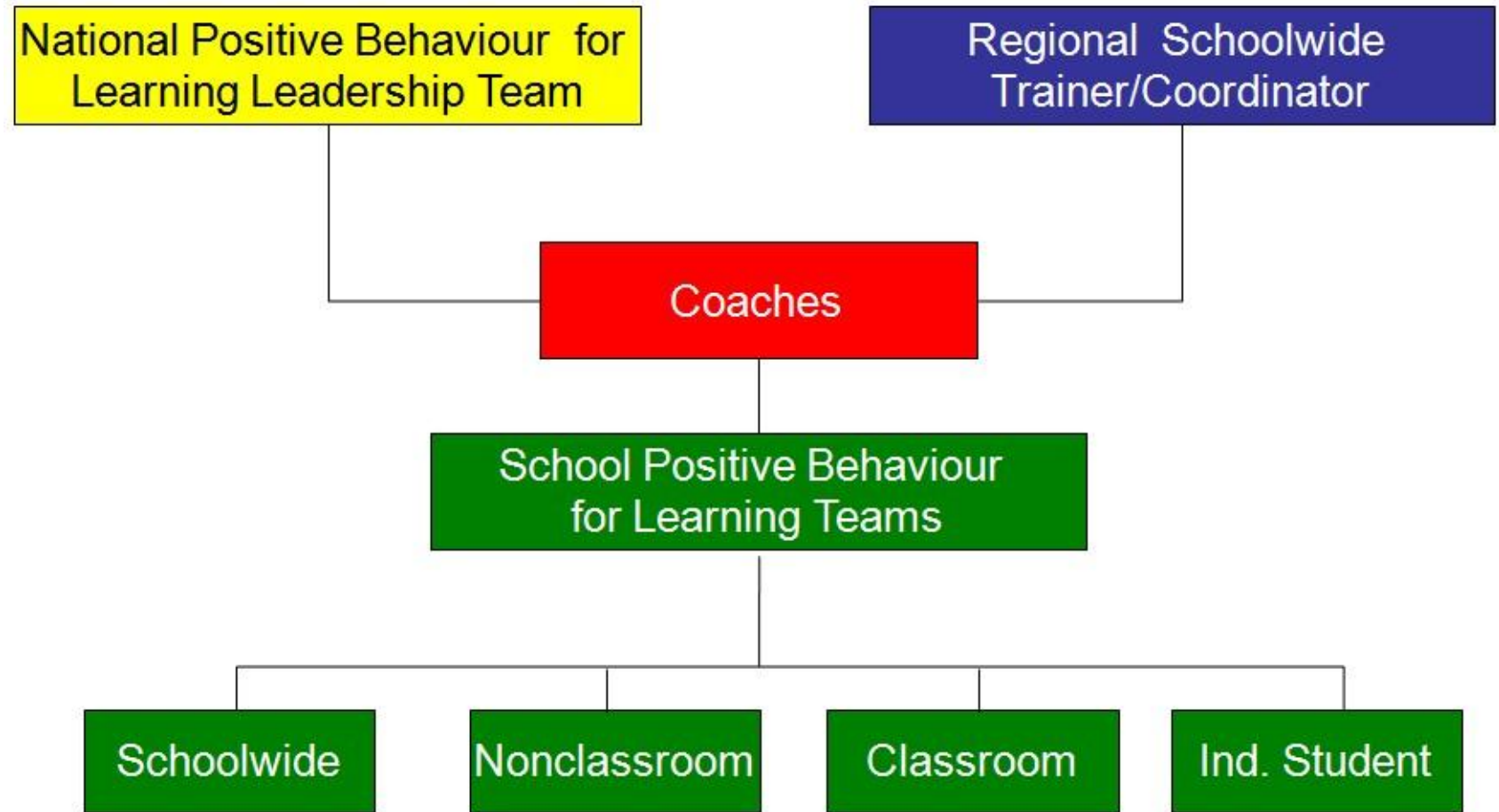
Impact efforts to date

- In the USA over 14,400 schools

- 46 state initiatives

- ~1000 schools across Australia (esp. Queensland, NSW, Victoria, Tasmania)

- Implementation projects now also in Canada and several countries in Europe

- Updates at www.pbis.org

SW PB4L – what have we been doing?

Implementation Structure in NZ Aotearoa

Our activities and goals

- Team of 10 SWPB4L Regional Practitioners established across 2010–2011

- Deliver initial training for coaches and school teams (currently three full days across two terms) and additional workshops for coaches/team leaders

- Establish and maintain local/district coach support clusters

- Plan, monitor and adapt SWPB4L rollout

Our activities and goals (cont)

- 89 schools participated in our first year (2010)

- 193 schools participating in 2011 and 2010

- $10,000 per school/per year allocated to 'support the implementation of SWPB4L

- Local support (coach) networks established across the country

- By 2014 the NZ MoE intend to have 400 participating schools across NZ

School-wide PB4L

What have we learnt here so far?
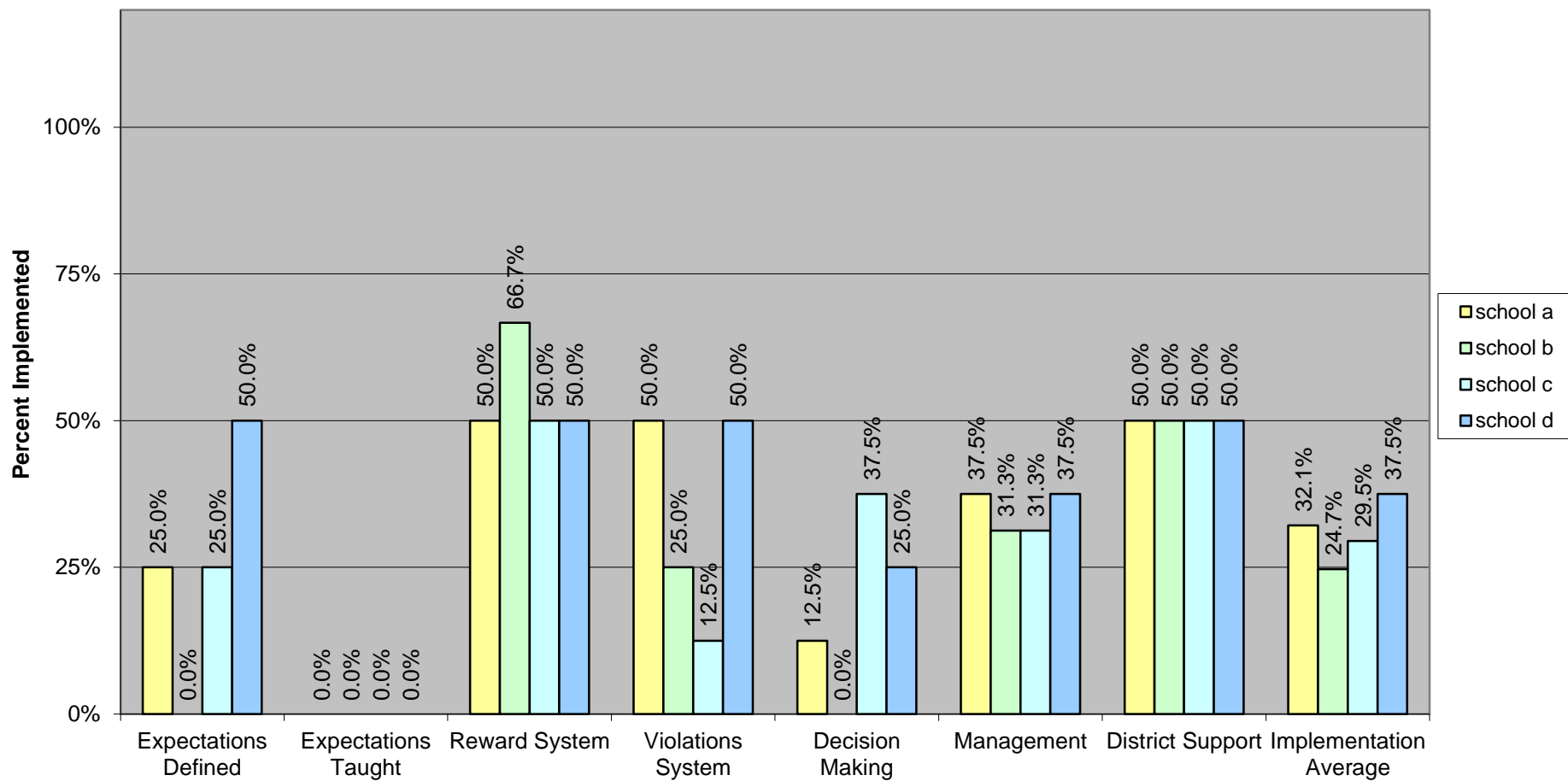
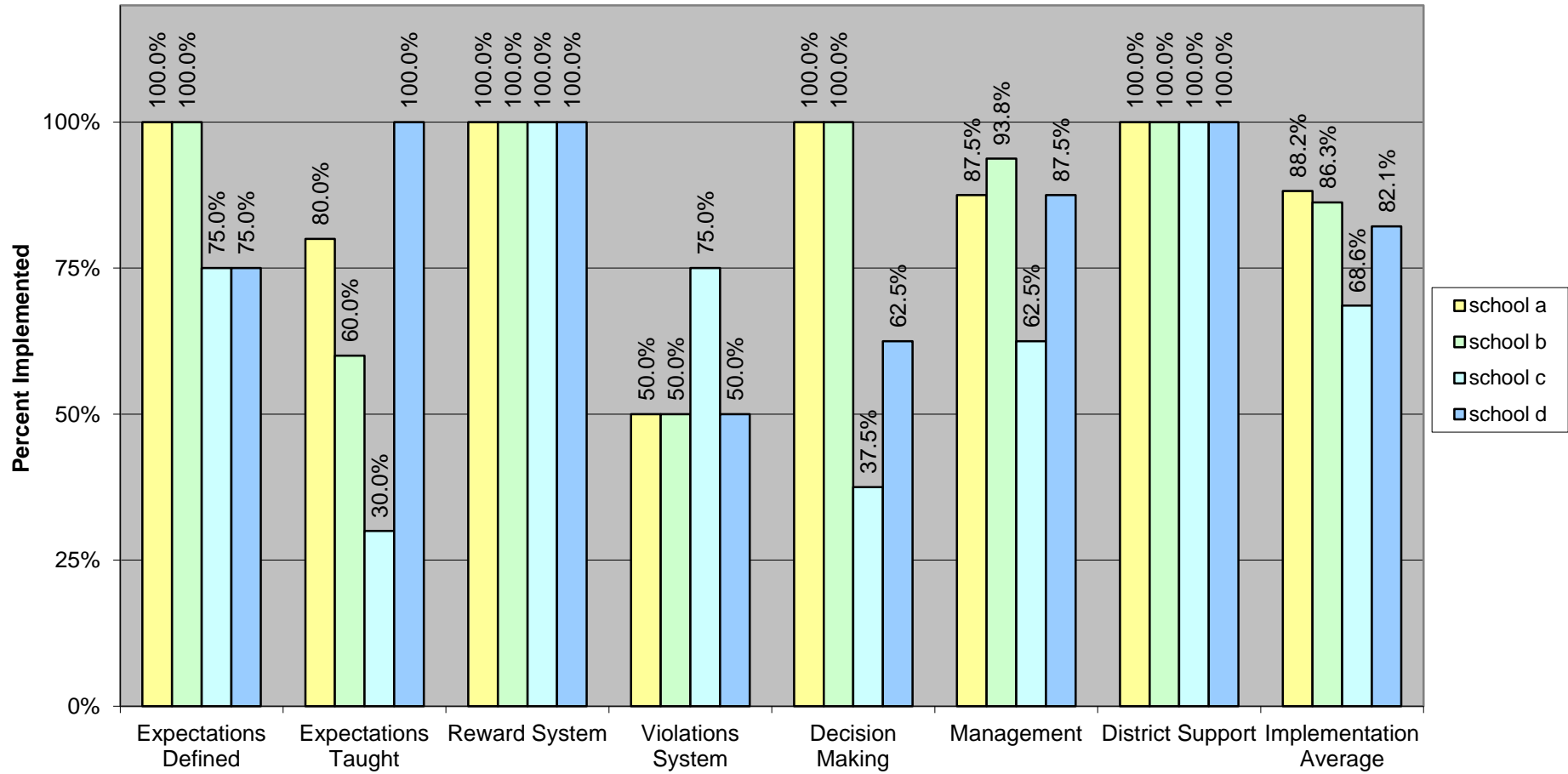(the emerging NZ evidence base)

SWPB4L one year in – a snapshot

Context :

- Example cluster G trained initially April/May 2010

- SET baseline data completed soon after

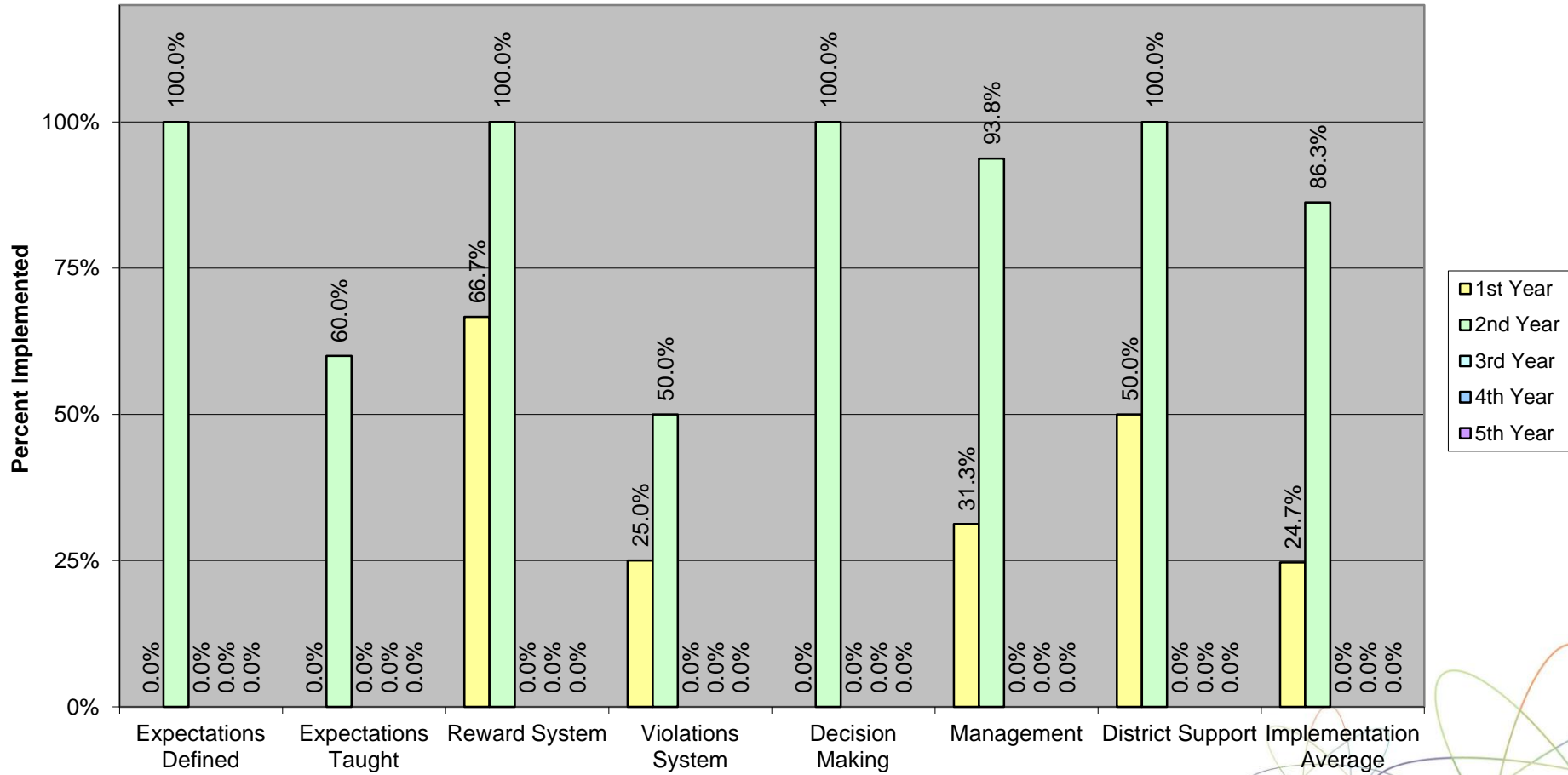- Recent May/June re-administration (i.e. ~ one year in)

G cluster SET data summary May 2010 (baseline)

Percent Implemented

Legend:
- school a
- school b
- school c
- school d

Expectations Defined: 25.0%, 0.0%, 25.0%, 50.0%
Expectations Taught: 0.0%, 0.0%, 0.0%, 0.0%
Reward System: 50.0%, 66.7%, 50.0%, 50.0%
Violations System: 50.0%, 25.0%, 12.5%, 50.0%
Decision Making: 12.5%, 0.0%, 37.5%, 25.0%
Management: 37.5%, 31.3%, 31.3%, 37.5%
District Support: 50.0%, 50.0%, 50.0%, 50.0%
Implementation Average: 32.1%, 24.7%, 29.5%, 37.5%

G cluster SET data summary June 2011 (one year in)

Percent Implemented

Category	school a	school b	school c	school d
Expectations Defined	100.0%	100.0%	75.0%	75.0%
Expectations Taught	80.0%	60.0%	30.0%	100.0%
Reward System	100.0%	100.0%	100.0%	100.0%
Violations System	50.0%	50.0%	75.0%	50.0%
Decision Making	100.0%	100.0%	37.5%	62.5%
Management	87.5%	93.8%	62.5%	87.5%
District Support	100.0%	100.0%	100.0%	100.0%
Implementation Average	88.2%	86.3%	68.6%	82.1%

School B SET May 2010 (baseline) and 2011
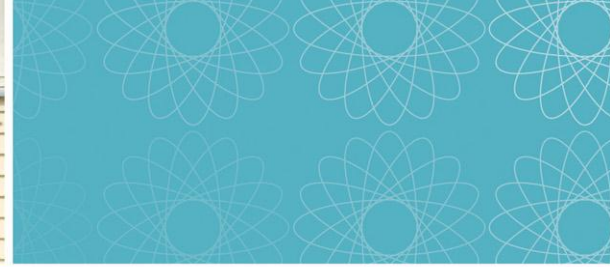
One year in – some highlights

- Every single school has shown an improvement in their overall implementation average

- This improvement has ranged from 12.1% to 61.6%!

- Many within-feature increases have shown huge gains (some in the range 75-100%)

- This data strongly suggests that this framework is indeed do-able for schools here in NZ Aotearoa and strong levels of implementation fidelity are possible

Findings from other early-adopting NZ schools

Savage et al (2011) Essentials for Implementation: Six Years of Positive Behaviour Support in New Zealand

- Small-scale qualitative research in two North Island primary schools in 2009, with both schools having recently independently implemented the SWPBS framework (for 6 and 3 years respectively)

- "Both schools had different journeys towards implementation"

Findings from other early-adopting NZ schools (cont)

Authors cautioned that :

"The introduction of another 'package' type programme should be met with some scepticism by New Zealand educators, particularly as there is no evidence supporting implementation in a New Zealand context"

(Savage, et al, 2011)

# Findings from other early–adopting NZ schools (cont)

However..

- Data from one school demonstrated a significant reduction (of ~65%, from 452 in 2004 to 162 in 2007)) in behaviour referrals and school suspensions

- "All the participants were extremely positive about the impact of SW PBS on behaviour"

- "Participants (also) discussed qualitative evidence of reduced disciplinary procedures, a reduction in the requirement for specialist interventions, and increased reports of staff job satisfaction as positive outcomes of the SWPBS implementation"
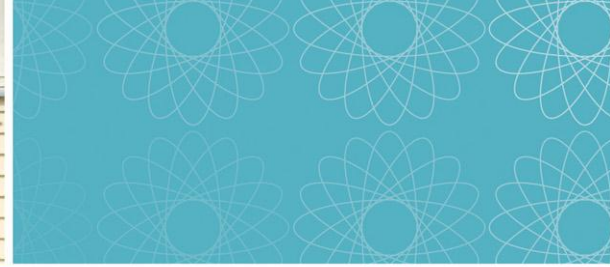
Our SWPB4L coaches say

- Having everybody on board … consistency across staff

- Feels 'fair' to all … enabled real talking about behaviour issues in school

- The work/focus on the various features .. realistic timeframe for change

- SWPB4L structures enable good support & accountability balance

- College BoT Chair "This is awesome .. putting the sense back into commonsense"
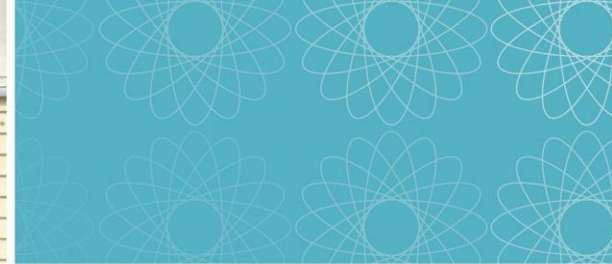
Our SWPB4L coaches say (cont)

- For the first time ever the principal felt he could take leave (for a knee operation) as the school was functioning so well

- Staff sickness has dropped significantly

- The principal's appraiser was impressed with how it was a part of 'how we do things round here' and could see evidence everywhere

- Parents have commented on the positive tone in classrooms and school when they visit

- New enrolments are learning very quickly that it's not OK to break school rules – wouldn't have believed it could happen so quickly

We still need to know more about

- Data around correlational effects on actual in-school behaviour typically shows that as SWPB4L framework implementation levels rise there is a corresponding decrease in behaviour incidents in schools

- Maintaining and sustaining intervention efforts over time and the key drivers/supports for this

- Training modifications and optimising ongoing support systems for schools
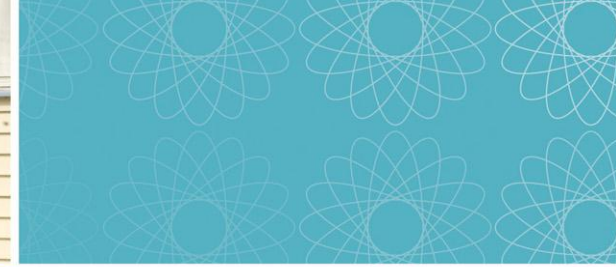
School–wide PB4L
so, where to from here?

Some of our upcoming challenges

- Target SWPB4L implementation numbers for the Action Plan to 2014 (400 schools)

- Beyond that – the 'scaling-up' problem (audience, reach, capacity etc.)

- Training – the ongoing development and adaptation of materials and support structures

We'll be informed by

- National database of school SET & EBS scores and information on team/school progress (various data tools)

- Locally supported coach networks to provide ongoing dialogue around successes and barriers to effective implementation

- Savage et al's (2011) small-scale NZ qualitative research highlighted five key themes around successful implementation (school readiness, student empowerment, community input/contextual fit, professional learning, data-informed practice)

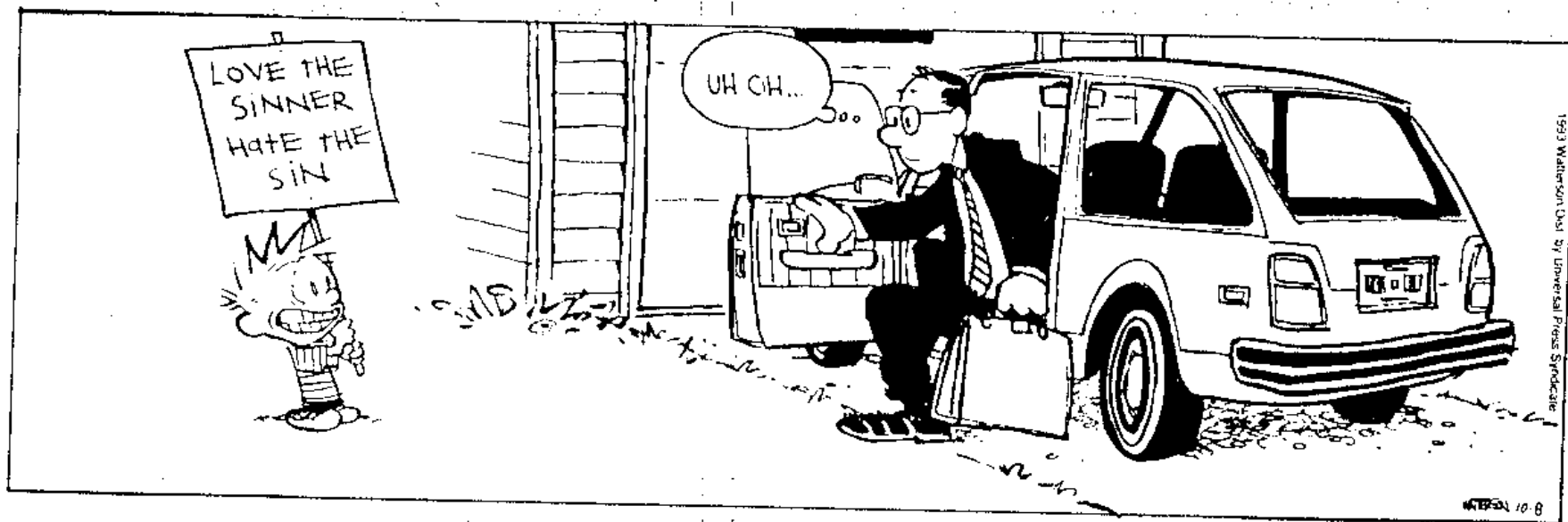- Independent MoE commissioned evaluation

Some final thoughts for those working in the world of 'problem behaviour at school'

1. It's just behaviour..

It isn't personal – students engage in both problem and appropriate behaviours to get their fundamental needs met

2. Behaviour is learned..

What you see is the result of risk and resilience factors within childrens' past learning history (including poverty, disability, academic failure, language, culture, family strengths..)

3. Research continues to demonstrate that the most effective strategies are instruction based..

Teach what you want students to do instead.

Focus on academic and social success in terms of linear growth not absolutes.
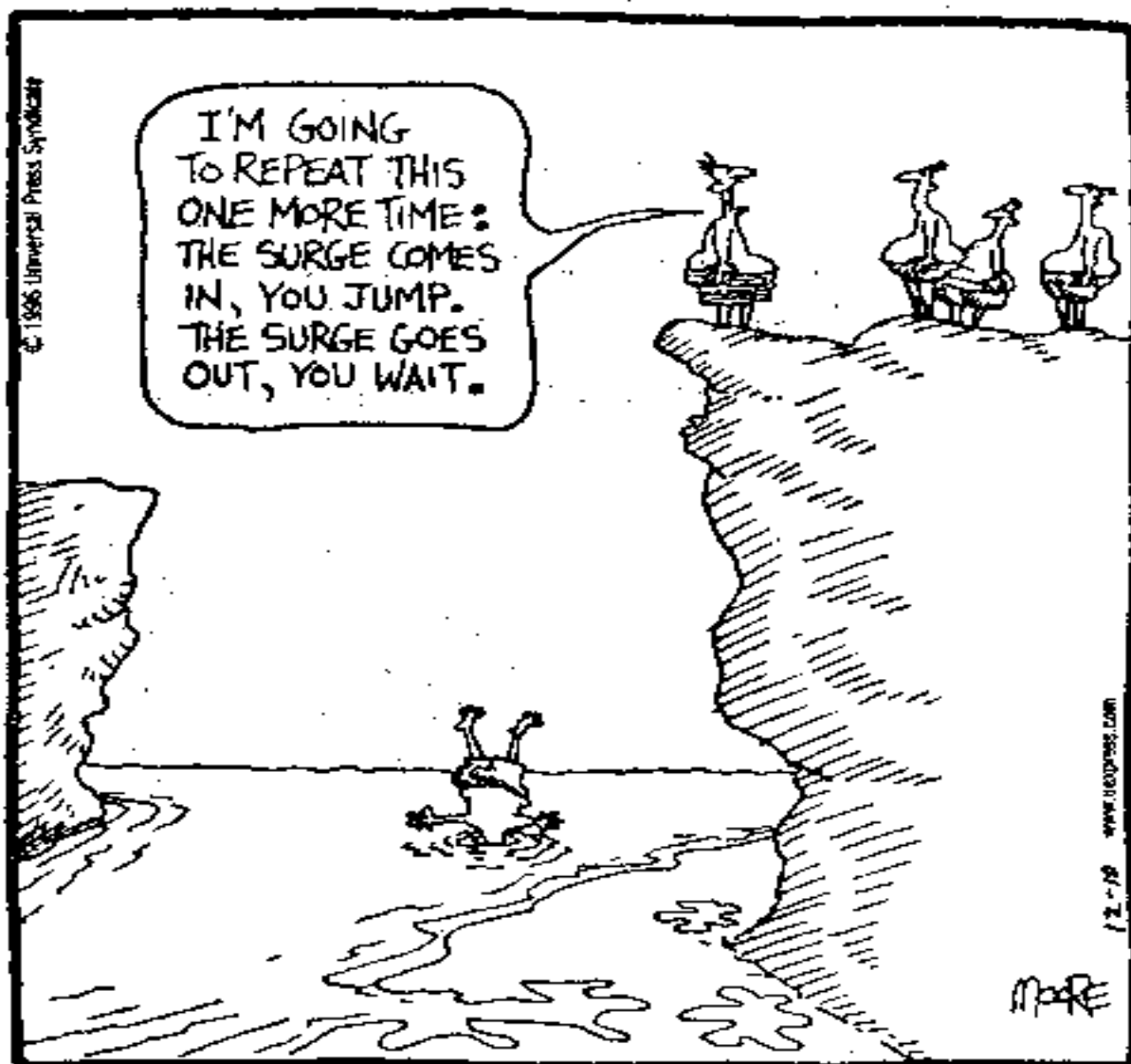
At cliff-diving school.

4. Pause, step back, and smile..

The most effective strategies will fail to impact students in the absence of sincerity, respect and obvious joy in teaching

Some references/for more information

- OSEP Center for Positive Behavioral Interventions and Supports at www.pbis.org
- Missouri School-wide PBS at www.pbismissouri.org
- Education Queensland PBS at www.learningplace.com.au
- IDEAS that Work at www.osepideasthatwork.org
- The What Works Clearinghouse at www.les.ed.gov/ncee/wwc
- Savage, C., Lewis, J., & Colless, N. (2011) Essentials for Implementation : Six Years of School Wide Positive Behaviour Support in New Zealand. New Zealand Journal of Psychology Vol 40 No 1 (29-37)
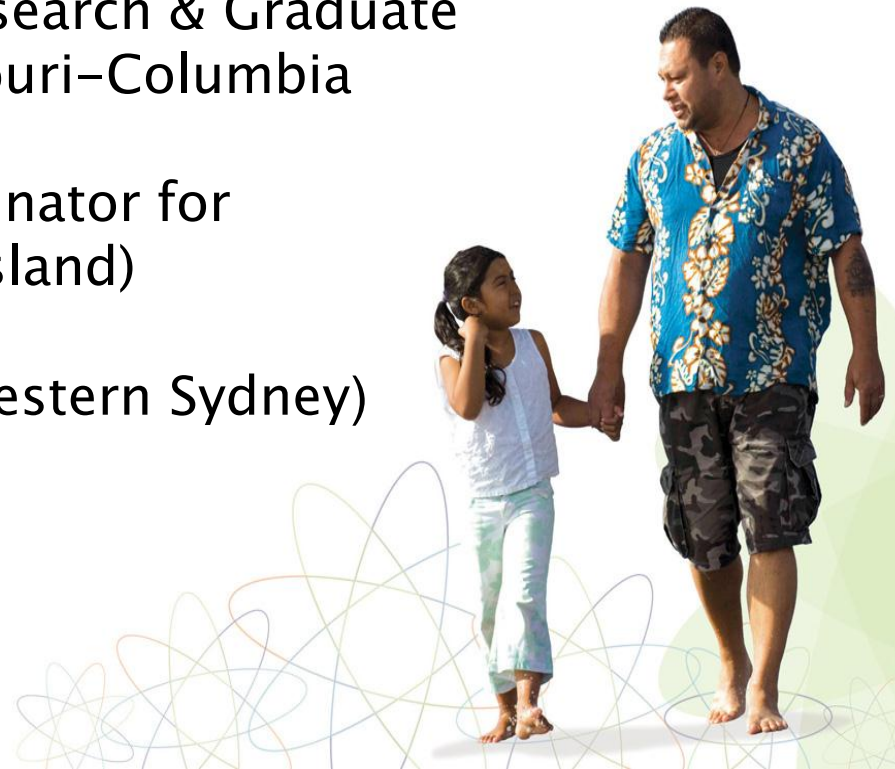
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Positive ❋
Behaviour
for Learning