

## School-wide Positive Behaviour Support (SWPBS)

### Event Overview:

The challenge for schools is to maximize opportunities for students to achieve three primary and inter-related competencies – academic, life and social skills - that enable them to participate, contribute, and experience success in schools and larger communities:

Achieving these competency expectations, however, is affected by many competing social and behavioural factors. Current data suggests that while extreme violence is stabilizing (and historically low), the rate of disruptive problem behaviour is escalating (U.S. Surgeon General, 2000). The single most common request for assistance from teachers is related to behaviour and classroom management (Elam, Rose, & Gallup, 1999).

School-wide Positive Behaviour Support (SWPBS) is a **framework or approach** comprised of intervention practices and organisational systems for establishing the social culture, learning and teaching environment, and individual behaviour supports needed to achieve academic and social success for all students. SWPBS is not a specific “model” but a compilation of effective practices, interventions, and systems change strategies that have a long history of empirical support and development and individually have been demonstrated to be empirically effective. Decades of converging research have consistently demonstrated that these strategies are individually and collectively effective and efficient. In addition, SWPBS has relevant applications to educating **all students** in schools, not just students with disabilities. (PBIS.org)

### School-wide Positive Behaviour Support Program Description:

School-wide Positive Behaviour Support is a process that is managed by the school. The *SWPBS Program* will assist each participating school to establish a visible, effective, efficient and functional school-wide behaviour management strategies by providing a comprehensive training program and ongoing professional support.

Professional development and guidance will be offered by the Catholic Education Office external leaders in the field, with the support of psychologists and special education officers.

### Who can participate?

Ideally the SWPBS would be led by a school leadership team. A description of the recommended team structure is provided below.

Schools will also need to identify an internal driver whose role would be to facilitate, assist, maintain and adapt school implementation efforts with the support of CEOB – psychologists and special education personnel. There is an expectation that teams would meet fortnightly with their external office based support attending as required.

### How the program will be structured:

Each year there would be four days of professional development that schools could engage with, as determined by the SWPBS evaluation tools.

- Day 1. Overview- Essential Components of SWPBS: define expected behaviour (e.g. matrix, school-wide procedures, classroom rules), introduction to data collection and fidelity tools.
- Day 2. Tier 1- Directly teaching expected behaviours, recognising students following expected behaviours, discouraging inappropriate behaviours and data based decision making.
- Day 3: Tier 2- Connections between Tier 1 & 2, methods of identifying students, planning and implementation of research based Tier 2 interventions.
- Day 4: Tier 3 - Student identification processes, collect and review data to clarify the problem behaviours, conduct functional behaviour assessments and design and develop individualized behaviour support plans.

**The program has been designed to develop:**

- Proactive school wide systems of support for defining, teaching, and supporting appropriate student behaviours to create positive school environments
- Behaviourally-based systems approach to improving the link between research-validated practices and the environments in which teaching and learning occurs
- Sustaining in school wide, classroom and individual systems of support that improve lifestyle results for all learners
- Effective environments in which positive behaviour is more effective than problem behaviour so that academic success can be achieved

**What is expected of participants?**

All schools are eligible to apply for the *SWPBS Program*. Acceptance into the *SWPBS Program* will be considered using the following criteria:

- School-wide Positive Behaviour Intervention Support is included as a priority in the school's annual action plan
- A representative leadership team that includes the **principal** must be established
- Commitment to attend all training events
- Agreement to collection of data to measure impact of effort

**What is required of the principal?**

Prioritise SWPBS as a key goal on the school's annual action plan and commit to being a part of the school's implementation team.

**What you can expect from the CEOB:**

Training Program

The CEOB will provide:

- Intensive training that will take place over 4 days each year, and require the attendance of all members of the school PBIS teams
- Ongoing local coaching will be in place throughout the program, these will include termly half-day network meetings (led by CEOB personnel)
- There will also be available additional, but optional, professional learning activities, generally organised by other systems such as DEECD

**Registration:**

As SWPBS is a whole school initiative schools wishing to be a part of this program in 2017 need to contact their local Education Consultant. Schools wishing further information are asked to contact the SWPBS coordinators Justine Duncan, Alan Hutchison, Susan Rampling, Mandy Veal, Sue Renn, and Shoni Reimert.

**Endorsement**

Leigh Mitchell