



Welcome to
Gembrook Primary School's

PBL

POSITIVE **B**EHAVIOURS for **L**EARNING

Family Information Evening

Tuesday 27th April 2021

Logic for SWPBS

School challenges

- Students arrive with limited understanding of school behavioural expectations, family environments
- Traditional “get tough” and “zero tolerance” approaches are insufficient and are not evidentially proven to have long term and lasting change

Individual student interventions

- Staff can feel ill-equipped to deal with increasing challenges facing the education system

School-wide discipline systems

- Establish a school culture where consistent and predictable social and academic success is more likely

Consistency and Predictability is key

WHAT IS SWPBS?

SWPBS: A systems approach for establishing the **social, cultural** and individualized supports needed for all students to achieve both social and academic success.

Evidence-based features of SWPBS

- Prevention
- Defining and teaching positive social expectations (just like we do academics)
- Acknowledging positive behaviour
- Building Consistency
- Arranging consistent responses to challenging behaviour
- Maintaining on-going collection and use of data for informing decision-making
- Establishing a continuum of interventions
- Utilising team-based implementation (systems that support effective practices)

Context

SWPBS is successful internationally

It is an evidence-based preventative framework

It is based on Functional Behaviour

SWPBS is being implemented in more than 30,000 schools worldwide. It's been around for decades

In NSW, Queensland and the ACT it is present in 40% of their schools.

Victoria is now adopting a co-ordinated statewide approach (coaching model) based on successes in NSW and the USA.

What Teachers are Reporting

Recent research reviews have confirmed that the main classroom problem behaviours are minor repetitive. These behaviours impede learning and cause considerable stress for teachers. (Beaman, Wheldall and Kemp 2007)

*The major problem for teachers is:
‘the ongoing, cumulative nature of minor infractions and
disruptions, rather than their magnitude’ (Vinson, 2002).*

**The research shows that this is where
65% of our day is spent!**

Traditional Discipline vs SWPBS

Traditional

Positive Behavior Support

- *Focuses on the*

**DOES NOT
TEACH THE
STUDENT
WHAT WE
WANT THEM
TO DO**

- **IS REACTIVE**

- *Rep*
 - *new*
 - *Alte*
 - *Tea*
 - *wor*
 - *Tea*
 - *Ack*
 - *Rel*
 - *inte*
 - *IS c*
 - *IS P*
- TEACHES
THE
STUDENT
WHAT WE
WANT THEM
TO DO**
- our with*
as you
behaviour

PBS is *not*....

- SWPBS is **not** a specific practice or curriculum; it's An evidence-based approach to **preventing** problem behaviour.
- SWPBS is **not** limited to a particular group of students; but rather is for **all students**
- SWPBS is **not** new; it's based on a long history of behavioural practice and **effective** instructional design/strategies
- SWPBS is **not** incompatible with other efforts that are based in **prevention** and **education** (e.g. PosEd, Respectful Relationships). See the Mapping of SWPBS part of this presentation.
- SWPBS is **not** a soft, no consequences approach; it's based on functional behaviour and utilises **functional behaviour** and **logical consequences** as a means to re-teach

Continuum of procedures for responding to minor behaviours

Key points when implementing SWPBS Tier 1 in a school;

- Consistency is crucial
 - Language
 - Expectations
 - Process
- By being consistent across ALL areas you will reduce the number of majors AND the number of minors
- The amount of predictability for students will decrease problem behaviours
- If a student feels like they are in a predictable and safe environment their cortisol and adrenaline levels will be reduced, and their executive functions are functioning

Experimental Research on SWPBS

Bradshaw, C.P., Koth, C.W., Thornburg
trial. *Prevention Science*

Bradshaw, C.P., Koth, C.W., F
schools. *School Psyc*

Bradshaw, C. P., Mitchell, M
effectiveness trial in

Bradshaw, C.P., Reinke, W
from a randomized t

Bradshaw, C., Waasdorp, T

Horner, R., Sugai, G., Sm
elementary school

Horner, R. H., Sugai, G.,
Ross, S. W., Endrulat, N.
Journal of Positiv

Waasdorp, T., Bradshaw
Supports on Bullyin
Pediatric Adolesce

Bradshaw, C. P., Pas, E
Supports with tie
177-193. doi:10

Freeman, J., Simonser
Positive Behav

... through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness

... the organizational health of elementary

... a randomized controlled

... elementary schools: Observations

... 5) 1136-1145.

... itive behavior support in

SWPBS Experimentally Related to:

1. Reduced **problem behaviour**
2. Increased **academic performance**
3. Increased **attendance**
4. Improved perception of **safety**
5. Reduced **bullying behaviours**
6. Improved **organisational efficiency**
7. Reduced **staff turnover**
8. Increased perception of **teacher efficacy**
9. Improved **Social Emotional competence**

Guiding Principles

- Student misbehaviour can be changed (taught)
- Environments can be created to change behaviour (instructional)
- Changing environments requires a change in adult behaviour (teaching)
- Adult behaviour (teaching) must change in a consistent and systematic manner
- Systems of support (effective instructional environments) are necessary for both students and adults

The Educative Approach

Richmond & Walkerden, 2008

Academic Errors	Behavioural Errors
Errors are accidental.	Errors are deliberate.
Errors are inevitable.	Errors should not happen.
Errors signal the need for modified teaching.	Errors should be punished.
Students with learning difficulties need modified teaching.	Students with behavioural difficulties need punishment.

Misbehaviour = Learning Error

Punishment is Not the Solution

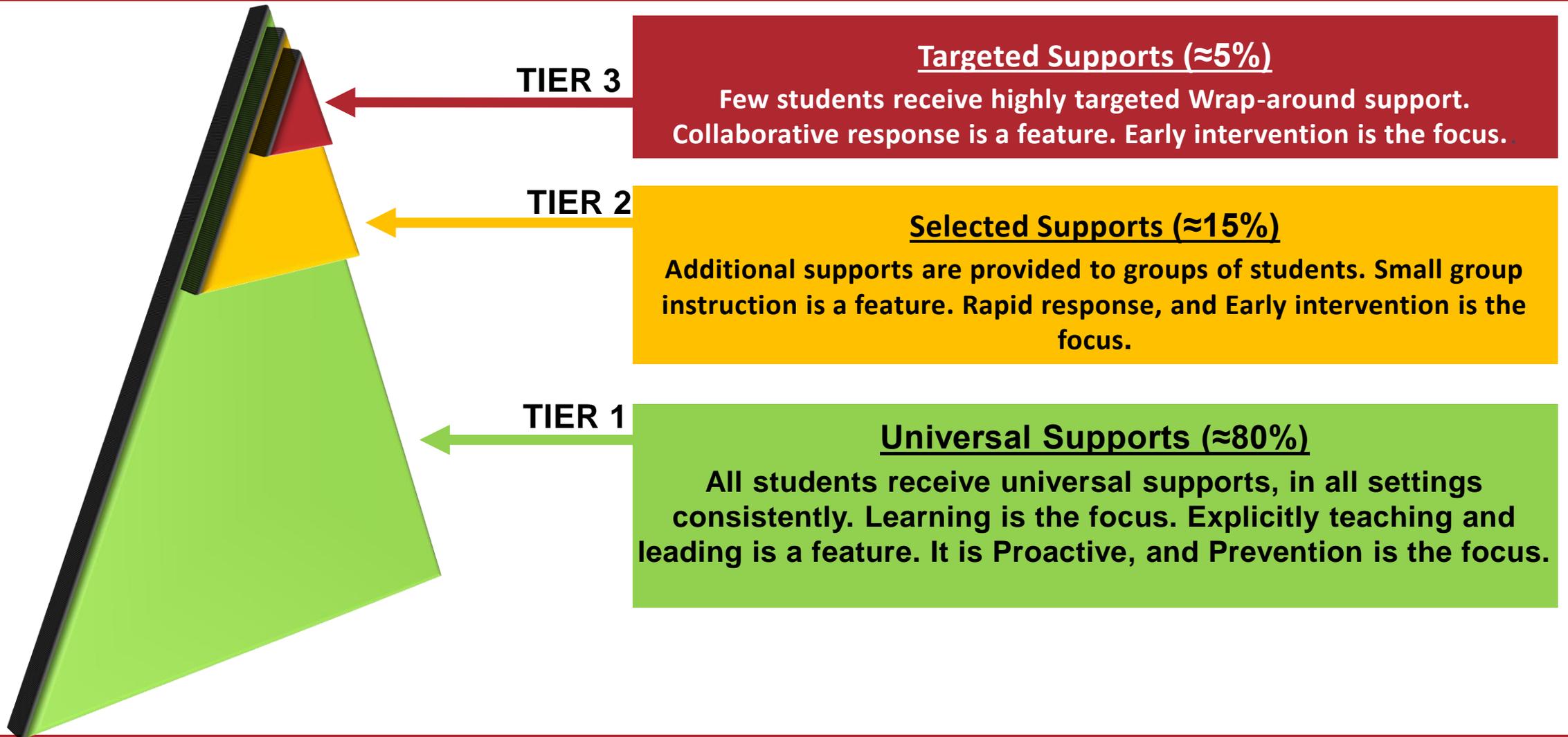
Punishing problem behaviour without a positive, proactive, and instructional approach results in increased:

- Aggression
- Vandalism
- Truancy
- Dropouts

*“Punishing students
doesn’t teach them
the right way to act.”*

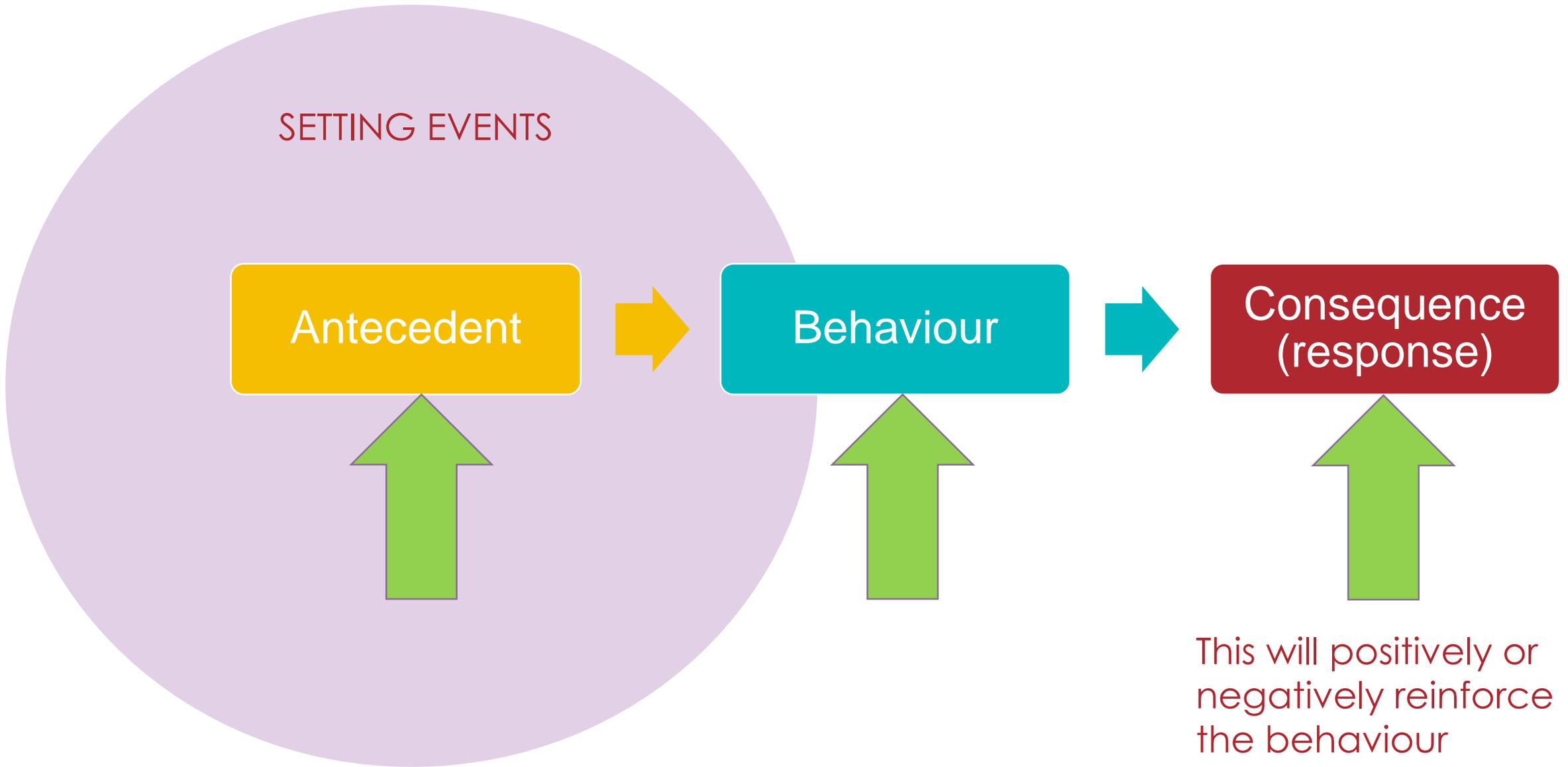
George Sugai

SWPBS is an MTSS Continuum of Support



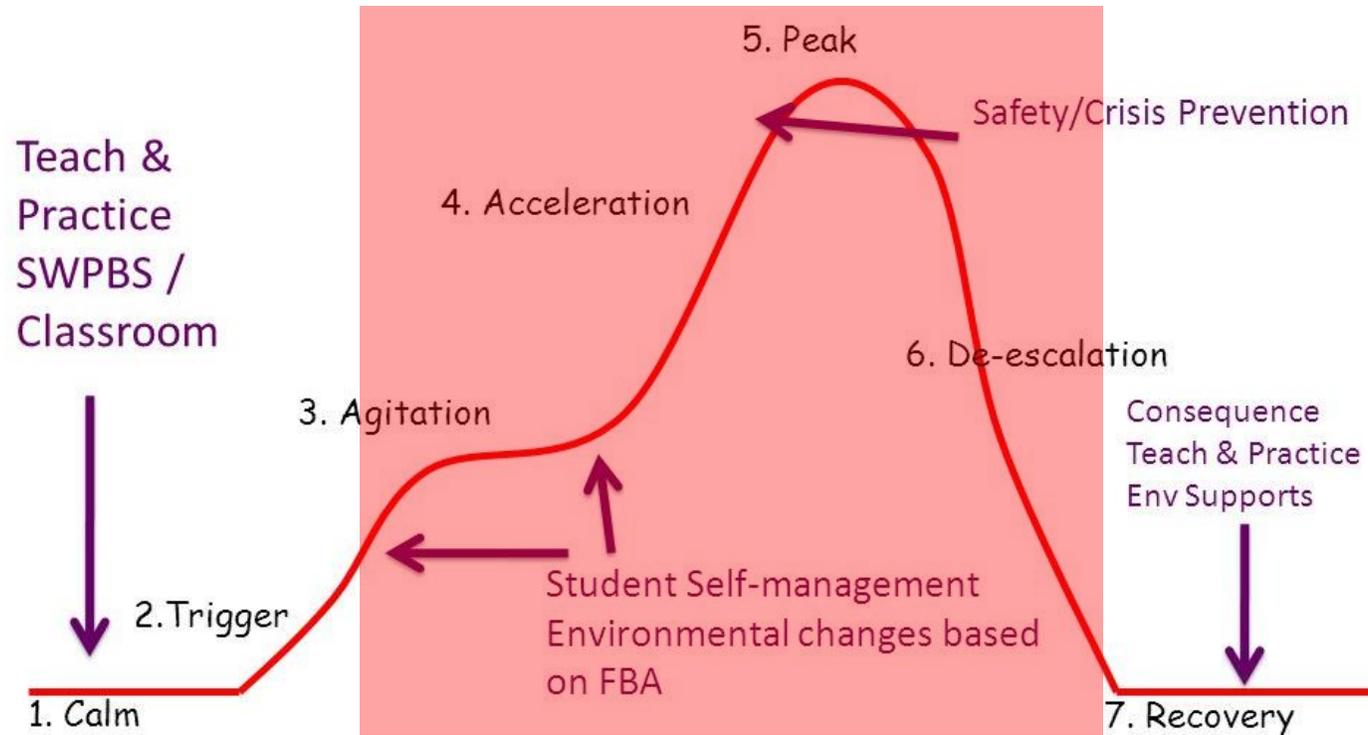
Schools can use a Multi-Tiered Systems of Support (MTSS) Framework to conceptualise academic and behavioural support

Main Ideas of SWPBS



Escalation Cycle

Escalation Cycle



- Raised Adrenaline Levels
- Raised Cortisol Levels
- Executive Functions are effected

Universal Prevention: School-wide Essential Features

Common Language, Vision and Experience

Leadership and school-wide support

Establishing and defining expected behaviour

Explicitly teaching expected behaviour

Continuum of procedures for acknowledging expected behaviours

Implementing a continuum of strategies to responding to problem behaviour

Continuous collection and use of data for decision making and ongoing monitoring and evaluation (data)

SWPBS starts with Tier 1 Universal



Gembrook Primary School

Our roadmap for PBL 2021

- GPS PBL Vision Statement.
- Collectively identify problem behaviours at GPS.
- Identify school environments where problem behaviours occur.
- Collectively identify expected behaviours at GPS
- Link expected behaviours to GPS values.
- Utilise student agency.
- Agree on whole school approach to addressing problem behaviours.
- Display expected behaviours in relevant school environments.
- Explicitly teach expected behaviours.

Gembrook Primary School

Example problem behaviours at GPS

Learning spaces	Toilets	Playground	Assemblies
Transitions! Pride in work (eg. Presentation, care, handwriting etc)	Using toilets as a play area. Not washing hands.	Lack of school pride with rubbish.	Not focusing (easily distracted) Not singing. Not applauding/supporting peers.

Gembrook Primary School

Expected behaviours *ALWAYS* stated in the positive!

Eg:

Transitions: 'I listen to my teacher's instructions and move quickly and quietly to begin my next task'.

Toilets: 'I use the toilets only for going to the toilet'
'I leave the toilets in the same way I found them'.

Expected behaviour statements are categorised into our school values – Respect and High Expectations