



WA POSITIVE BEHAVIOUR SUPPORT (WA PBS)

The WA PBS Framework

Our goal is to create schools that have safe, positive learning environments where students are engaged and successful. We strive to create a culture in which every student experiences a sense of belonging to the school community, of being known and understood as an individual; and of staff who care about each student's overall progress and wellbeing (Strategic Plan for WA Public Schools 2016-2019).

WA PBS recognises the importance of creating classrooms with high academic engagement, supporting an integrated approach to behaviour, learning and teaching. WA PBS acknowledges the impact on student behaviour of the teacher, curriculum (including pedagogy), the physical environment and a multitude of student variables. It also acknowledges the influences of the home, socio-economic situation, cultural backgrounds, class, whole school community and wider community.

PBS in WA supports the implementation of the Department of Education's *Student Behaviour* policy, procedures and requirements. WA PBS utilises a strength-based lens to identify preventative, proactive strategies and logical consequences that are contextually relevant.

WA PBS

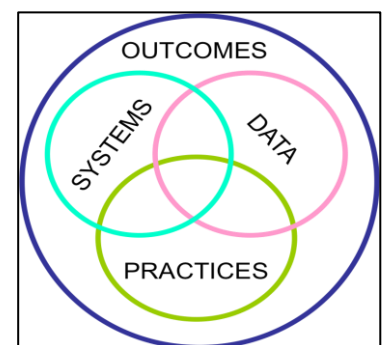
WA PBS provides an operational framework aligned to Department policy. It builds a continuum of supports for staff and students with an emphasis on building relationships. WA PBS is a decision making framework that guides selection, integration and implementation of the best evidence-based practices for improving academic and behaviour outcomes for all students. Schools implementing PBS build on existing strengths, complementing and organising current programming and strategies.

In general, WA PBS emphasises four integrated elements:

- **Data** for decision making
- Measurable **outcomes** supported and evaluated by data
- **Practices** with achievable outcomes
- **Systems** that efficiently and effectively support implementation of these practices.

In a school, WA PBS aims to develop:

- a consultative, collaborative community owned process which is facilitated through a representative PBS leadership team
- a consistent, whole-school approach with a common language in regard to positive behaviour expectations
- an array of procedures for responding to behaviour errors, with a re-teaching focus
- clearly defined teacher-managed and office-referred behaviour
- the use of discipline data to help track progress and identify areas to target for intervention and the effectiveness of selected interventions.





Seven essential components of the WA PBS are:

1. Leadership

The PBS leadership team includes the principal and a team that is representative of the school staff and to include the current Tier 2/3 student manager. The team leads the school through a process of developing and gaining consensus on beliefs, expectations and procedures along with a written plan. This full staff involvement in the process is crucial.

2. Defining expected behaviour

Just as schools rely on the direction provided by their academic curriculums, success with student behaviour support begins with clear behavioural expectations – a behavioural curriculum. These expectations are a vision of responsible student behaviour and social competence.

3. Teaching expected behaviour

Systematic teaching of the expected behaviours becomes a routine part of the school day. This teaching uses the same methods as teaching academic skills through modelling, practice and feedback.

4. Encouraging expected behaviours

Staff provide regular feedback to students about their behavioural progress. Creating a school culture where expected behaviours are the norm requires staff positively interacting with students more frequently when they have engaged in appropriate behaviour than when the student is demonstrating unproductive behaviour.

5. Raising engagement – school practices

These practices impact academic engagement and ultimately student achievement while ensuring a positive and welcoming learning environment. They represent the facets of classroom teaching under the teacher's control that have been identified as evidence-based practices to maximise engagement for all students.

6. Responses to inappropriate behaviour

Inappropriate behaviour requires feedback and should be viewed as a teaching opportunity. The same calm instructional approach used when students make academic errors should be used to correct behavioural errors. The development of a continuum of responses to misbehaviour provides staff with the tools to effectively respond.

7. Ongoing monitoring

The use of data focuses a school's efforts by identifying areas in need of improvement as well as those operating well, and keep the effort alive by providing feedback or knowledge of results that promote consistent implementation and renewal. Data is used to monitor student behaviour and the PBS implementation process.

How is WA PBS educative?

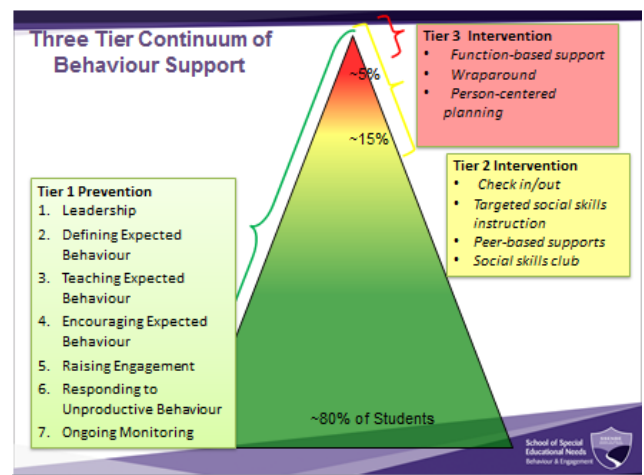
In the past, school-wide discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions and exclusions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

WA PBS views inappropriate behaviour in the same manner that problems in reading or math are viewed... as a skill deficit. When a skill deficit exists, we must teach the appropriate skill. By doing so, a unified and positive school climate forms. This informs students and staff that appropriate behaviour is a priority in our school. The purpose of WA PBS is to establish a climate in which appropriate behaviour is the norm.

How does WA PBS provide support for all students?

WA PBS interventions are research-based, proven to significantly reduce the occurrence of problem behaviours in schools and supported by a three-tiered model. The image below illustrates the continuum of support for WA PBS and its academic counterpart. The three-tiered model organises practices and systems along a continuum of increasing intensity and/or complexity. Although the continuum is dynamic and blended the three tiers are generally described as follows:

Tier 3:	Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student
Tier 2:	Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
Tier 1:	Practices and systems for all students and staff implemented across all school settings.



What are some of the outcomes of WA PBS?

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.

Instructional approaches:

- Instances of problem behaviour are opportunities to learn and practice pro-social behaviour.

What is needed for successful school-wide implementation of WA PBS?

- Student behaviour/pastoral care is identified as one of the schools priorities
- The principal actively participates in the implementation of PBS
- The school identifies and funds a coach who attends team training, guiding the school team in the implementation of PBS
- The school nominates a representative team to implement PBS
- The principal and team members attend team training
- The school collects data to assist with decision making.



Establishing staff commitment

Change efforts have a great deal to do with personal motivation and it is therefore vital that staff develop a common and shared understanding of the school vision for student behaviour. It is important to provide staff with the opportunity to develop a solid understanding of PBS. This may be done through a staff information session and the use of the School Climate Readiness Checklist to gather data. The PBS consultant will present a 1 hour workshop with all staff.

Establishing the PBS leadership team

The PBS leadership team will lead school staff in the continual process of developing and maintaining a positive school environment where there are high expectations for student behavioural and academic achievement. This team will thoughtfully involve the entire staff in rethinking their beliefs about student behaviour, reviewing existing procedures, and developing more effective policies and practices individualised to their school context. PBS is a process, rather than a product – a process of developing and gaining consensus on beliefs, expectations and procedures, not just the selection of practice or completion of a written policy or staff handbook. Full staff involvement in the process is crucial and effective leadership from the school administrator and PBS leadership team is essential in this process.

Team training

Team training is available to schools implementing WA PBS. This training will be a series of three workshops usually distributed over the first two years of implementation. It is highly recommended that all team members including the school principal attend all days of team training.

The team training is as follows:

Day	Content
Day 1 and 2	Foundation: WA PBS rationale, key ideas Component 1: Leadership Component 2: Defining expected behaviour Component 7: Ongoing monitoring using the team implementation checklist
Day 3	Component 3: Teaching expected behaviour Component 4: Encouraging expected behaviour
Day 4	Component 5: Raising engagement: school practices Component 6: Responses to inappropriate behaviour Component 7: Ongoing monitoring

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WA Positive Behaviour Support implementation model

