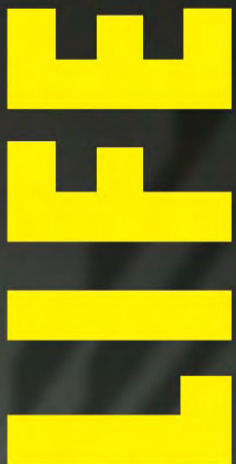


# Implementing Tier 1 PB4L with Fidelity at Wanganui High School. Getting Tier 1 right before the move to Tier 2.



Jenny Langrish  
Assistant Principal



# Overview

**Introductions – school and USA based research**

*WHS school info / Fulbright-Cognition Scholarship*

**Structure around the ‘Essential Components’ of PB4L**

1. Common philosophy & purpose – selecting the positive behaviours / video intro
2. Leadership – challenges & successes
3. Clarifying expected behaviour – universal approach
4. Teaching expected behaviour – variety of methods
5. Encouraging expected behaviour – reward scheme in action
6. Discouraging inappropriate behaviour – discipline structure in place and merging of RP
7. Ongoing monitoring – use of data (kamar and the big 5)

**How to implement with fidelity. Summary of lessons learnt at tier 1 and looking ahead to tier 2**

**wanganui** HIGH SCHOOL  
{ high school, my school }





# 1. Wanganui High School – common philosophy & purpose

\*1,600 students – biggest high school in town of 40,000.  
24% Maori (30% in junior school)

\*Decile 5, co-educational school

\*NCEA results for 2012 (L1 86.1%, L2 89.7%, L3 82.0%)  
Decile 5 national average (L1 75.7%, L2 82.2%, L3 73.8%)

\*Discipline structure based on deaning system across year groups, historic use of demerit points.

\*Recent move to Restorative Practices

\*Change of leadership since we began PB4L

\*In third year of PB4L, considering the move to tier 2



**LEARNING**  
BE PREPARED  
PARTICIPATE

**FELLOWSHIP**  
ENCOURAGE OTHERS  
BE CO-OPERATIVE

**EXCELLENCE**  
DO YOUR BEST  
CELEBRATE SUCCESS

**INTEGRITY**  
BE RESPONSIBLE  
SHOW RESPECT

THAT WE MIGHT HAVE **LIFE**



**FELLOWSHIP**

ENCOURAGE OTHERS

BE CO-OPERATIVE

**EXCELLENCE**

DO YOUR BEST  
CELEBRATE SUCCESS

**KAIRANGI**

**INTEGRITY**

BE RESPONSIBLE

SHOW RESPECT

**MANA**

**LEARNING AKO**  
BE PREPARED  
PARTICIPATE



THAT WE MIGHT HAVE **LIFE**



“The man who moves a mountain begins by carrying away small stones.”



CONFUCIUS



# Use of Videos

Student made video to initially promote the expectations of LIFE  
Shown at assemblies & backed up in classrooms and via form time  
Available on You Tube

<http://www.youtube.com/watch?v=3i2S5MqbKcE>

Awarded most creative at  
APBS Conference in San Diego

See this extensive website for  
many more ideas

<http://vimeo.com/groups/pbisvideos/>





# My Research

## WHAT



School  
Observations

Conference  
attendance

Document  
Analysis

PBS Training  
Observations

## HOW



Fulbright –  
Cognition  
Scholar Award  
in Education  
Research

MOE  
Sabbatical

## WHERE



San Diego  
Oklahoma  
Kansas  
MISSOURI  
Illinois  
Delaware

Lessons to be learnt: A study of American school-wide  
positive behaviour support initiatives

# Key Research Outcomes

See [www.educationalleaders.govt.nz](http://www.educationalleaders.govt.nz) search - Sabbatical Langrish

## Research Focus

1. Strategies to move from the punitive
2. Analysing discipline referral to change behaviour management plans
3. Sustaining PBS / PB4L
4. Successful schemes to teach expected behaviours
5. Engaging students, teachers & admin in PBS / PB4L
6. Working with communities – beyond the school gates
7. Student reward programmes

# Fidelity

Details 'how faithfully the program was implemented based on its original design and the resources that were directed to it' (Algozzine et al 2010)

Therefore, meeting the requirements of the essential components are key. Adapting the original PBS concept to fit New Zealand and our school specifically, but retaining the essential components.



# CARDINALS RD



## S.O.A.R. in the Classroom

be Safe

use all equipment/materials properly, follow each room's expectations, be mindful of personal space

be Outstanding

be productive, stay on task, be a good role model

be Accountable

be on time, take all materials, complete your work on time, follow directions

be Respectful

be a caring person, show tolerance, be courteous



WILSON

• BE RESPECTFUL   
• BE RESPONSIBLE  
• BE READY TO LEARN

Anxious?  
Stressed?  
Depressed?  
What can you do?  
  
**CalSAM**  
1-855-224-2SAM



# Flight To Success

Fly... With Respect!

Fly... With Purpose!

Fly... With Responsibility!





BEFORE U



think

IS IT

**TRUE**

**HELPFUL**

**INSPIRING**

**NECESSARY**

**KIND**



## 2. Leadership

Overall leadership (challenges of staff change)

Selecting and leading an effective PB4L team – successes and challenges

Example of our team:

Leader (AP), Coach (Technology teacher) & 6 other staff (including teachers, HOF, BOT rep, school counsellor, RTLB)

Responsibilities include data, agenda minute taker, shared roles of presenting to staff.

An interesting result from the McIntosh, Mercer, Hume, Frank, Turri & Mathews (2013) research is that ‘the most directly influential role in sustainability is not the administrator, but the school team, thus indicating that schools with less supportive administrators can sustain SW-PBS as long as the team continues to function properly.’



# Staff 'Buy in'

Do they agree with the PB4L philosophy?  
(80% to take on the framework)

Are they involved?

Or

Are they committed?



# COMMITMENT

The chicken is involved. The pig is committed.

### 3. Clarifying expected behaviour *with students*



Assemblies &  
videos to  
promote LIFE &  
breakdown

Form class  
competitions and  
prefect / peer  
mentor help

Effective signage  
– LIFE posters &  
choice of other  
posters







# L EARNING

- Be prepared
- Participate



- Do Your Best
- Celebrate Success



# E XCELLENCE

# L I F E

# I NTEGRITY

- Be Responsible
- Show Respect



- Encourage Others
- Be Co-operative



# F ELLOWSH



nessa Allen  
Roma Pea

# Yr9 Whanau Class 2012

Olivia O'Neil  
Tone Butler

Whanau Kalib Houltam  
Kahu Kuru

# Tihei Mauri Ora

Learning

Fellowship

Integrity

Excellence

# Breath of LIFE

Regan & Lucia Tanati Te Perata

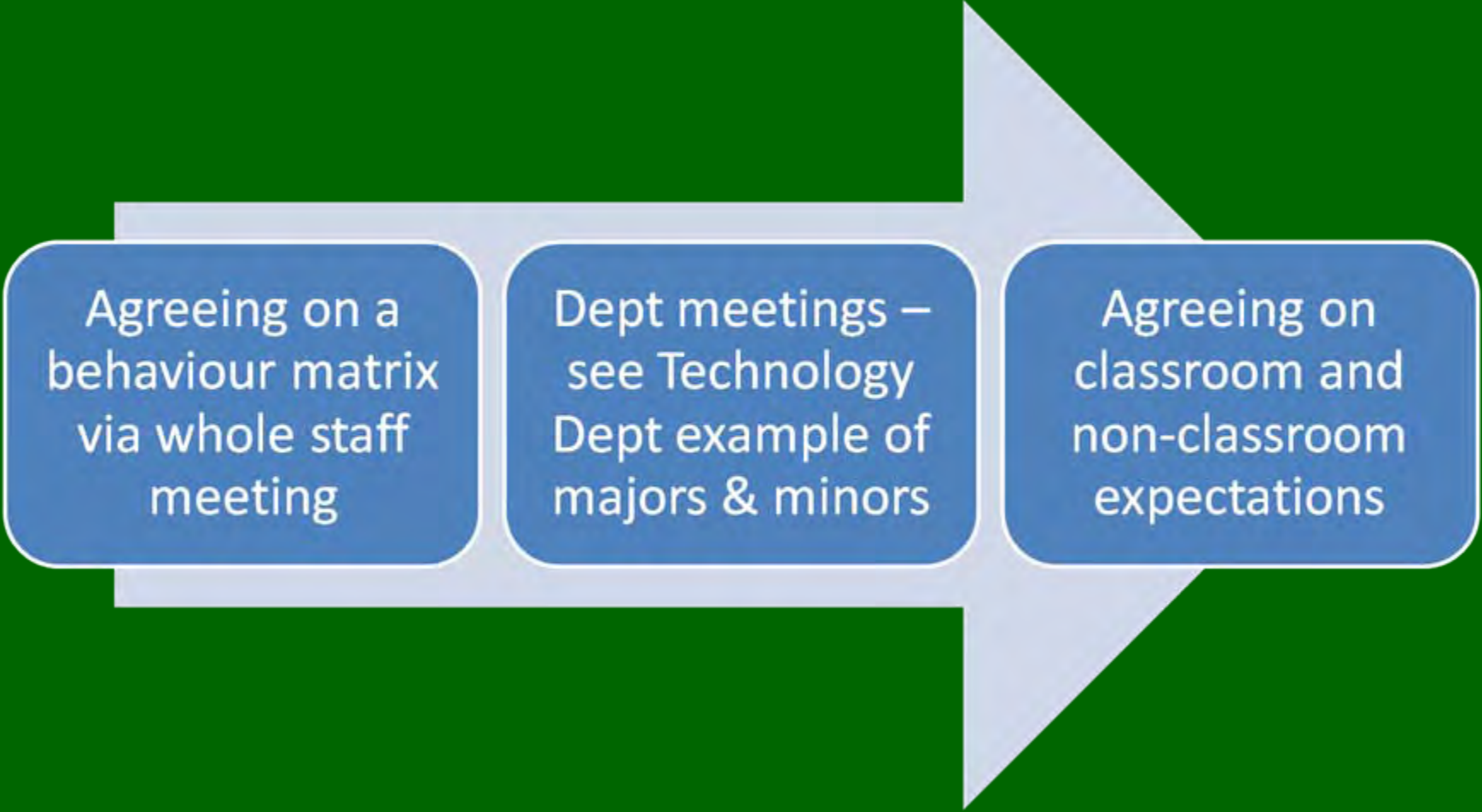
Hikurangi Ranginui Micaere Ranginui  
Ranginui Ranginui Ranginui Ranginui

Jackie Hyland-Sikes Heather Matoc

Keratia Browne



# Clarifying expected behaviour *with staff*



Agreeing on a  
behaviour matrix  
via whole staff  
meeting

Dept meetings –  
see Technology  
Dept example of  
majors & minors

Agreeing on  
classroom and  
non-classroom  
expectations

# Behaviour Matrix – USA example

	SCHOOL-WIDE	HALLWAY	CAFETERIA	RESTROOMS	BUS	CLASSROOM	GYMNASIUM	LIBRARY	OFFICE	IT	RECEPTION	IN	OUT
BE RESPECTFUL	<p>Use appropriate tone, volume, and words when speaking.</p> <p>Follow directions from staff.</p> <p>Honor personal space and property of others.</p>	<p>Keep hands and feet to yourself</p> <p>Use Quiet Voices While Classes Are in Session</p> <p>Use walking feet</p>	<p>Follow instructions from adults</p> <p>Use polite language and volume</p> <p>Wait patiently in line</p> <p>Respect personal space and keep hands to self</p>	<p>Respect privacy of others</p>	<p>Keep bus clean</p>	<p>Keep bus clean</p>	<p>Keep gym clean</p>	<p>Keep library clean</p>	<p>Keep office clean</p>	<p>Keep IT clean</p>	<p>Keep RECEPTION clean</p>	<p>Keep IN clean</p>	<p>Keep OUT clean</p>
BE RESPONSIBLE	<p>Have Good Attendance</p> <p>Bring appropriate materials to school</p> <p>Follow Dress Code</p>	<p>Keep your locker clean</p> <p>Stay in appropriate hallways</p> <p>Keep hall clear of trash and materials</p>	<p>Remain seated until excused</p> <p>Clean up after yourself</p> <p>Turn your lunch money in before school starts</p> <p>Use good table manners</p>	<p>Throw trash away</p> <p>Flush!</p> <p>Return to class promptly</p>	<p>Keep bus clean</p>	<p>Keep bus clean</p>	<p>Keep gym clean</p>	<p>Keep library clean</p>	<p>Keep office clean</p>	<p>Keep IT clean</p>	<p>Keep RECEPTION clean</p>	<p>Keep IN clean</p>	<p>Keep OUT clean</p>
BE SAFE	<p>Report problems or dangerous situations to adults</p> <p>Follow appropriate emergency drill procedures</p>	<p>Use only your assigned locker</p> <p>Walk</p> <p>Keep traffic moving</p>	<p>Walk</p> <p>Clean up spills</p>	<p>Wash hands with soap and water</p> <p>Report unsafe conditions to staff</p>	<p>Keep bus clean</p>	<p>Keep bus clean</p>	<p>Keep gym clean</p>	<p>Keep library clean</p>	<p>Keep office clean</p>	<p>Keep IT clean</p>	<p>Keep RECEPTION clean</p>	<p>Keep IN clean</p>	<p>Keep OUT clean</p>

Winfield, Missouri



# SCHOOL-WIDE

## BE RESPECTFUL

Use  
appropriate  
tone,  
volume, and  
words when  
speaking.

Follow  
directions  
from  
staff.

Honor  
personal  
space and  
property  
of others.

## BE RESPONSIBLE

Have  
Good  
Attendance

Bring  
appropriate  
materials to  
school

Follow  
Dress  
Code


## BE SAFE

Report  
problems or  
dangerous  
situations  
to adults

Follow  
appropriate  
emergency  
drill  
procedures



# Wanganui High School LIFE Matrix

	Routines/Settings				
	Expectations	Key Points	All Settings	Classroom	Out of Classrooms
<b>L</b>	<b>Learning</b>	<b>Be Prepared Participate</b>	Be prepared to listen and to be listened to. Follow instructions and take an interest in what is being taught.	Bring required equipment and complete homework on time. Be organised and engaged. Get involved.	Do the right thing and listen to instructions. Recognise that learning happens in all life settings.
<b>I</b>	<b>Integrity</b>	<b>Be Responsible Show Respect</b>	Be honest and trust worthy. Be accountable for your actions. Do the right thing and show respect in your actions and words.	Demonstrate appropriate behaviour. Be responsible for your own learning. Take responsibility for all homework tasks and complete them.	Appropriate language at all times. Do the right thing and respect the environment. Tell the truth and wear the school uniform with pride.
<b>F</b>	<b>Fellowship</b>	<b>Be Co-operative Encourage Others</b>	Celebrate diversity. Respect all life. Be fair and inclusive. Support each other and encourage team work.	Be a team player and support the learning of others. Learn to relate and develop positive relationships.	Be safe and help make it safe for everyone. Help each other out and be friendly and caring to all people.
<b>E</b>	<b>Excellence</b>	<b>Do Your Best Celebrate Success</b>	Take pride in achievement. Do a good job. Have high expectations and persevere. Be determined and work hard.	Attempt all tasks to the highest possible level. Make the most of your time and seek assistance if required. Celebrate your own efforts.	Be a part of the school community and get involved with extra curricular activities. Share in the success of the school and be supported by it.



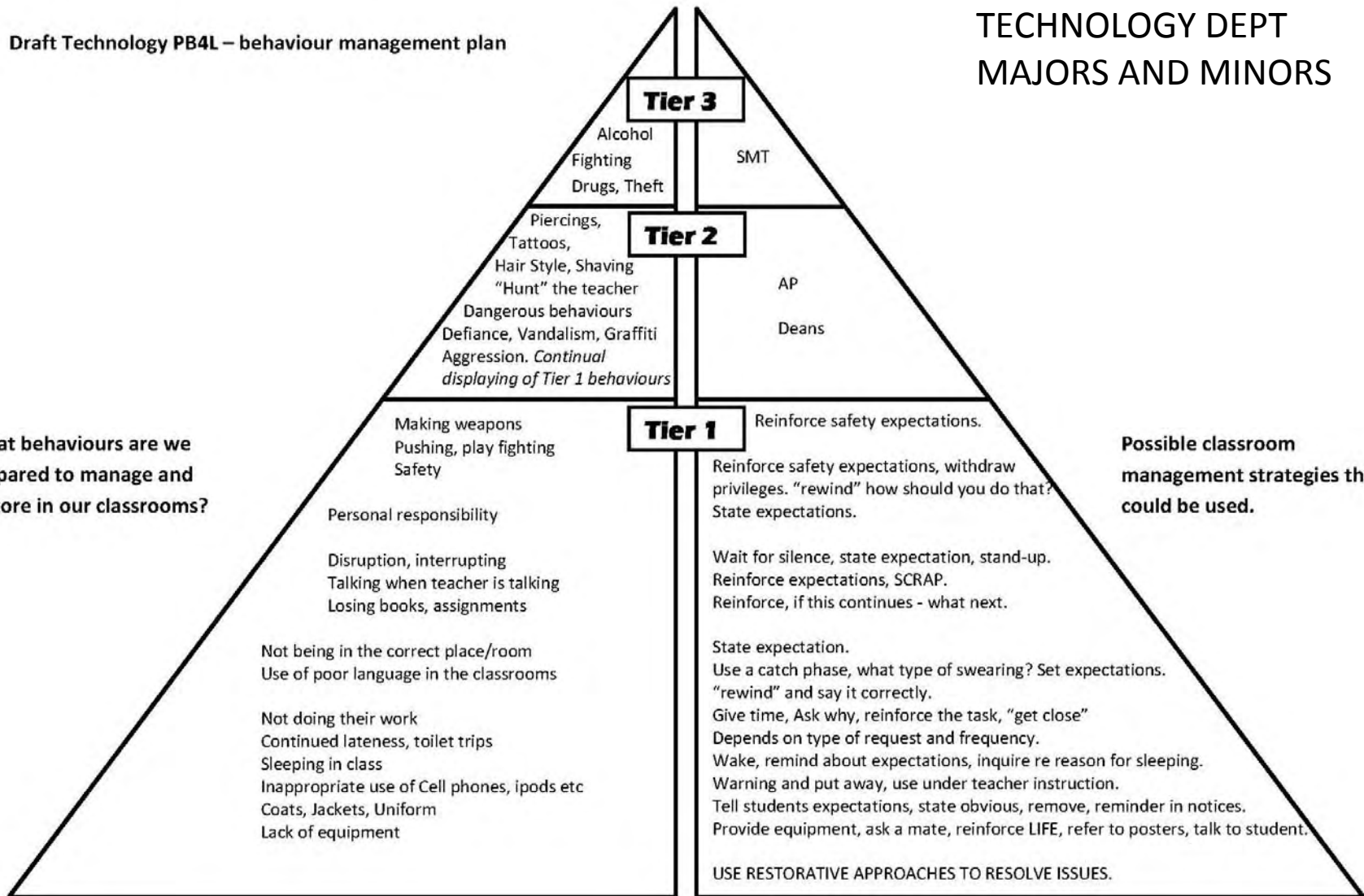
# L.I.F.E

Draft Technology PB4L – behaviour management plan

TECHNOLOGY DEPT  
MAJORS AND MINORS

What behaviours are we  
prepared to manage and  
restore in our classrooms?

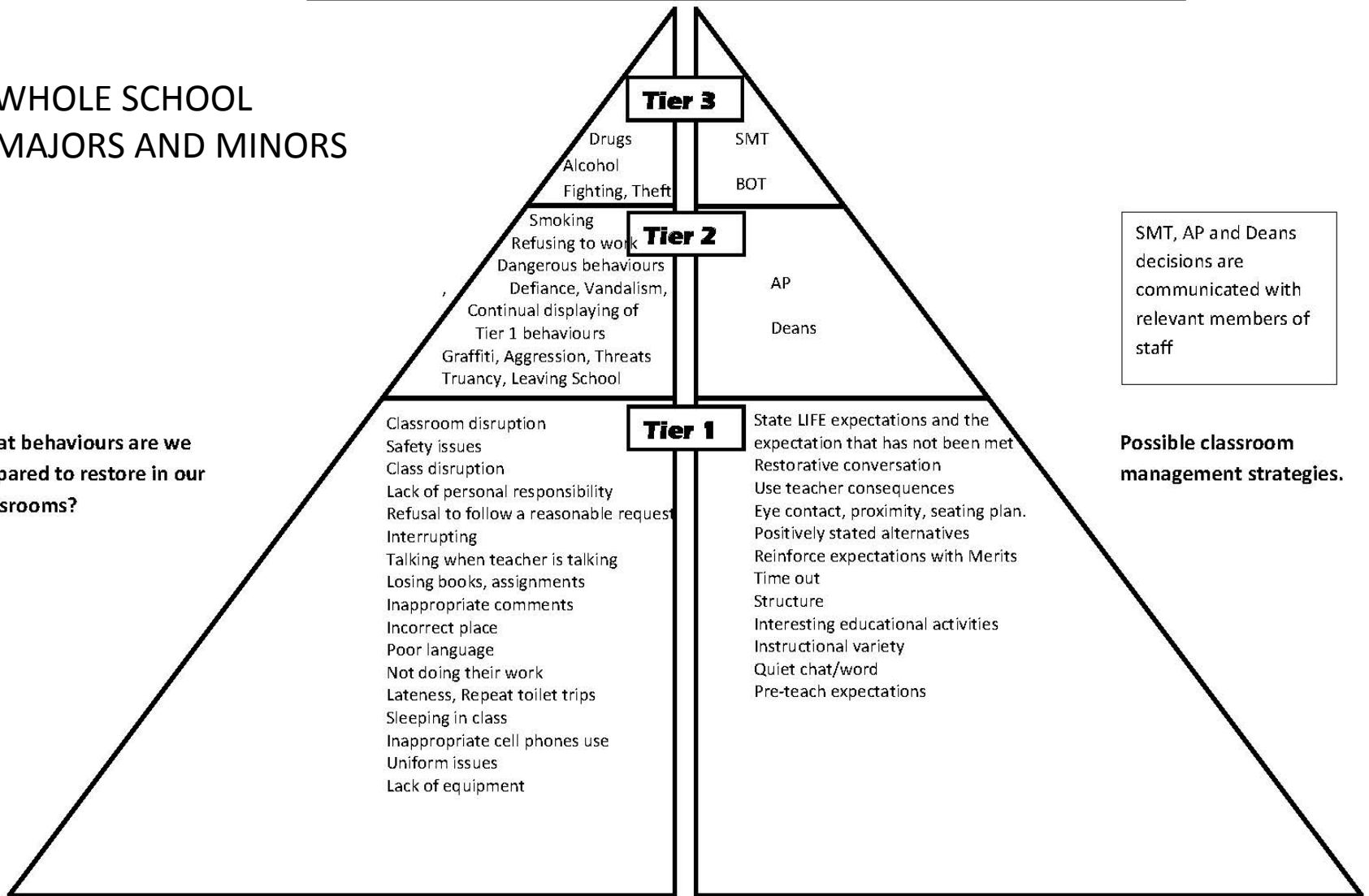
Possible classroom  
management strategies that  
could be used.



# Major/Minor-Classroom/Administration Managed Behavioural Matrix

## WHOLE SCHOOL MAJORS AND MINORS

What behaviours are we  
prepared to restore in our  
classrooms?



SMT, AP and Deans  
decisions are  
communicated with  
relevant members of  
staff

**Possible classroom  
management strategies.**

# Non-classroom settings – e.g.

- Staff meeting – discussion of areas of concern around the school during duty
- Large maps posted on walls and staff (in groups) put sticky notes of problems in certain locations
- Next step – different colour sticky notes for potential solutions
- Outcomes – collated all maps and summarised issues. Changes made to duty (e.g. use of prefects).



# Wanganui High School

Move security cameras ✓

Assaults on staff ✓

Assaults on staff ✓

No back up from senior management ✓

Phones everywhere!

Ring bell to start internal IP behavior deterrence ✓

Upgrade security camera system better monitoring ✓

Violent assaults ✓ Get police involved. Documentation and interview with Police Advise parents

School 8.30am - 1pm with a short break ✓

No where to "play" ✓ everywhere on wet days

Assemblies used to spell out how to treat the staff with respect on duty ✓

Hand weapons for law enforcement ✓

Confident ✓

Consistency of expectations ✓

Stay in class until Bell goes!

Baiting of students ✓

Shows walking away when a conflict ✓

SAIT / Laidy / Whore ✓

Colts Rugby Team vs Year 10 White Trash (Panic Tables) ✓

end of year 10 / 11 / 12 ✓

Personal working for duty staff to hand out ✓

Automatic Police involvement in any incident of violence ✓

DAIRY - suggest some on duty to ✓

Cooperate for seniors to car ✓

playing ball ✓

Vending machine ✓

When 100% to parents ✓

gait breaks ✓

Hawo - sticks walking through car parks ✓

Parents of staff ✓

Penalty - take money and hand out ✓

10 students poor behaviour in 5 blocks ✓

Improved ✓

Leaving school permission at meals ✓

toilet block ✓

Senior staff ✓

Students ✓

Clarify the ✓

Staff not ✓

Teachers not ✓

Handwriting ✓

Reduce Area ✓

Penalties ✓



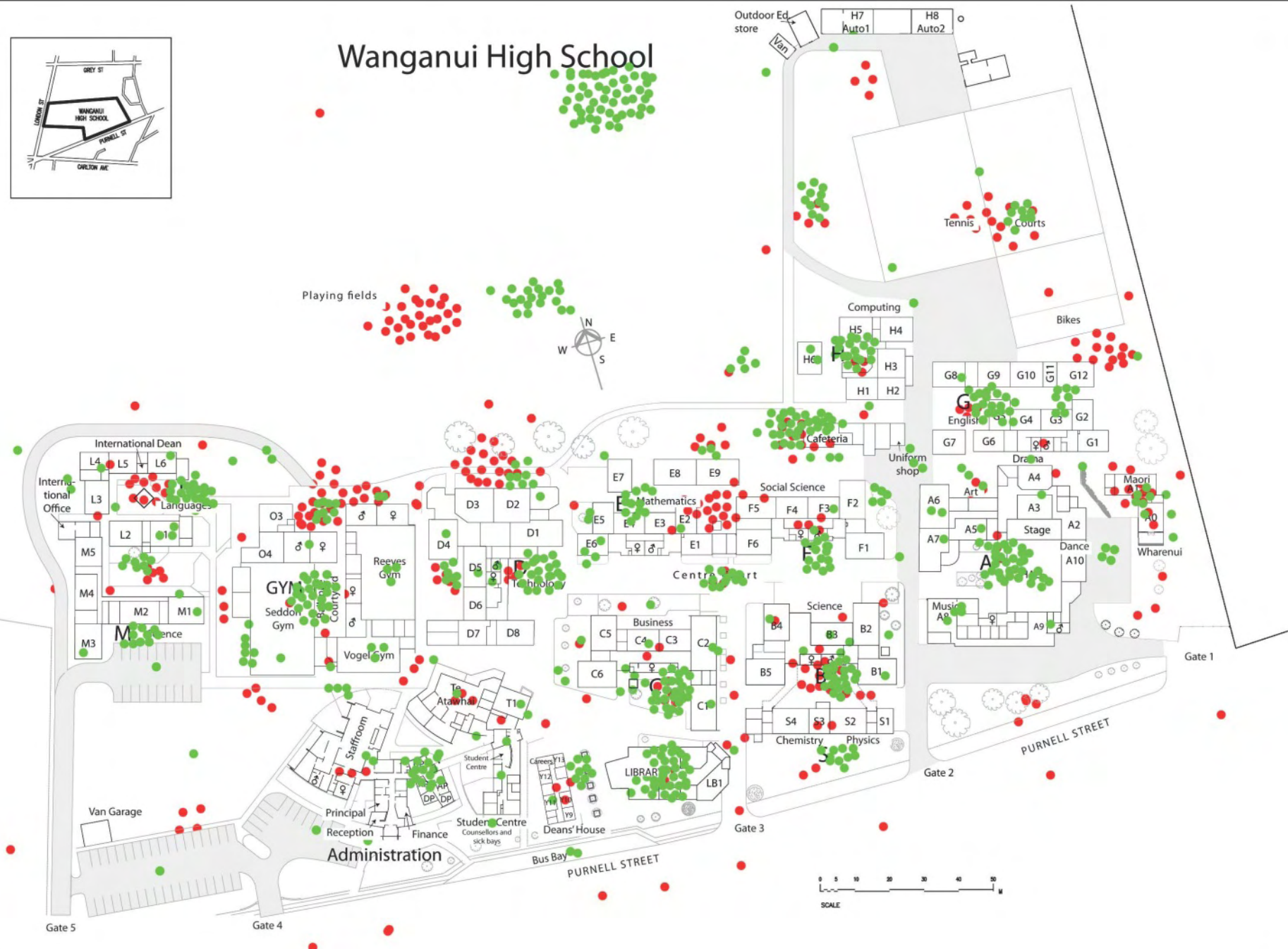


# Year 9 Safety Survey

- Via form class – year 9 students surveyed (one map for 2 students)
- Indicated areas they felt safe and / or unsafe
- Key for map: Red – unsafe & Green – safe
- The circles at the top of the map indicate students that felt safe 'everywhere'



# Wanganui High School





## 4. Teaching expected behaviour

When: WHS form times extended and staff teach the behaviours. (USA examples of advisory period / pack time).

Pros and cons.

Online resources and lesson plans available. This is all about tier 1 and teaching to the all (not yet a focus on the 'some' at tier 2, or the 'few' at tier 3).

Ways forward – include sports teams, relievers, start of year material, in homework diary

Video use and breaking down LIFE

Start of year used teacher only day and team all presented on an aspect of 'LIFE'

# USA example – Lesson Idea # 1

Focus: Use of appropriate language

Choose three areas in your room to represent the following:

- \*Always appropriate
- \*Sometimes appropriate
- \*Never appropriate



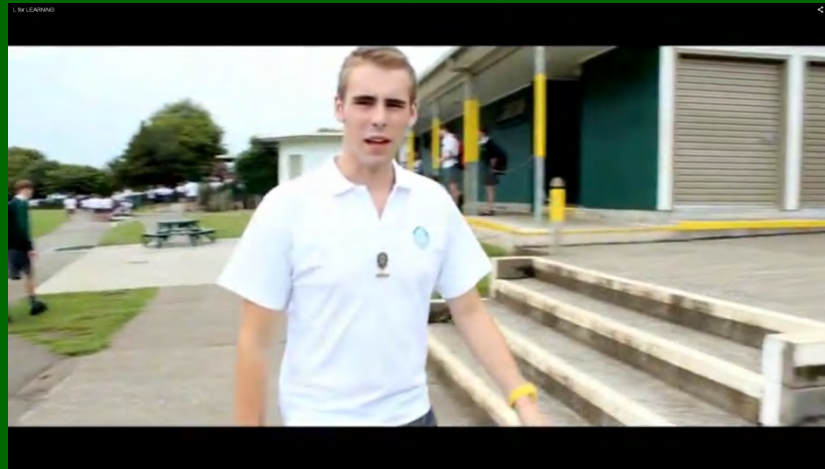
Show the class some words (example words: Stupid, smart, freak, whore). One of the letters in each word has an asterix as a replacement letter – you choose. Show a word to the students, they go to the appropriate area of the room.

Discuss.



# WHS examples – How can we teach these expected behaviours?

Integrity - The assembly role play (prefects)  
Learning (being prepared) video



# 5. Encouraging expected behaviour

## Merit Scheme at WHS

- \*Roll out to year groups (currently at year 12)
- \*Weekly draws at each assembly level
- \*Prizes from top up vouchers to chocolate to movie tickets
- \*Form class competitions - each term pizza for top form classes
- \*Individual acknowledgement of top 3 students (term and year)
- \*Junior cups awarded at end of year prizegivings for form classes
- \*Merit handed direct to student (then placed in student centre)
- \*Funded from the \$10,000 per annum
- \*Recorded on excel by office staff (was the dean)
- \*Can be used for focus on certain areas (e.g. uniform push at form time)



# From this...

The image shows two merit award forms, one yellow for Year 9 and one blue for Year 10. Both forms are titled 'YEAR 9 MERIT AWARD' and 'YEAR 10 MERIT AWARD' respectively. They include fields for 'Student Name:', 'Form Class:', and 'Date:'. Below these fields, there is a congratulatory message: 'Congratulations on your award of one merit point. Place this slip in the relevant box at the student centre. Well done on your achievement. This award is in recognition of:'. A list of criteria follows, each preceded by a checkbox: 'Repeated excellent level of effort shown in class', 'Bringing correct gear/equipment to lessons', 'Helpful behaviour to peers', 'Continued polite and positive behaviour', 'Excellent effort with homework', 'Continued excellent personal presentation/uniform', and 'Other (please specify below)'. At the bottom of each form, there is a 'Teacher Signature:' field, a 'Code:' field, and a section for 'Dean / Admin use only:' with a checkbox for 'Entered on system'.

**YEAR 9 MERIT AWARD**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Form Class: \_\_\_\_\_

Congratulations on your award of one merit point.  
Place this slip in the relevant box at the student centre.  
Well done on your achievement. This award is in recognition of:

- ☐ Repeated excellent level of effort shown in class
- ☐ Bringing correct gear/equipment to lessons
- ☐ Helpful behaviour to peers
- ☐ Continued polite and positive behaviour
- ☐ Excellent effort with homework
- ☐ Continued excellent personal presentation/uniform
- ☐ Other (please specify below)

Teacher Signature: \_\_\_\_\_ Code: \_\_\_\_\_

Dean / Admin use only:  
☐ Entered on system

**YEAR 10 MERIT AWARD**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Form Class: \_\_\_\_\_

Congratulations on your award of one merit point.  
Place this slip in the relevant box at the student centre.  
Well done on your achievement. This award is in recognition of:

- ☐ Repeated excellent level of effort shown in class
- ☐ Bringing correct gear/equipment to lessons
- ☐ Helpful behaviour to peers
- ☐ Continued polite and positive behaviour
- ☐ Excellent effort with homework
- ☐ Continued excellent personal presentation/uniform
- ☐ Other (please specify below)

Teacher Signature: \_\_\_\_\_ Code: \_\_\_\_\_

Dean / Admin use only:  
☐ Entered on system

# YR 9 MERIT AWARD

Student Name \_\_\_\_\_

Form Class \_\_\_\_\_ Date \_\_\_\_\_

Congratulations on your award. Take this slip to the student centre.

## **L** E A R N I N G

- ☐ Being prepared
- ☐ Excellent participation

## **I** N T E G R I T Y

- ☐ Being responsible
- ☐ Showing respect

## **F** E L L O W S H I P

- ☐ Being co-operative
- ☐ Encouraging others

## **E** X C E L L E N C E

- ☐ Doing your best in class
- ☐ An exceptional piece of work

Teacher Signature \_\_\_\_\_ Code \_\_\_\_\_

☐ Entered on system

THAT WE MIGHT HAVE **LIFE**

To  
this



# Merit Summary 2013

Year	Term 1 Merits	Term 2 Merits	Total
9	4766	7017	11783
10	2898	1211	4109
11	858	296	1154
12	218	n/a	218
13	n/a	n/a	n/a
Total	8740	8524	17264



ESSELTE  
EXAM  
SEPT 07  
L1, 2+3  
ESSELTE  
POOLSCAP  
FILING BOX

9  
MERIT AWARD  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Principal: \_\_\_\_\_  
School: \_\_\_\_\_

9  
MERIT AWARD  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Principal: \_\_\_\_\_  
School: \_\_\_\_\_

9  
MERIT AWARD  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Principal: \_\_\_\_\_  
School: \_\_\_\_\_

9  
MERIT AWARD  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Principal: \_\_\_\_\_  
School: \_\_\_\_\_

9  
MERIT AWARD  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Principal: \_\_\_\_\_  
School: \_\_\_\_\_

9  
MERIT AWARD  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Principal: \_\_\_\_\_  
School: \_\_\_\_\_

9  
MERIT AWARD  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Principal: \_\_\_\_\_  
School: \_\_\_\_\_

9  
MERIT AWARD  
Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Subject: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Principal: \_\_\_\_\_  
School: \_\_\_\_\_



I wish to commend

for

Teacher:

Date:



**WANGANUI  
HIGH SCHOOL**

**Wanganui High School**  
[www.wanganui-high.school.nz](http://www.wanganui-high.school.nz)



LEARNING · INTEGRITY · FELLOWSHIP · EXCELLENCE



# Merit scheme – challenges and potential improvements

- Victim of our own success – data entry now very time consuming. Have fine tuned entry, moved staff responsibility, possibly look at kamar in the future?
- Danger of becoming reliant on funding provided to run the scheme. Need to seek community donations and be creative with free rewards – see websites and work of Laura Riffel <http://www.behaviordocor.org/>
- Some students don't like to be acknowledged publically
- Not all students give in their awards (not recorded – but does this matter?)
- Staff use of scheme can vary greatly (from number of merits distributed to the reasons for giving them)
- Older students can see the rewards being for 'younger kids' – need to promote the fact that such schemes run in the business world too and get creative with relevant prizes (e.g. ball tickets?)
- Changed original slip so it was reflective of our expectations of LIFE

# Encouraging expected behaviour – Don't forget the staff!

- Rewards for staff for use of the merit scheme (varies between USA and NZ)
- Thanking staff for involvement (verbal or written)
- Using a variety of staff to spread the message for positive 'buy in'
- Staff morning tea

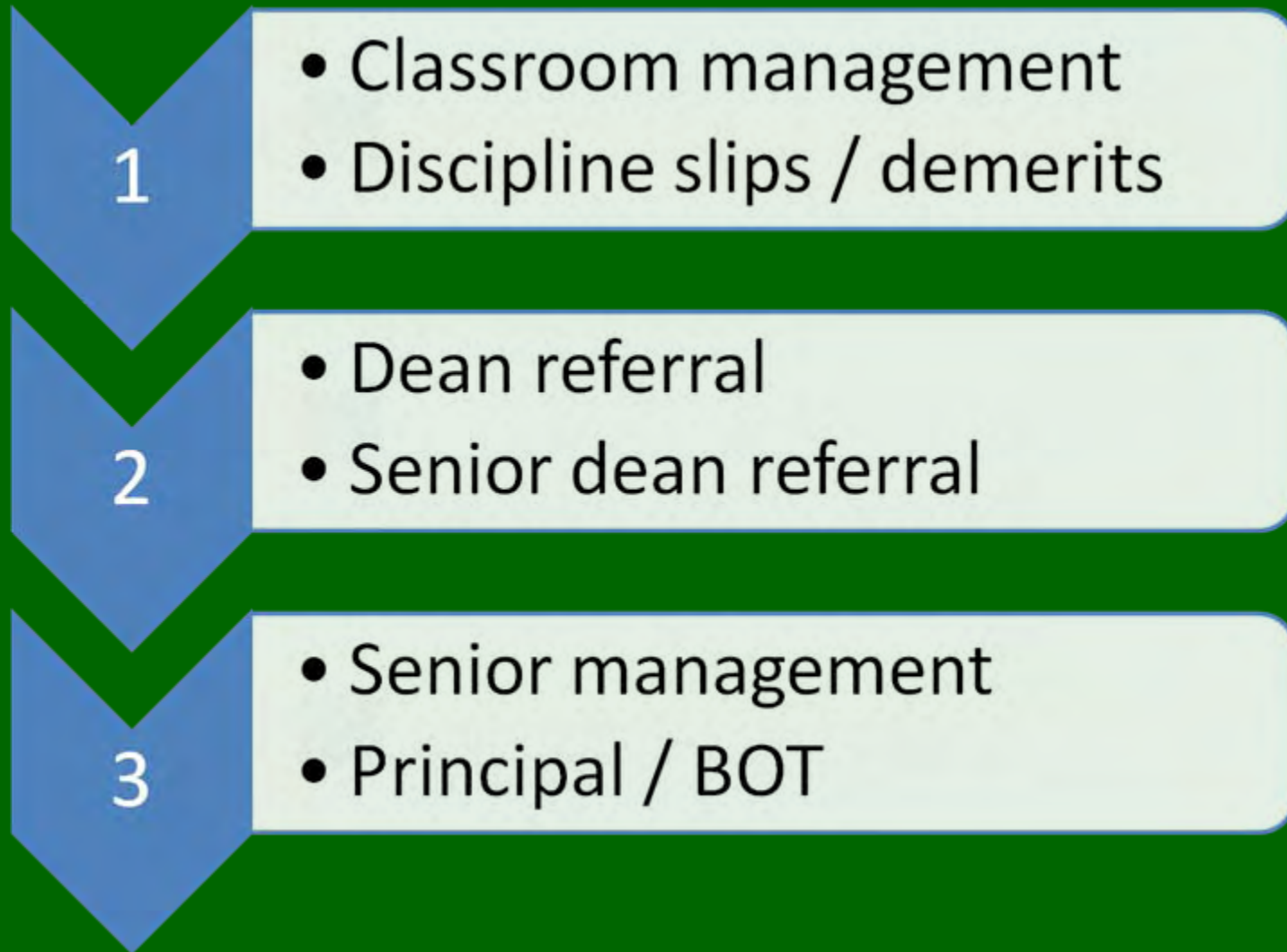
(Weatherford Middle Schools Top Banana & going the extra mile trophies.)



Reserved parking space  
(Winfield School)



## 6. Discouraging inappropriate behaviour





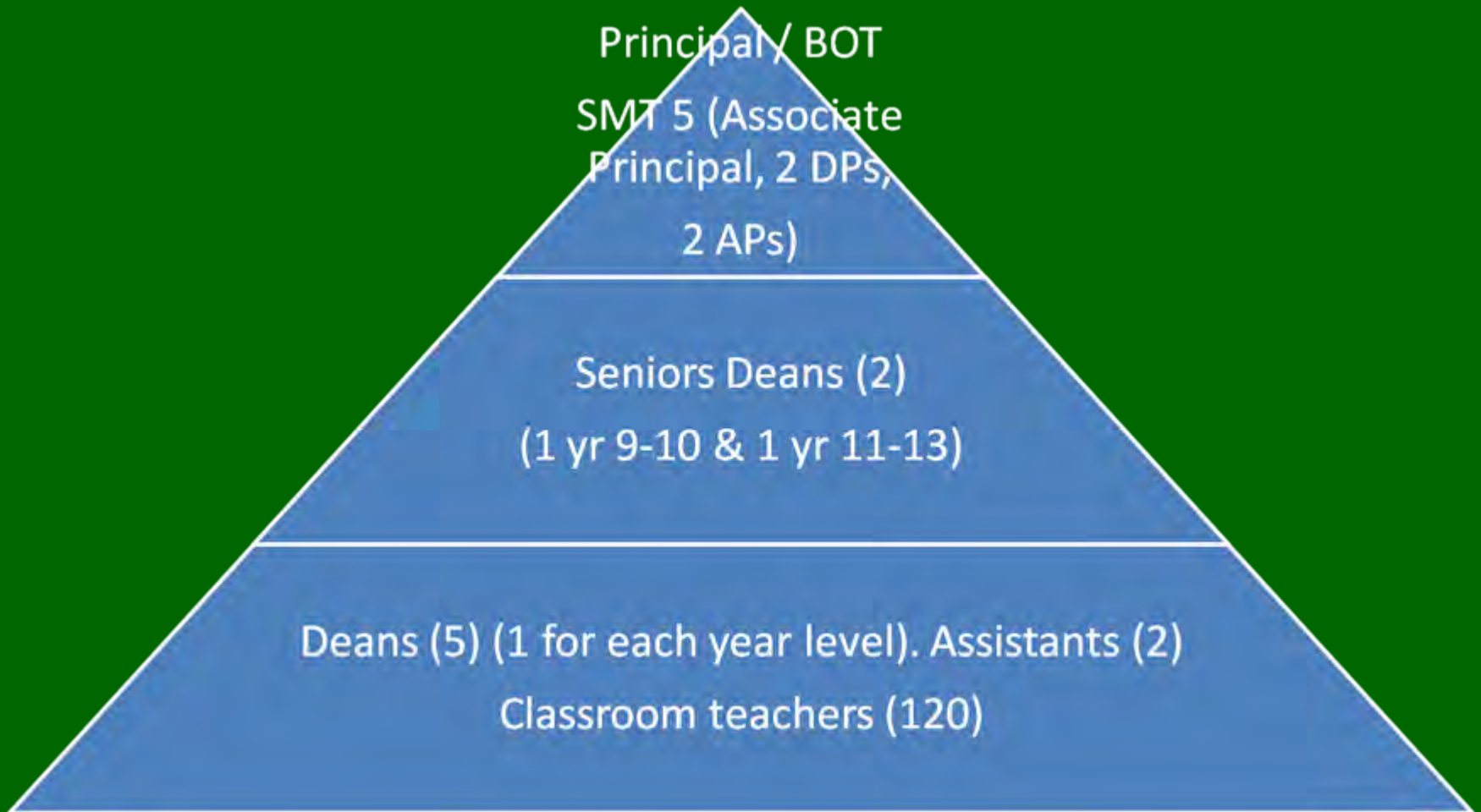
# WHS example of Fellowship

How to discouraging inappropriate behaviour,  
e.g. 'fighting'

Senior student led - Whanau class actors



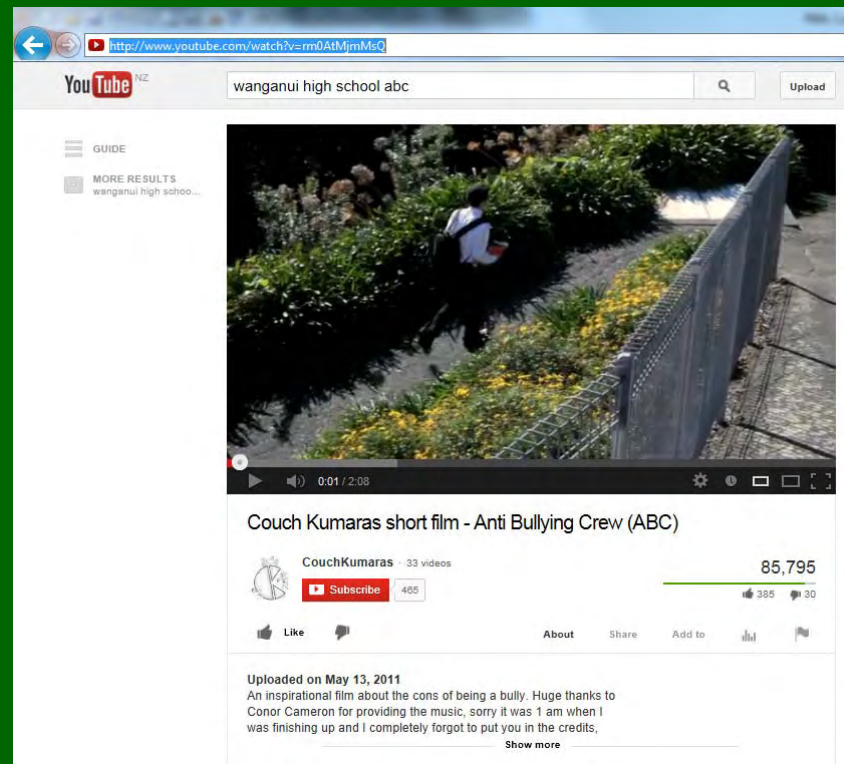
# Discipline staff structure





# ABC (Anti-bullying campaign)

Discouraging bullying - sample video



# Work smarter, not harder!

Will the student adapt to the intervention?

Not likely!

So stop doing what doesn't work!



# 7. Ongoing monitoring

Data driven framework – using kamar to get the ‘big 5’

1. WHO (Students involved)
2. WHAT (Type of behaviour)
3. WHEN (Time of incident)
4. WHERE (Location)
5. WHY (Possible motivation)







## Wanganui High School Discipline Entry Form

*Learning Integrity Fellowship Excellence*

Student Name: \_\_\_\_\_ Form Class: \_\_\_\_\_

Code of Staff member involved: \_\_\_\_\_ Date: \_\_\_\_\_ Date(s) of Incident: \_\_\_\_\_

Description of Incident \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

For recording purposes, tick the box that mainly applies

- |   |   |
|---|---|
| <input type="checkbox"/> Comment only         | <input type="checkbox"/> Out of school grounds                    |
| <input type="checkbox"/> Disobedience         | <input type="checkbox"/> Personal Presentation / uniform          |
| <input type="checkbox"/> Behaviour / off task | <input type="checkbox"/> Failure to bring equipment/gear/homework |
| <input type="checkbox"/> Playground issues    | <input type="checkbox"/> Failure to do a teacher's detention      |
| <input type="checkbox"/> Verbal Abuse         | <input type="checkbox"/> Theft                                    |
| <input type="checkbox"/> Bullying/Harassment  | <input type="checkbox"/> Vandalism / Graffiti                     |
| <input type="checkbox"/> Physical assault     | <input type="checkbox"/> Smoking related issues                   |
| <input type="checkbox"/> Health & Safety      | <input type="checkbox"/> Drug / alcohol issues                    |

### Actions Taken by the teacher so far

Spoken with student regarding incident Yes ☐ No ☐

Spoken to the student's parents regarding the incident Yes ☐ No ☐

Details of action taken \_\_\_\_\_

\_\_\_\_\_

Further action requested from NONE ☐ HOF ☐ DEAN ☐ AP/DP ☐

Details of action requested \_\_\_\_\_

\_\_\_\_\_

For Dean / HOF / AP / DP / use only (circle one)

Action Taken \_\_\_\_\_

\_\_\_\_\_

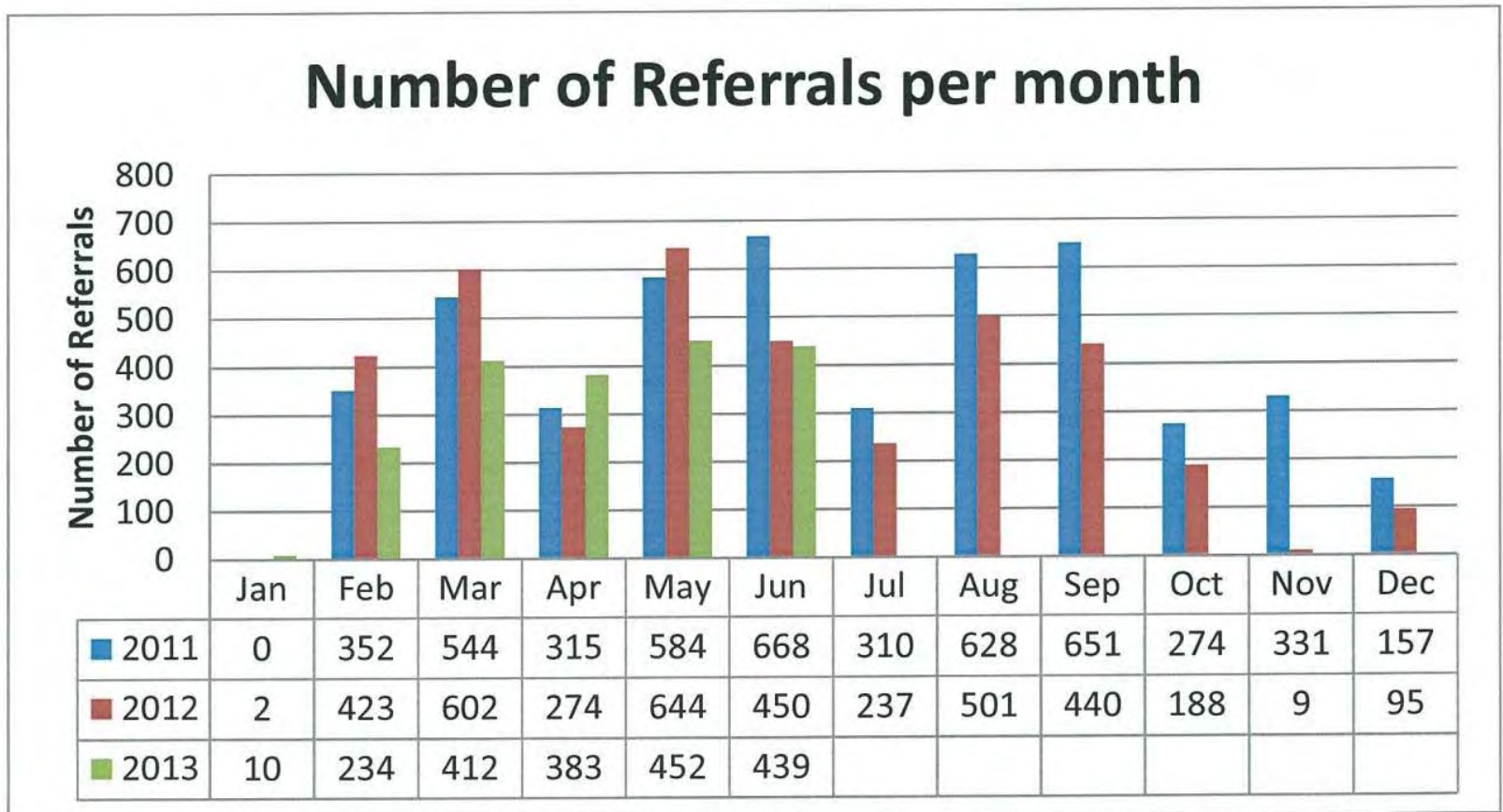
Demerit Points

Seen by Dean

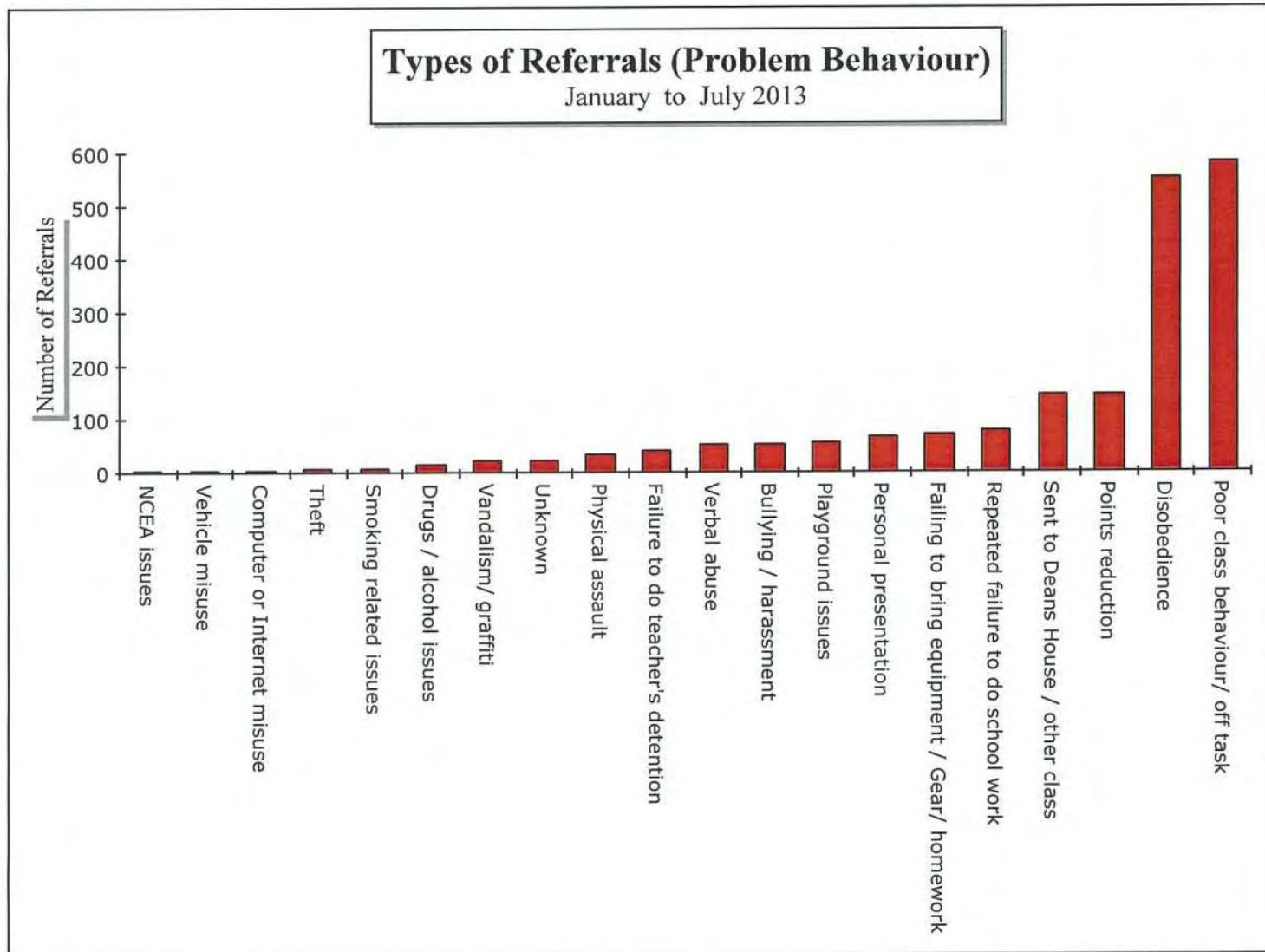
OLD  
Sample discipline  
slip

NEW  
Changes needed  
to reflect the big 5  
(Location, Time &  
Motivation)

# Number of referrals 2010-13

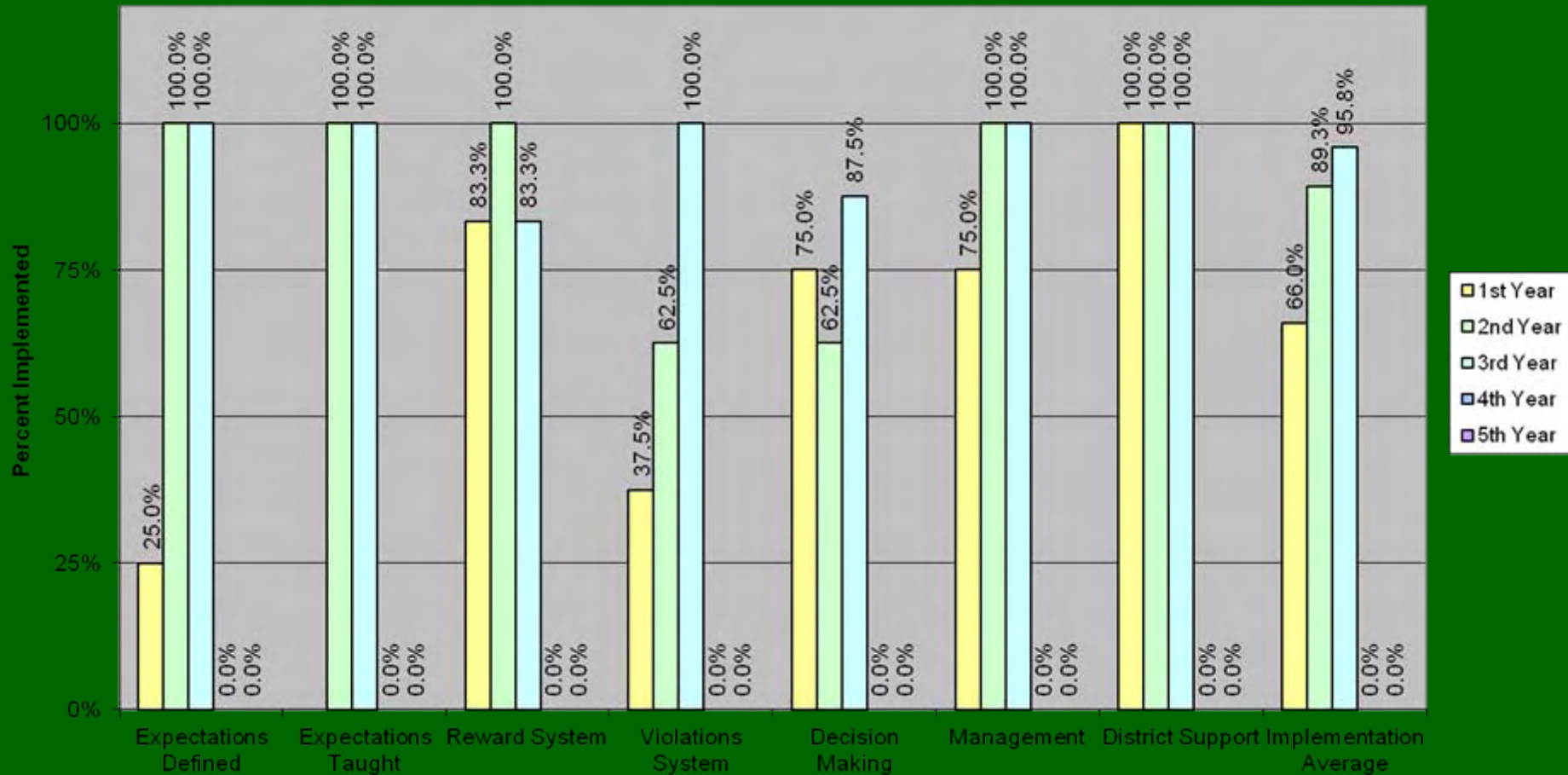


# What – types of problem behaviours

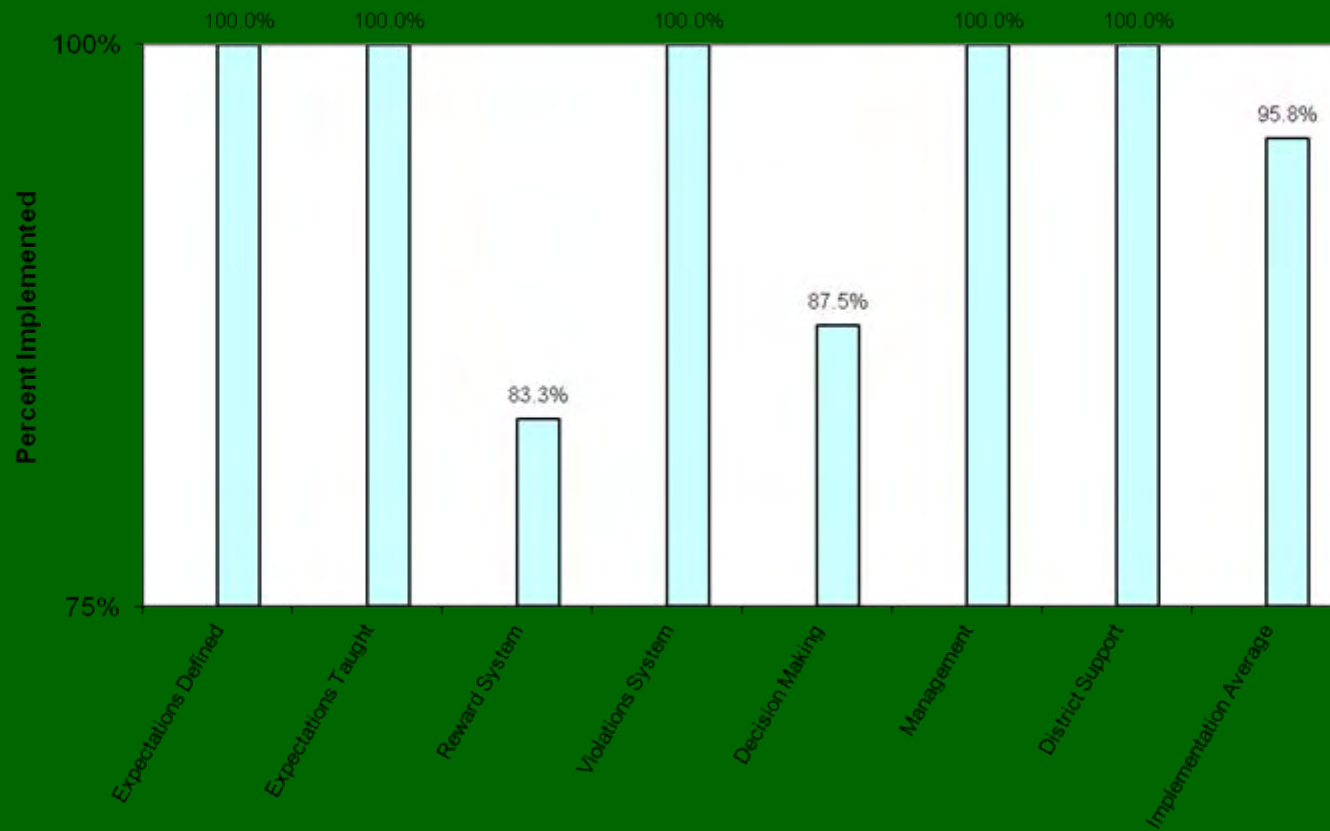




# SET Data 2010-2013



# SET 6 Sept 2013



# Summary of Narrative for SET

- Expand the reward system to Year 13 & suggestion of survey monkey for student involvement in rewards
- More visible posters in corridors / canteen & outside areas
- Develop time, location, motivation on discipline referral form
- Have lockdown procedure printed on walls not just electronically



# Key EBS Results to act on

1. Consequences for student problem behaviours are defined clearly
2. Distinction between Leadership managed vs classroom managed problem behaviours are clear
3. Patterns of problem behaviours are reported to teams & staff for active decision making on a regular basis

CURRENT STATUS			FEATURE	PRIORITY FOR IMPROVEMENT		
In place	Partially	Not		High	Med	Low
24	39	16	Consequences for student behaviour problems are defined clearly	41	11	2
24	37	19	Distinction between Leadership managed vs classroom managed problem behaviours are clear	26	22	7
14	36	30	Patterns of problem behaviours are reported to teams & staff for active decision making on a regular basis	31	28	9

# How did we act on the EBS results?

Teacher only day (August 2013)

Intro session and 1 of 5 periods on PB4L

## Tasks

1. Identify majors & minors
2. Select any 2 behaviours & draw flow charts of the consequences
3. Discussion of potential improvements to system and processes – taken to SMT/deans

# Data Issues for WHS

- Time for a staff member on the PB4L team to gather this
- Using a framework more designed for SWIS than our system of kamar
- IT knowledge to pull the data from our system
- Discipline slips – not matching the Big 5 – changes needed
- Linking the data gathered on discipline for a specific focus on the behaviours identified as being the main concern
- Communicating with all staff the current data and acknowledging what is 'on top' for staff at present



## Summary

### Implementing Tier 1 PB4L with Fidelity at WHS.

### Getting Tier 1 right before the move to Tier 2.

Fidelity - A reminder

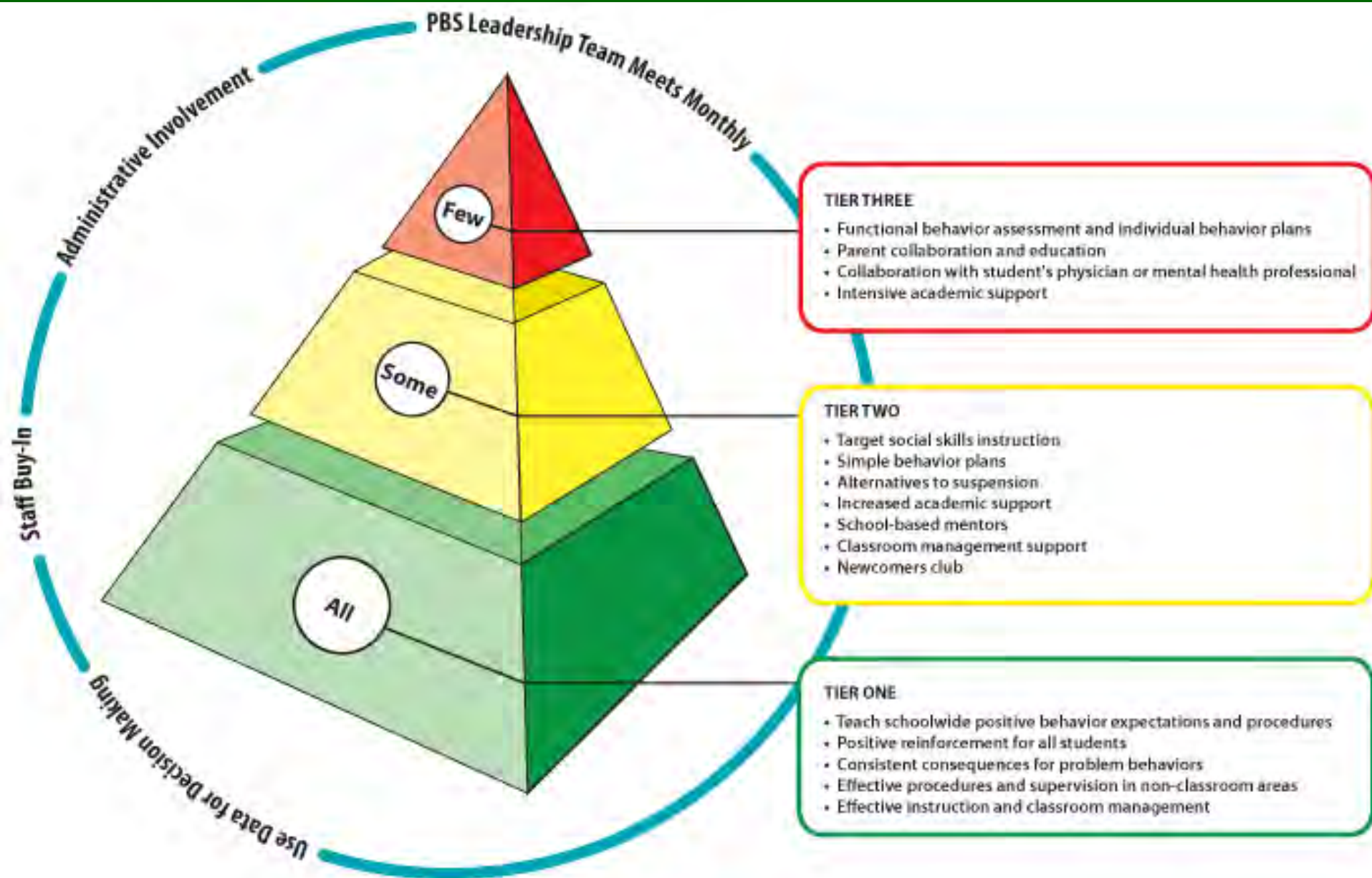
‘how faithfully the program was implemented based on its original design and the resources that were directed to it’

There are key differences between the USA & NZ, however, the most successful implementation of PB4L will remain faithful to the essential components that this presentation was structured around. The context and adaption for school type, decile, ethnicity, size and structure will vary, but within the set framework.

This is essential at tier 1 before the move to tier 2. Key question – will staff carry on the model without constant feedback and support, or is there a dependency on training? No more hours in the day, so stop what is not working in order to create room for the practices that are working.

# Summary of USA v NZ Differences

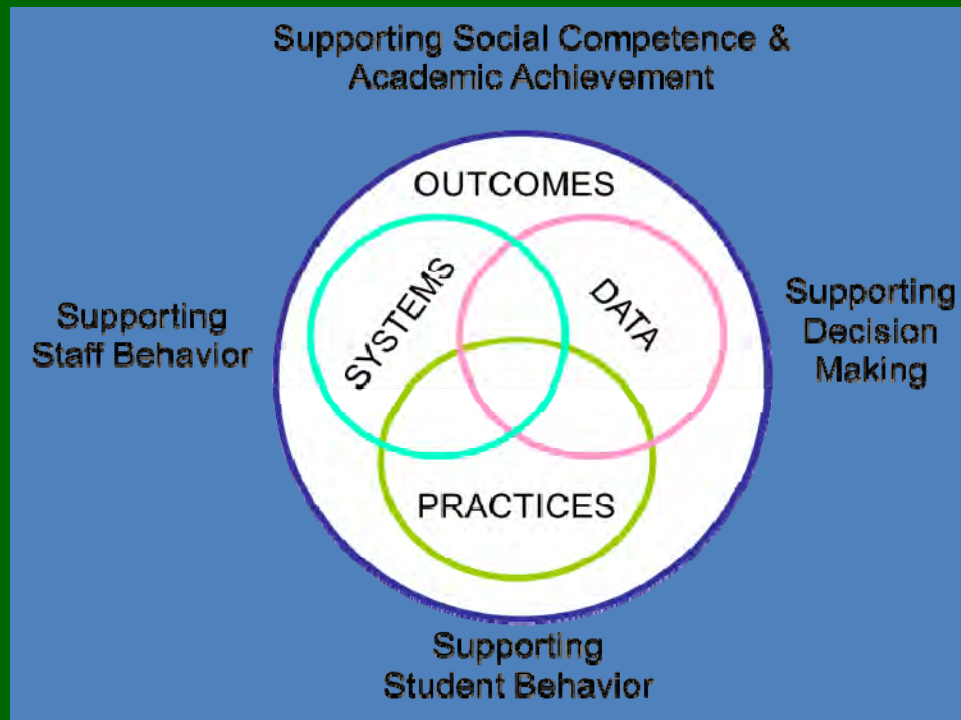
- Different structure of administration for schools in the US (building setting, role of the 'superintendent', district and state level support for PBS) in comparison to the self-managing NZ schools, with MOE support for PB4L.
- Different role of coaches and teachers responsible for PBS at the school level. In the US this was often the role of the counsellor or school psychologist in the schools I visited, rather than administrators or staff with teaching responsibilities in NZ.
- Different structure and delivery of training for schools (see research question three).
- Different building structures which impact greatly on developing and monitoring positive expectations in non-classroom settings (mainly an indoor setting in the schools I visited in the US, linked to both climate and safety issues)
- Greater university level research and support in the US due to greater length of implementation in the US (and inception here)
- Greater website support and data assistance due to 'economies of scale' in the US.
- Different ethnic breakdowns. Consideration required for the cultural distinctiveness of Maori in the NZ setting.





# Summary – Getting Tier 1 right at WHS

When schools use effective systems, data-based decision making, and practices consistently and with fidelity, desired outcomes are achievable across all three tiers. It is fundamental that we get tier 1 ‘right’ before moving to implementation of tier 2.



BOQ completed  
Successfully  
13/9/13  
WHS will move  
to Tier 2 now

# Contacts & references



[langrish.j@wanganuihigh.school.nz](mailto:langrish.j@wanganuihigh.school.nz) (my email)  
[www.behaviordocor.org](http://www.behaviordocor.org) (ideas for free rewards)  
[vimeo.com/groups/pbisvideos](http://vimeo.com/groups/pbisvideos) (US video site)

WHS Videos on You Tube:

[www.youtube.com/watch?v=3i2S5MqbKcE](http://www.youtube.com/watch?v=3i2S5MqbKcE) (LOTR)  
[www.youtube.com/watch?v=\\_xx6O2eq-mk](http://www.youtube.com/watch?v=_xx6O2eq-mk) (L for Learning)  
[www.youtube.com/watch?v=rm0AtMjmMsQ](http://www.youtube.com/watch?v=rm0AtMjmMsQ) (Bullying)  
[www.youtube.com/watch?v=1BNJYQHWt7A](http://www.youtube.com/watch?v=1BNJYQHWt7A) (Bear G)