

SCHOOL-WIDE

APPENDICES

APPENDICES 1-9



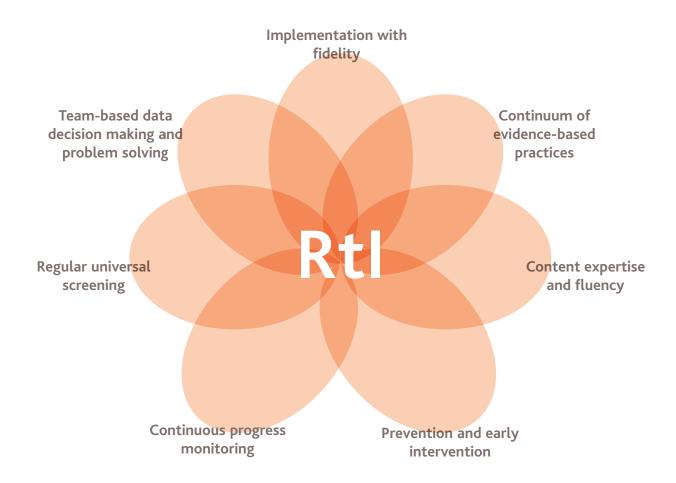
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Appendix 1: PB4L—SW and Response to Intervention

Response to Intervention (RtI) has been described as an approach for establishing and redesigning teaching and learning environments so they are effective, efficient, relevant, and durable for all students, whānau, and educators. RtI can be viewed as having seven defining characteristics:¹

Figure 7: The characteristics of Response to Intervention



¹ Brown-Chidsey & Steege, 2005; Christ, Burns, & Ysseldyke, 2005; Fuchs & Deschler, 2007; Fuchs & Fuchs, 2007; Fuchs, Mock, Morgan, & Young, 2003; Gresham, 2005; Gresham et al., 2005; Kame'enui, 2007; National Association of State Directors of Special Education, 2006; Severson, Walker, Hope-Doolittle, Kratochwill, & Gresham, 2007; Sugai, 2007

The PB4L–SW approach is consistent with the core principles and characteristics of RtI, in particular those that relate to social and behavioural instruction. The table below shows how PB4L–SW correlates with each characteristic of RtI.²

Table 23: Comparison of Response to Intervention and PB4L-SW

RESPONSE TO INTERVENTION CHARACTERISTICS	PB4L-SW COMPONENTS
Implementation with fidelity	The school's PB4L-SW team uses structures, procedures, and tools (e.g., SET, TIC) to ensure that the full continuum of behavioural intervention practices is selected appropriately and implemented accurately and sustainably.
Continuum of evidence-based practices	The three-tiered structure of PB4L–SW provides an integrated and sequenced continuum of support. Aspects of this continuum must have empirical evidence that they are efficient, effective, relevant, and sustainable.
Content expertise and fluency	The PB4L–SW team develops content expertise in evidence-based practices, including data-based decision making, outcome development and tracking, and systems supporting implementation. Content expertise is especially important within Tiers Two and Three.
Prevention and early intervention	A small set of positively stated school-wide behaviour expectations is taught to all students. In addition, specific behavioural routines are taught for particular settings or events (e.g., assemblies, sporting events).
Continuous progress monitoring	Students' progress in their social behavioural skills is assessed frequently and regularly to identify patterns and trends and to support timely decisions. Priority is given to using formal and informal data about students to guide decisions about the effectiveness of social skills instruction.
Regular universal screening	Monthly behavioural data are reviewed to determine the percentage of students whose behaviours are responsive to Tier One interventions. Students whose behaviours are not responsive are considered for Tier Two or Three interventions and supports.
Team-based data decision making and problem solving	Behavioural data, such as numbers of incident referrals, are reviewed to guide decisions about the school-wide social instruction system as well as about implementing Tier Two interventions and designing individualised behavioural plans.

² Note that a similar table could be drawn up showing the close relationship between RtI and the United Kingdom's 'Graduated Response' model.

Appendix 2: Cultural responsiveness in the PB4L-SW systems approach

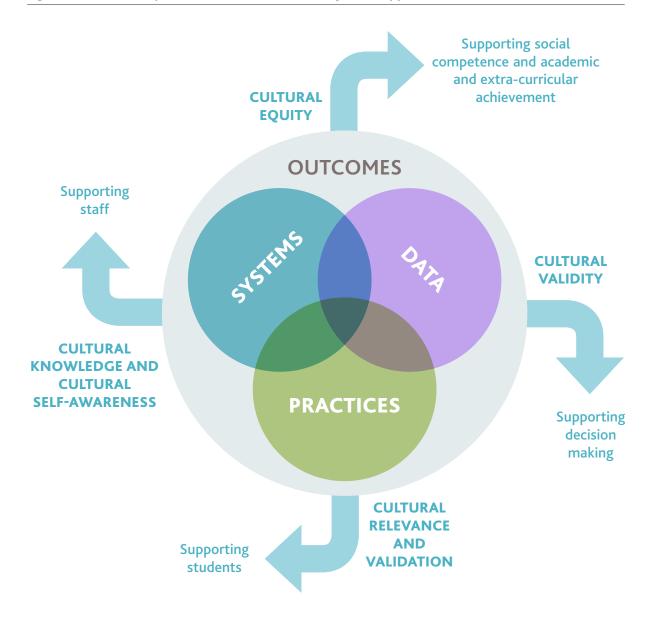
Claudia Vincent and her colleagues published the diagram opposite in a 2011 article exploring a conceptual integration of cultural responsiveness and school-wide positive behaviour support.

The authors describe a range of educational practices that can be applied to the key elements of school-wide support to help ensure that implementation occurs in a culturally appropriate manner. These practices are shown in the diagram and briefly unpacked below.

- Enhancing staff members' cultural knowledge and cultural self-awareness: school systems can support staff to build their knowledge of how cultural differences and similarities can be defined and to become more aware of the dimensions of their own culture.
- Validating others' culture and increasing cultural relevance: school practices can support the school community to acknowledge differences between students' cultures thus making those cultures more visible and to recognise that some behaviour expectations may be of less relevance to particular students.
- Establishing cultural validity: data gathering and analysis can lead to more culturally responsive decision making when we check how well our behavioural measures function for students from different cultural backgrounds.
- *Emphasising cultural equity*: outcomes for students can become more equitable when we acknowledge the different needs of students from diverse backgrounds and work to accommodate those differences within a common school culture.

The full article is available at http://copbisuniversal.pbworks.com/w/file/fetch/66371632/4%20 Vincent%20CR-PBIS%202011.pdf.

Figure 8: Cultural responsiveness in the PB4L-SW systems approach



Appendix 3: New Zealand PB4L-SW evaluation matrix

PB4L-SW tools are always in development. Refer to PBIS online (www.pbisapps.org/Applications/ Pages/PBIS-Assessment.aspx) for the most up-to-date versions of the tools in this table and any new tools developed since the publication of this manual.

		TIER ONE (UNIVERSAL)	۹۲)	
Tool	Description	Used when?	Completed by?	Used for?
Behavioural Incident Referrals (Office Disciplinary Referrals)	The school team uses quantitative data (such as numbers of incidents, types of behaviour, location, time, and those involved) to identify trends and requirements for intervention.	Monthly (minimum).	The PB4L–SW team gathers, analyses, and summarises data and shares them with school staff at least each term. The Tier One coach is responsible³ for completion.	Behavioural incident data are used by school staff and shared monthly at coach network meetings. Over time, recorded behavioural incident numbers show school progress in reducing the number of incidents.
Team Implementation Checklist TIC	Team self-assessment of PB4L-SW implementation activities (17 start-up activities and 5 ongoing activities).	Completed monthly, then once a year.	The PB4L–SW team, with the Tier One coach responsible for completion. ⁴	Used by the PB4L-SW team to monitor levels of PB4L-SW implementation and for action planning. When consecutive monthly TIC scores show high levels of implementation, the team can move to annual completion and instead use the Benchmarks of Quality (BoQ) (see below).

³ 'Responsibility for completion' does not mean that the person has to complete it but that they are responsible for ensuring it gets completed.

		TIER ONE (UNIVERSAL)	(1	
Tool	Description	Used when?	Completed by?	Used for?
Effective Behaviour Support [Self-assessment survey] EBS/SAS	A school self-assessment tool that assesses and prioritises the extent to which PB4L-SW systems and practices are in place: • school-wide • in class • out of class • in individual student systems.	Baseline, usually in the same month the team initially trained, then annually. EBS and SET are ideally conducted in the same time period.	The school PB4L–SW team coordinates the use of the survey across the whole school staff. The Tier One coach is responsible for the survey's completion.	Informing: • annual action planning • school decision making • assessment of change over time • staff awareness • team validation.
School-Wide Evaluation Tool SET	The SET measures implementation percentages across the seven essential features of school-wide implementation.	Baseline (initially within 6 weeks of school-wide Day 1 team training), then annually.	By the school coach with support (e.g., from a PB4L–SW practitioner or experienced coach from another school). The Tier One coach is responsible for completion.	Assessing levels of implementation fidelity across the PB4L–SW essential features.
Tier One Action Plan	This plan guides the team to use their PB4L–SW assessment data for creating school actions to implement and maintain Tier One behaviour support.	Ongoing.	PB4L–SW team. Responsibility of Tier One team leader or coach.	Monitoring the progress of the PB4L– SW team's implementation of Tier One.

		TIERS ONE, TWO, AND THREE	THREE	
Tool	Description	Used when?	Completed by?	Used for?
Tiered Fidelity Inventory TFI	Provides a single, efficient, valid, and reliable survey to guide implementation and sustained use of PB4L-SW. At the time of this manual's publication, PB4L-SW was considering adopting and adapting this tool for use in New Zealand.	As an initial assessment, and then in every third or fourth team meeting. Schools that reach 80% fidelity three consecutive times may then choose to take the TFI as an annual assessment.	The PB4L–SW team with support (e.g., from a PB4L–SW practitioner or experienced coach from another school).	Measuring the extent to which staff are successfully implementing PB4L–SW at all three tiers. Schools may use the TFI as an initial assessment to determine if they need to adopt PB4L–SW; as a guide for implementing Tier One, Tier Two, and/or Tier Three practices; and as an index of sustained PB4L–SW implementation.

		PRE-TIER TWO		
Tool	Description	Used when?	Completed by?	Used for?
Benchmarks of Quality BoQ (self-assessment)	Evaluates the progress of implementing PB4L–SW essential features and identifies areas of relative strength and weakness for future action planning.	At least annually; each term if no longer completing the TIC.	By the coach and team members, initially with support (e.g., from a PB4L-SW practitioner or an experienced coach from another school). The coach is responsible for completion.	To monitor Tier One implementation progress and guide action planning for Tier Two implementation.

		TIERS TWO AND THREE	33	
Tool	Description	Used when?	Completed by?	Used for?
Benchmarks for Advanced Tiers BAT (self-assessment)	Monitors the implementation progress of the Tier One, Two, and Three behavioural support systems.	At least annually.	By the PB4L–SW Tier Two or Three team. Tier Two or Three team leader or coach responsible for completion.	To build Tier Two and Three action plans and assess progress over time.
Tier Two and Three Action Plans	Guides the team and school actions to implement and maintain Tier Two and Three behaviour support.	Ongoing. Submitted at least annually.	By the PB4L–SW Tier Two or Three team. Team leader or coach takes responsibility.	Monitoring the progress of the PB4L– SW team's implementation of Tiers Two and Three.
Phases of Implementation POI (self-assessment)	Rubric for guiding action planning across three tiers of PB4L–SW implementation.	Baseline then annually. Begins further into Tier Two or Three implementation.	Coach and team members.	Action planning across three tiers of PB4L-SW.
Implementation Phases Inventory IPI (self-assessment)	The IPI measures PB4L–SW implementation fidelity to generate an overall implementation-phase estimate.	Twice per year recommended. Begins further into Tier Two or Three implementation.	Coach and team members.	Provides (perceptual) view of overall phase of implementation (Preparation, Initiation, Implementation, and Maintenance).

not require the school to use the SWIS application for entering office disciplinary referrals (that is, behavioural incidents). Demos are available on pbisapps. For many of these tools, data collection, analysis, and report generation can be done with an online tool found in PBIS Assessment. Its use is free and does org. To set up a school user account for PBIS Assessment requires support from a SWIS facilitator. Contact a School-Wide practitioner or your regional Ministry of Education office for further information and help.

Appendix 4: Action plan templates



These templates are available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material.

Status N = Not achieved A = Achieved and Review status I = In progress maintained Date measure or Evaluation evidence When will it be When will it be completed? started? Who is responsible? Steps and resources commitment throughout the school year Basic behavioural principles taught and PB4L-SW launched by principal within Plans developed for training staff and Principal commitment ensures staff 80% staff buy-in and participation Parents informed about PB4L-SW. reviewed with staff school community students Examples: Goals

1. Sustaining principal commitment

chool:

tus and s	Status					
Review status A = Achieved and maintained I = In progress N = Not achieved	Date					
Evaluation measure or evidence						
When will it be started?	When will it be completed?					
Who is responsible?						
Steps and resources						
Coals Examples: • Statement of purpose developed and published widely • PB4L-SW team established (representative of the	school), with protected meeting times (at least monthly), leader, and identified functions • Communication system established or refined to ensure ALL team members are aware of or involved in PB4L-related activities.					
				ssə	up for succ	2. Setting

tus and s s	Status					
Review status A = Achieved and maintained I = In progress N = Not achieved	Date					
Evaluation measure or evidence						
When will it be started?	When will it be completed?					
Who is responsible?						
Steps and resources						
Coals Examples: School-wide expectations developed (3–5 positively stated) Expected behaviours developed for all settings	based on the school-wide expectationsExisting and related policies reviewed to ensure they align with PB4L-SW.					
			sı	expectation	evitisoq gni	3. Identify

status red and d ress chieved	Status					
Review status A = Achieved and maintained I = In progress N = Not achieved	Date					
Evaluation measure or evidence						
When will it be started?	When will it be completed?					
Who is responsible?						
Steps and resources V						
Coals Examples: School policy or procedure identified to embed the teaching of expectations within the school community	 Lesson plans developed for teaching expected behaviours. 					
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tatus ed and f ess hieved	Status					
Review status A = Achieved and maintained I = In progress N = Not achieved	Date					
Evaluation measure or evidence						
When will it be started?	When will it be completed?					
Who is responsible?						
Steps and resources						
Coals Examples: Continuum of acknowledgments established for ALL students (what/when/how) Staff provided with PLD in giving effective	feedback					
			onu	ived betavi	ədxə gnigbə	5. Acknowl

tatus ed and d ess	Status					
Review status A = Achieved and maintained I = In progress N = Not achieved	Date					
Evaluation measure or evidence						
When will it be started?	When will it be completed?					
Who is responsible?						
Steps and resources						
Goals Examples: System established for responding to misbehaviours: • Problem behaviours defined and categorised	 (major/minor) Hierarchy of responses developed for minor and major misbehaviours Referral process established and flow chart for it developed. 					
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	<u>8</u>					
status ved and ed gress	Status					
Review status A = Achieved and maintained I = In progress N = Not achieved	Date					
Evaluation measure or evidence						
When will it be started?	When will it be completed?					
Who is responsible?						
Steps and resources						
Examples: Information system established for creating monthly reports on incident referrals, based on: number per day per month; location; type of	behaviour; student(s); time of day; function of behaviour Progress of PB4L-SW activities evaluated (e.g., TIC completed monthly).					
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Appendix 5: PB4L—SW Whānau and Community Partnerships Checklist

The following table is the Tier One column from the full PB4L–SW Whānau and Community Partnerships Checklist. It provides an effective way of checking that whānau and community have been included in each of the key actions of Tier One implementation.

TIER ONE (UNIVERSAL)
School staff complete EBS annually
☐ Whānau members are surveyed annually on PB4L−SW implementation.☐ Community members are surveyed annually on PB4L−SW implementation.
A representative Tier One team is developed
$\hfill\square$ The team includes one or more whānau and/or community representatives.
The team meets each month of the school year
☐ Whānau representatives are present at 80% or more of meetings.☐ Community representatives are present at 80% or more of meetings.
Data collection system and timeframes for collection and review of 'Big 5' data are in place
☐ Implications of the data system are shared with whānau members.☐ Implications of the data system are shared with community members.
Data are collected and reviewed monthly
□ Data are collected and reviewed quarterly on whānau participation.□ Data are collected and reviewed quarterly on community participation.
The school-wide broad expectations and expectations matrix are developed
☐ A sample 'community matrix' is developed and shared with community members (covering the park, library, bus, shops, etc.).
A behavioural incident flow chart is developed
☐ The implications of the flow chart are shared with whānau members.☐ The implications of the flow chart are shared with community members.
The school completes the TIC, SET, EBS, and BoQ at appropriate intervals
☐ The implications of the results are shared with whānau members. ☐ The implications of the results are shared with community members.

Appendix 6: PB4L-SW Team Implementation Checklist (TIC)

This checklist helps to ensure that as a PB4L–SW team you have a shared understanding and agreement about progress and next steps. You should use it to identify which PB4L–SW practices are in place and to regularly update your action plan, completing the checklist each month until your team rates 80 percent of the start-up items as 'achieved' for three consecutive months. (From this point, you should use the checklist annually.)

A New Zealand adaptation of version 3.1 of the TIC is provided below in hard copy, but you should always use the latest version, which is available as a spreadsheet at PBIS online (www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx). The electronic version also does the scoring for you.

School:	Date of report:	
PB4L-SW team members:		
Person(s) completing report:		



Status: A = Achieved, I = In progress, N = Not yet started					
Date:					
ESTABLISHING PRINCIPAL COMMITMENT					
 Principal supports SW and is actively involved Principal attends PB4L-SW meetings 80% of time Principal defines improving social behaviour as one of the top three goals for the school Principal actively participates in PB4L-SW training 	Status				
 Staff support SW 80% of staff document support for improving social behaviour as one of the top three goals for the school Principal/staff commit to PB4L-SW for at least 3 years 	Status				
ESTABLISHING AND MAINTAINING TEAM					
 3. Representative team is established Includes year level teachers, teacher aides, parents, SENCO, RTLB Team has established clear mission/purpose 	Status				
 4. Team has regular meeting schedule and effective operating procedures Agenda and meeting minutes used Team decisions identified and action plan developed 	Status				
 5. Audit is completed for efficient integration of team with other teams/initiatives addressing behaviour support Team has completed Working Smarter template 	Status				
SELF-ASSESSMENT					
 Team completes self-assessment of current PB4L-SW practices being used in the school Staff complete TIC (progress monitoring), BoQ (annual assessment), or SET 	Status				
 7. Team summarises school discipline data Team uses behavioural incident data (ODRs), attendance data, and other behavioural data for decision making 	Status				
 8. Team uses self-assessment information to build implementation action plan (areas of immediate focus) • Team uses the action plan to guide PB4L-SW implementation 	Status				

Status: A = Achieved, I = In progress, N = Not yet started				
С	ate:			
ESTABLISHING SCHOOL-WIDE EXPECTATIONS AND PREV	ENTIC	ON SYST	EMS	
 9. 3-5 school-wide behaviour expectations are defined and posted in all areas of school 3-5 positively and clearly stated expectations defined Expectations posted in public areas of the school 	Status			
 10. School-wide teaching matrix is developed Teaching matrix used to define how school-wide expectations apply to specific school locations Teaching matrix distributed to all staff 	Status			
 11. Teaching plans for school-wide expectations are developed Lesson plans developed for teaching school-wide expectations at key locations throughout the school Staff involved in development of lesson plans 	Status			
 12. School-wide behaviour expectations are taught directly and formally Schedule for teaching lessons developed Staff and students know defined expectations School-wide expectations taught to all students Plan developed for teaching expectations to students who enter school mid-year 	Status			
 13. System is in place to acknowledge expected behaviours Reward systems used to acknowledge school-wide behaviour expectations Ratio of reinforcements to corrections is high (4:1) Students and staff know about the acknowledgment system and students are receiving positive acknowledgments 	Status			
 14. Clearly defined and consistent consequences and procedures for undesirable behaviours are developed Major and minor problem behaviours all clearly defined Clearly defined and consistent consequences and procedures for inappropriate behaviours developed and used Procedures define a menu of appropriate responses for minor (classroom managed) misbehaviours Procedures define a menu of appropriate responses for major ('office managed') misbehaviours 	Status			

Status: A = Achieved, I = In progress, N = Not yet started				
Date:				
CLASSROOM BEHAVIOUR SUPPORT SYSTEMS				
 15. School has completed a school-wide classroom systems survey Teaching staff have completed a classroom assessment (Examples: EBS Classroom Survey; Classroom assessment tools) 	Status			
 16. Action plan is in place to address any classroom systems identified as a high priority for change Results of the assessment used to plan staff professional development and support 	Status			
 17. Data system is in place to monitor behavioural incident data (ODRs) from classrooms School has a way of reviewing incident data from classrooms for use in data-based decision making 	Status			
INFORMATION MANAGEMENT SYSTEMS				
 18. Discipline data are gathered, summarised, and reported at least quarterly to all staff Data collection is easy, efficient, and relevant for decision making Incident (ODR) data entered at least weekly Incident form lists: student's name, referring staff member, date, time, location, problem behaviour, others involved, possible motivation, and response Incident (ODR) data available by frequency, location, time, type of problem behaviour, motivation, and student Incident (ODR) data summary shared with staff at least monthly 	Status			
 19. Discipline data are available to the team regularly (at least monthly) in a form and depth needed for problem solving Team able to use the data for decision making, problem solving, action planning, and evaluation Precision problem statements used for problem solving 	Status			

Status: A = Achieved, I = In progre	ess, N	= N ot yet	started		
Date:					
BUILDING CAPACITY FOR FUNCTION-BASED SUPPO	ORT				
 20. Personnel with behavioural expertise are identified and involved Personnel able to provide behavioural expertise for students needing Tier Two and Tier Three support 	Status				
 21. At least one staff member of the school is able to conduct simple functional behavioural assessments At least one staff member can conduct simple behavioural assessments and work with a team in developing behaviour support plans for individual students 	Status				
 22. Intensive, individual student support team structure is in place to use function-based supports A team exists focusing on intensive individualised supports for students needing Tier Three support Team uses function-based supports to develop, monitor, and evaluate behavioural plans Team delivering Tier Three has a data system that supports ongoing monitoring of fidelity and outcomes of individual behaviour support plans 	Status				

Additional comments and information:

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The template for this checklist is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material.

Appendix 7: Definitions of problem behaviours

MINOR PROBLEM BEHAVIOUR	DEFINITION
Defiance / non-compliance	Student fails briefly or in a minor way to respond to adult requests.
Disrespect	Student briefly or in a minor way uses words and/or a tone of voice that undermines others.
Disruption	Student engages in low-intensity but inappropriate disturbance.
Inappropriate language	Student engages in a low-intensity instance of rude or insulting language.
Lateness to class	Student arrives at class after the bell (or a signal that class has started).
Physical contact / physical aggression	Student engages in non-serious but inappropriate bodily contact.
Property misuse	Student uses property inappropriately in a minor way.
Technology violation	Student engages in non-serious but inappropriate (as defined by the school) use of technology (e.g., a cellphone, music or video player, camera, computer).
Uniform violation	Student wears clothing that is near, but not within, the uniform guidelines of the school.
Other	Student engages in any other minor problem behaviour that does not fall within the above categories.

MAJOR PROBLEM BEHAVIOUR	DEFINITION
Abusive or inappropriate language / profanity	Student delivers verbal messages that include swearing, name calling, or other offensive words.
Defiance / disrespect / insubordination / non- compliance	Student refuses to follow directions, talks back, and/or is socially rude in interactions.
Displaying gang affiliation	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Disruption	Student causes an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or rough-housing; and/or sustained out-of-seat behaviour.
Fighting	Student participates in an incident involving relatively minor physical violence.
Harassment / bullying	Student delivers disrespectful messages (e.g., negative comments, notes, posts, pictures, or gestures), sustained or intense verbal attacks, threats, unwanted physical contact, or intimidation to another person based on race, religion, gender, age, national or ethnic origin, disabilities, or other personal matters.
Inappropriate display of affection	Student engages in inappropriate, consensual (as defined by the school) verbal and/or physical gestures or contact of a sexual nature with another student.
Inappropriate location / out-of-bounds	Student is in an area that is outside of school boundaries (as defined by the school).
Lateness to class	Student is late (as defined by the school) to class or the start of the school day (and being late to class is not considered a minor problem behaviour in the school).
Lying / cheating	Student delivers a message that is untrue and/or deliberately violates school rules.
Physical aggression	Student engages in actions involving physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching).
Property damage / vandalism	Student participates in an activity that results in destroying or disfiguring property.
Skipping class	Student leaves or misses class without permission.
Technology violation	Student engages in seriously inappropriate (as defined by the school) use of technology (e.g., a cellphone, music or video player, camera, computer).
Theft / forgery	Student is in possession of someone else's property, has passed it on or is responsible for removing it, or has signed a person's name without that person's permission.

Student receives an 'unexcused absence' for a half day or more.
Student wears clothing that does not fit within the uniform guidelines of the school.
Student has or uses alcohol.
Student has or uses substances or objects capable of causing minor bodily harm and/or property damage (e.g., matches, lighters, firecrackers).
Student has or uses illegal drugs or substances or imitations of them.
Student has or uses tobacco.
Student engages in any other major problem behaviour that does not fall within the above categories.
DEFINITION
Student plans and/or participates in malicious burning of property.
Student plans and/or participates in malicious burning of property. Student delivers a message about possible explosive materials being on or near the school grounds and/or about a pending explosion.
Student delivers a message about possible explosive materials being on or
Student delivers a message about possible explosive materials being on or near the school grounds and/or about a pending explosion.
Student delivers a message about possible explosive materials being on or near the school grounds and/or about a pending explosion. Student participates in an incident involving serious physical violence. Student has or uses substances or objects capable of causing major bodily

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Appendix 8: Activity – Using data to guide decisions

The nine graphs on the following pages illustrate behavioural incidents for Central High School. The school has a roll of 450 students and its break times are 10:30–11.00 and 12.00–1.00. Analyse the data and then answer the following questions:

QUESTION	ANSWER
Does Central High have a significant behavioural problem?	
Where does the problem happen?	
What behaviour is the problem?	
How many students are involved?	
When does the behaviour happen?	

Write a precise problem statement. Then brainstorm solutions, using the table below. When you have finished, you might want to compare your response with the sample answers after the graphs.

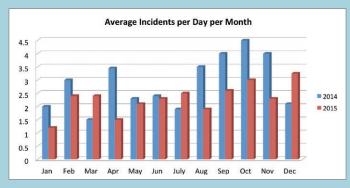
Precise problem statement:

STRATEGIC RESPONSE What does research say will work?	POSSIBLE SOLUTION What will the solution look like?	IMPLEMENTATION How will we put the solution in place?
Prevention		

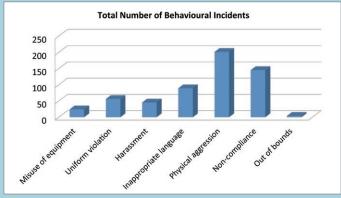
STRATEGIC RESPONSE	POSSIBLE SOLUTION	IMPLEMENTATION
Teaching		
Acknowledgment		
Corrective responses		

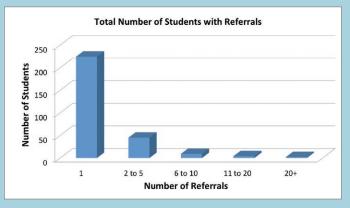


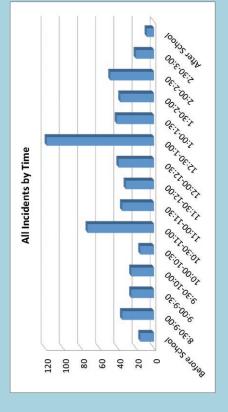
The template for this activity is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material.



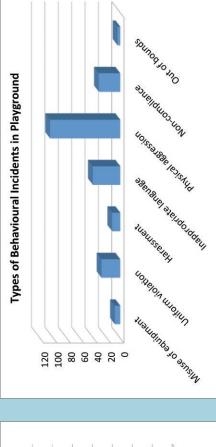


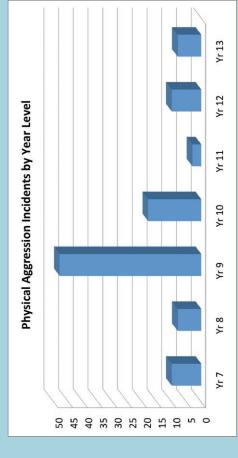


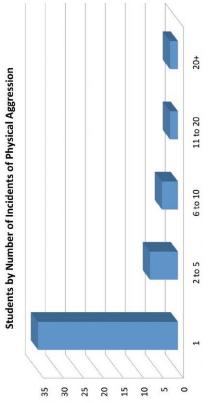


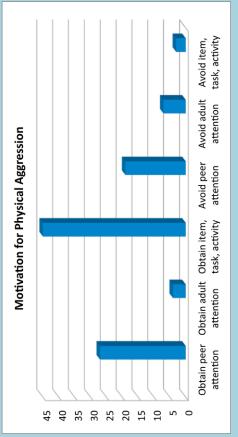


DRILL-DOWN GRAPHS









SAMPLE ANSWERS

QUESTION	ANSWER
Does Central High have a significant behavioural problem?	Yes – although overall there are generally fewer incidents than last year, there is a gradual increase in incidents over this year.
Where does the problem happen?	The most common location for incidents is in the playground; the classroom is the second most common.
What behaviour is the problem?	Physical aggression is the most common misbehaviour overall and in the playground.
How many students are involved?	Approximately 35 students have engaged in physical aggression on one occasion, seven students 2–5 times, four students 6–10 times, and four students more than 11 times. The year 9s are involved in the most incidents.
When does the behaviour happen?	Incidents are most likely to occur during breaks; the second half of the lunch break has the most incidents.

Precise problem statement: The school currently has an increasing trend in behavioural incident referrals. The most common concern is physical aggression; this is most likely to occur with year 9s in the playground during the second half of the lunch break, and it appears to be motivated by obtaining access to particular items or activities.

STRATEGIC RESPONSE What does research say will work?	POSSIBLE SOLUTION What will the solution look like?	IMPLEMENTATION How will we put the solution in place?
Prevention	Precorrects, especially before break times, to remind students of how to treat each other with respect	All teachers to provide reminders in periods prior to breaks
	Providing more equipment for students to use at breaks	Student Council to be involved in surveying students about equipment needs and in recruiting 'monitors' for giving it out each day
	Active supervision in the key hotspots of the school grounds	Staff to be available for actively supervising key hotspots during breaks

STRATEGIC RESPONSE What does research say will work?	POSSIBLE SOLUTION What will the solution look like?	IMPLEMENTATION How will we put the solution in place?
Teaching	Covering 'Be respectful' expectation in lesson plans for non-classroom settings	Working group of staff and senior students to create lesson plans; senior students to present the key data in assembly and be involved in teaching 'Be respectful' lessons
	Exploring students' responses to the question 'How should we share and use equipment safely?'	Year 9 form tutors to provide lessons in tutor time, including scenarios around sharing equipment
Acknowledgment	Acknowledging all students who are demonstrating respect in non-classroom settings	Teachers on duty to provide feedback and acknowledgment cards to students who are being respectful and sharing equipmen well
Corrective responses	Reminding all students who engage in physical aggression of the 'Be respectful' expectation	Brief PLD sessions to ensure that all teachers are skilled in using the language of the school's expectations matrix
	Addressing physical aggression within a restorative approach	Restorative conversations and circles for those students who engage in physical aggression, with support from the school's Restorative Practice coach/practice lead
	Implementing responses from the school's continuum for discouraging inappropriate behaviour	Teachers to be reminded of procedures and support from deans and senior management for major problem behaviours

Appendix 9: Activities to use with school staff

INTRODUCTORY ACTIVITIES

OUR EXPERIENCE OF CHALLENGING BEHAVIOUR

This activity uses a doughnut circle and will take approximately 20 minutes (including setting up). Its purpose is to help staff to surface their beliefs during a non-threatening discussion.

Instructions for participants

Think of a particular student or group of students who you associate with challenging behaviour.

Explain to your partner:

- In what situations is challenging behaviour from the student or group **most** likely to occur?
- In what situations is challenging behaviour from the student or group least likely to occur?

Setting up

- If the room space is big enough, have all participants stand in an inner and outer circle where they are paired up facing each other (hence creating a doughnut).
- If you have less room, create two or three doughnut circles.
- If the room space is too tight for circles, get participants to talk to one or two other people that are not from their syndicate or department.

Conducting the activity

- If necessary, remind participants to introduce themselves to each new partner.
- Explain that there will be four minutes for each rotation allowing one minute per answer per person (given there are two questions).
- Once the first discussion is complete, rotate the outer circle by moving two people to the left.
- · Rotate one or two times, depending on how time is going.

After the activity

• If appropriate, allow some time for the whole group (or subgroups) to discuss the themes that emerged in the activity, aiming to avoid judgments of behaviour (of students or staff). It is also fine to just move on – the activity will have served its purpose of breaking the ice for staff new to PB4L–SW and surfacing their experiences and beliefs in an unthreatening context.

CHARACTERISTICS OF AN IDEAL STUDENT

Instructions for participants

Working in small groups, think about what would be your school's 'ideal student'.

Record the student's characteristics on a sheet of paper.

Notes for the facilitator

This activity will take 10–15 minutes.

If possible, make the groups a mix of staff from syndicates, departments, and administrative support.

After the groups have recorded their 'ideal student' characteristics, have them cross out the heading 'Ideal Student' and replace it with 'Ideal Teacher'.

Ask the groups to discuss how good a fit the characteristics are now.

Discuss the purpose of the activity – to reinforce that expectations must be applied to **all** members of the school community.

KNOWLEDGE-BUILDING ACTIVITIES

TEACHING EXPECTED BEHAVIOURS

This activity explores section 5.1 of the manual using a jigsaw approach. It will take approximately 30 minutes. How you organise it will depend on how big your staff is (and therefore how many groups you are working with). Completing the first step means that each discussion group will have a mix of syndicate or departmental staff.

- 1. Have staff assemble into departments or syndicates, and then have each department or syndicate allocate its staff evenly into subgroups A, B, and C. (In a small school, each 'subgroup' may be only one staff member.)
- 2. Aiming for about five people in each group, form the A group (or groups), B group (or groups), and C group (or groups).
- 3. The A group (or groups) reads and discusses the introductory page of section 5.1.
- 4. The B group (or groups) reads and discusses 'Explicit Teaching', 'Monitoring', and 'Reteaching'.
- 5. The C group (or groups) reads and discusses 'How does the teaching change for older students?'
- 6. The departments or syndicates then reassemble, and each subgroup explains the key points from their reading to the other departmental or syndicate members.

TYING VERBAL FEEDBACK TO YOUR SCHOOL-WIDE MATRIX

These activities support staff to apply the strategies outlined in section 6.1 to your school's expectations matrix. Many schools have found one of the activities useful at a staff, departmental, or syndicate PLD session, after the staff have covered how to give feedback (see section 6.1).

In both alternatives, staff work in small groups and can then, if appropriate, share their experiences with another group or all those present. Each activity will take 15–20 minutes.

EITHER

Ask each staff member to think of a time in their classroom that is challenging because students do not follow a particular classroom expectation or routine. Have them work in small groups and write down:

- the specific problem behaviour each person sees and hears
- the specific classroom expectation or routine they want the students to follow
- the feedback they will give when students follow the desired classroom expectation or routine.

Then examine how clear the first two descriptions are and how well the feedback reflects the desired classroom expectation or routine.

OR

Have staff turn to your school's expectations matrix. Identify and list several examples of students using behaviours from the matrix. Then have staff work in groups of three to practise giving verbal feedback for one of the examples. For example, for the behaviour 'Follow instructions', the teacher might say: "Jack, thank you for getting your book out right away. That shows you're being respectful and following instructions."

- One staff member takes the role of the student receiving the feedback.
- Another staff member acts as the adult providing the feedback.
- The third person observes the feedback, and then describes how effective it was in relation to the strategies outlined in section 6.1.

TEACHERS' CONCERNS ABOUT PRAISING AND REWARDING STUDENTS

This activity can help to surface any concerns staff have about some of the key aspects of an acknowledgments system. It will take approximately 30 minutes.

Have staff break into small groups to read and discuss sections 6.2 and 6.3 of the manual. Ask them to consider the following questions during their discussions and to note down any concerns that arise about giving praise or tangible acknowledgments.

- In what situations are you comfortable about praising students?
- In what situations are you comfortable about giving students tangible acknowledgments?
- How do you respond to the arguments put forward in these two readings?

(continued overleaf)

Bring the whole staff together again and ask each group to briefly report back on their discussions. As they do so, capture common themes on a whiteboard or overhead projector.

At the end of the session, if there are common concerns about giving praise or tangible acknowledgments, explain to the staff how the PB4L–SW team and senior management are going to respond to them.

CORRECTIVE VS PUNITIVE RESPONSES

This activity explores parts of section 7 of the manual using a 'lotus' approach (an effective way of helping people to develop a shared understanding of an idea, strategy, or concept).

The activity will take approximately 30 minutes. Depending on the needs of your school, you may wish to arrange the discussion groups so that each has a mix of syndicate or departmental staff. You will need two 3 by 3 grids on A3 sheets per discussion group, with one of the grids showing 'Corrective vs punitive responses' in the centre space.

- 1. Have staff assemble into groups of six.
- 2. Ask each group to divide into three pairs. One pair reads the introduction to section 7, another pair reads section 7.1, and the third pair reads section 7.7. Each pair then briefly summarises their reading for the rest of the group.
- 3. Hand out the 3 by 3 grid with 'Corrective vs punitive responses' in the centre and ask each group to record the key points from the readings in the eight spaces around the centre.
- 4. Now hand out the second grid and ask each group to take one of their key points and place it in the centre of the grid. Discuss this key point in more depth and record the points that arise, evidence in relation to it in your school, and possible steps or actions resulting from the discussion.
- 5. Finish with a whole-group discussion, using the following questions:
 - What was surprising in these readings?
 - What do we agree with? What don't we agree with?
 - Is our school's approach to problem behaviours more in line with a punitive or corrective approach?
 - What were some of the possible steps or actions that arose from our discussions?

RESPONDING EFFECTIVELY TO MINOR PROBLEM BEHAVIOUR

This activity helps to build staff's understanding and expertise in responding to minor misbehaviours, using the strategies listed in section 7.8 of the manual. It takes 30–40 minutes.

At a staff, departmental, or syndicate PLD session, have staff read and reflect on the following scenarios

Divide into small groups. Ask each group to decide which strategy (or strategies) from Tables 19 and 20 would be best to use for 4–5 of the scenarios.

Then the small groups report back to the whole group, explaining why they selected the strategy (or strategies) they did for each scenario.

- 1. Tanya is blurting out answers during a review of yesterday's lesson.
- 2. Harley pushes the swing and almost hits Chloe. He had difficulty using the swings correctly at the last break.
- 3. Mere is digging in her wallet during independent work on an assignment.
- 4. After Jayden was redirected for being off task, he has again turned round, trying to get Mark's attention.
- 5. Jane shouted at the tuck-shop staff member, yelling "Yuck! I hate that flavour."
- 6. Amy is daydreaming and looking out the window during instruction.
- 7. Sione does not have a pencil again today to complete the class activity.
- 8. Piripi and Anita get to a computer at the same time, both saying "This is my computer."
- 9. Over a couple of days, Aaron has been sighing, rolling his eyes, and complaining when he is assisted with his work.
- 10. The class is getting loud during their cooperative learning activity.
- 11. Again today, Charlotte walks into class after the bell has rung; she has now been late three days this week.
- 12. During small-group work, Tiama calls out, "Hey, Jackson took my pencil!"
- 13. Hong and Ajay run to line up at the door when the teacher announces lunchtime.
- 14. Eseta has her cellphone out during class. The teacher has redirected Eseta about her phone use several times lately.

To extend this activity, have small groups role-play or practise responding to the scenarios they discussed, using the strategy (or strategies) they identified as most appropriate. Remind those representing staff to act immediately and to be calm, consistent, brief, specific, and respectful. Also, where possible, they should make sure they use the language of your school's expectations matrix.

REVISION ACTIVITY

COOPERATIVE GRID: WHAT IS PB4L-SW?

If necessary, arrange the small groups for part 3 of this activity before you begin.

Give participants the following instructions:

- 1. By yourself spend 8–10 minutes filling in the first column for each question.
- Next spend 10–15 minutes asking 3–4 individual staff members what they answered for each question. Write their responses in the 'Others' columns. 2
- 3. Now work in small groups to identify the best answer from all the responses. Write this in the third column.
- Finally, in your small groups, compare your responses to what the manual says (all the answers are in section 1). 4.

	Me	Others	Small group
What is PB4L–SW?			
Explain this diagram: THE THO FEW SOME STORY SOME STOR			

	Μe	Others	Small group
What do A, B, and C stand for in 'The ABC of behaviour?' Can you give an example of the three of them happening in sequence?			
Explain this diagram: OUTCOMES SASTANS SASTAN			
PB4L–SW's practices and interventions are organised into five subsystems. Can you name them?			

	Me	Others	Small group
Name the three missing steps in this diagram of the PB4L–SW implementation process. PB4L–SW implementation process. SW team stablished action actio			
How many essential features are there in Tier One of PB4L–SW? Can you name them?			



A template of this grid (designed to print onto A3) is available as a PDF and Word document online at http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material.