Maintaining Momentum - Enablers and barriers to effectively implementing Tier 1 with fidelity

Katikati College

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Vanessa Moodie (Specialist Classroom Teacher & Year 9 Dean)
ASPIRATION
Dream big, plan ahead
Better than before
Take action

RESPONSIBILITY
Own your actions
Follow instructions
Be in the right place at the right time

CITIZENSHIP
Take care of your school
Take care of others
Play your part, get involved
Our school...
Rural co-ed school 850 students
Decile 6
Changing demographic
Current ethnic makeup of school is:
- Asian 6% (predominantly Indian)
- Maori 17%
- NZ European 65%
- Pasifika 5% (predominantly Tongan)
Stand down & Suspension stats:

![Graph showing Stand downs and Suspensions from 2010 to 2015. The graph is a line graph with two lines representing Stand downs in blue and Suspensions in red. The number of Stand downs increases from 35 in 2010 to a peak of 113 in 2014, then decreases to 45 in 2015. The number of Suspensions follows a similar pattern but with lower values, reaching a peak of 15 in 2014 and ending at 1 in 2015.]
NCEA Data
Why SWPB4L for us?

New Principal
Part of SEI (Student Engagement Initiative)
Staff who were concerned about student behaviour & the culture of the school
Impact of financial crisis - students staying on longer
Improvements in the monitoring of attendance
Our journey...

2012 - Tier 1 training & “experimenting”
2013 - Launch Tier 1
2014 - Trained in Tier 2
2015 - Maintaining the momentum
Staff buy-in...

Support from Principal & Leadership Team

Initially, 90% of staff wanted us to be involved

25% staff wanted to be on the Tier 1 Team

Big team for Tier 1 - 10 staff
Initial steps…
● SWPB4L is for everyone in our school - for all students and for all staff
● Expectation that it would be the “silver bullet”
● Allowed for difficult conversations around behaviour - culture of conversation
● Began to move staff from the position where the responsibility always sits with the student
● Holding up the mirror
- Consistency is hard to achieve
- Can’t copy other people’s ideas - the need to make our own way
- Staff being distracted and weighed down by behaviour - keeping the focus on teaching and recognising when students get it right - change in mindset
- Staying on track. Being focused, working smarter not harder and only doing things that make a difference.
Our SET Data
2014 Annual Goal:
Reduce the number of classroom behaviours requiring a teacher referral

Target:
Reduce the behaviour by 7% across the year levels
PLD and School Wide Inquiry 2015 – Strategic Focus and Partnerships

Aspiration, Responsibility and Citizenship

Implementation of effective teaching and learning through culturally responsive practices to meet the students’ needs and improve student outcomes

Faculty Inquiry

Kia Eke Panuku
Learning with Digital technologies
English Language Learners through ELL and Home School Partnerships
Achievement, Retention, Transition (ART)
PBL

Culturally responsive pedagogies
KAMAR
Google Drive
Moodle
Improving Pasifika Achievement
Academic success for all
Implementing Tier 1 with fidelity

Personal Inquiry (as part of appraisal)

PLD Partner

Positive Behaviour for Learning
Use of data to inform our practice

Using our KAMAR data to identify students who needed interventions

“In God we trust, everyone else must bring data”
Reporting to Staff

- Weekly info sheet
- Weekly data to SLT, Deans & Form Teachers
- Regular PLD for staff
wellbeing@school survey
Annual survey since 2013
Data used to inform our practice
Teaching of our expectations...
Lesson plans
Teaching during form class
Teaching during class time
“Mystery shoppers”
Recognitions

Intrinsic vs. extrinsic

Juniors vs. seniors

Keeping it fresh

Staff buy in
### Behaviours Leading to Consequences

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Stage 1</th>
<th>Stage 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Undermining the progress or future of others</td>
<td>- Being negative about your progress or future</td>
<td>- Apathy</td>
</tr>
<tr>
<td>- Avoiding work / opportunities</td>
<td>- Continuing to make the same mistakes</td>
<td>- Doing the bare minimum</td>
</tr>
<tr>
<td>- Making excuses</td>
<td>- Denying actions</td>
<td>- Letting others down</td>
</tr>
<tr>
<td>- Deliberately ignoring instructions, responsibilities or routines</td>
<td>- Being negative about instructions, responsibilities or routines</td>
<td>- Letting yourself down</td>
</tr>
<tr>
<td>- Truant</td>
<td>- Being negative about instructions, responsibilities or routines</td>
<td>- Taking the initiative</td>
</tr>
<tr>
<td>- Off-site</td>
<td>- Being negative about instructions, responsibilities or routines</td>
<td>- Making excuses</td>
</tr>
<tr>
<td>- Refusing to be removed from class</td>
<td>- Having to be reminded about instructions, responsibilities or routines</td>
<td>- Blessing others</td>
</tr>
<tr>
<td>- Late to class</td>
<td>- Out of bounds at interval/lunch</td>
<td>- Meddling or interfering in others' business</td>
</tr>
<tr>
<td>- Leaving early</td>
<td>- Trying to leave</td>
<td>- Showing initiative</td>
</tr>
<tr>
<td>- Out of bounds at interval/lunch</td>
<td>- Consistently present and on time</td>
<td>- Leading the way</td>
</tr>
<tr>
<td>- Trying to leave</td>
<td>- Present and on time</td>
<td>- Independently putting things right</td>
</tr>
</tbody>
</table>

### Behaviours Leading to Recognition

<table>
<thead>
<tr>
<th>Stage 0</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Having a plan for future events and opportunities</td>
<td>- Persevering with tasks</td>
<td>- Taking Initiative with regard to future events and opportunities</td>
</tr>
<tr>
<td>- Being aware of future events and opportunities</td>
<td>- Learning from mistakes</td>
<td></td>
</tr>
<tr>
<td>- Acting on advice to build on progress</td>
<td>- Showing initiative</td>
<td></td>
</tr>
<tr>
<td>- Seeking advice or opportunities to build on progress</td>
<td>- Being aware of future events and opportunities</td>
<td></td>
</tr>
<tr>
<td>- Dream big, plan ahead</td>
<td>- Better than before</td>
<td></td>
</tr>
</tbody>
</table>

### Consequences

- Aspiration
  - Stage 0: Dream big, plan ahead
  - Stage 1: Better than before
  - Stage 2: Taking Initiative with regard to future events and opportunities

- Responsibility
  - Follow instructions
    - Stage 0: Doing what you are told when you are told
    - Stage 1: Independently doing what is required of you
    - Stage 2: Applying initiative to instructions, routines or responsibilities
<table>
<thead>
<tr>
<th>Stage 0</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Behaviours that require involvement of SMT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Dealt with by the staff member at the time)</td>
<td>(Dealt with by the staff member at the time &amp; recorded on KAMAR)</td>
<td>(Requires involvement of another staff member &amp; recorded on KAMAR)</td>
<td></td>
</tr>
<tr>
<td><strong>Behaviour</strong></td>
<td><strong>Behaviour</strong></td>
<td><strong>Behaviour</strong></td>
<td><strong>Behaviour</strong></td>
</tr>
<tr>
<td>Apathy – not giving it a go</td>
<td>Being negative about your progress or future</td>
<td>Undermining the progress or future of others – continual disobedience</td>
<td>Undermining the progress or future of others – continual disobedience</td>
</tr>
<tr>
<td>Doing the bare minimum – completes classwork but not to a high standard</td>
<td>Continuing to make the same mistakes</td>
<td>(this needs to be well documented on KAMAR and show clearly what has been done to rectify the problem)</td>
<td></td>
</tr>
<tr>
<td>Letting yourself down</td>
<td>Letting others down</td>
<td><strong>Response</strong></td>
<td><strong>Response</strong></td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td></td>
<td>Contact home</td>
<td>Contact home</td>
</tr>
<tr>
<td>Discussion with student</td>
<td>Re-direct</td>
<td>Involvement of HOF / Form Teacher / Dean</td>
<td></td>
</tr>
<tr>
<td>Ignore / Attend / Praise</td>
<td>Re-teach</td>
<td>Re-teach</td>
<td></td>
</tr>
<tr>
<td>Signal / non-verbal cue</td>
<td>Provide choice</td>
<td>Removal of student from class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student conference</td>
<td>Restorative meeting between student and staff member</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student kept in at interval / lunchtime</td>
<td>Faculty / School Detention</td>
<td></td>
</tr>
<tr>
<td><strong>Follow instructions</strong></td>
<td><strong>Behaviour</strong></td>
<td><strong>Response</strong></td>
<td><strong>Response</strong></td>
</tr>
<tr>
<td></td>
<td>Denying actions</td>
<td>Bringing a banned item into school – drugs, tobacco, alcohol, weapons, lighters, matches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deliberately ignoring instructions, responsibilities or routines – lack of equipment</td>
<td>Inappropriate use of technology – bypassing server or playing inappropriate games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Late to class / Leaving early</td>
<td></td>
<td></td>
</tr>
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</table>

**ASPIRATION**
- Dream big – plan ahead
- Better than before

**RESPONSIBILITY**
- Own your actions
- Take action

**Own your actions**
- Making excuses / Blaming others
- Interfering in others’ business
- Having to be reminded about instructions, responsibilities or routines
- Cut of bounds at interval / lunch
- Trying to leave early

**Follow instructions**
- |

**Stage 2**
- Requires involvement of another staff member & recorded on KAMAR

**Behaviours that require involvement of SMT**
- |

**Stage 2**
- Requires involvement of another staff member & recorded on KAMAR

**Behaviours that require involvement of SMT**
- |

**Stage 2**
- Requires involvement of another staff member & recorded on KAMAR

**Behaviours that require involvement of SMT**
- |
Behaviour Observed

Behaviour can be managed by the adult involved — STAGE 1

Enter on KAMAR under CLASSROOM. Don’t forget time, location and motivation. Enter a brief description in DETAILS. You do NOT need to notify other staff.

Uniform
- Uniform Incorrect — enter under UNIFORM
- Warning
- Confiscation
- Uniform detention

PROBLEM BEHAVIOURS:
- Damage to school property
- Disruption (INTERRUPTING LEARNING)
  - Calling out
  - Eating / chewing
  - Inappropriate noises
  - Off-task behaviour
- Inappropriate language
- Late to class
- Non-compliance (NOT FOLLOWING INSTRUCTIONS)
  - Lack of equipment
  - Not working in class
  - Leaving class early
  - Mobile device out in class (without teacher approval)
  - Choosing to ignore instructions
- Performing below the expected standard
  - Absent from assessment
  - Assessment is late or not handed in
  - Homework not completed
  - Non-completion of classwork
- Physical contact
  - Non-serious but inappropriate

Remember to use these strategies FIRST to minimise all behaviours:
- Proximity control
- Ignore/attend/praise
- Signal / non-verbal cues

Behaviour requires the involvement of others — STAGE 2 & 3

Enter on KAMAR under DISCIPLINE. Don’t forget time, location and motivation. Enter a brief description in DETAILS. For anything that requires a more detailed write up, use the NOTES section at the bottom. Use the NOTIFY button to involve other staff members.

PROBLEM BEHAVIOURS:
- Arson
- Behaviour that undermines
  - Bullying
  - Continual disobedience
  - Defiance
  - Arguing / inappropriate response from student
  - Not attending detention
- Fighting
  - Gang affiliation display
  - Out of bounds / off school location
  - Physical assault
  - Technology violation — accessing inappropriate sites
  - Theft
  - Truant / Skip class
  - Use / possession of combustibles (lighters & fireworks)
  - Use / possession of alcohol
  - Use / possession of drugs
  - Use / possession of tobacco
  - Use / possession of weapons
  - Vandalism
  - Verbal abuse

Consequences at this level may involve:
- Contact home
- Removal from class
- Reattach
- Removal of privilege (including access to IT)
- Involvement of Form Teacher / HOF / Dean
- Restorative meeting between staff member and student
- School detention
- Afterschool detention

If they don’t result in a change in behaviour then move onto:
- Redirect
- Reattach
- Provide choice
- Student conference
- Student kept in at interval / lunchtime
- Brief removal from class
- Contact home

For STAGE 3 behaviours the following consequences may be used:
- In-school stand down
- Section 27
- Stand down
- Suspension
PLD in 2015

Keeping Tier 1 going and then implementing Tier 2

Implementation of Tier 1 with fidelity

Classroom management and effective teaching practice
Classroom management & the Walkthrough Tool

Modified the tool for our context
Unpacked the tool with our staff
Sharing the data with our staff
ARC & the Junior Diploma

A way to make ARC “real” for our Junior School students (Year 7 - 10)
Tier 2...
Tier 1 informs what we do at Tier 2
Only 5-10% of our students
Functional Behaviour Assessment Intervention must be the right one
Classroom problem-solving leads to..
Check In/ Check Out, Check and Connect, Social Skills Training
What our data says now...