Our PB4L Journey

Resistance
Capacity
Sustainability
Innovation

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Who are we?

*Primary School in Glen Eden, West Auckland*
*Decile 2*
*343 pupils*
*50% Pasifika*
*29% Maori*
*PB4L school since January 2012*
At the start of our PB4L journey…

- Range of different behaviour management systems in operation
- Lots of paper-based systems
- No alignment between classroom and playground systems
- Limited consistency across the school
Our goals were to develop a streamlined, consistent school-wide approach to behaviour.

- We needed to make some school-wide changes
- We needed to challenge some long-held beliefs about behaviour
- We needed lots of PD!!

Hmmm...
Take a minute…

Think about your own journey with any PD

Reflect on what it means to be a resistor?

What types of resistors do we commonly think of?
Overt resistance...

or

Covert resistance?
What does Resistance look like?

- Operating in a way you think is effective in spite of evidence to the contrary
- Bringing others on board to your oppositional way of thinking
- Complying in public, refusing in private
- Thinking, “Others aren’t doing it, so do I need to?”
- Saying, “It doesn’t fit with who I am.”
Why does Resistance happen?

- Change appears complex and multi-layered therefore hard to get to grips with - “What do I actually have to do?”

- Sudden change versus slow and methodical change - too much, too quickly

- The natural isolation that is part of a teacher’s life - “No-one will know if I just don’t do that.”

- Difficulty identifying the need for change - “My class are fine; I don’t need all that stuff.”
How we tackled resistance!
How we tackled resistance!

Slow
Clear
Data
Consultation

Steady
Simple
Theory
Collaboration
Issue: explicit teaching of lessons

Resistance:
● No time to teach lessons
● Reluctance to have a set time for teaching

Overcoming resistance:
● Data analysis - *What are our immediate behaviour needs?*
● Behaviour theory - *Role play (behaviour rehearsal) is the best way to encourage retention of new behaviours*
● Consultation - *Design lessons together*
Issue: reinforcement systems

Resistance:
● Reluctance to change existing classroom practise and also school-wide systems

Overcoming resistance:
● Consultation - Questionnaire: staff opinion re changes
● Behaviour theory - Teach theory of reinforcement
● Slow and steady - Keep everything to begin with
● Clear and simple - Some basic changes to House Award system
Issue: reinforcement systems

Resistance:
● Reward system is too complicated
● Our senior students won’t want to work for rewards

Overcoming resistance:
● Behaviour theory - *Mini token economy in staff meeting*
● Consultation - *Ask students what they want*
● Slow and steady - *Trial of token economy with Junior school only (path of least resistance)*
**Issue: active supervision**

Resistance:
- Too many behaviour issues - no time to give out awards

Overcoming resistance:
- Behaviour theory - **PB4L teaching re use of break times as important ‘in the moment’ teaching times**
- Behaviour theory - **Publicly recognising and rewarding staff who ‘actively supervised’ students**
- Data analysis/Collaboration - **Unpacking the playground incident data together**
Issue: relationships

Resistance:
- Talking the talk but not walking the walk

Overcoming resistance:
- Behaviour theory - *Publicly recognising and rewarding staff for going above and beyond the call of duty*
- Collaboration - *Enthusiastic buddies paired with less engaged staff members*
- Consultation - *PB4L team members regularly checking-in with teacher progress*
Issue: coach and leader

Resistance:
- We both wanted to run the show

Overcoming resistance:
- Consultation with each other - *Who’s doing what and why?*
- Using our assigned roles to help - *Which person is the bestest at stuff?*
- Collaboration - *What can we learn from each other?*
An old Maori proverb goes as follows:

He aha te mea nui?
He tangata.
He tangata.
He tangata.

What is the most important thing? It is people, it is people, it is people.
Capacity

- Variation of people involved
- Task-focused versus learning-focused
- Coaching, mentoring and giving feedback
- Embed in the systems...e.g., strategic plan
- High trust model
How we built capacity!

- Up-skilling each other - all PB4L team planned, led and mentored in staff meetings
- On-going checking-in with coach and leader
- ‘keeping’, ‘trialling’ and ‘adapting’ = engagement
- Completely reworked systems for collating data
- Kept on keeping on…
Teacher aide leader

- 8 TAs-Ami for first year, first tier
- Strength and passion for students with high behavioural needs
- After teacher PD, Ami led teacher aide PD on the same topic at TAs meeting
- Co-facilitated the meeting together
- Feedback conversation with Ami asap
Building Capacity Action Plan 2015

Strategic Goals:

● Goal 1 – Leaders or those taking on new roles to be given quality mentoring and coaching and in turn to become mentors and coaches

● Goal 2 – Broaden the capacity for growth of all staff members

● Goal 3 – To grow the partnerships with community experts
Invest in people

- Alison & Jo - Maths facilitators
- Gail - Maths facilitator + lecturer at Uni
- Madhu - Maths facilitator + AP
- Viv - Lecturer at Uni
- Blair & Matt - Principal
- Diana - Leadership facilitator + principal
- Kathy & Jess - RTLB
- Yvonne - Sector Coach for PB4L MoE
- Ang - Assessment facilitator + AP + Sector Coach for PB4L MoE
Mentoring and Coaching

- 1.1 mentoring of unit holders
- 1.2 associate and tutor teachers to have continued support in giving feedback to others using the Learning Conversation model
- 1.3 teaching all staff about how to be effective facilitators as well as the pedagogy of Learning Conversations
Capacity for all Staff

- 2.1 staff other than teachers to have stronger model of sharing knowledge and driving learning
- 2.2 ensure all staff members’ contributions are shared and acknowledged. Survey the staff as to how we could do this
- 2.3 build the connections between groups of staff more strongly so knowledge is more strongly shared
Trial of token economy

- Started small and grew from there...kept current systems
- Junior team trialled new system in Term 4, 2013 - on-going reviews + adaptations
- 2014 Juniors presented feedback to staff TOD: middles & seniors
- School-wide review of PB4L Term 4, 2014
- Used feedback to plan PD for 2015
Dealing with data entry

- School Management Systems
- Trying to sort the ‘Ws’
- Inherited a system of cards and paper and support staff who ran the system

Excel
Musac Classic
Edge
e-tap
Sustainability

- It’s part of what we do at Prospect School
- Coach and Leader need to be refreshed, and stay motivated
- Embed systems: monitor & check in diverse ways
- Did I say – 3 SMS’s plus a dalliance with Excel?
Sustainability: Teacher Motivation

- Sharing the data
- Student behaviour certificates presented at syndicate assembly - all teachers want their class to be represented - and it’s a way to keep track of who’s using the system!
- Team members changed around each year to keep the team fresh

Still working on...

* Tighter induction system for new staff
* Encouraging teachers to analyse their own classroom behaviour data
Sustainability: Student Engagement

- Graphing progress of each school house - weekly
- Assembly reminders: “Ask your teacher to swap your Dojo points for house awards”
- Introduction of wristbands at set points
- Allowing students to negotiate rewards with their teacher upon reaching 30+ house awards
T3, 2015 - Raising the desire to achieve a house award

Increasing the no. of students acknowledged in assembly from 4 to 10 per week

Moving from tangibles to more activity reinforcers.

Assembly House Awards

I can choose one of these prizes or 15 minute activities when my name is called out at assembly!

- Art with a buddy
- Listen to music
- Play a ball game with Grant and 3 of your friends.
- Read a book with a friend
- Play on the iPad with a buddy

Student survey - to find what was most motivating.

Final selection made by House Leaders.
Innovation

- What is the data telling us over time are our most common problem behaviours and for who?
- What interventions have worked and what haven’t?
- What interventions could target these behaviours?
- What good stuff can we use and modify to meet our own needs?
Innovation

● What is the data telling us over time for our top 5-15%?

● 2012 and on... - non-compliance and physical aggression, for seniors, mostly boys, at breaktimes, on the field/courts

● 2014/15 mostly juniors/middles - physical aggression, on the playgrounds, end of break times, siblings, both genders, arguments over games/interactions with peers
Innovation-review

- Reflection time…Which interventions...
- resulted in changed outcomes?
- were better than others?
- address the trends and patterns?
- What can we do that is new?
- steal ART-aggression replacement training
- Richard Baines MoE
- Christine Hurrell RTLB-Kelston Cluster, Kim Gerhardt SWIS and two great teachers
SMART

Verbal rehearsal of Social skills

Teacher leaders

Systems to make this work

Teething issues

Siblings

Results of some kids
### SMART data

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<td>------------------------------------------------</td>
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<td>CH</td>
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<td>Took money</td>
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<td>Pulling fingers</td>
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<td>BP</td>
<td>Punched H. and cut her hair</td>
<td>Pulling fingers</td>
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<td>Punching</td>
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<tr>
<td></td>
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SMART where to next

- Analysis of function
- Check in and check out
- Maintenance and generalisation of behaviour
● So...pop on your blue hat

● What thinking is needed?

● Where are you now?

● What do you need to do next?