

RECOMMENDED RESOURCES NG RAUEMI WHAIHUA

Recommended Resources

Ngā Rauemi Whaihua

The books and websites²⁸ below will be useful for PB4L teams as they implement Tier Two of PB4L–SW. For information about resources that support specific interventions, refer to section 6.5.

See also the Recommended Resources in the PB4L–SW Tier One implementation manual. Many of the websites, books, and reports listed there provide valuable support for both Tier One and Tier Two.

BOOKS

T. Rohan (2017). *Teaching for Positive Behaviour: Supporting Engagement, Participation, and Learning*. Wellington: Ministry of Education.

This PB4L–SW publication is a companion resource to the Tier One and Tier Two manuals. It aligns with the New Zealand Curriculum and presents the strategies that research has shown to be most effective in establishing a positive, supportive learning environment. Schools will find it very useful for supporting teachers to put Tier One into practice and for providing support through Classroom Practices Teams in Tier Two.

T. M. Scott (2017). *Teaching Behavior: Managing Classrooms through Effective Instruction*. California: Corwin Press.

This recent text draws on current, evidence-based practices in teaching to discuss why instruction is the foundation for all student behaviour. It provides practical tools for managing classrooms, including the most challenging; self-assessment checklists and discussion questions; and accompanying video modules for each chapter.

J. Umbreit, J. Ferro, C. J. Liaupsin, & K. L. Lane (2007). *Functional Behavioral Assessment and Function-based Intervention: An Effective, Practical Approach*. Upper Saddle River, N.J: Pearson Merrill Prentice Hall.

Written by leading authorities in the field, this book presents a complete system for conducting Functional Behavioural Assessments (FBAs), for using the results to develop effective interventions, and for implementing and monitoring those interventions. Using step-by-step strategies with supporting examples, the text discusses the principles around behaviour management, shows how behaviour management relates to FBA, and offers methods for developing effective functional-based interventions.

M. Stormont, W. M. Reinke, K. C. Herman, & E. S. Lembke (2012). *Academic and Behavior Supports for At-risk Students: Tier 2 Interventions*. New York: Guilford Press.

Focusing on small-group interventions for both academic and behavioural difficulties, this book addresses externalising behaviour, internalising behaviour, reading, and mathematics. It presents step-by-step guidelines for screening, selecting interventions, and progress monitoring, and it describes ways to involve families and ensure that practices are culturally responsive. It also includes reproducible handouts and forms.

²⁸ The descriptions of the books are adapted from Amazon.com; those for the websites are adapted from the websites themselves; that for the report from NZCER's website. Copyright on each description is as ascribed at its source.

L. E. Shapiro (2004). *101 Ways to Teach Children Social Skills*. Bureau for At Risk Youth (via Incentive Plus).

This illustrated book includes 101 ready-to-use, reproducible activities to help children improve their social skills. Topics include communicating, expressing your feelings, caring about yourself and others, problem solving, listening, standing up for yourself, and understanding and managing conflict.

D. A. Crone, L. S. Hawken, & R. H. Horner (2015). *Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment* (2nd edition). New York: Guilford Press.

This book presents a blueprint for meeting the challenges of severe problem behaviour in primary schools. It shows how to provide effective behaviour support for the 1–5% of students who require intensive, individualised Tier Three interventions. Case examples illustrate step-by-step procedures for identifying student needs using Functional Behavioural Assessment (FBA) and for designing, implementing, and evaluating team-based Behaviour Support Plans. Reproducible forms and worksheets are included.

WEBSITES

Missouri Schoolwide Positive Behavior Support Tier Two Team Workbook

<http://pbissmissouri.org/tier-2-workbook>

The mission of Missouri Schoolwide Positive Behavior Support is “to assist schools and districts in establishing and maintaining school environments where the social culture and behavioral supports needed to be an effective learning environment are in place for all students.” This website provides tools and resources to support the implementation of Tier Two in schools. Much of the PB4L–SW Tier Two manual has been adapted from Missouri Schoolwide Positive Behavior Support resources.

Teaching Social Skills in Language Arts (developed by C. Jimenez, K. Falchetta, J. S. Mills, & B. Weil)
www.cccoe.net/social/directory.htm

This site provides teachers with resources for incorporating social skills training into their instruction and for reinforcing their lessons across the school community. There are over 100 lesson plans on the site, as well as other useful support materials for use in the classroom.

REPORTS

C. Wylie & R. Felgate (2016). *I Enjoy School Now – Outcomes from the Check & Connect Trials in New Zealand*. Wellington: NZCER.

www.nzcer.org.nz/research/publications/i-enjoy-school-now-outcomes-check-and-connect-trials-new-zealand

This is an evaluation of the Check & Connect pilot conducted in selected New Zealand secondary schools in 2014–15 as part of the Ministry of Education's PB4L strategy. Check & Connect originated in the United States, where it has good evidence of success. This report explores the changes for students with at least one year's experience of the programme during the pilot. It shows that most participating students and their mentors noted positive gains from the programme.