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

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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
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
“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 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.
S.O.A.R. in the Classroom

be Safe
be Outstanding
be Accountable
be Respectful

be on time, use all equipment properly, follow each other’s expectations, be mindful of personal space, be productive, stay on task, be a good role model, try something positive, show tolerance, be considerate.
Flight To Success
Fly... With Respect!
Fly... With Purpose!
Fly... With Responsibility!
Before you think, is it true, helpful, inspiring, necessary, kind.
THE CARRYING OF A CONCEALED WEAPON ANYWHERE ON SCHOOL PREMISES IS STRICTLY PROHIBITED.
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
Tihei Mauri Ora
Breath of LIFE
Learning
Integrity
Fellowship
Excellence

Jackie Hyland-Sbies
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

Winfield, Missouri
<table>
<thead>
<tr>
<th>SCHOOL-WIDE</th>
<th>BE RESPECTFUL</th>
<th>BE RESPONSIBLE</th>
<th>BE SAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use appropriate tone, volume, and words when speaking.</td>
<td>Follow directions from staff.</td>
<td>Honor personal space and property of others.</td>
</tr>
<tr>
<td></td>
<td>Have Good Attendance</td>
<td>Bring appropriate materials to school</td>
<td>Follow Dress Code</td>
</tr>
<tr>
<td></td>
<td>Report problems or dangerous situations to adults</td>
<td></td>
<td>Follow appropriate emergency drill procedures</td>
</tr>
<tr>
<td>Routines/Settings</td>
<td>Expectations</td>
<td>Key Points</td>
<td>All Settings</td>
</tr>
<tr>
<td>-------------------</td>
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<td>--------------</td>
</tr>
<tr>
<td>Learning</td>
<td>Be Prepared</td>
<td>Be Prepared</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participate</td>
<td>and to listen</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and to be listened to.</td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td>Be Responsible</td>
<td>Be honest and trust</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Show Respect</td>
<td>worthy. Be</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>accountable for</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>your actions.</td>
<td></td>
</tr>
<tr>
<td>Fellowship</td>
<td>Be Co-operative</td>
<td>Do the right thing and show</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Encourage</td>
<td>respect in your</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>actions and words.</td>
<td></td>
</tr>
<tr>
<td>Excellence</td>
<td>Do Your Best</td>
<td>Take pride in achievement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Celebrate</td>
<td>Do a good job. Have high expectations and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Success</td>
<td>persevere. Be</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>determined and work hard.</td>
<td></td>
</tr>
</tbody>
</table>

- **Bring required equipment and complete homework on time. Be organised and engaged. Get involved.**
- **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.**
- **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.**
- **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.**
Draft Technology PB4L - behaviour management plan

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

Not being in the correct place/room
Use of poor language in the classrooms
Not doing their work
Continued lateness, toilet trips
Sleeping in class
Inappropriate use of Cell phones, Ipods etc
Coats, Jackets, Uniform
Lack of equipment

Making weapons
Pushing, play fighting
Safety
Personal responsibility
Disruption, interrupting
Talking when teacher is talking
Losing books, assignments

Tier 1
Reinforce safety expectations.
Possible classroom management strategies that could be used.

Tier 2
Reinforce safety expectations, withdraw privileges. “rewind” how should you do that.
State expectations.
Wait for silence, state expectation, stand-up.
Reinforce expectations, SCRAP.
Reinforce, if this continues - what next.

Tier 3
SMT
AP
Deans

Defiance, Vandalism, Graffiti
Aggression. Continual displaying of Tier 1 behaviours
WHOLE SCHOOL MAJORS AND MINORS

What behaviours are we prepared to restore in our classrooms?

Tier 1
- Classroom disruption
- Safety issues
- Class disruption
- Lack of personal responsibility
- Refusal to follow a reasonable request
- Interrupting
- Talking when teacher is talking
- Losing books, assignments
- Inappropriate comments
- Incorrect place
- Poor language
- Not doing their work
- Lateness, repeat toilet trips
- Sleeping in class
- Inappropriate cell phones use
- Uniform issues
- Lack of equipment

Tier 2
- Drugs
- Alcohol
- Fighting, Theft
- Smoking
- Refusing to work
- Dangerous behaviours
- Defiance, Vandalism, Continual displaying of Tier 1 behaviours
- Graffiti, Aggression, Threats
- Truancy, Leaving School

Tier 3
- SMT
- BOT
- AP
- Deans

State UFF expectations and the expectation that has not been met:
- Restorative conversation
- Use teacher consequences
- Eye contact, proximity, seating plan
- Positively stated alternatives
- Reinforce expectations with Merits
- Time out
- Structure
- Interesting educational activities
- Instructional variety
- Quiet chat/word
- Pre-teach expectations

SMT, AP and Deans decisions are communicated with relevant members of staff.
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).
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’
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’
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 prizeweekings 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)
To
this
<table>
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<th>Term 1 Merits</th>
<th>Term 2 Merits</th>
<th>Total</th>
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<td>9</td>
<td>4766</td>
<td>7017</td>
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<td>858</td>
<td>296</td>
<td>1154</td>
</tr>
<tr>
<td>12</td>
<td>218</td>
<td>n/a</td>
<td>218</td>
</tr>
<tr>
<td>13</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Total</td>
<td>8740</td>
<td>8524</td>
<td>17264</td>
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</table>
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.behaviordoctor.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

1. Classroom management
   - Discipline slips / demerits

2. Dean referral
   - Senior dean referral

3. Senior management
   - Principal / BOT
WHS example of Fellowship

How to discouraging inappropriate behaviour, e.g. ‘fighting’

Senior student led - Whanau class actors
Discipline staff structure

Principal / BOT
SMT 5 (Associate Principal, 2 DPs, 2 APs)
Seniors Deans (2) (1 yr 9-10 & 1 yr 11-13)
Deans (5) (1 for each year level). Assistants (2)
Classroom teachers (120)
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)
OLD
Sample discipline slip

NEW
Changes needed to reflect the big 5 (Location, Time & Motivation)
Number of referrals 2010-13

Number of Referrals per month

<table>
<thead>
<tr>
<th>Month</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
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<tbody>
<tr>
<td>2011</td>
<td>0</td>
<td>352</td>
<td>544</td>
<td>315</td>
<td>584</td>
<td>668</td>
<td>310</td>
<td>628</td>
<td>651</td>
<td>274</td>
<td>331</td>
<td>157</td>
</tr>
<tr>
<td>2012</td>
<td>2</td>
<td>423</td>
<td>602</td>
<td>274</td>
<td>644</td>
<td>450</td>
<td>237</td>
<td>501</td>
<td>440</td>
<td>188</td>
<td>9</td>
<td>95</td>
</tr>
<tr>
<td>2013</td>
<td>10</td>
<td>234</td>
<td>412</td>
<td>383</td>
<td>452</td>
<td>439</td>
<td></td>
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</tbody>
</table>
What – types of problem behaviours

Types of Referrals (Problem Behaviour)
January to July 2013

- NCEA issues
- Vehicle misuse
- Computer or Internet misuse
- Theft
- Smoking related issues
- Drugs / alcohol issues
- Vandalism / graffiti
- Unknown
- Physical assault
- Failure to do teacher’s detention
- Verbal abuse
- Bullying / harassment
- Playground issues
- Personal presentation
- Falling to bring equipment / Gear / homework
- Repeated failure to do school work
- Sent to Deans House / other class
- Points reduction
- Disobedience
- Poor class behaviour / off task

Number of Referrals
SET Data 2010-2013

- Expectations Defined: 25.0%
- Expectations Taught: 100.0%
- Reward System: 83.3%
- Violations System: 62.5%
- Decision Making: 62.5%
- Management: 75.0%
- District Support Implementation Average: 89.3%

Legend:
- 1st Year
- 2nd Year
- 3rd Year
- 4th Year
- 5th Year
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

<table>
<thead>
<tr>
<th>CURRENT STATUS</th>
<th>FEATURE</th>
<th>PRIORITY FOR IMPROVEMENT</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td>In place</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Partially</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FEATURE</th>
<th>PRIORITY FOR IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
</tr>
<tr>
<td>Consequences for student behaviour problems are defined clearly</td>
<td>41</td>
</tr>
<tr>
<td>Distinction between Leadership managed vs classroom managed problem behaviours are clear</td>
<td>26</td>
</tr>
<tr>
<td>Patterns of problem behaviours are reported to teams &amp; staff for active decision making on a regular basis</td>
<td>31</td>
</tr>
</tbody>
</table>
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.
**Tier Three**
- Functional behavior assessment and individual behavior plans
- Parent collaboration and education
- Collaboration with student’s physician or mental health professional
- Intensive academic support

**Tier Two**
- Target social skills instruction
- Simple behavior plans
- Alternatives to suspension
- Increased academic support
- School-based mentors
- Classroom management support
- Newcomers club

**Tier One**
- Teach schoolwide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management
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

Ref: Sugai & Horner, 2006
Contacts & references

langrish.j@wanganuihigh.school.nz (my email)
www.behaviordoctor.org (ideas for free rewards)
vimeo.com/groups/pbisvideos (US video site)

WHS Videos on You Tube:
www.youtube.com/watch?v=3i2S5MqbKcE (LOTR)
www.youtube.com/watch?v=_xx6O2eq-mk (L for Learning)
www.youtube.com/watch?v=rm0AtMjmMsQ (Bullying)
www.youtube.com/watch?v=1BNJYQHWt7A (Bear G)