

# *School-Wide Tier One*

## IMPLEMENTATION MANUAL



## ACKNOWLEDGMENTS

The Ministry of Education wishes to thank:

- the Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) ([www.pbis.org](http://www.pbis.org)), which developed and implemented the positive behavioural and interventions supports framework on which PB4L–SW is based; the Centre is funded by the Office of Special Education Programs (OSEP) within the United States' Department of Education and co-directed by Rob Horner, Tim Lewis, and George Sugai
- the teachers and students who appear in photographs throughout this manual
- the New Zealand schools that have been part of PB4L–SW and that have informed its implementation and the materials in the manual.

Published by the New Zealand Ministry of Education.

[www.education.govt.nz](http://www.education.govt.nz)

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Dewey number 371.5

ISBN 978-0-478-43992-2

Item number 43992



# Contents

## About this resource

### Section 1: Overview of Positive Behaviour for Learning School-Wide

1.1 What is Positive Behaviour for Learning School-Wide (PB4L-SW)?	1
1.2 PB4L-SW and the New Zealand educational context	4
1.3 What underpins PB4L-SW?	10
1.4 PB4L-SW: A systems-based approach	13
1.5 Implementing PB4L-SW	17
1.6 The PB4L-SW Tier One essential features	21

### Section 2: Sustaining Principal Commitment

2.1 PB4L-SW and New Zealand's Best Evidence Synthesis on School Leadership	1
2.2 Leadership strategies for creating change	4
2.3 System supports, practices, and data	7
2.4 Steps for sustaining principal commitment	8

### Section 3: Setting up for Success

3.1 The PB4L-SW team	1
3.2 System supports, practices, and data	4
3.3 Steps for setting up for success	5
3.4 The PB4L-SW purpose statement	6
3.5 Effective team functioning	8
3.6 Meeting regularly	9
3.7 Assigning functions and responsibilities	10
3.8 Using a standard meeting agenda	14
3.9 Effective problem solving: The TIPS approach	15
3.10 Working smarter	19
3.11 Communication	21
3.12 Assessing team effectiveness	25

### Section 4: Identifying Positive Expectations

4.1 System supports, practices, and data	2
4.2 Steps for identifying positive expectations	3
4.3 Developing broad expectations	4
4.4 Getting feedback on your broad expectations	8
4.5 The school-wide expectations matrix	8
4.6 Developing your expectations matrix	10
4.7 Getting feedback on your expectations matrix	16
4.8 Expected behaviours for particular school contexts	17

## **Section 5: Teaching Expected Behaviour**

5.1 How should students be taught behaviours? .....	3
5.2 System supports, practices, and data .....	7
5.3 Steps for teaching expected behaviour .....	8
5.4 Developing lesson plans.....	9
5.5 Developing a teaching schedule .....	16
5.6 Getting feedback .....	20
5.7 Providing professional development .....	21

## **Section 6: Acknowledging Expected Behaviour**

6.1 The importance of feedback .....	2
6.2 The role of praise .....	4
6.3 Tangible acknowledgments.....	6
6.4 A school-wide continuum for acknowledging expected behaviour .....	8
6.5 System supports, practices, and data .....	9
6.6 Steps for acknowledging expected behaviour .....	10
6.7 Developing a school-wide continuum of acknowledgments.....	11
6.8 Getting feedback on your continuum.....	17
6.9 Staff professional development .....	18

## **Section 7: Discouraging Inappropriate Behaviour**

7.1 Corrective vs punitive responses to inappropriate behaviour .....	3
7.2 A school-wide continuum for discouraging inappropriate behaviour.....	6
7.3 System supports, practices, and data.....	7
7.4 Steps for developing a continuum for discouraging inappropriate behaviour .....	8
7.5 Defining problem behaviours.....	9
7.6 Distinguishing minor and major problem behaviours .....	12
7.7 Responding to major problem behaviours.....	14
7.8 Responding to minor problem behaviours .....	17
7.9 Drawing up a continuum of responses for discouraging problem behaviours.....	24
7.10 Using a procedural flow chart .....	26
7.11 Getting feedback on your continuum.....	28
7.12 Staff professional development.....	29

## **Section 8: Monitoring and Evaluation**

8.1 What kinds of data will your team collect? .....	2
8.2 System supports, practices, and data .....	4
8.3 Steps for monitoring and evaluating progress and effectiveness.....	5
8.4 Developing your behavioural incident form.....	6
8.5 Establishing a data system .....	9
8.6 Generating and analysing Big 5 reports.....	11
8.7 Monitoring and evaluating overall progress in implementation.....	15
8.8 Sharing data and getting feedback on implementation.....	19
8.9 Staff professional development.....	20

## Appendices

Appendix 1: PB4L–SW and Response to Intervention .....	2
Appendix 2: Cultural responsiveness in the PB4L–SW systems approach .....	4
Appendix 3: New Zealand PB4L–SW evaluation matrix.....	6
Appendix 4: Action plan templates.....	10
Appendix 5: PB4L–SW Whānau and Community Partnerships Checklist.....	17
Appendix 6: PB4L–SW Team Implementation Checklist (TIC) .....	18
Appendix 7: Definitions of problem behaviours.....	23
Appendix 8: Activity – Using data to guide decisions.....	26
Appendix 9: Activities to use with school staff.....	31

## Recommended Resources and References

Recommended Resources .....	1
References .....	5



## About this resource

This resource is a manual for schools implementing Tier One<sup>1</sup> of the New Zealand Ministry of Education's Positive Behaviour for Learning School-Wide initiative (PB4L-SW). It is designed to be used by a school's PB4L-SW team, whose members will draw on it to refresh and deepen their understandings and to plan and implement specific aspects of Tier One. The team may also use it to select information and activities for use with the rest of the staff as the school develops its PB4L-SW expertise. While the manual can be used without formal training in PB4L-SW, it is recommended that those using it have received training or external support for implementation.

The manual begins with an overview, which explains what PB4L-SW is, how it operates within the New Zealand context, its theoretical and research basis, and its implementation process.

The seven sections that follow the overview correspond to the seven essential features of PB4L-SW (see section 1.6).

Each section includes:

- tables showing the steps, systems, practices, and data needed to implement the essential feature covered by the section
- a discussion of key considerations for the essential feature
- guidance and activities that provide support and structure for exploring the essential feature and achieving its implementation.

The seven sections that follow the overview correspond to the seven essential features of PB4L-SW.

<sup>1</sup> In this manual, Tier One, Tier Two, and Tier Three signal the three levels of PB4L-SW support for students. You may also hear other terms for these three levels: primary or universal for Tier One, secondary or targeted for Tier Two, and intensive or tertiary for Tier Three. (See section 1.1 below for an explanation of the three tiers.)



# SECTION 1

## OVERVIEW OF POSITIVE BEHAVIOUR FOR LEARNING SCHOOL-WIDE








# Section 1: Overview of Positive Behaviour for Learning School-Wide

The New Zealand Curriculum has as its vision students who are confident, connected, and actively involved, and who will go on to be lifelong learners. **Positive Behaviour for Learning School-Wide (PB4L-SW) supports school communities – leaders, teachers, students, and whānau<sup>2</sup> – as they work towards this vision.** For example, it provides particular support for:

- the principles of high expectations and inclusion
- the values of equity, community and participation, and integrity
- the key competencies of managing self, thinking, relating to others, and participating and contributing.<sup>3</sup>

Throughout the manual, 'whānau' is used in place of the full expression 'parents, families, and whānau'.

New Zealand schools support students to develop the competencies that enable them to participate, contribute, and succeed in school and the community. To do so, schools need to establish a safe and inclusive learning environment for their students. PB4L-SW directly supports schools to develop and maintain a culture and learning environment that maximise students' opportunities to develop socially and academically.



[PB4L-SW aims] to provide a positive school climate and to create a supportive environment for personal, social, and academic growth for students and staff. In other words, the school-wide plan is essentially an instrument to enable the goals of the school to be achieved, especially the goals of student achievement.

Colvin, 2007, page 10

## 1.1 WHAT IS POSITIVE BEHAVIOUR FOR LEARNING SCHOOL-WIDE (PB4L-SW)?

PB4L-SW is one of a range of initiatives within the Positive Behaviour for Learning (PB4L) portfolio led by the Ministry of Education.<sup>4</sup> PB4L came out of the Taumata Whanonga behaviour summit in 2009, which was convened in response to concerns about student behaviour in New Zealand schools. The summit recommended that the Ministry of Education look internationally for initiatives with a well-researched evidence base. At the same time, the New Zealand Advisory Group on Conduct Problems was working to identify evidence-based behaviour management initiatives. It recommended Schoolwide Positive Behavior Support from the United States as the school-wide framework with the strongest evidence base at both the primary and secondary school levels (Advisory Group on Conduct Problems, 2011, 2013).

<sup>2</sup> Note that throughout this manual, 'whānau' is used in place of the full expression 'parents, families, and whānau'.

<sup>3</sup> See section 1.2 for an in-depth discussion of the alignment between the New Zealand Curriculum and PB4L-SW.

<sup>4</sup> For more information on PB4L, visit the Ministry of Education website at [www.education.govt.nz/PB4L](http://www.education.govt.nz/PB4L).

PB4L–SW is based on and closely aligns with this framework, and its development has been supported through strong working relationships with its American counterparts.<sup>5</sup> PB4L–SW is an application of the scientific research that shows that children who lack self-regulation and social skills can learn these skills at school and that school environments can be changed to ensure that this happens (Martella, Nelson, Marchand-Martella, & O'Reilly, 2012). It also reflects the belief that schools play a major role in creating safe, healthy communities.

PB4L–SW is an evidence-based framework for implementation that looks at behaviour and learning from a whole-of-school as well as an individual student perspective. It provides schools with a process for teaching social and behavioural skills and helps them to develop a positive, proactive, and systematic approach based on school data. It takes the approach that opportunities for learning and achievement increase if:

- the school environment is positive and supportive
- expectations are consistently clear
- students are consistently taught expected behaviours
- expected behaviours are consistently acknowledged
- inappropriate behaviours are consistently responded to in a fair and equitable way.

The roots of PB4L–SW lie in the established approach to academic or behavioural interventions known as Response to Intervention (RtI) (Brown-Chidsey & Steege, 2010). This approach aims to prevent academic or behavioural failure using early intervention, regular monitoring of progress, and gradually more intensive evidence-based interventions for children who are not responding (Rathvon, 2008). The theory and principles of RtI have driven many initiatives in New Zealand schools.<sup>6</sup> Appendix 1 discusses the relationship between PB4L and RtI in more detail.

In keeping with Response to Intervention, PB4L–SW employs a range of research-validated practices, interventions, and systems-change strategies to achieve important social and learning outcomes while preventing problem behaviour<sup>7</sup> with all students. It increases proactive management while decreasing reactive management, and it improves support for all students, including students at risk and students with emotional or behavioural disabilities.

PB4L–SW takes schools through a three-tiered process. Implementation of all three tiers is likely to take at least five years. At each tier, schools use data to make meaningful and informed decisions and to put in place systems and practices that match the needs of their students. Together, the three tiers provide a *continuum* of evidence-based interventions – a range of supports from those that everyone experiences (in Tier One) to individualised supports that a small number of students receive (in Tier Three).

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<sup>5</sup> Particularly with its leading researchers and co-directors: George Sugai (University of Connecticut), Robert Horner (University of Oregon), Tim Lewis (University of Missouri), and Anne Todd (University of Oregon).

<sup>6</sup> Recent examples include the initiatives Accelerated Learning in Mathematics (ALIM) and Accelerated Learning in Literacy (ALL).

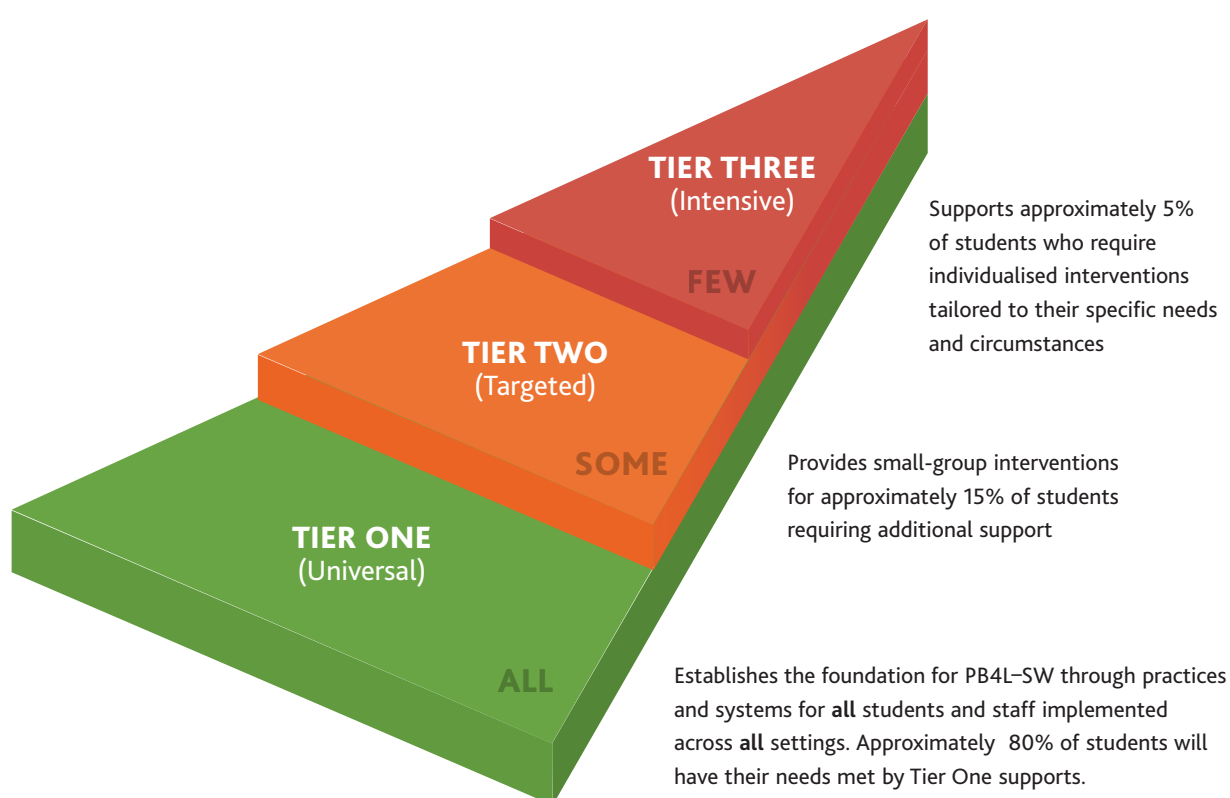
<sup>7</sup> Problem behaviour is behaviour that disrupts academic or social learning (even though it may be meeting a need for a student or group of students). In these materials, the terms 'inappropriate behaviour', 'misbehaviour', and 'behavioural learning errors' are also used to refer to such behaviour.

## A CONTINUUM OF BEHAVIOUR SUPPORT

A major strength of the PB4L–SW approach is its emphasis on school-wide systems that support proactive adult strategies such as defining, teaching, and reinforcing desirable student behaviours. Instead of responding to behavioural incidents in a random, reactive way, the school develops and implements a continuum of positive behaviour support for use across all settings<sup>8</sup> in the school. The continuum includes school-wide strategies for all students (Tier One interventions), Tier Two interventions for groups of students at risk of problem behaviour, and Tier Three interventions for individual students. Tier Two support strategies include differentiated academic and social skills teaching and positive behaviour support. Tier Three strategies can include intensive social skills teaching and behaviour management strategies for students who do not respond to Tier Two strategies. Implementing this system of support improves well-being for all by making problem behaviour less effective and relevant for students than expected behaviour.

Figure 1 illustrates how PB4L–SW practices and systems are organised across this continuum of increasing intensity and complexity. Although the continuum is dynamic and blended, the three tiers are generally described as in the diagram.

*Figure 1: The PB4L–SW continuum of behaviour support*



A continuum is needed because research has shown that the general school-wide interventions of Tier One are insufficient for dealing with students at risk of developing problem behaviours (Hawken, Vincent, & Schumann, 2008). These students need additional support, with a few requiring more

<sup>8</sup> School settings include the classroom and non-classroom contexts such as assembly, the playground, toilets, corridors, and the library. PB4L–SW also supports positive behaviour in out-of-school contexts such as school buses.

specialised individualised interventions. Schools should not abandon Tier One supports because the behaviours of some students are unresponsive to them. Instead, schools should think of them as supporting all students as well as being an important foundation for Tier Two (preventing the development of chronic problem behaviour for students with high-risk backgrounds or histories of misbehaviour) and for Tier Three (providing more specialised behaviour supports for individual students with high-intensity, difficult-to-change problem behaviours).

## 1.2 PB4L–SW AND THE NEW ZEALAND EDUCATIONAL CONTEXT

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Since its introduction in 2009, approximately 100 New Zealand schools a year have adopted PB4L–SW. At the time of this resource’s publication, over 600 schools (primary, intermediate, and secondary) are implementing Tier One, with over 100 of them also working on Tier Two. Like most New Zealand schools, these schools enjoy many successes while facing a number of common challenges.

### CHALLENGES FOR NEW ZEALAND SCHOOLS

Schools today face increasing scrutiny and often find themselves under considerable pressure. Some of the ways in which PB4L–SW helps address and reduce the challenges schools face are outlined below.

#### ATTENDANCE AND RETENTION

The economic and social costs to individuals and society are significant when students do not complete school. Researchers (e.g., Hattie, 2012) have found that drop-out rates are lower in schools that have a positive climate, cultivate a sense of belonging, and provide supports for student success. A major goal of PB4L–SW is to create school environments that foster success.

Some schools face huge levels of transience. PB4L–SW can help schools and transient students to deal with this challenge because its systems provide an explicit structure for new students that helps them to settle quickly, especially if they have experienced PB4L–SW in a previous school.

#### ENGAGEMENT

Student alienation is one of the main contributing factors to dropping out of school and to school violence (Advisory Group on Conduct Problems, 2013). Many interventions are needed to address student alienation, including revising curricula, academic and behavioural support, staff development, and parent/community supports. These interventions are more successful in a positive school-wide climate where students and staff are respected and valued (Colvin, 2007).

School violence and bullying is a national and international concern that impacts seriously on student engagement (Bullying Prevention Advisory Group, 2014). Schools need to be safe so that teachers and students can focus their attention and energies on teaching and learning. When schools develop their PB4L–SW expectations for behaviour, they usually include expectations for safety and respect in all settings. Teaching about and reinforcing these expectations helps to make schools safer.

## ACHIEVEMENT

In line with the National Standards and the government's goal for student success at Level 2 of NCEA, schools are accountable for improving the achievement of many students. A proactive, PB4L–SW action plan allows teaching and learning to be more efficient and effective.

Clear behaviour expectations in an inclusive environment support **all** students to attend, participate, and achieve academic success.



## INCLUDING ALL STUDENTS

Students' ethnic, cultural, linguistic, social, and economic diversity is increasing in New Zealand (Statistics New Zealand, 2013). Challenges and opportunities that arise from diversity, including the need to accept and respect others, can be directly addressed through the PB4L–SW behaviour expectations (Sugai, O'Keeffe, & Fallon, 2012). Teaching and reinforcing an expectation such as 'Respect one another' can help schools develop a welcoming climate for everyone.

Ensuring that Māori and Pasifika students achieve to their potential is a paramount concern and responsibility for New Zealand schools (Ministry of Education, 2013a & b). A culturally responsive school system acknowledges the diversity of its students and actively supports them to find relevant connections between themselves and the school's behavioural and academic goals for them. There are a number of valuable frameworks that support schools to improve their cultural responsiveness – for example:

- Tātaiako (Ministry of Education, 2011), which supports professional development and learning for teachers, leaders, and aspiring principals, using the five competencies of *wānanga* (participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement), *whanaungatanga* (actively engaging in respectful working relationships with Māori learners, parents, whānau, hapū, and iwi), *manaakitanga* (showing integrity, sincerity, and respect towards Māori beliefs, language, and culture), *tangata whenuatanga* (affirming Māori learners as Māori, providing contexts for learning where the language, identity, and culture of Māori learners and their whānau is affirmed), and *ako* (taking responsibility for their own learning and that of Māori learners).
- the Educultural Wheel (Macfarlane, 2004), which is derived from research on the importance of teacher-student relationships for Māori students and which incorporates five interwoven concepts for the classroom: *whanaungatanga* (building relationships), *kotahitanga* (ethic of bonding), *manaakitanga* (ethic of care), *rangatiratanga* (teacher effectiveness), and *pumanawatanga* (classroom morale, pulse, and tone).

Similarly, the PB4L–SW approach promotes an inclusive, positive, culturally responsive climate that is conducive to learning by all. PB4L–SW is not a one-size-fits-all approach. While faithful implementation of the essential features is important to ensure that school systems sit on a secure foundation of evidence, each school's values and practices will be shaped by the particular culture and vision of the school community. Globally, those researching the effectiveness of PBIS are increasingly interested in the ways it can meet the needs of ethnically diverse school communities (Vincent et al., 2011). In New Zealand, the nature of culturally safe school communities has been explored by educators and researchers such as Angus Macfarlane and Russell Bishop.<sup>9</sup> While PB4L–SW is not a kaupapa Māori approach, it is proving effective in schools with high numbers of Māori students (Boyd & Felgate, 2015).

The PB4L–SW approach promotes an inclusive, positive, culturally responsive climate that is conducive to learning by all.

The needs of students with special education needs are a vital consideration. Although schools typically provide these students with carefully planned, often individualised support, the presence of a strong, supportive, inclusive environment allows school staff to provide this support more effectively. Support services are more likely to be sustained in a strong, positive, and proactive school climate.

<sup>9</sup> Macfarlane, 2004; Macfarlane et al., 2007; Bishop & Glynn, 1999; Bishop & Berryman, 2006

## PB4L–SW AND THE NEW ZEALAND CURRICULUM

PB4L–SW and the New Zealand Curriculum align closely. Both are underpinned by a philosophy of inclusion, and both promote caring, positive relationships among all members of the school community. The following sections highlight the key areas of alignment.

### VISION

The New Zealand Curriculum aims for our young people to be confident, connected, and actively involved learners. PB4L–SW practices work best when students are actively engaged and when their voices are considered a powerful tool in the implementation of the initiative. For example, some PB4L–SW schools have a student council or working group that contributes to PB4L–SW planning and activities. These groups provide much of the facilitation of behavioural learning – for example, they:

- model expected behaviour through role plays at student assemblies
- conduct surveys of student opinions
- provide peer support, including orientation for new students
- create visual displays of school expectations and digital examples of the expectations in action
- manage the PB4L–SW aspects of the school website
- examine behavioural trends from school data and participate in problem-solving groups.

Most importantly, such groups provide an essential student perspective on behaviour and on priorities for change or improvement. Often what adults believe is a priority may not accurately reflect the direct experience of those who inhabit the playground, sit on the school bus, or wait at the school gate.<sup>10</sup>

In a secure, supportive learning environment, behaviour expectations are clear and the responses of adults are consistent and predictable. Such an environment should in no way impede student creativity, choice, and agency. PB4L–SW helps to create dynamic, modern learning communities in which curiosity, risk taking, choice, and active participation are valued and encouraged, resilience and perseverance are promoted, and diversity is viewed as a strength.

### PRINCIPLES

#### High expectations

High expectations are key to successful learning in academic areas, extra-curricular activities, and behaviour. In order to create an environment that supports positive behaviour, teachers must have high expectations of student success. Teachers within PB4L–SW schools should have high expectations of all learners and reject deficit theories.

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<sup>10</sup> Anonymous surveys are an effective way of canvassing student opinion and experience. For example, the Well-being@School tool provides rich, qualitative information about the contexts within which problem behaviour such as bullying, racism, sexism, and social exclusion may occur, as well as identifying the school-wide systems and practices that contribute to students' well-being.

## Community engagement

For any school, it is critical that PB4L–SW has “meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities” (*The New Zealand Curriculum*, page 9). Schools regularly consult with whānau and community as they re-examine their values and implement the initiative.

## Inclusion

As discussed above (under Including all students), inclusive pedagogies are embedded in the New Zealand Curriculum and are essential to sustainable systemic change in PB4L–SW schools. Inclusive teachers within PB4L–SW schools:

- ensure that learning contexts reflect the diversity of experience of students
- respect and use the knowledge whānau have of their children's learning strengths, needs, and interests
- allow for student voices to be heard in ways that empower students and raise self- and group-esteem
- use inclusive language that acknowledges diverse perspectives and different ways of feeling, being, and knowing
- view cultural diversity as a strength and source of enrichment for all
- aim to teach the whole child, acknowledging cultural competence as part of social and academic success
- ensure that visual images and other resources reflect the cultural diversity of Aotearoa
- reflect on and work to strengthen their cultural self-awareness, knowledge, and competence (e.g., by using tools such as Tātaiako).



## VALUES

The New Zealand Curriculum emphasises the importance of encouraging and modelling values – for example, to respect oneself and others. Implementing PB4L–SW provides an opportunity to collaboratively develop a core set of values or to refresh existing ones.<sup>11</sup> This is a particularly important process for newly built or merged school communities.

From these core values, more specific behaviour expectations are identified in relation to the particular contexts and routines of the school. These expectations should reflect the values of the wider school community and support students and staff to promote respectful, responsible, caring, and inclusive ways of thinking and acting that enable all students to be academically and socially successful.

## KEY COMPETENCIES

PB4L–SW supports the development of the key competencies identified in the New Zealand Curriculum. Many PB4L–SW school communities choose behaviour expectations that reflect the competency of managing self. These expectations support students to grow as self-regulated learners with the metacognitive thinking skills needed for planning, making good choices and decisions, and monitoring one's own learning and social behaviour.

All PB4L–SW schools identify behaviours that support the competencies of relating to others and participating and contributing. Building and sustaining positive relationships is at the heart of PB4L–SW; the ability to get on well with peers and teachers and to collaborate with other learners is essential for success at school.

## EFFECTIVE PEDAGOGY

There are three key effective pedagogical approaches in which strong connections between the New Zealand Curriculum and PB4L–SW can be seen.

### Providing sufficient opportunities to learn

Students need many opportunities to practise a new behaviour, to unlearn a problem behaviour that has been working for them, or to undo the powerful antisocial modelling that some students experience out of school. Providing multiple opportunities to learn and practise new behavioural skills is a key classroom practice promoted within PB4L–SW; it is supported by explicit teaching, modelling, and prompting.

### Encouraging reflective thought and action

Feedback is a key tool in supporting students to reflect on their learning. Quality feedback promotes further learning, strengthens student motivation, and increases the likelihood of continued success. It supports students to make good choices and to manage themselves as learners and as respectful members of a school community (Hattie, 2012; Alton-Lee, 2003). These findings are as relevant to behavioural learning as they are to academic learning. While PB4L–SW focuses mostly on preventative strategies that make it less likely that problem behaviour will occur, it also promotes the provision of specific, timely, positive feedback in response to behavioural errors, attempts, and successes.

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<sup>11</sup> In PB4L–SW, these are generally described as broad expectations (e.g., 'Be responsible', 'Be respectful', 'Be kind').

## Teaching as inquiry

The New Zealand Curriculum promotes the importance of the teacher as a reflective practitioner who engages with professional learning and uses inquiry as a tool for understanding the impact of their teaching on their students. The sustainability of PB4L–SW depends on the ongoing monitoring of its impact on the behavioural health of the school. PB4L–SW schools engage in a continuous cycle of inquiry, asking “What are our behavioural strengths and needs?”, “What do we need to do differently to create, maintain, and strengthen an environment that supports positive behaviour?”, and “How effective are our interventions?”

## ALIGNMENT WITH OTHER PB4L INITIATIVES

PB4L–SW complements other PB4L initiatives, such as the Intensive Wraparound service (for students with highly complex and challenging behavioural, social, or education needs), Check and Connect (for mentoring students at risk of disengaging from school), and Incredible Years (for parents and teachers of children aged 3–7 with behavioural difficulties).

For a school that has adopted both PB4L–SW and PB4L Restorative Practice, it is particularly important that the school ensures strong coherence and communication between the two initiatives. School-Wide and RP complement each other in the way they build on school values and make expectations of behaviour explicit across the school community. It is recommended that the school's Restorative Practice coach or coaches are part of the PB4L–SW team to ensure that the Restorative Practice model is implemented in a consistent and practical way.

## 1.3 WHAT UNDERPINS PB4L–SW?

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### THE SCIENCE OF BEHAVIOUR

PB4L–SW is underpinned by fifty years of scientific research into the conditions necessary for the development of motivation, self-regulation, perseverance, and social competence. Its approach is based on the results of extensive research into the effects of consequences on future behaviour. In short, the variables that motivate children and adults to behave in socially acceptable ways are the same variables that motivate children and adults to behave in socially unacceptable ways. Someone repeatedly engaging in problem behaviour is likely to be doing it for a reason – the behaviour is ‘paying off’ for the person. That is, the behaviour has a function and purpose for that person.

Unfortunately some students learn that problem behaviour is the best way to get their needs met. When this is the case, it is important to remember that students are not necessarily wilful about their behaviour or cognitively aware of what they are doing and the reasons for it.

When adults interpret behaviour as ‘naughty’ or ‘bad’ they are more likely to respond with punishment, which has been proven to be ineffective in the long term (Mayer, 1995). As educators, we need to recognise that all behaviour occurs for a reason and take this into account when determining our response. When we identify the function or purpose of particular student behaviours, we can intervene more effectively by enabling the students to get what they need in more appropriate ways.

There are two major functions of behaviour: to **obtain or seek** something and to **escape or avoid** something (Alberto & Troutman, 2012). Inappropriate behaviour may be a result, for example, of a student seeking attention from an adult or of avoiding a task that appears too difficult.

*Seven-year-old Jack feels anxious at writing time. He finds it hard to get started and needs frequent prompting to keep on task. Jack is able to avoid writing by spending time looking for his writing book, sharpening his pencil, and visiting other students around the room. Sometimes, his disruption of other students results in him being sent to 'time out'.*

*The function of Jack's behaviour is avoiding the writing task and the anxiety that accompanies it. However, avoiding writing is not helping him to develop the learning behaviours and strategies he needs to be a successful writer, or to manage the emotions that are triggered by writing tasks. Understanding the function of Jack's behaviour will lead to some positive solutions for him.*

When working to understand behavioural patterns, keep in mind **ABC**:

- What happens before the behaviour (**A** or antecedent) – what is the trigger for it?
- What is the behaviour (**B**)?
- What happens after the behaviour (**C** or consequence) – what is its outcome?

Remember that in behavioural psychology terms, behaviour is functional, not good or bad. It is functional because it pays off in some way, which encourages the person to repeat it. To identify the function or purpose of a student's behaviour, look for patterns of behaviour by using observations and by reviewing the academic and behavioural record of the student. Once a pattern has been identified, you will be better able to determine the function of the behaviour and to intervene appropriately to help the student meet his or her needs in positive ways.

Examples 1 and 2 in the table below illustrate the ABC pattern and the function of an inappropriate behaviour. Example 3 shows how PB4L–SW uses the ABC pattern to encourage positive behaviour. Its context is a school in which hallway rules and routines have been established and taught.

*Table 1: The ABC of behaviour*

<b>Antecedent (A)</b> <i>What happens before the behaviour, making it more likely to occur</i>	<b>Behaviour (B)</b> <i>Observable behaviour</i>	<b>Consequence (C)</b> <i>What happens immediately after the behaviour</i>	<b>Function</b> <i>The purpose of the behaviour</i>
<b>1. Primary school example</b> Several students are playing in a group.	A child comes over and pushes some of the students.	The students shout at the child.	Obtaining peer attention
<b>2. Secondary school example</b> The teacher asks a student to undertake an independent mathematics task.	The student swears at the teacher and refuses to start the task.	The teacher sends the student to the dean.	Avoiding the task
<b>3. PB4L–SW example</b> As they leave the class, the teacher gives a precorrect to remind students about the expected behaviour.	Students keep their voices quiet, their bodies to themselves, and walk on the left (behaviours from the school's expectations matrix).	The teacher gives explicit verbal acknowledgment, thanking the students and naming the expected behaviours that have been followed.	Obtaining positive attention

## WHY NOT JUST 'GET TOUGH' WITH PROBLEM BEHAVIOUR?

Schools struggle with addressing problem behaviour for a variety of reasons. For example:

- Responses to problem behaviour need to account for the diversity of students.
- Multiple initiatives compete and overlap.
- School climates are often reactive and controlling.
- School structures and processes may not be efficient and effective enough.
- Schools are under pressure to increase academic achievement and their accountability for it.

Schools often respond to chronic problem behaviour by using aversive and exclusionary consequences, such as verbal reprimands, loss of privileges, and time out. If student behaviour does not improve, some schools increase their reactive responses by establishing zero tolerance policies, increasing surveillance, and excluding students from school. They base their increased use of reactive practices on assumptions such as that the student is 'inherently bad' or will 'learn a better way of behaving next time' and will 'never again' engage in the problem behaviour, having 'learned their lesson'.

An over-reliance on reactive practices is a predictable outcome for teachers and school management. Because strong reprimands and punishments are often temporarily effective in stopping or removing problem behaviours, schools are more likely to reuse these practices when student problem behaviour occurs later on (Shores, Gunter, & Jack, 1993). Unfortunately, these effects tend to be temporary and the problem behaviours typically recur, often at a higher rate and an even more intensive level.

Although the threat of punishment can prevent problem behaviour in students who are relatively successful at school, it tends to be **least** effective for the students with the most severe problem behaviours. In addition, punishment produces a number of negative side effects. For example, a reliance on punishment alone tends to provoke problem behaviours, to increase antisocial behaviour, to damage student-teacher relationships, and to degrade the school climate (Sidman, 1989).

To address problem behaviour successfully, schools need to use proactive approaches in which expected and more socially acceptable behaviours are directly taught, regularly practised in the school environment, and followed by frequent positive reinforcement. Punishment is no substitute for the active teaching and reinforcement of desired behaviours and skills. For example, research results consistently indicate that preventing the development and occurrence of youth violence is associated with:

- a positive, predictable school-wide climate
- high rates of academic and social success
- formal social skills instruction
- positive, active supervision and reinforcement
- positive adult role models
- multi-component, multi-year school, whānau, and community effort (Bullying Prevention Advisory Group, 2014).

Such proactive approaches need to occur in the context of respectful and caring relationships between students and staff and be supported by positive values such as whanaungatanga, manaakitanga, and aroha.

## 1.4 PB4L–SW: A SYSTEMS-BASED APPROACH

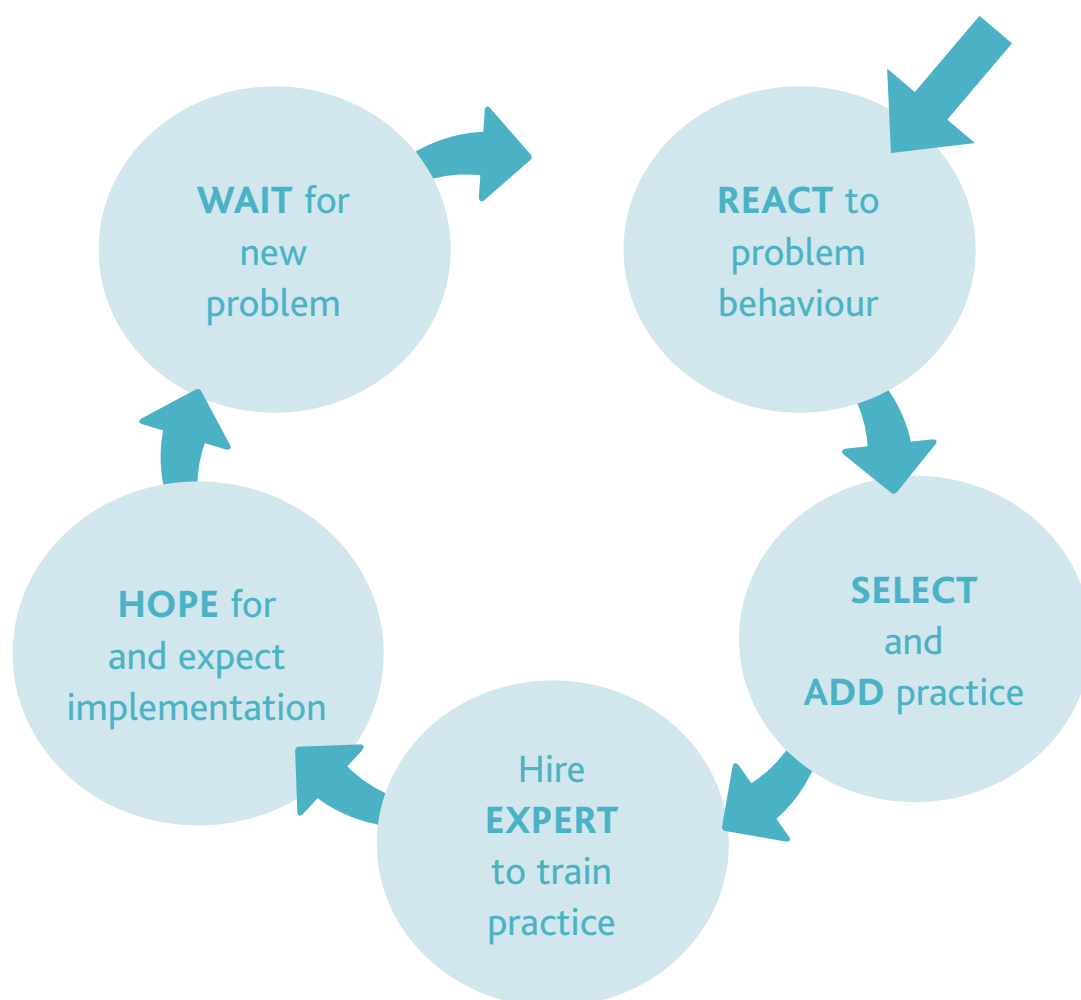
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### THE TRADITIONAL APPROACH

When schools encounter problems that they cannot solve with existing strategies and resources, they often invite an 'outside expert' to provide technical assistance and training. At the school, the expert shares and teaches about ways to address the problem. After the expert leaves, the school is expected to implement the strategy but lacks the support and capacity to do so effectively. The school waits for the next problem to occur, and the cycle continues. Stokes and Baer (1977) call this approach a 'train and hope' perspective, as shown in their diagram below:

*Figure 2: The 'train and hope' approach to schooling improvement*

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Such one-time or occasional high-intensity training is not enough to implement an intervention or practice that is *sustainable* and *accurate*.

The 'train and hope' approach to problem solving is likely to fail. This is because it does not focus on the system supports (such as resources, structures, processes, and policies) the school needs in order to implement the practice accurately, to continue to use it over time, to expand its use in other contexts, and to modify it to maximise outcomes and increase efficiency.

## THE PB4L–SW APPROACH

In contrast, a systems approach regards the school as the central location of influence and sees the collective actions of its individuals as contributing to how the school achieves a common goal (Horner, 2003). This approach recognises that the organisation needs systems to support the collective use of best practices by its individuals.

In accordance with this approach, PB4L–SW prioritises systems for establishing and supporting evidence-based practices that will be a sustainable part of ongoing school procedures.

This approach focuses on **four key interactive elements**:

- **Outcomes** of social competence and academic and extra-curricular achievement
- **Systems** supporting staff
- **Data** supporting decision making
- **Practices** supporting students.

*What do we want to see?* – **Desired outcomes** are the academic, extra-curricular, and behavioural goals endorsed and emphasised by students, staff, whānau, and local communities. They are linked to the school's strategic goals and reflect the characteristics and cultures of the local community.

*What actually happened?* – **Actual outcomes** are the results as PB4L–SW systems, practices, and data are implemented, reviewed, and refined in a school.

*What needs to be in place to support staff?* – **Systems** are the supports that a school needs in order to accurately and durably implement the practices of PB4L–SW.

*What do we see and know?* – **Data** are the information that a school uses to identify its current status, to inform decisions for change, and to assess the effects of interventions in relation to the goals it has set.

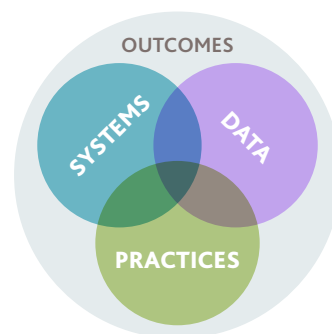
*What will effectively, efficiently, and relevantly achieve what we want to see?* – **Practices** are a school's evidence-based interventions and strategies that support expected behaviour.

As Figure 3 shows, these four elements interact with one another to enable continuous monitoring, informed decision making, and ongoing self-improvement:

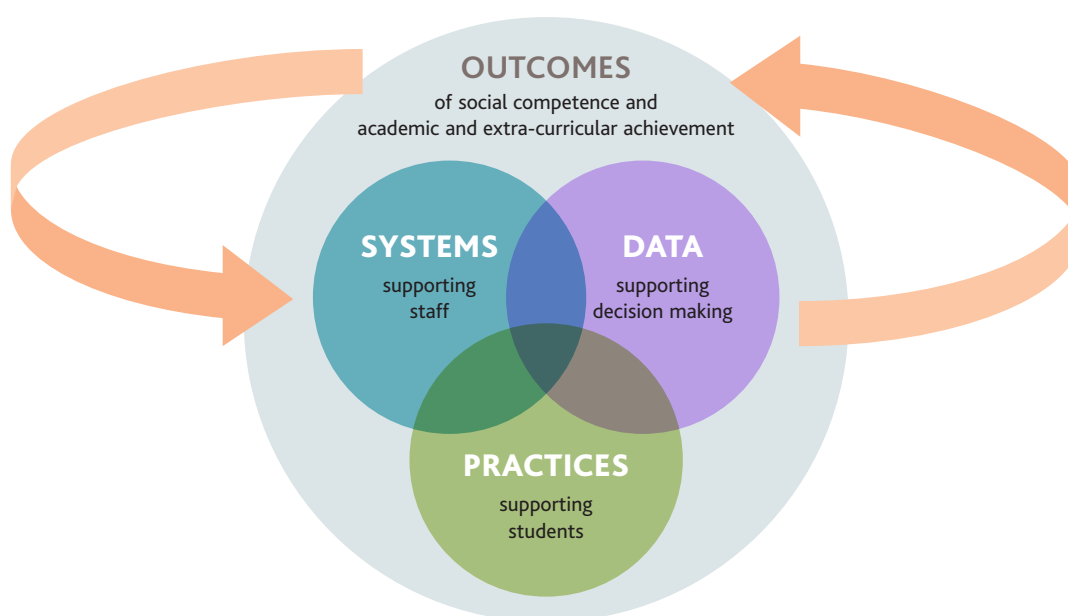
- The desired student outcomes inform and drive systems, practices, and decisions based on data.
- Systems support the selection, development, and durability of practices, and vice versa.
- Effective systems and practices result in useful data and are guided by decisions about data.
- Over time, systems, practices, and decisions based on data lead to actual behavioural and academic outcomes for students.

**PB4L–SW is most powerful when systems, practices, and data are working together and given equal emphasis.**

This approach recognises that the organisation needs systems to support the collective use of best practices by its individuals.



*Figure 3: The four key interactive elements of PB4L–SW's systems-based approach*

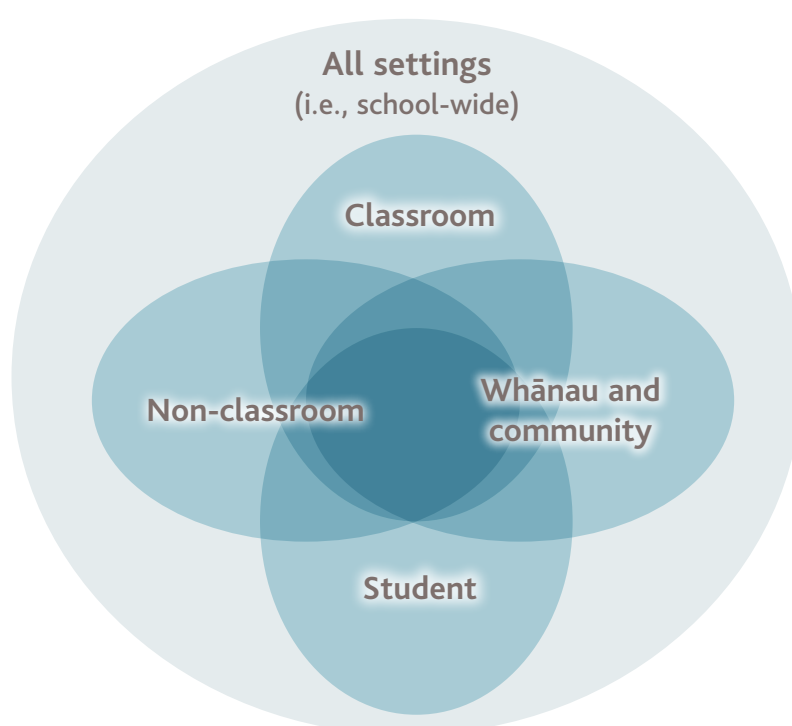


Appendix 2 provides a version of Figure 3 with the emphasis on cultural responsiveness.

## THE PB4L–SW SUBSYSTEMS

PB4L–SW's practices and interventions are organised into five subsystems: All settings (that is, school-wide), Classroom, Non-classroom, Whānau and community, and Student. Each subsystem represents a different context with its own set of practices and data requirements. Because the subsystems also share particular features – for example, common expectations – they are shown in Figure 4 as overlapping.

*Figure 4: The PB4L–SW subsystems*



PB4L–SW emphasises selecting and implementing the most appropriate, effective, and efficient practices that match a given context and the needs of those involved. Table 2 shows examples of the practices that occur within each subsystem.

*Table 2: The PB4L–SW subsystems*

PB4L–SW SUBSYSTEM	PRACTICES
<b>ALL SETTINGS</b> <b>(i.e., school-wide)</b> All students, all staff, across all settings	Sustaining principal commitment Setting up for success Identifying positive expectations Teaching expected behaviour Acknowledging expected behaviour Discouraging inappropriate behaviour Monitoring and evaluation
<b>CLASSROOM</b> Settings that emphasise delivery of instruction	All the school-wide features listed above Additional classroom expectations and routines identified, taught, and acknowledged High rates of positive feedback (e.g., four positives to one corrective) Active teacher supervision Providing helpful prompts, redirection, and positive corrective feedback Effective classroom teaching practices and strategies (e.g., multiple opportunities for students to respond and participate, an active pace of instruction)
<b>NON-CLASSROOM</b> Settings mainly emphasising supervision and monitoring (such as sporting events, grounds, hallways)	All the school-wide features listed above Expected behaviours and routines taught Active supervision by all staff, with emphasis on scanning, moving, and interacting Precorrections (rule reminders), prompts, and reminders Positive feedback for expected behaviours Consistent and fair responses to inappropriate behaviours
<b>WHĀNAU AND COMMUNITY</b> Whānau participation in PB4L–SW and their access to the school's resources	Formal and active participation and involvement of whānau as equal PB4L–SW partners Whānau access to integrated school and community resources Frequently, regularly, and positively communicating with whānau
<b>STUDENT</b> Individual students whose behaviours are not responsive to Tier One's intervention	Planning for function-based support Team and data-based decision making Instruction in targeted social and self-management skills Accommodating instruction and curricula to the individual Student-centred planning and intervention

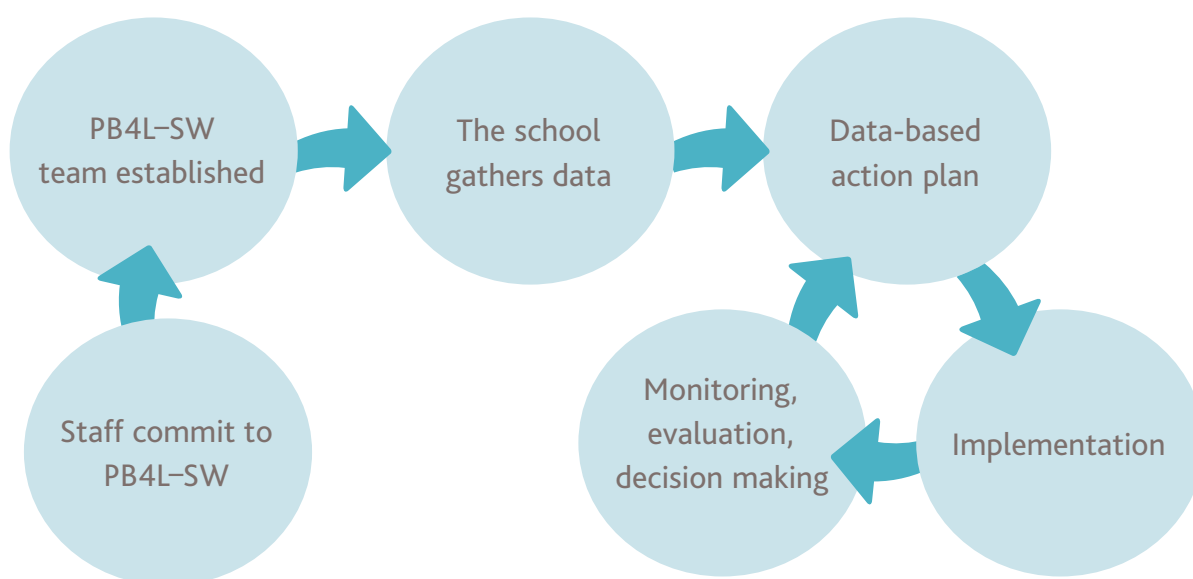
## 1.5 IMPLEMENTING PB4L–SW

PB4L–SW implementation establishes school discipline<sup>12</sup> as an instrument for academic and behavioural success supporting an inclusive environment. It emphasises prevention and an instructional approach to behaviour management, using research-validated practices, interventions, and strategies. It also encourages the adaptation of systems and practices to align with the cultural and demographic characteristics of the school community.

Figure 5 shows the basic implementation process for PB4L–SW, in which:

- staff **commit** to PB4L–SW professional development and to implementing PB4L–SW
- the school establishes a representative **team** to lead PB4L–SW; the team agrees on, for example, how it will function and the use of resources
- the school gathers **data** using PB4L–SW tools (see Appendix 3)
- the PB4L–SW team develops a data-based **action plan** to share with staff and guide the school's work, and it reviews and revises the action plan on an ongoing basis
- school-wide practices and systems are **implemented** for all students and all staff across all settings
- implementation is supported by **monitoring, evaluation, and decision making** linked to important, measurable outcomes and based on solid data.

*Figure 5: The PB4L–SW implementation process*



The PB4L–SW team should regard everything it does as draft until staff have had the opportunity to provide input. Implementing PB4L–SW is a transparent process that includes well-planned, consistent communication – for example, the team should regularly share with staff what they are working on.

<sup>12</sup> Within PB4L–SW, the term 'discipline' refers to a system of rules, consequences, and strategies for supporting expected student behaviour within a school.

*A South Island high school made the decision to implement PB4L–SW for three key reasons. Firstly, their two main 'feeder schools' were involved in PB4L–SW, and collectively the schools wanted to ensure a smooth transition for new students. New students would be familiar with school-wide behaviour expectations and positive, behaviour-focused teacher practices and routines.*

*The second reason was that many teachers in the high school were challenged by student behaviour, particularly in the classroom, and so they were keen to develop consistent, systems-based approaches that would support both teachers and students. Thirdly, the wider school community had expressed concern about student behaviour and was keen for the school to strengthen school values and to work in ways that might better support students to behave positively. Endorsement from other schools further supported the decision to commit to PB4L–SW training.*



## PB4L–SW TEAM PROCESSES

During implementation, PB4L–SW teams are recommended to use three broad processes to effectively guide their work, make decisions, and sustain their effort. These are:

- basing decisions on data
- using a problem-solving model
- using an action plan.

### BASING DECISIONS ON DATA

Effective PB4L–SW teams regularly collect data, analyse it, and base their decisions on it. Using data systematically supports continuous improvement, ensuring decision making is proactive and outcomes driven rather than reactive and crisis driven. Collecting and analysing data also builds an understanding of how the school community perceives the implementation of PB4L–SW.

During implementation, the PB4L–SW team collects and uses three kinds of data: data on behavioural incidents, data on staff perceptions of PB4L–SW, and data on implementation progress. Section 8 discusses establishing a PB4L–SW data system in a school, and Appendix 3 contains full descriptions of the data collection tools used throughout the implementation of PB4L–SW.

### USING A PROBLEM-SOLVING MODEL

Effective PB4L–SW teams rely on proven approaches to problem solving. For many teams, TIPS (Team-Initiated Problem Solving) provides just such an approach, enabling them to work systematically from their data to clearly describe problems, identify a range of solutions and decide on one, and to monitor and report on progress as the solution is implemented. Section 3.9 discusses TIPS in more detail and presents a template for its use.

### USING AN ACTION PLAN

An action plan is a road map. It helps teams focus on the goals, timelines, resources, and responsibilities needed to address specific steps. The PB4L–SW action plan should be reviewed *at least twice a term* to keep it current and relevant.

Effective action plans:

- align with the school's charter (e.g., with its goals)
- focus on measurable outcomes
- base initial and subsequent decisions on data and local characteristics
- give priority to evidence-based programmes
- invest in building systems to sustain implementation
- consider effectiveness, efficiency, relevance, and sustainability when decision making
- include plans for communicating with stakeholders
- are regularly reviewed and revised
- specify who, what, when, and 'how we'll know'.

To inform their action plan, PB4L–SW teams use the data tools available in PB4L–SW. For example, they use SET (School-Wide Evaluation Tool), EBS (Effective Behaviour Support), and TIC (Team Implementation Checklist) to assess their current PB4L–SW status and decide what items to focus on and perhaps add to their action plan. (See section 8.7 and Appendix 3 for information on PB4L–SW data tools.)



*PB4L–SW action plan templates are included in Appendix 4.*

## READINESS FOR THE NEXT TIER

Planning and implementing PB4L–SW is a multi-year, systems change process. It is a 'long-distance run', not a 'sprint'. Each school's progress through implementation, and the time it takes, is unique.

In general, implementation of each PB4L–SW tier is likely to take two years beyond training and adoption in order for it to be fully and sustainably embedded in school systems and practices. However, it is important to note that when they adopt PB4L–SW, most schools already have in place several features of each tier.

Planning and implementing PB4L–SW is a multi-year, systems change process. It is a 'long-distance run', not a 'sprint'.

A school is ready to progress to Tier Two when:

- all staff have been trained and are able to implement all Tier One features
- classroom teachers are reflecting on practice and adjusting their planning, teaching methods, and behaviour management practices
- the school has achieved the required 'scores' using PB4L–SW tools
- behavioural incident data show approximately 80% of students are responding to Tier One supports
- the school can demonstrate that data about major behavioural incidents are collected, analysed, regularly shared with the staff, and used to make decisions
- there is a system in place to monitor minor behavioural incidents
- the principal agrees to establish and support Tier Two systems and practices.

A school is ready to progress to Tier Three when:

- Tier One and Two features are sustainably in place as evidenced by results from PB4L–SW tools and behavioural incident trend data
- behavioural incident data show approximately 95% of students are responding to Tier One and Two supports.

## 1.6 THE PB4L–SW TIER ONE ESSENTIAL FEATURES

The seven essential features of PB4L–SW are non-negotiable for successful implementation. They are shown in Figure 6.

*Figure 6: The PB4L–SW Tier One essential features*



Implementation is an iterative process, with the principal, staff, and PB4L–SW team developing their understandings and improving their systems and practices within each essential feature over time. The first three features provide the platform for the remaining four, so it is critical that schools get the first three right to ensure successful implementation. In all the features, open communication and effective use of data are key for successful implementation.

Each of the remaining sections of this manual unpacks one of the features and supports the PB4L–SW team to develop the systems, practices, and data needed for its implementation. Table 3 overleaf provides a brief description of each feature.

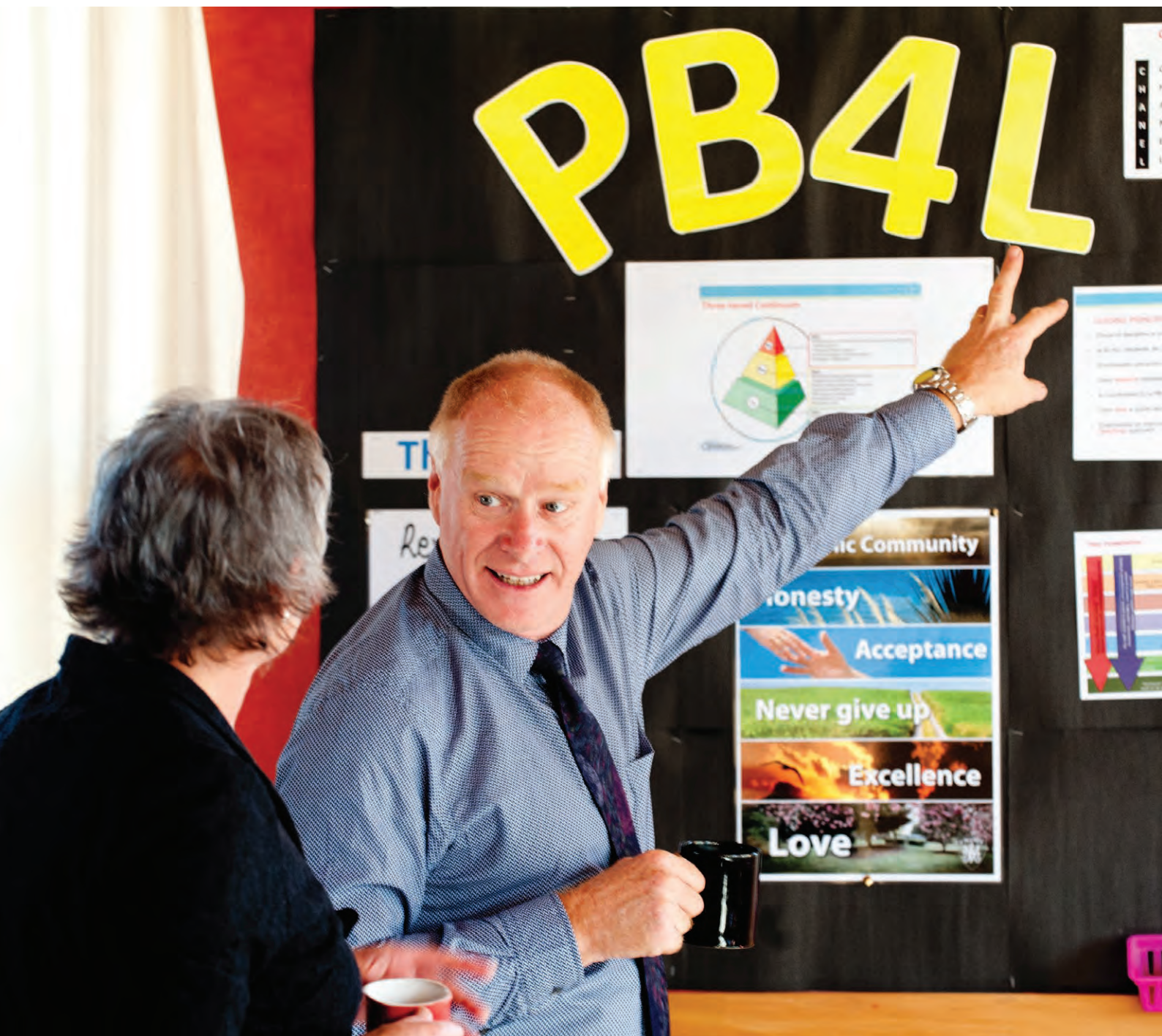
*Table 3: Descriptions of the PB4L–SW Tier One essential features*

PB4L–SW ESSENTIAL FEATURES	DESCRIPTION
1. Sustaining principal commitment	The principal and senior management agree to be champions of PB4L–SW and to provide resources, support, and strong leadership in its implementation.
2. Setting up for success	Staff align the school charter, annual plan, and PB4L–SW purpose statement; the newly formed PB4L–SW team leads the planning for systems, practices, and data, uses an action planning process, and establishes ongoing communication.
3. Identifying positive expectations	The PB4L–SW team develops a list of expected behaviours for students and staff in collaboration with the school community.
4. Teaching expected behaviour	All staff explain, model, and guide the practice of expected behaviours across multiple school settings.
5. Acknowledging expected behaviour	Procedures for specifically, positively, and frequently acknowledging expected behaviours are developed and implemented.
6. Discouraging inappropriate behaviour	Procedures for consistently responding to minor and major behavioural errors are developed and implemented.
7. Monitoring and evaluation	Information is used to understand current behavioural patterns and to assess the effectiveness of the implementation of PB4L–SW.

The revision activity 'Cooperative grid: What is PB4L–SW?' in Appendix 9 will help your PB4L–SW team and school senior leaders to reinforce their understanding of the key content in Section 1 of the manual.

# SECTION 2

## SUSTAINING PRINCIPAL COMMITMENT





## Section 2: Sustaining Principal Commitment

### Sustaining principal commitment



It appears indisputable that the ... principal is the key to any major school-wide staff development activity. Consequently, any school improvement or reform effort needs to have solid and clearly defined support from the principal for the endeavour to succeed.

Colvin, 2007, page 32

Principal commitment requires the school's principal and senior leaders to participate in the implementation of PB4L-SW and to provide support and strong leadership for it. They are more likely to do so if they understand the value of PB4L-SW for the school community and they can see how their role in the initiative aligns with New Zealand understandings about effective leadership.

## 2.1 PB4L-SW AND NEW ZEALAND'S BEST EVIDENCE SYNTHESIS ON SCHOOL LEADERSHIP

Transformational leaders are able to inspire their people with a vision that energises them and encourages them to work collaboratively towards a common goal.

Robinson, Hohepa, & Lloyd, 2009, page 85

This section describes the qualities required of the PB4L-SW school leader in relation to the leadership dimensions identified within New Zealand's Best Evidence Synthesis *School Leadership and Student Outcomes*.

### ESTABLISHING AND COMMUNICATING GOALS AND EXPECTATIONS

Effective leaders are able to support goal setting as a key task for moving their school forward. When they commit to implementation and believe in the capabilities of their school community, PB4L-SW principals are better able to communicate high expectations in relation to achieving the goals that have been set. Their optimism and positive, strengths-focused outlook help the school community to maintain a goal-oriented approach in which behavioural and academic progress and success are shared and celebrated and challenges are viewed as opportunities.

## RESOURCING STRATEGICALLY

PB4L–SW principals need to ensure that resources – people and material – are allocated in purposeful, goal-focused ways. Most PB4L–SW outcomes are achieved through the creative, constructive thinking and actions of the people involved, rather than through material resources. However, the principal must pay particular attention to the strategic use of time, to allow key people to train, meet, plan, read, share information and stories, and reflect on the challenges and successes of implementation.

## PLANNING, COORDINATING, AND EVALUATING TEACHING AND THE CURRICULUM

Quality teaching is essential for the successful implementation of PB4L–SW because of its impact on student engagement and motivation. Effective PB4L–SW principals have oversight of planning processes in which teaching priorities are identified based on behavioural data. They promote the ongoing monitoring of teaching and other strategies and interventions to support positive behaviour, encouraging the use of evidence to evaluate effectiveness.

## PROMOTING AND PARTICIPATING IN TEACHER LEARNING AND DEVELOPMENT

Effective principals engage in and model enthusiasm for ongoing professional learning and development. PB4L–SW principals promote, nurture, and participate in a learning community where staff, students, and community identify challenges in the implementation of PB4L–SW and work together to solve these. They encourage creative, new thinking that helps staff to use data to solve problems and improve practice within cycles of collaborative action and reflection (Timperley et al., 2007).

PB4L–SW principals promote, nurture, and participate in a learning community where staff, students, and community identify challenges in the implementation of PB4L–SW and work together to solve these.

## ENSURING AN ORDERLY AND SUPPORTIVE ENVIRONMENT

PB4L–SW principals support the development of systems in the school that make it easier for staff to implement PB4L–SW practices. They provide regular feedback and encouragement to staff, students, and the wider community that motivates participants and makes them feel that their efforts are noticed and valued. In these ways they help to “create an environment that is conducive to success” (Robinson, Hohepa, & Lloyd, 2009, page 42).

## CREATING EDUCATIONALLY POWERFUL CONNECTIONS

Effective leaders work to create inclusive schools and improved outcomes for all students. PB4L–SW principals are able to articulate the vision of the school with clarity and enthusiasm and in ways that are accessible to diverse audiences. They are focused on creating educationally powerful connections that support culturally responsive school practices. They value partnerships with families and whānau and ensure that all school community members have a voice.

## ENGAGING IN CONSTRUCTIVE PROBLEM TALK

The PB4L-SW principal helps staff to use data to identify and prioritise those aspects of school systems and practices that need to be strengthened or changed. Data-based decision making is a key feature of PB4L-SW, and principals can take a lead role in promoting the use of data to monitor the effectiveness of interventions and identify next steps. The principal can also model strength- and solution-focused discussions aimed at challenging theories and examining beliefs, moving staff beyond subjective responses or deficit thinking with regard to the student behaviours that challenge them.

In order to build communities that learn, leaders may need to challenge and change well-established aspects of teacher culture.

Robinson, Hohepa, & Lloyd, 2009, page 128

## SELECTING, DEVELOPING, AND USING SMART TOOLS

Smart tools are tools that help teachers to achieve their intended purpose; the smartest tools are those that have been derived from sound research (Robinson, Hohepa, & Lloyd, 2009). PB4L-SW makes use of a wide range of tools that research has shown to be effective in helping schools to achieve a positive school-wide climate. Effective PB4L-SW principals know these tools and work with staff to ensure that everyone understands what they are telling the school about student behaviour and the implementation of PB4L-SW.



## 2.2 LEADERSHIP STRATEGIES FOR CREATING CHANGE

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Most educators agree that principal support is necessary for any effective initiative. The principal determines the time, focus, and resources. The strategies below, suggested by Colvin (2007), further define the role of the principal in PB4L–SW’s development and implementation.

### PROVIDE STRONG SUPPORT

- **Make public statements of support:** The words and actions of the principal are powerful. Schools participating in the PB4L–SW initiative work to develop a purpose statement, which defines why PB4L–SW is important and needed. The principal then follows through by making the PB4L–SW work visible to staff, students, whānau, and the community.
- **Support the PB4L–SW team members:** Team members take on a big responsibility and time commitment for providing PB4L–SW leadership to the school. The principal can support the team members by recognising, privately and publicly, the effort of each team member. In addition, the principal needs to be sensitive to members’ workloads and limit their participation in other committees and school activities.
- **Support the PB4L–SW team meetings:** The most important thing a principal can do to support the PB4L–SW team is to consistently attend its team meetings. If an assistant or deputy principal (with delegated authority to make decisions) attends meetings instead, the principal should work closely with the delegate and still attend meetings when possible to show support and unity for PB4L–SW.
- **Provide recognition for staff and teams for their work:** Showing sincere gratitude for the efforts of faculty and team members is greatly appreciated and helps all to continue with the work needed to plan and implement PB4L–SW.
- **Serve as the contact for school-related groups:** An important role of the principal is to communicate progress on the goals of the PB4L–SW initiative. The principal is a key contact point for school and community groups such as the parent-teacher organisation, the board of trustees, and student bodies.

### LEAD BY EXAMPLE

- **Maintain standards in evidence-based practice:** Principals must lead staff toward research-based initiatives and reject the myriad of practices and programmes that may not be efficient and effective in meeting school improvement goals. By serving as the ‘gatekeeper’, the principal can maintain standards in evidence-based practice throughout the school.
- **Guide the decision-making process:** One leadership role the principal can provide is to teach and guide the team and entire staff through a process for making decisions. Voting and building consensus are decision-making processes that the principal can lead.
- **Monitor implementation activities and provide feedback:** Principals have an important role as instructional leaders in PB4L–SW. They need to learn about the skills that their staff require to implement PB4L–SW. They can then acknowledge their staffs’ achievements in PB4L–SW and, when staff members are not meeting their PB4L–SW responsibilities, help them to understand expectations and to identify any support they may need.
- **Take a leadership role in problem solving:** When problems need to be solved especially quickly, the principal may need to step in to lead the group to a workable solution.

## ENSURE EFFECTIVENESS OPERATIONALLY

- **Establish the PB4L-SW team securely:** Establishing a PB4L-SW team helps the principal to gain staff support for implementation. To ensure that the team represents the school, its members should reflect the various stakeholders involved (teachers, teacher aides and other support staff, parents, students, and so on). The principal must be a member of the team (or have a delegated representative present) and ensure it has the required time and financial resources; but he or she shares leadership with the entire team.
- **Make a time commitment:** The principal must understand that it takes time to bring everyone on board and to implement the PB4L-SW plan. This initiative is not a 'sprint'; it is a 'long-distance run'. To sustain it, the principal must patiently and persistently continue to provide support and leadership. As the principal goes, so goes the school.
- **Review data and provide feedback regularly:** Data collection, synthesis, and review are essential components of PB4L-SW. The principal should provide the necessary resources for collecting and using data for decision-making support and support the individual on the PB4L-SW team with the responsibility for data monitoring. In addition, other staff may need support to create and update efficient data charts and reports for regular review by the principal, management, and team.
- **Ensure the innovation is sustained:** The principal plays a crucial role in sustaining PB4L-SW over time. Staff interest and attention to the initiative may wane if too many other initiatives are introduced or if overt problem behaviours have been resolved. Changing or enhancing culture takes time. The principal must be diligent in keeping all staff focused on the PB4L-SW purpose and goals and in informing new staff, students, and whānau about the school's PB4L-SW work. He or she should ensure PB4L-SW is included in the school's charter and annual plan and actively engage the board of trustees. (The board in turn must ensure that an incoming principal strongly supports PB4L-SW, so that efforts are sustained.)

The principal must be diligent in keeping all staff focused on the PB4L-SW purpose and goals and in informing new staff, students, and whānau about the school's PB4L-SW work.

*The principal of a North Island high school has been a cheerleader for PB4L-SW from the outset. She promotes the initiative at staff meetings, at parent gatherings, and in the community, ensuring it has continued visibility and a prominent status. She ensures that the coach has the support, status, and time to do his job, with regular supervision meetings, advice, and encouraging pep talks.*

*The principal sees PB4L-SW as a vital underpinning for all school programmes, providing a positive environment where staff and students can be safe, settled, and successful in their work. She ensures that implementation problems don't become barriers that slow the impetus. She is aware that initial interest and enthusiasm can diminish – so she is quick to notice when spirits are flagging, and she uses data to motivate staff and to identify areas where refocused energy and attention are needed. Even small improvements are noticed and celebrated, and staff and students' efforts are acknowledged at assemblies, at staff meetings, and on the school website.*



## 2.3 SYSTEM SUPPORTS, PRACTICES, AND DATA

PB4L–SW is most powerful when systems, practices, and data are working together and given equal emphasis (see section 1.4). The following table presents examples of these three key interactive elements for the essential feature 'Sustaining principal commitment'.

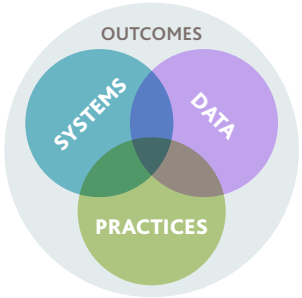


Table 4: Examples of system supports, practices, and data for sustaining principal commitment

SYSTEM SUPPORTS FOR STAFF	PRACTICES SUPPORTING STUDENTS	DATA FOR DECISION MAKING
<p>Support for PB4L–SW via regular communications from the principal to staff, students, whānau, and community</p> <p>A representative PB4L–SW team with active support from the principal</p> <p>The gathering of student, parent, and whānau voices</p> <p>Time for the PB4L–SW team to meet at least monthly</p> <p>Regular PB4L–SW updates during staff meetings and to the board of trustees and wider community</p> <p>Staff professional development</p>	<p>Principal support and involvement in acknowledgments (e.g., at assemblies and staff meetings)</p> <p>Communicating with students about school-wide initiatives</p>	<p>Staff, student, whānau, and community perceptions of the school's safety, culture, and discipline (e.g., from the school's Well-being at School survey, Ruia School-whānau Partnerships self-review, Inclusive Practices tools report)</p> <p>Written reports on implementation progress from the PB4L–SW team (e.g., TIPS minutes)</p>

## 2.4 STEPS FOR SUSTAINING PRINCIPAL COMMITMENT

The table below offers steps for your school principal and senior management to consider in order to support PB4L–SW and maintain its momentum. Alongside each step are examples of evidence and sources of data for evaluating its outcomes. The discussion in section 2.2 provides more information on what principals can do to ensure the success of PB4L–SW.

*Table 5: Steps for sustaining principal commitment*

STEPS	EVIDENCE OF ACCOMPLISHMENT
1. Establish the PB4L–SW team with representatives from teachers, whānau, students, and support staff; support it to meet at least monthly.	PB4L–SW team membership list PB4L–SW team meeting schedule
2. Provide frequent public support for PB4L–SW via regular communications and updates with staff, students, whānau, the board of trustees, and community.	Letters, website, newsletters A list of ways in which staff are expected to implement PB4L–SW PB4L–SW materials in staff and student handbooks Minutes from staff meetings
3. Monitor and assist with data gathering and implementation activities and provide feedback.	Reports from evidence-based tools (e.g., the Ruia School-whānau Partnerships tool, the Well-being at School tool, the Inclusive Practices tools) Completed whānau engagement checklist (see section 3.11) Reports from PB4L–SW tools such as SET and EBS (see Table 6 in section 3.1).
4. Support the PB4L–SW team in problem solving and decision making.	Delegated authority to make decisions – to the principal's representative on the team (if applicable) and to team members (when appropriate) Modelling of effective problem solving and decision making in meetings run by the principal
5. Provide staff professional development.	Staff professional development plan

## ACTIVITY: STATEMENTS OF SUPPORT FROM SENIOR LEADERSHIP

Review this strategy from section 2.2:

**Make public statements of support:** The words and actions of the principal and board are powerful. Schools participating in PB4L–SW develop a purpose statement, which defines why PB4L–SW is important and needed. The principal and board then follow through by making the PB4L–SW work visible to staff, students, whānau, and the community.

Discuss how your principal, board, and senior management currently make public statements of support for initiatives in your school. Are these effective? Where, when, to whom, and how can your senior leadership provide effective public statements of support for PB4L–SW?

Where?

When?

To whom?

How?

### EXAMPLES:

- *Where?* – at board of trustee meetings, staff meetings, with whānau and community groups
- *When?* – regularly! Ensure that principal support actions are part of the action plan.
- *To whom?* – all relevant stakeholders
- *How?* – via regular features in school newsletters, the school website, reports to parents, and so on



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>.

## ACTIVITY: TEAM ACTION PLANNING

Find the team action plan template for 'Sustaining principal commitment' in Appendix 4. From your ideas in the above activity, draft one or more goals and complete the corresponding columns in the template. Below is an example of what this could look like for one goal.

1. SUSTAINING PRINCIPAL COMMITMENT						
Goals	Steps and resources	Who is responsible?	When will it be started?	When will it be completed?	Evaluation measure or evidence	Review status
						A = Achieved and maintained I = In progress N = Not achieved
Show public support by communicating about PB4L-SW.	Add PB4L-SW section to school newsletter and put on school website. Resources: space in newsletter and on website	Principal and Communication Co-ordinator	Start: Feb 2016	Completed: May 2016	School newsletter posted on website	Date
						Status

# SECTION 3

## SETTING UP FOR SUCCESS





## Section 3: Setting up for Success



Strong, positive cultures do not just happen. They are built over time by those who work in and attend the school and by the formal and informal leaders who encourage and reinforce values and traditions.

Peterson & Deal, 2011, page 8

When PB4L-SW is successfully set up in a school, the platform is established for developing a common purpose and approach to discipline for all teachers, students, and staff. In such an approach, instruction on behaviour occurs in a proactive, coordinated, consistent manner.

Setting up for success involves aligning the school's mission, goals, and PB4L-SW purpose statement and establishing a PB4L-SW team to lead planning and implementation. This section discusses that alignment and provides support for the PB4L-SW team in relation to:

- meeting efficiently
- functions and roles within the team
- problem solving
- communicating with the school community
- reviewing the team's effectiveness and progress in implementation.

### 3.1 THE PB4L-SW TEAM

The PB4L-SW team is a representative body of school-based stakeholders who actively collaborate to develop a PB4L-SW system within a school. The team functions with a common purpose: to promote all students' academic and social behaviour competencies. The team develops, implements, and monitors the school's 'behaviour curriculum' throughout the school year. An effective team often consists of: senior management (e.g., the principal); representative staff; a parent, student, and/or community representative; and someone with training in the PB4L-SW process (such as an internal coach). Each member fulfils a defined function in order to share the responsibility of implementation and to maximise the team's problem-solving ability.

#### ESTABLISHING A SHARED TEAM OVERVIEW

It is important that, early on, PB4L-SW team members achieve a broad shared overview of PB4L-SW. This ensures that they are all on the same page as they lead implementation in their school and that they have a sense of the big picture and what all their actions and responsibilities are leading to. It also means that they can respond to queries from staff, students, and whānau confidently and consistently.

To achieve this shared overview, team members should ensure that:

- they have read section 1 and have a sound understanding of the PB4L–SW framework, how PB4L–SW fits into the New Zealand educational context, and the research underpinnings and systems-based approach of PB4L–SW
- they have skimmed the remainder of the manual to gain a sense of the journey they will be taking with their school over the next few years and the key steps within it (e.g., developing the school's expectations matrix and procedures for acknowledging expected behaviour and discouraging inappropriate behaviour).

The team should also ensure that they have a basic understanding of the tools that they will be using to collect data and make decisions in Tier One. Table 6 gives a brief description of each of these tools at the time of this manual's publication<sup>1</sup> (and see also section 8.7 and Appendix 3).

**Table 6: PB4L–SW Tier One tools and data sources**

TOOL	PURPOSE
<b>Behavioural Incident Referrals</b> (also called Office Disciplinary Referrals, ODRs)	Data from Behavioural Incident Referral forms are used to create a monthly review of collated and graphed behavioural incidents. The review (sometimes known as the 'Big 5') includes: 1) <i>How often</i> referrals occur, 2) <i>What problem behaviours</i> occur most frequently, 3) <i>Where</i> problem behaviours are most likely to occur, 4) <i>When</i> problem behaviours are most likely to occur, and 5) <i>Which students</i> are involved in referrals.
<b>Team Implementation Checklist (TIC)</b>	This checklist is used to help develop, implement, monitor, and revise the process for building a positive school-wide culture and to help sustain the process across time and through administrative and staff changes. (See Appendix 6 for a copy of the TIC.)
<b>Effective Behaviour Support (EBS) survey</b> (also called the Self-Assessment Survey (SAS))	This survey examines the current status, and the need for improvement, of four PB4L–SW behaviour support systems: school-wide discipline systems, non-classroom management systems, classroom management systems, and individual student systems.
<b>School-Wide Evaluation Tool (SET)</b>	This research-validated instrument is used each year to evaluate the implementation of PB4L–SW. The SET results are used to assess the essential features that are in place, to determine annual action plan goals, and to compare year-by-year progress in establishing effective supports for positive behaviour.
<b>Tiered Fidelity Inventory (TFI)</b>	The TFI provides a single, efficient, valid, and reliable survey to guide implementation and sustained use of PB4L–SW across all three tiers. At the time of this manual's publication, PB4L–SW was considering adopting this tool for use in New Zealand.

<sup>1</sup> Other tools are always in development; refer to PB4L–SW online and to PBIS online for new tools and the most up-to-date versions of these tools.

*The PB4L–SW team at a rural primary school ensured that each team member could 'talk the PB4L–SW talk' with confidence and a depth of understanding. They were aware of the dangers of misinformation or an information vacuum. They wanted to be sure that they could answer questions from students, staff, and the wider school community such as: "So, what is PB4L–SW? How does it work? What difference will it make? When will we notice a difference? How do you know it's going to work? Isn't it American? What makes you think it will work for our kids?"*

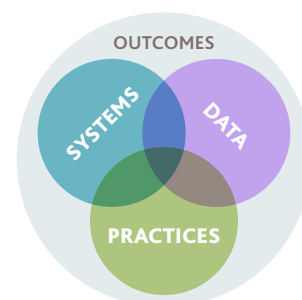
*Team members practised asking and answering the questions, ensuring that they could respond with fluency, confidence, and clarity. If they couldn't answer a question someone asked, they agreed to get back with an answer as soon as possible. They carefully avoided being seen as a 'secret society' or the 'behaviour experts' for the school, as they knew from their training that successful implementation depends on a shared commitment to the systems, processes, practices, and language associated with positive behavioural change. They ensured that information about PB4L–SW implementation was freely available on the school website, in newsletters, at meetings, and on noticeboards; and they worked to make PB4L–SW a regular part of conversations in the staffroom and between the school and its wider community.*



## 3.2 SYSTEM SUPPORTS, PRACTICES, AND DATA

PB4L-SW is most powerful when systems, practices, and data are working together and given equal emphasis (see section 1.4). The following table presents examples of these three key interactive elements for the essential feature 'Setting up for success'.

*Table 7: Examples of system supports, practices, and data for setting up for success*



SYSTEM SUPPORTS FOR STAFF	PRACTICES SUPPORTING STUDENTS	DATA FOR DECISION MAKING
<p>PB4L-SW purpose statement (aligned with other key school documents)</p> <p>PB4L-SW team meetings on school calendar</p> <p>Clear individual team member functions assigned</p> <p>Agenda for each team meeting</p> <p>Team members surveyed on process (TIC)</p> <p>TIPS approach to problem solving</p> <p>Action plan created and reviewed by team</p> <p>PB4L-SW meeting minutes given to team members and all staff</p> <p>PB4L-SW bulletin board in staff lounge</p> <p>Email reminders, encouragement, and suggestions, to and from the team</p> <p>PB4L-SW information on school website</p> <p>Staff professional development in PB4L-SW</p>	<p>Students asked to be members of team (as age appropriate)</p> <p>PB4L-SW included in student and whānau handbook</p> <p>PB4L-SW bulletin board</p> <p>PB4L-SW information on school website</p> <p>Information about PB4L-SW included in classroom and parent newsletters</p> <p>PB4L-SW discussed during parent-teacher conferences</p> <p>PB4L-SW video for students and whānau made</p>	<p>Team survey results</p> <p>Meeting minutes</p> <p>Team function guidelines and a staff development plan</p> <p>Minutes from staff meetings</p>

### 3.3 STEPS FOR SETTING UP FOR SUCCESS

The table below offers steps for you to consider as you begin implementation of Tier One of PB4L–SW. Alongside each step are examples of evidence and sources of data for evaluating its outcomes.

*Table 8: Steps for setting up for success*

STEPS	EVIDENCE OF ACCOMPLISHMENT
1. Align the school charter, annual plan, and PB4L–SW purpose statement.	School charter and annual plan PB4L–SW purpose statement
2. Organise team meetings, using a standard agenda format and assigning functions.	Copies of agendas and a list of functions
3. Meet as a team at least monthly.	Team meeting schedule
4. Plan for analysing PB4L–SW data each quarter.	Procedures for developing Big 5 reports and using the Team Implementation Checklist (TIC), School-Wide Evaluation Tool (SET), and Effective Behaviour Support (EBS) survey
5. Use a standardised decision-making and problem-solving process (see section 3.9).	Minutes of team meetings
6. Establish a process for school-wide communication about PB4L–SW.	Description of communication process Principal's newsletter PB4L–SW newsletters and updates (hard copy and/or online) Minutes of staff meetings
7. Create the team action plan.	Copy of action plan
8. Develop a system of staff feedback to get input on the initiative from the entire staff.	Communication system (see section 3.11)

### 3.4 THE PB4L–SW PURPOSE STATEMENT

Schools are required to develop a school charter with goals to address student academic achievement and social behaviour. In addition, schools typically create a mission statement that captures the school's spirit and approach to teaching and learning. The school charter and mission statement form the basis for policy development, other strategic decision-making, and annual planning. They help the staff, students, whānau, and broader community to understand the school's focus on its social and behavioural climate.

In addition, every school involved with PB4L–SW should develop a brief PB4L–SW purpose statement. It is critical that there is close alignment between the purpose statement and the school's charter and mission statement.

When reviewing or developing the PB4L–SW purpose statement, consider the following guidelines. The statement should be:

- positively framed
- two to three sentences long
- supportive of academic achievement for all learners
- contextually and culturally appropriate (e.g., to ages, levels, languages)
- inclusive and school-wide – that is, for **all** students, staff, and settings
- agreed to by at least 80% of staff
- communicated to stakeholders (e.g., to whānau and the community)
- included in school publications (e.g., handbooks, posters, newsletters).

It is critical that there is close alignment between the purpose statement and the school's charter and mission statement.

Below are examples of purpose statements from New Zealand schools:

*The purpose of [our school-wide behaviour support] plan is to create a safe and supportive environment within our school community to build positive and respectful relationships that improve academic achievement and encourage independent and lifelong learning.*

*Through modelling, teaching, and rewarding positive behaviours we provide a quality environment where the school community is focused on developing North Stars.*

*PB4L at [our] school will provide an effective, efficient, relevant, and durable framework that is:*

- *evidence-based using measurable academic and social achievement indicators*
- *founded on contributions from all stakeholders (whānau, students, staff, and community)*
- *culturally responsive*
- *visible – an integral part of the school's daily operation*
- *maintaining of a safe learning culture and environment.*

## ACTIVITY: DEVELOPING A PURPOSE STATEMENT

Complete steps 1–4 to create a PB4L–SW purpose statement for your school. When you have completed the statement, update your action plan using template 2 in Appendix 4.

1. Discuss current behaviour in your school, referring to your school's charter, mission statement, and annual plan and making notes as you do so.

2. Read and discuss the examples of purpose statements in section 3.4. Note down what you see as their strengths and limitations.

3. Drawing on the guidelines in section 3.4 and the notes from steps 1 and 2 above, identify possible ideas for your purpose statement.

a.

b.

c.

4. Using the ideas from step 3, draft the statement:

The purpose of PB4L–SW in \_\_\_\_\_ School/College is ...



*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>.*

## 3.5 EFFECTIVE TEAM FUNCTIONING

The PB4L–SW team is responsible for:

- gathering information from staff, students, whānau, and the community
- summarising this information and sharing back with those who supplied it
- discussing and prioritising issues based on the information received
- developing a team action plan for change
- working with the school community to develop an expectations matrix and procedures for acknowledging expected behaviour and discouraging inappropriate behaviour
- promoting inclusive practice within PB4L–SW activities
- regularly gathering and assessing data about behavioural outcomes in the school, such as data from behavioural incident referrals
- monitoring and evaluation of PB4L–SW in the school.

To be efficient and effective in meeting these responsibilities, the team must agree on and consistently use procedures for:

- meeting regularly
- assigning and fulfilling functions and responsibilities
- using a standard meeting agenda
- using effective approaches to problem solving.

The activities on the following pages will help you to become familiar with and complete these tasks.



### 3.6 MEETING REGULARLY

During the setting-up phase, it is essential for the PB4L–SW team to meet regularly. Meetings need to be put on the school master calendar so that team members are not double booked. Teams should meet at least monthly, but more often if possible. The meetings should be scheduled to last an hour to give enough time to cover all agenda items.

#### ACTIVITY: SCHEDULING PB4L–SW TEAM MEETING DATES

Discuss whether the team should meet more than the monthly minimum, and then schedule your team meeting dates. Make sure someone is assigned to put these meeting dates on the school master calendar.

February	March	April	May
June	July	August	September
October	November	December	

## 3.7 ASSIGNING FUNCTIONS AND RESPONSIBILITIES

The PB4L–SW team is responsible for planning for the school's PB4L–SW systems, practices, and data. To efficiently and effectively accomplish the steps in the action plan, the work must be distributed across the team. Because all team members are responsible and accountable for the plan's success, each person must have tasks to complete in accordance with an assigned function. If you do not have regular tasks, you should not be on the team. The PB4L–SW team is a team in its truest form: **T**ogether **E**veryone **A**chieves **M**ore.

*The PB4L–SW team at a small urban primary school includes the principal, deputy principal, a parent, an RTLB, and a teacher from each of the junior, middle, and senior syndicates. The deputy principal is the coach. The team meets fortnightly and the principal, who coordinates communication, reports on progress at each staff meeting. In the staffroom, the coach and data-manager have set up a PB4L–SW board, which displays the current action plan, copies of key slides from the training days, the year's plan for behaviour teaching, reminders about the teaching focus for the week, graphs of trend data, and questions to prompt thinking and discussion at staff meetings. The coach brings back ideas from network meetings, and these are also shared and discussed at staff meetings. Resources, including lesson plans, are stored on the PB4L–SW section of the staff intranet, which is managed by the team's records and archives manager.*

Table 9 provides a list of suggested team functions and responsibilities, and the activity that follows it will help your team to assign functions to individual team members.



Table 9: Suggested PB4L–SW team functions and responsibilities

FUNCTION	RESPONSIBILITIES BEFORE MEETINGS	RESPONSIBILITIES DURING MEETINGS	RESPONSIBILITIES OUTSIDE OF MEETINGS
<b>Team leadership</b>	Develop and send agendas to team members	Facilitate meetings, ensuring all team members contribute equally  Ensure student voice is represented	Follow up on assigned tasks  Seek input from team members and other staff and committees  Attend cluster meetings to learn and share with other PB4L–SW schools
<b>Secretarial duties</b>	Notify or remind members about meetings	Keep meeting minutes	Distribute team minutes to members
<b>Database management</b>	Prepare summaries of behavioural data  Organise and print the Big 5 reports	Present updates on data  Lead data discussions	Share data highlights with staff  Collect any other necessary data
<b>Coordinating communication</b>	Collect and compile feedback and input from staff	Share compiled feedback and input from staff	Report to staff (updates)  Coordinate written communication between team and staff (e.g., emails, newsletters)
<b>Timekeeping</b>	Confirm time slots on agenda	Maintain time limits  Use established signals to keep team on task	<i>(See suggestions for all members in the last box below.)</i>
<b>Celebrating successes</b>	Summarise activities recognising staff achievements within PB4L–SW	Provide updates on these activities  Lead the planning for staff celebrations and recognition	Carry out staff celebrations and recognition
<b>Maintaining records and archives</b>	Distribute updated team 'products', such as forms	Discuss and list files to add to database	Maintain electronic database of team products (systems tools, data collection forms, and so on) and back up database regularly
<b>Coaching</b>	Provide up-to-date records of implementation	Ensure the team is using data for decision making	Offer tools and information to assist with team activities  Attend cluster meetings to learn and share with other PB4L–SW schools
<b>ALL members</b>	Preview agendas and review previous meeting minutes  Bring completed task materials	Keep to meeting standards and actively participate  Stay on task and on topic  Adhere to agreed problem-solving process	Set a positive tone and example  Complete assigned tasks  Consult with the staff you represent in a manner determined by the team

## ACTIVITY: ASSIGNING PB4L-SW TEAM FUNCTIONS

Discuss and assign team functions, matching each to a person whose strengths match the responsibilities.

FUNCTION	RESPONSIBILITIES
<b>Team leadership</b> Name: _____	Develop agendas and send to team members Facilitate meetings Follow up on assigned tasks Attend cluster meetings Ensure student voice is represented
<b>Secretarial duties</b> Name: _____	Notify/remind team members of meeting times and locations Take minutes Distribute minutes to team members
<b>Database management</b> Name: _____	Prepare summaries of behavioural data Organise and print Big 5 reports Present updates on data Lead data discussions Share data highlights with staff Collect any other necessary data
<b>Coordinating communication</b> Name: _____	Collect and compile staff feedback and input Share compiled staff feedback and input Report to staff Coordinate written communication between team and staff (e.g., email, newsletters)
<b>Timekeeping</b> Name: _____	Confirm time slots on agenda Maintain time limits and beginning and ending times Use established signals to keep team on task
<b>Celebrating successes</b> Name: _____	Summarise activities recognising staff achievements within PB4L-SW Provide updates on these activities Lead the planning for staff celebrations and recognitions Carry out staff celebrations and recognitions
<b>Maintaining records and archives</b> Name: _____	Distribute updated team 'products', such as forms Discuss and list files to add to database Maintain electronic database of team products (systems tools, data collection forms, and so on) and back up database regularly
<b>Coaching</b> Name: _____	Provide up-to-date records of implementation Ensure the team is using data for decision making Offer tools and information to assist with team activities Attend cluster meetings



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>.



## 3.8 USING A STANDARD MEETING AGENDA

Time is precious for the PB4L–SW team. To make meetings as efficient as possible, teams are encouraged to use a standard agenda. An effective team agenda includes:

- PB4L–SW goals or purpose statement
- time designated for each agenda item
- known tasks that will need to be completed after the meeting
- the next meeting date.

The agenda is informed by and driven by the action plan. Below is an example of a meeting agenda. A template for minute taking – the TIPS Team Meeting Minute Form – is provided on the following pages.

<b>PB4L–SW Team Meeting Agenda</b> <b>Wednesday, March 4, 2015</b> <b>Our Mission</b> is to create a safe learning environment for all students and staff. <b>Present:</b> John (team leadership), Tina (coach), Tim (database management), Kearoa (coordinating communication), Jonah (maintaining records and archives), Lucy (secretarial duties)		
Agenda	Time	Person reporting
1. Review Big 5 data report	10 minutes	Tim
2. Review matrix feedback and complete matrix	20 minutes	Tina
3. Discuss use of new behavioural incident referral system	15 minutes	John
4. What to share at next staff meeting?	10 minutes	Kearoa
<b>To do before the next meeting:</b> Email PB4L–SW Team meeting minutes – Lucy Edit matrix, add ideas from today, and email to all team members – Tina Review matrix and be prepared to discuss at next meeting – all members		
<b>Next team meeting:</b> March 25		

### 3.9 EFFECTIVE PROBLEM SOLVING: THE TIPS APPROACH

The TIPS (Team-initiated Problem Solving) approach is underpinned by the belief that problem-solving teams require a clear model with steps for problem solving, access to the right information at the right time in the right format, and a formal process that a group of people can use to build and implement solutions.<sup>2</sup>

TIPS research with elementary school teams shows that decisions are more likely to be effective and efficient when they are based on data. Data help to place the problem in the context in which it is occurring rather than within the student. Data also help to ask the right questions; they do not provide the answers.

With the TIPS approach, decisions tend to be more effective (Todd et al., 2011; Newton et al., 2012). This is because data are used to identify problems, refine the problems to precision, and establish the questions that will lead to effective solutions. The quality of decision-making as a team works towards a solution will depend most on how well the first step – defining the problem to be solved – is carried out.

Many schools have found it useful to adopt the TIPS Team Meeting Minute Form provided in the following pages (Newton, Horner et al., 2009; Todd, Newton, et al., 2013). The form is based on understandings about the four key ingredients for a successful meeting: predictability, participation, accountability, and communication. Using the form:

- establishes an effective foundation for meetings
- helps shape discussions about data
- supports the development of precise problem statements based on quantitative data
- supports goal setting, monitoring, and reporting
- provides an ongoing record of decisions for subsequent review.

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<sup>2</sup> This introduction to TIPS is adapted from Todd, Newton, Algozzine, Horner, Algozzine, & Cusumano (2013). Further information on TIPS and support for its use are available at [www.pbis.org/training/tips](http://www.pbis.org/training/tips).



TIPS TEAM MEETING MINUTE FORM

	Date:	Time:	Location:	Facilitation:	Minute taking:	Data analysis:
Today's meeting						
Next meeting						

Team Members:

Today's Agenda Items	Agenda for next meeting
01. Review data for previously defined problems	1.
02.	2.
03.	3.
04.	
05.	
06.	

Previously Defined Problems

Implementation and Evaluation						
Precise Problem Statement, based on review of data (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Prompt, Acknowledge, Correction, Extinction, Adaptations, Safety)	Who?	By When?	Goal with Timeline	Fidelity of Imp. Measure (How to measure)	Effectiveness of Imp. Measure (How to assess)
					<div>[ ] Not started</div> <div>[ ] Partly imp.</div> <div>[ ] Imp. fidelity</div> <div>[ ] Done</div>	<div>[ ] Goal met</div> <div>[ ] Better</div> <div>[ ] Same</div> <div>[ ] Worse</div>

Administrative/General Information and Issues

Information for Team or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

Information for Team or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

### New Problems

Implementation and Evaluation					
Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Prompt, Acknowledge, Correction, Extinction, Adaptations, Safety)	Who?	By When?	Goal with Timeline	Fidelity of Imp. Measure (How to measure)

Evaluation of Team Meeting (Mark your ratings with an 'X')			
	Our Rating		
	Yes	So-so	No
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of <b>tracking</b> whether we're completing the tasks we agreed on at the previous meeting?			
3. Did we do a good job of actually <b>completing</b> the tasks we agreed on at the previous meeting?			
4. Are the completed tasks having the <b>desired effects</b> on student behaviour?			

If some of our ratings are 'so-so' or 'no', what can we do to improve things?



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

## FACILITATION: RESPONSIBILITIES

- 1) **Before** meeting, provide agenda items to minute taker
- 2) Start meeting on time
- 3) Determine date, time, and location of next meeting
- 4) **At** meeting, manage the 'flow' of the meeting by adhering to the agenda:
  - a) Prompt team members (as necessary) with the TIPS problem-solving 'mantra':
    - i) Do we have a problem?
    - ii) What is the precise nature of the problem?
    - iii) Why does the problem exist, and what can we do about it?
    - iv) For problems with solution actions agreed on:
      - What is the implementation status of our solution actions – Not started? Partly implemented? Implemented with fidelity? Completed?
      - What will we do to improve the status of our solution actions?
      - Are implemented solution actions 'working' (that is, reducing the rate or frequency of the problem to what we've set as our goal level)?
  - b) Be an active participant in the meeting.

## DATA ANALYSIS: RESPONSIBILITIES

- 1) **Before** meeting, review SWIS (School-Wide Information Systems) data:
  - a) Identify potential new problems with precision (What, Who, Where, When, Why)
  - b) Ask facilitator to add potential new problems to list of agenda items for upcoming meeting
- 2) **At** meeting, make the following available, as appropriate:
  - a) The report on behavioural incidents per day per month and 'Big 5' reports (to identify potential new problems at broad/macro level)
  - b) Other reports to:
    - i) Identify potential new problems at precise/micro level
    - ii) Confirm or reject inferences about new problems
    - iii) Show 'pre-solution' data for identified problems that *do not* currently have completed solution actions
    - iv) Show 'solution-in-process' data for problems that *do* have currently completed solution actions
  - c) Be an active participant in the meeting.

## MINUTE TAKING: RESPONSIBILITIES

- 1) **Before** meeting
  - a) Collect agenda items from facilitator
  - b) Prepare meeting minutes form
  - c) Print copy of the meeting minutes and the TIPS Team Meeting Minute Form (see above) for each team member or prepare it for a data projector
  - d) Set up room for meeting: table, chairs, internet connection, data projector
  - e) Open documents needed for the meeting (previous meeting minutes and a saved copy with current meeting date, SWIS data and other data access as needed)
- 2) **At** meeting, ask for clarification of tasks and decisions to be recorded in meeting minutes, as necessary, and:
  - a) Be an active participant in the meeting
- 3) **After** meeting
  - a) Disseminate copy of completed meeting minutes to all team members within 24 hours
  - b) Maintain electronic file of team documents.

## TEAM MEMBERSHIP: RESPONSIBILITIES

- 1) **Before** meeting, recommend agenda items to facilitator
- 2) **At** meeting, respond to agenda items and:
  - a) Analyse/interpret data; determine whether a new problem exists
  - b) Ensure new problems are defined precisely (What, Who, Where, When, Why)
  - c) Discuss and select solutions for new problems
  - d) For problems with solution actions agreed on:
    - i) Report on implementation status (Not started? Partly implemented? Implemented with fidelity? Completed?)
    - ii) Suggest how the status of solution actions could be improved
    - iii) Analyse and interpret data to determine whether implemented solution actions are working (that is, reducing the rate or frequency of the problem to what we've set as our goal level).
  - e) Be active participants in the meeting.

## 3.10 WORKING SMARTER

The PB4L–SW implementation phase is an ideal opportunity to review the school's existing student support programmes and initiatives so as to prevent duplication of effort and rationalise school-wide systems. As part of this review, schools need to evaluate these existing programmes – for example, for whether or not they are evidence based and have effectiveness measures in place. The principal and board of trustees play a key role in this evaluation and have responsibility for final decisions about the programmes.

The PB4L–SW implementation phase is an ideal opportunity to review the school's existing student support programmes and initiatives.

The PB4L–SW approach should not compete with other in-school student support programmes. Schools need to decide how the PB4L–SW framework will work with these programmes (in a way that does not interfere with PB4L–SW) and whether, in some cases, a programme may need to be modified or cancelled. In essence, these decisions are about working smarter – not removing or modifying programmes that can be shown to be helpful but not unthinkingly maintaining those that cannot.

To work smarter, your school should:

- investigate existing behaviour support programmes, policies, and procedures
- look to realign programmes so as to address behavioural concerns more effectively
- integrate or infuse existing behavioural programmes with PB4L–SW
- update (or if need be cancel) any behavioural programmes and initiatives without measurable outcomes.

In doing this, your school needs to consider any committees associated with behavioural outcomes across the school, including those concerned with:

- student welfare, pastoral care, and guidance
- social justice and restorative practice
- mentoring
- social and emotional learning programmes
- student mental health and well-being
- school attendance.

The findings may lead to recommendations for particular committees – for example, to:

- gain better effectiveness information about them
- provide more support to them
- infuse PB4L–SW principles into their work
- merge or integrate them with PB4L–SW
- bring them to an end.

## ACTIVITY: WORKING SMARTER

List all behavioural initiatives/programmes and committees currently in your school, then complete the table below. Use the information from the activity to decide on the next steps for each initiative/programme and committee and to update your action plan (using template 2 in Appendix 4).

Next steps (e.g., retain, enhance, cancel, merge)					
Overall priority (low/med/ high)					
Relationship to school's charter (low/med/ high)					
Staff involved					
Target group					
Measurable outcomes? (yes/no)					
Evidence based? (yes/no)					
Purpose					
Initiative/ programme & committee					



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>.

## 3.11 COMMUNICATION

One of the most important systems the PB4L–SW team must consider is how to keep all staff, students, whānau, and the community informed and involved in PB4L–SW activities. Communication helps build commitment to the procedures that all staff will put into practice. Creating a communication system must be intentional and strategic. The three main areas the team will need to consider are:

1. disseminating information
2. presenting data
3. receiving feedback from staff, students, whānau, and the community.

To develop a systematic way of communicating with staff, students, and whānau, the team should address communication throughout their action plan. It is important for the team to not only share what is being developed but also to get feedback and ideas from all stakeholders.

Some suggested communication methods are:

### ***From the PB4L–SW team to the staff:***

- a communication tree
- regular brief updates at staff meetings and in online communications
- monthly staff meetings on PB4L–SW
- a PB4L–SW bulletin board in the staffroom with:
  - important notices
  - general information
  - displays of graphed data.

### ***From the staff to the PB4L–SW team:***

- a suggestion box
- specific persons to contact according to year level, team, or department
- emails and online feedback (e.g., via the school's intranet).

*An intermediate school in the Waikato was lucky to have a dedicated and enthusiastic whānau group already in place when it decided to implement PB4L–SW. The group had been helping the school to engage effectively with its Māori parent community and to engage and consult with mana whenua about the issues that affect them. It had also contributed to discussions about achievement data, with a focus on raising the achievement of Māori students at the school.*

*The school was keen to have a representative from the whānau group on the PB4L–SW team. Once implementation began, the whānau group was then better able to:*

- *contribute to decision making about how school values and behaviour expectations would align*
- *participate in discussions about data on behaviour*
- *help with the development of culturally responsive practices to support positive behaviour*
- *meet with new Māori families in the school community to ensure they understood PB4L–SW and how it would affect them*
- *ensure that communication about PB4L–SW included appropriate approaches for whānau*
- *encourage and support whānau involvement in PB4L–SW activities.*

Involving your community and the voices of students is critical as you travel down the path of PB4L-SW. Think about how to engage parents and whānau so they are able to participate actively in the initiative. The following checklist will help you as you do so. So too will the PB4L-SW Whānau and Community Partnerships Checklist (see Appendix 5) and the Ruia School-whānau Partnerships self-review tool (a powerful mechanism for evaluating the school's communication with Māori whānau and the Māori community).

Involving your community and the voices of students is critical as you travel down the path of PB4L-SW.



## WHĀNAU ENGAGEMENT CHECKLIST

STATUS In place / Partly in place / Not in place	KEY COMPONENTS OF EFFECTIVE ENGAGEMENT	PRIORITY High / Medium / Low
<b>Finding out</b>		
	We find out who our whānau are and whether they feel welcome, valued, and satisfied with our school.	
	We find out whether whānau have the tools, confidence, and help they need to support their children's learning and behaviour at home.	
	We find out whether whānau are happy with the way we communicate with them.	
	We find out what our whānau think about joining in activities to support the school (such as volunteering).	
	We find out whether whānau feel encouraged to join decision-making groups or committees (board of trustees, PB4L-SW team, whānau group).	
	We find out whether whānau feel that their opinions are sought and taken seriously on matters of importance, such as discipline.	
<b>Planning and action</b>		
	The staff participates in professional development about ways to help whānau feel welcome and valued.	
	The staff participates in professional development about culturally responsive ways to work with whānau.	
	We have a plan to strengthen whānau ability to support children's learning and behaviour at home.	
	We have a plan to improve our communications with whānau.	
	We have a plan to strengthen whānau engagement with PB4L-SW activities.	
	We have a plan to strengthen opportunities for whānau to be involved in school activities.	
	We have a plan to encourage whānau to participate more in decision-making groups or committees.	
	We have a plan to gather and include whānau input about matters of importance, such as discipline.	



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>.

## ACTIVITY: DEVELOPING A COMMUNICATION SYSTEM

To help your PB4L-SW team develop a communication system, brainstorm ideas for each cell in the table below. Refer to your PB4L-SW team action plan regularly to ensure you are communicating and getting feedback.

	<i>What</i> should be communicated?	<i>Who</i> should receive this communication?	<i>How</i> should this communication be made?	<i>When</i> should this communication be made?
<b>Disseminating information</b>				
<b>Presenting data</b>				
<b>Receiving feedback</b>				



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>.

## 3.12 ASSESSING TEAM EFFECTIVENESS

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As discussed above, to be well organised and function successfully, the PB4L–SW team must agree on and consistently use procedures for:

- meeting regularly
- assigning and fulfilling functions and responsibilities
- using a standard meeting agenda
- using effective approaches to problem solving.

The team should use ongoing self-assessment to monitor its implementation. For this purpose, a Team Implementation Checklist (TIC) is provided in Appendix 6, along with instructions for its use. (See section 8.7 for information on the TIC.)

*For the PB4L–SW team in an urban high school, the TIC has helped them to maintain motivation and energy. It clearly shows their progress towards implementation, and it ensures that they are methodical as they review their action plan, agree on next steps, ensure work is spread across the team, and reflect on the team's overall effectiveness. The TIC has also highlighted some particular issues. For example, TIC data indicated that senior management had started to take a back seat, delegating tasks and attending fewer meetings over time. The coach in particular was feeling a lack of support from senior management, especially in staff meetings.*

*This realisation led to a frank discussion, supported by the TIC data, about the need for ongoing, reliable commitment from senior leadership. As a result, the principal and senior team have agreed to refocus their attention on PB4L–SW and to be stronger advocates for the initiative in staff and community contexts. The principal has decided to delegate some of the other activities that have been encroaching on her time; where that isn't possible, the deputy principal attends team meetings in her place and ensures that she is well informed about the outcomes of the meetings.*

# SECTION 4

## IDENTIFYING POSITIVE EXPECTATIONS





## Section 4: Identifying Positive Expectations



Simply put, if the staff expect their students to achieve and behave appropriately, they will. Conversely, if the staff expect students to underachieve and behave inappropriately, they will.

Colvin, 2007, page 46

Every school needs a consistent, positive approach to addressing behaviour. The PB4L-SW approach is based on the results of research into the conditions necessary for learning (see, for example, Alberto & Troutman, 2012). This research tells us that:

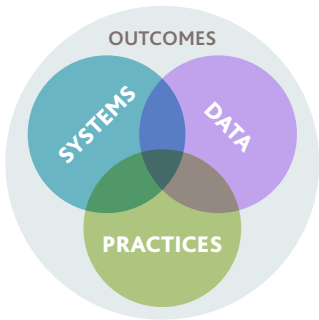
- all social behaviour, both appropriate and inappropriate, is learned
- students do not learn better ways of behaving when given aversive consequences
- to learn better ways of behaving, students must be directly taught replacement behaviours
- to retain new behaviours, students must be given specific, positive feedback and opportunities to practise in a variety of school settings.

Before staff can teach replacement behaviours – what they want students to do instead of misbehaviour – the school community (staff, students, and whānau) must agree on three to five broad school-wide common expectations. From these, the school develops its school-wide expectations matrix – a comprehensive table of agreed, expected behaviours for each school setting (e.g., classroom, playground, where, hall). When expected behaviours are clearly identified, everyone can be consistent in the behaviours that are taught, recognised, and corrected when necessary.



## 4.1 SYSTEM SUPPORTS, PRACTICES, AND DATA

PB4L–SW is most powerful when systems, practices, and data are working together and given equal emphasis (see section 1.4). The following table presents examples of these three key interactive elements for the essential feature 'Identifying positive expectations'.



*Table 10: Examples of system supports, practices, and data for identifying positive expectations*

SYSTEM SUPPORTS FOR STAFF	PRACTICES SUPPORTING STUDENTS	DATA FOR DECISION MAKING
<div>Research into other schools' broad general expectations and matrices</div> <div>Surveying staff on their values, wants, and concerns in relation to school behaviour</div> <div>Consultation on the draft broad expectations and matrix with the school's departmental teams and support staff</div> <div>Supporting teachers to identify expectations for particular school contexts</div> <div>Developing new behavioural routines for non-classroom settings</div>	<div>Surveying students on their concerns and perceptions about behaviour expected of them at school</div> <div>Asking parents and whānau to consider what the school's broad expectations might look like in their own context</div> <div>Seeking input into the school's broad expectations and matrix from students and their whānau</div>	<div>Summaries of survey results</div> <div>Behavioural incident data, such as incident referrals, stand downs, and suspensions</div> <div>Student achievement data</div> <div>Observations of behaviour across school settings</div>

## 4.2 STEPS FOR IDENTIFYING POSITIVE EXPECTATIONS

The table below offers steps for your school to consider as you develop a list of broad general expectations for the school and, from these, a matrix of desirable commonly occurring behaviours. Alongside each step are examples of evidence and sources of data for evaluating its outcomes. The discussion, activities, and examples in the rest of this section will support you to work through the steps.

*Table 11: Steps for identifying positive expectations*

STEPS	EVIDENCE OF ACCOMPLISHMENT
1. Develop broad, positively phrased expectations applicable to all school settings (e.g., 'Be respectful'), by: <ul style="list-style-type: none"><li>• reviewing current behaviour expectations</li><li>• identifying current problem behaviours</li><li>• drafting three to five broad expectations.</li></ul>	General-expectation signs posted in school-wide settings, such as hallways, grounds, and tuck shop
2. Seek feedback on the expectations from school staff, students, and whānau.	Feedback on the expectations
3. Develop a school-wide expectations matrix that relates to the general expectations and identifies specific behaviours for each setting.	School-wide matrix of expected behaviours
4. Disseminate the matrix to all staff, students, and whānau and seek feedback on it.	Matrix posted in the school and included in staff and student handbooks, on the website, and in other school publications Feedback on the matrix

## 4.3 DEVELOPING BROAD EXPECTATIONS

One of the defining features of PB4L–SW schools is that staff, students, and whānau are committed to nurturing and demonstrating positive behaviours that reflect the core values of the school community. Before they can identify and learn these behaviours, members of the school community must agree on three to five school-wide common expectations. These will apply to the whole school community (that is, all staff, students, and whānau), so it is essential that all members of the community have the opportunity to contribute to them (Savage, Lewis, & Colless, 2011).

Many schools, particularly those within Māori communities, have broad behaviour expectations that reflect Māori values such as manaakitanga (an ethic of care), whanaungatanga (relationships), or kotahitanga (unity and bonding). Such values are not translations of European concepts but deeply embedded cultural concepts with particular meaning for iwi Māori. Macfarlane's Educultural Wheel highlights the ways in which Māori values and cultural concepts can help to create a safe and supportive environment for Māori students, if they become the lived experience of the school (Macfarlane, 2004). Māori values emphasise collective responsibility, the importance of including others, having compassion and empathy, and thinking and behaving as an extended whānau that actively works towards collective success. These are powerful concepts that connect strongly with PB4L–SW principles and practices.

Ongoing communication and consultation with whānau help staff to align the cultural identities of students with the school community's broad common expectations. A hui with parents to discuss the values that are important to them can be an important starting point for developing the expectations. It shows that the school is serious about whānau engagement and is committed to listening to and acting on the voices of whānau. Support for this process may also come from local rūnunga.

A hui with parents to discuss the values that are important to them can be an important starting point for developing the expectations.

*In our first year of PB4L–SW, we consulted widely with the children, the parents, and our board about the values that we all see as important. For example, we took opportunities during community meetings to get parents to share their aspirations for their children – we put sticky notes out and had families post their aspirations on drawn outlines of children. We have kept our originals, adding to them over time.*

*We agreed to use H.E.A.R.T as our acronym to teach the core values Honesty, Empathy, Aroha, Respect, and Teamwork. These values drive all we do in the school and are transferred into homes, so the messages are consistent. And strategically we drive and plan our community engagement through our key message 'High F.I.V.E for H.E.A.R.T' (where F.I.V.E stands for Fun, Inclusive, Variety, Every term).*

Sose Annandale, Principal, Russell School, Porirua East

Many schools use the key competencies of the New Zealand Curriculum as the starting point for developing their broad expectations. The key competencies describe the knowledge, understandings, and attitudes that are essential for social and academic success. Most helpfully for PB4L–SW schools, they capture the thinking, learning, and relationship skills that support positive behaviour. For most schools, it is likely that their agreed behaviour expectations will link to the key competencies – for example, by emphasising *relating to others*, being a learner (*thinking, managing self*), and being a responsible member of the school community (*participating and contributing*).

The next activity will help you to draft your broad expectations. As you do so, check that they align with your school mission and goals. Similarly, ensure they fit the culture of your school, so that all staff, students, and whānau can see that the expectations relate to them. Remember to update your action plan (using template 3 in Appendix 4) after you have worked through the activity.

*Examples of two schools' broad expectations are:*

- *Be safe, Be responsible, Be respectful, Be kind*
- *Be respectful, be responsible, be a learner.*

*Some schools have connected their broad general expectations with their school mascot or motto. Examples from two schools are:*

- *the Benton Bees: Bee Safe, Bee Respectful, Bee a Learner*
- *the Warrior Code: Ready, Respectful, and Responsible.*



## ACTIVITY: IDENTIFYING BROAD SCHOOL-WIDE EXPECTATIONS

Follow the steps below to identify a clear set of three to five positive, school-wide behaviour expectations suitable for **all** students and staff in **all** school settings. The process may take some time, but it's important that you don't rush it.

### STEP 1: CONSULT WITH THE SCHOOL COMMUNITY

Start by meeting with representatives from the school community – staff,<sup>1</sup> students, and whānau – and working with them to identify key values and common expectations for behaviour. For example, some schools begin with a hui where whānau have the opportunity to talk about the values and behaviour expectations that they believe are important for the education and well-being of their children. This is a good way of ensuring that everyone has a strong sense of ownership of the process and outcome. It also makes it more likely that whānau will support and encourage expected behaviours in contexts outside of the school.

Note down the key values and common expectations for behaviour that are identified during this consultation.

### STEP 2: REVIEW YOUR CURRENT EXPECTATIONS

- a) Write down your school's key current broad behaviour expectations, rules, or values. You may need to refer to a range of resources such as your school charter, website, and student and staff handbooks to identify them.
- b) Write your possible next steps for these current expectations (e.g., retain, revise, delete).

### STEP 3: ANALYSE YOUR BEHAVIOURAL INCIDENT DATA

While it is important to focus on the behaviours that you want and that align with your school community's values, you may find it helpful to gain a clear picture of behaviours that are currently problematic. The following steps will help you to achieve this.

- a) Review your behavioural incident records (e.g., via KAMAR or MUSAC) and other behavioural data such as frequencies of problem behaviours.
- b) Sort the data by the kind of problem behaviour (e.g., disrespectful language, physical aggression, arriving late, being non-compliant).
- c) With reference to a) and b), write a list of common problem behaviours (both minor misbehaviours that teachers deal with themselves and major misbehaviours for which teachers need additional support).
- d) Use your data from steps b and c to list below the 'top' three to five **broad** problem behaviours for your school. You may need to group several specific misbehaviours to form each broad problem behaviour (e.g., grouping 'Not taking turns', 'Shouting', 'Interrupting', and 'Being rude' together under 'Disrespect').

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<sup>1</sup> The introductory activity 'Characteristics of an ideal student' in Appendix 9 can be a powerful way of beginning consultation with staff.

#### STEP 4: WRITE YOUR SCHOOL-WIDE BEHAVIOUR EXPECTATIONS

Use the information from the previous steps to create three to five broad, general, positively stated expectations for students throughout your school (e.g., Be respectful, Be responsible). With regard to Step 3, you may find it helpful to take each broad problem behaviour and ask, "What do we want students to do instead?"

Remember to make sure that your expectations support your school mission and goals and fit your school culture and community. Write the expectations in the table below.

SCHOOL-WIDE BEHAVIOUR EXPECTATIONS
1.
2.
3.
4.
5.



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>.

## 4.4 GETTING FEEDBACK ON YOUR BROAD EXPECTATIONS

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It is essential that the entire school community 'buys into' the broad expectations, so it is important to get feedback from all groups in the community about them. This means ensuring that all students and staff, including non-teaching staff, have the opportunity to discuss and make suggestions for the expectations, which may go through several iterations before they are finalised.

Getting feedback also means sharing the expectations with whānau and the wider community and seeking their views on them. Some schools do this via a survey, with the PB4L–SW team coordinating its development, dissemination, collection, analysis, and follow-up communication.

## 4.5 THE SCHOOL-WIDE EXPECTATIONS MATRIX

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The school-wide expectations matrix identifies specific behaviours for each setting in your school. All your students and staff will be responsible for following these behaviours. Because the matrix is founded on your school's broad behaviour expectations, it is essential that the school community has reviewed and fed back on the expectations before you begin work on it.

The matrix becomes the basis for all your future planning and implementation of a PB4L–SW system. Sometimes known as the 'teaching matrix', it serves as your school's 'behaviour curriculum', taught to all students in the settings in which those behaviours should occur.

The matrix contains the language all staff will use when they teach students expected behaviours. They will also use this language to remind students about the behaviours, to reinforce students' use of them, and to provide corrective feedback. The matrix is displayed and used throughout the school. To ensure that this important signage attracts the attention of staff, students, and whānau, consider how you might use te reo, other languages, and design features to reflect the cultural diversity of your school community.

The discussion, activities, and examples in the rest of this section will support your PB4L–SW team to create your school's expectations matrix. Because it is so important, you should take as much time as you need to seek and consider feedback on the matrix from staff, students, whānau, and the community.

The school-wide expectations matrix identifies specific behaviours for each setting in your school. All your students and staff will be responsible for following these behaviours.

**RANUI**  
VALUING AND CELEBRATING  
OUR DIVERSITY

XXX Happy  
:-:-:- Healthy  
:-:-:- Learning  
:-:-:- Well-being

## ON OUR ADVENTURE PLAYGROUND WE...

- ★ Play Fair
- ★ Take Turns
- ★ Lineup at the flying fox and remember only one person at a time
- ★ Listen to the mediators

RESPECT OURSELVES

RESPECT OTHERS

**RANUI**  
VALUING AND CELEBRATING  
OUR DIVERSITY

XXX Happy  
:-:-:- Healthy  
:-:-:- Learning  
:-:-:- Well-being

## AT OUR SCHOOL ASSEMBLIES WE...

- ★ Are good listeners
- ★ Enter and exit the hall quietly
- ★ Stay seated
- ★ Use the Magic 5
- ★ Respect the speaker
- ★ See senior students setting a great example to the rest of the school

RESPECT OURSELVES

RESPECT OTHERS

RESPECT PROPERTY

**RANUI**  
VALUING AND CELEBRATING  
OUR DIVERSITY

XXX Happy  
:-:-:- Healthy  
:-:-:- Learning  
:-:-:- Well-being

## AT OUR SCHOOL WE...

- ★ Always do our best
- ★ Are responsible
- ★ Are in the right place at the right time
- ★ Use our hands for helping
- ★ Move quietly
- ★ Speak nicely
- ★ Are on time
- ★ Look after all equipment
- ★ Pick up rubbish
- ★ Keep our school beautiful

RESPECT OURSELVES

RESPECT OTHERS

RESPECT PROPERTY

## 4.6 DEVELOPING YOUR EXPECTATIONS MATRIX

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Each school develops its expectations matrix on the basis of its specific behavioural concerns, school culture, and values. The matrix is structured according to the school's broad, positively stated expectations (e.g., Be respectful), along with the common settings where problem behaviours occur.

Possible settings to include as columns in your matrix are:

- **All Settings:** This column would encourage your school to identify the behaviours that are expected in *all* locations of the school. For example, following directions is often expected in all the school's settings.
- **Classroom:** This column is advisable because most behavioural incident referrals come from the classroom. It should identify desirable behaviours common to all classrooms. In time, departments, specialist rooms, syndicates, and so on may add observable behaviours that are specific to their context (see section 4.8).
- **Non-classroom:** These columns are specific to corridors, grounds, toilets, and so on. To identify the non-classroom settings, your team may want to take another look at your behavioural data to determine where problem incidents take place. You could also consider settings where there may be many students and few supervisors and settings where problem behaviours start.

For each broad expectation, two to three specific, desired behaviours are defined for each classroom and non-classroom setting in the school. To be most effective, each specific behaviour should be:

- **observable** – a behaviour you can identify from what a student does or says
- **measurable** – a behaviour that you can count or time
- **positively stated** – what you want students to do (instead of a problem behaviour)
- **understandable** – written so that all students, staff, and whānau members are clear about what it means
- **always applicable** – something school staff will consistently enforce.

The activity and template on the following pages will help you to develop your expectations matrix. Before starting them, however, take time to look at the examples of matrices on the next few pages and to discuss what you see as their strengths and limitations.

## EXAMPLE: PRIMARY SCHOOL MATRIX

	ALL SETTINGS	CLASSROOM	ASSEMBLY	CORRIDORS	TOILETS	PLAYGROUND	BUS
<b>Be safe</b>	Keep your hands and feet to yourself Walk Solve conflict peacefully	Stay in your seat Maintain others' personal space If someone bothers you: 1. Say, "Please stop" 2. Ignore them or walk away 3. Get help from a teacher	Line up correctly Wait patiently in line	Move purposefully Keep to the left	Wash your hands with soap and water	Use the equipment as instructed Stay in the approved areas	Sit down in your seat Face forward Keep the aisle clear
<b>Be respectful</b>	Keep it clean Use a quiet voice Use respectful language Share with others	Raise your hand and wait to be called on	Stay seated	Walk facing forward and in single file	Use assigned toilet Allow privacy for others	Take turns Share the equipment Put rubbish and recycling in bins	Be on time Keep the bus clean
<b>Be responsible</b>	Follow directions Keep track of your belongings Listen to the teacher Be on time	Be prepared Complete assignments to the best of your ability	Participate	Use a quiet voice	Follow the toilet procedures Return to class quickly	Be a problem solver	Take all your belongings Be alert for your stop

## EXAMPLE: SECONDARY SCHOOL MATRIX

	ALL SETTINGS	ALL CLASSROOMS	WALKWAYS AND CORRIDORS	GROUND	TUCK SHOP	SPECIALIST ROOMS
Be respectful	Use polite and appropriate language Be considerate towards other people and their property	Take care of furniture, equipment, and books Listen to the person speaking	Allow people to walk through	Look after the school environment	Be polite and clear as you make your order	Treat people and rooms appropriately Take care of equipment
Be open to learn	Take ownership of your learning Take advantage of opportunities to learn Have a positive attitude	Actively participate in the learning process Use cellphones, iPods, and computers appropriately	Read the information on noticeboards	Follow the rules of the game or sport you are playing Take note of your surroundings	Make healthy food choices	Know and follow safety requirements Participate in practical activities
Be responsible	Follow instructions Dress in the correct uniform Be in the right place at the right time	Arrive on time with the correct equipment Complete the set tasks to the best of your ability	Move around without disturbing other classes	Put rubbish in bins Be quiet around the classrooms Use outside areas appropriately	Queue quietly and patiently	Use equipment appropriately Clean up your work area
Be safe	Report any dangers Follow the school's safety procedures Follow the school's procedures on drugs and alcohol	Line up quietly and carefully outside the classroom Stay in class during class time Enter and leave the classroom in an orderly fashion	Keep to the left Walk	Stay on the school grounds Report unsafe activities and accidents Interact safely with your peers	Line up in an orderly fashion Keep your bags out of the walkways Walk	Use the safety equipment provided

	BUS	ASSEMBLY	OFFICE	FIELD TRIPS / EOTC	LIBRARY	TOILETS
Be respectful	Thank the bus driver	Support others' achievements Turn cellphones and iPods off and put them away	Be polite to the office staff Wait patiently for your turn	Listen carefully to speakers Leave only footprints; take only photographs	Handle resources carefully Work quietly	Look after the facilities and equipment Be considerate of others' privacy
Be open to learn	Read and follow notices and instructions Take note of your surroundings	Listen to presenters	Go at appropriate times (not during class)	Ask appropriate questions Take note of your surroundings Try new experiences	Ask appropriate questions Make use of resources and learning opportunities	Use good hygiene
Be responsible	When dismissed, go to the bus Take all your belongings when you leave	Sit quietly	Use the office only when you need it	Bring all the correct gear Be a school ambassador	Listen to the librarian's suggestions Put resources you've used back into the correct place	Use the toilets only during breaks if possible Use supplies and equipment appropriately Get permission to go during class time
Be safe	Stay seated Be considerate towards others	Enter and leave in an orderly way	Enter and leave the office area carefully at busy times	Stay with your group Follow safety instructions	Store your bag away from walkways Line up and wait outside for your teacher	Report any problems to a staff member

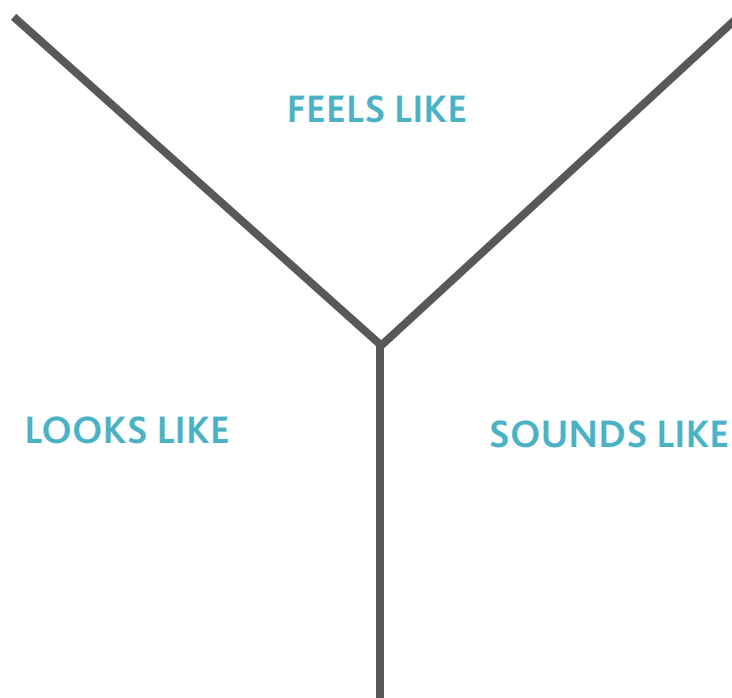
## ACTIVITY: DRAFTING A SCHOOL-WIDE EXPECTATIONS MATRIX

Use the template on the next page to start developing your school-wide expectations matrix, following the directions below.

1. In the boxes down the left side of the template, list the three to five broad expectations your team developed in the previous activity (e.g., Be respectful).
2. Across the top of the matrix, list all the non-classroom settings in which desired behaviours are expected (e.g., corridors). Include settings outside of school (e.g., those related to travelling to and from school, such as buses and city streets). The All Settings and Classroom headings are provided on the template for you.
3. Complete the matrix by brainstorming up to three expected behaviours for each cell in the matrix. Check each behaviour to make sure it is observable, measurable, positively stated, understandable, and always applicable (e.g., Keep your hands and feet to yourself, Follow directions the first time, Be in the classroom when the bell rings). Check also that for each row, behaviours under 'All settings' are not repeated in other cells in the row.

Some PB4L-SW teams have found it helpful to refer to identified problem behaviours in the school (see Step 3 in the activity under section 4.3). For each problem behaviour, they've asked, "What do we want students to do instead?"

Other teams have found it helpful to use a Y-chart for identifying the setting-specific expected behaviours for each matrix cell, especially when working with students and staff to do so. Participants brainstorm what the broad expectation 'looks like, feels like, and sounds like' in a particular setting, writing their responses directly onto a large sheet of paper or whiteboard (or onto sticky notes for adding to the paper or whiteboard).



TEMPLATE: SCHOOL-WIDE EXPECTATIONS MATRIX

CLASSROOM					
ALL SETTINGS					



This template is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.

## 4.7 GETTING FEEDBACK ON YOUR EXPECTATIONS MATRIX

Once your PB4L–SW team has created a draft matrix, it is essential to get feedback from others about it. Remember to write 'Draft' on your matrix (to indicate you are seeking feedback) and to date it (to help you keep track of different versions).

There are various ways of getting feedback, but the most important thing is to proactively seek it and consider all that you get. Here are a few suggestions:

- Discuss the draft matrix with syndicate/departmental teams at all year levels.
- Give a copy of the draft matrix to all support staff (teacher aides, administrative staff, caretakers, and so on) and ask for feedback.
- During a designated class time or period school-wide, share and discuss the draft with all students and have them hand in their suggestions.
- Ask for parent and whānau feedback – for example, by discussing the matrix at school events, through notices in the school newsletter, and by requesting feedback at parent–teacher conferences.

It is important for your team to get feedback and ideas about your matrix from all the above groups. Make sure that your team action plan includes steps for systematically communicating with staff, students, and whānau, and that you update the plan regularly as you work on the matrix.

*An intermediate school in Auckland developed their expectations matrix as a whole-staff activity. The resulting draft was refined by the PB4L–SW team and returned to the staff for feedback. Students had the opportunity to provide feedback during a form time dedicated to the task. Family and community members could comment through the school's website, a drop box, and a large working document posted in the reception area with sticky notes available for writing comments. The school whānau group met to discuss the draft and provided detailed feedback about ways in which the matrix might better reflect the school values of manaakitanga, kaitiakitanga, and whanaungatanga.*

*The staff decided that the matrix would be a 'working document' for a time; it didn't have to be perfect, but would be trialled for two terms and then reviewed. After this time, the PB4L–SW team carried out further consultation and made some final changes, particularly to expectations that were too wordy, vague, difficult to put into practice, or not observable or measurable. The amended version was laminated and posted throughout the school.*

*Finally, a small subcommittee was given the task of developing a matrix for staff behaviour. Feedback about this resulted in much interesting discussion and positive changes in staff culture, particularly during staff meetings.*


## 4.8 EXPECTED BEHAVIOURS FOR PARTICULAR SCHOOL CONTEXTS

Once the school-wide expectations matrix has been approved by the school community and is established across the school, some teachers may need to adapt it for their own context. This can be particularly important if their teaching space includes specialised equipment with implications for health and safety, such as is found in a gymnasium, science laboratory, or technology space. Identifying and teaching explicit routines, rules, and procedures is fundamental to encouraging expected behaviour and preventing misbehaviour in these contexts.

On the next page there is an example of classroom-specific expected behaviours that reflect and build on a school-wide expectations matrix.



## EXAMPLE: CLASSROOM-SPECIFIC EXPECTED BEHAVIOURS FOR A SCIENCE LABORATORY

Positive Behaviour and Learning in <b>SCIENCE</b>		
 Raise the bar	<b>Laboratories: A5, A6, B1, and B2</b>	
	<b>Respect</b>	Self Be prepared for learning with the correct books, workbooks, pens, calculator. Listen to directions and follow them carefully. If you are confused, ask for help. No eating or drinking. If needed, wear safety glasses to protect your eyes.
		Others Use equipment (e.g., test tubes, burners) carefully; remember science materials are not toys. Work cooperatively in groups. Listen to your classmates' ideas and opinions.
	<b>Personal best</b>	Self Complete all work and homework to the best of your ability. Be on task and involved. Ask questions about the world around you and how it works.
		Others Help others to learn, and share your knowledge and ideas.

# SECTION 5

## TEACHING EXPECTED BEHAVIOUR



## Section 5: Teaching Expected Behaviour



If a child doesn't know how to read,  
we teach.  
If a child doesn't know how to swim,  
we teach.  
If a child doesn't know how to  
multiply, we teach.  
If a child doesn't know how to drive,  
we teach.  
If a child doesn't know how to behave,  
we ... teach? ... punish?  
Why can't we finish the last sentence  
as automatically as we do the others?

Herner, 1998, page 2

Once your school community has agreed on school-wide expectations for behaviour, it's not enough to just post them on the school walls. **They must be taught!**

Your expectations matrix is based on the specific needs of your school and forms the basis for your school's behaviour curriculum. The next step is to teach the expected behaviours to all students.

This is critical because:

- to learn better ways of behaving, students must be directly taught replacement behaviours (that is, missing social skills and appropriate ways of responding)
- to retain new behaviours, students must be given specific, positive feedback and opportunities to practise in a variety of school settings
- if we think of behavioural problems as learning errors or social skills problems, the importance of teaching behaviours as an important set of life skills becomes apparent.

We also teach behaviours because we know that academic and social competence are closely connected. Successful students and adults have both, and where one is lacking, often the other is also.

Low achievement and problem behaviour go hand in hand.

Kauffman, 1997, page 247

Remember the critical role of relationships when teaching behaviours. Caring relationships with all students help to build a supportive rather than a punitive setting. Within its common purpose and approach to discipline, each school should integrate culturally sound, inclusive practices that affirm the unique viewpoints of all learners while generating a positive, school-wide learning culture. PB4L–SW works best in a school when it actively engages all learners and hence improves their participation and achievement.

For this reason, your social skills curriculum must match the specific needs of the students in your school. For example, only your staff, students, and whānau can clearly define what 'respect' means in your school and community. Each school must make its own curriculum and instructional decisions and develop lessons based on the unique features of its own students, staff, and community.

*In a small North Island primary school, the children in year 1 discussed one of the school's expectations during circle time. Some children hadn't learned how to 'Be respectful' when they were asked to do something by the teacher or peers. They decided that an example of being respectful is saying "OK" in a friendly voice when the teacher or peer asks them to do something. They role-played respectful behaviour, giving each other feedback for using friendly voices. They shared ideas and made a list of activities for the next two weeks that would help them get better at being respectful. They chose to:*

- share, write, and publish stories about being respectful, based on an example that the teacher read to them*
- make a short video of themselves being respectful and show it to the children in Room 2*
- pay each other compliments when they noticed respectful behaviour*
- celebrate with a games afternoon when they felt that the behaviour had improved.*



## 5.1 HOW SHOULD STUDENTS BE TAUGHT BEHAVIOURS?

PB4L–SW schools teach expected behaviour using a more explicit pedagogical approach than you might use for other aspects of the curriculum. This explicit approach has been proven to be helpful for all students and particularly supportive for those students who are less socially confident and capable.

The approach is a structured one that includes very clear expectations, modelling, and practice and that is supported by timely, constructive feedback. Along with this structured approach, you will need to think of creative ways to engage students with different strengths and needs – for example, by providing leadership experience, opportunities for co-constructing what is to be taught and how, plenty of choice, ako-oriented activities (see below) such as peer teaching, and tuakana-teina strategies.

At all times, you should encourage students to develop the thinking skills needed for self-management, so that they gradually take responsibility for their own learning and behaviour. Taking responsibility is supported by timely verbal and visual prompts, reminders, and practice opportunities that help to develop behavioural fluency and confidence across contexts.

**Ako** (reciprocal teaching and learning) is an important pedagogical tool for PB4L–SW teachers. Ako allows for classrooms to be *relationship*-centred, rather than teacher or student-centred. In such classrooms, teacher and learner roles are flexible and everyone learns from each other. For students with behavioural difficulties, opportunities to teach others, lead, encourage, and 'be the expert' are an important way to build self-esteem and to change the perceptions of some who may have labelled them as likely troublemakers.

Ako allows for classrooms to be *relationship*-centred, rather than teacher or student-centred.

**Agreed routines (or procedures)** provide important support for more complex events such as:

- bringing and using cellphones and other devices
- school outings and field trips
- lunchtimes
- arriving late at school.

Developing routines or procedures helps to ensure a consistent approach to the management of such events. Some schools create a document listing events and describing the routines for them – that is, what staff are expected to do and what students are expected to do. This is particularly helpful for new staff. Posting the routine in the context where it is needed is also a helpful strategy. Schools often start the year with a focus on the routines that will make the first term run smoothly, especially for new students. Routines need to be taught in the same way that specific behaviours from the matrix are taught – through explicit teaching, monitoring, and reteaching.

## EXPLICIT TEACHING<sup>1</sup>

In the past, 'teaching' behaviour has often consisted of stating the rule, expecting students to always follow the rule, and then providing negative consequences when the rule is not followed. PB4L–SW uses research-validated methods to maximise the likelihood that students will acquire expected behavioural skills successfully – **telling** the students what is expected, **showing** them what each skill looks like, and providing opportunities for students to **practise** the skills through role plays and activities throughout the school day (Sugai & Lewis, 1996).

Some New Zealand schools involve their senior students in teaching specific desired behaviours. In this section, the words 'teaching' and 'teachers' relate to all those leading students' learning about desired behaviours.

- **Telling** means introducing the behaviour or routine by explaining to students what it means, what steps may be needed to correctly perform it, and in which place it will be expected.
- **Showing** means that the teacher demonstrates or models the expected behaviour. The teacher clarifies the difference between 'following the rule' and 'not following the rule' by providing positive examples and a negative example (non-example). Remember, only the teacher should demonstrate the non-example. Students in the class then demonstrate the correct examples.
- The guided **practice** component of every lesson is the pivotal part of that lesson. Guided practice ensures that the students can accurately and appropriately demonstrate the behaviour's or routine's steps (Lewis & Sugai, 1999). Optimally, the behaviour or routine should be practised in the setting(s) where the corresponding problem behaviour occurs (e.g., practising corridor behaviour while walking down the hall). Teachers should use a variety of teaching strategies and learning opportunities to help their students become fluent with the skill. Practice activities may include role-playing the skill, playing games that include it, watching videos of examples and non-examples, and connecting social skills lessons to academic content. The choice of activities will vary according to the year level of the students.

## MONITORING

In addition to organising for time in the daily schedule to directly teach behaviours, teachers must purposefully monitor students throughout the day as they 'practise' a behaviour or routine. Ongoing monitoring of students sets the stage for them to succeed. Monitoring has three main components:

**Precorrecting / reminding / prompting:** A teacher anticipating that students may have difficulty prompts them about the expected behaviour. For example, if the teacher knows that the students will have trouble moving in the class without bumping into each other, he or she might remind them about the classroom rule of maintaining their personal space. Before having the students move into groups, the teacher precorrects by saying "Remember to move safely and maintain your personal space." A precorrect also gives the teacher opportunities to subsequently acknowledge students for walking quietly and safely.

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<sup>1</sup> Some New Zealand schools, especially secondary schools, involve their senior students in teaching specific desired behaviours (e.g., see the teaching story near the end of section 5.1). In this section, the words 'teaching' and 'teachers' relate to all those leading students' learning about desired behaviours.

**Supervising:** To have a positive impact on their students' behaviour, to prevent problem behaviours from occurring, and to monitor their students' performance, teachers must actively supervise them. Active supervision includes:

- moving constantly and randomly, targeting particular students, activities, and problem areas
- scanning by observing all students, making eye contact, and listening
- interacting frequently through positive contact and by giving positive reinforcement, corrective responses (see section 7.1), and positive consequences.

**Providing feedback:** To help students learn and maintain behaviours, teachers must recognise their efforts. The least expensive and most available way of doing this is to provide specific verbal feedback that regularly recognises the correct behaviour. In giving this feedback, the teacher precisely states the skill the students displayed so that they have no doubt about what they did correctly. Practice with feedback has repeatedly been shown to be much more effective than practice alone (Hattie, 2012).

## RETEACHING

We seldom learn something new from just one experience of instruction or opportunity to try it. Students "need to encounter new learning a number of times and in a variety of different tasks or contexts" (*The New Zealand Curriculum*, page 34).

Reteaching is an obvious part of learning new skills in behaviour. It involves giving students further instruction and practice on each of the steps necessary for performing a behaviour or routine correctly. Because some students struggle to learn expected skills, it is important to give them further acknowledgment as they progress toward mastering them. Sometimes teachers need to recognise 'almost there' behaviour as an incremental step toward success.

## HOW DOES THE TEACHING CHANGE FOR OLDER STUDENTS?

Teaching behaviours to students does change as they move through school and as expected behaviours change. One teaching approach that is important and consistent through primary and secondary school is that of clearly explaining the expected behaviours from the school matrix and the steps involved in performing those behaviours. The context or setting(s) in which the behaviour is expected must also be taught.

In **primary school**, the focus is on directly teaching students expected behaviours and routines through the steps of telling, showing, practising, monitoring, encouraging, and reteaching described earlier. Instruction takes place frequently and regularly, all year.

The focus of instruction for **intermediate** and **secondary schools** is different. Positive results for teaching social skills to older students have been found when adults:

- **remind** students regularly of rules, routines, and procedures
- **supervise** by monitoring students' performance and compliance
- **provide feedback** (Colvin, 2007).

This assumes that:

- staff have agreement on the specific behaviours they expect, as listed in their school-wide matrix
- older students are already familiar with the behaviours expected across the school. For students returning at the beginning of the year, teachers' actions of reminding, supervising, and giving feedback may well be enough to support them in maintaining the behaviours.

For students entering a school at year 7 or year 9, the components of direct instruction, including telling, showing, and practising school-wide rules and routines, may be necessary to ensure the students adopt the behaviours from the matrix. This direct teaching can be done in a way that best fits your school environment, possibly combining some or all of the following:

- on the start-of-year orientation day
- during form time, weekly throughout the year
- at times allocated during the first weeks of school, with boosters later in the year
- at assemblies, followed by group practice
- in situations where senior students take the lead.

For new students arriving at the school during the year, older students or peers can serve as 'buddies' and orientation models in relation to expected behaviours and routines.

For new students arriving at the school during the year, older students or peers can serve as 'buddies' and orientation models in relation to expected behaviours and routines.

Whatever the age of the students being taught, it is essential that their instruction is **planned, consistent, and ongoing**. Telling students and then expecting them to know is not enough if they are to be fluent and competent in the behaviour expected of them at school.

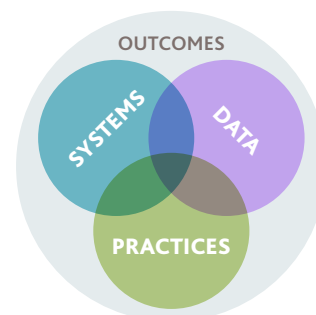
*The year 13 students lead the behaviour curriculum at a South Island rural high school. In term 1, they plan an orientation programme that refreshes PB4L–SW for existing students and introduces new students to key routines and behaviour expectations. At each assembly, they lead a short 'spotlight on behaviour' focused on a particular routine or matrix expectation, which is reinforced during form time. In term 4, they work with the PB4L–SW team to analyse behavioural data and review the annual teaching schedule.*

The knowledge-building activity 'Teaching expected behaviours' in Appendix 9 will help your staff unpack the above section.

## 5.2 SYSTEM SUPPORTS, PRACTICES, AND DATA

PB4L–SW is most powerful when systems, practices, and data are working together and given equal emphasis (see section 1.4). The following table presents examples of these three key interactive elements for the essential feature 'Teaching expected behaviour'.

*Table 12: Examples of system supports, practices, and data for teaching expected behaviour*



SYSTEM SUPPORTS FOR STAFF	PRACTICES SUPPORTING STUDENTS	DATA FOR DECISION MAKING
<p>A kick-off PB4L–SW assembly at the start of the year</p> <p>Development of lesson plans (initially by PB4L–SW team, and then by other staff, sometimes working with students)</p> <p>Distributing lesson plans to teachers for inclusion in their classroom programmes</p> <p>Development of teaching schedule by PB4L–SW team</p> <p>Teachers' plans for incorporating PB4L–SW into classroom schedules and lessons</p> <p>Signs about the weekly PB4L–SW lesson posted throughout the school</p> <p>Reminders or prompts for staff to teach this weekly lesson</p> <p>Teaching support staff to use the language from the matrix</p> <p>Professional development for all staff (including support staff) on ways of teaching expected behaviour</p> <p>PB4L–SW procedures for relieving teachers</p> <p>Including social skills lesson plans in relievers' resources</p> <p>Lists of publications linking to lessons and provided by the librarian</p>	<p>A kick-off PB4L–SW assembly at the start of the school year or when focusing on a new setting</p> <p>Lessons on behaviours from the matrix and routines</p> <p>Frequent precorrects using the language of the matrix</p> <p>Reteaching behaviour expectations</p> <p>Student leaders giving lessons on behaviours from the matrix</p> <p>Using a school PB4L–SW song, motto, or similar in classes</p> <p>Reading stories that focus on social skills</p> <p>Creating learning stories to support students with special educational needs to understand behaviour expectations</p> <p>Refrigerator magnets of PB4L–SW expectations given to whānau</p> <p>Schedule for behaviour lessons shared with students and whānau (e.g., via the school website)</p>	<p>School-wide behavioural incident data</p> <p>Observations of staff using language from the matrix</p> <p>Observations of staff teaching routines and matrix behaviours (e.g., via the principal's 'walk-throughs')</p> <p>Observations of staff using precorrects</p> <p>Data on how well students can remember behaviour expectations</p> <p>Observations of students using language from the matrix</p> <p>Feedback from staff and students on lesson plans and the teaching schedule</p>

## 5.3 STEPS FOR TEACHING EXPECTED BEHAVIOUR

The table below offers steps for your PB4L–SW team to consider as you plan how to teach the behaviours listed on your school expectations matrix and the routines for more complex events. Alongside each step are examples of evidence and sources of data for evaluating its outcomes. The discussion, activities, and examples in the rest of this section will support you to work through the steps.

*Table 13: Steps for teaching expected behaviour*

STEPS	EVIDENCE OF ACCOMPLISHMENT
1. Develop lesson plans that support the expectations matrix and that are inclusive of all students. Distribute them to teaching staff.	Lesson plans for teaching behaviours from the matrix and routines
2. Develop a schedule for teaching the expected behaviours and routines.	Teaching schedule
3. Get feedback on the lesson plans and schedule, discussing them with the appropriate staff and asking students how they are finding the lessons.	Lesson plans and schedule shared on the website and in other school publications and posted in the school Feedback from staff and students
4. Provide professional development and coaching on teaching behaviours and routines.	Plan for staff professional development Agendas and handouts for staff PLD meetings Guidelines for coaching senior students on teaching behaviours and routines Plan for senior students' involvement in teaching behaviours and routines

## 5.4 DEVELOPING LESSON PLANS

Each school creates its lesson plans for teaching routines and matrix behaviours in line with its specific behavioural concerns, school culture, and values. Typically, the first few draft lesson plans are developed by the PB4L–SW team and given to selected staff to trial and provide feedback. Once one or more successful models for lesson plans have been established, other staff – and students – can assist with the writing.

Here are a few things to consider:

- As a PB4L–SW team, review your matrix to identify if sometimes two to three broad expectations or several matrix behaviours can logically be combined into one lesson. For example, a primary school matrix may list 'Flush the toilet' and 'Wash hands with soap and water' – one lesson could include both. Similarly, one secondary-school lesson could include the matrix behaviours 'Walk', 'Use a quiet voice', and 'Take care of items in the corridors'.
- Ask syndicates and departmental teams to write lessons. This should involve teachers at different year levels to ensure that all year-level perspectives are included in a lesson. Where possible, involve students in planning and writing lessons; this ensures stronger buy-in from students to the actual lessons.
- In secondary schools, cross-departmental teams writing lessons ensures that examples and non-examples from different disciplines are included.

The activity and templates on the following pages will help you to develop your initial lesson plans. Before starting them, however, take time to look at the examples on the next few pages and to discuss what you see as their strengths and limitations.



## EXAMPLE: PRIMARY SCHOOL LESSON PLAN

<b>General expectation</b>		<b>Be respectful</b>
<b>Routine or matrix behaviour and steps</b>		<p>Follow directions:</p> <ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Raise your hand to speak or ask questions</li> <li>• Begin the task immediately.</li> </ul>
<b>Context</b>		All settings
<b>Tell</b>		<ol style="list-style-type: none"> <li>1. "Today we're going to review the skill 'Following directions'."</li> <li>2. Read the expected behaviour and steps aloud with the class.</li> <li>3. Brainstorm with the class a list of adults that they encounter on any given day at school, such as teachers, specialists, administration staff, librarian, tuck shop staff, caretaker, and so on. Discuss why it is important to follow directions given by all adults in the school.</li> </ol>
<b>Show</b>		<p>An adult blows the whistle in the playground. All students stop playing, look to see that the path to their line-up spot is clear, and move to their line-up spot, keeping their hands and feet to themselves.</p> <p>AND/OR The teacher directs the class to push their chairs in and line up. Students politely push in their chairs and form a line, getting in their line order and leaving space for others to get in line. They get to their next class on time.</p> <p><b>The teacher models the non-example:</b> The teacher has a student role-play being the 'teacher' giving directions to get materials out for a lesson, and the teacher role-plays a 'student' being non-compliant.</p>
<b>Practise</b>		<p>Give a direction, such as "Clear your desk", and time the students to see how quickly they comply.</p> <p>'Simon Says': Practise with this follow-the-leader game to reinforce compliance with directions.</p> <p>Role-play routines such as lining up at the end of breaks. Have one student be the 'supervisor' and have that student describe the positive things they notice.</p>
<b>MONITOR</b>	<b>Precorrect/ remind</b>	"Before I give the next directions, let's review the steps to following directions. They are: listen attentively, raise your hand to speak or ask questions, and begin the task immediately."
	<b>Supervise</b>	After giving the directions, move, scan, and interact with the students to give them feedback about how they are following directions and to correct them as needed.
	<b>Feed back</b>	<p>"Great job of counting off quickly and moving to numbered corners. That shows responsible use of our learning time. I heard some interesting discussions ..."</p> <p>"Thank you for following the fire drill expectations during our practice and safely leaving the building."</p>
<b>Reteach</b>		<p>Have students share examples of when they followed directions promptly.</p> <p>Share examples of students you saw following directions promptly and tie compliance to positive outcomes, such as more time in the playground because the class was timely in getting lined up!</p>

## EXAMPLE: PRIMARY SCHOOL LESSON PLAN

<b>Routine</b>	<b>Moving around inside school buildings</b>
<b>Essential question</b>	How do we walk in the corridors appropriately?
<b>Desired behaviour</b>	Students will act respectfully, responsibly, and safely when walking around the school.
<b>Expectations and matrix behaviours</b>	<p>Show respect</p> <ul style="list-style-type: none"> <li>Walk on the left-hand side of the corridor</li> <li>Talk using an 'inside voice'</li> <li>Have good manners.</li> </ul> <p>Act responsibly</p> <ul style="list-style-type: none"> <li>Inform the office of any mess or problems in a corridor</li> <li>Keep your belongings with you.</li> </ul> <p>Be safe</p> <ul style="list-style-type: none"> <li>Always walk</li> <li>Carry your belongings carefully</li> <li>Open doors carefully.</li> </ul>
<b>Tell</b>	<p>Discuss, drawing on stories and real situations:</p> <ul style="list-style-type: none"> <li>Why is it important to walk in the corridors sensibly?</li> <li>Who is affected when people don't walk in the corridors appropriately?</li> <li>What situations have you experienced of people moving around the corridors in a dangerous way?</li> <li>What other problems have you noticed in the corridors?</li> <li>What can everyone do to make sure these sorts of things don't happen?</li> </ul>
<b>Show</b>	<p>Role-play correct and incorrect examples. As the teacher:</p> <ul style="list-style-type: none"> <li>Choose students to model a situation where they are moving down the corridor sensibly and safely.</li> <li>Model a situation where you don't show respect in the corridor. Then discuss with the students what you could have done better.</li> </ul>
<b>Practise</b>	<p>Have students demonstrate correct behaviours for these scenarios:</p> <ul style="list-style-type: none"> <li>Moving through corridors carrying their lunch</li> <li>Holding a door open for other students</li> <li>Responding with good manners to someone holding a door open</li> <li>Seeing someone drop litter in the corridor</li> <li>Other situations that students identify.</li> </ul>
<b>Reteach</b>	<p>Initially, reteach frequently. Some younger students may need extra teaching.</p> <p>Focus statements for reteaching or prompting:</p> <ul style="list-style-type: none"> <li>Walk, and talk quietly</li> <li>Carry your belongings safely</li> <li>Open doors carefully.</li> </ul>
<b>Other activities</b>	<ul style="list-style-type: none"> <li>Creating posters of desired behaviours in corridors</li> <li>Prompting and feeding back to students on their corridor behaviour.</li> </ul>

## EXAMPLE: SECONDARY SCHOOL LESSON PLAN

<b>General expectation</b>		<b>Be responsible</b>
<b>Routine or matrix behaviour and steps</b>		<p>Make good decisions</p> <p>"I will:</p> <ul style="list-style-type: none"> <li>• make decisions that keep me and others safe</li> <li>• make decisions that are consistent with school expectations of my behaviour."</li> </ul>
<b>Context</b>		All settings
<b>Orientation plan For year 9 students</b>		<p>Telling</p> <ul style="list-style-type: none"> <li>• "This is important because the only person who is responsible for my behaviour is me, and it is my choice to behave appropriately or not."</li> <li>• "Making good decisions affects my learning and the learning of others, as well as the environment we are learning in."</li> </ul> <p>Showing</p> <ul style="list-style-type: none"> <li>• Model making good decisions to do with littering, with kicking a ball around, and with responding to rudeness from a peer.</li> </ul> <p>Practising</p> <ul style="list-style-type: none"> <li>• Use role-play scenarios with the whole class or a group, taking students out to areas where they could happen.</li> <li>• Using the contexts above, get students to suggest scenarios where decisions could go either way.</li> </ul>
<b>MONITOR</b>	<b>Precorrect/ remind</b>	<p>Remind students as a group of the expectations:</p> <ul style="list-style-type: none"> <li>• "We're expecting you to make good decisions today at school. Good decisions help everyone learn and take care of our environment here at school."</li> <li>• Give reminders at the beginning and end of the period.</li> </ul>
	<b>Supervise</b>	<p>Duty teacher to observe and remind students of expectations when necessary.</p> <p>Classroom teachers to monitor.</p>
	<b>Feed back</b>	<p>Praise and reinforce when behaviour is observed.</p> <p>Give out reward cards – emphasise the appropriate behaviour that earned the student their card.</p> <ul style="list-style-type: none"> <li>• "I'm really pleased with those of you who decided to hand your homework in. This is a really responsible way to support your learning."</li> </ul>

## ACTIVITY: DEVELOPING BEHAVIOUR LESSON PLANS

To help get you started on developing your lessons, two templates are provided on the following pages.. With your PB4L–SW team, use one of the templates to develop a behaviour lesson plan by following these steps.

### Step 1: Select and analyse a behaviour or routine.

- Select a routine or a behaviour from the All Settings column of your matrix.
- Identify the essential steps for the behaviour (if applicable<sup>2</sup>) or routine by asking, "What does it look like to perform the behaviour or routine correctly?"
- Ensure that each step is observable (that is, all students and staff could demonstrate it the same way) and measurable (e.g., it can be counted).

### Step 2: Define the context.

- Identify the school location(s) in which the the behaviour or routine occurs.

### Step 3: Complete the remaining sections on the lesson template.

- You may find it helpful to use the examples above as models when completing the lesson.
- Make sure that your approaches to teaching the behaviour or routine are inclusive of **all** students.

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<sup>2</sup> While there will always be a series of steps for a routine, there may not be for many matrix behaviours (e.g., 'Stay seated' or 'Use a quiet voice').



## TEMPLATE FOR PRIMARY SCHOOL LESSON PLANS

<b>General expectation</b>		
<b>Routine or matrix behaviour and steps</b> List the routine or matrix behaviour and the steps involved in carrying it out.		
<b>Context</b> Identify the setting(s) from your matrix where the routine or behaviour occurs.		
<b>Tell</b> Introduce the routine or behaviour and why it is important.		
<b>Show</b> Model the routine or behaviour. Only the teacher models non-examples.		
<b>Practise</b> Give the students opportunities to role-play the routine or behaviour across relevant settings.		
<b>MONITOR</b>	<b>Precorrect/remind</b> Anticipate and give the students a reminder to perform the routine or behaviour.	
	<b>Supervise</b> Move, scan, and interact with the students.	
	<b>Feed back</b> Observe the students' performance and give them positive, specific feedback.	
<b>Reteach</b> Revise and practise over the next few days and weeks.		



This template is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.

## TEMPLATE FOR SECONDARY SCHOOL LESSON PLANS

<b>General expectation</b>		
<b>Routine or matrix behaviour and steps</b> List the routine or matrix behaviour and the steps involved in carrying it out.		
<b>Context</b> Identify the setting(s) from your matrix where the routine or behaviour occurs.		
<b>Orientation plan</b> For new students (e.g., year 9) Include explaining expected routines and behaviours and teaching them if required.		
<b>MONITOR</b>	<b>Remind</b> Anticipate and give the students a reminder to perform the routine or behaviour.	
	<b>Supervise</b> Move, scan, and interact with the students.	
	<b>Feed back</b> Observe the students' performance and give them positive, specific feedback.	



This template is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.

## 5.5 DEVELOPING A TEACHING SCHEDULE

Each school develops its schedule for teaching its matrix behaviours and school routines in accord with its particular behavioural concerns and school culture. The PB4L–SW team should consult with staff on which behaviours or routines should be taught first. The team should also talk to the principal or another senior leader about when teaching can occur and about how to achieve a realistic balance between covering all routines and behaviours and revising key ones.

The examples on the following pages show how some New Zealand schools have planned their behaviour lessons over several terms.

Each school develops its schedule for teaching its matrix behaviours and school routines in accord with its particular behavioural concerns and school culture.

Here are a few ways to determine which lessons to teach (and therefore write) first:

- As a PB4L–SW team, consider teaching and writing lessons for 'All settings' behaviours and routines first, because those skills are needed school-wide.
- Review your referrals for behavioural incidents. What problem behaviours occur most often? What behaviours from your matrix do you want students to perform instead? For example, if physical aggression is a frequent problem behaviour, an important lesson to write and teach early on would be on the matrix behaviour 'Keep your hands and feet to yourself.'
- Review your behavioural incident data to determine the most significant non-classroom locations of problem behaviours. What behaviours from your matrix do you want students to perform instead in those locations? For example, if problem behaviours take place in the corridors, does the focus need to first be on specific lessons to support moving quickly and quietly between classes?
- Use the 'Hot dotting' activity on the next page to prioritise which lessons to begin with. Note that the activity can also (or instead) be used with students.

*A rural intermediate school made a decision to teach 'Sharing sports equipment', 'Fair play', and 'Including others in playground games' during the first few weeks of term 2. The decision came about as a result of data collected on playground behaviour, which suggested that the school needed to develop a safer and more inclusive playground.*

*The data was discussed with the student council and the school whānau group, who agreed that new students in particular would feel safer and more welcome if positive playground behaviour was actively taught. A small group of teachers and student representatives collaboratively planned a series of short lessons. Playground supervisors and tuakana reinforced the teaching and expected behaviours through feedback and 'gotcha' acknowledgments.*

## ACTIVITY: HOT-DOTTING

1. Print or write your matrix behaviours and important school routines on an A3 or A2 sheet of paper.
2. Give each staff member (teaching and support staff) one green and three orange dots. Explain that orange dots are worth 1 point and green dots are worth 3 points.
3. Have staff put their dots beside the behaviours or routines they feel are most important. They can distribute their dots however they please (e.g., they could put all of their dots beside one entry or each of their four dots beside different entries).
4. Once all staff members have placed their dots, tally the numbers for each entry (remembering orange = 1 point, green = 3) to arrive at a prioritised list of routines and behaviours for your school.

Using the jungle gym	●								
Attending assembly	●								
Keep your hands and feet to yourself		●	●	●					
Walk	●								
Solve conflict peacefully			●						
Stay in your seat		●							
Maintain others' personal space			●						
Keep it clean	●	●							
Use a quiet voice	●	●							
Use respectful language		●	●	●	●				
Share with others	●	●	●	●					
Raise your hand and wait to be called on			●	●					
Follow directions	●	●	●						
Keep track of your belongings			●	●					
Listen to the teacher	●	●	●	●	●				
Be on time	●								
Be prepared	●								
Complete assignments to the best of your ability					●				

● = 1 point

● = 3 points

## EXAMPLES OF SCHEDULES FOR BEHAVIOUR LESSONS

<b>A PRIMARY SCHOOL'S PLAN FOR TEACHING EXPECTED BEHAVIOUR<sup>3</sup></b> Weeks 5 and 10 each term have been left open for a lesson that has been identified as necessary during the term or year (based on our school's behavioural data).		
	Term 1	Term 2
Week 1	Our school-wide expectations	Reviewing the school-wide expectations
Week 2	Moving around the school	Eating appropriately at morning tea and lunchtime
Week 3	Attending school assembly	Keeping your hands, feet, and objects to yourself
Week 4	Playing on the adventure playground	Looking after school property
Week 5		
Weeks 6–7	Following adults' instructions	Dealing with conflict – being a problem solver
Weeks 8–9	Being prepared and ready to learn	Tolerance – allowing others to be different
Week 10		
	Term 3	Term 4
Weeks 1–2	Greeting visitors in the school	Being a good listener
Weeks 3–4	Dealing with accidents	Playing by the rules
Week 5		
Weeks 6–7	Staying inside the school boundaries	Sharing equipment
Weeks 8–9	Using the library	Enjoying the swimming pool
Week 10		

<sup>3</sup> This school decided to teach a mix of broad expectations (e.g., 'Tolerance – allowing others to be different'), routines for specific contexts (e.g., 'Using the library'), and specific behaviours (e.g., 'Sharing equipment').

## A PRIMARY SCHOOL'S SCHEDULE FOR TEACHING EXPECTED BEHAVIOUR IN TERMS 1 AND 2<sup>4</sup>

### Term One

Weeks 1–2	Teaching school-wide expectations Co-constructing with students what the school-wide expectations look and sound like in the classroom (this could be the beginning of forming a classroom treaty)
Weeks 3–4	School-wide focus on relationships
Weeks 5–6	Explicit teaching of routines and identified matrix behaviours (e.g., exiting the school, behaviours during interval and lunchtime) Reinforcing positive behaviour
Weeks 7–9	Sharing behavioural data with students Explicit teaching of routines and identified matrix behaviours that need attention according to the data Reinforcing positive behaviour
Week 10	Winter uniform – Explicit teaching of uniform-related behaviours from the matrix Reinforcing positive behaviour

### Term Two

Week 1	Reviewing school-wide expectations to build on learning from term 1
Weeks 2–4	Sharing behavioural data with students Explicit teaching of routines and identified matrix behaviours that need attention according to the data Reinforcing positive behaviour
Week 5	School-wide focus on precorrects Reinforcing positive behaviour
Weeks 6–8	Sharing behavioural data with students Explicit teaching of routines and identified matrix behaviours that need attention according to the data Reinforcing positive behaviour
Weeks 9–10	School-wide focus on routines and behaviours associated with EOTC (e.g., camps, winter sport week, NZCT AIMS games)

<sup>4</sup> This school decided to focus initially on their broad expectations and to regularly use their behaviour data to determine the teaching focus. They also planned specific teaching in relation to upcoming events (e.g., the changeover to winter uniform).

## A SECONDARY SCHOOL'S SCHEDULE FOR TEACHING EXPECTED BEHAVIOUR IN TERM 1<sup>5</sup>

- Week 2: Respect – Use polite and appropriate language
- Week 3: Responsibility – Be ready and prepared
- Week 4: Commitment – Be at the right place at the right time
- Week 5: Connectedness – Represent the school with pride
- Week 6: Respect – Take care of the school environment
- Week 7: Responsibility – Make good decisions
- Week 8: Commitment – Persevere
- Week 9: Connectedness – Build inclusive and supportive relationships
- Week 10: Respect – Be considerate towards other people and their property
- Week 11: Responsibility – Model appropriate behaviour
- Week 12: Commitment – Strive for personal excellence

**Group teachers:** At group time once during the week, teach the lesson to your class. You must cover the material in the lesson plan. The implementation of this must be consistent across the school.

**Classroom teachers:** During classes each week, while on duty, and any other time you are interacting with students, take the opportunity to reinforce, reteach, and praise demonstration of the expected behaviour in the week's lesson plan.

## 5.6 GETTING FEEDBACK

Once your PB4L–SW team has created some draft behaviour lessons and a teaching schedule for them, it is essential to get input and feedback from others about them. Remember to date your lesson plans and schedule and to write 'Draft' on them.

There are a number of ways to get feedback. The key thing is to gather it in a proactive, systematic way and to take note of all that you get. Remember also to put your ideas for communicating and seeking feedback in your action plan (using template 4 in Appendix 4).

If possible, have several teachers trial lesson plans, and adjust them in response to the teachers' comments before circulating them for feedback.

Make sure that you discuss lesson plans and the teaching schedule with syndicate or departmental teams at all school levels, and remember to ask students how they find the lessons.

<sup>5</sup> This school decided to systematically work through the expected behaviours in their expectations matrix.

## 5.7 PROVIDING PROFESSIONAL DEVELOPMENT

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As with any new initiative in a school, staff need structured support in order to understand and implement the teaching of behaviours from your PB4L–SW expectations matrix.

Many schools incorporate PLD on the teaching of behaviour in their plan for staff professional development. At the same time, the school plans for ongoing observation and coaching for any senior students who are going to be involved in teaching the matrix behaviours.

Approaches to PLD on the teaching of behaviour could include:

- whole-staff sessions on effective teaching approaches, lesson plans, and the teaching schedule
- syndicate or departmental meetings on teaching behaviours that are specific to their particular contexts
- modelling or role-playing specific aspects of the teaching of behaviour (e.g., precorrects) and then discussing what happened in small groups
- observing individual staff teaching behaviours from the matrix in their classroom and providing feedback.

Network or cluster meetings and PB4L–SW interactions online and at conferences also provide opportunities for professional development, particularly through the sharing of examples of effective practice.



# SECTION 6

## ACKNOWLEDGING EXPECTED BEHAVIOUR



## Section 6: Acknowledging Expected Behaviour



Developing a reward system is a critical component in that it increases the likelihood that desired behaviors will be repeated, focuses staff and student attention on the desired behaviors, fosters a positive school climate, and reduces the need for engaging in time-consuming disciplinary measures.

George, Kincaid, & Pollard-Sage, 2009

Many children start school as socially competent, confident five-year-olds. Their home and school experiences align in terms of adult expectations, positive social modelling, and the encouragement and reinforcement of self-regulation and positive social behaviour. However, some children start school without having acquired age-appropriate levels of self-regulation and without having learnt socially acceptable ways of relating to other children, building friendships, and negotiating with teachers and other adults. The circumstances that can lead to this have been the subject of extensive research (see, for example, Church, 2003; Reid, Patterson & Snyder, 2002; Rathvon, 2008).

Schools provide a vitally important context for teaching and promoting positive behaviours that support students to develop happy, healthy relationships with others. When teachers model and teach expected behaviours and acknowledge students for displaying them, they place children in the best position to experience success in their learning and in their social relationships.

Responding to students with specific, timely, and constructively worded feedback and recognition helps them to learn and practise the behaviours that are expected at school. This section will help you to develop a continuum of responses for acknowledging positive behaviour in your school. This systematic, consistent, school-wide approach enhances student-staff relationships, reduces the likelihood of problem behaviour, and helps develop a warm, positively focused school culture.

When teachers model and teach expected behaviours and acknowledge students for displaying them, they place children in the best position to experience success in their learning and in their social relationships.

## 6.1 THE IMPORTANCE OF FEEDBACK

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Providing specific, timely, constructive feedback about academic learning is a well-established feature of best teaching practice (Alton-Lee, 2003; Hattie, 2012). Such feedback promotes learning and supports engagement and motivation. It helps students to know what they are doing well, to establish their next learning steps, and to identify and select the strategies that will help them to solve problems and work towards goals. For example, while exploring a text with a student, the teacher might say “Ka pai – you used the illustration to infer when the story takes place.” Because the teacher’s feedback is specific, the student is more likely to include illustrations as a resource for inference in the future.

Positive performance feedback is just as important for learning *social behaviour* as for learning academic skills. When students display expected behaviour, your use of positive, specific, contingent<sup>1</sup> feedback increases the likelihood that they will display that behaviour again (Maag, 2001; Church, 2014). A familiar saying is ‘You get what you recognise.’ By recognising the positive skills and behaviours that students show, you are more likely to see those skills and behaviours in the future.

It is normal for students to make mistakes as they learn and practise new ways of behaving. Some students will take longer than others to align their behaviour with the expectations that the school community has established. It is important to recognise these students’ efforts and approximations and to provide feedback to them as they progress towards successfully demonstrating expected behaviours.

A central feature of PB4L–SW is that positive behaviour receives more attention than inappropriate behaviour. A school-wide focus on giving students high rates of positive performance feedback<sup>2</sup> helps to create a positive climate and strengthens relationships between students and staff (Flora, 2000; Ratcliff et al., 2010). It also supports an inclusive, strengths-based approach that ensures all students receive recognition, not just those who seek it or those who receive attention for inappropriate behaviour.

A central feature of PB4L–SW is that positive behaviour receives more attention than inappropriate behaviour.

In addition, a school-wide system of positive performance feedback gives all adults in the school the language to use when guiding students in their behaviour. As discussed below, most schools use a mix of tangible items, preferred activities, and verbal feedback to encourage students to use expected behaviour. However, the emphasis must be on pairing the reinforcement, whether tangible or otherwise, with positive language linked to one or more matrix behaviours. It is important that students understand what it is that they did well, and how it aligns with the school’s behaviour expectations.

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<sup>1</sup> Contingent feedback is timely and relevant; that is, it occurs immediately after a student performs a task or action and it corresponds with that task or action.

<sup>2</sup> In PB4L–SW schools, teachers aim for a ratio of at least four positive responses to each corrective response (in keeping with the recommendation of Reavis, Jensen, Kukic, & Morgan, 1993).

## HOW TO GIVE FEEDBACK

Verbal feedback is an easy and free method of acknowledging expected behaviour from students. However, all staff should understand and be able to use strategies that make the acknowledgment effective.

**How** to acknowledge:

- **Be clear and specific** by only describing the behaviour you have observed (rather than, for example, referring to past mistakes). In your description, use the language from the behaviour matrix to reinforce the school-wide expectations.
- **Keep your words appropriate** to the individual and the situation. For example, you should know your students well enough to be able to differentiate whether public or private recognition is more reinforcing for them.
- **Be genuine** by finding your own style to communicate sincere acknowledgment, especially when working with older students.

**When** to acknowledge:

- **Give it only immediately after** the expected behaviour, rather than using it as a general motivator.
- **Give it frequently during acquisition** of the expected behaviour, that is, at a high enough rate to change or maintain behaviours.

**What** to acknowledge:

- **Expected behaviours** from your school-wide expectations matrix and within identified school routines.

The strategies above are a reminder that statements such as 'Good job' are not an adequate form of performance feedback or acknowledgment.

*A primary teacher has been teaching her year 6 class the social behaviours needed for group discussion activities, such as taking turns, bringing people into the discussion, managing disagreement, showing that you are listening, and accepting and encouraging others' ideas. These all link to the school's broad expectations of Be Respectful and Be a Learner.*

*At the beginning, the teacher gave very explicit feedback and praise when the students demonstrated these behaviours, and she made frequent links to the expected behaviours from the matrix: "I liked how you added on to Kaia's idea – that showed that you were listening and thinking." "You all handled this tricky discussion with great respect for each other's ideas – that's how we do it in our school."*

*Once the students had developed fluency and confidence with these behaviours, an occasional thumbs up was all that was needed to recognise their efforts. The teacher also encouraged self- and peer feedback: "Put your thumbs up if your neighbour encouraged your ideas during our pair-sharing time."*

The knowledge-building activity 'Tying verbal feedback to your school-wide matrix' in Appendix 9 is a valuable exercise for building staff capability in giving feedback.

## 6.2 THE ROLE OF PRAISE

Teacher praise has been supported as among one of the most empirically sound teacher competencies.

Maag, 2001, page 182

Section 5 covered teaching expected behaviours in your school. It explained that 'telling', 'showing', and 'practising' are not sufficient to ensure that behaviours are learnt and adopted. When students then perform expected behaviours, there need to be consequences such as adult attention and recognition, which, for most students, reinforce the behaviours.

This is especially the case in the early stages of learning behaviours. Research has demonstrated the importance of recognition within the learning curve that a learner typically moves through while acquiring a particular academic skill or behaviour. Feedback, praise, and tangible acknowledgments (see below) provide the extrinsic motivation that learners need while they are developing capability and fluency. This extrinsic motivation can be gradually withdrawn as it is replaced by the intrinsic rewards that come with successfully mastering the skill or behaviour. Thereafter, the intermittent use of positive feedback helps to maintain the behaviour.

### TEACHERS' CONCERNS ABOUT PRAISE

Some teachers worry that praise and rewards can damage a student's intrinsic sense of self-worth and motivation. There is no evidence to support this idea (Cameron, Banko, & Pierce, 2001; Cameron & Pierce, 2002; Reiss, 2005). However, when giving praise we can support the development of intrinsic motivation by allowing the student to 'own' their success (e.g., "You will be feeling really pleased with your hard work at writing time") and by modelling positive self-talk and self-praise using 'think aloud' strategies (e.g., "I think I've done a good job with this piece of writing; I've done everything on my checklist, I persevered when I was finding it hard, I ignored the chatty people beside me; now I can move on to the next task").

Some teachers also worry that they are being required to find opportunities to praise students who are, for a lot of the time, off task or disrespectful. These students may be getting praise for behaviours that other students were successful with at a much earlier age. Teachers worry that public recognition of these students will be perceived as confusing or unfair by other, well-behaved (and therefore 'more praiseworthy') students.

It is important to remember that for students who have had inappropriate behaviours modelled and reinforced for many years at home, or who have experienced persistent failure and disengagement at school, learning new ways to behave sometimes requires enormous effort on their part. Many of them are 'running on empty' when it comes to positive adult attention. Their need for feedback and recognition as they attempt and approximate, or successfully demonstrate, expected behaviours is far greater than that of other students. Even small, quietly delivered acknowledgments will make a big difference to these students.

*Tyler, age 10, is learning how to manage his playground behaviour. He sometimes has difficulty managing his responses to disappointment, teasing, waiting his turn, and sharing, and so the playground is often a context for problem behaviour. At home, he has successfully used bullying tactics such as an angry voice and threatening remarks to have his needs met, and he has seen adults deal with others in this way.*

*During a term 1 focus on improving playground behaviour, the school has decided to have extra staff on playground duty. The duty teachers are focusing on praising students who are playing games with a spirit of fairness, fun, and inclusion, and giving a small voucher when they see examples of this behaviour. These behaviours are listed on the school's expectations matrix, and what they look and sound like has been the focus of specific class teaching and assembly for several weeks. Because Tyler has particular difficulty in the playground, teachers are prepared to provide him with more frequent, targeted praise and feedback when they notice efforts to meet the behaviour expectations. In a social skills group, Tyler has been practising walking away from potential confrontation, and teachers are particularly looking out for signs of success with this.*

*After two weeks of targeted teaching and feedback, Tyler's playground behaviour has improved significantly. The deputy principal, who has a friendly relationship with Tyler and his whānau, acknowledges this. She emails Tyler's parents with feedback about Tyler's improved behaviour, and they agree to praise and reinforce Tyler when he shows patience and stays calm during backyard games with his younger brothers.*



## 6.3 TANGIBLE ACKNOWLEDGMENTS

I have not worked with a school that has been able to give enough feedback to students to maintain positive behaviour without using a tangible item, like a Pride ticket. The tangible helps staff remember to give positive recognition to students.

Lewis, 2013

PB4L–SW recognises that, along with verbal feedback and praise, tangible acknowledgments can play an important role in teaching and learning behaviours, when used thoughtfully and purposefully. Tangible items are tickets, compliment cards, ribbons, and so on, often serving as a credit towards a desired activity. They provide a universal signal to students that they have performed expected behaviours. They also help staff be accountable for giving positive, specific verbal feedback and praise:

- They remind staff to give feedback and praise.
- They provide all staff with an efficient method of giving positive feedback to any and all students, which can create a more positive school culture of being 'all in this together'.

Using tangibles makes it easy to record the total positive performance feedback statements given. When classes, teams, or year levels reach their targets for positive feedback statements, students get to celebrate their success.

For such celebrations, many schools create a menu of preferred activities, decided on by the students.<sup>3</sup> This allows for the recognition of positive behaviour through in-school, fun activities that reflect students' interests and preferences.

### TEACHERS' CONCERNS ABOUT TANGIBLES

Some educators criticise the use of tangible acknowledgments, arguing, for example, that they can create dependence on the acknowledgments and undermine students' agency and internal motivation. As discussed in section 6.2 on praise, the research does not support this concern.<sup>4</sup>

In particular, for students who have behavioural challenges, tangible acknowledgments can be a powerful tool to support behavioural learning, increasing the students' confidence and self-esteem as they experience recognition for their efforts. If the acknowledgments also contribute to collective success (e.g., through points for a group or class), this helps to grow the peer esteem that is an important aspect of social success at school (Leflot et al., 2013).

Teachers' ultimate goal is of course for students to be intrinsically motivated. However, the reality is that schools give many tangible acknowledgments, such as grades on paper, trophies, and other awards, for success in academic studies, sports, music, and so on. Yet they often struggle with the idea of giving tangible items, verbal praise, or feedback for success in social behaviour.

<sup>3</sup> Some schools also draw on Laura Riffel's lists of 'Free or Inexpensive Rewards' (at <https://usm.maine.edu/sites/default/files/smart/freerewards4studentsnstaff.pdf>). Separate lists are available for primary students, secondary students, and adults in the school.

<sup>4</sup> See also, for example, Akin-Little, Eckert, Lovett, & Little, 2004.

The bottom line is that students need acknowledgment and encouragement, and they respond positively to acts of appreciation (Colvin, 2007). The two quotations below address the issue of tangible items and intrinsic motivation.

The undermining effect of extrinsic reward on intrinsic motivation remains unproven.

Reiss, 2005, page 1

Our evaluation of more than thirty years of research indicates that there is no inherent negative property of external reward. Careful arrangement of rewards in education, business, and home settings can enhance interest and performance. This occurs when rewards are closely tied to attainment of performance standards and to specific behavioral criteria.

Pierce & Cameron, 2002, page 221

The knowledge-building activity 'Teachers' concerns about praising and rewarding students' in Appendix 9 uses the two sections above to surface any concerns your staff may have about these two key aspects of an acknowledgments system.



## 6.4 A SCHOOL-WIDE CONTINUUM FOR ACKNOWLEDGING EXPECTED BEHAVIOUR

All members of staff are responsible for providing students with performance feedback. A school-wide continuum for acknowledging expected behaviour supports staff to do so consistently. It also:

- helps students learn and maintain expected behaviour
- creates a positive school climate
- gives staff consistent language for encouraging students.

A continuum is a range or series. To be effective, a school-wide continuum for acknowledging expected behaviour should include:

- **level 1 acknowledgments: free and frequent** – for everyday use by all staff in all school settings
- **level 2 acknowledgments: moderate and intermittent** – awarded occasionally
- **level 3 acknowledgments: significant and infrequent** – quarterly or yearly types of recognition.

Different levels of acknowledgments are also seen in the ways in which most schools recognise academic performance. For example, free and frequent academic acknowledgments include specific feedback and praise for students' responses and work, and grades for assignments; moderate and intermittent acknowledgments include student reports and certificates at assembly; significant and infrequent acknowledgments include academic awards.

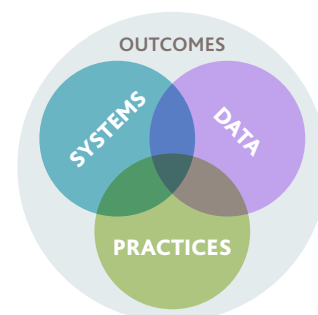
*A rural primary school has a range of ways of acknowledging positive behaviour. Staff and students focus on celebrating collective success, recognising how each student contributes to the behavioural and learning success of their class and how each class contributes to whole-school success. In the classroom and playground, teachers give frequent praise and feedback to maintain positive school-wide behaviour and target behaviours that are the focus of current teaching. They also have a 'secret spy' on the lookout for children who display target behaviours; the secret spy is a different staff member each week, and fun clues about who the person might be are given at assembly. At each assembly, the names of children noticed by the secret spy are read out and their class receives points. There are rewards of books (donated to the school) for the class that receives the most points. An afternoon of musical fun is planned every six weeks or so to celebrate improved behaviour across the school.*

*The staff say that thinking of rewarding activities for the students is much more fun than what used to happen – focusing on punishments. They try to keep things varied so that the children don't become bored or satiated with too many rewards of the same kind. The students provide regular feedback about preferred activities and have developed a menu of reward ideas. Rewards are activity-based rather than tangible items, although the occasional sticker or sparkly pen is given. One of the students' favourite rewards is to share a pizza lunch with the principal and caretaker in the staffroom. Some individual students have a reward programme targeted to their particular needs and challenges. Their accumulated points also contribute to collective classroom success.*

## 6.5 SYSTEM SUPPORTS, PRACTICES, AND DATA

PB4L–SW is most powerful when systems, practices, and data are working together and given equal emphasis (see section 1.4). The following table presents examples of these three key interactive elements for the essential feature 'Acknowledging expected behaviour'.

*Table 14: Examples of system supports, practices, and data for acknowledging expected behaviour*



SYSTEM SUPPORTS FOR STAFF	PRACTICES SUPPORTING STUDENTS	DATA FOR DECISION MAKING
<p>A continuum agreed on by staff and showing free and frequent, moderate and intermittent, and significant and infrequent acknowledgments</p> <p>Professional development on techniques and language to use when giving students feedback</p> <p>Feedback to staff on their practice when using acknowledgments</p> <p>Feedback from and to staff about changes in student behaviour in response to acknowledgments</p> <p>Relieving teacher information packs that include guidance for giving students performance feedback</p> <p>Acknowledgments for staff, such as compliment cards or a draw for gift certificates or cinema tickets</p>	<p>Giving specific verbal feedback and praise to students in relation to expected behaviours</p> <p>Giving tickets or coupons to students along with feedback and praise that uses PB4L–SW language</p> <p>Class celebrations, such as when tally tickets given to students reach their target (e.g., 12 compliments for each letter of Be Respectful) or when a class goal of a certain number of compliments is reached</p> <p>Communication with whānau about the acknowledgment system</p> <p>Bulletin board for tokens of school-wide recognition, such as cut-out paws or stars</p> <p>All-school celebrations, such as recognising students with 'no incidents' at assembly or an 'on-time party' (for when a target for being on time to classes is reached)</p> <p>Sharing behavioural data with students</p> <p>Encouraging students to give each other recognition for positive behaviour</p>	<p>Feedback from staff, students, and whānau on the continuum</p> <p>Behavioural data</p> <p>Data in relation to the goal of a 4:1 ratio of positives to correctives</p> <p>Data on acknowledgments – numbers of class or school-wide tokens of recognition awarded (e.g., coupons, stars), for which routines or matrix behaviours, by which staff, and so on</p>

## 6.6 STEPS FOR ACKNOWLEDGING EXPECTED BEHAVIOUR

The table below offers steps for your PB4L–SW team to consider as you develop your continuum for acknowledging expected behaviour. Alongside each step are examples of evidence and sources of data for evaluating its outcomes. The discussion, activity, and examples in the rest of this section will support you to work through the steps.

*Table 15: Steps for acknowledging expected behaviour*

STEPS	EVIDENCE OF ACCOMPLISHMENT
<p>1. Referring to your expectations matrix, identify ways in which your school currently acknowledges expected behaviour.</p> <p>Drawing on this information, create a draft continuum for providing specific, positive feedback to students and staff and for celebrating success when targets are met.</p>	<p>Draft continuum for acknowledging expected behaviour, including plans for celebrating success in meeting targets</p>
<p>2. Seek feedback on the draft from staff, students, and whānau.</p>	<p>Diverse opportunities for staff, students, and whānau to provide feedback on the draft</p> <p>Comprehensive feedback on the draft continuum</p>
<p>3. Take in feedback, and finalise and circulate the continuum.</p>	<p>Final version of the continuum included in staff and student handbooks, on the website, and in other school publications</p>
<p>4. Provide professional development to staff on using the continuum.</p>	<p>Staff and syndicate meeting minutes</p> <p>Staff development agendas and handouts</p> <p>Staff development plan</p>

## 6.7 DEVELOPING A SCHOOL-WIDE CONTINUUM OF ACKNOWLEDGMENTS

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Although many schools have procedures in place to acknowledge appropriate behaviour, the function of the procedures is often unclear. One purpose of a continuum is to address this lack of clarity.

When developing a continuum for acknowledging expected behaviour, the PB4L–SW team will need to work collaboratively with staff and students to make decisions such as:

- what kinds of free and frequent, moderate and intermittent, and significant and infrequent acknowledgments to use to encourage expected behaviour
- how to give acknowledgments – for example, if some students are embarrassed by attention, allow for giving acknowledgments to them in private
- what kinds of tangible items to use, how they will be named and designed, and where and when the items will be presented – consulting students will help you to be informed about and responsive to their ideas and preferences
- how the tangible items will be distributed to staff, and what students will do with the tangibles on receiving them
- what school-wide, year-level, classroom, or setting (e.g., grounds) targets will be set for numbers of acknowledgments awarded
- what celebrations will take place for students and staff when the targets have been reached – for example, free and easy activities such as mismatched clothes days and funny socks days, or other preferred activities such as whole-school art making and music or games afternoons
- which staff member(s) will coordinate the acknowledgments.

*At a North Island primary school, a student explained part of its acknowledgments continuum like this: "At our school, we get stickers for our expected behaviours. This works all over the school ... like in the classroom, or on the playground. When we have ten stickers, we get to choose a reward, like extra time on the computer. If the whole class has enough stickers, we get to have a movie afternoon. I like it, because it makes school a happy place to be."*

The activity overleaf provides a possible approach for developing your school's continuum and for integrating your current procedures as you do so.

## ACTIVITY: DEVELOPING YOUR SCHOOL-WIDE CONTINUUM OF ACKNOWLEDGMENTS

To help get you started on your continuum, refer to the primary and secondary school examples on the next two pages.

Then use the blank templates that follow the two examples to develop a draft of your school-wide continuum for acknowledging expected behaviour. The directions below will help you to start 'formalising' your current acknowledgments.

1. Use your expectations matrix to help you think of ways in which your school acknowledges expected behaviour. Then complete the 'Acknowledgments audit' template on page 15, identifying each procedure, the expectation, behaviour(s), and locations it relates to, the tangibles or activities associated with it, and whether the acknowledgment is free and frequent, moderate and intermittent, or significant and infrequent.
2. From the information identified in Step 1, identify and list on the 'School-wide continuum' template (in the Name column) on page 16 your **current** school-wide procedures for acknowledging expected behaviour.
3. Where possible, complete all the columns across the page for your **current** school-wide procedures.
4. With your PB4L-SW team, brainstorm and prioritise ideas to fill the gaps in your current procedures and to plan **additional** school-wide procedures to acknowledge your students' expected behaviour. Ensure you arrive at a satisfactory balance of free and frequent, moderate and intermittent, and significant and infrequent acknowledgments.
5. When you have completed your draft continuum, remember to update your action plan using template 5 in Appendix 4.

## SCHOOL-WIDE CONTINUUM OF ACKNOWLEDGMENTS: PRIMARY SCHOOL EXAMPLE

NAME	RESOURCES	DESCRIPTION AND CRITERIA	WHEN AND WHERE PRESENTED	INFORMATION REQUIRED	GOAL	CELEBRATIONS	COORDINATOR
Bee-ing a Safe, Respectful Learner	Bee tickets; \$100 for celebrations	To any student, staff give high rates of specific verbal feedback and praise, using the Bee language and often giving out Bee tickets	Any staff to any student meeting an expectation or following a rule, any location	Monthly update at staff meeting; information in staff handbook; Bee ticket master in workbook	5000 tickets given out school-wide per year	Extra break time; movie in gym; dance in hall	Jill
Monthly Attendance Award	Monthly list of students created by office; certificates	For every student with perfect attendance for the month	School-wide percentage and a reminder about certificates given at monthly assembly	Certificates provided to teachers to present in class and send home in folders	Certificates received by 93% of students over the year	Certificates presented in class	Tammy
Students of the Month	Minor and major office referral data; certificates; camera; photo paper	For two students from each class who have shown behaviour improvement (fewer minors or majors)	Teachers present at monthly assembly	Teacher submits names of students to office two days before each monthly assembly	Two students per class per month	Student names announced, pictures taken and put on bulletin board	Wazza
Perfect Behaviour Party	'No Behavioural Incident Report' created and distributed to teachers; funding for buses; free admission	For any student who has not had any office referrals for the year	At the end of each year, teachers announce their list of students with no behavioural incidents	Office creates list of all students with no behavioural incidents and distributes to teachers	80% of students per year	Other options: field trip to museum in November; concert or farm visit in December	John
FREE AND FREQUENT		MODERATE AND INTERMITTENT					
SIGNIFICANT AND INFREQUENT							

Adapted with permission from Colvin, 2007

## SCHOOL-WIDE CONTINUUM OF ACKNOWLEDGMENTS: SECONDARY SCHOOL EXAMPLE

NAME	RESOURCES	DESCRIPTION AND CRITERIA	WHEN AND WHERE PRESENTED	INFORMATION REQUIRED	GOAL	CELEBRATIONS	COORD-INATOR
Being a Responsible Learner	Cardinal Cards; box in office	To any student, staff give high rates of specific verbal feedback and praise, using the Cardinal Code language and often awarding Cardinal Cards (student signs card and puts it in box in office)	Any staff to any student meeting an expectation or following a rule, any location	Progress in meeting goal of 100 cards per week	100 Cardinal Cards in office box per week	Twenty-five names drawn from box weekly; names read out by students at assembly; small prizes	Susie
Monthly Glad You Were Here	Attendance report; gift vouchers	For every student with perfect attendance for the month	School-wide percentage and a reminder about gift vouchers given at monthly assembly	List of perfect attendance for the month, drawn up by office and posted in staffroom	90% of students each month	Each student gets a free gift voucher to redeem at sports concession stand	Deb
On-time Party	List of students with no late notices; gym; sound system; \$100 for prizes; certificates	For any student who has not had a late notice during the term	On [DATE] and [DATE], all students on list go to the gym at 2.30 for party; names announced over intercom	List of all students with no late notices drawn up by office and distributed to all teachers	75% of students with no late notices per term	Party with music, dancing, prizes, and certificates	Wally
SIGNIFICANT AND INFREQUENT							
MODERATE AND INTERMITTENT							
FREE AND FREQUENT							

Adapted with permission from Colvin, 2007

## ACKNOWLEDGMENTS AUDIT: TEMPLATE

WHAT? (Name of procedure)	WHY? (Broad expectation and specific behaviour(s) from the expectations matrix)	WHERE? (School-wide, classroom, non-classroom)	WHEN? (Free and frequent, moderate and intermittent, or significant and infrequent)	HOW? (Acknowledgments)					
<b>Example</b> Being a Respectful Learner	Be a Respectful Learner – Using appropriate language	Classroom Non-classroom School-wide	Free and frequent	Specific feedback and praise for the use of respectful language Points system (classroom) Gotcha cards (non-classroom)					



This template is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.

## SCHOOL-WIDE CONTINUUM FOR ACKNOWLEDGING EXPECTED BEHAVIOUR: TEMPLATE

COORD-INATOR									
CELEBRATIONS									
GOAL									
INFORMATION REQUIRED									
WHEN AND WHERE PRESENTED									
DESCRIPTION AND CRITERIA									
RESOURCES									
NAME									
	FREE AND FREQUENT			MODERATE AND INTERMITTENT			SIGNIFICANT AND INFREQUENT		



*This template is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.*

## 6.8 GETTING FEEDBACK ON YOUR CONTINUUM

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Once your PB4L–SW team has created a draft of your continuum, it is essential to get input and feedback from others about it. Remember to write 'Draft' on the continuum document (to indicate you are seeking feedback) and to date it (to help everyone to keep track of versions as the continuum evolves as a result of feedback). Remember also to add your ideas for seeking feedback and publicising the continuum in your action plan, using template 5 in Appendix 4.

There are a number of ways to get feedback, but the most important thing is to proactively seek it and to consider all that you get. Seeking student voice and involving them in promoting the continuum will help to ensure that they come to value and 'own' it. For example, in New Zealand schools, students have created posters and videos and planned assemblies and special events in relation to their school's continuum.

Examples of how to gather feedback include:

- discussing the draft continuum with syndicate or departmental teams at all school levels
- breaking the individual procedures down, to help staff understand their purpose and how all staff will implement them
- asking all students during a designated class period about the continuum, checking that they do find its acknowledgments encouraging – this is particularly important for older students (e.g., seniors at primary school and intermediate and secondary students)
- asking whānau for their input (e.g., at parent–teacher conferences, whānau group meetings, and sporting and cultural events).

Once you have finalised your continuum, remember to circulate and publicise it – for example, by including it in staff and student handbooks and on the school website.



## 6.9 STAFF PROFESSIONAL DEVELOPMENT

To ensure consistency in implementation, it is important that members of the school community such as whānau and board members have a good understanding of your continuum of acknowledgments. Furthermore, it is vital that every staff member (senior management, teachers, and support staff) fully understands how to **use** the continuum. Relievers should also understand your acknowledgment system.

It is vital that every staff member fully understands how to use the continuum. Relievers should also understand your acknowledgment system.

With your PB4L–SW team, you will need to consider how to help staff deepen their knowledge about the continuum. In particular, consider:

- **Who** needs to build their knowledge and understanding about acknowledging expected behaviour?
- **What** knowledge and expertise do different groups need to develop?
- **When** will you and your team support this development, and who will be responsible?

You will need to provide professional development on techniques and language for giving students feedback. Individual staff members will benefit from feedback on their practice when using acknowledgments. You will also need to set up processes for giving and receiving feedback about the impact of acknowledgments and changes in student behaviour in response to them.

*When a South Island high school PB4L–SW team introduced a draft acknowledgments continuum to the staff, there were grizzles from some teachers. Others worried that they would sound insincere giving behavioural feedback, particularly to senior students. The team therefore planned professional development for the staff that involved reading and reflecting on key literature and refreshing their thinking about the importance of quality feedback for both learning and behaviour. The evidence for the use of praise, reinforcement, and behavioural feedback was compelling, and this helped to shift the thinking of the staff as a whole.*

*The PB4L–SW team led the way in modelling the use of behaviour-related feedback around the school. Student representatives agreed to survey students about possible tangible rewards and preferred activities that could be used to reinforce the school's behaviour expectations. Staff were asked to carry out peer assessments, in which a colleague would observe and count the numbers of positive vs corrective statements made during a teaching period.*

*The results of the survey and assessments were surprising and gave staff the incentive to implement the acknowledgments continuum and to work towards a ratio of 4 to 1 positive to corrective responses. As a whole, they were surprised at how increased positivity and specific feedback lifted the overall tone of the school and strengthened relationships between staff and students.*

# SECTION 7

## DISCOURAGING INAPPROPRIATE BEHAVIOUR



## Section 7: Discouraging Inappropriate Behaviour



While PB4L–SW schools focus predominantly on strengthening relationships and encouraging positive behaviour, they also take a consistent approach to discouraging inappropriate student behaviour. The school-wide approach works best within schools that emphasise good pastoral care and in which teachers act with fairness, integrity, and compassion.

Inclusive culturally responsive values and practices ensure that PB4L–SW schools respond to problem behaviour with empathy and concern for the well-being and dignity of all members of the school community. Most importantly, over time teachers in PB4L–SW schools develop an understanding of the complex environmental reasons that may lead to problem behaviour. This helps them to avoid deficit thinking and to take responsibility for creating an environment that supports all students to be socially and academically successful.

Responding effectively to problem behaviour:

- helps to create a learning and social environment that is safe, predictable, and secure for staff and students
- ensures that inappropriate behaviour is not reinforced
- focuses on teaching and reteaching what students are expected to do; this increases the probability that students will behave appropriately in the future
- reduces stress for staff, students, and whānau.

While many schools have traditionally used punitive consequences such as detentions and (for serious incidents) stand-downs, suspensions, and expulsions, many are now aware of the poor long-term effects of punitive responses (Costenbader & Markson, 1998). The PB4L–SW approach is to plan for the use of corrective responses<sup>1</sup> that are fair, logical, and consistently applied. The effectiveness of corrective responses is greatly strengthened by having preventative practices in place – for example, prompting and precorrecting, actively teaching expected behaviours, and procedures for de-escalating potential problem behavioural incidents.

Providing lots of opportunities for students to practise positive behaviour and receive helpful feedback is also vital. For example, the response to unkind name-calling by a student in the classroom might be the teacher's reminder to practise respectful language: "We respect each other at this school, so we don't call people names. How can you show respect and still get Sam's attention?" After the student has complied, the teacher gives a 'thumbs up' to the student to reinforce the expected behaviour, and makes a mental note to notice and provide feedback when this student and others demonstrate friendly, respectful talk in the classroom.

<sup>1</sup> See section 7.1 for a discussion of 'corrective responses'.

When students make academic learning errors, teachers respond by reteaching, providing guided practice, and then allowing the student independent practice with frequent monitoring. Similarly, when staff view inappropriate behaviours as learning errors, it becomes logical to take a supportive, educative approach, helping students to learn and practise new behaviours as a result of explicit teaching and constructive, specific feedback.

Another reason for providing corrective feedback for behavioural learning errors is to reduce the number of times students 'practise' inappropriate behaviours. Timely, corrective feedback helps a student to find more effective, socially positive ways to get their needs met. Again, this is just as we provide specific feedback to support academic learning, so that a student does not repeatedly practise an incorrect or inefficient process or strategy.

Ultimately, we want students to develop the competencies that support self-regulated behaviour. This will allow them to think about and manage their responses to learning and social challenges in positive ways. Careful teaching, timely encouragement, and corrective feedback, in combination with the gradual release of responsibility to the student, support this development (Drabman, Spitalnik, & O'Leary, 1973).



## 7.1 CORRECTIVE VS PUNITIVE RESPONSES TO INAPPROPRIATE BEHAVIOUR



Research says that punishing kids doesn't teach them the right way to act.

George Sugai in Fox News, 2005

### CORRECTIVE RESPONSES

The use of corrective rather than punitive approaches for reducing problem behaviour in schools aligns well with the positive, inclusive vision and principles of the New Zealand Curriculum. Corrective responses are those that provide the feedback and encouragement students need to become self-reflective, self-managing learners who relate positively to others. They encourage students to think ahead, to use effective strategies, and to make good choices.

Corrective responses involve explicit teaching that is gradually withdrawn as a student develops confidence and fluency. A corrective conversation or conference helps the student, through questioning, prompts, and timely encouragement, to think about their behaviour and consider next steps for improvement. It supports the student to ask, "What did I do? What would be a better way? What will I do differently next time? What can I do to help me to cope better when I am feeling angry, stressed, or anxious?"

### THE PROBLEM WITH PUNITIVE RESPONSES

The technical definition of a punishment is: an aversive consequence for a behaviour that reduces the likelihood that the behaviour will reoccur. For example, detention as a consequence for disruption in the classroom will have a punishing effect if the student doesn't like detentions and chooses to be less disruptive in order to avoid further detentions.

While this sounds simple, science and experience tell us that punitive responses have poor long-term effectiveness (Vialle, Lysaght, & Verenikina, 2005). They can also have negative, unintended consequences, such as causing minor misbehaviours to escalate as a student tries to avoid punishment (e.g., truanting from school to avoid being punished for taking someone's lunch).

For some students, any kind of attention, positive or negative, is reinforcing, so they repeat inappropriate behaviours in order to continue to receive attention (Shumate & Wills, 2010; Thomas, Becker, & Armstrong, 1968). For others, a punitive response may in fact meet their needs – for example, for students motivated by avoidance, time in detention is just the respite from the challenges of classroom learning and relationships they are seeking.

One of the key problems with punitive responses is that to maintain effectiveness, they have to be continually strengthened as students develop 'immunity' to them. Unfortunately, the students that we are most likely to punish are those who have experienced frequent, often heavy-handed punitive responses in and out of school, and so a school's response has little impact on them (Church, 2003).

A punitive school culture may engender fear, stress, and ultimately disengagement as some students begin to associate school and the classroom with punishment (Lewis et al., 2008). Children and young people are in the process of developing emotional self-regulation, which is why, for some students, a punitive response can elicit unpredictable displays of strong, negative emotions. Often a punitive response is applied at a time of stress and heightened emotion for both the teacher and student; at such times, the teacher is less likely to think carefully about fairness and logic, to consider the particular needs of the student, or to understand what they may be trying to communicate through their behaviour.

Most importantly, a punitive consequence is not designed to teach new behaviour, nor does it have the effect of strengthening relationships. In contrast, the underpinning messages of corrective responses are concern for the student, understanding of their particular behavioural strengths and needs, and optimism about their potential to learn and be socially and academically successful.

The following table presents some commonly held beliefs or 'myths' that are prominent in some New Zealand schools but that are not supported by research.

*Table 15: Beliefs about discouraging inappropriate behaviour*

BELIEF	WHAT RESEARCH SHOWS
Teaching or reteaching expected behaviours takes more time than punishing misbehaviours. Teachers don't have time to 'teach behaviour'.	Punishing misbehaviour has a very limited effect in the long term (Vialle, Lysaght, & Verenikina, 2005), whereas teaching and reteaching expected behaviours do reduce misbehaviour (Sugai, 2005). Teaching appropriate behaviour may take some time at first, but in the long run it takes less time and effort than continually having to implement punishments.
We must punish misbehaviour to provide an example to other students.	Punishment-based approaches to school discipline may escalate rather than deter school disruption (Shores, Gunter, & Jack, 1993). Punishment is used unpredictably and is unlikely to improve behaviour (Council for Exceptional Children, 1991).
Students should admit what they have done wrong so that they can accept responsibility for their behaviour. They should apologise for their misbehaviour to teach them to be empathetic.	Requiring students to admit or confess their misbehaviour or asking them why they misbehave does not produce long-term changes in behaviour (Hofmeister & Lubke, 1990; Johns & Carr, 1995).
Effective teachers punish, soft teachers praise. If we get tough early, we prevent future misbehaviour.	A reliance on punishment is associated with (a) aggression, (b) vandalism, (c) truancy, (d) lateness, and (e) dropouts (US Department of Health and Human Services, 2001).
Zero-tolerance policies make our schools safer.	Long-term reactive and punishment-based responses create a false sense of security and inadvertently reinforce antisocial behaviour (Mayer, 1995; Mayer & Butterworth, 1979; Mayer, Butterworth, Nafpaktitis, & Sulzer-Azaroff, 1983).
It's not our job to teach older students social skills. They should have learned how to behave in primary school.	The New Zealand Curriculum promotes the development of 'social skills' (e.g., through the key competencies). Nearly all students showing at-risk and antisocial behaviour have not yet acquired or become fluent in the critically important behavioural competencies needed to be successful at school (Walker & Horner, 1996).

The introductory activity 'Our experience of challenging behaviour' in Appendix 9 provides a good starting point for exploring responses to problem behaviour, allowing staff to surface their beliefs during a non-threatening discussion. Appendix 9's knowledge-building activity 'Corrective vs punitive responses' can then help build your staff's understanding of why 'tough' approaches to problem behaviour are ineffective in the long term.



## 7.2 A SCHOOL-WIDE CONTINUUM FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR

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A continuum for discouraging inappropriate behaviour is important for the following reasons:

- It increases the probability that all adults will provide clear, consistent educative responses to all students who display problem behaviours. Consistent responses from all staff create a safe and predictable school environment that enhances learning and teaching outcomes (Sugai, 2005).
- It includes responses focused on teaching, reteaching, and having students practise the appropriate behaviour.
- It includes responses to minor as well as major misbehaviour. Most schools have a discipline policy or code of conduct that outlines the school's response to major misbehaviours such as threatening others or fighting. However, consistent responses that all staff can follow to address minor misbehaviour are often missing. A PB4L–SW continuum includes responses to both minor and major misbehaviour.

A well-developed continuum, effectively implemented, is a very powerful and positive tool for a school. It provides clarity for teachers and supports a consistent approach. However, it doesn't replace the need for staff to carefully consider the individual needs of students. Within a personalised approach, teachers take into account each student's particular challenges and circumstances. They try to identify what a student may be communicating through their behaviour and how that can be addressed through more inclusive classroom pedagogies, greater connection and partnership with whānau, or strengthened pastoral care.

It is always important to choose the response that will be the most supportive and inclusive. The most successful PB4L–SW schools are those that work to know their students well and that ensure their responses are caring and, when appropriate, take a restorative approach.



### 7.3 SYSTEM SUPPORTS, PRACTICES, AND DATA

PB4L–SW is most powerful when systems, practices, and data are working together and given equal emphasis (see section 1.4). The following table presents examples of these three key interactive elements for the essential feature 'Discouraging inappropriate behaviour'.

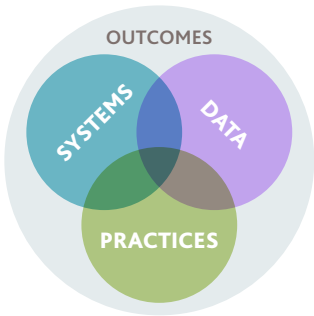


Table 16: Examples of system supports, practices, and data for discouraging inappropriate behaviour

SYSTEM SUPPORTS FOR STAFF	PRACTICES SUPPORTING STUDENTS	DATA FOR DECISION MAKING
<p>Involving all staff in developing the continuum, and inviting feedback from them and students and whānau about the draft</p> <p>Communicating to staff, students, and whānau the final version of the continuum</p> <p>Professional development on strategies and language to use for responding to major and minor misbehaviour</p> <p>Information packs for relieving teachers that include guidance for responding to major and minor misbehaviour</p>	<p>Staff following the continuum to respond to minor misbehaviours</p> <p>Staff teaching corresponding expected behaviours to students when addressing minor problem behaviours</p>	<p>Big 5 report (see section 8.6)</p> <p>Behavioural data, such as behavioural incident referrals (also known as office disciplinary referrals, ODRs)</p>

## 7.4 STEPS FOR DEVELOPING A CONTINUUM FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR

The table below offers steps for your PB4L–SW team to consider as you develop a continuum of responses for discouraging inappropriate behaviour. Alongside each step are examples of evidence and sources of data for evaluating its outcomes. The discussion, activities, and examples in the rest of this section will support you to work through the steps.

*Table 17: Steps for developing a continuum for discouraging inappropriate behaviour*

STEPS	EVIDENCE OF ACCOMPLISHMENT
1. Name, define, and illustrate each problem behaviour so that occurrences of it are consistently identifiable.	Agreed names, definitions, and examples of all problem behaviours
2. Agree on which problem behaviours are 'major' (to be addressed outside the classroom or requiring the support of others) and which are 'minor' (to be addressed in the classroom by the teacher).	Major and minor problem behaviours defined, with major misbehaviours listed in staff and student handbooks  Major problem behaviours reported on incident forms (see section 8.4)
3. Review the school's responses for major misbehaviours, and develop a range of responses to minor misbehaviours.	Procedures for dealing with major misbehaviours  Procedures for responding to minor misbehaviours, based on prompting, redirecting, reteaching, providing choice, and conferencing
4. Using the information from steps 1–3, draw up a continuum that includes defined major and minor misbehaviours and agreed responses for both.  Consider using also a procedural flow chart to show how your school responds to problem behaviour.	Draft continuum of responses for discouraging inappropriate behaviour  A flow chart depicting the procedures for responding to major and minor behaviours
5. Seek feedback on the continuum, and finalise and disseminate it.	Feedback on the draft continuum from staff, students, and whānau  Final continuum in staff and student handbooks, on school website, and in other school publications
6. Provide staff professional development on using the continuum.	Meeting minutes  Staff development agendas and handouts  Staff professional development plan

## 7.5 DEFINING PROBLEM BEHAVIOURS

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The first step in developing a continuum for discouraging problem behaviours is to name and list the behaviours, and to define what each one is so that all staff members can identify them if they happen. Staff must agree on the definitions of problem behaviours so that each person can respond appropriately and consistently.

It is then important to identify specific examples of each problem behaviour – for instance, 'calling out in class' if the behaviour is 'minor disruption'.

If your school has already defined problem behaviours, you might want to review them regularly with staff. If your school has not defined them, see Appendix 7 for definitions developed by May et al. (2015) and adapted for New Zealand. They will provide a starting point for defining problem behaviours consistently at your school.

At this stage, you may wish to list the problem behaviours, definitions, and examples you identify for your school in the template for a continuum in section 7.9. As you do so, conduct an initial sort into 'major' and 'minor' problem behaviours; you will refine this sort after the next step, covered in section 7.6.

The following activities provide alternative approaches that you may wish to use when defining problem behaviours. Make sure that each problem behaviour you choose is reasonably broad (e.g., 'physical aggression') rather than very specific (e.g., 'hitting another student' – which may serve as an example). Remember that if the definitions are selected or developed by you as members of the PB4L–SW team, you will need to present them as a draft to staff for consultation and refinement.

At this stage, you may wish to list the problem behaviours, definitions, and examples you identify for your school in the template for a continuum in section 7.9. As you do so, conduct an initial sort into 'major' and 'minor' problem behaviours; you will refine this sort after the next step, covered in section 7.6.

## ACTIVITY: DEFINING A PROBLEM BEHAVIOUR

1. In one minute, on your own, write down your definition of a selected problem behaviour (e.g., disrespect) and an example of it.
2. In five minutes, as a group, discuss your definitions and examples of the problem behaviour and try to reach a consensus. Record your group definition and example.



*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>.*

## ACTIVITY: WORD MAPPING

This is another approach that can be used when defining problem behaviours. Write a problem behaviour in the middle and have individuals or small groups fill in the four quadrants of the word map. Then compare and discuss the different results to arrive at an agreed definition. This is an especially effective approach if you are developing definitions with staff or students.

DEFINITION:

SYNONYMS:

PROBLEM BEHAVIOUR:

EXAMPLES:

PICTURE:



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>.

## 7.6 DISTINGUISHING MINOR AND MAJOR PROBLEM BEHAVIOURS

School senior leaders often state that students are sent to them for a wide range of misbehaviours, from minor ones (e.g., not having the correct equipment or uniform) to major ones (e.g., physical aggression). One of the advantages of developing a continuum is that staff develop greater confidence in managing low-level misbehaviour and are clear about the expectation for them to do so. They also know that support is available for major behavioural incidents (or repeated minor misbehaviours) through the systems and practices in place across the school.

If a school goal is for its staff to be more consistent in their responses to student misbehaviour, the staff must agree which misbehaviours are minor and which are major. The severity of the behaviour will guide the level of response:

- **Minor** misbehaviours are managed when and where they occur by the adult present at the time. Most commonly this will be a teacher in his or her classroom, but it could also be, for example, a staff member working in the office or on the school grounds.
- **Major** misbehaviours are managed beyond the context in which they occur, often by a senior leader within the school. Three minor misbehaviours by the same student can trigger a major misbehaviour response, depending on the timespan in which the behaviours occur and their intensity.

A major misbehaviour generally requires the student to be removed from the setting. Depending on the school and the severity of the behaviour, it might be managed by the principal, another senior manager, a dean, a senior teacher, a buddy teacher, or the teacher concerned (outside of the classroom). All major incidents must be recorded.

- **Crisis** incidents, which are a type of major misbehaviour, require an immediate response.

The definitions of behaviours in Appendix 7 provide an example of behaviours classified as minor, major, or crisis.



## ACTIVITY: DIFFERENTIATING BETWEEN MINOR AND MAJOR PROBLEM BEHAVIOURS

You can use this activity as a PB4L–SW team only or with the rest of the school staff. By completing the activity as a team on your own, you can develop a draft list of minor and major behaviours to present to the rest of the staff for discussion. By using the activity with the whole staff, divided into groups of 5–6, you can discuss similarities and differences between the resulting draft lists and come to a consensus as a school community. Either way, the activity will provide opportunities for staff to participate with you in this step in developing a continuum.

1. Take your school's list of defined problem behaviours (see the preceding section) and cut it up into individual behaviours.
2. Use a chart, like the one below, drawn up on a large sheet of paper. As a PB4L–SW team (or in staff groups), decide whether each behaviour is major or minor and place it on the chart according to the consensus.
3. Use the completed chart (or charts) as the basis for discussion, working with the whole staff or, for example, in year-level or departmental groups. Aim to arrive at a final set of minor and major behaviours that staff are agreed on and committed to.
4. Now complete the first three columns (Behaviour, Definition, Example) in the template for a continuum in section 7.9. (Or, if you created a version of the continuum during the previous step, check and refine that version.)

MINOR problem behaviours (managed when and where they occur)	MAJOR problem behaviours (requiring a more significant response)



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>.

## 7.7 RESPONDING TO MAJOR PROBLEM BEHAVIOURS

While PB4L–SW schools are notably positive, relationship-focused, and caring, they never ignore major behavioural incidents. Schools have to plan ways of responding consistently to such behaviours in order to show fairness, reduce the likelihood of future misbehaviour, and help students reflect on their behaviour and learn from experience. Well-planned responses to these behaviours help to relieve stress for staff, providing clarity about how to manage challenging incidents. They also reassure the wider school community that responses to problem behaviour are supported by good evidence and are being consistently applied across the school.

In nearly all schools there are students who require more help than others to become socially successful. In addition, there is often a small percentage who cause a great deal of anxiety and stress for staff and whānau as they make repeated behavioural mistakes that affect their own and others' enjoyment of school and opportunities to learn.

We know that punitive responses to these students' behaviour have poor long-term effects (see section 7.1). Research evidence supports instead the use of well-planned, consistently applied corrective responses (Advisory Group on Conduct Problems, 2011, 2013). These work best when the other components of PB4L–SW are in place – for example, well-established teaching of routines and expected behaviours, and school-wide reinforcement of positive behaviour.

It is important to remember that all behaviour is communicative and has meaning for the student. Through observation, talking to the student at a time removed from the event, and discussion with others involved, it is possible to get a clearer picture about what the student is trying to gain or avoid through their behaviour. This information will help you to respond with empathy and care and in a way that is inclusive, fair, logical, educative, and supportive for the student and others. It can also prevent you from inadvertently reinforcing the problem behaviour – for some students, misbehaviour has worked well for them for many years, has allowed them to get their particular needs met, and may even have been approved of by important adults or peers.

This manual for PB4L–SW Tier One focuses on the universal strategies that help all students to behave positively, reducing the likelihood of major behavioural incidents. For most students, major incidents are few and far between and do not indicate a chronic problem. The low-key approaches described below will be an adequate response and will discourage them from repeating the problem behaviour. However, for small numbers of students, universal supports and strategies are insufficient. Resources and training for Tiers Two and Three (see section 1.1) support schools to understand and implement the group and individual responses and strategies that are most helpful and effective for these students.

For small numbers of students, Tier One supports and strategies are insufficient. Resources and training for Tiers Two and Three support schools to understand and implement the group and individual responses and strategies that are most helpful and effective for these students.

An important goal of PB4L–SW is to reduce responses to misbehaviour that result in excluding students from school.<sup>2</sup> Staying at school protects students from the poor social, health, and economic outcomes that result for students who are excluded from school (Hattie, 2012). Information to date shows that PB4L–SW schools report a reduction in suspensions and exclusions as a result of implementation (Boyd & Felgate, 2015).

Completing an incident form after every major behavioural incident ensures that you have:

- an objective account of the event
- useful data that will ensure targeted support for the student involved (if required)
- information that contributes to trend data about behaviour, which supports you to review the effectiveness of practices and systems in your school (see sections 8.4–8.6).

The table below provides a continuum of responses to major behavioural incidents aimed at restoring relationships and keeping students in school. Generally you should begin by applying the least severe, most inclusive strategy available. As much as possible, try to view your responses to behavioural incidents as 'teachable moments' through which everyone involved can reflect, learn, and further develop the attitudes and competencies valued by the school community.

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<sup>2</sup> For legal and procedural information on exclusions, see the Stand-downs, Suspensions, Exclusions, and Expulsions Guidelines available on the Ministry of Education's website.



*Table 18: Best-practice strategies for responding to major problem behaviour*

STRATEGY	EXPLANATION	EXAMPLE
<b>De-escalation</b>	<p>This is a largely preventative strategy. It requires good knowledge of the student and the events that can trigger anxiety, anger, or other strong, hostile, emotional responses.</p> <p>Using this strategy relies on an understanding of the optimum time to intervene, how to do this safely, and how to debrief with the student after the event (Colvin &amp; Sugai, 1989).</p>	<p>Eric sometimes responds aggressively because of challenges in relating to others and accepting disappointment or perceived unfairness. Teachers who know Eric well are able to recognise the signs of imminent distress, anxiety, and aggression and to intervene with prompts and reminders that help him to calm down. Eric is becoming better at using self-managing strategies, such as removing himself from the situation, taking deep breaths and counting to ten, and seeking help from a trusted adult or peer.</p>
<b>Conference</b>	<p>A conference takes place well after a behavioural incident, when the student is calm and more likely to respond positively. This may be part of a restorative approach.<sup>3</sup></p> <p>A conference aims to strengthen relationships, to support the student to make better future choices, and to plan strategies that will support ongoing positive behaviour. A collaborative, problem-solving approach is most helpful.</p> <p>The conference should take place with an adult who is liked and trusted by the student. Involving whānau members helps the school and family to work in partnership to support the student. Where whānau are included, a culturally responsive approach is vital.</p>	<p>Mandy has been involved in a major incident in the playground involving verbal and physical abuse. While other staff have supported the victim of the abuse, the Senior Dean has arranged to meet with Mandy and her mother to discuss the incident.</p> <p>During the discussion, Mandy is reminded about playground behaviour expectations and the kinds of activities that are appropriate at lunchtime. The three participants also discuss other issues affecting Mandy's engagement and success at school and develop a plan to check in each day with the Dean.</p>
<b>Conference and consequence</b>	<p>It may be decided that as well as a conference, a fair and logical consequence will be applied. Ideally this should be task- rather than time-oriented, with educative and, where possible, restorative goals. 'Doing time' in the detention room with no reflection required is unlikely to be productive.</p> <p>For older students, the loss of a privilege will be accepted as a reasonable consequence if there is a logical connection to the misbehaviour.</p>	<p>Inappropriate behaviour involving alcohol during a sports trip has resulted in a conference with the DP, one of the team's coaches, and a whānau member. Concerns are shared, behaviour expectations reconfirmed, and plans for ongoing monitoring agreed. The student agrees to miss the next match, research the dangers of excessive drinking, and write a letter of apology to his billets, team, and coaches.</p>

<sup>3</sup> Facilitating a formal PB4L Restorative Conference requires specialist training. For information about Restorative Conferences in New Zealand schools, see PB4L Restorative Practice Kete Book Four at <http://pb4l.tki.org.nz/PB4L-Restorative-Practice>.

## 7.8 RESPONDING TO MINOR PROBLEM BEHAVIOURS

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As well as a planned and consistent approach for managing major behavioural incidents, it is important for schools to have agreed school-wide responses for minor problem behaviours. In a PB4L–SW school, staff agree on the low-level behaviours that they will manage in the classroom or playground without the involvement of senior staff or colleagues. Addressing minor misbehaviour in planned and consistent ways is an important preventative strategy that has a positive influence on learning and social behaviour across the school. Major behavioural incidents are less likely to occur when minor incidents are responded to in timely, proactive ways. As with responding to major problem behaviours, planned responses to minor misbehaviour are more effective when the other components of PB4L–SW are securely in place.

It is a good idea for teachers to establish a simple system for recording minor behavioural incidents; this gives them reliable data on which students are involved and on when a student has been involved in three minor incidents (which triggers a behavioural incident report). The incident reports for such repeated minor misbehaviours can then help the PB4L–SW team to identify behaviour expectations that may need greater emphasis, reteaching, or additional prompts and reminders in particular contexts – for example, reminders to students before they go to lunch about putting litter into bins.

### PRINCIPLES FOR RESPONDING EFFECTIVELY TO MINOR PROBLEM BEHAVIOURS

On the following pages is a list of best-practice strategies for teachers to use when managing minor misbehaviour. These strategies also apply to the prevention or de-escalation of major problem behaviours. Before examining the strategies, here are some general principles to consider.

Effective responses to minor problem behaviours are:

- **Calm and immediate.** A calm, immediate response has a positive effect. Keep the tone and volume of your voice professional and composed.
- **Consistent.** Inappropriate behaviour occurs in all school settings, so all staff need to respond in the same way. When staff consistently uphold the school's expectations, behaviour that 'tests the limits' is less likely. Consistency is the key to creating an ordered, secure environment that supports positive behaviour in both staff and students.
- **Specific yet brief.** Specific descriptions of the misbehaviour and expectations help students to know exactly what is expected. With specific descriptions, you are using the inappropriate behaviour as a teaching opportunity. However, as well as specificity, brevity is important. Otherwise, corrective responses can turn into scolding lectures that do not hold the student's attention. Be concise, avoid debate, and disengage quickly.
- **Quiet, and private for the student.** First, make quiet contact with the student, securing their attention. Talk with them in close proximity to ensure privacy and respect. Using their name and a pleasant tone of voice, convey your interest in them personally and your desire to help them succeed. Private, quiet, personal contact will help with compliance as well as relationships.

Regarding behavioural learning errors as similar to academic errors can help staff be objective and professional in their responses. It may take practice for staff to learn new ways of responding.

## SPECIFIC STRATEGIES FOR ADDRESSING MINOR MISBEHAVIOUR

Not all student problem behaviours require an explicit response. Certain behaviours occur spontaneously during a lesson or activity that are minor yet contrary to your school-wide expectations or rules. They are generally brief and not a threat to the student's learning or that of others. A brief response is all that is needed to remind the student of expected behaviour. Often students will respond quickly to a teacher's action to minimise such behaviour before it escalates.

For such situations, educators have a number of strategies that have been proven effective over time (Lane et al., 2011; Martella et al., 2012). The advantage of these strategies is that they are unobtrusive – they do not embarrass or identify the student – and they can be carried out quickly during an instruction or activity. These strategies work best when, after pausing for the student to demonstrate the expected behaviour, you provide brief feedback or a signal that you have noticed the appropriate behaviour. By following their behaviour change with positive feedback, you strengthen the likelihood of appropriate behaviour in the future.

*Table 19: Best-practice, non-explicit strategies for responding to minor problem behaviour*

STRATEGY	EXPLANATION	EXAMPLE
<b>Proximity control</b>	Every teacher knows how effective it is to stand near a student who is behaving inappropriately. Your strategic movement or placement can encourage expected behaviour.	When Alan is off task and talking, the teacher continues to teach the group while moving to stand next to him for a moment. Once Alan returns to the task, the teacher gives brief positive feedback to help maintain the expected behaviour.
<b>Signal or non-verbal cue</b>	Teachers have various signals that communicate their expectations to students. They include eye contact, hand gestures, a handclap, clearing one's throat, and so on. A simple non-verbal cue like this suggests that you are aware of a student's inappropriate behaviour and prepared to intervene if it continues.	When Sarah begins to talk to her neighbour, the teacher glances in her direction and holds the look until she is quiet again and listening. The teacher then praises Sarah for her attention.
<b>Ignore, attend, praise (proximity praise)</b>	This strategy is based on the power of praise or positive feedback. The teacher praises an appropriately behaving student near a second student who is not. The praise indirectly reminds the misbehaving student of expectations (and reinforces the first student's behaviour). When the second student starts behaving appropriately, provide attention and praise.	Paul is off task during independent work time. The teacher briefly ignores Paul and specifically praises a nearby student: "Good work, Hēmi. You're making great progress on your assignment." When Paul begins to get back to work, the teacher immediately praises him: "Thanks, Paul, for being on task."

If these simple techniques do not have the desired effect, you can use more direct, instructional approaches. While there are many strategies for dealing with inappropriate behaviour, the following table provides a continuum of approaches that are instructionally based.

**Table 20: Best-practice, explicit strategies for responding to minor problem behaviour**

STRATEGY	EXPLANATION	EXAMPLE
<b>Prompt</b>	Anticipating that one or more students may not follow expectations, you prompt them about the expected behaviour. A prompt (or precorrect) <sup>4</sup> may also give you the opportunity to then acknowledge students for following an expectation.	<p>"Remember to move back to your desks safely and quietly."</p> <p>(Soon after) "Well done on returning to your desks without disturbing others."</p>
<b>Redirect</b>	This strategy is a very brief, clear restatement of the expected behaviour. A redirect often links to a behaviour from the expectations matrix and emphasises the 'what' of the behaviour instead of the 'why'.	<p>"Jason, please begin your writing assignment."</p> <p>(Later) "Nice job, Jason, you've begun your assignment."</p>
<b>Reteach</b>	A reteach builds on the redirect above by reviewing the expected behaviour or routine more thoroughly. It briefly capitalises on the teachable moment in a private way (that is, it doesn't 'make an example' of a student in front of others). Just as you do in instruction, you label the behaviour, unpack it, and give the student the immediate opportunity to practise by demonstrating it to you. Once the student behaves as expected, praise him or her.	<p>"Rezia, you need to stay on task. That means your desk is clear of everything but your book, you continue working until you're finished, and if you need help, raise your hand."</p> <p>(Soon after) "Excellent, Rezia, it looks like you're ready to learn. Let me know if you need help."</p>
<b>Provide choice</b>	Providing choice can be used when redirecting or reteaching have been unsuccessful. With this strategy, you direct the student to choose between the expected behaviour and a less preferred alternative. When options are paired in this way, students will often make the preferable choice. Pause after providing the choice, and when the student chooses wisely, give praise.	<p>"John, you can get on task and work here with the group, or you can work by yourself in the quiet area."</p> <p>(Soon after) "Thanks, John, I'm glad to see you've chosen to stay working with your friends."</p>
<b>Conversation</b>	This is a lengthier reteaching or problem-solving opportunity when misbehaviour is more frequent or intense. Discuss the problem, teach the expected behaviour and explore the reasons for it, and make a plan to ensure the behaviour is used in future. A conversation with a student can include helping the student to practise the behaviour. <sup>5</sup>	<p>"Lauren, several times today I've had to remind you about being on task. When you're given an assignment, you need to work on it until it's finished. That way you'll learn what you need to and help your friends to learn too. Tell me what you'll do next time ... OK, how can I help you to do that? ... Let's practise it."</p>

<sup>4</sup> In terms of the ABC of behaviour (see section 1.3), all the strategies in the previous table and this table are 'consequences', apart from 'prompt', which is an antecedent. It is included here because it is a very effective anticipatory response within a continuum of responses for discouraging inappropriate behaviour.

<sup>5</sup> PB4L–SW conversations with students are similar to 'restorative conversations' in PB4L Restorative Practice. These use a relational approach to the problem or issue that expresses support and respect for the other person, a willingness to hear their side of the story, and the desire to find a mutually acceptable solution.

The knowledge-building activity 'Responding effectively to minor problem behaviour' in Appendix 9 is an effective way of increasing staff understanding and expertise in responding to minor misbehaviours.

The following pages give examples of how a primary school and a secondary school have identified, defined, and illustrated minor problem behaviours. Teachers and other staff are expected to respond to these minor misbehaviours in class and across all settings of the school, using the listed procedures.

The following pages give examples of how a primary school and a secondary school have identified, defined, and illustrated minor problem behaviours.



## DEFINING AND RESPONDING TO MINOR PROBLEM BEHAVIOURS: PRIMARY SCHOOL EXAMPLE

MINOR PROBLEM BEHAVIOUR	DEFINITION	EXAMPLE
<b>Disrespect</b>	Student fails briefly or in a minor way to respond to adult requests.	Rolls eyes and sighs loudly after being given a request
<b>Non-compliance</b>	Student fails briefly or in a minor way to respond to adult requests.	Does not follow directions for a task
<b>Disruption</b>	Student engages in low-intensity but inappropriate disruption.	Interrupts learning of self and others by calling out
<b>Inappropriate language</b>	Student engages in a low-intensity instance of inappropriate language.	Calls other students names Uses swear words, but not directed at others
<b>Physical contact</b>	Student engages in non-serious but inappropriate physical contact.	Pushes and shoves, play fights, or bumps into others without causing harm
<b>Property misuse</b>	Student misuses property in a minor way.	Breaks pencils, tears paper, drops books, drops or throws playground equipment without intending to hurt others
<b>Lateness</b>	Student arrives at class after the bell.	Is not in the classroom when the bell rings after lunch

*(Continued on next page)*

PROCEDURES FOR RESPONDING	EXAMPLES
<b>Prompt</b> – Use a visual or verbal signal to show you have noticed a problem behaviour about to occur.	"Jo, remember to ..."
<b>Redirect</b> – Restate the behaviour that is expected.	"Jo, right now you are expected to ...."
<b>Reteach</b> – Tell, show, practise, and acknowledge the expected behaviour. Subsequently, precorrect before the problem behaviour can occur.	<p>"What is it you are expected to do right now, Jo?"</p> <p>(Wait for student to state.) "Yes, that means ... Show me what that looks like."</p> <p>(Observe student.) "Good job of ..."</p> <p>(Next time you ask Jo to do this, give a precorrect.) "Jo, remember that this is when to ..."</p>
<b>Provide choice</b> – Give the student options of behaviours to do next.	<p>"Jo, you may complete your work at the table or in the group. Which do you choose?"</p> <p>"Jo, you have two tasks to do – write two sentences and read the story. Which do you want to do first?"</p> <p>"Jo, you can keep your hands at your side, or you can put them behind your back. Which would you like to do?"</p>
<b>Converse with the student</b> – Have a private conversation with a student to problem-solve how the student can meet expectations.	<p>"Jo, I noticed you ... To be successful, you need to ... That way you will get your work done and have time to ..."</p> <p>(Next) "How can you make sure you ... What can I do to help you?"</p> <p>(Next) "Let's practise that."</p> <p>(Later) "Great job of ..."</p>

## DEFINING AND RESPONDING TO MINOR PROBLEM BEHAVIOURS: SECONDARY SCHOOL EXAMPLE

MINOR PROBLEM BEHAVIOUR	DEFINITION	EXAMPLE
<b>Inappropriate language</b>	Student engages in a low-intensity instance of inappropriate language.	Swearing that is not directed at anyone
<b>Lateness</b>	Student arrives at class after the bell.	Walking too slowly from grounds to class
<b>Not prepared</b>	Student does not have homework completed or required equipment with them.	Left book in locker, doesn't have a pencil, or left homework at home
<b>Disruption</b>	Student engages in low-intensity but inappropriate disruption.	Burping or making other noises, calling out, or throwing paper
<b>Disrespect</b>	Student briefly or in a minor way uses words and/or a tone of voice that undermines others.	Mumbling under their breath, using put-downs, or failing to respond to adult requests
<b>Electronic device violation</b>	Student engages in non-serious but inappropriate use of a smartphone, MP3 player, or other electronic device.	Earphones or buds in ear, texting, taking photos, checking email or social media
<b>PROCEDURES FOR RESPONDING</b>		
<b>Reminders for preventing minor problem behaviours:</b> <ul style="list-style-type: none"> <li>• Actively supervise: Stand near students and move around the room.</li> <li>• Give precorrections: Give students reminders about what is expected before problem behaviours might occur (e.g., during transitions).</li> <li>• Acknowledge appropriate behaviour: Thank or acknowledge students when they are meeting expectations.</li> </ul>		<b>Suggestions for managing minor problem behaviours:</b> <ul style="list-style-type: none"> <li>• Restate the expected behaviour.</li> <li>• Reteach your classroom (or setting) rules and expectations.</li> <li>• Check in with students to ensure they understand the tasks and expectations for completion.</li> <li>• Give choices about the sequence of tasks to complete.</li> <li>• Have a private conversation with the student to identify the problem and come up with a solution.</li> <li>• Contact parents.</li> </ul>

## 7.9 DRAWING UP A CONTINUUM OF RESPONSES FOR DISCOURAGING PROBLEM BEHAVIOURS

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The steps and activities included in this section have given you the background and information to create a continuum for discouraging problem behaviour. From the activities in sections 7.5 and 7.6 and using the template on the following page, you should now have a draft of your continuum that includes:

- a list of minor and major problem behaviours
- a definition (and, if helpful, an example) of each problem behaviour.

Now review your learning from sections 7.7 and 7.8 and the examples in those sections to complete your continuum. You will need to select and add, in order of intensity:

- procedures for all staff to use in response to minor misbehaviours, based on strategies such as prompting, reteaching, and providing choice
- procedures for all staff to use in response to major misbehaviours (those that require escalation).



## SCHOOL-WIDE CONTINUUM OF RESPONSES FOR DISCOURAGING INAPPROPRIATE BEHAVIOUR: TEMPLATE

[illegible]

This template is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.

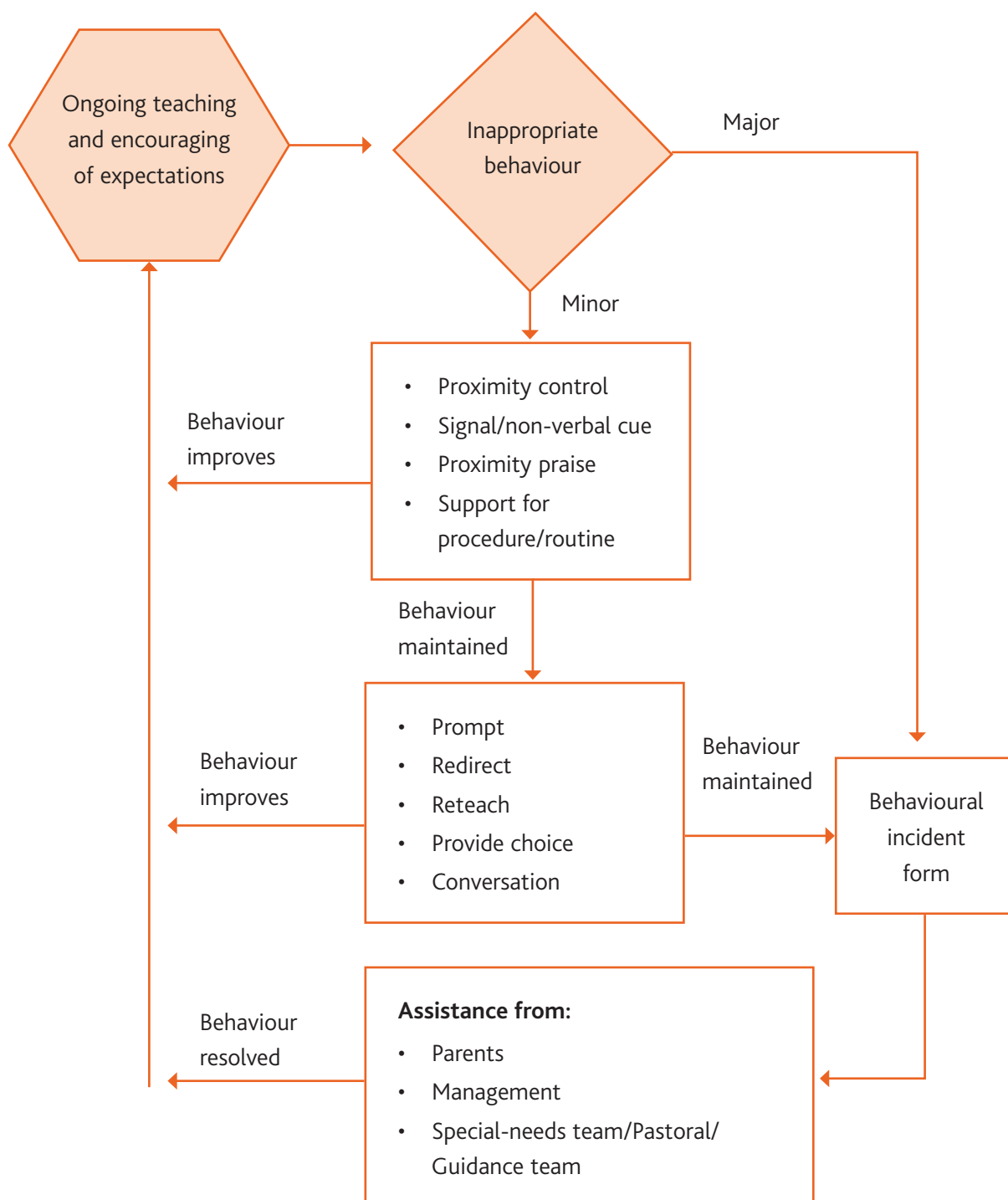


## 7.10 USING A PROCEDURAL FLOW CHART

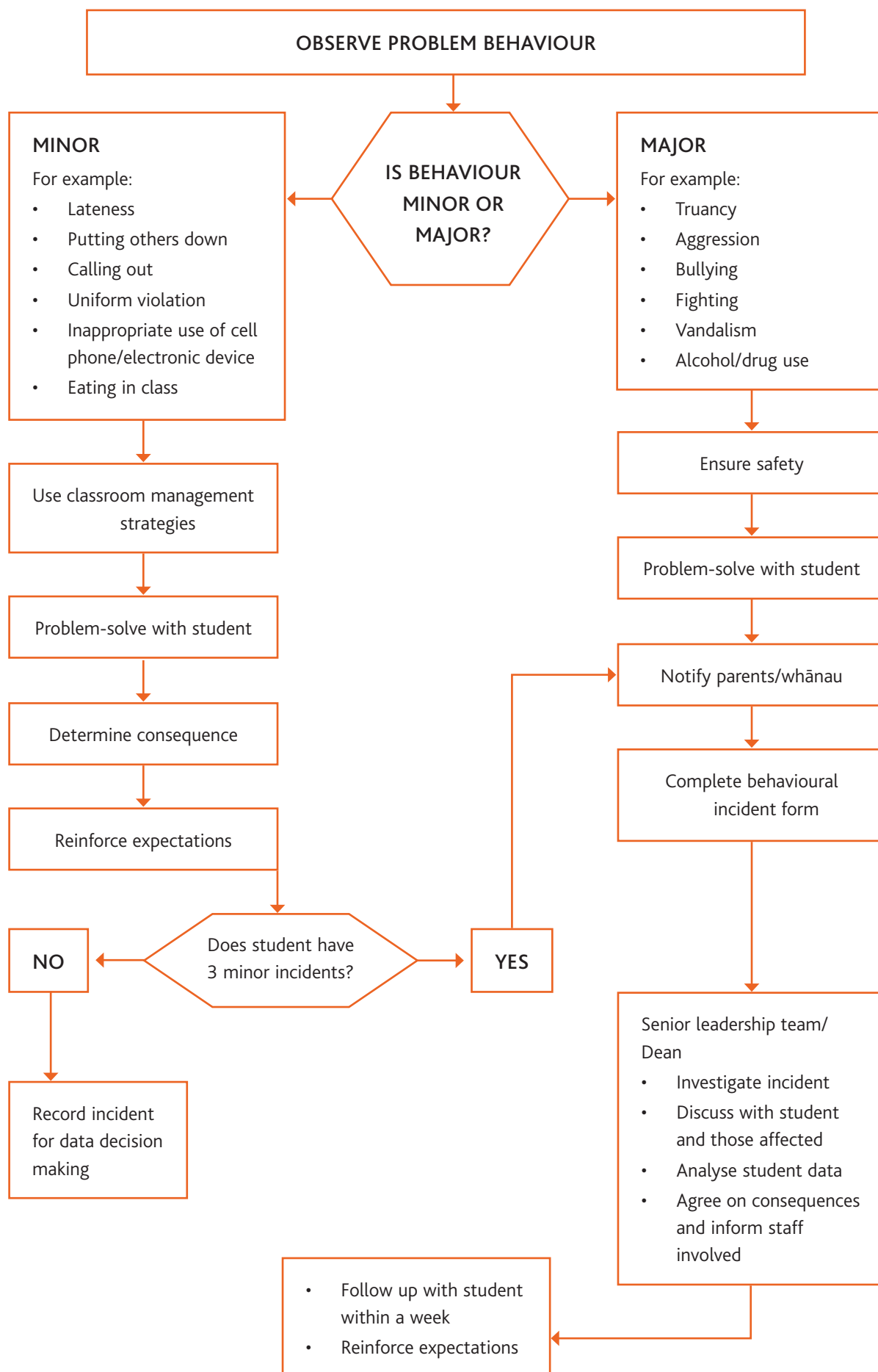
Once they have developed their continuum, many schools have found it helpful to create a flow chart to provide a visual representation and 'big picture' of their procedures and pathways for responding to problem behaviours.

The following pages show examples of such flow charts. You may wish to adapt one of these to show your school's procedures and pathways for responding to problem behaviours.

### PROCEDURAL FLOW CHART: EXAMPLE 1



## PROCEDURAL FLOW CHART: EXAMPLE 2



## 7.11 GETTING FEEDBACK ON YOUR CONTINUUM

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Once your PB4L–SW team has created a draft of your continuum, it is essential to get input and feedback about it. Remember to write DRAFT on the continuum (to indicate you are seeking feedback) and date it (to help you keep track of various versions).

There are a number of ways to get feedback, but the most important thing is to proactively seek it and to consider all that you get. For example:

- Discuss the draft continuum with syndicate or departmental teams at all school levels.
- Give a copy of the draft continuum to all support staff (teacher aides, administrative staff, caretakers, and so on) and ask for feedback.
- During a designated time or class period school-wide, share and discuss the draft with all students and have them hand in their suggestions.
- Ask for parent feedback – for example, by discussing the continuum at school events, through notices in the school newsletter, and by requesting feedback at parent–teacher conferences (e.g., as a task to do while waiting).

Once your school's continuum of responses has been finalised, the information can be included in staff and student handbooks, saved on electronic drives, and presented on the school website and other forms of communication.

Remember to put your ideas for seeking feedback and for communication in your team action plan.

Remember to put your ideas for seeking feedback and for communication in your team action plan.

## 7.12 STAFF PROFESSIONAL DEVELOPMENT

With your PB4L–SW team, you will need to consider how to help staff deepen their knowledge about your school's continuum of responses to inappropriate behaviour. In particular, consider:

- Who needs to build their knowledge and understanding about the continuum?
- What knowledge and expertise do different groups need to develop?
- When and how will you and your team support this development, and who will be responsible?

In some ways, responding to major problem behaviours is more straightforward than responding to minor ones. Make sure you provide staff with the opportunity to practise how to respond to common minor misbehaviours. Remember to include all staff, since all staff interact with students during the school day.

*The staff at a Taranaki primary school are using a modified inquiry approach to professional learning about discouraging problem behaviour. Small groups have each selected a particular response strategy to investigate. Each group locates evidence and resources and plans for a school-wide trial of their strategy. As the strategies are trialled, their effectiveness is evaluated and modifications are made.*

*This process has helped staff to take ownership of the evidence that supports preventative and corrective strategies such as precorrecting, de-escalation, and conferences. They have also taken the opportunity to explore related strategies for supporting positive behaviour, such as 'thinking aloud' to help students develop the metacognitive skills needed to be self-regulated learners. They have added these to their repertoire of responses and strategies and plan to use them in the context of corrective conversations.*

*The inquiry is kept alive through focused discussion at meetings, some role-play sessions, and notice board displays. Staff also bring up questions or concerns during the scheduled slot for PB4L–SW in each staff meeting. These approaches, along with a PB4L–SW induction process for new staff, have ensured that all staff are very familiar with the responses on the school's continuum for discouraging inappropriate behaviour.*

This section has focused on the sixth essential feature of PB4L–SW (Discouraging inappropriate behaviour). Part of implementing that feature (and the other essential features) is establishing and using an effective data system, in order to understand what is happening in your school in relation to behaviour. Section 8 discusses this system and provides support for its development and implementation.

Part of discouraging inappropriate behaviour is establishing and using an effective data system, in order to understand what is happening in your school in relation to behaviour. Section 8 discusses this system and provides support for its development and implementation.

# SECTION 8

## MONITORING AND EVALUATION



## Section 8: Monitoring and Evaluation



The usefulness of the knowledge we acquire and the effectiveness of the actions we take depend on the quality of questions we ask.

Vogt, Brown, & Isaacs, 2003, page 1

Effective PB4L–SW schools ask – and answer – ‘quality questions’ as a result of collecting and analysing data and using what they discover as the basis for decisions. Through all phases of PB4L–SW, your team will develop and use a system for data collection and analysis. Your school will benefit from this system in the following ways:

- Using data as part of a systematic problem-solving approach sets the stage for continuous improvement. It shifts a school's decision making from a reactive, often crisis-driven process to one that is proactive and outcomes driven.
- Your team's access to ongoing information about your PB4L–SW practices with students will help you decide how to improve those practices.
- You can base ongoing decisions on relevant data trends that you review over time. For example, monthly averages of behavioural incident referrals ('major' incidents) help your school identify the months of the year when those referrals increase or decrease. These trends give your team information to adjust behaviour support in those months.
- Your data system will also show what might need modifying to achieve important outcomes. For example, if your school's behavioural data show that many students are consistently returning late to class after interval, you might make a system adjustment (e.g., lengthening the interval by five minutes) and teachers might increase recognition for those who arrive on time.
- The data you collect and analyse can also show you how well you work together as a team. For example, team surveys show whether the team is working efficiently and effectively.
- The data from tools that examine implementation provide a 'big picture' of progress and effectiveness in establishing PB4L–SW in your school and whether you are in fact doing what was intended.
- Collecting and analysing data also provides a picture of how the school community is finding the implementation of PB4L–SW. For example, surveying staff, students, and whānau provides valuable feedback that can be used to adjust what behaviours are taught, practised, and recognised.

## 8.1 WHAT KINDS OF DATA WILL YOUR TEAM COLLECT?

---

As your team implements your PB4L–SW system, you will collect and use three kinds of data:

- data on behavioural incidents
- data on implementation
- data on the school community's perceptions of PB4L–SW.

**Student behavioural data** inform your practice and school support systems. Your team will collect this information in a defined and routine manner to help your decision making as you implement PB4L–SW in your school – for example, deciding what behaviours to teach, when to increase encouragement, which locations to focus on, and how to respond consistently to problem behaviours.

Behavioural incident data are the foundation of monitoring progress in social behaviour (Spaulding, Irvin, Horner, May, Emeldi, Tobin, & Sugai, 2010). Incident data enable your team to ask which groups are and are not responding to school-wide Tier One interventions, to know when and where problems typically occur, and to evaluate the impact of your interventions. The value of incident data depends on your school's systems for ensuring consistency.

Gathering and analysing student behavioural data are covered in sections 8.4–8.6.

**Implementation data** help in evaluating your team's and your school's progress in establishing PB4L–SW. You will assess implementation using a range of tools, such as the Team Implementation Checklist (TIC), the Effective Behaviour Survey (EBS), and the School-Wide Evaluation Tool (SET).

See sections 3.1 and 8.7 and Appendix 3 for information about these and other evaluation tools in PB4L–SW.

**Perceptual data** help your team understand how staff, students, and whānau perceive PB4L–SW in your school. As part of the initiative, your team will use a perceptual measure, such as the Effective Behaviour Survey (EBS), to find out what staff think are the strengths and weaknesses of the school's behaviour support systems. You should also consider surveying students and others in the school community, using, for example, the Wellbeing@School survey. When you discover a collectively held concern, your team can plan where to focus its efforts, using the identified strengths and needs as the basis for steps in your PB4L–SW action plan.

See section 8.8 for information about gathering perceptual data.

## ENSURING COLLECTED DATA ARE COMPREHENSIVE AND USEFUL

Your PB4L–SW team will need to ensure that data gathered are accurate, collected in a timely and consistent manner, and analysed to provide graphic reports in time for meetings. This requires that procedures are clear, written down, and understood. Establishing efficient and effective systems to collect, enter, and analyse data will yield accurate reports and facilitate improved decision making.

The following actions will also help to ensure that data are comprehensive and useful:

- Provide staff with professional development about how to complete appropriate forms and what to do with them when completed (see section 8.9)
- Emphasise the importance of recording data and submitting a form every time a behavioural incident takes place and a student is removed from academic instruction. This will ensure all major incidents are recorded.
- Use a variety of approaches when gathering perceptual data to ensure the school community is represented in this data as much as possible (see section 8.8).



## 8.2 SYSTEM SUPPORTS, PRACTICES, AND DATA

PB4L–SW is most powerful when systems, practices, and data are working together and given equal emphasis (see section 1.4). The following table presents examples of these three key interactive elements for the essential feature ‘Monitoring and evaluation’.

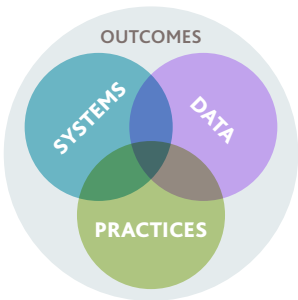


Table 21: Examples of system supports, practices, and data for monitoring and evaluation

SYSTEM SUPPORTS FOR STAFF	PRACTICES SUPPORTING STUDENTS	DATA FOR DECISION MAKING
<p>An incident form that is Big 5 compatible</p> <p>Processes for submitting the form, recording data from forms, and generating regular Big 5 reports</p> <p>The PB4L–SW team looking at the data each time it meets</p> <p>Regular monitoring of PB4L–SW progress via the TIC</p> <p>Annual completion of EBS by all staff to inform the team action plan</p> <p>Annual administration of SET to inform the action plan and isolate essential features requiring attention</p> <p>Professional development on collecting data and interpreting reports</p>	<p>Gathering student views via surveys, interviews, and focus groups</p> <p>Sharing behavioural data with students</p> <p>All-school celebrations when behavioural data demonstrates improvements or that targets have been met</p>	<p>Incident data, collected and entered regularly so as to be up to date and accessible</p> <p>Big 5 reports with graphs, available for PB4L–SW team meetings</p> <p>Additional data (e.g., school surveys, attendance data, academic data)</p> <p>Data from the TIC, EBS, and SET</p>

## 8.3 STEPS FOR MONITORING AND EVALUATING PROGRESS AND EFFECTIVENESS

The table below offers steps for your PB4L–SW team to consider as you plan for monitoring and evaluation in your school. Alongside each step are examples of evidence and sources of data for evaluating its outcomes. The discussion, activities, and examples in the rest of this section will support you to work through the steps.

*Table 22: Steps for monitoring and evaluating progress and effectiveness*

STEPS	EVIDENCE OF ACCOMPLISHMENT
1. Develop or revise the school's behavioural incident form (office discipline referral, ODR <sup>1</sup> ) to ensure it provides the data required for a Big 5 report.	School's incident form, covering student's name; the referring staff member; the date, place, and time of the incident; the kind of problem behaviour; other people involved; possible motivation; and the response.
2. Establish a system for collecting and entering behavioural incident data.	Forms and procedures for collecting and entering the data, established and included in staff handbook
3. Develop a process for generating and analysing Big 5 reports from the behavioural data.	Big 5 reports Team minutes showing use of the reports
4. Evaluate the overall progress and effectiveness of implementation, using: <ul style="list-style-type: none"> <li>the Team Implementation Checklist (TIC)</li> <li>the Effective Behaviour Survey (EBS)</li> <li>the School-Wide Evaluation Tool (SET).</li> </ul>	TIC summary printout EBS summary printout SET summary printout <sup>2</sup>
5. Share PB4L–SW data with staff, students, and whānau. Seek feedback from them about the clarity of the data and how they perceive progress in implementation.	Survey results Reports from meetings, interviews, and focus groups
6. Provide staff professional development on collecting data and interpreting reports.	Staff development agendas and handouts Professional development resources

<sup>1</sup> Although the term 'office discipline referral' is seldom used in New Zealand, schools will encounter it often when working on PBIS websites and using PBIS tools.

<sup>2</sup> Section 8 discusses monitoring and evaluation using well-established PB4L–SW Tier One tools, such as the TIC, EBS, and SET. At the time of this manual's publication, PB4L–SW in New Zealand was considering adopting the Tiered Fidelity Inventory (TFI), which supports monitoring and evaluation across all three tiers.

## 8.4 DEVELOPING YOUR BEHAVIOURAL INCIDENT FORM

The first step in collecting accurate, comprehensive behavioural incident data is to ensure that staff provide information for each of the recommended categories for a school's incident form. These categories are called contextual factors. The contextual factors help answer questions about who was involved, what happened, where and when it happened, why it might have happened, and what management action was taken as a result.

The activity below will help you to ensure your school's incident form includes all nine contextual factors. On the following pages are examples of two schools' incident forms for you to consider.

### ACTIVITY: REVIEWING YOUR SCHOOL'S BEHAVIOURAL INCIDENT FORM

Which of the nine contextual factors below does your school's current incident form include? What changes to your incident form are needed to include all nine?

CONTEXTUAL FACTORS	YES	NO
Student name		
Referring staff member		
Date of incident		
Time of incident		
Location of incident		
Problem behaviour, including whether major or minor (third occurrence)		
Others involved		
Possible motivation		
Response		



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>.

## EXAMPLE: A PRIMARY SCHOOL INCIDENT FORM

<b>Student:</b>		<b>Date:</b>	
<b>Year level:</b>		<b>Time of incident:</b>	
<b>Classroom teacher:</b>		<b>Referred by:</b>	
<b>LOCATION</b> <input type="radio"/> Classroom _____ <input type="radio"/> Hallway <input type="radio"/> Library <input type="radio"/> Other _____ <input type="radio"/> Toilets <input type="radio"/> Assembly <input type="radio"/> Courts _____ <input type="radio"/> Special event / Field trip <input type="radio"/> Field <input type="radio"/> Computer lab _____ <input type="radio"/> Playground <input type="radio"/> School gate <input type="radio"/> Front of office _____			
<b>REASON(S) FOR THE REFERRAL</b> Please attach narrative of the incident if necessary			
<b>Safety</b>  Minor <input type="radio"/> 3rd <input type="radio"/> _____ <input type="radio"/> Physical contact  Major <input type="radio"/> Physical aggression/assault <input type="radio"/> Bullying/harassment <input type="radio"/> Danger to self or others <input type="radio"/> Weapons Other _____		<b>Respect</b>  Minor <input type="radio"/> 3rd <input type="radio"/> _____ <input type="radio"/> Defiance/non-compliance <input type="radio"/> Inappropriate verbal language <input type="radio"/> Disruption  Major <input type="radio"/> Defiance/non-compliance <input type="radio"/> Disruption <input type="radio"/> Verbal assault/threat <input type="radio"/> Damage to property <input type="radio"/> Inappropriate language Other _____	
		<b>Responsibility</b>  Minor <input type="radio"/> 3rd <input type="radio"/> _____ <input type="radio"/> Property misuse Other _____  Major <input type="radio"/> Schoolwork incomplete <input type="radio"/> Technology violation <input type="radio"/> Possession of illegal objects Other _____	
<b>POSSIBLE MOTIVATION</b> <input type="radio"/> Attention from peer(s) <input type="radio"/> Attention from adults <input type="radio"/> Avoiding peer(s) <input type="radio"/> Avoiding adult <input type="radio"/> Avoiding activity/work <input type="radio"/> Obtaining item/activity <input type="radio"/> Don't know <input type="radio"/> Other _____		<b>OTHERS INVOLVED</b> <input type="radio"/> None <input type="radio"/> Peers _____ <input type="radio"/> Staff <input type="radio"/> Reliever <input type="radio"/> Unknown <input type="radio"/> Other _____	
<b>TEACHER ACTION TAKEN BEFORE REFERRAL</b>			
<input type="radio"/> Changed student's seat <input type="radio"/> Conferred privately with student <input type="radio"/> Conference with parent/whānau <input type="radio"/> Time-out in classroom		<input type="radio"/> Consulted special needs team member _____ <input type="radio"/> Consulted principal <input type="radio"/> Telephoned parent/guardian* <input type="radio"/> Sent to another teacher's room	
Other (please specify): _____			
* Except for the most serious of disciplinary matters, this step should be followed before referral to management			
<b>MANAGEMENT RESPONSE</b>			
<input type="radio"/> Specialist referral (e.g., RTL, counsellor) <input type="radio"/> Parent contact <input type="radio"/> After-school detention <input type="radio"/> Suspension ( ____ days) <input type="radio"/> Sent home		<input type="radio"/> Time-out in office <input type="radio"/> Time-out in Buddy Room <input type="radio"/> Conference with student <input type="radio"/> Loss of privilege _____ <input type="radio"/> Individual instruction	
Other _____			
<b>Parent/guardian contacted:</b> ____ Called ____ In person ____ Emailed ____ Conference ____ Mailed			
<b>COMMENTS:</b>			

## EXAMPLE: AN AREA SCHOOL (YEARS 7–13) INCIDENT FORM

Student: \_\_\_\_\_ Year: \_\_\_\_\_ Room: \_\_\_\_\_

Time of incident: \_\_\_\_\_ Date of incident: \_\_\_\_\_ Staff member: \_\_\_\_\_

ISSUE OF CONCERN		
<b>Minor</b> (3 <sup>rd</sup> occurrence)	OR	<b>Major</b> (TICK ONE OF BELOW)
<input type="checkbox"/> Vandalism <input type="checkbox"/> Threatening behaviour <input type="checkbox"/> Sexualised behaviour <input type="checkbox"/> Deliberate disobedience <input type="checkbox"/> Truancy		<input type="checkbox"/> Physical assault <input type="checkbox"/> Inappropriate use of IT <input type="checkbox"/> Lateness <input type="checkbox"/> Uniform violation <input type="checkbox"/> Out of bounds  <input type="checkbox"/> Verbal assault <input type="checkbox"/> Dangerous items <input type="checkbox"/> Forbidden items <input type="checkbox"/> Theft
<b>Description of behaviour:</b> _____ _____		

<u>Location</u>	<u>Others involved</u>	<u>Possible motivation</u>
<input type="checkbox"/> Classroom <input type="checkbox"/> Soccer or rugby field <input type="checkbox"/> Basketball courts <input type="checkbox"/> Netball courts <input type="checkbox"/> Out of bounds <input type="checkbox"/> Lunch room <input type="checkbox"/> Toilets <input type="checkbox"/> Bus <input type="checkbox"/> Other _____	<input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Other staff member <input type="checkbox"/> Others Names: _____ _____ _____ _____	<input type="checkbox"/> Attention from peers <input type="checkbox"/> Attention from staff <input type="checkbox"/> Avoiding peers <input type="checkbox"/> Avoiding work <input type="checkbox"/> Obtaining items <input type="checkbox"/> Obtaining access to activity Other: _____ <input type="checkbox"/> Don't know

ADMINISTRATIVE RESPONSE (Select one ONLY):	
<input type="checkbox"/> Conference with student: Date: _____ <input type="checkbox"/> Phone call to parent: Date: _____ <input type="checkbox"/> Parental appearance request <input type="checkbox"/> Class detention: Date completed: _____ <input type="checkbox"/> School detention: Date completed: _____	<input type="checkbox"/> Stand down: Date: _____ <input type="checkbox"/> Suspension: Date: _____ <input type="checkbox"/> Bus suspension: Date: _____ <input type="checkbox"/> Letter sent home <input type="checkbox"/> Restorative meeting <input type="checkbox"/> Loss of privilege

**Other comments:** \_\_\_\_\_  
 \_\_\_\_\_

### Checklist before handing in to be entered:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Form teacher has seen form | <input type="checkbox"/> Response actioned and dated | <input type="checkbox"/> Staff member informed |
|---|--|--|

**PLEASE PASS TO MRS SMITH TO ENTER DATA**

## 8.5 ESTABLISHING A DATA SYSTEM

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Because your team will regularly review incident data and share it with staff, it is important to have an efficient, effective system for collecting the data and entering it into an electronic database. Some schools require staff to enter the data for their own referrals; others have dedicated staff for this task. Two important considerations are:

- Aim to have at least two people trained in data entry and creating reports, so that the system is not dependent on one person.
- Establish a schedule for entering the data regularly. For information to be used effectively, it must be kept up to date. It is easy to get behind in data entry, so dedicated time must be set aside for this purpose and for creating reports. Some schools require the data to be entered daily, others weekly. The important point is for those responsible to schedule a regular time for the task.



## ACTIVITY: PLANNING FOR COLLECTING AND ENTERING INCIDENT DATA ACCURATELY

Discuss the steps listed in the **what** column. Create a plan to accomplish the 'what' by listing **who** is responsible and **when** it will happen. Be specific, and include your results in your team's action plan.

WHAT	WHO	WHEN
1. Develop procedures for where and when to submit incident forms (e.g., to the office daily).		
2. Decide on a school-wide database in which to enter incident information, and agree on who will be entering it.		
3. Ensure that the database will capture key information (the contextual factors) when users are entering data. For example, if staff enter data directly into a computer-based SMS, how easy is it to do so, and how does the SMS ensure consistency (e.g., are there mandatory fields)?		
4. Provide staff PLD on how to complete an incident form for every major incident and, if applicable, how to enter the data electronically.		
5. Set a start date for data entry.		



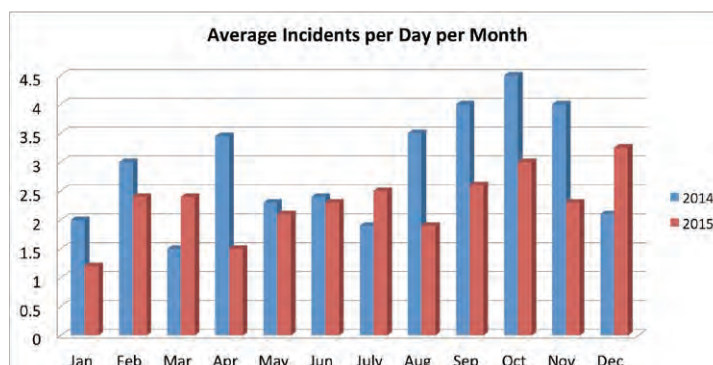
The template for this activity is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.

## 8.6 GENERATING AND ANALYSING BIG 5 REPORTS

To make raw incident data useful and easier to understand, schools need to develop a monthly (or at least quarterly) Big 5 report. A Big 5 report is a set of graphs of behavioural incidents that enable the PB4L–SW team to answer important questions about behaviour in their school. The graphs cover:

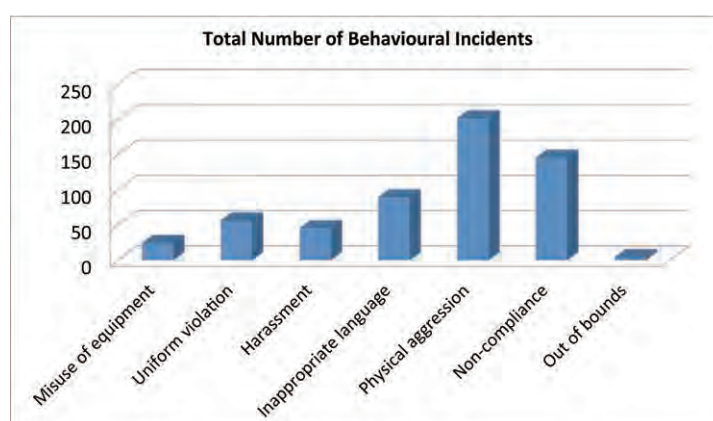
### 1. Average number of incidents per day per month

Is there a significant problem?  
Looking at previous months or years, what is the trend in behaviour incidents?



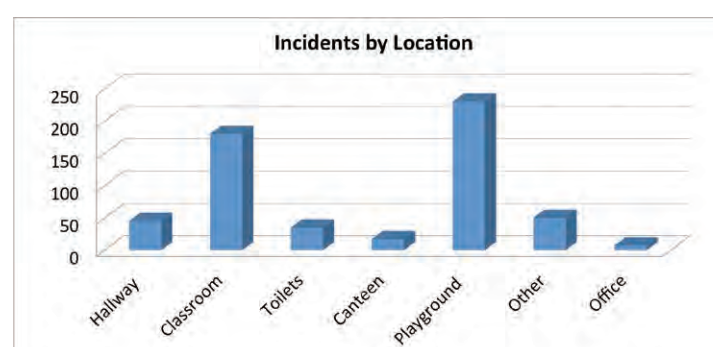
### 2. Types of problem behaviour

What misbehaviour is occurring most frequently?  
Are there many problem behaviours or just one or two?



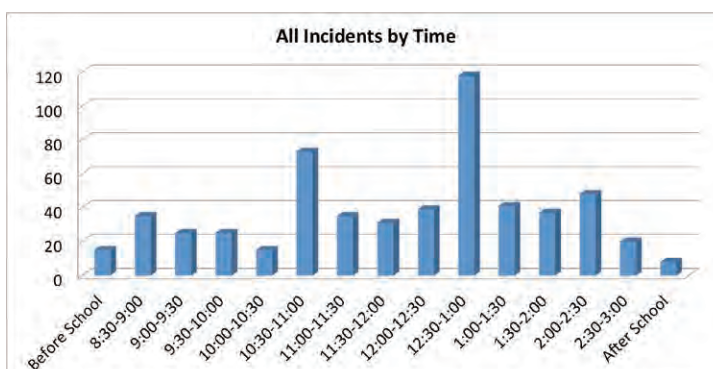
### 3. Locations of incidents

Where are incidents occurring?  
Are there problems in many locations or in just one or two?



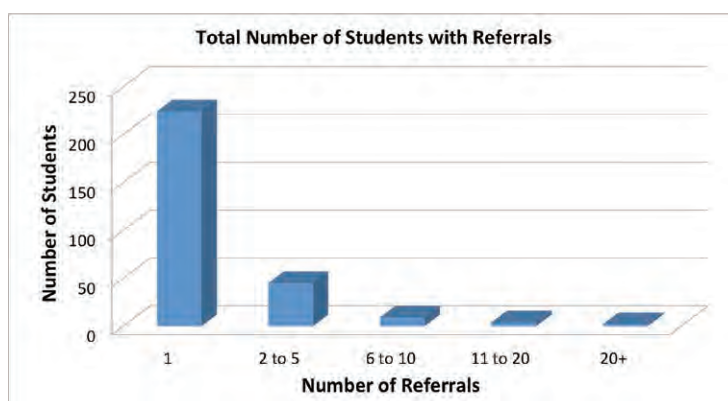
### 4. Times in the day that incidents occur

When are incidents occurring?  
Do particular times of day stand out?



## 5. Students involved

How many students are involved?  
What proportion of students have  
0–1 incident reports? 2–5 incident  
reports? more than 6 incident  
reports?



## THE PURPOSE OF THE BIG 5 REPORT

Schools have traditionally viewed incident forms as a way of documenting the consequences following a behavioural infringement (Horner, Sugai, & Todd, 2001). Because the form emphasised the consequence, information about an incident's context was often lost. Additionally, the forms were often filled out in inconsistent ways.

Collecting accurate contextual information and generating Big 5 reports from it help schools to plan for prevention and to implement corrective responses in ways that support students to meet behavioural expectations (Todd, Horner, Newton, Algozzine, Algozzine, & Frank, 2011).

Big 5 reports enable the PB4L–SW team to develop **precise problem statements**. A problem statement is a brief and specific description of a problem that enables the development of a proactive solution with clear steps and intended outcomes. It describes the type of behaviour (the '**what**'), **where** and **when** it occurs, and **who** is involved. For example, a problem statement might be "Disruptive behaviour is occurring in the classroom, typically at the beginning of each hour, with 25% of students involved."

The 'Big 5 data review guide' below will help you to identify patterns in your Big 5 reports and to begin to think about how to respond to these patterns. Note that you will sometimes need to drill down further into your incident data to develop a precise problem statement. Appendix 8 provides examples of 'drill-down graphs' that supplement the Big 5 report for a school and allow it to answer further, specific questions about its problem behaviours.



## BIG 5 DATA REVIEW GUIDE

School: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Data observations:** What patterns (if any) do we see in our Big 5 reports?

**Average number of incidents per day per month:** Is there a significant problem? Looking at previous months or years, what is the trend in behaviour incidents?

**Problem behaviour:** What misbehaviour is occurring most frequently? Are there many problem behaviours or just one or two?

**Location:** Where are incidents occurring? Are there problems in many locations or in just one or two?

**Time of day:** When are incidents occurring? Do particular times of day stand out? What is happening at these times in the daily school routine? What is happening in the 'problem locations' at these times?

**Students involved:** How many students are involved this month?

\_\_\_\_\_ 0–1 incidents \_\_\_\_\_ 2–5 incidents \_\_\_\_\_ 6+ incidents

**2. Do we need more information to develop a precise problem statement?**

Yes / No If yes, what do we need to know?

**3. Precise problem statement:**

**4. What matrix behaviour(s) do we want students to demonstrate instead of the problem behaviours?**

**5. What are our next steps?** What school-wide expectations do we need to reteach? Do we need to establish or reteach specific routines for 'problem locations'? What support systems are in place for students with multiple incident reports?



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

## DEVELOPING SOLUTIONS BASED ON BIG 5 DATA

The above guide will help you to develop one or more precise problem statements, based on the data you have collected. The data will also help you to generate possible solutions and ideas for implementing them – for example, knowing that arguments are occurring during interval at the jungle gym will help you to consider solutions such as reteaching expected behaviours for taking turns, having students generate a roster for the jungle gym, and/or adding another climbing frame.

### ACTIVITY: PLANNING FOR ANALYSING DATA AND DEVELOPING SOLUTIONS

Discuss the steps listed in the **what** column. Create a plan to accomplish the 'what' by listing **who** is responsible and **when** it will happen. Be specific, and include your results in your team's action plan.

WHAT	WHO	WHEN
1. Produce Big 5 data reports for PB4L–SW team meetings (including, for example, graphs relating to the Big 5).		
2. Analyse the reports to arrive at one or more precise problem statements (see the 'Big 5 data review guide' above).		
3. Brainstorm solutions and how to implement them.		
4. Share data with staff, students, and the community to show progress.		



*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>.*

Appendix 8 provides a school case study that will give you practice in analysing behavioural data to develop a precise problem statement and possible solutions.

## 8.7 MONITORING AND EVALUATING OVERALL PROGRESS IN IMPLEMENTATION

PB4L–SW uses evidence to inform implementation for all three of its tiers. Therefore, it is vital that schools have access to accurate and comprehensive data to enable them to monitor and evaluate their progress and effectiveness in implementation.

In addition to Big 5 reports, the PB4L–SW team uses a number of tools to gain an understanding of where they and their school are up to in implementation and, subsequently, whether they are sustaining their achievements. These tools are listed in Appendix 3, and the key ones are discussed below with examples of the graphs they produce.

The latest versions of all these tools, and instructions for their use, are available through PBIS at [www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx](http://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx).

The latest versions of all PB4L–SW tools, and instructions for their use, are available through PBIS at [www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx](http://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx).

### TEAM IMPLEMENTATION CHECKLIST (TIC)

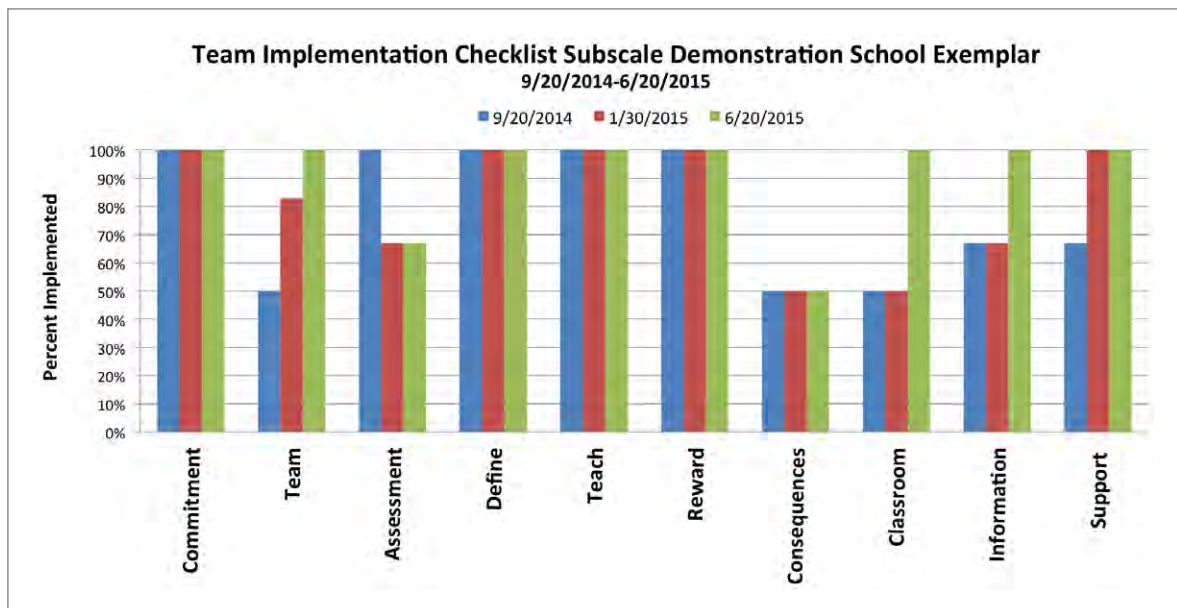
When your PB4L–SW team was set up, you were guided on how to work together successfully by agreeing on and using standard operating procedures, such as:

- meeting regularly
- creating shared expectations (ways in which the team agrees to work together)
- defining and fulfilling functions and responsibilities
- using an agenda
- developing a group decision-making process.

To monitor your team's effectiveness in implementing PB4L–SW in your school, you should use the Team Implementation Checklist to identify which PB4L–SW practices are in place and to inform your action plan. The TIC helps to ensure that the team has a shared understanding and agreement about progress and next steps. It guides the development, implementation, monitoring, and revision process for building a positive school-wide culture, and it helps to sustain efforts across time as well as through management and staff changes.

Your team should use the TIC monthly until consecutive monthly scores show high levels of implementation. At this stage, you can move to completing it annually and instead use the Benchmarks of Quality (BoQ) (see below).

Each team member should complete the TIC independently, prior to or during the team meeting. The team then reviews these individual judgments to arrive at a team consensus about areas for improvement, which should be included in your team action plan.



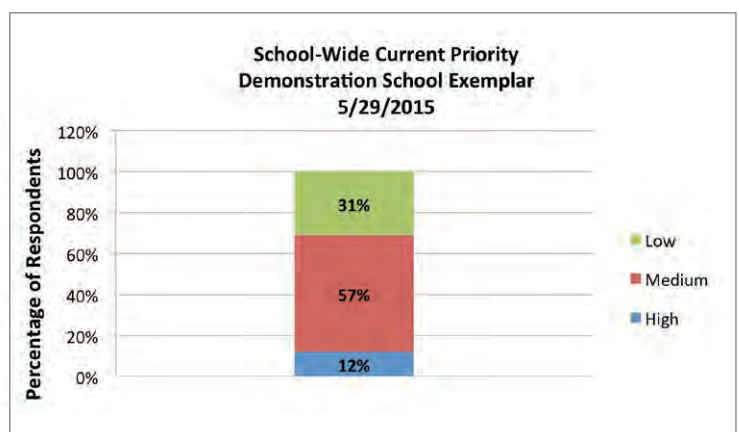
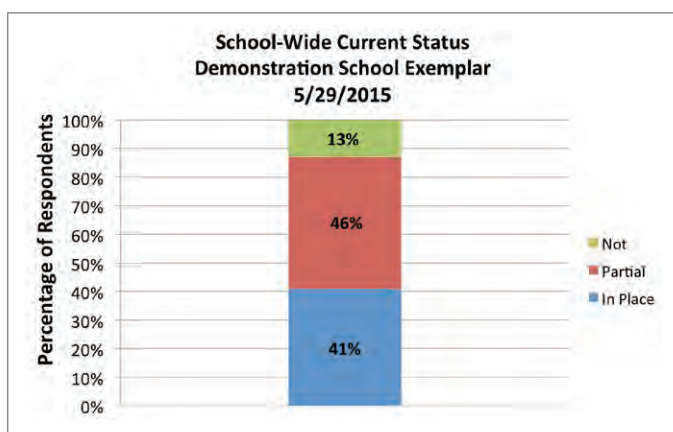
Given the above graph from the TIC, a PB4L–SW team might decide to focus on the areas of assessment and consequences. For example, they might include goals in their action plan for improving the ways in which they summarise existing school data and for discouraging inappropriate behaviour through clear definitions and consistent responses and procedures.

See Appendix 6 for a New Zealand adaptation of version 3.1 of the TIC, and visit the PBIS website listed above for more detailed information on using the checklist.

## EFFECTIVE BEHAVIOUR SURVEY (EBS) / SELF-ASSESSMENT SURVEY (SAS)

The Effective Behaviour Survey is also known as the Self-assessment Survey (SAS). It is a school self-review tool that evaluates the extent to which staff perceive PB4L–SW systems and practices to be in place across the school. EBS looks at implementation in and outside classrooms and, when a school is ready for Tier Three, systems and practices for individual students.

School staff should complete the EBS/SAS annually. The PB4L–SW team then use the priorities the staff have identified to inform their action plan. Procedures for using the survey are well documented on the PBIS website listed above.

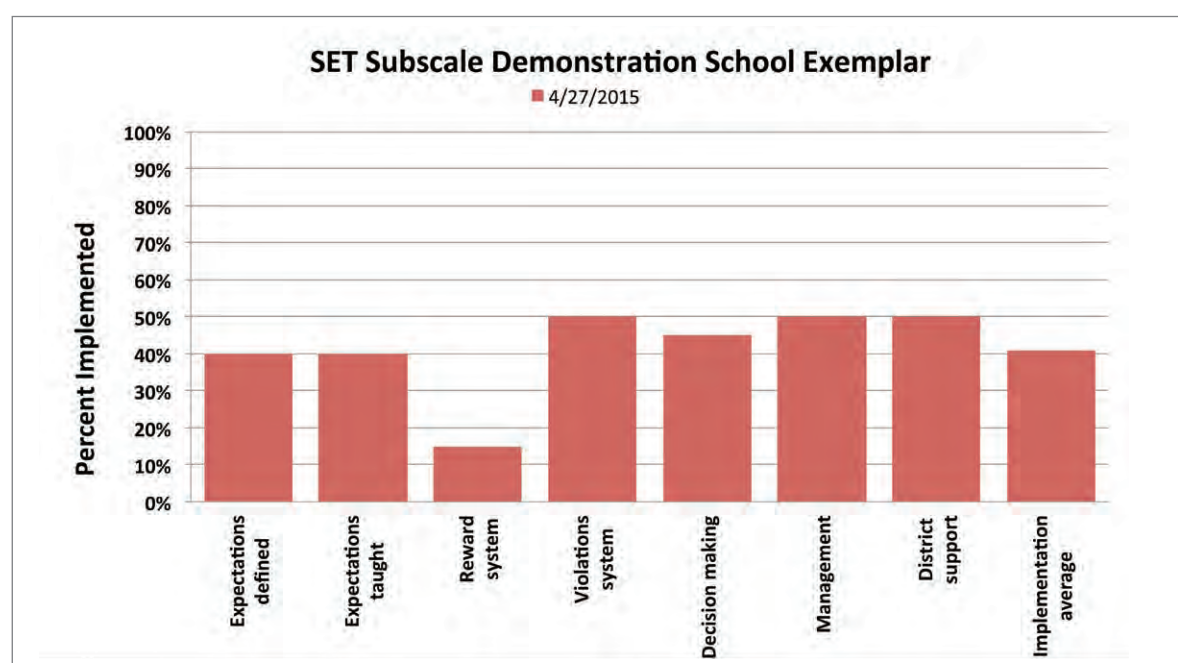


The above two graphs from EBS show that of staff surveyed, 59% stated that the school-wide subsystem features are either partially or not in place, and 69% indicated that this is a medium or high priority for improvement. Other data showed that 75% of staff felt that shared school-wide understandings of major versus minor problem behaviours were partially or not in place and that 81% of staff identified this as a medium or high priority for improvement. Faced with this data, the PB4L-SW team might include a goal in their action plan for clearly distinguishing between behaviours that are classroom-managed and those that are 'office-managed'.

## SCHOOL-WIDE EVALUATION TOOL (SET)

The School-Wide Evaluation Tool looks at fidelity of implementation for each of the seven essential features of PB4L-SW Tier One.

Like the EBS, the SET is administered annually and informs the PB4L-SW team's action plan by identifying essential features that require additional attention.

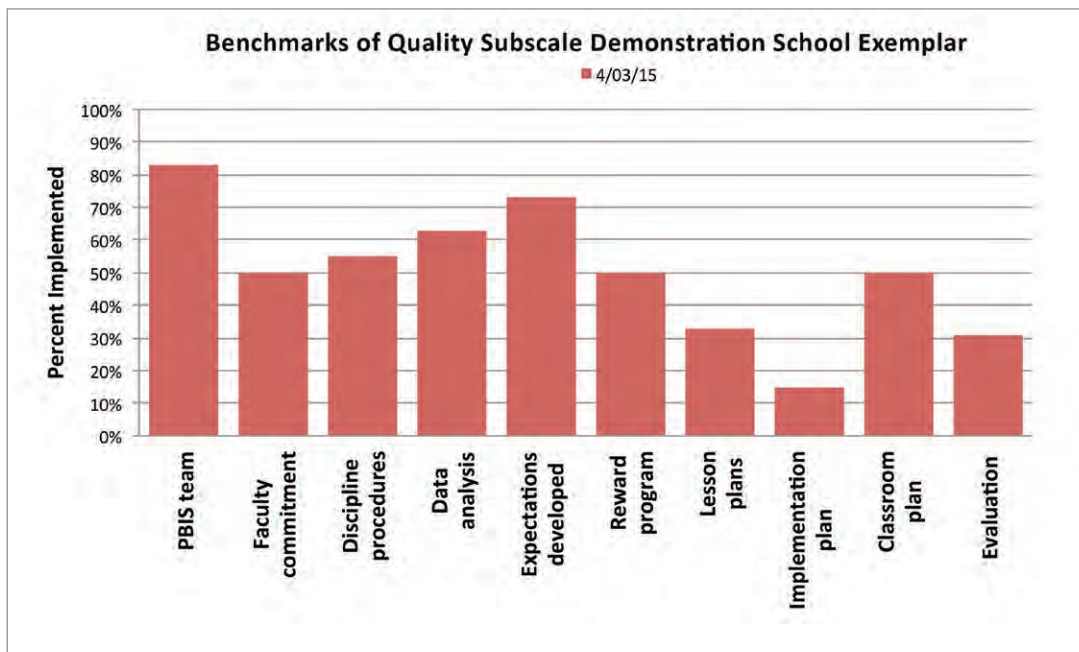


Given this information from SET, a school might decide to focus on further defining its expectations and on establishing a system for acknowledging desired behaviours. These two areas would then be transferred to the action plan and become the focus for the PB4L-SW team to lead. An appropriate overall goal would be to achieve over 80% on both 'Implementation average' and 'Expectations taught'.

## BENCHMARKS OF QUALITY (BoQ)

The BoQ is a self-assessment tool for the PB4L-SW team to use when the TIC shows several consecutive high monthly scores. The BoQ is used at least annually (once a term if the team is no longer completing the TIC).

The BoQ evaluates a school's progress in implementing the PB4L-SW Tier One essential features and identifies areas of relative strength and weakness for future action planning. It focuses in particular on classroom management practices. It also guides planning when preparing for Tier Two implementation.



Given this graph, a school might choose to focus on their implementation plan. An appropriate goal for their action plan would then be to train staff on how to teach expectations and to provide rewards. They would also detail how to go about this training in the plan.

## TIERED FIDELITY INVENTORY (TFI)

The TFI is based on PBIS fidelity tools such as TIC, EBS, and SET. It provides a single, efficient, valid, and reliable survey to guide implementation and sustained use of PB4L–SW.

The PB4L–SW team can use the TFI to measure 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
- a guide for implementing Tier One, Tier Two, and/or Tier Three practices
- an index of sustained PB4L–SW implementation.

At the time of this manual's publication, PB4L–SW was considering adopting and adapting this tool for use in New Zealand.

*At a high school in Canterbury, the PB4L–SW team uses a variety of data sources to ensure that implementation is on track and that it identifies and addresses areas of concern in a timely way. This has been important for keeping staff engaged, motivated, and moving forward. In particular, the EBS and SET tools help the team to check that staff are clear about and confidently using the key systems and practices for Tier One implementation. For example, the SET tool checks that staff understand the difference between major and minor misbehaviours and know what to do in response, and the EBS tool captures staff perspectives and priorities for change.*

*Recording data on incident forms has helped staff to gain confidence in the school-wide procedures for responding to major incidents. A review of the forms shows that staff are taking care to record all relevant information and to think about what may have triggered each incident. Trend data shows an overall reduction in major incidents. The coach attributes this to the more efficient way in which staff are responding to minor misbehaviour, 'nipping it in the bud' through timely prompts, reminders, and redirections.*

## 8.8 SHARING DATA AND GETTING FEEDBACK ON IMPLEMENTATION

---

A key task for the PB4L–SW team is to **share** data with staff, students, and whānau. As you do so, you should find out if the data is clear to them and whether it is providing a useful picture of the school's progress in implementation.

Your team is responsible for:

- being 'transparent' with the data and regularly sharing it
- presenting the data in accessible graphic formats – for example, by using charts and graphs to help tell the story the data is providing
- informing staff how the information from the data will be used to make decisions
- seeking staff input into decisions based on the data.

Your PB4L–SW team will also **gather** data from the school community, using a variety of approaches such as surveys, interviews, and meetings with particular groups (e.g., whānau of Māori and Pasifika students). This will help you to gauge how staff, students, and whānau perceive PB4L–SW and whether there are common areas of concern that you need to address.

When seeking perceptual data through surveys, consider how to get the highest number of surveys returned. For example, your team might have staff complete the Effective Behaviour Survey (EBS) during a meeting. When staff have completed the survey, they could be given a shared meal or small thank you gift. By using this kind of approach, you are more likely to get a good return than by emailing the survey to staff or putting it in their mailboxes.

In general, all staff should have access to the school's PB4L–SW data so that they can provide feedback to the School-Wide team. Opportunities to review the school's data have been powerful in helping staff 'buy in' to the PB4L–SW process by understanding the outcomes of everyone's effort. Also, it would be frustrating for staff members to take part in surveys and never hear how their information was used.

Remember to include in your team action plan your ideas for sharing PB4L–SW data with staff, students, and whānau and for getting feedback from them.

Remember to include in your team action plan your ideas for sharing PB4L–SW data with staff, students, and whānau and for getting feedback from them.

## 8.9 STAFF PROFESSIONAL DEVELOPMENT

Although the analysis of data is the responsibility of the PB4L-SW team, staff still require professional development in relation to data. They need to understand the importance of capturing data and of completing a form every time a 'major' behavioural incident takes place.

Professional development should cover how to complete PB4L-SW forms and what to do with them when completed; this applies especially to behavioural incident forms, particularly if staff are required to enter the data for their own referrals. Professional development can also help staff to understand how the data is used to inform and improve behaviour management in the school.

In the professional development, include all staff who interact with students throughout the day, including specialists and support staff (e.g., teacher aides, tuck shop staff, the caretaker, front office staff). For example, you might use a staff meeting to:

- take staff through a sample incident form
- have them complete the form
- discuss where to place the form once completed
- describe how the information on the form is processed and used
- explain that the person making the referral will be informed of the action taken
- brainstorm solutions in small groups to a problem statement developed from behavioural incident data.



# APPENDICES

## APPENDICES 1–9





## *List of Appendices*

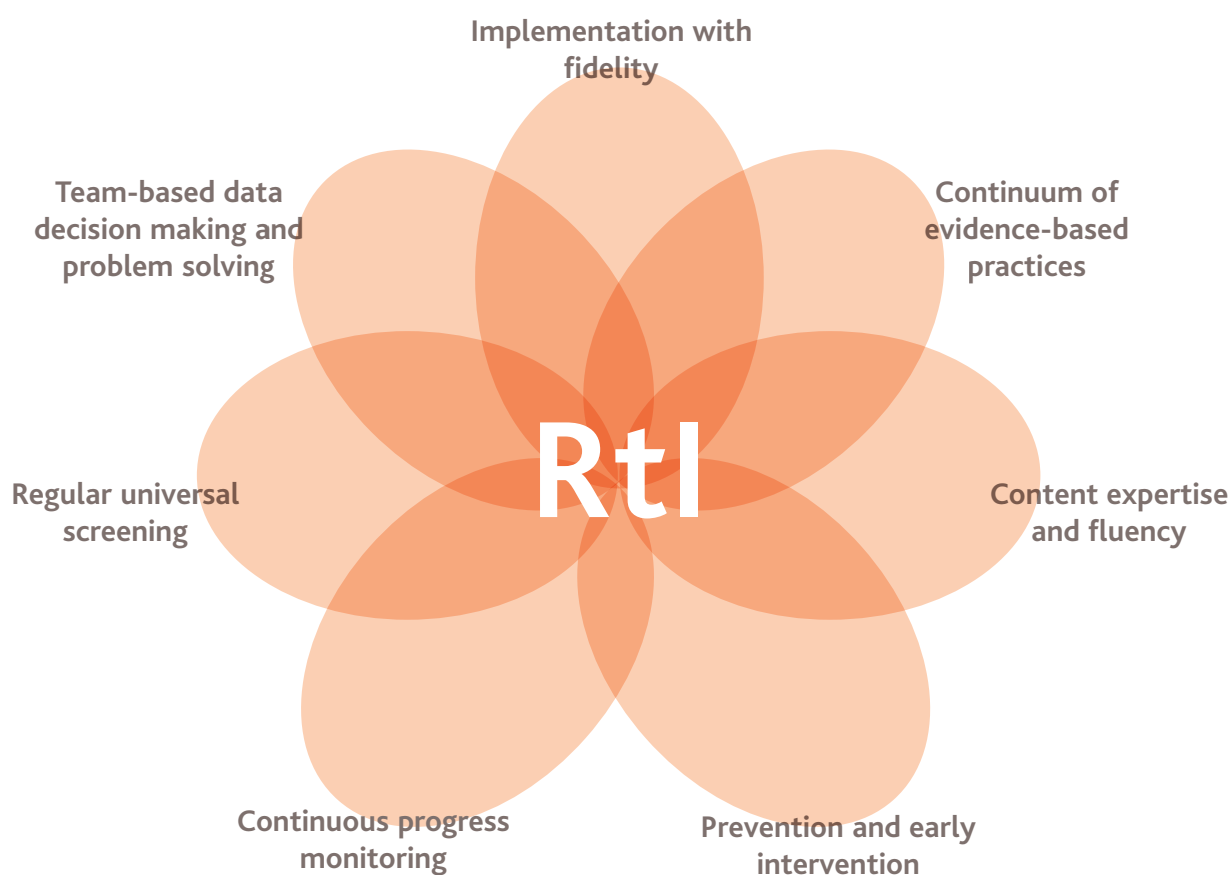
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Appendix 1: PB4L–SW and Response to Intervention	2
Appendix 2: Cultural responsiveness in the PB4L–SW systems approach	4
Appendix 3: New Zealand PB4L–SW evaluation matrix	6
Appendix 4: Action plan templates	10
Appendix 5: PB4L–SW Whānau and Community Partnerships Checklist	17
Appendix 6: PB4L–SW Team Implementation Checklist (TIC)	18
Appendix 7: Definitions of problem behaviours	23
Appendix 8: Activity – Using data to guide decisions	26
Appendix 9: Activities to use with school staff	31

## 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:<sup>1</sup>

*Figure 7: The characteristics of Response to Intervention*



<sup>1</sup> 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 Rtl, in particular those that relate to social and behavioural instruction. The table below shows how PB4L–SW correlates with each characteristic of Rtl.<sup>2</sup>

**Table 23: Comparison of Response to Intervention and PB4L–SW**

RESPONSE TO INTERVENTION CHARACTERISTICS	PB4L–SW COMPONENTS
<i>Implementation with fidelity</i>	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.
<i>Continuum of evidence-based practices</i>	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.
<i>Content expertise and fluency</i>	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.
<i>Prevention and early intervention</i>	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).
<i>Continuous progress monitoring</i>	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.
<i>Regular universal screening</i>	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.
<i>Team-based data decision making and problem solving</i>	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.

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



## Appendix 2: Cultural responsiveness in the PB4L–SW systems approach

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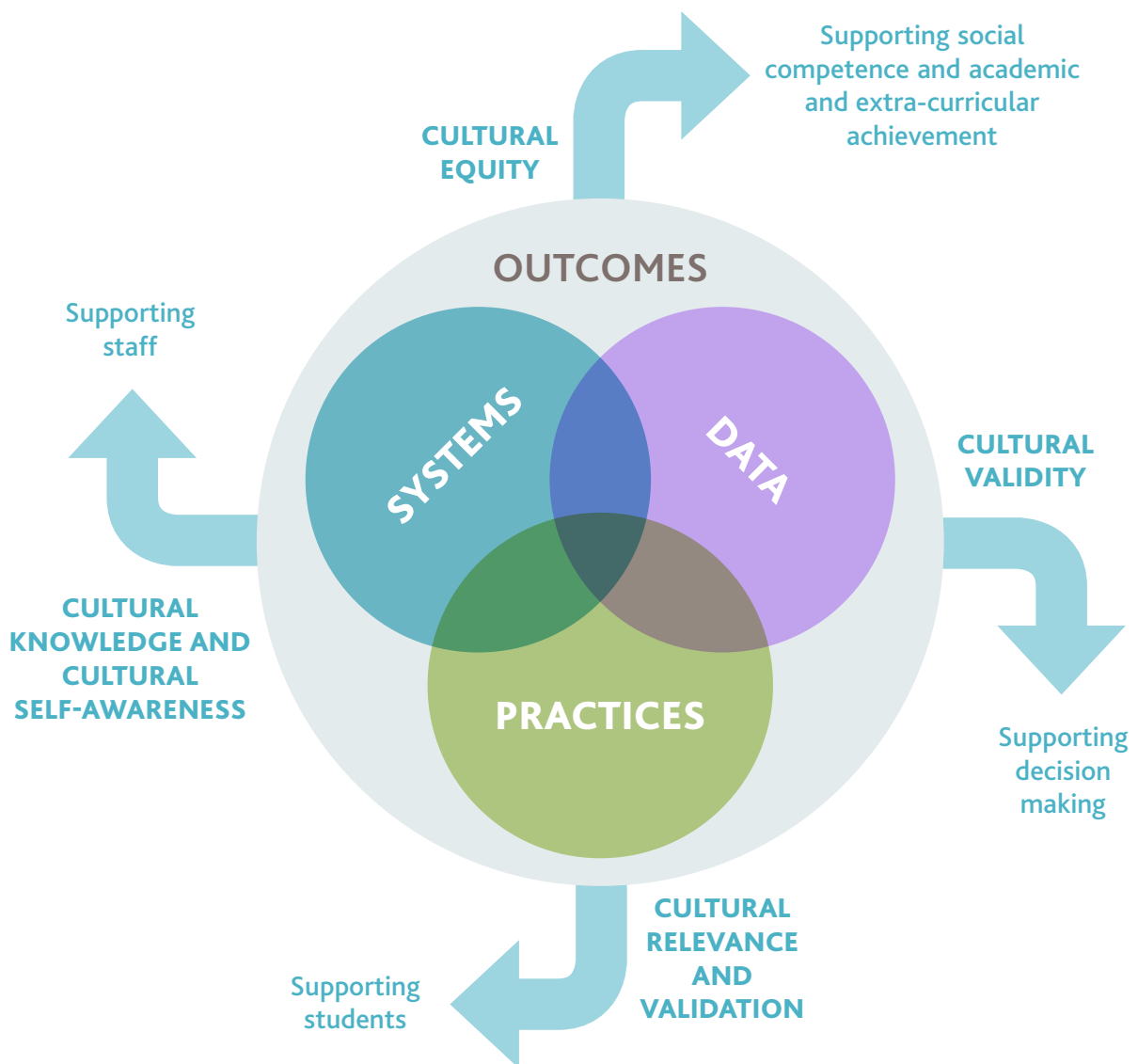
Claudia Vincent and her colleagues published the diagram opposite in a 2011 article exploring a conceptual integration of cultural responsiveness and school-wide positive behaviour support.

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%20Vincent%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](http://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)				
Tool	Description	Used when?	Completed by?	Used for?
<b>Behavioural Incident Referrals (Office Disciplinary Referrals) ODRs</b>	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 responsible <sup>3</sup> 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.
<b>Team Implementation Checklist</b>  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. <sup>4</sup>	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).

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

<sup>4</sup> Until consecutive assessments show that the practices are embedded and sustained over a period of time, schools generally share their TIC results with whoever is supporting them in implementation (e.g., a PB4L–SW practitioner).

TIER ONE (UNIVERSAL)					
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: <ul style="list-style-type: none"> <li>• school-wide</li> <li>• in class</li> <li>• out of class</li> <li>• in individual student systems.</li> </ul>	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: <ul style="list-style-type: none"> <li>• annual action planning</li> <li>• school decision making</li> <li>• assessment of change over time</li> <li>• staff awareness</li> <li>• team validation.</li> </ul>	
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				
Tool	Description	Used when?	Completed by?	Used for?
<p><b>Tiered Fidelity Inventory</b></p> <p>TFI</p>	<p>Provides a single, efficient, valid, and reliable survey to guide implementation and sustained use of PB4L–SW.</p> <p>At the time of this manual's publication, PB4L–SW was considering adopting and adapting this tool for use in New Zealand.</p>	<p>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.</p>	<p>The PB4L–SW team with support (e.g., from a PB4L–SW practitioner or experienced coach from another school).</p>	<p>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.</p>
PRE-TIER TWO				
Tool	Description	Used when?	Completed by?	Used for?
<p><b>Benchmarks of Quality</b></p> <p>BoQ (self-assessment)</p>	<p>Evaluates the progress of implementing PB4L–SW essential features and identifies areas of relative strength and weakness for future action planning.</p>	<p>At least annually; each term if no longer completing the TIC.</p>	<p>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.</p>	<p>To monitor Tier One implementation progress and guide action planning for Tier Two implementation.</p>

TIERS TWO AND THREE					
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).	

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 not require the school to use the SWIS application for entering office disciplinary referrals (that is, behavioural incidents). Demos are available on [pbisapps.org](https://pbisapps.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>.

School: \_\_\_\_\_ Year: \_\_\_\_\_

Goals Examples: Principal commitment ensures staff commitment throughout the school year	Steps and resources	Who is responsible?	When will it be started?	When will it be completed?	Evaluation measure or evidence	Review status	
						Date	Status
<ul style="list-style-type: none"> <li>80% staff buy-in and participation</li> <li>Basic behavioural principles taught and reviewed with staff</li> <li>Plans developed for training staff and students</li> <li>PB4L-SW launched by principal within school community</li> <li>Parents informed about PB4L-SW.</li> </ul>							
1. Sustaining principal commitment							

2. Setting up for success							
Goals Examples: <ul style="list-style-type: none"> <li>Statement of purpose developed and published widely</li> <li>PB4L-SW team established (representative of the school), with protected meeting times (at least monthly), leader, and identified functions</li> <li>Communication system established or refined to ensure ALL team members are aware of or involved in PB4L-related activities.</li> </ul>	Steps and resources	Who is responsible?	When will it be started?	When will it be completed?	Evaluation measure or evidence	Review status A = Achieved and maintained I = In progress N = Not achieved	
						Date	Status

3. Identifying positive expectations							
Goals Examples: <ul style="list-style-type: none"> <li>School-wide expectations developed (3–5 positively stated)</li> <li>Expected behaviours developed for all settings based on the school-wide expectations</li> <li>Existing and related policies reviewed to ensure they align with PB4L–SW.</li> </ul>	Steps and resources	Who is responsible?	When will it be started?	Evaluation measure or evidence	Review status A = Achieved and maintained I = In progress N = Not achieved		
					Date	Status	

4. Teaching expected behaviour							
Goals Examples: <ul style="list-style-type: none"> <li>School policy or procedure identified to embed the teaching of expectations within the school community</li> <li>Lesson plans developed for teaching expected behaviours.</li> </ul>	Steps and resources	Who is responsible?	When will it be started?	Evaluation measure or evidence	Review status		
			When will it be completed?		Date	Status	

5. Acknowledging expected behaviour							
Goals Examples: <ul style="list-style-type: none"><li>Continuum of acknowledgments established for ALL students (what/when/how)</li><li>Staff provided with PLD in giving effective feedback</li></ul>	Steps and resources	Who is responsible?	When will it be started?	Evaluation measure or evidence	Review status		
			When will it be completed?		Date	Status	

6. Discouraging inappropriate behaviour							
Goals Examples: System established for responding to misbehaviours: <ul style="list-style-type: none"> <li>• Problem behaviours defined and categorised (major/minor)</li> <li>• Hierarchy of responses developed for minor and major misbehaviours</li> <li>• Referral process established and flow chart for it developed.</li> </ul>	Steps and resources	Who is responsible?	When will it be started?	Evaluation measure or evidence	Review status		
			When will it be completed?		Date	Status	

Goals	Steps and resources	Who is responsible?	When will it be started?	Evaluation measure or evidence	Review status	
					Date	Status
<b>Goals</b> Examples: <ul style="list-style-type: none"> <li>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</li> <li>Progress of PB4L–SW activities evaluated (e.g., TIC completed monthly).</li> </ul>						

7. Monitoring and evaluation



## 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**

- ☐ 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](http://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					
<b>1. Principal supports SW and is actively involved</b> <ul style="list-style-type: none"> <li>Principal attends PB4L-SW meetings 80% of time</li> <li>Principal defines improving social behaviour as one of the top three goals for the school</li> <li>Principal actively participates in PB4L-SW training</li> </ul>	Status				
<b>2. Staff support SW</b> <ul style="list-style-type: none"> <li>80% of staff document support for improving social behaviour as one of the top three goals for the school</li> <li>Principal/staff commit to PB4L-SW for at least 3 years</li> </ul>	Status				
ESTABLISHING AND MAINTAINING TEAM					
<b>3. Representative team is established</b> <ul style="list-style-type: none"> <li>Includes year level teachers, teacher aides, parents, SENCO, RTLB</li> <li>Team has established clear mission/purpose</li> </ul>	Status				
<b>4. Team has regular meeting schedule and effective operating procedures</b> <ul style="list-style-type: none"> <li>Agenda and meeting minutes used</li> <li>Team decisions identified and action plan developed</li> </ul>	Status				
<b>5. Audit is completed for efficient integration of team with other teams/initiatives addressing behaviour support</b> <ul style="list-style-type: none"> <li>Team has completed Working Smarter template</li> </ul>	Status				
SELF-ASSESSMENT					
<b>6. Team completes self-assessment of current PB4L-SW practices being used in the school</b> <ul style="list-style-type: none"> <li>Staff complete TIC (progress monitoring), BoQ (annual assessment), or SET</li> </ul>	Status				
<b>7. Team summarises school discipline data</b> <ul style="list-style-type: none"> <li>Team uses behavioural incident data (ODRs), attendance data, and other behavioural data for decision making</li> </ul>	Status				
<b>8. Team uses self-assessment information to build implementation action plan (areas of immediate focus)</b> <ul style="list-style-type: none"> <li>Team uses the action plan to guide PB4L-SW implementation</li> </ul>	Status				

Status: A = Achieved, I = In progress, N = Not yet started					
Date:					
ESTABLISHING SCHOOL-WIDE EXPECTATIONS AND PREVENTION SYSTEMS					
<b>9. 3–5 school-wide behaviour expectations are defined and posted in all areas of school</b> <ul style="list-style-type: none"> <li>• 3–5 positively and clearly stated expectations defined</li> <li>• Expectations posted in public areas of the school</li> </ul>	Status				
<b>10. School-wide teaching matrix is developed</b> <ul style="list-style-type: none"> <li>• Teaching matrix used to define how school-wide expectations apply to specific school locations</li> <li>• Teaching matrix distributed to all staff</li> </ul>	Status				
<b>11. Teaching plans for school-wide expectations are developed</b> <ul style="list-style-type: none"> <li>• Lesson plans developed for teaching school-wide expectations at key locations throughout the school</li> <li>• Staff involved in development of lesson plans</li> </ul>	Status				
<b>12. School-wide behaviour expectations are taught directly and formally</b> <ul style="list-style-type: none"> <li>• Schedule for teaching lessons developed</li> <li>• Staff and students know defined expectations</li> <li>• School-wide expectations taught to all students</li> <li>• Plan developed for teaching expectations to students who enter school mid-year</li> </ul>	Status				
<b>13. System is in place to acknowledge expected behaviours</b> <ul style="list-style-type: none"> <li>• Reward systems used to acknowledge school-wide behaviour expectations</li> <li>• Ratio of reinforcements to corrections is high (4:1)</li> <li>• Students and staff know about the acknowledgment system and students are receiving positive acknowledgments</li> </ul>	Status				
<b>14. Clearly defined and consistent consequences and procedures for undesirable behaviours are developed</b> <ul style="list-style-type: none"> <li>• Major and minor problem behaviours all clearly defined</li> <li>• Clearly defined and consistent consequences and procedures for inappropriate behaviours developed and used</li> <li>• Procedures define a menu of appropriate responses for minor (classroom managed) misbehaviours</li> <li>• Procedures define a menu of appropriate responses for major ('office managed') misbehaviours</li> </ul>	Status				

Status: A = Achieved, I = In progress, N = Not yet started					
Date:					
CLASSROOM BEHAVIOUR SUPPORT SYSTEMS					
<b>15. School has completed a school-wide classroom systems survey</b> <ul style="list-style-type: none"> <li>Teaching staff have completed a classroom assessment (Examples: EBS Classroom Survey; Classroom assessment tools)</li> </ul>	Status				
<b>16. Action plan is in place to address any classroom systems identified as a high priority for change</b> <ul style="list-style-type: none"> <li>Results of the assessment used to plan staff professional development and support</li> </ul>	Status				
<b>17. Data system is in place to monitor behavioural incident data (ODRs) from classrooms</b> <ul style="list-style-type: none"> <li>School has a way of reviewing incident data from classrooms for use in data-based decision making</li> </ul>	Status				
INFORMATION MANAGEMENT SYSTEMS					
<b>18. Discipline data are gathered, summarised, and reported at least quarterly to all staff</b> <ul style="list-style-type: none"> <li>Data collection is easy, efficient, and relevant for decision making</li> <li>Incident (ODR) data entered at least weekly</li> <li>Incident form lists: student's name, referring staff member, date, time, location, problem behaviour, others involved, possible motivation, and response</li> <li>Incident (ODR) data available by frequency, location, time, type of problem behaviour, motivation, and student</li> <li>Incident (ODR) data summary shared with staff at least monthly</li> </ul>	Status				
<b>19. Discipline data are available to the team regularly (at least monthly) in a form and depth needed for problem solving</b> <ul style="list-style-type: none"> <li>Team able to use the data for decision making, problem solving, action planning, and evaluation</li> <li>Precision problem statements used for problem solving</li> </ul>	Status				

Status: A = Achieved, I = In progress, N = Not yet started					
Date:					
<b>BUILDING CAPACITY FOR FUNCTION-BASED SUPPORT</b>					
<b>20. Personnel with behavioural expertise are identified and involved</b> <ul style="list-style-type: none"> <li>Personnel able to provide behavioural expertise for students needing Tier Two and Tier Three support</li> </ul>	Status				
<b>21. At least one staff member of the school is able to conduct simple functional behavioural assessments</b> <ul style="list-style-type: none"> <li>At least one staff member can conduct simple behavioural assessments and work with a team in developing behaviour support plans for individual students</li> </ul>	Status				
<b>22. Intensive, individual student support team structure is in place to use function-based supports</b> <ul style="list-style-type: none"> <li>A team exists focusing on intensive individualised supports for students needing Tier Three support</li> <li>Team uses function-based supports to develop, monitor, and evaluate behavioural plans</li> <li>Team delivering Tier Three has a data system that supports ongoing monitoring of fidelity and outcomes of individual behaviour support plans</li> </ul>	Status				

**Additional comments and information:**

Adapted from Version 3.1 of the TIC (Sugai, Horner, Lewis-Palmer, & Rossetto, 2011) copyright © 2001 George Sugai, Rob Horner, and Teri Lewis-Palmer, Educational and Community Supports, University of Oregon



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.
Skippping 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.

Truancy	Student receives an 'unexcused absence' for a half day or more.
Uniform violation	Student wears clothing that does not fit within the uniform guidelines of the school.
Use / possession of alcohol	Student has or uses alcohol.
Use / possession of minor combustibles	Student has or uses substances or objects capable of causing minor bodily harm and/or property damage (e.g., matches, lighters, firecrackers).
Use / possession of drugs	Student has or uses illegal drugs or substances or imitations of them.
Use / possession of tobacco	Student has or uses tobacco.
Other	Student engages in any other major problem behaviour that does not fall within the above categories.
<b>CRISIS PROBLEM BEHAVIOUR</b>	<b>DEFINITION</b>
Arson	Student plans and/or participates in malicious burning of property.
Bomb threat / false alarm	Student delivers a message about possible explosive materials being on or near the school grounds and/or about a pending explosion.
Serious assault	Student participates in an incident involving serious physical violence.
Use / possession of major combustibles	Student has or uses substances or objects capable of causing major bodily harm and/or property damage (e.g., gasoline).
Use / possession of weapons	Student has or uses knives or weapons or other objects readily capable of causing bodily harm.
Other	Student engages in any other crisis behaviour that does not fall within the above categories.

Adapted for New Zealand from SWIS Referral Form Definitions, Version 5.4.8 b147 (May, Ard, Todd, Horner, Glasgow, Sugai, & Sprague, 2015), copyright © 2015 Seth May, William Ard, Anne Todd, Rob Horner, Aaron Glasgow, George Sugai, and Jeff Sprague, all rights reserved.



## 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.

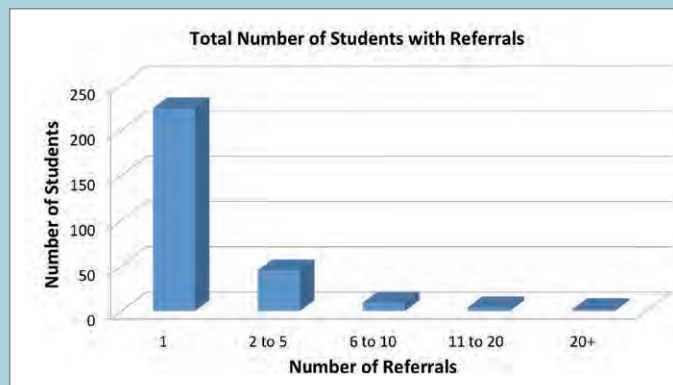
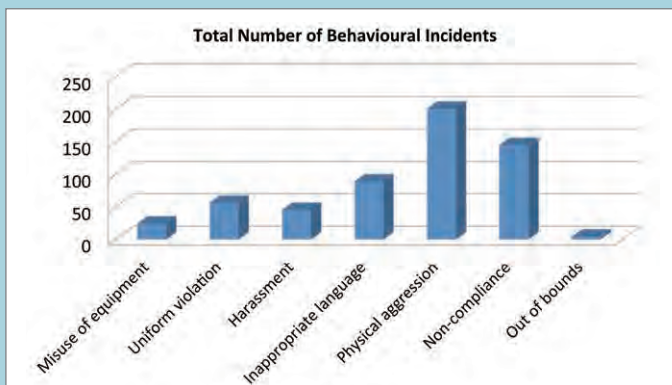
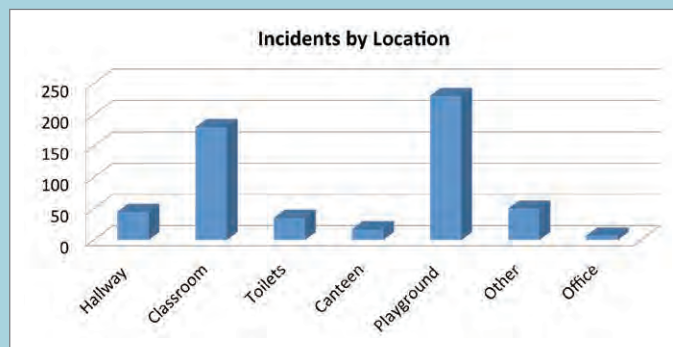
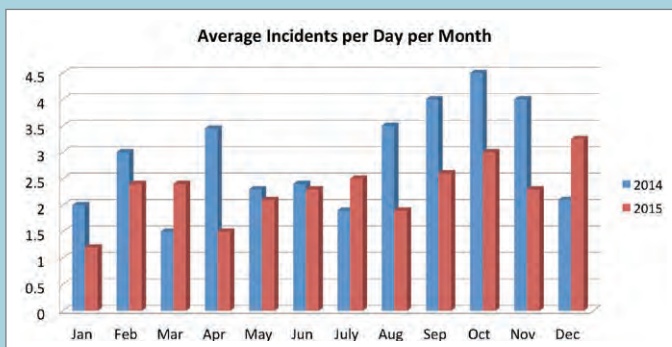
**Precise problem statement:**

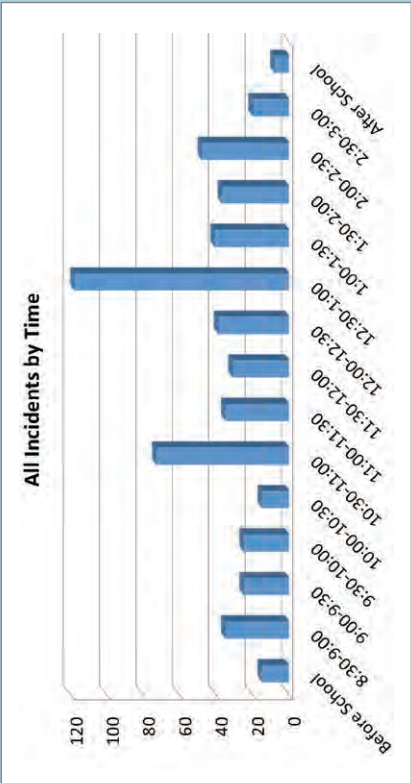
STRATEGIC RESPONSE What does research say will work?	POSSIBLE SOLUTION What will the solution look like?	IMPLEMENTATION How will we put the solution in place?
Prevention		

STRATEGIC RESPONSE	POSSIBLE SOLUTION	IMPLEMENTATION
Teaching		
Acknowledgment		
Corrective responses		

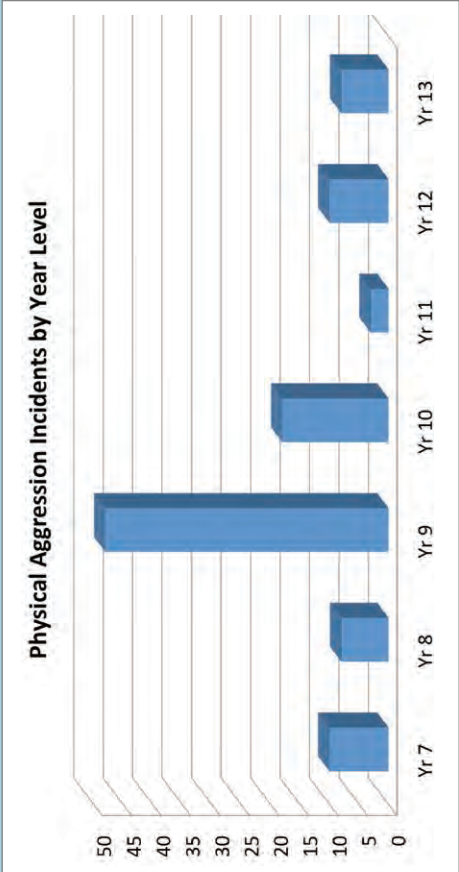
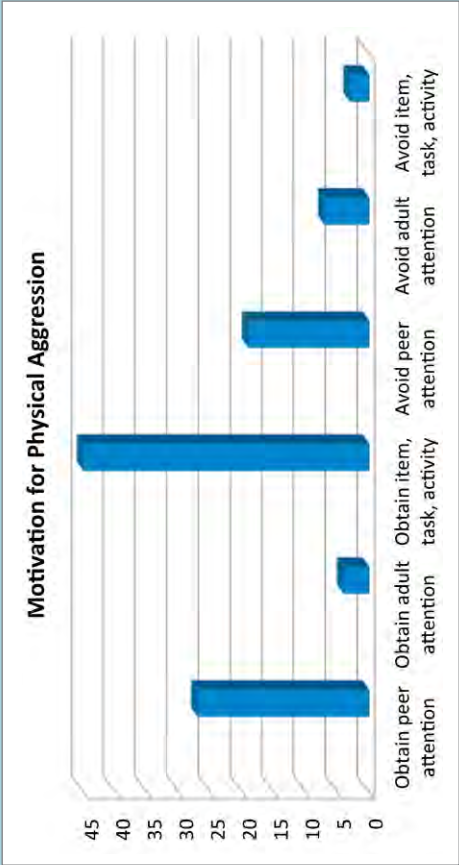
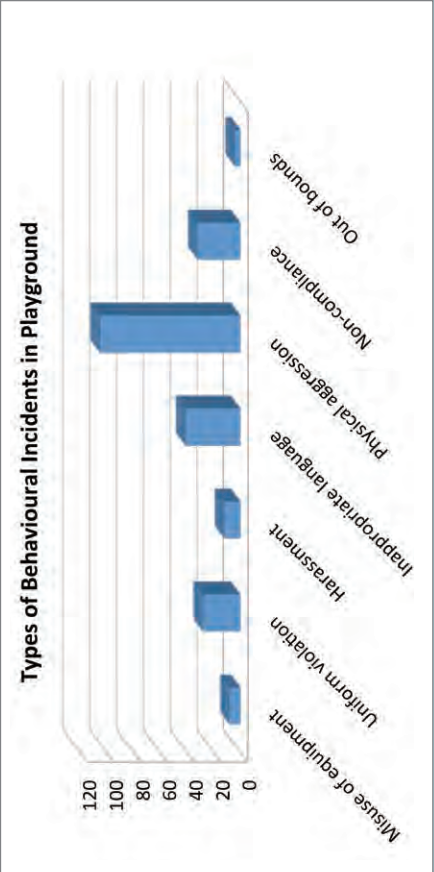
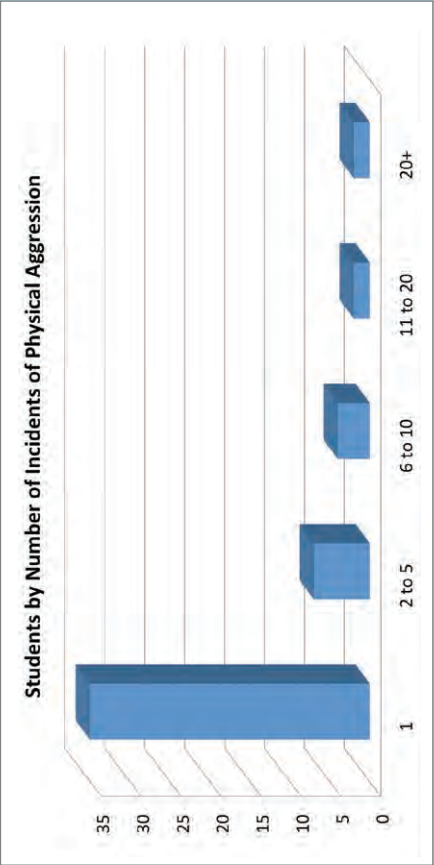


The template for this activity is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.





## 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	<p>Precorrects, especially before break times, to remind students of how to treat each other with respect</p> <p>Providing more equipment for students to use at breaks</p> <p>Active supervision in the key hotspots of the school grounds</p>	<p>All teachers to provide reminders in periods prior to breaks</p> <p>Student Council to be involved in surveying students about equipment needs and in recruiting 'monitors' for giving it out each day</p> <p>Staff to be available for actively supervising key hotspots during breaks</p>

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	<p>Covering 'Be respectful' expectation in lesson plans for non-classroom settings</p> <p>Exploring students' responses to the question 'How should we share and use equipment safely?'</p>	<p>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</p> <p>Year 9 form tutors to provide lessons in tutor time, including scenarios around sharing equipment</p>
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 equipment well
Corrective responses	<p>Reminding all students who engage in physical aggression of the 'Be respectful' expectation</p> <p>Addressing physical aggression within a restorative approach</p> <p>Implementing responses from the school's continuum for discouraging inappropriate behaviour</p>	<p>Brief PLD sessions to ensure that all teachers are skilled in using the language of the school's expectations matrix</p> <p>Restorative conversations and circles for those students who engage in physical aggression, with support from the school's Restorative Practice coach/ practice lead</p> <p>Teachers to be reminded of procedures and support from deans and senior management for major problem behaviours</p>

## 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.

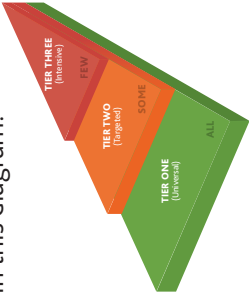
REVISION ACTIVITY

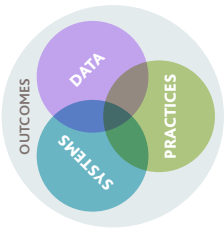
COOPERATIVE GRID: WHAT IS PB4L-SW?

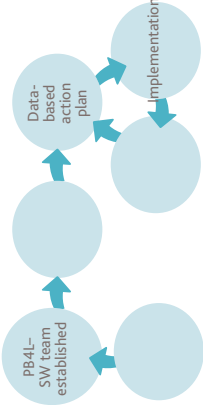
If necessary, arrange the small groups for part 3 of this activity before you begin.

Give participants the following instructions:

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

	Me	Others	Small group
What is PB4L-SW?			
Explain this diagram: 			

	Me	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?			
<p>Explain this diagram:</p> 			
PB4L–SW's practices and interventions are organised into five subsystems. Can you name them?			

	Me	Others	Small group
<p>Name the three missing steps in this diagram of the PB4L-SW implementation process.</p> 			
<p>How many essential features are there in Tier One of PB4L-SW? Can you name them?</p>			



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>.

# RECOMMENDED RESOURCES AND REFERENCES





# Recommended Resources

The websites and texts below have proven very useful for PB4L teams during the implementation of Tier One of PB4L–SW.<sup>1</sup>

## WEBSITES

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### **Positive Behaviour for Learning School-Wide**

<http://pb4l.tki.org.nz/PB4L-School-Wide>

This website on TKI provides information about PB4L–SW and support for New Zealand schools to build a culture where positive behaviour and learning are a way of life. It gives answers to the questions: What is PB4L–SW? What is involved? What is happening in PB4L–SW schools? The website includes a short introductory video about PB4L–SW featuring staff from primary and secondary schools in New Zealand. This can be shown to school staff to help contextualise the PB4L–SW framework. There are also many links to support materials.

### **Ruia School-whānau Partnerships**

<http://partnerships.ruia.educationalleaders.govt.nz>

The Ministry of Education developed the two Ruia websites to support better educational success for Māori students; one of the sites focuses on appraisal for learning, the other on school-whānau partnerships. The school-whānau partnerships site supports principals and school leaders to improve outcomes for their Māori students by working in educationally powerful ways with Māori. The site includes an interactive self-review tool for evaluating partnerships and identifying ways to improve them. It is most effective when school leaders use it collaboratively with whānau representatives, including members of boards of trustees and kaumātua. Teachers can use the website to help them work in partnership with whānau to support the learning of their Māori students.

### **Positive Behavioral Interventions and Supports (PBIS) OSEP Technical Assistance Center**

<http://www.pbis.org/>

The PBIS website is supported by the US Department of Education's Office of Special Education Programs (OSEP) to provide information about school-wide positive behaviour. The Technical Assistance Center supports a multi-tiered approach to improving the capacity of educational authorities and schools to establish, develop, and sustain the PBIS framework. This website provides a wide range of information, including the evidence-based context, knowledge, and tools required for implementing PB4L–SW.

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<sup>1</sup> The descriptions of the websites are adapted from the websites themselves; those for the books are adapted from Amazon.com (except for Colvin, taken from Sage Publications); those for the articles are taken from the abstract for each article. Copyright on each description is as ascribed at its source.

### **Positive Behavioral Interventions and Supports (PBIS) Apps**

[www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx](http://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx)

PBISApps is the maker of the systems and tools within School-wide Information System Suite, PBIS Assessment, and PBIS Evaluation. These applications have been used in many schools implementing PB4L–SW, allowing educators to make data-based decisions as problems emerge. This site provides access to the latest version of many of the tools described in this manual, together with fuller descriptions and supporting resources.

### **Missouri Schoolwide Positive Behavior Support**

<http://pbissmissouri.org/>

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 a range of information and research as well as up-to-date, relevant tools that can support the implementation of PB4L–SW in schools. Much of the PB4L–SW Tier One manual has been adapted from Missouri Schoolwide Positive Behavior Support resources.

### **Association for Positive Behavior Support**

<http://www.apbs.org/>

APBS is an international organisation dedicated to promoting research-based strategies, people-centred values, and systems change to increase quality of life and decrease problem behaviours. The Association is made up of a diverse group of people that includes teachers, researchers, policy makers, and family and community members, all committed to supporting positive behaviour within the context of school, family, and community. This website contains user-friendly information factsheets, useful resources, access to webinars, and links to other resources for schools, early childhood centres, families, community agencies, and higher education and leadership teams.

## **BOOKS**

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**W. Sailor, G. Dunlap, G. Sugai, & R. Horner (eds) (2009). *Handbook of Positive Behavior Support*. New York: Springer.**

The *Handbook of Positive Behavior Support* (PBS) gathers the many elements of this field into one volume and organises them into theories, research, and applications. In this book, the primary developers and leading experts in PBS review its origins, history, and ethical foundations and examine school-based PBS that is used to benefit all students regardless of ability or conduct. Chapters also provide data and discussion on a variety of topics related to PBS, including parenting issues, staff training, and high-school use.

**B. Baker & C. Ryan (2014). *The PBIS Team Handbook: Setting Expectations and Building Positive Behavior*. Minneapolis, MN: Free Spirit Publishing.**

This is a comprehensive, down-to-earth handbook for coaches, team leaders, and team members implementing school-wide positive behaviour interventions and supports. Along with detailed implementation guidelines, the handbook offers supporting anecdotes, tips for encouraging staff engagement, and suggestions for sustaining a successful programme in school. It is written by two practitioners who have wide experience in supporting schools to implement a school-wide positive behaviour framework. Digital content includes a PDF presentation and customisable forms.

**E. L. Young, P. Caldarella, M. J. Richardson, & K. R. Young, (2011). *Positive Behavior Support in Secondary Schools: A Practical Guide*. New York: The Guilford Press.**

This guide shows how to implement positive behaviour support (PBS) strategies in secondary settings, using a three-tiered approach. The authors adapt the core ideas of PBS to the developmental context of adolescence and the organisational structures of intermediate and high schools. With an emphasis on data-based decision making, the book provides ideas and examples for meeting the behavioural needs of all students, from those with emerging concerns to those with ongoing, chronic problems. It takes practitioners step by step through planning, implementing, evaluating, and sustaining school-wide, small-group, and individual interventions. The book includes useful reproducible forms.

**G. Colvin (2007). *7 Steps for Developing a Proactive Schoolwide Discipline Plan: A Guide for Principals and Leadership Teams*. California: Corwin Press.**

Maintaining 'well-disciplined' schools can be very difficult. Author and educator Geoff Colvin provides the 'whats', 'whys', and 'hows' of establishing an effective programme while promoting an overall positive and welcoming school climate. This book contains a full range of effective behaviour management practices to help school staff develop a strong, affirming school environment that successfully serves students and staff. It covers the seven essential features highlighted within PB4L–SW (see section 1.6 of this manual).

**J. Cameron & W. D. Pierce (2002). *Rewards and Intrinsic Motivation: Resolving the Controversy*. Abingdon, UK: Greenwood Publishing.**

This book discusses the concern that rewards destroy people's intrinsic motivation and that once the reward is withdrawn, they will perform at a lower level and enjoy the task less. This widely accepted view has been enormously influential and has led many employers, teachers, and other practitioners to question the use of rewards and incentive systems in school and work settings. The research by Cameron and Pierce indicates that, contrary to this view, rewards can be used effectively to enhance interest and performance.

## REPORTS

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**S. Boyd & R. Felgate (2015). *A Positive Culture of Support: Final Report from the Evaluation of PB4L School-Wide*. Wellington: New Zealand Council for Educational Research.**

[www.educationcounts.govt.nz/publications/special\\_education](http://www.educationcounts.govt.nz/publications/special_education)

This report summarises the findings from the final phase of an evaluation of PB4L-SW. It describes the extent of implementation of School-Wide in schools, identifies short-term shifts, and considers the longer-term sustainability of the initiative. Overall, the findings suggest that PB4L-SW is being implemented as intended in many schools.

**S. Boyd, A. Hotere-Barnes, L. Tongati'o, & J. MacDonald (2015). *It's Who We Are: Stories of Practice and Change from PB4L School-Wide Schools*. Wellington: Ministry of Education.**

[www.educationcounts.govt.nz/publications/special\\_education](http://www.educationcounts.govt.nz/publications/special_education)

This report contains case studies developed as part of the above evaluation of PB4L-SW. The evaluators visited seven schools that had experienced significant changes in practice. The main aim of the case studies is to explore what effective practice in School-Wide schools looks like in a New Zealand context.



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