

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 whānau² – 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.³

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.⁴ 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).

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

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

⁴ For more information on PB4L, visit the Ministry of Education website at 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.⁵ 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.⁶ 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 behaviour⁷ 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).

⁵ 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).

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

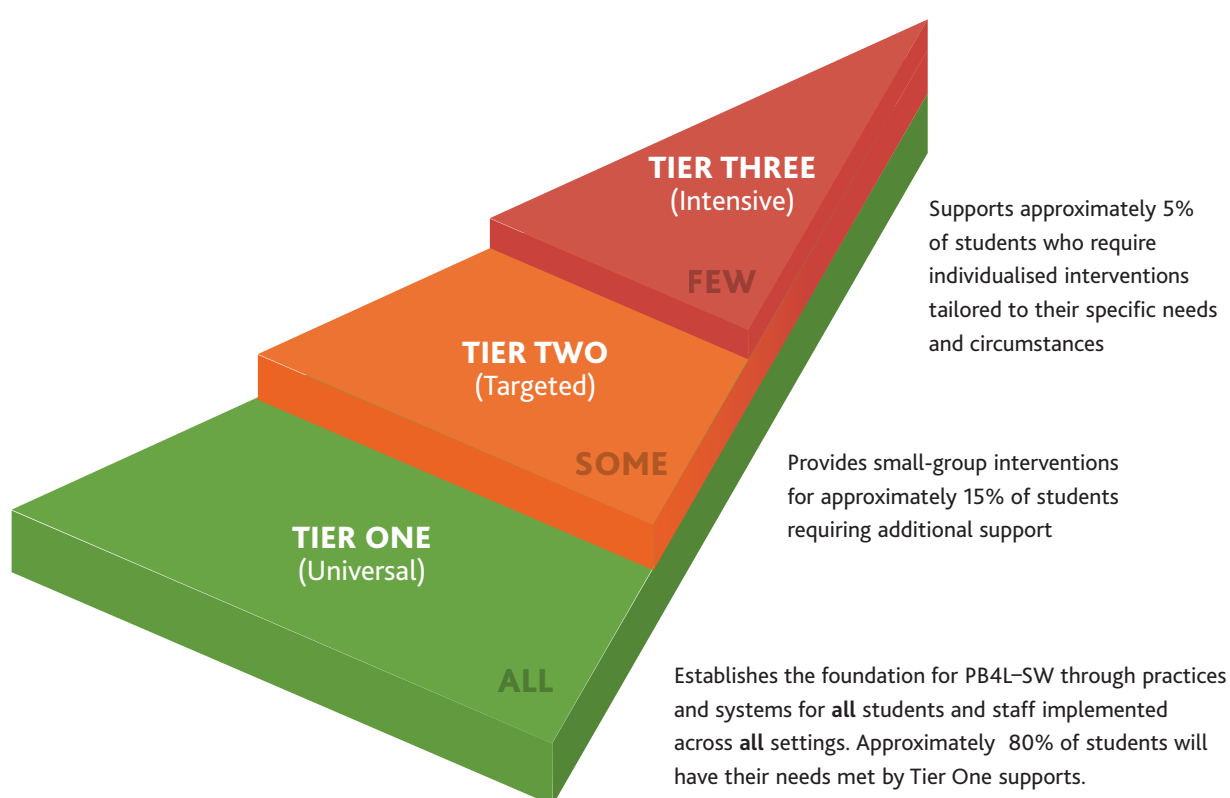
⁷ Problem behaviour is behaviour that disrupts academic or social learning (even though it may be meeting a need for a student or group of students). In these materials, the terms 'inappropriate behaviour', 'misbehaviour', and 'behavioural learning errors' are also used to refer to such behaviour.

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 settings⁸ 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

⁸ 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

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.⁹ 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.

⁹ 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.¹⁰

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.

¹⁰ 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.¹¹ 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.

¹¹ 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?

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

Antecedent (A) <i>What happens before the behaviour, making it more likely to occur</i>	Behaviour (B) <i>Observable behaviour</i>	Consequence (C) <i>What happens immediately after the behaviour</i>	Function <i>The purpose of the behaviour</i>
1. Primary school example 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
2. Secondary school example 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
3. PB4L–SW example 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).

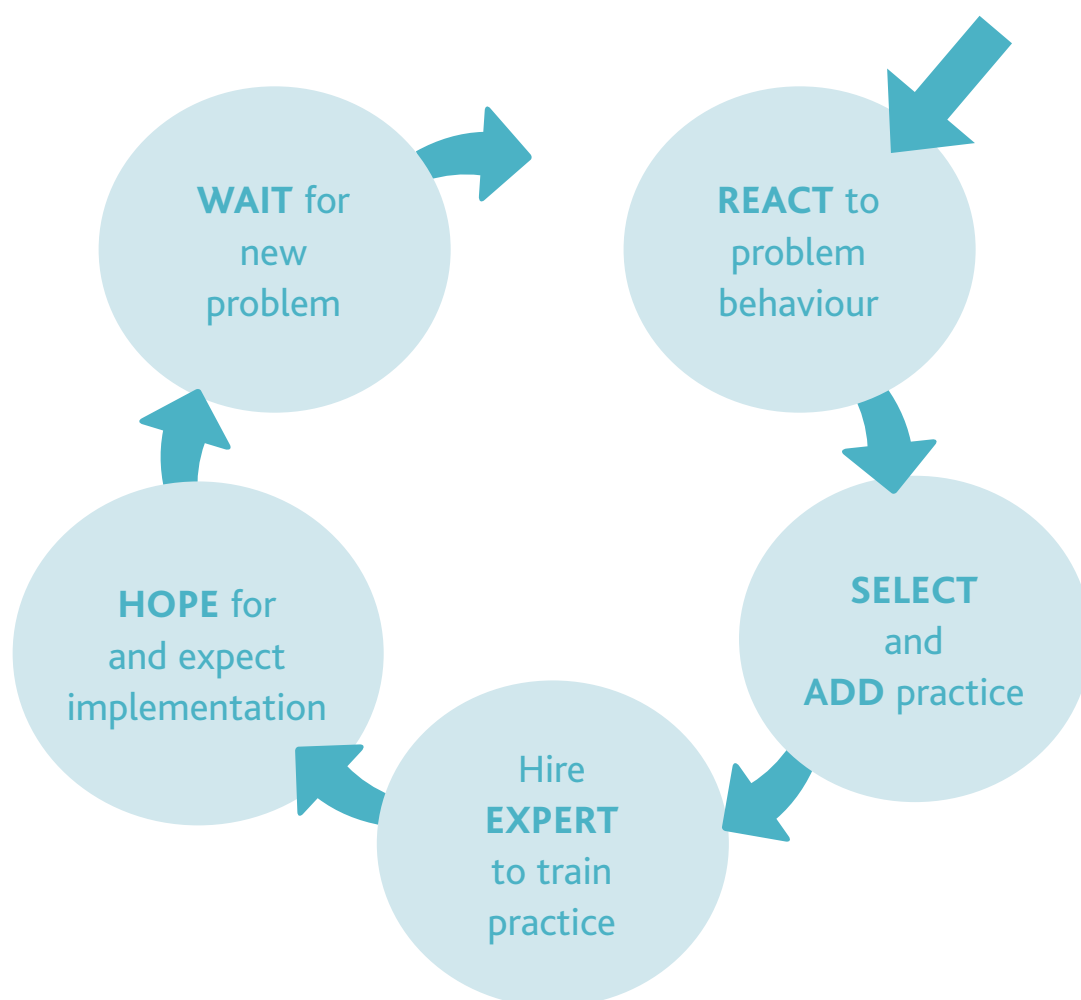
Such proactive approaches need to occur in the context of respectful and caring relationships between students and staff and be supported by positive values such as whanaungatanga, manaakitanga, and aroha.

1.4 PB4L–SW: A SYSTEMS-BASED APPROACH

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



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.

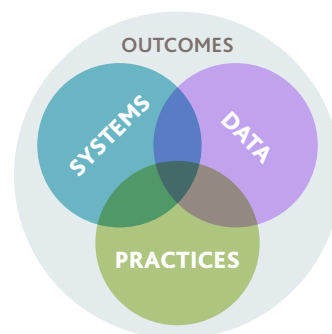
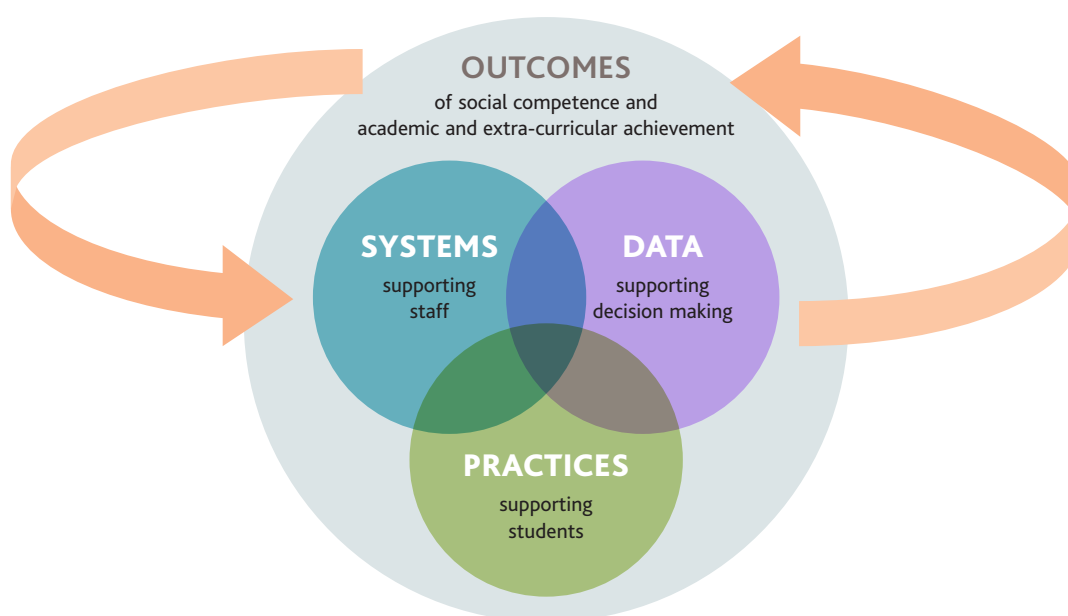


Figure 3: The four key interactive elements of PB4L–SW's systems-based approach

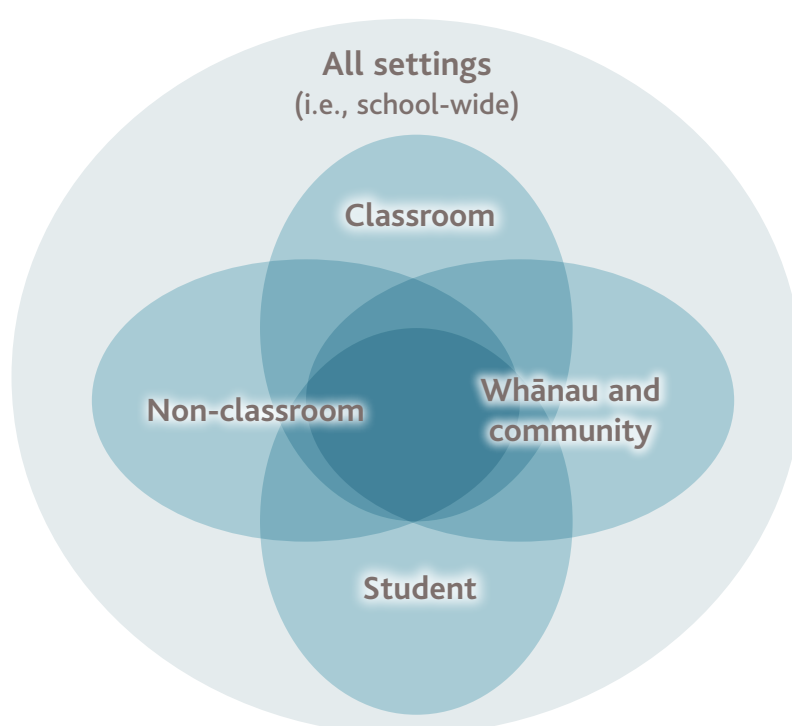


Appendix 2 provides a version of Figure 3 with the emphasis on cultural responsiveness.

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
ALL SETTINGS (i.e., school-wide) 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
CLASSROOM 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)
NON-CLASSROOM 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
WHĀNAU AND COMMUNITY 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
STUDENT 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

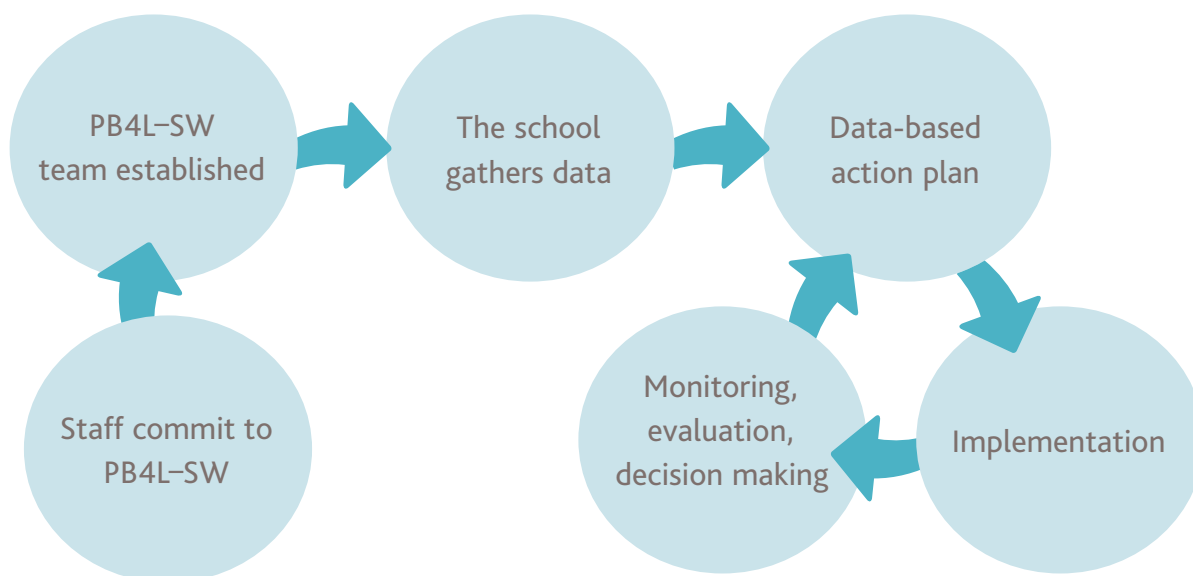
1.5 IMPLEMENTING PB4L–SW

PB4L–SW implementation establishes school discipline¹² 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.

¹² 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.