

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.¹

WEBSITES

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.

¹ 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

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

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

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

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

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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