

# POSITIVE BEHAVIOUR FOR LEARNING SCHOOL-WIDE

## *The Role of the Coach and Team Leader in PB4L-SW Advanced Class 2015*

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# Aims of this Session

- To reflect on the role of Coach and Team Leader and celebrate successes and discuss challenges in the context of sustaining PB4L School Wide in your school.
- To consider the factors that enable sustainability.
- To plan next steps for your school in terms of sustainability and the role of the Coach/Team Leader.

# Agenda


1. Sustainability and the role of the Coach and Team Leader
2. Explore the enablers and barriers to sustainability using 3 key articles
3. Solution focused action planning around your role in sustaining PB4L SW



# **1. Sustainability and the role of the Coach and Team Leader**

# Sustainability Defined

Durable implementation of a practice at a level of fidelity that continues to produce valued outcomes (McIntosh et al., 2009)



## **2. Explore the enablers and barriers to sustainability**

# Articles summary

Provide a summary of one of the sustainability articles in three key points

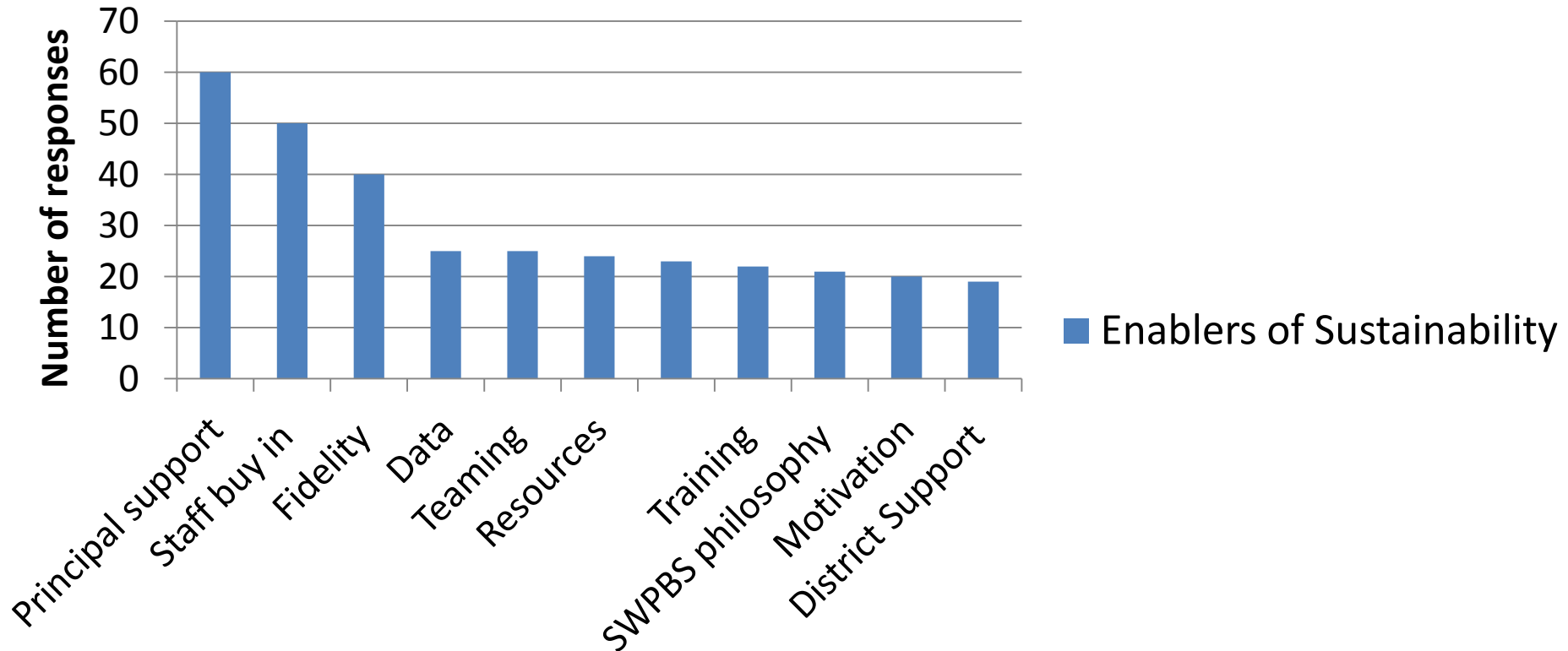
One key point should be what is most useful from this article for other schools to know.

# Which features best predict sustained implementation?

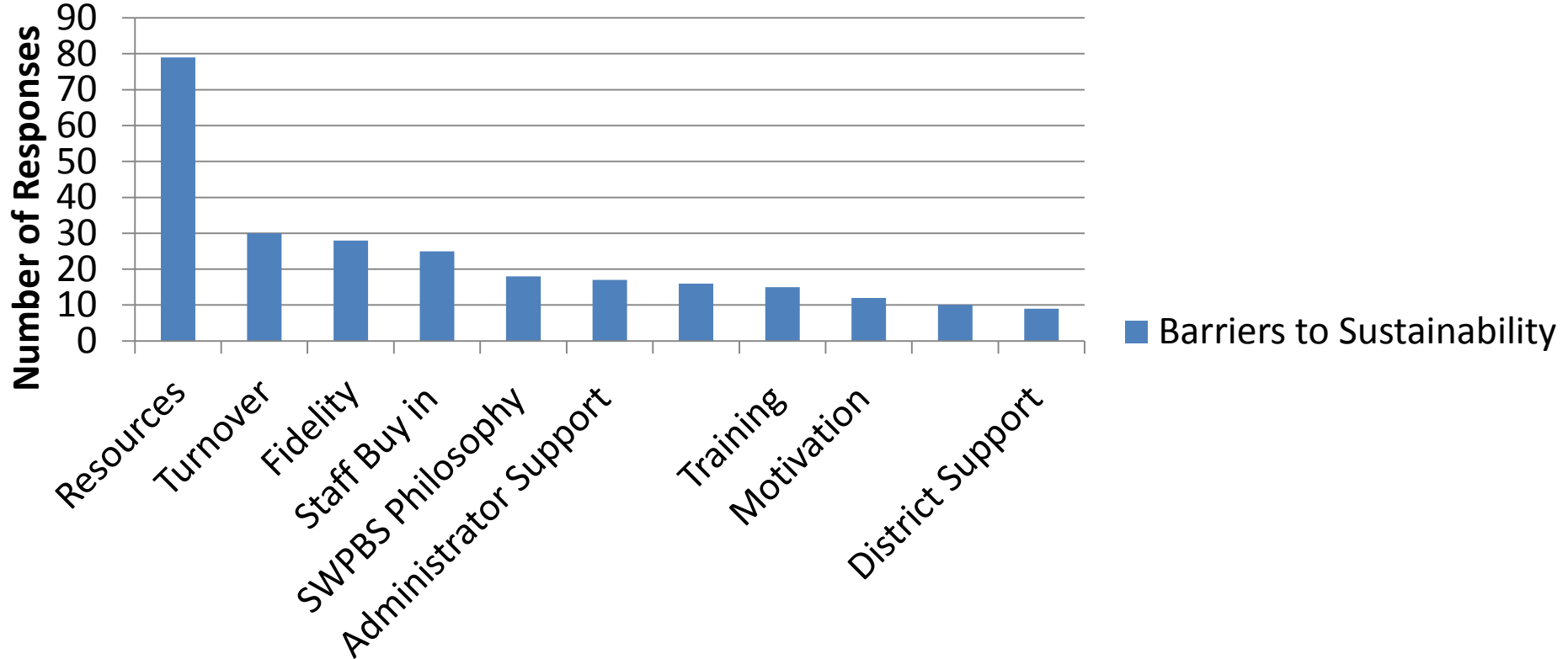
- Expected behaviours defined clearly
- Problem behaviours defined clearly
- Expected behaviours taught
- Expected behaviours acknowledged regularly
- Consistent consequences
- Class wide procedures consistent with SW systems
- Options exist for instruction
- Instruction/materials match student ability
- High rates of academic success
- Access to assistance and coaching
- Transitions are efficient



# Enablers of Sustainability



# Barriers to Sustainability



*Perceptions of Contextual Features related to Implementation and Sustainability of School-wide Positive Behaviour Support* by McIntosh, Predy, Upreti, Hume, Turri & Mathews (2014)

High quality initial implementation is necessary for sustainability.

Research suggests that one of the main factors to ensuring sustainability is SW PB4L being implemented with fidelity, as measured through the School Evaluation Tool (SET) process.

# Predictors of Sustainability

## School Factors

### School Priority

Principal support, staff support perceived effectiveness, perceived efficiency, integration into new initiatives

### Team Use of Data

School team / staff skill, functioning, regular meetings, data collection, use of data for decision making, presenting data to staff and community

# Predictors of Sustainability

## District Factors

### District Priority

District support, state support, funding, district policy, promoted to external organisations

### Capacity Building

Access to district coaching, yearly professional development, connection to a community of practice

# Model of Behaviour Change

Changing peoples behaviour habits takes time, careful planning and preparation and on going reflection and evaluation.

Prochaska & DiClemente (1983) introduced one of the most commonly used models of behaviour change.

**PROGRESS**



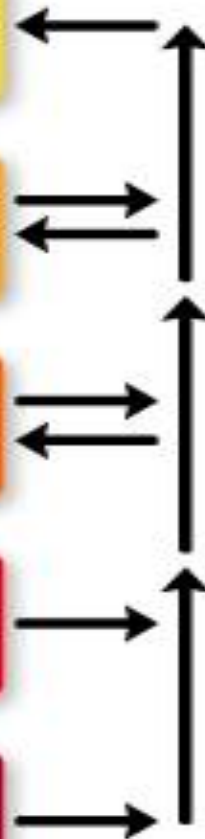
**Precontemplation**

**Contemplation**

**Preparation**

**Action**

**Maintenance**

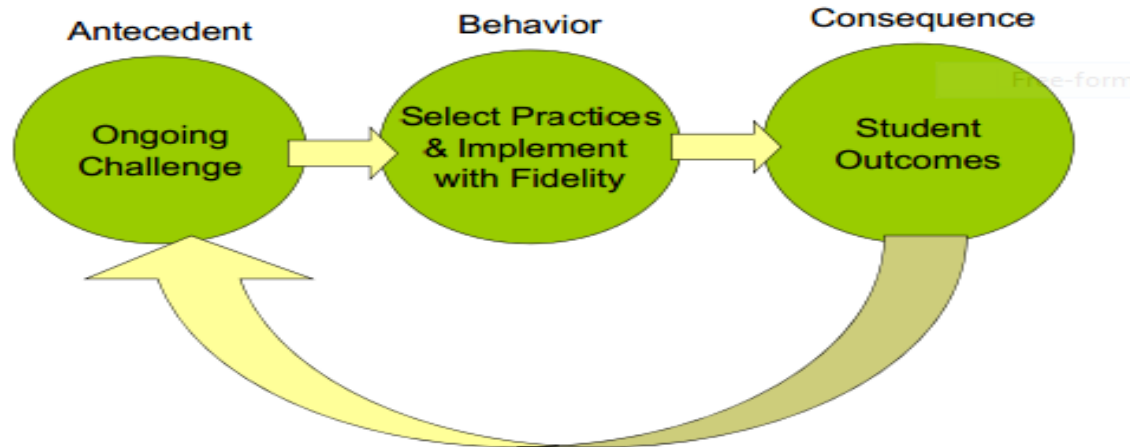


**RELAPSE**



# The ABC of systems change

The same principles of individual behaviour still apply to systems (McIntosh 2013)





NEW YORK TIMES BESTSELLER

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**Charles Duhigg**

WITH A NEW AFTERWORD BY THE AUTHOR



### **3. Solution focused action planning around your role in sustaining PB4L SW**

# Tools to Help with Coaching Role and Enhance Sustainability

- Coach Implementation Checklist
- SUBSIST Checklist

# Action Planning – Think-Pair-Share

- Use the information around the room and from your discussions to decide on 3 key action points to take back to your school to support sustainability.

Who will help you?

Timeframe?

# Any Questions?

- Please remember to hand in the journal articles and take the 3 summaries of them that we have provided.

# Ka kite! – Have a fantastic conference!

