

Positive   
Behaviour  
for Learning

SCHOOL-WIDE

# SECTION 5

# WĀHANGA 5

STRENGTHENING CLASSROOM PRACTICES

TE WHAKAPAKARI I NGĀ MAHI I TE AKOMANGA



## Section 5: Strengthening Classroom Practices

### Wāhanga 5: Te Whakapakari i ngā Mahi i te Akomanga

In PB4L–SW Tier Two, the initial work to support students who have not responded to the systems and practices implemented in Tier One is done through teachers supporting teachers. Teachers help each other to address low-level problem behaviour by examining their own practice, by striving to understand the reasons for problem behaviour, and by identifying strategies for changing it.

This collaborative work is primarily done by the Classroom Practices Team or teams. These teams are the heart and soul of the Tier Two system. In a large school, there may be several such teams, based in syndicates or departments. A small school may have only one Classroom Practices Team, with membership doubling up with the Tier One and Tier Two teams.

The main aspects of the Classroom Practices Team's role are:

- accepting students for support
- supporting teachers to examine their practice
- understanding students' behaviour and developing strategies in response
- grouping students when required
- monitoring students' progress
- communicating with others.

The remainder of this section unpacks each of these aspects in detail.

In PB4L–SW Tier Two, the initial work to support students who have not responded to Tier One is done through teachers supporting teachers. This collaborative work is primarily done by the Classroom Practices Team or teams.



## 5.1 ACCEPTING STUDENTS FOR SUPPORT

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When your school's Tier Two systems are functioning well, the decision to accept one or more students for support will normally be straightforward and routine.

To help with the decision, your Classroom Practices Team(s) should be given as much supporting documentation as possible. Examples could include:

- a completed nomination form (see section 3.4)
- the Classroom Practices Team simple Behaviour Support Plan form, with the first few lines completed (see section 5.3).

Once the Classroom Practices Team decides to accept a student for extra support, they should check that they have enough information to conduct a simple Functional Behavioural Assessment (FBA). If not, it may be necessary to postpone the FBA to allow time for collecting and reviewing additional data.

Students may be brought to the notice of a Classroom Practices Team through a number of different channels. For example, students in need of support may be identified:

- by a PB4L team
- by a teacher or school leader
- by other students or by whānau members.

See sections 3.2–3.5 for further information about identifying students in need of extra support.

### IDENTIFICATION BY A PB4L TEAM

At Classroom Practices Team meetings, team members discuss students who have been referred to the team because of concerns about their behaviour. Often during such discussions, other students who share similar needs and functions of behaviour will be identified.

Students may also be brought to the Classroom Practices Team's attention when:

- the PB4L–SW (Tier One) Team identifies a student while reviewing school-wide data
- the Tier Two Team identifies a student using its data decision rules (see section 3.3 for examples of data decision rules)
- the Tier Two Team receives a nomination for a student and decides the most appropriate support is through a Classroom Practices Team.

### IDENTIFICATION BY A TEACHER OR SCHOOL LEADER

In some cases, a teacher or school leader (e.g., a dean or SENCO) will express concern about a student's behaviour and will request support by nominating the student. If the nomination is accepted, the teacher or leader should begin to prepare the Classroom Practices Team simple Behaviour Support Plan form (see page 117), which they will take to their Classroom Practices Team.

Students may be nominated because of concerns about both internalising and externalising behaviours. But note that problematic *externalising* behaviours are generally covered by data analysis and regular monitoring by the Tier One Team, whereas problematic *internalising* behaviours are often the subject of nominations. (See section 1.5 for more information about internalising and externalising behaviours.)

## IDENTIFICATION BY WHĀNAU OR OTHER STUDENTS

A parent, another whānau member, or another student may recommend that a student be nominated for support if they are concerned about the student's behaviour.

*Miriama, a student in the year 4 and 5 hub at a Hastings primary school, is experiencing ongoing difficulties in managing relationships with her peers. Conflict in the playground often spills over into classroom relationships, which is affecting her academic progress.*

*Miriama's whānau meet often with her teachers. They and the teachers have high expectations of her potential and want to help her to be more successful in relating to others and to accelerate her academic progress. In consultation with the whānau, the teachers have referred her to the syndicate Classroom Practices Team for collaborative problem solving and planning about the best ways to provide support for her.*

*The team has developed a plan based on data provided by the teachers and the perspectives of Miriama and her whānau on her strengths, aspirations, and needs. The plan involves trialling particular strategies to support Miriama over the next six weeks. Progress will be reviewed weekly using a scale of indicators written with Miriama to show progress – these range from '1 – I get into trouble for having fights with other students most days' to '5 – I enjoy playing with my friends and know what to do if there is a disagreement'. At the same time, her academic progress will be carefully monitored using the school's usual classroom assessment practices.*



## 5.2 SUPPORTING TEACHERS TO EXAMINE THEIR PRACTICE

Effective teaching is key to ensuring appropriate student behaviour and student engagement and learning. Research has identified a number of approaches and strategies, discussed below, that promote positive behaviour. It is essential that school leaders encourage and support teachers to examine their own practice in relation to these approaches and strategies.

### WHY START WITH TEACHER PRACTICE?

In the past, the traditional approach for responding to inappropriate behaviour in the classroom has tended to locate the 'problem' with the student. Teachers have often not considered the nature of their relationship with the student, their organisation of the classroom, and their way of approaching problem behaviour as possible influential factors.

There are three major reasons for starting with the teacher's practice when responding to problem behaviour in the classroom:

- Firstly, effective classroom teachers are known not by what they do when problem behaviour occurs, but by what they do to set their classrooms up for success and to prevent problems from occurring in the first place. When teachers know and use positive, proactive, inclusive strategies, such as those developed and used in PB4L–SW, many minor, commonly reported classroom behaviours can be avoided (Scheuermann & Hall, 2008).
- Secondly, PB4L–SW emphasises the power of the teacher to be an active agent of change in the classroom. When teachers reflect on their practice, they often identify significant changes for managing their classroom in more effective ways.
- Thirdly, changing teacher behaviour often gets more 'bang for the buck' – that is, changing teacher practice has the potential to influence a teacher's current and future interactions with all students in the classes they teach.



## TEACHING FOR POSITIVE BEHAVIOUR

*The New Zealand Curriculum* stresses that students learn best when teachers provide a positive and supportive learning environment.



Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive.

*The New Zealand Curriculum, page 34*

The curriculum also identifies a number of teaching approaches that research confirms “consistently have a positive impact on student learning” (page 34). Figure 9 overleaf and the discussion following it explore four of these approaches that are particularly relevant to supporting positive behaviour.

Figure 9 also shows, around the outside, four elements that underpin these teaching approaches and that will support you to increase engagement and maximise learning for *all* students in your care:

### Culturally responsive practices

Culturally responsive practices and pedagogies are key for students to be successful in school. They require school leaders and teachers to reject deficit theories about students and to appreciate that students' behaviour and learning are influenced by language and culture. Each school can develop its strengths in this area through professional learning and collaborative inquiry in their school and across their community of learning (Bishop & Glynn, 1999; Macfarlane, 2004).

### Caring relationships

Strong caring relationships between teachers and their students are fundamental to effective teaching and culturally responsive practice. Both academic achievement and student behaviour are influenced by the quality of the teacher-student relationship.

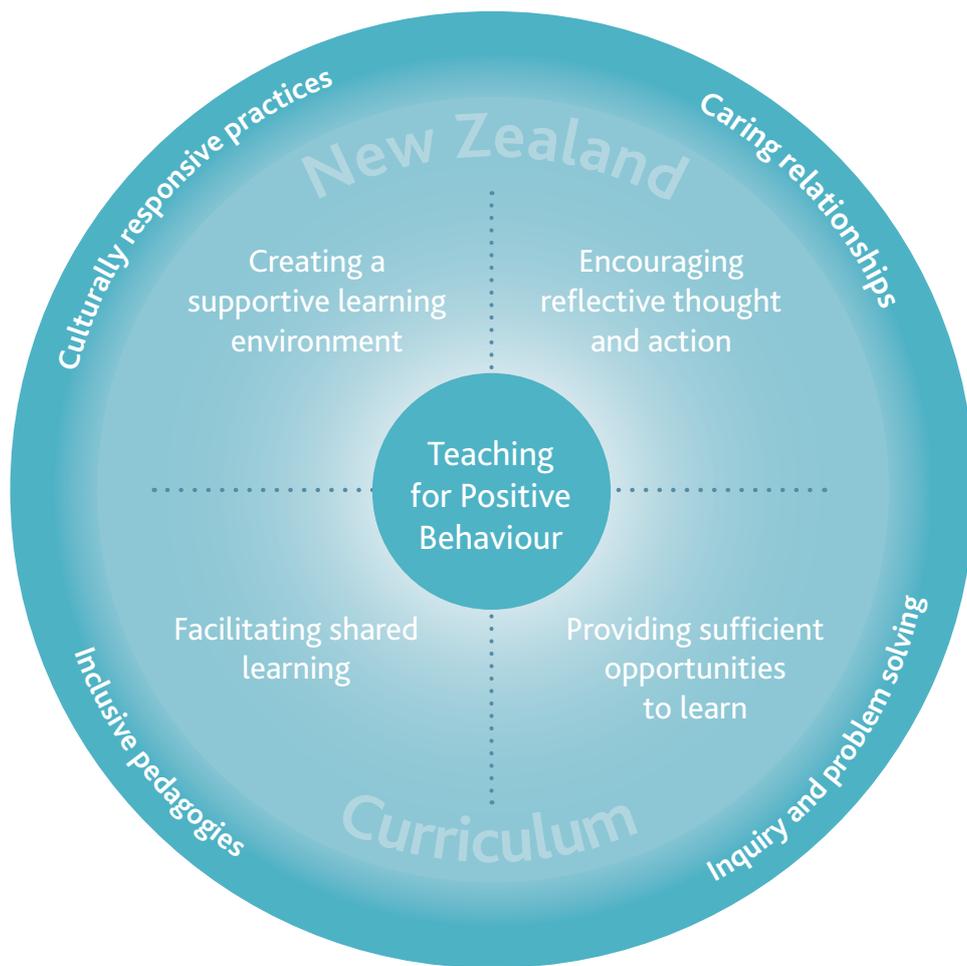
### Inclusive pedagogies

Inclusive pedagogies ensure that all students are engaged, challenged, and experiencing success in an environment that supports and promotes their academic and social learning. This requires teachers to identify and remove barriers to participation and learning, so that every child has the opportunity to reach their potential.

### Inquiry and problem solving

Inquiry and problem solving in communities of learning often focus on well-being and positive behaviour for students. Schools explore evidence, trial new strategies, plan for professional learning, and share effective practice with others. If your school is a PB4L–SW school, you will already be familiar with problem-solving approaches and strategies from Tier One; furthermore, problem solving lies at the heart of Tier Two.

Figure 9: Teaching for positive behaviour



### CREATING A SUPPORTIVE LEARNING ENVIRONMENT

One of your top priorities will be to create an environment in which your students feel valued, included, and secure and which supports them to take responsibility for themselves and others. With your students you will develop routines that keep everyone safe, that make for easy transitions between activities, and that support a calm space for learning and socialising. Your teaching and learning spaces will be inclusive, reflecting the shared values of home and school and supporting Māori and Pasifika learners and their whānau.

Six important strategies help in the creation of a supportive learning environment:

- Collaboratively developing behaviour expectations
- Establishing a supportive physical environment
- Establishing and explicitly teaching routines
- Using preventative strategies
- Providing feedback and encouragement
- Providing feedback and fair consequences for problem behaviour.

## ENCOURAGING REFLECTIVE THOUGHT AND ACTION

For young children, self-regulation and control are important determinants of social, academic, and emotional stability and success in later life. Self-regulation supports the mental processes needed for learning, such as planning, focusing attention, sequencing ideas, and managing a variety of tasks. Many behavioural challenges result from students' inability to manage their learning and to manage their emotional responses to the ups and downs of school. When you support students to reflect on their learning and behaviour, they will be more successful with independent and cooperative tasks and with the challenges that can arise from social interactions in shared learning spaces.

Three key strategies support reflective thought and action and becoming a self-regulated learner:

- Encouraging self-regulated behaviours
- Supporting students to manage their learning
- Supporting goal setting and self-reflection on learning and behaviour.

## FACILITATING SHARED LEARNING

Being able to work supportively and cooperatively with others is vital for success at school and in future work or study. Many students need help to be able to understand and respond to the needs and perspectives of others and benefit from cooperative activities where they have opportunities to contribute to collective success. The values of manaakitanga, whanaungatanga, and kotahitanga help to create learning communities that actively promote respect and caring for others, along with mutual accountability and responsibility.

Three strategies in particular support teachers to facilitate shared learning:

- Teaching social behaviours for group work
- Using cooperative learning approaches
- Helping students to mentor and support the learning and behaviour of others.

## PROVIDING SUFFICIENT OPPORTUNITIES TO LEARN

All students benefit from effective teacher instruction using high expectations, structure and routines, scaffolding, differentiated teaching, constructive feedback, and positive reinforcement of learning. Ideally, class teachers will integrate a Universal Design for Learning approach into planning. This is where, from the outset, barriers to student learning are identified and minimised in partnership with students and those who know them well. This ensures that students benefit from a learning environment and programme that maximise their opportunity to participate and respond and to receive helpful feedback as they do so.

Five teaching strategies are central to providing sufficient opportunities to learn:

- Presenting information and tasks in a variety of ways to support understanding
- Providing alternatives for students to demonstrate their learning
- Supporting student responses
- Providing choice
- Structuring tasks strategically.

Figure 10 shows an expanded version of Figure 9 that includes the strategies discussed above.

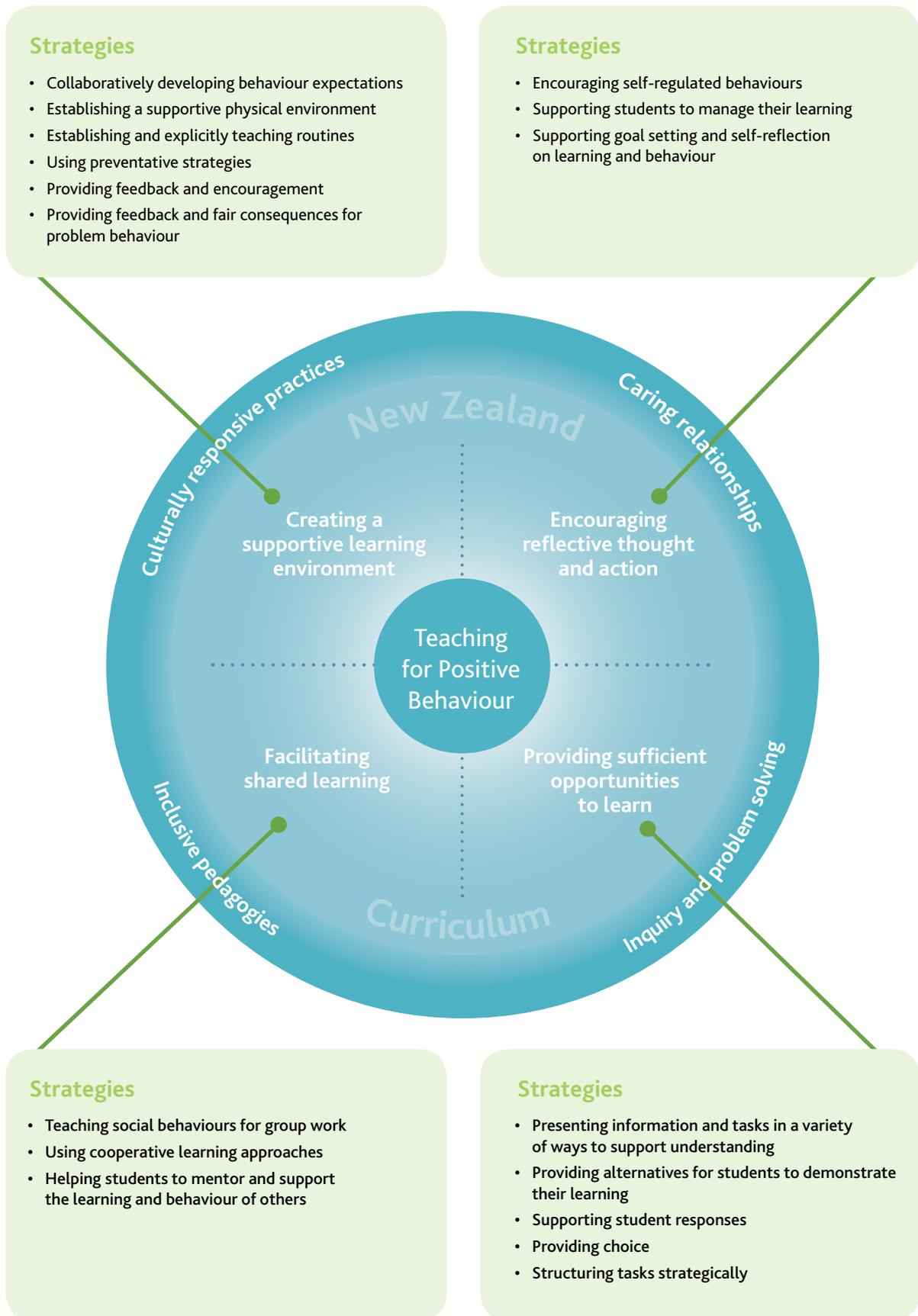
The PB4L–SW publication *Teaching for Positive Behaviour* is a companion resource to the Tier One and Tier Two manuals. It unpacks the strategies in Figure 10 that research has shown to be most effective in establishing a positive, supportive learning environment (Alton-Lee, 2003; Hattie, 2009).

*Teaching for Positive Behaviour* aligns with the New Zealand Curriculum and supports schools' work within it. Your school will find it invaluable for:

- supporting teachers to put Tier One into practice in their classrooms
- providing support through Classroom Practices Teams in Tier Two.



Figure 10: Evidence-based strategies within teaching for positive behaviour



## TEACHER SELF-ASSESSMENT

When PB4L–SW has been fully implemented in your school, all teachers should regularly review the school's PB4L–SW expectations, processes, and strategies and monitor how well their own classroom practices reflect these. Regular, supportive discussion of teaching practices fosters a collaborative approach and helps teachers to assess and reflect on their own effectiveness.

Section 5 of the resource *Teaching for Positive Behaviour* includes a self-assessment tool based on Figure 10. Teachers can use this tool to examine their practice and to reflect on the degree to which it includes effective, evidence-based strategies that promote positive behaviour.

**TEACHING FOR POSITIVE BEHAVIOUR: SELF-ASSESSMENT TOOL**

Teacher: \_\_\_\_\_ Date and time: \_\_\_\_\_ Observer (if applicable): \_\_\_\_\_

Instructional activity (if applicable): \_\_\_\_\_

Teaching approaches & strategies	Teacher actions that support expected behaviour
<b>1. Creating a supportive learning environment</b>	
<b>Collaboratively developing behaviour expectations</b>	<p>My students and I have agreed on behaviour expectations linked to our school values. The expectations are displayed in our learning space. Students can explain the expectations.</p> <p style="text-align: center;"> <input type="radio"/> <b>Emerging</b>                        <input type="radio"/> <b>Partly in place</b>                        <input type="radio"/> <b>Established</b> </p>
<b>Establishing a supportive physical environment</b>	<p>The learning space allows ease of access and movement and minimises crowding and distraction. Equipment and materials are clearly labelled, and there are established routines for students to collect and return them. There is a neutral space available where students can go to calm down if they need to. Visual images and resources reflect and celebrate cultural diversity. My relationships with students are warm and caring, reflecting the values of manaakitanga and whanaungatanga.</p> <p style="text-align: center;"> <input type="radio"/> <b>Emerging</b>                        <input type="radio"/> <b>Partly in place</b>                        <input type="radio"/> <b>Established</b> </p>
<b>Establishing and explicitly teaching routines</b>	<p>My students and I have developed routines for the learning space. The routines are displayed and regularly taught. Students receive feedback and encouragement to follow the routines, both from me and from one another.</p> <p style="text-align: center;"> <input type="radio"/> <b>Emerging</b>                        <input type="radio"/> <b>Partly in place</b>                        <input type="radio"/> <b>Established</b> </p>
<b>Using preventative strategies</b>	<p>Students receive positive attention that shows that they are noticed and valued. Students are reminded about expected behaviours. The instructional pace is appropriate for the needs of all my students. I check frequently for understanding. Students know how to seek help.</p> <p style="text-align: center;"> <input type="radio"/> <b>Emerging</b>                        <input type="radio"/> <b>Partly in place</b>                        <input type="radio"/> <b>Established</b> </p>
<b>Providing feedback and encouragement</b>	<p>Students receive feedback and encouragement as they work towards and meet expectations. Students have opportunities to encourage and positively acknowledge each other.</p> <p style="text-align: center;"> <input type="radio"/> <b>Emerging</b>                        <input type="radio"/> <b>Partly in place</b>                        <input type="radio"/> <b>Established</b> </p>
<b>Providing feedback and fair consequences for problem behaviour</b>	<p>I provide calm, consistent, brief, immediate, and respectful responses to minor instances of inappropriate behaviour. I use a variety of response strategies for minor problem behaviour (e.g., prompting, redirecting, reteaching, conversing with students, and providing choice). I know and use our school's agreed responses to major problem behaviours.</p> <p style="text-align: center;"> <input type="radio"/> <b>Emerging</b>                        <input type="radio"/> <b>Partly in place</b>                        <input type="radio"/> <b>Established</b> </p>

Your school may have used a similar tool as part of PB4L–SW Tier One. This will have reinforced the value of working with teachers to guide reflection on their practice and discussions on possible changes. For example, a peer observer or supervisor can support self-assessment by observing a teacher colleague and then providing specific feedback that will help the teacher complete their self-assessment and plan enhancements to their classroom strategies and practice.

## 5.3 ANALYSING AND RESPONDING TO STUDENTS' BEHAVIOUR

Before you can support positive changes in a student's behaviour, it is essential to understand what lies behind the behaviour. Carrying out a simple Functional Behavioural Assessment will help you to understand the variables that shape a student's behaviour and enable you to identify its function – how it 'pays off' for the student.

Section 4.3 explains the process of carrying out a simple FBA. With support from their experienced Tier Two Team representative, the Classroom Practices Team will discuss and analyse students' behaviour, in each case defining the problem behaviour and identifying its antecedent, consequence, and function. With this as a basis, they can plan specific strategies that will support students to behave in more socially appropriate ways while still (at least initially) meeting the needs that have been driving their problem behaviours.

The team develops strategies both for individual students and for small groups of students exhibiting similar problem behaviours. (See section 5.4 for information about how Classroom Practices Teams can work with groups of students.)

At their meetings, the members of the Classroom Practices Team:

- share ideas about teaching for positive behaviour
- reflect on and select appropriate strategies for students in their classes who exhibit similar behaviours and functions
- discuss any barriers they have encountered as they implement these strategies, and use a problem-solving approach to deal with these
- discuss what has worked and why it has been successful
- celebrate successes.

Carrying out a simple Functional Behavioural Assessment will help you to understand the variables that shape a student's behaviour and enable you to identify its function – how it 'pays off' for the student.



## GUIDING QUESTIONS FOR CLASSROOM PRACTICES TEAM MEMBERS

The questions below will help to guide your team's discussions as you work together to identify students in need of support and develop strategies for encouraging more positive patterns of behaviour.

<p><b>How do we identify students in need of Tier Two support?</b></p> <ul style="list-style-type: none"> <li>• Is the identification of students for Tier Two support based on accurate, appropriate data?</li> <li>• Which data decision rules have been used to identify these students?</li> <li>• Do we define students' problem behaviour in observable and measurable ways?</li> </ul>	<p><b>What can I as the teacher do to prevent the problem behaviour?</b></p> <ul style="list-style-type: none"> <li>• Have I established routines to encourage the desired behaviour (e.g., how to ask for help and how to work with partners)?</li> <li>• What precorrections can I give the student to remind them of the desired behaviour?</li> <li>• Could my classroom supervision be more active?</li> <li>• Do I need to check in with the student more often (e.g., precorrect; then check in after the first five minutes; then again at ten-minute intervals)?</li> <li>• Would the student be more engaged if they had more opportunities to respond, or more choices?</li> <li>• Do I ensure that tasks are manageable and achievable for the student and as motivating as possible to prevent the need to avoid them?</li> <li>• Do I provide attention to the student at other times to prevent the need for the student to seek my attention in inappropriate ways?</li> <li>• Do I give the student short, succinct instructions and redirections, avoiding debate, argument, excessive negative attention, and distraction from teaching and learning?</li> <li>• What are the student's strengths? How can I build on these?</li> <li>• Do I acknowledge the student when the problem behaviour does <i>not</i> occur?</li> <li>• Do I recognise other students who are displaying expected behaviours?</li> </ul>
<p><b>How do we identify the function of a student's behaviour?</b></p> <ul style="list-style-type: none"> <li>• How do we use data to support our decisions about the functions of problem behaviours?</li> <li>• Is the student seeking adult attention? (Remember that corrections and redirects are also a form of adult attention.)</li> <li>• Does the student want peer attention?</li> <li>• Does the problem behaviour help the student get a particular item or activity?</li> <li>• Does it allow them to avoid a task?</li> <li>• Does it enable them to avoid adult or peer attention?</li> <li>• Is the student trying to gain power or control?</li> </ul>	<p><b>How can I recognise the student for displaying the desired behaviour?</b></p> <ul style="list-style-type: none"> <li>• How could I provide extra attention?</li> <li>• How could I encourage peer attention in an appropriate way?</li> <li>• How could I provide access to activities or objects preferred by the student?</li> <li>• How could I provide the student with a feeling of control?</li> <li>• What kinds of acknowledgments or rewards motivate the student?</li> </ul>
<p><b>What skills should I be teaching?</b></p> <ul style="list-style-type: none"> <li>• How do I teach routines and expected behaviours? Do I need to actively reteach them?</li> <li>• Does the student have the skills needed to complete the task? If not, what targeted support should be provided?</li> </ul>	

## OVERVIEW OF THE PROBLEM-SOLVING PROCESS

When a student is referred to a Classroom Practices Team, the team supports the student's teacher to first examine their everyday classroom practice and the ways in which it supports positive behaviour. If this does not resolve the matter, the members of the team will then meet to:

- summarise the problem
- identify a replacement behaviour<sup>12</sup> or student goal
- identify strategies to support behaviour change for the student
- plan how to monitor progress
- set a follow-up date.

When a student is referred to a Classroom Practices Team, the team supports the student's teacher to first examine their everyday classroom practice and the ways in which it supports positive behaviour.

The sections below suggest possible ways of approaching each of these aspects of the team's work.

### 1. Summarising the problem

You could ask:

- How can we define the problem behaviour in observable and measurable terms?
- What happens before the behaviour (the antecedent)?
- What happens as a result of the behaviour (the consequence)?
- What is the pay-off for the student (the function of the behaviour)?

### 2. Identifying a replacement behaviour and student goal

You could ask:

- What do we want the student to do instead of the problem behaviour?
- Can we select an appropriate, observable behaviour from the PB4L–SW expectations matrix to put in place of the problem behaviour?
- As an interim measure, should we set a goal for the student of partially achieving this within a specific period of time?

### 3. Identifying strategies

Brainstorm and decide on a small number of strategies to try. These strategies should match the function of the student's problem behaviour.

For example, if the function of a student's problem behaviour is to seek adult attention, strategies could include checking in with the student when they arrive in class and reteaching appropriate ways to ask for attention.

### 4. Planning how to monitor progress

Choose a manageable way to measure and record progress towards the student goal – for example:

- Identify the most suitable data in relation to the student goal (e.g., the amount of time a student is on task during independent work; the number of times a student seeks attention during a lesson).

<sup>12</sup> The term 'replacement behaviour' is used in a simple Behaviour Support Plan because the Classroom Practices Team isn't expected to identify and distinguish between desired and alternative behaviours (which is discussed in section 4.4).

- Establish specific, brief occasions for collecting data (e.g., 10 minutes, three times per week).
- Decide how you will record occurrences (e.g., by using a tally sheet; putting marbles in a jar; or encouraging the student to self-monitor by placing stickers on a chart).

Table 8 in section 5.5 provides examples of simple ways in which to monitor student progress.

### 5. Setting a follow-up date

Decide when the Classroom Practices Team will next review the student's progress.

## SIMPLE BEHAVIOUR SUPPORT PLAN

The Classroom Practices Team can use the following form to record their planning as they work through the problem-solving process outlined above. It is valuable for the teacher to capture their initial thinking by completing section 1 before their meeting with the Classroom Practices Team.

The two examples that follow show how the form has been used at primary and secondary levels. A further example, in section 5.4, shows how you can use the form to plan strategies for *groups* of students with similar behavioural problems.



# SIMPLE BEHAVIOUR SUPPORT PLAN

Student(s): \_\_\_\_\_

Class: \_\_\_\_\_

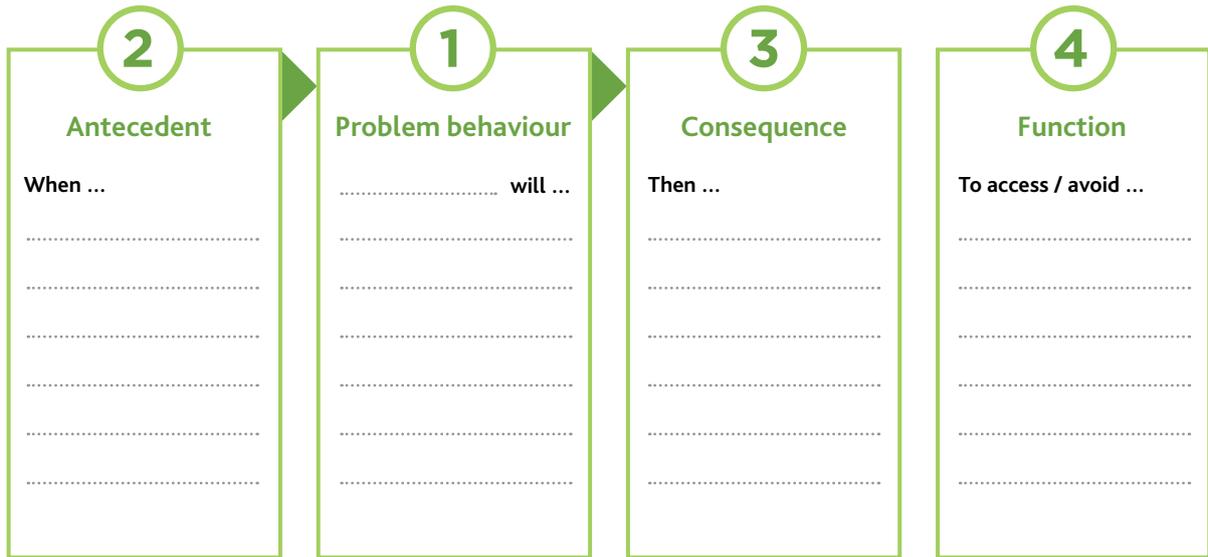
Teacher(s): \_\_\_\_\_

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

## 1. Summary of problem

We have the most problems during: \_\_\_\_\_

(time of day/ activity/ class/ routine)



## 2. Replacement behaviour:

What do we want the student(s) to do instead? (e.g., choose an observable behavioural skill from your school's expectations matrix)

Student goal: \_\_\_\_\_

## 3. Strategies identified with the Classroom Practices Team:

## 4. How will we monitor student progress?

## 5. Follow-up date:



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>

## EXAMPLE: SIMPLE BEHAVIOUR SUPPORT PLAN AT PRIMARY LEVEL

Student(s): *María*

Class: *Year 6*

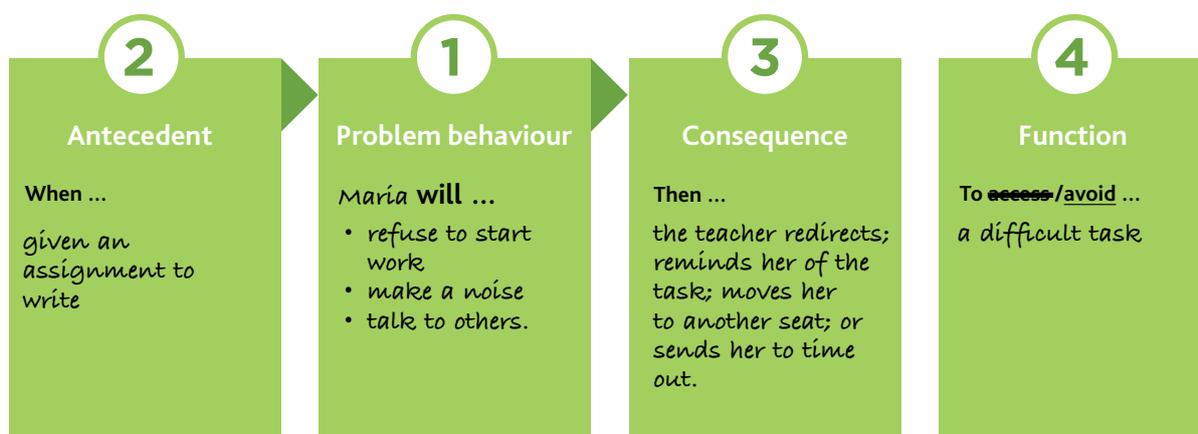
Teacher(s): *Jo Ngata*

Date: *2/10/2017*

### 1. Summary of problem

We have the most problems during: *writing time.*

(time of day/ activity/ class/ routine)



### 2. Replacement behaviour:

What do we want the student(s) to do instead? (e.g., choose an observable behavioural skill from your school's expectations matrix) *Complete writing independently, without assistance from the teacher.*

**Student goal:** *Spend 10 minutes in each writing session without asking for help.*

**3. Strategies identified with the Classroom Practices Team:** *Provide a task card, breaking the task down into steps; provide a graphic organiser to help plan the writing; provide sentence starters.*

**4. How will we monitor student progress?** *Daily record of time on and off task.*

**5. Follow-up date:** *10/10/17*

## EXAMPLE: SIMPLE BEHAVIOUR SUPPORT PLAN AT SECONDARY LEVEL

Student(s): James

Class: Year 10

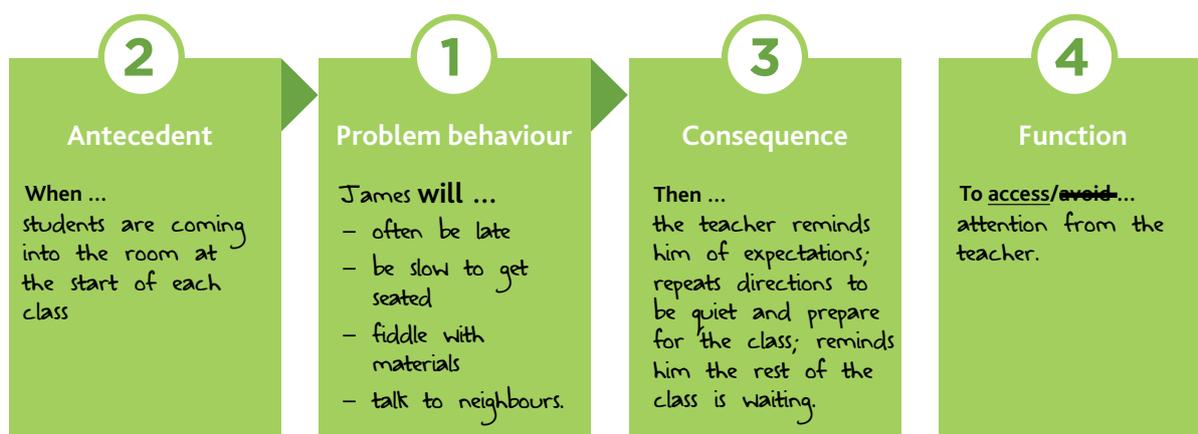
Teacher(s): Nick Patterson

Date: 16/5/17

### 1. Summary of problem

We have the most problems during: the beginning of each class

(time of day/ activity/ class/ routine)



### 2. Replacement behaviour:

What do we want the student(s) to do instead? (e.g., choose an observable behavioural skill from your school's expectations matrix) Be on time, be seated promptly, and wait quietly for the class to start.

**Student goal:** To achieve at least 66% success for 5 consecutive days in being on time, being seated promptly, and waiting quietly for the class to start.

**3. Strategies identified with the Classroom Practices Team:** Reteach expectations for punctuality; precorrect as soon as James arrives in class; use James as a model for other students when he complies with expectations.

**4. How will we monitor student progress?** Teachers to create a log with a plus column and a minus column for each of 'Be on time', 'Be seated promptly', and 'Wait quietly'. At the end of each day, compute the percentage of 'plus' entries.

**5. Follow-up date:** 30/5/17

## 5.4 GROUPING STUDENTS

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It will sometimes be appropriate for Classroom Practices Teams to identify strategies for groups of students rather than for individuals. This should be done only when several students are exhibiting similar problem behaviours, with the same function or pay-off.

First, you should assess individual students to identify those who need further support (e.g., who meet your school's data decision rules). You can then review the individual students' data to group those whose behaviour has a similar function and who need similar kinds of strategies.

The following example shows how a simple Behaviour Support Plan can be developed with appropriate strategies for groups of students with similar behavioural problems.



## EXAMPLE: SIMPLE BEHAVIOUR SUPPORT PLAN FOR A GROUP OF STUDENTS

**Student(s):** Nico L., Peter B., and Ben F.

**Class:** Year 7

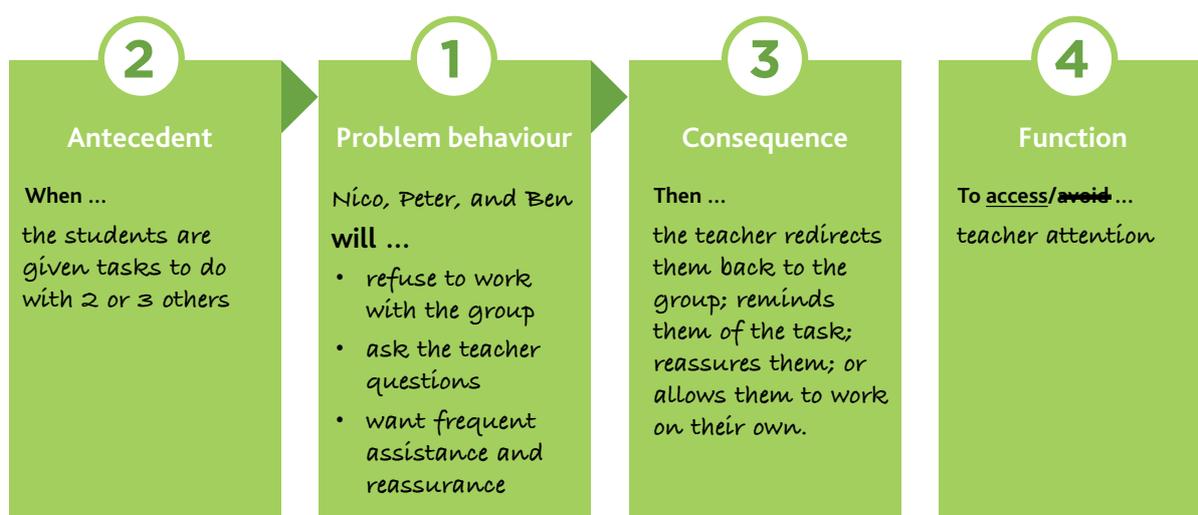
**Teacher(s):** Helen Barlow, Will Huata, Sue Chan

**Date:** 20/3/17

### 1. Summary of problem

We have the most problems during: *small-group sessions*

(time of day/ activity/ class/ routine)



### 2. Replacement behaviour:

What do we want the student(s) to do instead? (e.g., choose an observable behavioural skill from your school's expectations matrix) *stay in the small group and complete the task, using agreed ways of asking for help (e.g., 'help needed' cards).*

**Student goal:** *stay in the small group, complete the task, and use agreed ways of asking for help for at least 4 consecutive days.*

**3. Strategies identified with the Classroom Practices Team:** *visually define the work area; provide students with 'help needed' cards; check how much work students can do independently; increase positive attention.*

**4. How will we monitor student progress?** *Daily record of time on and off task*

**5. Follow-up date:** *3/4/17*

## 5.5 MONITORING STUDENTS' PROGRESS

Once your Classroom Practices Team has agreed on a simple Behaviour Support Plan for a student, the student's teacher or teachers are responsible for ensuring that the plan's strategies are implemented consistently, every day.

Data must be collected and reviewed to determine how well the student is responding to the strategies. Accurate data is essential for deciding whether the strategies should be continued, changed, or faded, and whether the student needs to be referred for a targeted intervention. Table 8 gives examples of simple methods for collecting data on a student's progress towards their goals.

*Table 8: Examples of progress monitoring matched to student goals*

STUDENT GOAL	PROGRESS MONITORING METHOD
The student will complete 100% of his or her independent writing tasks on 4 out of 5 days.	On a daily log, mark a + or – for each complete or incomplete writing assignment.
The student will receive 80% of possible tangible acknowledgments (happy face, etc.) per day for 10 consecutive days.	At the end of each day, calculate and record the percentage of possible acknowledgments earned.
The student will follow directions the first time they are given for 80% of classroom transitions.	Create a log with a + column and a – column and mark after each transition. At the end of each day, compute the percentage.
The student will work 15 minutes without teacher assistance for 4 independent work sessions per day for 4 out of 5 days.	Create a form with 4 squares for the 4 daily work sessions and mark a + or a – to show whether the student worked independently for 15 minutes in each.
The student will bring all materials to school (pencil, homework, notebook, books) each day for 5 consecutive days.	Check in with the student each morning and have them mark a weekly calendar with a + or a –.
During a 2-week period, the student will have a 90% attendance rate.	Check attendance records.
The student will use respectful language and tone with all staff in 80% of school periods for 10 consecutive days.	Create a log with a + column and a – column. After each period, mark the log. At the end of the day, compute the percentage.

It is important to make sure that the plan is given time to work. It is not unusual to see some fairly dramatic positive changes in a short period of time if the plan matches the function of the behaviour, and if it is implemented with fidelity. With some students, however, you may need to persist and continue the plan long enough for the student to see that you are going to be consistent in your implementation. Of course, if there is a dramatic and persistent increase in problem behaviour, the plan will need to be reviewed.

The Classroom Practices Team will need one or more follow-up meetings to share data on the student's progress towards their goal. At that time, the team will decide whether:

- to continue the strategies
- to modify the strategies
- to try a different strategy
- to refer the student for a Tier Two targeted intervention.

The Progress and Monitoring form overleaf provides a record of the actions taken and their outcomes. This form should be updated regularly and needs to be available both to the Classroom Practices Team and to the Tier Two Team. This will be especially important if a student later needs to be referred for a targeted intervention.

*Tama, a student in Miss Saha's intermediate class, has been finding it difficult to come to school prepared and organised for the day. He regularly forgets his pencil case and loses his books, and his work area tends to be very disorganised. This affects how quickly he can start work and results in Miss Saha having to provide additional, individual support and instructions several times a day. In addition, Tama often gets frustrated, and his behaviour can then become disruptive.*

*With support from the school's Classroom Practices Team, Miss Saha has decided to regularly remind Tama of the school's 'Be responsible' expectation, to encourage him to keep a daily organisational checklist, to check in with him each morning, and to acknowledge him with a 'Gotcha' award every time he is prepared. They have agreed on the goal of Tama having all his materials ready for at least four lessons every day for a week.*

*In order to monitor his progress, Miss Saha is keeping a tally chart of the number of sessions each day that Tama is organised and ready to learn. At the end of the second week, Tama meets his goal, and thereafter continues to improve his organisation and settle more quickly with less disruption.*



# CLASSROOM PRACTICES TEAM: SUMMARY OF STUDENT PROGRESS AND MONITORING

Tier Two Team Representative on Classroom Practices Team:

Classroom Practices Team:

Teacher (s):

Student:

PROBLEM BEHAVIOUR(S)	FUNCTION	STRATEGIES	PARENT CONTACT	DATE STRATEGIES STARTED	PROGRESS	OUTCOME



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>

## EXAMPLE: SUMMARY OF STUDENT PROGRESS AND MONITORING

Classroom Practices Team: Year 6 Tier Two Team Representative on Classroom Practices Team: Tim Carter

Student: Maria Teacher (s): Jo Ngata

PROBLEM BEHAVIOUR(S)	FUNCTION	STRATEGIES	PARENT CONTACT	DATE STRATEGIES STARTED	PROGRESS	OUTCOME
Refuses to start work; talks to other students; makes noise	Avoiding a difficult task (writing)	<p>Provide a task card, breaking the task down into steps.</p> <p>Provide a graphic organiser to help plan the writing.</p> <p>Provide sentence starters.</p>	<p>Parent rang 2/10/17</p> <p>Agrees with strategies and will reinforce at home</p>	3/10/17	<p>10/10/17</p> <p>Some improvement: writing independently and quietly for 5-10 minutes, 3 days out of 5</p> <p>Continue with strategies.</p> <p>24/10/17</p> <p>Marked progress - now writing independently without distracting others for 10 minutes 4 days out of 5</p>	<p>7/11/17</p> <p>Strategies to be gradually faded</p> <p>Will keep monitoring</p>

## WHEN DOES THE TIER TWO TEAM BECOME INVOLVED?

If a student has not responded to the strategies identified by the Classroom Practices Team within a reasonable time period (three to four weeks), the Tier Two Team representative:

- refers the student to the Tier Two Team to be considered for additional support
- notifies the Tier Two Team leader of the student's name to be added to the team meeting agenda.

The Tier Two Team should have ready access to:

- the student's simple Behaviour Support Plan
- the Progress and Monitoring form for the student
- any other documentation the school regards as important for the Tier Two Team to receive – for example, a nomination form that went to the Classroom Practices Team (see example in section 3.4).

## 5.6 COMMUNICATING WITH OTHERS

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Communication is an essential part of your Classroom Practices Team's work. The team should be in regular communication with:

- whānau
- the Tier Two Team
- other Classroom Practices Teams (in larger schools)
- the wider school community.

The team should also ensure that, as well as attending team meetings, members are in regular informal contact with each other, checking up to make sure that strategies are working and that teachers are happy with students' progress towards their goals.

Communication with whānau needs to happen right from the start of the team's involvement with a student. Whānau should have the opportunity to contribute to the student's simple Behaviour Support Plan and to the ongoing implementation and monitoring of strategies. Whānau support for and understanding of the strategies being implemented by the team will be vital to each student's success in achieving their goals. The team should actively encourage questions and feedback from whānau about the strategies and the progress their child is making.

The wider school community needs to be aware of the work of your Classroom Practices Team(s) and should know how to contact a team for support. For example, the team(s) could have a regular slot at staff meetings to briefly outline recent developments. While ensuring that sensitive information about individual students is kept confidential, team members can share information about strategies that have worked well in the classroom. They can also remind staff about the processes for nominating students for Tier Two support and the importance of maintaining accurate and up-to-date data about student behaviour.