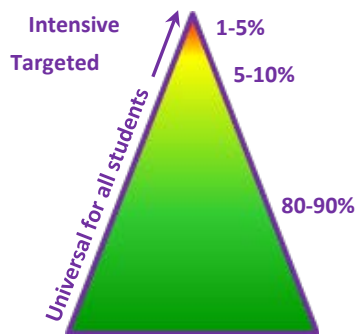


### 1. Leadership

- Principal support, participation and leadership
- SWPBL Leadership Team
- Representative membership
- Operating procedures
  - Purpose statement
  - Scheduled meetings
  - Roles and responsibilities
  - Defining team norms
  - Standard agenda format
  - Consensus strategies
  - Developing and following an operational plan
- Communication system
  - Disseminating information
  - Presenting data
  - Receiving feedback from stakeholders (staff, students, families and community)
- Working smarter



### 2. Defining Expected Behaviour

- Defining school-wide expectations
  - Linked to social culture of school
  - Considerate of existing social skills and rules
  - 3-5 in number
  - 1-3 words per expectation
  - Positively stated
  - Supportive of academic achievement
  - Comprehensive in scope
  - Mutually exclusive
  - Contextually/ culturally appropriate
  - Agreement by >80% of staff
- Develop visuals
- School behaviour matrix
  - Expectation
  - Setting
  - Specific behaviour
- Defining specific behaviours
  - Observable
  - Measurable
  - Positively stated
  - Understandable
  - Always applicable
- Routines and procedures for non-classroom settings

### 3. Teaching Expected Behaviour

- Teach behaviour skills like academic skills
- Lesson design
- Define/ tell
  - Matrix expectation
  - Specific skill
  - Context
- Teach/ show
  - Mental set
  - Show/ model
  - Non example (Adults only)
  - Examples
  - Check for understanding
- Practise
  - Monitor
- Re-teach
- School-wide lesson schedule
- Informal teaching
- Monitor
  - Pre-correct/ remind
  - Active supervision
  - Provide feedback
  - Re-teaching

### 6. Responding to Problem Behaviour

#### Responding to Minor Problem Behaviours - Teacher Managed

- An effective choice/ consequence -
  - Not seen as punishment but designed to teach a new behaviour
  - Immediate
  - Positive or neutral in tone
  - Not an ultimatum
  - Followed through
  - Clear, specific, easy to understand
  - Preserves student's dignity
  - Doesn't harm motivation to learn
- General Considerations
  - Consistency
  - Active supervision
  - Calm, immediate response
  - Specific yet brief
  - Quiet, respectful contact with student
  - Refocus class if needed
- Prompt Low Key Skills (Responding)
  - Proximity control
  - Signal/ non verbal
  - Cue
  - Planned ignore, attend, praise
- Re-direct
- Re-teach
- Provide choice
- Student conference
- Educative/ logical consequence

#### Responding to Major Problem Behaviours - Office/ Exec Managed

- Office/ Exec Referral (ODR)
- Formal contract
- Escalation Profile
- Functional Behaviour Assessment

## Positive Behaviour for Learning Seven Essential Features Universal Prevention, Tier One

### 4. Encouraging Expected Behaviour

*"You get what you pay attention to"*

- Vocabulary
  - Reinforcement
  - Positive feedback
  - Encouragement
  - Acknowledgement
- Winning over
- Effective positive feedback
  - Specifically describe the behaviour
  - Provide a rationale
  - Can include a positive consequence
- Ratio of 4 positives to 1 correction
- Tangible reinforcers
- A continuum or menu of reinforcers
  - Level One - Free and Frequent**  
All staff use every day
  - Level Two - Short Term Intermittent**  
Awarded occasionally
  - Level Three - Strong and Long Term**  
Term or annual

### 7. Review, Data and Ongoing Monitoring

- Data for decision making
  - Analysed at least monthly
  - Informs team problem solving process
- Monitoring implementation
  - System artefacts
  - Practice artefacts
  - Walkthrough observations
  - Ratio of positive to negative feedback
- Behavioural outcomes (Big 5 Data Decision Guide)
  - Average per day
  - Problem behaviour
  - Location
  - Time
  - Students involved
- PBL Assessment
  - School-wide Evaluation Tool (SET)
  - Self Assessment Survey (SAS) - was EBS
  - Benchmarks of Quality (BoQ)

### 5. Effective Classroom Practices

- Environmental Management**
  - Positive climate
  - Organisation of space
  - Positive relationships
- Behaviour Management**
  - Expectations and rules
    - Purpose
    - Translating school-wide expectations
    - Using classroom data
  - Procedures and routines
    - Clear and functional
  - Continuum of strategies to acknowledge appropriate behaviour
    - Classroom continuum of acknowledgement
    - Focus on feedback
    - High rates of positive reinforcement
- Instructional Management**
  - Active supervision
    - Moving
    - Scanning
    - Interacting
    - Techniques for effective transitions
  - Multiple opportunities to respond
    - Strategies include
      - Tracking students
      - Choral response
      - Response cards
      - Response devices
      - Direct instruction
  - Activity sequence and offering choice
    - Strategies for adjusting sequence
      - Varying intensity or degree of difficulty of tasks
    - Strategies for offering choice
      - Materials to work with
      - Type of task
      - Place and with whom to work
  - Academic success and task difficulty
    - Strategies for adjusting task difficulty
      - Differentiation of the curriculum
      - Reasonable adjustments
      - Scaffolding learning



Teaching and Learning Cycle  
NSW DEC Curriculum Support



Education & Communities

Adapted from resource material from  
Missouri University SWPBS

Public Schools NSW