Safe & Caring Schools

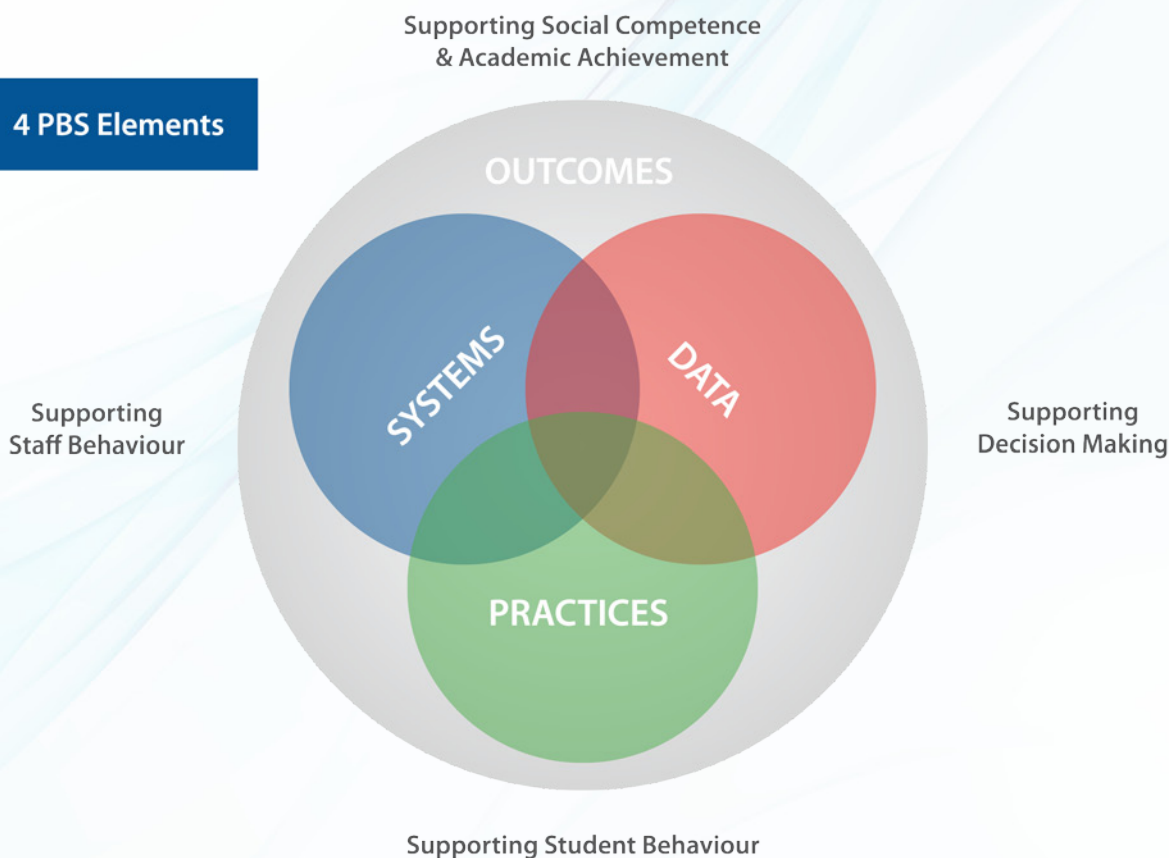## PROCEDURE 1
Positive Behaviour Supports

A School-Wide Approach - Positive Behaviour Supports

School-wide positive behaviour supports (SWPBS) is an effective, efficient and consistent practice for implementing a school's code of conduct. As well, it provides consistent school-wide and school-based guidelines for responding to student behaviour.
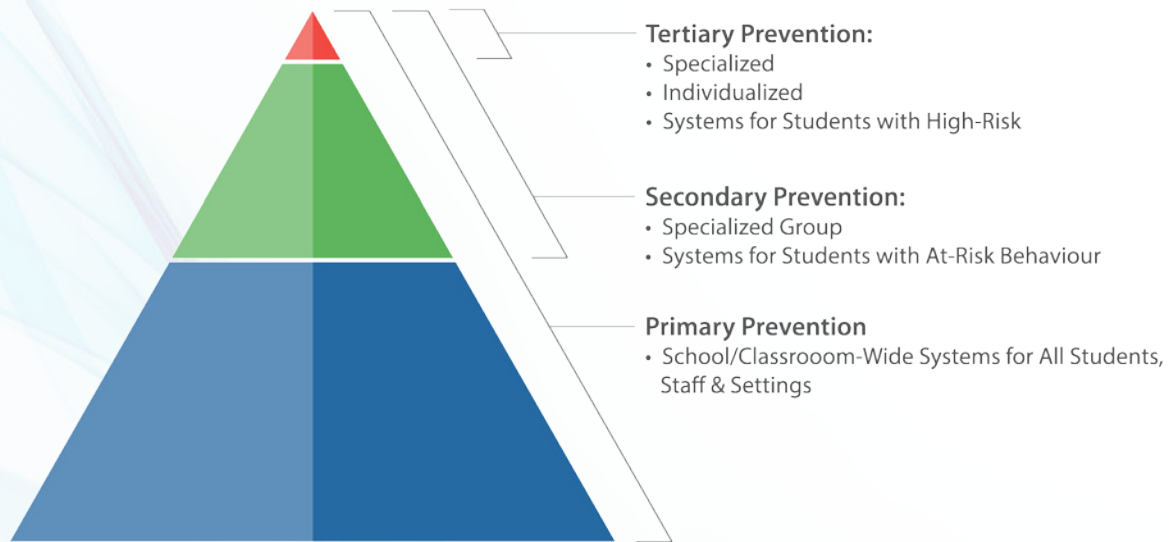
The practice of SW-PBS allows for:

- input from the entire school community;
- the development of clear, consistent behavioural expectations;
- the teaching, practising and modeling of expected behaviours;
- acknowledgment of positive behaviours;
- a consistent, non-judgmental response to inappropriate behaviours;
- a continuum of support to meet the needs of all students;
- the collection and analysis of data to determine the effectiveness, efficiency and relevance of the procedures; and,
- consistent and on-going school-wide evaluation and decision-making to support ongoing implementation.

Continuum of School-Wide Instructional & Positive Behaviour Support

Tertiary Prevention:
- Specialized
- Individualized
- Systems for Students with High-Risk

Secondary Prevention:
- Specialized Group
- Systems for Students with At-Risk Behaviour

Primary Prevention
- School/Classrooom-Wide Systems for All Students, Staff & Settings

This triangle represents 100 percent of a school's student population.

Implementing SWPBS, **Primary Prevention**, will usually result in approximately 80 percent of the student body meeting behavioural expectations.

Primary prevention involves: clearly defining student expectations in all settings; teaching/modeling/practicing these expectations for all students, in all settings; acknowledging expected behaviours using a school-wide practice; consistently responding to inappropriate behaviours; and collecting appropriate data for active team-based decision making.

Secondary Prevention usually entails identifying the approximate 20 percent of the student body that require additional support to meet behavioural expectations. Different needs may be identified for individuals or small groups of students. A plan would be used to meet student(s) needs. This may entail: skill training; problem solving; re-teaching and practising; acknowledgements and feedback; as well as other forms of support. Secondary supports should be short-term in nature.

Tertiary Prevention is specialized individual support. SWPBS suggests that for the approximately 5 percent of the student body who are not successfully meeting student expectations with the primary and secondary supports, individualized plans should be developed to meet their needs. This support is usually provided through the individual program planning process which results in an individual educational plan (IEP). Tertiary support is long-term. It may include: skill development; a functional behaviour analysis; a behaviour management plan and programming changes.

Components of SW-PBS Practice

Primary or Universal Interventions

- **All settings, all students, all staff**
- **Preventive**
- **Proactive**

1. **Clearly define student expectations as identified in the school's Code of Conduct**
   - Three to five broad, all-encompassing expectations.
   - Positively stated.
   - Provide examples (2-4) of what it looks like to behave as expected in each school setting, for each expectation.
   - Samples are available on the Department of Education, Safe & Caring Schools web page.

2. **Teach students how to behave appropriately in each setting, providing opportunity for student input, modeling and role playing.**
   - Schedule time(s) for all staff and students to be involved in the teaching of these behavioural expectations.
   - Teach appropriate behaviours to all students.
   - Teach in each setting.
   - Teach using discussion, modeling, role-play, skits, examples, practise, large and small group, etc.

3. **Acknowledge positive behaviour of students and staff.**
   - Develop a school-wide plan for acknowledging positive behaviours of students.
   - Staff participation may also be acknowledged to encourage team consistency.
   - Frequent, small rewards are most effective.
   - Within any two week period all students should receive an acknowledgement from school staff for positive behaviour.
   - Research has proven that positive feedback rather than negative, more effectively changes behaviour.
   - Effective acknowledgement of a student's positive behaviour will be reflective of their developmental level.

4. **Clearly identify the consequences for inappropriate student behaviour. This is part of the school's Code of Conduct.**
   - Define levels of behaviour and specify who is responsible for following through with consequences.
   - Sample codes of conduct, outlining consequences for inappropriate behaviour are available on the Department of Education, Safe & Caring Schools web page.
   - Name the specific behaviours that constitute each level of behaviour.
   - Determine guidelines for appropriate consequences at each level of behaviour. List them from least to most intrusive.
   - The code of conduct should be shared with the entire school community.
   - There will be overlap of behaviours and consequences between levels.
   - Behaviours may escalate from one level to another.
   - The code of conduct will define who is responsible for discipline at each level of behaviour.
   - Teachers will use their professional judgment, and their assessment of the circumstances, to determine appropriate consequences from the code of conduct at each level of behaviour.
   - Using the code of conduct is not always straightforward. Professional judgment will take into account student exceptionalities, physical and emotional health, history, intention, prevalence of behaviour, precipitating factors, etc.
   - Code of Conduct Guidelines and Template are available on the Department of Education, Safe & Caring Schools web page.

5. **Document inappropriate behaviours in an effective, efficient and relevant manner, as outlined by the Department of Education.**
   - Documentation should include the following:
     - ☑ Who is involved?
     - ☑ What type of behaviour is occurring?
     - ☑ Where is the behaviour occurring?
     - ☑ When is the behaviour occurring?
       - Time of day
       - Day of week
       - Special event
   - In-service all staff on use of the documentation procedure.
   - Document all middle and major behaviour consistently – all staff, all times.
   - Minor behaviours will be responded to appropriately as outlined by the consequence guide.
   - If minor behaviours persist they will become middle behaviours. Appropriate intervention and documentation should occur.

6. **Analyze data collected through the documentation process and share on a regular basis with the entire staff.**
   - Compare averages, not total numbers. What is the average number of middle/major inappropriate behaviours per day for each month?
   - Valuable questions to answer:
     - ☑ What percentage of the student population is involved?
     - ☑ On average how much inappropriate behaviour occurs each day/month?
     - ☑ On average how much inappropriate behaviour is each student involved with each day/month?
     - ☑ What type of inappropriate behaviour is occurring?
     - ☑ How much inappropriate behaviour occurs in each school setting?
     - ☑ When do most inappropriate behaviours occur?
     - ☑ Which students can be identified as requiring secondary or individual support?
   - Research illustrates that when a larger percentage of students are involved in a consistent pattern of inappropriate behaviour, as identified by the previously mentioned questions, then the school-wide system may need to be evaluated.
   - Targeted group interventions may need to be explored when a small percentage of students are involved in a consistent pattern of inappropriate behaviour.

7. **Staff decision making is based on data collected.**
   - Identify peaks and trends.
   - Identify problem behaviours/locations/times.
   - Identify individual and/or groups of students responsible.
   - Is this an individual student, small group of students, or a school-wide concern?
   - Set priorities for intervention.
   - Identify intervention strategies.
   - Formulate/evaluate plan.
   - Further analysis of school-wide data.

8. **Long-term data collection and analysis allows for on-going evaluation of individual, targeted group and school-wide intervention strategies.**

Secondary Prevention or Targeted Group Interventions

- Students for whom the primary or universal intervention is not enough - approximately 20 percent of a student population.
- A targeted group of students who need extra attention to meet behavioural expectations.
- Practices involve small groups of students or individualized intervention strategies.
- Recommended as an approach for identifying students in need of more intensive, individualized interventions.
- Entails regular monitoring, evaluating and reassessing of the plan.

1. Secondary prevention is designed to provide intensive or targeted interventions to support students who are not responding to primary prevention efforts.

2. Secondary prevention is designed for students who are at risk of developing chronic problem behaviour, but for whom high intensity interventions are not essential.

3. Secondary prevention often involves targeted group interventions that teach students prosocial and adaptive skills as a replacement for problem behaviours.

4. Rearranging the environment so that desirable behaviours can be encouraged and practiced.

Third Level Prevention or Tertiary Intervention

- 1 – 5 percent of the student population.
- An individualized behaviour management plan to address severe problem behaviour.
- These plans, when in place for individual students, prevail over the school's consequence guide when intervening with this student.
- Involves a functional behavioural analysis (FBA).
- District staff may provide additional support to schools working with these students.
- Can be used effectively with students exhibiting a wide range of exceptionalities, as well as students with no diagnostic label.
- A flexible, focused, individualized approach.
- Features of tertiary prevention:
  - ☑ Identification of goals
  - ☑ data collection and analysis;
  - ☑ multi-element plans; and,
  - ☑ monitoring system.

1. Designed to focus on the needs of individuals who exhibit patterns of severe behaviour.

2. Most effective when there are effective primary and secondary systems in place.

3. Individual supports will be designed and implemented by the student's program planning team in order to promote positive behavioural change.

4. The goal is to create a positive learning environment and to increase the student's adaptive skills and opportunities for an enhanced quality of life.

5. **Involve a support plan composed of individualized, assessment-based intervention strategies, including a wide range of options such as:**
    *   Re-arrangement of the antecedent environment so those problems can be prevented and desirable behaviours can be encouraged.
    *   Guidance or instruction for the student to use new skills as a replacement for problem behaviours.
    *   Reinforcing new skills as a more efficient and effective way to meet their needs.
    *   Procedures for monitoring, evaluating and re-assessing the plan, as necessary.
    *   Response protocols to ensure safety and rapid de-escalation of severe episodes (when the target behaviour is dangerous to self and/or others).

SWPBS Overview

Primary
1. Behavioural expectations defined.
2. Behavioural expectations taught.
3. Reward system for appropriate behaviour.
4. Continuum of consequences for problem behaviour.
5. Continuous collection and use of data for decision-making.

Secondary
1. Progress monitoring for at-risk students.
2. System for increasing structure and predictability.
3. System for increasing contingent adult feedback.
4. System for linking academic and behavioural performance. System for increasing home/school communication. Collection and use of data for decision-making.

Tertiary
1. Functional Behavioural Assessment.
2. Team-based comprehensive assessment.
3. Linking of academic and behaviour supports.
4. Individualized intervention based on assessment information focusing on:
    a. prevention of problem contexts,
    b. instruction on functionally equivalent skills, and instruction on desired performance skills,
    c. strategies for placing problem behaviour on extinction,
    d. strategies for enhancing contingent reward of desired behaviour, and (e) use of negative or safety consequences if needed.
5. Collection and use of data for decision-making.

Documentation of Student Behaviour

Documenting student behaviours provides the data necessary to evaluate individual student's programming plans as well as school-wide practices and procedures. Documentation is an important element of any approach to school discipline, including SWPBS. This evaluation provides the opportunity for plans to be updated and revised as deemed necessary by the student's program planning team or school community. It is an encouraged/expected practice in all schools/districts.

Student behaviour not deemed appropriate according to the school code of conduct or behaviour matrix shall be consistently documented by the attending adult in a manner outlined by the Department of Education. Districts and schools will analyze the data and use this information for planning future school wide training needs and supports, individual teacher supports, student supports, and supervision schedules. Schools should strive to make the process as effective, efficient and relevant as possible.

Effective

- Ensure consistent documentation practices - when and what behaviours need to be documented, how, and by whom.
- Use the information that is collected to formulate a picture of individual student behaviours, classroom behaviours, and school-wide behaviours; the type of inappropriate behaviour; the location; and the time of occurrence.
- Implement a process by which the information is utilized (analyzed, shared and used for decision making).

Efficient

- Data collection should be timely and easy to complete.
- The process for handling the data, filing, analyzing, sharing and evaluating should be user-friendly.

Relevant

- Collect for information which answers the following questions: Who did what, where, and when? What was done about it and by whom?
- Collect only the information that is useful.

Newfoundland
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Inappropriate Student Behaviour Documentation Form

Student Name: _____   Grade: _____

Teacher Name: _____   Date: _____

Incident Details

- Location and Time of Incident (see pg. 2 of 5)
- Target (see pg. 2 of 5)

Type of Behaviour

- Bullying (see pg. 4 of 5)
- Illegal Substance Posession or Use (see pg. 3 of 5)
- Inappropriate Sexual Behaviour (see pg. 3 of 5)
- Inappropriate Physical/Threatening Behaviour (see pg. 3 of 5)
- School Safety Issues (see pg. 3 of 5)

Action Taken

- **Check any that apply :**
  - ☐ Parent/Guardian Contact
  - ☐ Mediation (Not appropriate for bullying incidents)
  - ☐ Referral to School Administration
  - ☐ Referral to Guidance Counselor
  - ☐ Referral to Service Delivery Team / Program Planning Team
  - ☐ Referral to Police
  - ☐ In School Suspension / Loss of Privileges
  - ☐ Out of School Suspension (see pg. 3 of 5)
  - ☐ Other (Please specify) _____

Inappropriate Student Behaviour Documentation Form • Incident Details

Location of Incident
(Check any that apply)

- ☐ Assembly
- ☐ Bus
- ☐ Classroom
- ☐ Corridor/Stairwell
- ☐ Extra-curricular/Curricular activity off school property
- ☐ Extra-curricular activity on school property
- ☐ Gymnasium
- ☐ Lunchroom/cafeteria
- ☐ Off school grounds
- ☐ Online/Social Media
- ☐ Washroom
- ☐ Other (Please specify) _____

Time of Incident
(Specify exact time if relevant)

- ☐ Before School _____
- ☐ Instructional Time (AM) _____
- ☐ Instructional Time (PM) _____
- ☐ Recess _____
- ☐ Lunch _____
- ☐ After School _____
- ☐ Outside of School Hours _____
- ☐ Weekend / Holiday _____

Target
(Check any that apply)

- ☐ Administrator
- ☐ Teacher
- ☐ Bus Driver
- ☐ Personal Property
- ☐ School Property
- ☐ Self
- ☐ Student Assistant
- ☐ Student(s)
- ☐ Other (Please specify) _____

Bullying

(Check any that apply)

☐ Electronic
☐ Physical
☐ Social / Relational
☐ Verbal

Illegal Substance Possession / Use

(Check any that apply)

☐ Cigarette use on school property
☐ Posession of Drugs/Alcohol
☐ Drug / Alcohol use on School Property
☐ Trafficking or distributing drugs/alcohol
☐ Other (Please specify) _____

Inappropriate Sexual Behaviour

(Check any that apply)

☐ Sexual touching
☐ Inappropriate gestures, comments or actions
☐ Other (Please specify) _____

Inappropriate Physical / Threatening Behaviour

(Check any that apply)

☐ Physical Assault
☐ Fighting
☐ Other inappropriate Physical contact (Please specify) _____
☐ Hazing
☐ Disrespectful, threatening language or gestures/actions

School Safety Issues

(Check any that apply)

☐ Arson
☐ Bomb Threat
☐ Posession of a weapon
☐ Verbal, written or electronic threat to school property
☐ Damaging school property
☐ Other (Please specify) _____

Out of School Suspensions

☐ 1 day suspension
☐ 2 day suspension
☐ 3 day suspension
☐ 4 day suspension
☐ 5 day suspension
☐ Extended suspension (Please specify) _____

Newfoundland Labrador

Education

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SWPBS Implementation Checklist

School: _____   Year: _____   Completed By: _____

Indicate status as:

A - Achieved   **IP**- In progress   **NS** - Not started

	October Status	December Status	March Status	May Status
1. Faculty/staff support				
2. Action team established, representative of school				
3. Team has regular, effective meetings				
4. Team works effectively with other teams and their action plans				
5. School has participated in PD for SW implementation				
6. Team has developed an action plan with expected completion dates				
7. 3-5 school-wide behaviour expectations are defined				
8. School-wide behaviour matrix developed				
9. Teaching plans for school-wide expectations are developed				
10. School-wide behavioural expectations are taught directly and formally, on a regular basis				
11 System in place to acknowledge positive student behaviour				
12. System in place to encourage and support positive student behaviour				

13. Inappropriate behaviours are clearly defined in the Code of Conduct				
14. Teacher responsibility when inappropriate student behaviour occurs is clearly outlined in the Code of Conduct				
15. Clearly defined consequences and procedures for inappropriate student behaviour are clearly outlined in the Code of Conduct				
16. Inappropriate student behaviour is documented consistently by all staff, using the Inappropriate Student Behaviour Documentation Form				
17. Responsibility for summarizing school data is shared among staff				
18. The SWPBS action team analyzes the data collected on a monthly basis				
19. A school-wide picture of data collected is shared with the staff on a monthly basis				
20. School-wide needs are identified through data analysis				
21. Small group and individual student needs are identified through data analysis				
22. Level 1 system planning and evaluation occurs				
23. Level 2 system planning and evaluation occurs				
24. Level 3 system planning and evaluation occurs				

Additional observations/comments/questions:

_____

_____

_____

_____

_____

_____

SWPBS: Classroom Management Self-Assessment

George Sugai & Geoff Colvin (Version: October 31, 2005) www.pbis.org

The purpose of this assessment is to:

- Determine the extent to which effective general classroom management practices are in place.
- Develop an action plan for enhancement/maintenance based on this information.

This assessment and action plan can be completed as a "self-assessment" or by an observer.

1. Pick a teacher directed activity that has a specific learning outcome/objective.
2. During the activity, count the number of positive and negative student contacts that occur during the activity.
3. After the activity:
    a. Sum the number of positive and negative contacts and calculate the ratio of positive to negative contacts.
    b. Assess whether each classroom management practice was evident.
    c. Sum the number of "yes" responses to determine overall classroom management score.
    d. Based on your score, develop an action plan for enhancement/maintenance.

Teacher:		**Date:**
Instructional Activity:		**Time Start:** **Time End:**
Total # of Positive Student Contacts:	**Total # of Negative Student Contacts:**	
Ratio of Positives to Negatives: _____ **to 1** (To calculate, divide #of positives by # of negatives)		

Classroom Management Practice	Rating	
1. I had at least **4 positive for each negative** student contacts (from above).	Yes	No
2. I continuously and **actively supervised** (moved, scanned) throughout the instructional activity.	Yes	No
3. I positively **interacted** with **most** students during the lesson.	Yes	No
4. I handled most **minor** rule violations **quickly** and **quietly.**	Yes	No
5. I followed school procedures for handling **major** rule violations.	Yes	No
6. My **transitions** before and after the activity were smooth and efficient.	Yes	No
7. I was **prepared** for the activity (e.g., clear outcome/ objective, materials, instructional plan).	Yes	No
8. I began the activity with a **clear explanation** of the **outcome/objective** of the activity.	Yes	No
9. I used most (>90%) of the **allocated time** for the activity.	Yes	No
10. My instruction **actively engaged** students in observable ways (writing, verbalizing, participating).	Yes	No
11. Each student had **multiple opportunities to actively respond** and participate.	Yes	No
12. I frequently checked for **student understanding.**	Yes	No
13. I **concluded** the activity with **specific feedback** about student academic and social performance.	Yes	No
14. I concluded the activity with specific information about **what happens next** (e.g., homework, next time the activity is conducted).	Yes	No
15. I ended the activity knowing how many students met my learning outcome/ objective.	Yes	No
16. I've arranged **follow-up instruction/activity** for students who were **unsuccessful** in the activity.	Yes	No
17. I know what I need **to do the next time** I do this activity.	Yes	No
Overall classroom management score: 14-17 "Yes" = **Super** 10-13 "Yes" = **So-So** <9 "Yes" = **Improvement Needed**	Total # Yes: _____	

Classroom Management Plan

Teacher: _____   **Date::** _____

Classroom Practice (#)and Current Level of Performance	Enhancement / Maintenance Strategies		
	What	**When**	**How**

Education

SWPBS Implementation Plan

School: _____   Year: _____   Completed By: _____

Goal: _____

_____

Complete and submit annually to SEO. Indicate status as:

A - Achieved   **IP**- In progress   **NS** - Not started

Activity	Person Responsible	Target for Completion Date	Status