



# School-wide Positive Behaviour Support (SWPBS) @ Ripponlea PS – Parent Session

*Anthony King* - SWPBS Coach (BPA)



# Acknowledgement of Country

I would like to acknowledge the traditional owners of the land on which we meet today, the people of the Kulin Nation. I would like to pay my respects to Elders past, present and emerging.



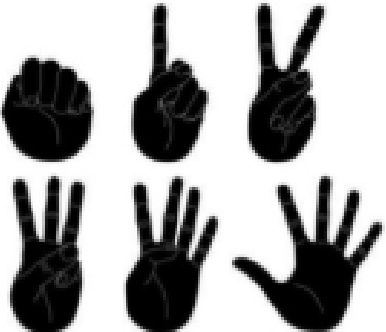
# Introductions

## My Background:

- Teaching (Primary/Secondary) – 22 Years
- Teaching 4 Years – UK (SWPBS Sec)
- Australian Sports Commission (Pedagogy) – 3 Years
- Assistant Principal (8 Years)
  - Wellbeing/Curriculum
  - SWPBS Mentor (Prim & Sec)
- SWPBS Coach (DET) - May 2018 -



## What do you know about SWPBS?



• No fingers – Not At All  
• 1 finger  
• 2 fingers  
• 3 fingers – Pretty Well  
• 4 fingers  
• 5 fingers – Completely

The image shows six black hand icons arranged in two rows of three. The top row shows a closed fist, one finger up, and two fingers up. The bottom row shows three fingers up, four fingers up, and five fingers up. To the right of these icons is a list of descriptions for each gesture.

# Learning Intentions

- Provide a logic for School and Home Positive Behaviour Interventions
- Explore some of the reasons why we humans behave the way we do
- Define the core features of School-wide PBS
- Outline some practical ideas/strategies for what you can do at home to promote a positive home environment

# Influences on Student Behaviour

There are many potential influences on student behaviour, and many factors that can lead to behaviour that is challenging for schools to deal with. These include:

**biophysical factors** - such as medical conditions or disabilities

**psychological factors** - including emotional trauma or lack of social skills

**behavioural/social factors** - including where a student's problem behaviour has been learned through reinforcement, consequences or adaptation to social practices

**historical community/cultural factors** – Eg; a students whose family member/s had difficult, sometimes traumatic, experiences of school and government agencies

**student group dynamics** - such as bullying and teasing, cliques or student apathy or hostility

**environmental factors** - the level of classroom noise or classroom seating arrangements

**classroom organisation issues**, such as inconsistent routines, inadequate materials or obliviousness to cultural differences

**teacher behaviour** - for example boring or disorganised lessons, over-reaction to misbehaviour or over-reliance on punishment.

‘SWPBS practices increase appropriate behaviour and decrease inappropriate behaviour’



# Function of Behaviour

All behaviours serves a specific **function**; (below are the four most common)

**1. Escape/Avoidance:** The individual behaves in order to get out of doing something he/she does not want to do.

**2. Attention Seeking (social attention):** The individual behaves to get focused attention from parents, teachers, siblings, peers, or other people that are around them.

**3. Tangibles or Activities:** The individual behaves in order to get a preferred item or participate in an desired activity.

**4. Sensory Stimulation:** The individual behaves in a specific way because it feels good to them.

**Other common functions include;** Power or control, justice or revenge, expression of self

The key to success is that “ you must believe that if students don’t behave, it’s because they’ve chosen not to, or don’t know how.

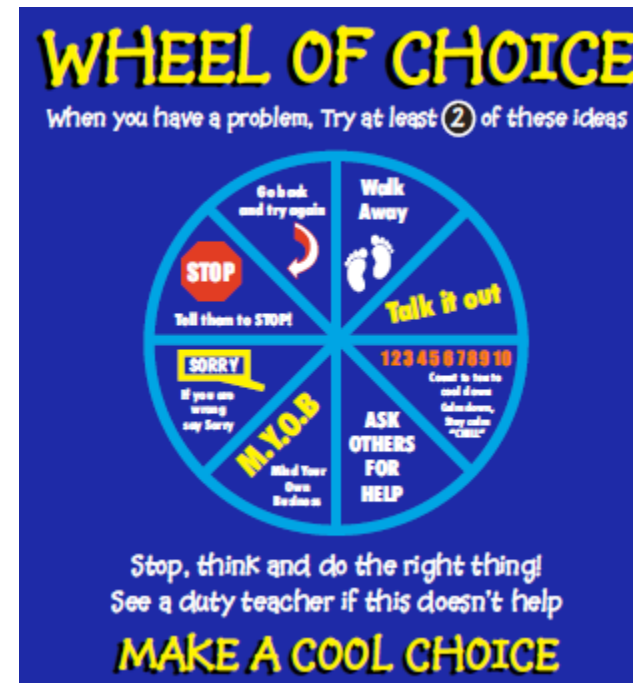
(Lee and Marlene Canter)



# Why does inappropriate behaviour continue?

## Some reasons may include;

- Because the behaviour has worked for them in the past both at home and at school
- They don't have (or have been taught) a different way of reacting to a situation or problem
- That is the behaviour they have lived with and/or observed at home or school – it is what they have learnt
- It is beyond their level of control



# Traditional Responses to Behaviours of Concern

School communities typically respond to poor behaviour by 'getting tough!!'

- increasing monitoring for future problem behaviour
  - reviewing policies & sanctions
  - extending 'continuum' of negative consequences
  - seeking to improve consistency in use of punishment
  - implementing 'zero tolerance' policies
  - relying on 'suspend'
  - exploring 'alternatory' options (e.g. restorative programs)
- REACTIVE
- PUNITIVE
- NEGATIVE
- ASSUMES STUDENTS KNOW WHAT TO DO
- FAILS TO TEACH THE CORRECT BEHAVIOUR



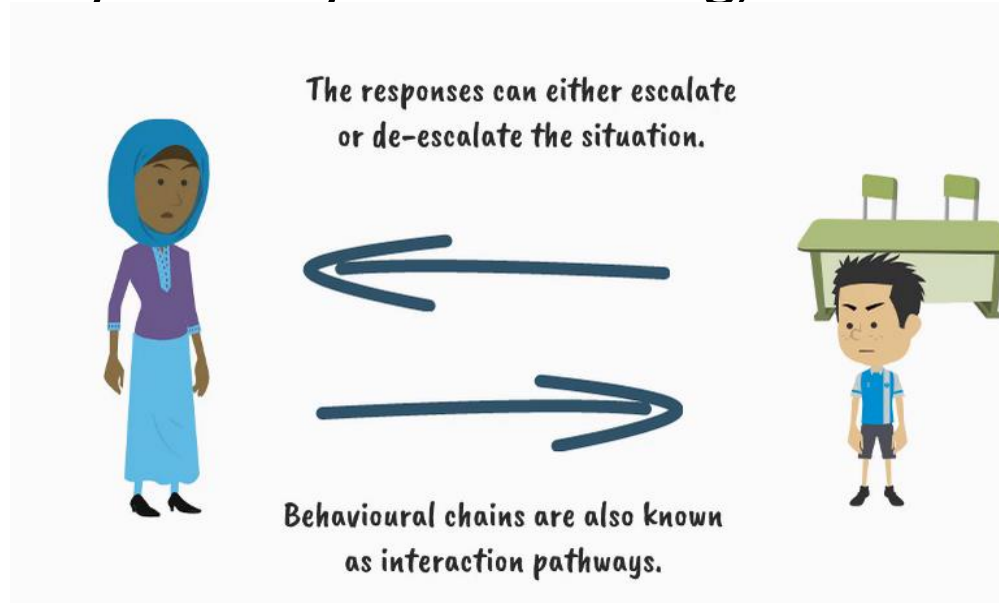
© Can Stock Photo

THINK: What do they all have in common?



# Problems with Re-active Strategies

- Consequences alone will not lead to durable change in behaviour (Braaten, 1994)
- Reactive strategies that rely primarily on punishment assume that the individual knows what is expected, how to do it, and are properly motivated.
- Some forms of consequence may actually be rewarding, and therefore maintain the problem



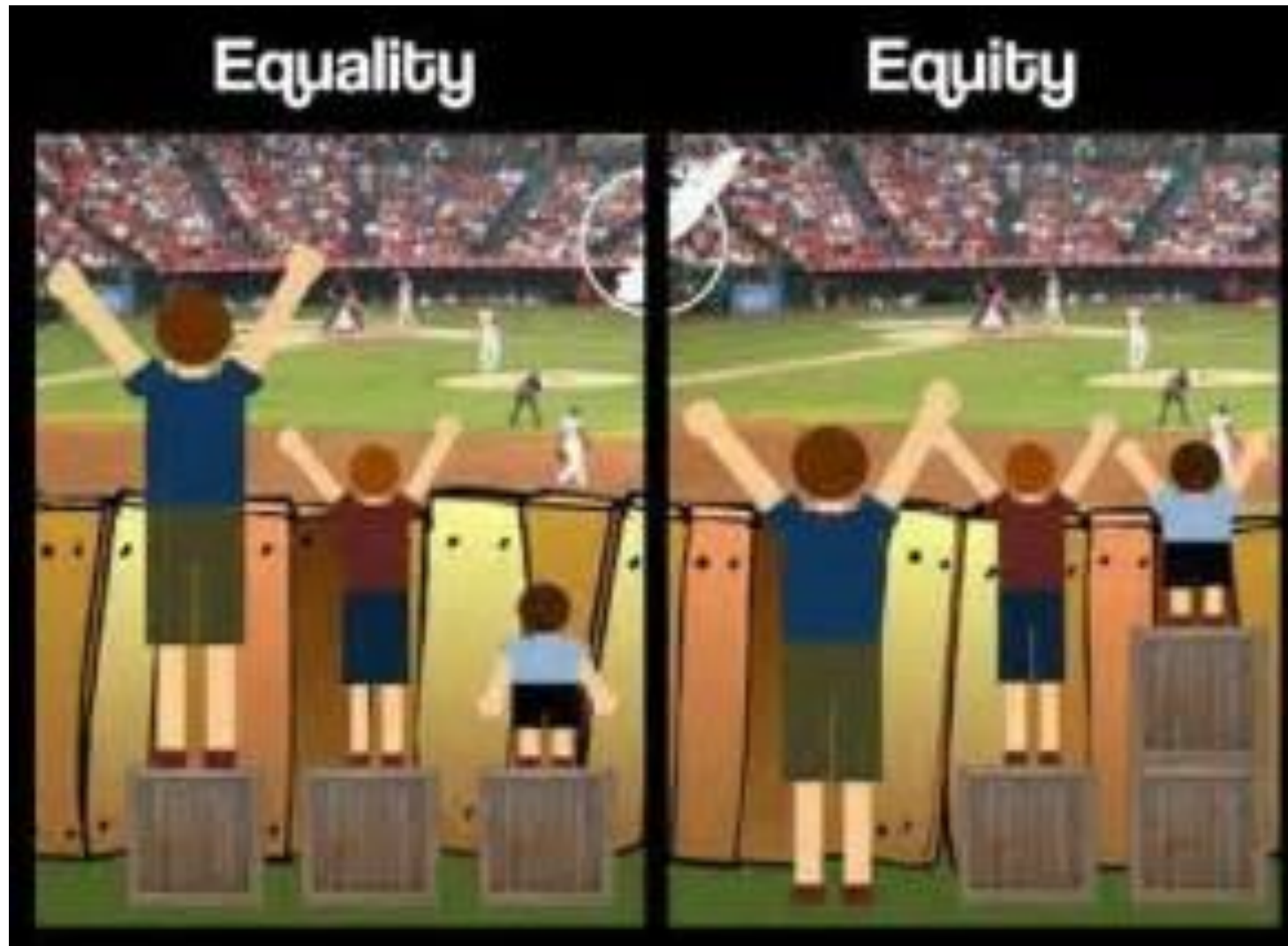
# The Science of Behaviour has taught us;

“For a child to learn something new, it needs to be repeated on average 8 times. For a child to unlearn an old behaviour and replace it with a new behaviour, the new behaviour must be repeated on average 28 times.”

Harry Wong

## Literal Equality

## Substantive Equality



# The Educative Approach

## Academic Errors

## Behavioural Errors

Errors are accidental.

Errors are deliberate.

Errors are inevitable.

Errors should not happen.

Errors should be used for teaching.

Errors should be punished.

Students with learning difficulties need modified teaching.

Students with behavioural difficulties need punishment.

Misbehaviour = Learning Error

Misbehaviour = What is the function?

# SWPBS at the DET

SWPBS is international

SWPBS is being implemented in approximately 30,000 schools or more world wide.

In NSW, Queensland and the ACT, it is now being called PBL and is present in 40% of their schools.

SWPBS was implemented three times by the Department beginning in 2007.

This time around a coaching model has been adopted based on research published recommendations and international blueprints for implementing SWPBS at a state level.

# SWPBS is ...

A framework for enhancing implementation of ...

a continuum of evidence-based interventions to achieve ...

academic and social outcomes for...

ALL students.



# What is SWPBS

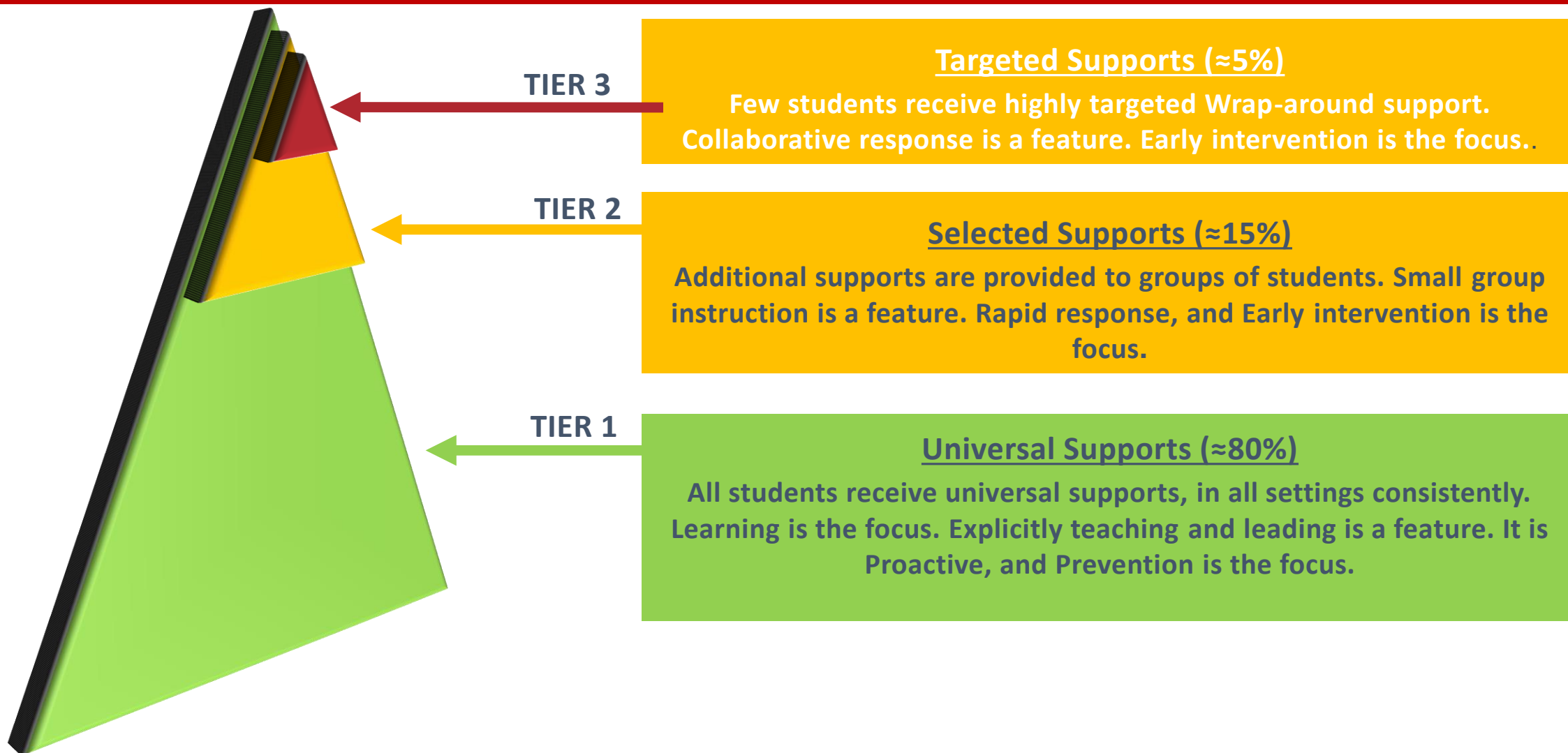
SWPBS is not a curriculum - it is a *framework* to identify needs, develop strategies, and evaluate practice toward success for ALL students.

SW-Positive Behavior Support is a process for *teaching* children appropriate behavior and providing the supports necessary to sustain that behavior.

SWPBS is a whole school approach to preventing and responding to behaviours of concern, rather than simply focusing on the management of consequences.

*“We can’t make students learn or behave, though we can create environments that will increase the likelihood that they will.” (Tim Lewis)*

# SWPBS is an Continuum of Support (RTI)



# SWPBS @ Ripponlea PS

## How does PBIS include your child?

Developing positive and effective student behaviour is a group effort where students, teachers, support staff, administration and parents/families work collaboratively towards achieving this goal.

### Ripponlea SWPBS PURPOSE STATEMENT

*At Ripponlea PS we care about ourselves, others, our learning and our school; we create an environment where we can grow and learn; we connect our actions with outcomes which helps us to make good decisions.*



# Teachers Role in SWPBS

In a SWPBS school, Teachers play a pivotal role in developing, implementing and nourishing a healthy school culture. They:

- **Define** expectations (Behaviour Expectation Matrix)
- **Teach** the expected behaviour
- **Review** expectations regularly
- **Monitor** performance of expected behaviours (data systems)
- **Recognize** individuals when expected behaviours are demonstrated (acknowledgement system)
- **Re-teach** the expected behaviours to students as needed

In addition of clear expectations, there are clear consequences. (Behaviour response continuum)

Staff and teachers use behaviour referrals in order to monitor and track problem behaviours throughout the school. (data systems)

This will help in preventing the development of problems in the future.

# Parents Role in SWPBS

How can parents be partners?

Support and reinforce Ripponlea's behaviour expectations at home

Have the same or develop your own family values (expectations) at home:

- Respect
- Pride
- Safe

Teach these behaviour skills – What does it look like, sound like, feel like?

Develop family routines for different times and locations throughout the day

Re-enforce (verbal) and acknowledge (tangible – sticker chart) your child when they demonstrate the behaviour expectations and/or routines and link them to a rationale (catch them doing good).

Practice, monitor and re-teach expected behaviours if and when required

# Questions

