



WEDDERBURN  
COLLEGE

# SWPBS COMMUNITY HANDBOOK

WEDDERBURN COLLEGE

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# CONTENTS

3	Letter from the Principal
4	The Team
5	What is SWPBS?
6	SWPBS Matrices
8	Responding to Inappropriate Behaviours
9	The Multi-Tiered Framework
11	Essential Features
14	Reward System
16	School Systems
25	Tier 2
27	Appendices

# Letter from the Principal

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Dear Wedderburn College SWPBS Team Members and Staff,

This handbook provides a summary of the work undertaken between 2018 and 2025, as well as an overview of the priorities and directions for future development. It is intended as a living document, to be updated and refined as the school continues its journey through the phases of the SWPBS framework. The handbook includes key documents developed by the SWPBS team in consultation with staff and reflects both the evolving needs of our students and the strategic direction of Wedderburn College.

At the conclusion of the 2018 school year, the SWPBS team worked collaboratively with staff to develop the School-wide Expected Behaviour Matrix. Following a full year of implementation, the matrix was comprehensively reviewed at the end of 2019 and subsequently revised. The School-wide Expected Behaviours align with the school values of Respect, Responsibility and Resilience, and clearly outline expectations across classrooms, corridors, the yard, the KLC, and all learning and shared spaces.

A major focus of the SWPBS team in 2019 was the development of a tangible acknowledgement and rewards system. This included the introduction of Burn Bucks, Gotcha Cards and the Burn Bank Shop. Dedicated SWPBS celebration days were held, during which students were able to exchange Burn Bucks for items such as barbeque food, hot dogs, chocolates and Zooper Doopers. These initiatives were designed to acknowledge positive student behaviour and strengthen school spirit and a sense of community.

In 2023, Wedderburn College successfully achieved GOLD accreditation in SWPBS. From 2023 to 2025, the team placed a strong emphasis on strengthening Tier 2 supports, including the implementation of Check-In/Check-Out and, more recently, Check and Connect. In Term 4, 2025, members of the team hosted an SWPBS Open Day, showcasing the breadth of SWPBS practices and supports in place at Wedderburn College.

Congratulations to the SWPBS team and all staff at Wedderburn College for their sustained commitment, belief in students, and dedication to creating a positive and supportive learning environment.

Thank you for the opportunity to work alongside such exceptional and dedicated school staff.

Danny Forrest

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## 2026 Team



**Dean Lockhart**  
**Assistant Principal**  
**Chair & Team Leader**



**Emma Milne**  
**Teacher**  
**Coordinator**



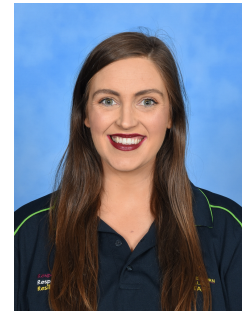
**Ben Pettifer**  
**Teacher**  
**Team Member**



**Kerry Walker**  
**Wellbeing**  
**Coordinator**  
**Behaviour Expertise**  
**& Team Member**



**Errin Leach**  
**Parent/Carer**  
**Representative**  
**Team Member**



**Maddison Postle**  
**Teacher**  
**Team Member**



**Tanya Chalmers**  
**Teacher**  
**Burnbank**



**Mark Gretgrix**  
**Teachers**  
**Burnbank**



**Danny Forrest**  
**Principal**

## What is SWPBS?

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### *School Wide Positive Behaviour Supports*

School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures.

SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction.

Students and staff benefit from:

- > increased respectful and positive behaviour.
- > increased time focused on instruction.
- > improved social-emotional wellbeing.
- > positive and respectful relationships among students and staff.
- > increased adoption of evidence-based instructional practices.
- > a predictable learning environment with improved perceptions of safety and increased attendance.

SWPBS can be implemented in any school setting to support students from Foundation through to Year 12. The framework supports schools to identify and successfully implement evidence-based whole-school practices to enhance learning outcomes for children and young people.


School Wide Positive Behaviour Supports (SWPBS) is a three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kind of school where all students are successful.


SWPBS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behaviour through systems change.

When it's implemented well, students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.

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## Our SWPBS Matrix The Expected Behaviours





WEDDERBURN  
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# SWPBS Expected Behaviour Matrix

	We are Respectful dhelk djuwima	We are Responsible detet guwa	We are Resilient baltj
<b>ALWAYS IN ALL AREAS</b>	I will... <ul style="list-style-type: none"> <li>Follow directions of all staff</li> <li>Include, help and listen to others</li> <li>Use manners and kind words</li> <li>Keep my hands, feet and objects to myself</li> </ul>	I will... <ul style="list-style-type: none"> <li>Be an active learner</li> <li>Be an upstander</li> <li>Always wear my school uniform</li> <li>Always complete my classwork and home work</li> <li>Actively participate</li> <li>Be honest and own my actions</li> <li>Share and take turns</li> <li>Create a safe and tidy environment</li> </ul>	I will... <ul style="list-style-type: none"> <li>Keep trying</li> <li>Focus on what I can control</li> <li>View situations positively</li> <li>Always keep a sense of humour</li> <li>Identify and manage my emotions</li> <li>Be a problem solver</li> <li>Build and look after friendships</li> </ul>
<b>INSIDE</b>	I will... <ul style="list-style-type: none"> <li>Use my inside voice</li> <li>Raise my hand and wait</li> <li>Be patient and calm</li> <li>Walk</li> </ul>	I will... <ul style="list-style-type: none"> <li>Arrive on time ready to learn</li> <li>Line up quickly and quietly</li> </ul>	
<b>OUTSIDE</b>	I will... <ul style="list-style-type: none"> <li>Play safely and by the rules</li> </ul>	I will... <ul style="list-style-type: none"> <li>Stay in bounds</li> </ul>	

























WEDDERBURN COLLEGE SCHOOL WIDE BEHAVIOUR SUPPORTS



# Our SWPBS Picture Matrix The Expected Behaviours

 WEDDERBURN COLLEGE

## SWPBS Expected Behaviour Matrix

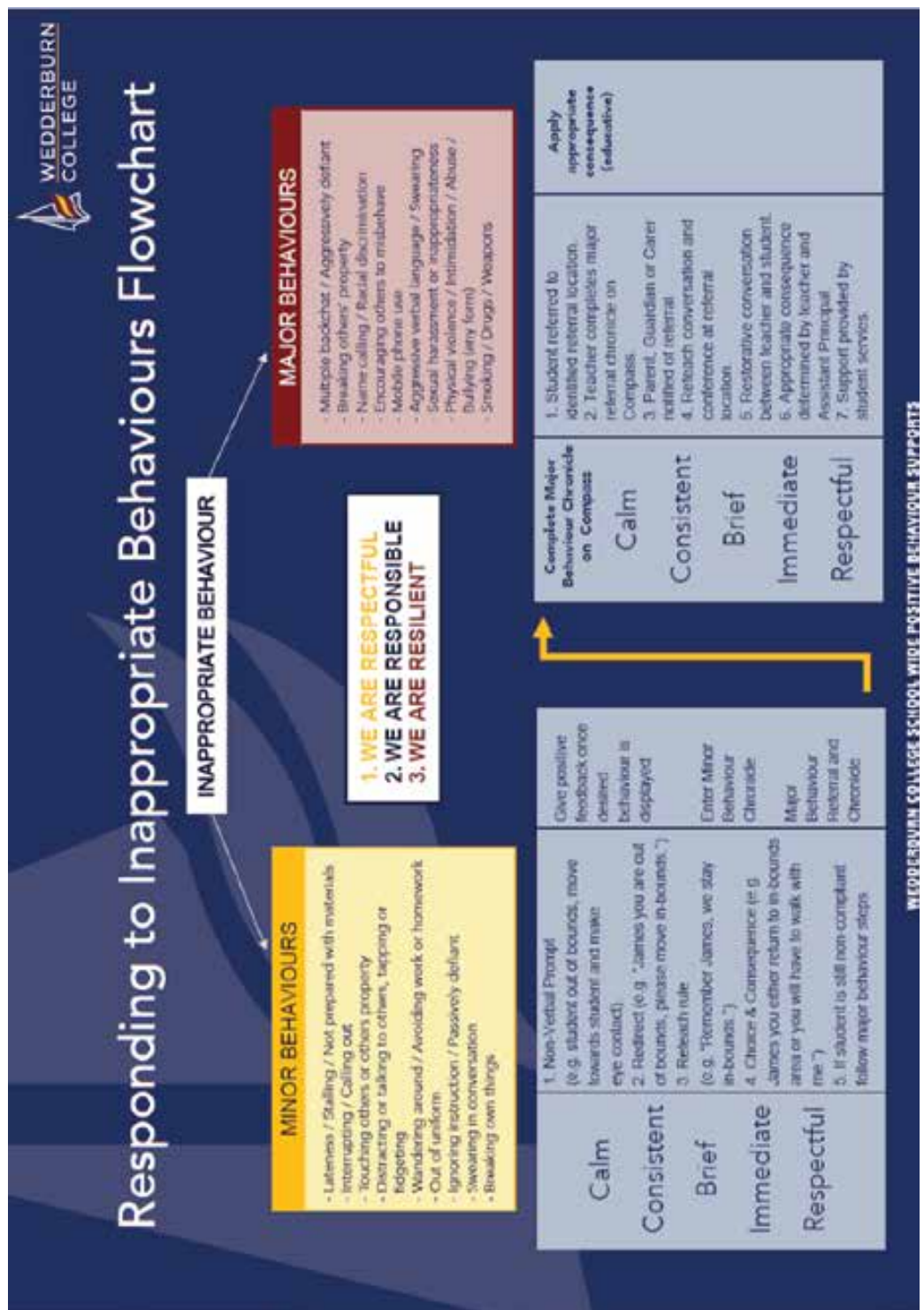
	We are Respectful	We are Responsible	We are Resilient
ALWAYS IN ALL AREAS	<p>I WILL...</p> <ul style="list-style-type: none"> <li> Follow directions of all staff</li> <li> Include, help and listen to others</li> <li> Use manners and kind words</li> <li> Keep my hands, feet and objects to myself</li> </ul>	<p>I WILL...</p> <ul style="list-style-type: none"> <li> Be an upstander</li> <li> Be honest and own my actions</li> <li> Always wear my school uniform</li> <li> Always complete my classwork and homework</li> <li> Put rubbish in the bin</li> <li> Participate Share and take turns</li> <li> Create a safe and tidy environment</li> </ul>	<p>I WILL...</p> <ul style="list-style-type: none"> <li> View situations positively</li> <li> Accept when routines change</li> <li> <b>Size of the Problem</b> Small Problem (Green), Medium Problem (Yellow), Big Problem (Orange), Super Problem (Red)</li> <li> Be a problem solver</li> <li> Keep trying</li> <li> Focus on what I can control</li> <li> Always keep a sense of humour Build and look after friendships</li> </ul>
INSIDE	<p>I WILL...</p> <ul style="list-style-type: none"> <li> Raise my hand and wait</li> <li> Use my inside voice</li> <li> Walk</li> <li> Be patient and calm</li> </ul>	<p>I WILL...</p> <ul style="list-style-type: none"> <li> Arrive on time ready to learn</li> <li> Line up quickly and quietly</li> <li> Stay on task</li> </ul>	<p>I WILL...</p> <ul style="list-style-type: none"> <li> Identify and manage my emotions</li> </ul>
OUTSIDE	<p>I WILL...</p> <ul style="list-style-type: none"> <li> Play safely and by the rules</li> </ul>	<p>I WILL...</p> <ul style="list-style-type: none"> <li> Stay in bounds</li> </ul>	

WEDDERBURN COLLEGE SCHOOL WIDE BEHAVIOUR SUPPORTS



# Responding to Inappropriate Behaviours Flowchart

At Wedderburn College, staff use the Responding to Inappropriate Behaviours Flowchart to ensure a consistent, fair and supportive approach when addressing student behaviour. The flowchart guides staff in determining the level of response required and supports timely, appropriate decision-making aligned with the SWPBS framework.



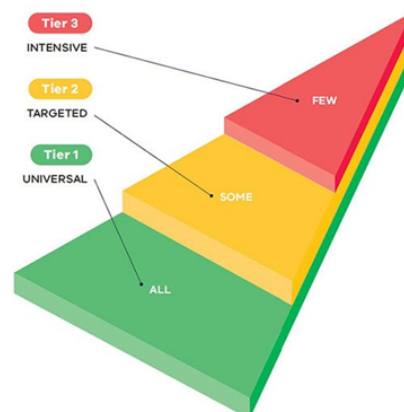
# The Multi-Tiered Framework

## *The Multi-Tiered Framework*

A Multi-Tiered System of Support (MTSS) is a data-driven, problem-solving framework to improve outcomes for all students. MTSS relies on a continuum of evidence-based practices matched to student needs. SWPBS is an example of MTSS centred on social behaviour.

### *Three Tiers of Support*

MTSS emerged as a framework from the work conducted in public health emphasizing three tiers of prevention. Schools apply this model as a way to align to academic, behavioural, social, and emotional supports to improve education for all students. It's important to remember these tiers refer to levels of support students receive, not to students themselves. Students receive Tier 2 supports; they are not Tier 2 students.



### *Tier 1: Universal Prevention (All)*

Tier 1 supports serve as the foundation for behaviour and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and to prevent future problems.

### *Tier 2: Targeted Prevention (Some)*

This level of support focuses on improving specific skill deficits students have. Schools often provide Tier 2 supports to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit core programs at the school.

# The Multi-Tiered Framework

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## *Tier 3: Intensive, Individualized Prevention (Few)*

Tier 3 supports are the most intensive supports the school offers. These supports are the most resource intensive due to the individualised approach of developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student's need and to develop an individualized support plan. Student plans often include goals related to both academics as well as behaviour support.

## *Key Components at Every Tier*

Each tier has its own set of systems and practices, but some key components appear across every level. Each of these features needs to be present in order for MTSS to be implemented with fidelity.

- > Practices are based on evidence to be effective in a similar context with similar populations.
- > Practices are organised along a tiered continuum beginning with strong universal supports followed by intensified interventions matched to student needs.
- > Data are collected and used to screen, monitor, and assess student progress.
- > Resources are allocated to ensure systems and practices are implemented with fidelity over time.

## *Explore the Evidence Base for SWPBS*

At its foundation, SWPBS is a framework supported by research spanning decades. Study after study confirms the positive impact these tiered systems and practices have on improving student outcomes. The evaluation brief, "Is School-wide Positive Behaviour Support an Evidence-based Practice?" and the article "Examining the Evidence Base for School-wide Positive Behaviour Support" each lay out some of the research and provide additional resources to explore the topic further.

## Seven Essential Features of Universal Prevention: Tier 1

### ***Students should:***

Cooperate and follow a teacher's direction and instruction

Respect their peers, staff, teacher resources, school property and the rules

Not argue back

Contain their emotions and prevent swearing at others

Respect that other students want to learn

Use appropriate behaviour and language at all times

Respect other people's opinions

Be prepared to learn / come prepared for all classes

Expect consequences with bad behaviour

Wear full school uniform

Follow through with punishments respectfully

### ***Teachers should:***

Treat every student equally / have a standard for everybody in terms of behaviour

Not hold grudges, rather, encourage positive vibes and environments

Encourage professionalism

Ask students if they need assistance and help them if they need or require thorough assistance

Inspire their students

Encourage their students to study more, and ask students what their preferred method of learning is

Aim to make their students want to come to school instead of being the reason they don't want to come to school

Explain things in different ways depending on who they are explaining it too

Be clear about what they want and their expectations

Explain work extensively to students if needed

Prepare not to be liked by every student

Come prepared to teach

Elaborate their teaching to suit students

Build positive connections with students

Follow through with consequences

Explain things before asking students to do the required task / do more one on one work with students who don't understand

Not let personal issues or feelings affect their teaching or bring school issues outside of school

Make catch up homework more accessible when students have been away

Decrease the use of technology

## Seven Essential Features of Universal Prevention: Tier 1

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### Upstander

While it can be hard to see someone being bullied in person or online, it's even harder to be the person being bullied.

We can all do something helpful. We can all be upstanders.

An Upstander is a person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being bullied.

Or

An Upstander is someone who takes action against bullying behaviour. When an Upstander sees someone being bullied, they do something about it. They help to stop the bullying from happening, or they support the person who's being bullied.

### How to be an Upstander

#### ***Be a friend to the person being bullied***

Let the person being bullied know that you're there for them. Let them know that you've noticed the bullying and you've got their back whenever they need it.

#### ***Shift the focus***

Try to interrupt the bullying - ask the person who is being bullied for their help with something, like an assignment, or invite them to sit with you.

If you're friends with the person doing the bullying, try to divert their attention from the person they're bullying. Try asking if they can help you out with a problem.

#### ***Leave the situation, and then act***

Sometimes it's best to walk away and think about what you can do to help - especially if you feel unsafe. The bullying will probably last longer if there's an audience, even if no one else is joining in directly.

## Seven Essential Features of Universal Prevention: Tier 1

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### How to be an Upstander cont.

#### *Call the person out*

Speaking up while the bullying is happening can be scary, but it can make a big difference. If you feel safe, step in and call the person out on their bullying behaviour. Be direct, calm and confident, and let them know that their behaviour isn't okay. Try not to call them a bully but tell them that what they are saying and doing isn't okay. It can help to have some backup, so chat to a close friend beforehand and try to get their support.

#### *Ask for help*

Support the person who is being bullied to ask for help. Offer to go with them to ask for help, or point them towards some useful information. If the bullying is happening online, you can help them to block and report the person who is bullying them or help them to find out how to do this.

It might be time to take things further if the bullying is getting out of hand and you're worried about the person's safety. You may need to report the bullying to a trusted adult such as a teacher, school counsellor or parent.

#### *If you see bullying happening online, you can:*

The same rule applies online. Sharing or 'liking' bullying posts can make things worse for the person being bullied. Instead, remove yourself from the situation and say something to the person who's doing the bullying later on. You can do this via a message if speaking face-to-face isn't your thing.

*See Appendix B for Upstander Matrix*

## Reward System

### Tangible Rewards

**1. Green Chronicles – (5 Burn Bucks)** For every Positive Expected Behaviour Chronicle that a student receives, they will receive 5 Burn Bucks.

**2. Burn Buck (10 Burn Bucks)** – A burn buck is blue; plastic and coin like in nature that can be awarded for one off expected behaviour from our matrix. As with the GOTCHA card, when issuing the burn buck, you must state the value and then the expected behaviour, give verbal praise and recognition and then issue the burn buck. For example, 'Great job in being resilient. For example, 'Great job in being resilient (value) for continuing to keep trying (expected behaviour) to achieve your goal, well done here is your burn buck.'



**3. GOTCHA Cards (15 Burn Bucks)** – Each school value has its own GOTCHA card, gold for Resilience, blue for Responsibility and burgundy for Respectful. GOTCHA cards are

issued to students when repeated expected behaviour from the matrix is achieved. When issuing a GOTCHA card, you must state the value and then the achieved expected behaviour, give verbal praise and recognition, then issue the card. For example, 'Thank-you for being responsible (value) for following directions of the teacher (expected behaviour), excellent work and here is your GOTCHA card, great job! Each GOTCHA card is worth 15 burn bucks and can be banked at the Burn' Bank where students can choose to save or spend their burn bucks on prizes or gifts.



## Seven Essential Features of Universal Prevention: Tier 1

### Essential Feature 5: Acknowledging Expected Behaviours

#### Tangible Rewards cont.

**4. Upstander Card (30 Burn Bucks)** – The Upstander card is issued to students when students display characteristics of an Upstander such as speaking or acting in support of an individual or cause. As when delivering the GOTCHA Cards, teachers must state the card given and how the student achieved this. For example, *“Thank you for being an Upstander by speaking in defence of Dean.”* OR *“Thank you for showing your support of Dean; you have displayed our expected behaviour of being an Upstander, excellent work.”*

**Burn Bank** – is where students can bank their burn bucks (GOTCHA cards and burn buck). Students can either spend or save their burn bucks for gifts and prizes that the burn bank has on offer as well as using them for special SWPBS days, such as a SWPBS BBQ.

The class SRC representatives records burn buck totals and delivers blue tokens and recorded totals to Burn Bank Coordinator.





## SWPBS School Systems

### System: Entering and exiting the classroom

<b>Why</b>	<ul style="list-style-type: none"> <li>● To create a predictable, orderly and safe access and exit of classrooms</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>● At the beginning and end of all classes</li> <li>● After excursions/incursions</li> <li>● During classes</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>● Classrooms/library/KLC</li> </ul>
<b>What / How</b>	<ul style="list-style-type: none"> <li>● Arrive on time ready to learn</li> <li>● Line up quickly &amp; quietly outside the classroom</li> <li>● Enter the classroom patiently &amp; calmly through the main doors.</li> <li>● Exit classroom in an orderly manner</li> <li>● Leave the environment tidy/put rubbish in the bin</li> <li>● Place chairs on tables if you are the last to use the room for the day (Mon-Thurs). Leave chairs tucked in on a Friday</li> </ul>
<b>Further actions</b>	<ul style="list-style-type: none"> <li>● Re-evaluate the procedure each year</li> </ul>

## SWPBS School Systems

### System: Excursions

<b>Why</b>	<ul style="list-style-type: none"> <li>● To demonstrate a positive relationship with the wider community.</li> <li>● To ensure the safety of all students and staff - in and out of the school grounds, all students are accounted for.</li> </ul> <p>To ensure consistent school wide approach with clear roles and expectations for all students, staff, and guardians.</p>
<b>When</b>	<ul style="list-style-type: none"> <li>● Excursions - depart and arrive</li> <li>● Excursions – onsite at location</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>● The bus stop or designated waiting area</li> <li>● Bus parking zone</li> <li>● Offsite excursion location</li> </ul>
<b>What / How</b>	<p><u>Prior to excursion</u></p> <ul style="list-style-type: none"> <li>● Event documentation completed and approved via Compass 3 weeks prior to the event</li> <li>● Relevant assessments completed and approved – risk register and excursion documentation</li> <li>● Ensure bus/transport arrangements are confirmed</li> <li>● Student medicals checked and guardian consent obtained by the deadline</li> <li>● First-aid organised and arranged</li> <li>● Rolls marked on Compass</li> <li>● Ensure appropriate clothing/footwear is worn by students, staff, and volunteers.</li> </ul> <p><u>While on excursions</u></p> <ul style="list-style-type: none"> <li>● Ensure adequate supervision is always provided</li> <li>● Students expected to follow the outlined behaviour expectations</li> <li>● Ensure that all students are accounted for prior to departure.</li> </ul> <p><u>Arrival at School following Excursions</u></p> <ul style="list-style-type: none"> <li>● Students to exit the bus in a calm, polite and orderly manner</li> <li>● Students to access the school grounds via the gate at the bus shelter on Hospital St</li> <li>● Walk calmly and meet at the agreed area when instructed</li> <li>● If arrival is prior to end of day/session, walk calmly and wait at the agreed area. Staff to supervise until dismissed at 3.25pm or return to scheduled classes</li> <li>● If arrival after school hours staff to wait until all students have been collected. Keep leadership and front office updated with the expected arrival time. Office to communicate this with guardians.</li> </ul>
<b>Further actions</b>	<ul style="list-style-type: none"> <li>● Follow up with the bus company and VicRoads to ensure the bus is able to park in the safest location.</li> <li>● Re-evaluate the procedure each year</li> </ul>

## SWPBS School Systems

### System: Bus

<b>Why</b>	<ul style="list-style-type: none"> <li>● To create orderly access onto the bus - students should access the bus in a calm and polite manner</li> <li>● To demonstrate a positive relationship with the bus drivers and the wider community</li> <li>● To ensure the safety of all students - in and out of the school grounds.</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>● Excursions - depart and arrive</li> <li>● Home-School arrivals</li> <li>● School-Home departures</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>● The bus stop and waiting area- Hospital Street</li> <li>● Access/Exit via the bus shelter adjacent to Hospital Street</li> <li>● Bus parking zone</li> </ul>
<b>What / How</b>	<p><u>Departure from school</u></p> <ul style="list-style-type: none"> <li>● Meet at the agreed location when instructed (bus shelter)</li> <li>● Be present at agreed time before departure of excursions</li> <li>● Assigned staff or bus captains to ensure student remain seated until instructed to board the bus or clear the bus shelter</li> <li>● If applicable, follow the bus seating plan</li> <li>● Students to access the bus in a calm, polite and orderly manner</li> <li>● Staff and bus captains to cross check numbers allowed with the bus driver.</li> <li>● Staff or bus captains are to ensure all students are seated and all seats are taken. Seatbelts fastened if accessible.</li> <li>● All primary school students are seated in the bus groups, on bus shelter seating</li> </ul> <p><u>Arrival at School (including Excursions)</u></p> <ul style="list-style-type: none"> <li>● Bus to park with passenger door in line with the bus stop gate.</li> <li>● Students to exit the bus in a calm, polite and orderly manner.</li> <li>● Students to access the school grounds via the gate at the bus shelter on Hospital St</li> <li>● Walk calmly and meet at the agreed area when instructed.</li> </ul> <p>Excursions:</p> <ul style="list-style-type: none"> <li>● If arrival is prior to end of day/session, walk calmly and wait at the agreed area until dismissed by staff member.</li> </ul>
<b>Further actions</b>	<ul style="list-style-type: none"> <li>● Follow up with the bus company and VicRoads to ensure the bus is able to park in the safest location.</li> <li>● Re-evaluate the procedure each year</li> </ul>



## SWPBS School Systems

### System: Accessing the Office, including Sick Bay/First Aid

<b>Why</b>	<ul style="list-style-type: none"> <li>● To aid an orderly office environment for office staff.</li> <li>● To ensure a consistent school wide approach with clear roles and expectations for all staff and students.</li> <li>● To reduce class disruptions.</li> <li>● To avoid unnecessary office interruptions.</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>● Accessing the office for administrative or first aid requirements.</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>● Office</li> </ul>
<b>What / How</b>	<ul style="list-style-type: none"> <li>● Students should only be accessing the office at the beginning of the day or during break times</li> <li>● Students can access the office during class with a teacher note in their diary or a phone call to the office, this includes:             <ul style="list-style-type: none"> <li>○ first aid</li> <li>○ other administrative tasks required by the staff member for the class.</li> </ul> </li> <li>● Follow the moving around school and entering/exiting procedure</li> <li>● Establish appropriate voice level for the task</li> <li>● Be respectful and follow direction of office staff.</li> </ul> <p>First Aid:</p> <ul style="list-style-type: none"> <li>• Contact parent or guardian if deemed necessary to go home or seek further medical advice</li> <li>• If student cannot be picked up, they will remain supervised in the first aid room</li> <li>• If emergency contact is able to pick up their students, they will need to sign out at the office</li> </ul>
<b>Further actions</b>	<ul style="list-style-type: none"> <li>● Continue to reinforce with students about necessary office visits and appropriate behaviour in the office space.</li> </ul>

## SWPBS School Systems

### System: Accessing the Office- Early Departure

<b>Why</b>	<ul style="list-style-type: none"> <li>● To maintain a smooth transition when in the office space for early departure</li> <li>● To ensure a consistent school wide approach with clear roles and expectations for all staff and students</li> <li>● To reduce class disruptions.</li> <li>● To avoid unnecessary office interruptions.</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>● Accessing the office when departing early</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>● Office</li> </ul>
<b>What / How</b>	<ul style="list-style-type: none"> <li>● Students should present to the Front Office</li> <li>● Students should explain reason for departure (a note, email or phone call from parent should be presented)</li> <li>● Unless previously arranged, guardians need to sign their student out</li> <li>● Students should wait for the administration staff or guardian to sign them out</li> <li>● Move calmly and quietly</li> <li>● Be respectful and follow direction of office staff.</li> </ul>
<b>Further actions</b>	<ul style="list-style-type: none"> <li>● Continue to reinforce with students about necessary office visits and appropriate behaviour in the office space.</li> </ul>

### System: Accessing the Office- Late Arrival

<b>Why</b>	<ul style="list-style-type: none"> <li>● To create an orderly office environment for office staff.</li> <li>● To ensure a consistent school wide approach with clear roles and expectations for all staff and students.</li> <li>● To reduce class disruptions.</li> <li>● To avoid unnecessary office interruptions.</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>● Accessing the office when arriving late</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>● Office</li> </ul>
<b>What / How</b>	<ul style="list-style-type: none"> <li>● Students should present to the sign in/sign out at the front office</li> <li>● Students should wait for the administration staff to enter late arrival on compass</li> <li>● Move to timetabled classroom</li> <li>● Establish appropriate voice level for the task</li> </ul>
<b>Further actions</b>	<ul style="list-style-type: none"> <li>● Continue to reinforce with students about necessary office visits and appropriate behaviour in the office space.</li> </ul>

## SWPBS School Systems

### System: Using the bathroom

<b>Why</b>	<ul style="list-style-type: none"> <li>● Expectations for both in class and break times</li> <li>● Student safety</li> <li>● Student responsibility</li> <li>● Appropriate use of toilet facilities</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>● Students leave the classroom for toilet breaks</li> <li>● Using toilets during break times</li> <li>● Using toilets on excursions</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>● Student Toilets</li> <li>● Excursion Toilets</li> </ul>
<b>What / How</b>	<ul style="list-style-type: none"> <li>● Class Time             <ul style="list-style-type: none"> <li>○ Seek permission from teacher and diary signature</li> <li>○ One student at a time to use bathroom</li> <li>○ Time limit expectation</li> <li>○ Limit toilet visits during learning time</li> <li>○ Move between toilet and classroom in a quick, quiet and calm manner.</li> </ul> </li> <li>● Breaks             <ul style="list-style-type: none"> <li>○ Toilets are to be used for bathroom purposes only</li> <li>○ Enter and leave from exterior doors</li> <li>○ Leave toilets in clean condition.</li> </ul> </li> <li>● Excursion             <ul style="list-style-type: none"> <li>○ Seek permission from staff</li> <li>○ Make sure that you have a partner</li> <li>○ Avoid engaging with members of the community</li> <li>○ Return immediately to your supervising teacher.</li> </ul> </li> <li>● AT ALL TIMES USE THE TOILETS WITH RESPECT AND CARE</li> </ul>
<b>Further actions</b>	<ul style="list-style-type: none"> <li>● Consider some kind of record for data collection</li> </ul>

## SWPBS School Systems

### System: Whole College Assembly

<b>Why</b>	<ul style="list-style-type: none"> <li>● Community Spirit/Culture (supports uniform/unity)</li> <li>● To create an orderly community environment – students should enter, exit and participate in the assembly area ready to listen and participate</li> <li>● To ensure there is a consistent school-wide approach with clear roles and expectations for all staff and students.</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>● During whole school assemblies, special event assemblies and impromptu whole school addresses.</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>● Main assembly points which include but not limited to the KLC, Library Courtyard, oval and any predetermined or special event area. This could include offsite evacuation.</li> </ul>
<b>What / How</b>	<ul style="list-style-type: none"> <li>● On arrival at designated assembly area students will enter the space quietly and enact the assembly protocol with regard to seating, paying attention, listening participating and leaving the space.</li> <li>● Presenters at whole school assemblies will follow the assembly running sheet.</li> </ul> <p><u>Assembly Protocol</u></p> <ul style="list-style-type: none"> <li>● Seating is as follows with a clear aisle between each community. Students in each class to make 2 lines.</li> <li>● Students to come to attention by responding to hand up signals from Student presenters and/or staff.</li> <li>● Student to listen for their turn to leave the assembly location.</li> </ul>
<b>Further actions</b>	<ul style="list-style-type: none"> <li>● Re-teach assembly protocols including responding to the hand up signal.</li> <li>● Practice the assembly seating protocol in a range of spaces.</li> </ul>

## SWPBS School Systems

### System: Mobile Phone

<b>Why</b>	<ul style="list-style-type: none"> <li>● To follow the Victorian Government Ministerial Order around Mobile phones</li> <li>● To ensure a consistent school wide approach with clear roles and expectations for all staff and students.</li> <li>● To reduce class disruptions.</li> <li>● To reduce cyberbullying in school</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>● All times</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>● School site between 9.00am – 3.15pm</li> <li>● Consistent expectation 8:40am-3:24pm</li> </ul>
<b>What / How</b>	<ul style="list-style-type: none"> <li>● Students should turn off their mobile phone before entering the building</li> <li>● Students should place their mobile phones in their locked locker</li> <li>● Students should only turn on mobile phone at the conclusion of the school day</li> <li>● Should not be taken to class or during breaks</li> </ul>
<b>Further actions</b>	<ul style="list-style-type: none"> <li>● Continue to reinforce with students about the mobile phone policy</li> <li>● Contact procedures i.e. contacting parents via</li> </ul>

### System: Accessing the College Cafe

<b>Why</b>	<ul style="list-style-type: none"> <li>● To create a calm and orderly College Café</li> <li>● To ensure a consistent school wide approach with clear roles and expectations for all staff and students.</li> <li>● To reduce noise and issues within the College Cafe</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>● Accessing the College Café</li> </ul>
<b>Where</b>	<ul style="list-style-type: none"> <li>● College Café</li> </ul>
<b>What / How</b>	<ul style="list-style-type: none"> <li>● Students should present to the appropriate line</li> <li>● Use my inside voice</li> <li>● Only students who are rostered on can assist in the College Café under supervision</li> <li>● Staff/students must follow food handling protocols</li> <li>● Primary students can place orders in the lunch order tubs provided in their classrooms before school</li> <li>● Secondary students can place orders in the appropriate box at the College Café</li> <li>● Be respectful and follow direction of all staff</li> <li>● Students should place all rubbish in the bin</li> </ul>
<b>Further actions</b>	<ul style="list-style-type: none"> <li>● Continue to reinforce with students appropriate behaviour in the College Café space.</li> </ul>

## **SWPBS School Systems**

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### **Why do we explicitly teach expected behaviours?**

Introducing, modelling and reinforcing positive social behaviours is an important step of a student's educational experience. Explicitly teaching our behavioural expectations and acknowledging student for demonstrating them is key to success.

### **How do we teach expected behaviours?**

TELL – Introduce the expected behaviours and discuss why it is important.

SHOW – Demonstrate and model

PRACTICE – Role play expected behaviours in relevant contexts MONITOR –

Pre correct, supervise and provide positive feedback RETEACH – Practice throughout the day

### **Where do we teach expected behaviours?**

- In every classroom throughout the school
- Everywhere in the school in all school activities
- In each community and whole school assembly

### **When do we teach our expected behaviours?**

- At the beginning of school year
- Often enough to achieve and maintain fluency
- Before times when problem behaviours tend to increase
- Ongoing throughout the year (refresher lessons in advisory)
- At teachable moments
- Homeroom and Huddle time - using lesson plans that were developed by staff



## Tier 2

As part of our School-Wide Positive Behaviour Support (SWPBS) framework, Tier 2 supports provide targeted assistance for students who may need extra help to meet behavioural and social expectations.

Tier 2 supports are designed for students who:

- Are not yet responding consistently to whole-school (Tier 1) supports
- May require additional structure, feedback, or skill development
- Benefit from short-term, targeted interventions

At Wedderburn College, a Student Identification Flowchart (Appendix E - Page 30) is used to guide the consistent identification of students who may require additional behavioural or wellbeing support and to determine appropriate interventions within the SWPBS framework.

Students who may benefit from Tier 2 interventions are identified through a combination of:

- Whole-school behaviour and wellbeing data
- Universal screening tools, including SAEBRs
- Student Nomination Form (Appendix F - Page 31)

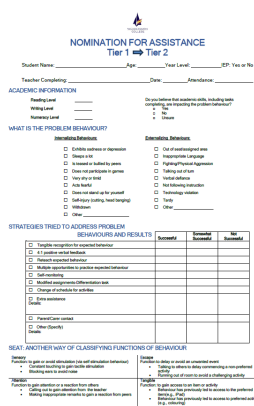
Parents and carers are encouraged to engage in this process and may submit a nomination form to request additional support for their child.

Once identified, students may be placed on a targeted intervention cycle of two blocks of 4–6 weeks, which may include Check-In/Check-Out (CICO) or Check and Connect. These interventions are designed to provide additional structure, regular feedback, and positive adult connections to support the development of appropriate behaviours and engagement with learning.

Homeroom teachers work collaboratively with students to develop clear, achievable behaviour and learning goals aligned with school expectations. Each day begins with a Check-In, where students engage in a positive conversation with their homeroom teacher and reflect on their previous day. Throughout the school day, subject teachers provide feedback by rating the student's progress towards their goals. At the conclusion of the day, students participate in a Check-Out to reflect on their success and plan for the following day.

At the conclusion of the intervention cycle, student progress is reviewed using collected data. Parents and carers will receive written feedback outlining the student's progress against identified goals and any recommended next steps, including continuation, modification, or exit from the intervention.

*Note: Students may return to Tier 2 supports the next cycle despite successful completion on the previous cycle.*



**NOMINATION FOR ASSISTANCE**  
Tier 1 to Tier 2

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Year Level: \_\_\_\_\_ (2017 Year 10 No)

Teacher Contacting: \_\_\_\_\_ Date: \_\_\_\_\_

**ACADEMIC INFORMATION**

Priority Level: \_\_\_\_\_

Referral Level: \_\_\_\_\_

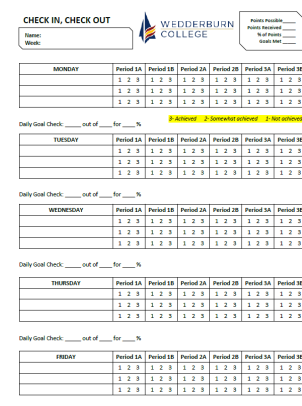
Formal Case: \_\_\_\_\_

**WHAT IS THE PROBLEM BEHAVIOUR?**

**Interventions Tried:**

**STRATEGIES TRIED TO ADDRESS PROBLEM BEHAVIOURS AND RESULTS**

**SEAT: ANOTHER WAY OF CLASSIFYING FUNCTIONS OF BEHAVIOUR**



**CHECK IN, CHECK OUT**

Name: \_\_\_\_\_

Week: \_\_\_\_\_

Points Possible: \_\_\_\_\_

Points Received: \_\_\_\_\_

Self Points: \_\_\_\_\_

Teacher Points: \_\_\_\_\_

MONDAY	Period 1A	Period 1B	Period 2A	Period 2B	Period 3A	Period 3B
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Daily Goal Check: \_\_\_\_\_ out of \_\_\_\_\_ for \_\_\_\_\_ %

**TUESDAY**

Period 1A	Period 1B	Period 2A	Period 2B	Period 3A	Period 3B
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Daily Goal Check: \_\_\_\_\_ out of \_\_\_\_\_ for \_\_\_\_\_ %

**WEDNESDAY**

Period 1A	Period 1B	Period 2A	Period 2B	Period 3A	Period 3B
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Daily Goal Check: \_\_\_\_\_ out of \_\_\_\_\_ for \_\_\_\_\_ %

**THURSDAY**

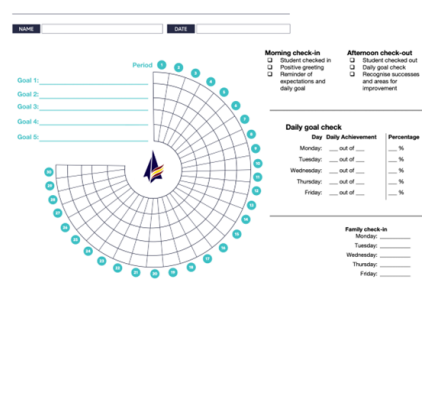
Period 1A	Period 1B	Period 2A	Period 2B	Period 3A	Period 3B
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Daily Goal Check: \_\_\_\_\_ out of \_\_\_\_\_ for \_\_\_\_\_ %

**FRIDAY**

Period 1A	Period 1B	Period 2A	Period 2B	Period 3A	Period 3B
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Daily Goal Check: \_\_\_\_\_ out of \_\_\_\_\_ for \_\_\_\_\_ %



**MORNING CHECK-IN**

Student checked in:

Positive greeting:

Respectful of expectations and daily goal:

**AFTERNOON CHECK-OUT**

Student checked out:

Daily goal check:

Recognised successes and skills for achievement:

**Daily goal check**

Day	Daily Achievement	Percentage
Monday	... out of ...	%
Tuesday	... out of ...	%
Wednesday	... out of ...	%
Thursday	... out of ...	%
Friday	... out of ...	%

**Family check-in**

Monday: \_\_\_\_\_

Tuesday: \_\_\_\_\_

Wednesday: \_\_\_\_\_

Thursday: \_\_\_\_\_

Friday: \_\_\_\_\_

## Tier 2 - Check and Connect

A second Tier 2 strategy we have trialled at Wedderburn College is the Check and Connect. This intervention is more intensive and involves check ins most mornings with reflections on student data and how they have gone across a day.

This intervention is usually used for attendance, however we have adapted this to meet our expected behaviours as well. It encourages positive and strong relationships between the mentor and mentee.

Below is an example of a template as of December 2025.

### CHECK & CONNECT

Student \_\_\_\_\_ Year Level \_\_\_\_\_ Mentor \_\_\_\_\_

CHECK																						
Academic Data		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	
Attendance																						
Homework Check In																						
Behaviour Data		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	
Tardy/late																						
Take a break card is used																						
Minor behaviour																						
Major behaviour																						
Detention																						
Suspension																						
Positive Chronicle																						
Burn-buck																						
GOTCHA CARD																						
Upstander card																						
CONNECT																						
Communication		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	
Student	Formal																					
	Informal																					
	With family																					
	Attempt																					
	Spoken with																					
Check in with other teachers																						
Basic Intervention		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	
Share 'check' data																						
Provide regular feedback																						
Intensive Intervention		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	
Facilitate goal setting																						
Discuss academic progress																						
Discuss behaviour & supports																						
MONTHLY SUMMARY OF CASE NOTES																						
Date										Notes												
Goal	Attendance																					
	Engagement																					
	Going forward																					



# Appendices

## Appendix A - Creating Successful Classrooms

### CREATING SUCCESSFUL CLASSROOMS Respect, Responsibility & Resilience

#### 1 PROMPT

- Prompting – Non-Verbal Cues
- Praise and acknowledge specific behaviours – e.g. praise other students who are showing the expected behaviour
- Provide verbal and visual cues
- Eye contact
- Proximity / teacher presence – subtly walk towards the student
- Minimal verbal response
- Gesture / Signal
- The Pause / Stop and wait – give students time to respond
- The look
- Ignore secondary behaviour
- Point to displayed classroom expectations and visuals
- The Pause / Stop and wait – give students time to respond
- Non-verbal acknowledgement e.g. head nod when expected behaviour achieved, smile

#### 3 RETEACH

- Engage in private dialogue – avoids shaming
- State and demonstrate the expected behaviour
- Model and practice classroom routines and behaviours
- Explicitly and frequently teach expected behaviours using a range of teaching strategies
  - Role-play
  - Poster making
  - Writing and counting activities
  - Speaking and listening activities
  - Importance of reflection
- Have student demonstrate
- Have student paraphrase expected behaviour
- Provide immediate feedback

#### 2 REDIRECT

- Restate the expected behaviour / refer to the matrix
- Redirect students by instructing
- Praise and acknowledge specific behaviours from others
- Model and practice Classroom routines and behaviours
- Assist your students to identify why they are not on task / acting out
- Change the environment e.g. seating, activity moderation (incorporate regulation activity: physical movement, listening to relaxing music, mindfulness)
- Know your students: triggers, seating plans, wind down time, preventative actions

#### 4 PROVIDE CHOICE

- Allow students time to make an appropriate choice
- Offer two or three choices that lead to expected behaviour
  - Complete the activity in another room
  - Adjust the order of the activity
  - Offer alternative tools to complete the activity
  - Use alternative activity to accomplish the same instructional objective
- Offer choices "you can show... (respect) by using... (matrix - kind words) now or you can... (logical consequence)"

#### POSITIVE CONVERSATIONS

Show interest.

Build connections.

Greet and acknowledge all students.

Listen actively and without judgement.

Use students' names. Use a calm and measured tone.

Follow up conversations, showing care and empathy.

Use clear and simple language.

Allow students the opportunity to explain their point of view.

Be consistent and respectful

#### 5 CONVERSATION

Conversation with Assistant Principal when referred – If the student is still non-compliant follow the major behaviour steps

## Appendices

### Appendix B - Upstander Poster



**UPSTANDERS!**  
COURAGE - CONFIDENCE

**STAND UP**

**BE A FRIEND**

**BE A HERO**

**TAKE ACTION**

Bullying will stop **85%** of the time within **10 SECONDS** if the bystander becomes an **UPSTANDER** in a non-threatening way.



## Appendices

### Appendix C - Upstander Matrix



WEDDERBURN  
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# BE AN UPSTANDER

Be someone who takes action against unwanted behaviour.

How to be an upstander:

<p><b>STOP</b></p>	<p>I will...</p> <ul style="list-style-type: none"> <li>• Use the stop signal</li> <li>• Speak up</li> <li>• Support other upstanders</li> <li>• Refuse to join in the unwanted behaviour</li> </ul>
<p><b>WALK</b></p>	<p>I will...</p> <ul style="list-style-type: none"> <li>• Walk away</li> <li>• Encourage others to walk away</li> </ul>
<p><b>TALK</b></p>	<p>I will...</p> <ul style="list-style-type: none"> <li>• Tell a trusted adult</li> <li>• Follow up, are you ok?</li> </ul>

WEDDERBURN COLLEGE SCHOOL WIDE BEHAVIOUR SUPPORTS



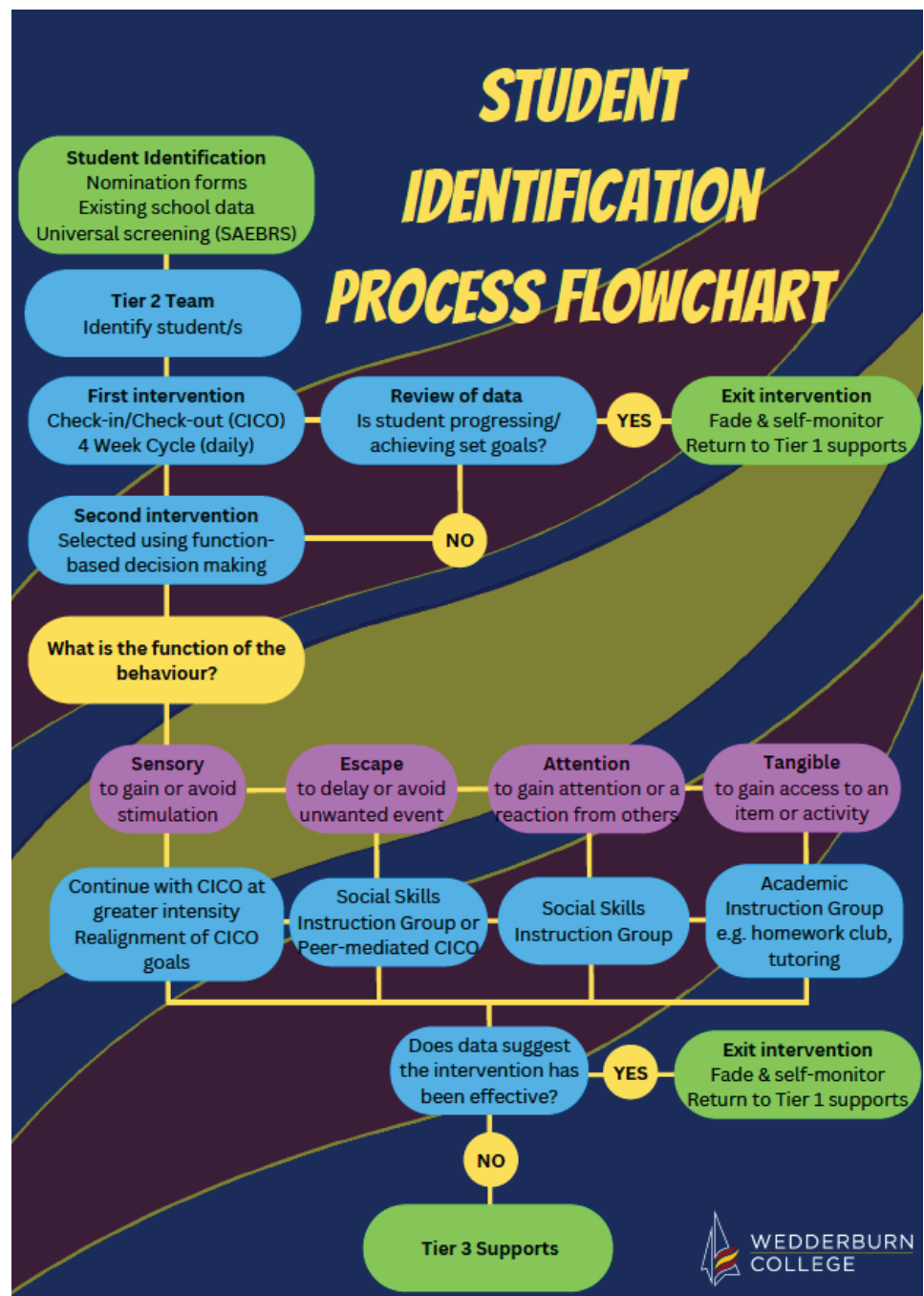
# Appendices

## Appendix D - Student Reinforcement Matrix

STUDENT REINFORCEMENT MATRIX				WEDDERBURN COLLEGE
	When	What	Notes	
<b>Frequent (All of the time)</b>	<ul style="list-style-type: none"> <li>Intangible acknowledgements are always used when we state the value, expected behaviour achieved then positive comment</li> <li>When a student is observed demonstrating a SWPBS expected behaviour (corresponding with focus expected behaviour) they receive a Gotcha Card.</li> <li>Gotcha card shows student name, referring staff name and expected behaviours.</li> <li>Accompanying the tangible reward, an intangible acknowledgement is also given.</li> <li>Burn Bucks and positive green chronicles on Compass are other tangible acknowledgements given to students when achieving expected behaviours on the matrix.</li> </ul>	<ul style="list-style-type: none"> <li>Burn Bucks and Gotcha Cards are carried by all staff.</li> <li>Staff are issued with 7 Gotcha Cards and 10 burn bucks per week.</li> <li>Students receive 3 burn bucks for every green positive chronicle</li> <li>Upstander Gotcha Cards - 30 burn bucks</li> <li>Values Gotcha Cards - 15 Burn bucks</li> <li>Blue Burn Buck - 10 Burn Bucks</li> <li>Positive Green Chronicles - 5 Burn Bucks</li> </ul>	<ul style="list-style-type: none"> <li>SRC leaders provide tally sheet to homeroom teachers and collect Burn Bucks.</li> <li>Teachers or SRC Representative collect and tally Burn Bucks and Gotcha cards for each student.</li> <li>Returned tally sheet and deposited Burn Bucks to Burn Bank Co-ordinator</li> </ul>	
<b>Intermediate (Weekly)</b>	<p><b>Weekly</b></p> <ul style="list-style-type: none"> <li>Students are able to spend their Burn Bucks at the Wedderburn College Burn Bank at the end of each week.</li> </ul> <p><b>Monthly</b></p> <ul style="list-style-type: none"> <li>Once a class reaches an average of 100 Burn Bucks per student they earn a class reward.</li> <li>Burn Bucks from each week are tallied as a whole school total.</li> <li>Once a Semester - Burn Bucks banked and totalled, if 600 banked Burn Bucks achieved on average per student per semester, then whole school enjoys a celebration / reward.</li> </ul>	<ul style="list-style-type: none"> <li>Students can bank Burn Bucks at the Burn Bank</li> <li>Students can purchase tangible rewards using their Burn Bucks</li> </ul> <p><b>Class reward board</b></p> <ul style="list-style-type: none"> <li>Reward - lunch provided at the College Cafe.</li> <li>Rewards that are agreed to by both Students and Staff</li> <li>Announced and rewarded at assemblies</li> <li>Classes discuss whole school activity ideas, 1 representative from each class will meet to finalise a top 3.</li> <li>All students will then vote on what they are working towards.</li> <li>School representatives to meet termly.</li> </ul>	<ul style="list-style-type: none"> <li>Students tally decreases, depending on the amount of Burn Buck money that is spent.</li> <li>Students are encouraged to save their Burn Bucks</li> <li>Funding comes from SWPBS budget.</li> <li>Classroom teacher to be included.</li> <li>Funded from SWPBS budget.</li> </ul>	
<b>Long Term (Whole School)</b>				

# Appendices

## Appendix E - Student Identification Process Flowchart



# NOMINATION FOR ASSISTANCE

## Tier 1 ➡ Tier 2

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Year Level: \_\_\_\_\_ IEP: Yes or No

Teacher Completing: \_\_\_\_\_ Date: \_\_\_\_\_ Attendance: \_\_\_\_\_

### ACADEMIC INFORMATION

Reading Level \_\_\_\_\_

Writing Level \_\_\_\_\_

Numeracy Level \_\_\_\_\_

Do you believe that academic skills, including tasks completing, are impacting the problem behaviour?

- Yes
- No
- Unsure

### WHAT IS THE PROBLEM BEHAVIOUR?

#### Internalizing Behaviours:

- Exhibits sadness or depression
- Sleeps a lot
- Is teased or bullied by peers
- Does not participate in games
- Very shy or timid
- Acts fearful
- Does not stand up for yourself
- Self-injury (cutting, head banging)
- Withdrawn
- Other \_\_\_\_\_

#### Externalizing Behaviours:

- Out of seat/assigned area
- Inappropriate Language
- Fighting/Physical Aggression
- Talking out of turn
- Verbal defiance
- Not following instruction
- Technology violation
- Tardy
- Other \_\_\_\_\_

### STRATEGIES TRIED TO ADDRESS PROBLEM

#### BEHAVIOURS AND RESULTS

	Successful	Somewhat Successful	Not Successful
<input type="checkbox"/> Tangible recognition for expected behaviour			
<input type="checkbox"/> 4:1 positive verbal feedback			
<input type="checkbox"/> Reteach expected behaviour			
<input type="checkbox"/> Multiple opportunities to practice expected behaviour			
<input type="checkbox"/> Self-monitoring			
<input type="checkbox"/> Modified assignments-Differentiation task			
<input type="checkbox"/> Change of schedule for activities			
<input type="checkbox"/> Extra assistance Details:			
<input type="checkbox"/> Parent/Carer contact			
<input type="checkbox"/> Other (Specify) Details:			

### SEAT: ANOTHER WAY OF CLASSIFYING FUNCTIONS OF BEHAVIOUR

#### Sensory

Function: to gain or avoid stimulation (via self stimulation behaviour)

- Constant touching to gain tactile stimulation
- Blocking ears to avoid noise

#### Escape

Function: to delay or avoid an unwanted event

- Talking to others to delay commencing a non-preferred activity
- Running out of room to avoid a challenging activity

#### Attention

Function: to gain attention or a reaction from others

- Calling out to gain attention from the teacher
- Making inappropriate remarks to gain a reaction from peers

#### Tangible

Function: to gain access to an item or activity

- Behaviour has previously led to access to the preferred item(e.g., iPad)
- Behaviour has previously led to access to preferred activity (e.g., colouring)

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