



**Kimberley Education Region**

**Stronger Smarter  
Positive Behaviour Support**

Sharonne Telfer & Jennifer Payne

[www.rypple.org.au](http://www.rypple.org.au)

**Check In**



**Who is here?**

[www.rypple.org.au](http://www.rypple.org.au)

**Kimberley Education Region**

- 425,000 square kms
- 23 DoE Schools
- ~5600 Students

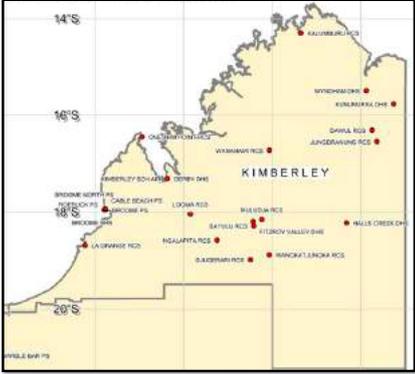


[www.rypple.org.au](http://www.rypple.org.au)

**Kimberley DoE Schools**

Type	Number	% Aboriginal Students
Primary Schools	4	34.5
Remote Community Schools	13	97.9
Education Support Centres	0	0
District High Schools	5	70.7
Senior High Schools	1	38.9
<b>Total</b>	<b>23</b>	

[www.rypple.org.au](http://www.rypple.org.au)



[www.rypple.org.au](http://www.rypple.org.au)

**Challenges**

- Evidence of increasing inequity in school outcomes with a large and increasing achievement gap, especially between Indigenous and non-Indigenous students.
- Attracting and retaining high quality staff
- High staff turnover
- High number of graduate-our youngest and most inexperienced teachers
- Distance
- High use of suspension and exclusion as a discipline strategy

[www.rypple.org.au](http://www.rypple.org.au)

## September 2013

Invitation to visit the Kimberley Region and run Team Training for two schools:

- Cable Beach Primary School
- Fitzroy Crossing District High School



www.rypple.org.au

## Implementation Blueprint Guiding principles:

- Enhance implementation to be *culturally relevant*.




www.rypple.org.au

## Enhance implementation to be culturally relevant

- Development, implementation, and enhancements of a continuum of evidence based practices of behaviour support must be **contextualized explicitly to reflect the cultural learning history of students, staff, and family and community members** (e.g., language, customs and practices, normative expectations, forms of acknowledgements and recognition).




www.rypple.org.au

## PBS is a process that is:

- A **consultative, collaborative, community owned** approach
- Individualised to meet the specific needs of each school and to grow with the school
- Dynamic and evolving
- Able to co-exist with, and complement other school-wide programs.



www.rypple.org.au

## Stronger Smarter Meta Strategies



- Acknowledging, embracing and developing a positive sense of identity in schools
- Acknowledging and embracing Indigenous leadership in schools and school communities
- 'High expectations' leadership to ensure 'high expectations' classrooms, with 'high expectations' teacher/student relationships



www.rypple.org.au

- Deficit discourse amongst teachers posits that Indigenous children are less able to learn than their non-Indigenous counterparts because of their external situation (Sarra, 2008; McNaughton & Mei Kuin Lai, 2008).



www.rypple.org.au

- The Stronger Smarter philosophy rejects the negative 'deficit' thinking for both teachers and students, and promotes the idea that the same high quality teaching strategies used for all students are relevant for Indigenous students as well.
- By focusing on the strengths of students and teachers, Stronger Smarter encourages a strong sense of cultural identity, belonging, and being valued for all students with the belief that this will improve student learning.

Rypple [www.rypple.org.au](http://www.rypple.org.au)

### Implementing School-Wide Positive Behavioural Interventions and Supports to Better Meet the Needs of Indigenous Students

- Many of the educational challenges currently faced by Indigenous students can be explained by cultural disconnect and a mismatch between school expectations and cultural values.

(Kent McIntosh 1,2, Christina Moniz1, Calli B. Craft1, Risha Golby3, and Tammy Steinwand-Deschambeault 2014)

Rypple [www.rypple.org.au](http://www.rypple.org.au)

## The Shift

- **Student Deficit Logic**
  - Student limitations lead to lack of success
  - Goal is to define how the student must change to be successful
- **Systems Deficit Logic**
  - Everyone can succeed under the right conditions
  - Goal is to define the conditions that must change so the student will be successful

Rypple [www.rypple.org.au](http://www.rypple.org.au)

## PBS Starting Point...

- We can't **make** students learn or behave.
- We can create **environments** that increase the likelihood that students will learn and behave.
- Environments that increase this likelihood are guided by a **core curriculum** which is implemented with **consistency and fidelity**.

Rypple [www.rypple.org.au](http://www.rypple.org.au)

## SSLP Broome 2014

**Workplace Challenge**  
How do we synthesise Stronger Smarter and Positive Behaviour Support to create a whole school and community approach to Positive Behaviour in the Kimberley?

**Personal Leadership Challenge**  
To be BOLD!

Rypple [www.rypple.org.au](http://www.rypple.org.au)

This slide contains a grid of 12 boxes, each representing a different educational strategy or framework. The boxes are arranged in a 3x4 grid. The top-left box is titled 'Stronger Smarter' and includes a list of 'Stronger Smarter' strategies. The top-right box is titled 'Positive Behaviour Support' and includes a list of 'Positive Behaviour Support' strategies. The middle-left box is titled 'Social Skills Training' and includes a list of 'Social Skills Training' strategies. The middle-right box is titled 'Classroom Management' and includes a list of 'Classroom Management' strategies. The bottom-left box is titled 'Classroom Management' and includes a list of 'Classroom Management' strategies. The bottom-right box is titled 'Classroom Management' and includes a list of 'Classroom Management' strategies. The grid also includes various icons and diagrams related to the strategies.

 **SS-PBS Dillybag**

- Setting the Circle
- Check in - Check out
- Walk and Talk
- Kangaroo, dog, grass and old man scenarios
- The Jelly Bean feast
- Pillars of a Deadly School
- Never Ending Conversation
- Perceptual Positioning



 [www.rypple.org.au](http://www.rypple.org.au)

 **Three crucial components to enable change:**

**Create safety**

- enable a place and process for robust discussion

**Challenge mindsets, habits and conversations**

- take responsibility
- find courage (name the elephant in the room)
- lead by example (be the change)

**Co-create transformative pathways**

- engage with community groups to develop change

Will the Real Aboriginal Please Stand Up? Strategies for breaking the stereotypes and changing the conversation  
Scott Corring, Miliraka, Western Queensland  
Joe Ross, Buruba, Fitzroy Crossing  
Cressida Florio, AIATSIS  
AIATSIS Research Discussion Paper No. 28

 [www.rypple.org.au](http://www.rypple.org.au)



Stronger smarter leadership to create high expectations, excellence and connected school culture.

 [www.rypple.org.au](http://www.rypple.org.au)

- A High-Expectations Relationships is an authentic two-way relationship that is both supportive and challenging.
- High-Expectations Relationships begin by honouring the humanity of others.
- Spaces of equal power are created.
- Sarra explains that for mainstream and Indigenous Australia this means recalibrating the relationship so that we are first connected by our humanity (2014)



 [www.rypple.org.au](http://www.rypple.org.au)

- *Strength-based conversations:*
- *A relational view of culture:*
- *Conversational circles*
- *Dialogue:*

 [www.rypple.org.au](http://www.rypple.org.au)

**Odd One Out???**

**Kangaroo  
Dog  
Grass**

 [www.rypple.org.au](http://www.rypple.org.au)

### Odd One Out

- People from western culture tend to select grass because they make sense by categorising.
- People from other cultures tend to select dog because they make sense by seeing relationships. Kangaroo and grass have a direct relationship.

**Rypple** [www.rypple.org.au](http://www.rypple.org.au)

What gets us into trouble is not what we don't know... it's what we do know that isn't so

Mark Twain

**strongersmarter** **Rypple** [www.rypple.org.au](http://www.rypple.org.au)

When dealing with complex challenges, the question of truth is irrelevant... multiple perspectives are all we have to work with

**strongersmarter** **Rypple** [www.rypple.org.au](http://www.rypple.org.au)

Culture...

The conscious and subconscious patterns of

- perceiving
- thinking
- judging
- responding
- behaving

that characterise any group of people

**strongersmarter** **Rypple** [www.rypple.org.au](http://www.rypple.org.au)

**strongersmarter**

“Every organisation has a culture, that history and underlying sense of unwritten expectations that shape everything about the school. A school culture influences the ways people think, feel and act.”

Kent Peterson

**Rypple** [www.rypple.org.au](http://www.rypple.org.au)

### Pillars of A Deadly School

Creating an equal power base

Hierarchies of power

Student Wellbeing, Learning and Achievement (Why we are here)

Teaching Learning and Assessment

Professional Learning

Systems Administration

Relationships P&C

Positive Behaviour Support

High Expectations

- How we relate to other people.
- Feedback If this is not here then nothing hits the mark.

How are we together?

Start moving this up into the pillars.

**strongersmarter** **Rypple**

We co-create power  
in every moment of  
every interaction

Ralph Stacey 2005

strongersmarter

 [www.rypple.org.au](http://www.rypple.org.au)

The ways we co-create power has  
a huge impact on the  
degree of trust and quality of  
our relationships

stronger  
smarter

 [www.rypple.org.au](http://www.rypple.org.au)

### Jellybean Feast

- The aim of the game is to share the jelly beans so that everyone is happy”
- “The only rule is – Play Your Role”



 [www.rypple.org.au](http://www.rypple.org.au)

### Jellybean Feast

- **Role 1** – In your culture it is forbidden to take food from a plate from which someone else has already taken food. Your culture doesn’t allow you to point this out to the group, nor would you ask anyone to give you some food after the bowl is emptied. In your culture it’s offensive to discuss people’s age in public. Anyone who asks about age in the group is committing a serious breach of your customs

 [www.rypple.org.au](http://www.rypple.org.au)

### Jellybean Feast

- **Role 7** -
- In your culture, it’s perfectly acceptable to grab as much s you can, disregarding the needs of others. However, having piled up your food you can’t start eating until all the food has been taken. It’s quite acceptable to trade from your pile with anyone who wants particular colours. You should initiate trading by talking as much as you want. Don’t wait for anyone else to clarify their position.

 [www.rypple.org.au](http://www.rypple.org.au)

Authentic human  
interaction becomes  
impossible when you  
lose yourself in a role

Edkhar Tale

strongersmarter

 [www.rypple.org.au](http://www.rypple.org.au)

We can't solve today's problems with the same thinking that created them

Einstein

strongersmarter

Rypple  
A Department of Education WA 2014

www.rypple.org.au

It is easier to create a new culture than it is to change an existing one

Bob Dick

strongersmarter

Rypple

www.rypple.org.au

Perceptual Positioning

**P1**  
I think...  
I feel...  
I believe...

**P2**  
You think...  
You feel...  
You believe...

**P3**  
What is going on for the group, individuals and patterns

Collaboration

strongersmarter

Rypple

www.rypple.org.au

Perceptual Positioning

<b>P1</b>	In my own shoes	What I think, believe and want in a particular situation
<b>P2</b>	In your shoes	What the other person thinks, feels, believes and wants
<b>P3</b>	Anchored helicopter	We – a position where we are aware of what is happening for everyone participating in the interaction. Hover above to observe the patterns of interaction.

strongersmarter

Rypple

www.rypple.org.au

**P1**

- Is an essential position, however a group of people stuck in P1 can never collaborate, only debate.

Rypple

www.rypple.org.au

**P2**

- Full empathizing with the other persons perspective.
- Here we can gain powerful insights and perspectives that are different from our own and understand them from another person's perspective.

strongersmarter

Rypple

www.rypple.org.au



## Stronger Smarter and PBS

There is no  
**'I'** without a **'We'**

I is the singular and we is the plural of the same phenomena—  
Relationships—identity and diversity  
emerge through relationships

Ralph Stacey 2005

stronger**smarter**

**Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)**

Concepts and Strategies for Families and Schools in Key Contexts



Edited by  
 MURIEL WOOD  
 S. Andrew GENTILE  
 RUTH GENTILE  
 RUTH GENTILE


www.rypple.org.au


PBIS Positive Behavioral Interventions & Supports
November 2015

### PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches

Melanie Lawsonoff, Sarah Smith, Karen McInerney, Jennifer Rose, Sarah Pichlerman  
 © Massachusetts Center for Learning and Teaching, Boston University Group, & Pathways Learning

This guide is designed to assist trainers and coaches working with school SWPBIS teams (or other school leadership teams) seeking to implement culturally responsive practices systemically to enhance equity in school discipline.


www.rypple.org.au




**PBS BEHAVIOUR FOCUS TERM 3**

**Weeks 6 and 7**  
Be Respectful  
Include others

**Weeks 8, 9 and 10**  
Be Your Best  
Be Prepared – equipment and attitude

Be Safe  
 Be Respectful  
 Be Resilient  
 and Strong  
 Be Your Best










**Stronger Smarter PBS**

Meet Buddy the Bull – our new SS/PBS mascot. Over the coming weeks, we will join to see Buddy around our school yards and events. Buddy is here to help us remember our 3 positive behaviour expectations:

**Be respectful, be safe and be your best.**



Be respectful



Be safe



Be your best

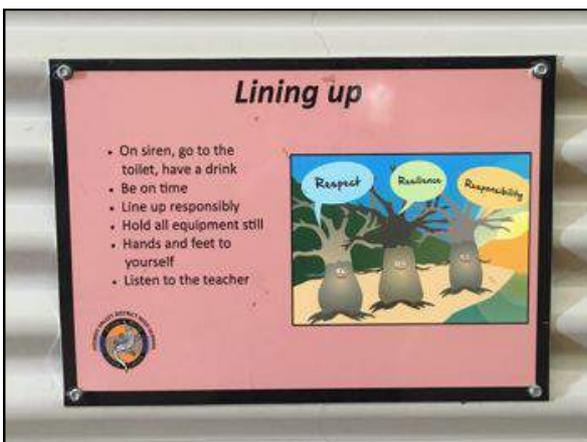
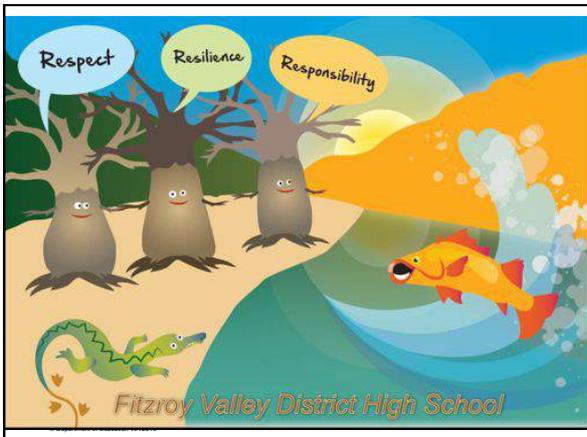
Staff at FVDHS cheer and dance during the 'Buddy' our bull being the right thing. Students who are seen to be following our school behaviour expectations will be being celebrated with a 'Buddy Bull' which will earn them the chance to win a special prize each Friday. These 'Buddy Bull' prizes are awarded each week and go towards our 'Buddy Bull' prize pot.

The PBS Team

## Fitzroy Valley District High School

- Our purpose is to create a safe and supportive learning environment at FVDHS through the implementation of whole school Stronger Smarter Positive Behaviour Support (SS PBS).
- In this process we will value the contributions from staff, students and community to inform our decisions.
- This will develop a school culture which is positive and consistent, based on a common language and high expectation relationships.
- This will enable students to achieve strong learning outcomes, social behaviour skills and a Two-Way culture.


www.rypple.org.au



**Taping Miss Donna to a Pole**

- Last term we had our PBS whole school reward-taping Miss Donna to a pole!
- The students showed respect, resilience and responsibility to earn this reward and also enjoyed an ice block at the end!
- So far this term the students have earned another 575 GOTCHA rewards and they will get to enjoy a movie and popcorn day this Friday! Well done everyone!



### Facebook Post

Friday was another Positive behaviour reward day. Target was 500 gotchas achieved 575 in two weeks. Reward movie and popcorn. These are the highest gotcha earners with an extra reward of face painting. Well done FVDHS students.




[www.rypple.org.au](http://www.rypple.org.au)

### PBS Framework



SW-PBS is best characterized as a problem-solving framework whereby teams of educators, and family partners, select practices to support all students' social and emotional success


[www.rypple.org.au](http://www.rypple.org.au)

### District High School

**Initial concern...**

- School in crisis
- 59 Individual student referrals for Tier 3 support from a list of 101 students the school initially identified


[www.rypple.org.au](http://www.rypple.org.au)

When dealing with complex challenges, the question of truth is irrelevant... multiple perspectives are all we have to work with



[www.rypple.org.au](http://www.rypple.org.au)

## What we did first: data

### Individual students

- Referral notes (grouped by behaviour type and most common presentation per year)

### School and Community

- Team interviewed school leaders
- Interviews with all teachers and admin involved in requests (so pretty much the whole teaching staff)
- Observations in classrooms
- Analysis of suspension data
- Analysis of PBS Leadership Team data
- School walk-throughs



www.rypple.org.au

## What we found out...

### Community factors - A Perfect Storm!

- High levels of trauma and community conflict in major community following the death of a 10 year old boy in the community
- High levels of FDV, assault per capita
- Very little rain over wet season meant high levels of stress, and more transient families from remote communities in town than typically



www.rypple.org.au

## What we found out...

### School factors – A Perfect Storm!

- Enrolment up by 100 students (nearly 20%) in 2016 from 570 to 670. (Many students who had been absent from school for multiple years came back).
- 11 new graduate teachers entered the school workforce 9 in the Primary school (majority of total teaching staff)
- Employment freeze = EAs and AIEOs down at least 6 FTE
- No relief staff available = teachers taking 2 classes, or Admin staff providing relief
- Changed previous systems of streaming students so all students in mainstream classes
- Change of Principal



www.rypple.org.au

## What we found out...

### Staff Factors

- A strong PBS Leadership Team was in place, using the Team Implementation Checklist to progress and action plan.
- New teachers had been given an induction into PBS practices BUT were under a high level of stress so were not using them with the level of intensity required to match student need
- PBS systems were in place but with so many new staff re-teaching of the practices was needed



www.rypple.org.au

We can't solve  
today's problems  
with the same thinking  
that created them

Einstein

stronger:smarter



© Department of Education WA 2014

www.rypple.org.au

## The Shift

### • Student Deficit Logic

- Student limitations lead to lack of success
- Goal is to define how the student must change to be successful

### • Systems Deficit Logic

- Everyone can succeed under the right conditions
- Goal is to define the conditions that must change so the student will be successful



www.rypple.org.au

## Our Decision

We could...

- “Choose the top 5 kids and work on them”

OR

- Assist with whole school

We needed to choose the lightest touch/fewest minutes to get the biggest outcome



www.rypple.org.au

### Effective Classroom Practices

<b>1. Classroom Expectations</b> → Align with school expectations → Student negotiated → Clearly posted → Explicitly taught → Monitored → Routinely reinforced <b>TELL</b> → Expectation → Specific skill → Conduct → Substrate	<b>2. Classroom Procedures and Routines</b> Procedures are the process for how things are done. When taught to fluency they help students to form routines to efficiently and smoothly accomplish tasks. Classroom attention signal Entering/leaving the classroom Transitions Line-up Getting teacher assistance Handling out/collecting materials Leaving visitors <b>SHOW</b> → Non-verbal responses → Student response systems → Guided notes → Wait time Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute.	<b>3. Encouraging Expected Behaviour</b> To effectively recognize and encourage students when they display expected behaviour and to create a positive school environment where learning flourishes <b>3.1 Specific positive feedback</b> → Contingent → Immediate → Frequently to build behaviour → Intentionally to maintain behaviour → Ratio of at least 4:1 positive to corrective feedback <b>3.2 Variable reinforcement system to build:</b> → Behaviour → Competence → Autonomy <b>4.1 Assortment of reinforcers</b> → Frequent → Intermittent → Occasional	<b>4. Discouraging Inappropriate Behaviour</b> A teaching opportunity to clarify and re-teach expectations. All responses should be: → Consistent → Least intrusive possible → Specific, yet brief → Quiet and respectful <b>Indirect:</b> unobtrusive and carried out quickly to minimize disruption to instruction → Ignore → Involvement: verbal cue → Re-direct: A brief, clear, private verbal reminder of the expected behaviour. Use classroom/behaviour matrix language. → Re-teach: Build on the re-direct by specifically instructing exactly what should be done. → Provide choice: statement of two alternatives → Student conference: re-teaching or problem-solving
--	---	--	---



www.rypple.org.au

## Intervention planning

**Practices** which would have the biggest effect on student behaviour

- Signal to begin, routines and procedures, explicit teaching, effective feedback,

**Systems** to support ALL staff to implement them

- Brief training
- Coaching (external)



www.rypple.org.au

## Data – did it work?

- Suspensions:
  - Term 2: 280
  - Term 3: 48
- New Teachers crying during coaching sessions
  - Start: 11/11
  - End: 0/11
- New grad retention end of year: 10/11
- Wish we had measured: students out of class



www.rypple.org.au

## Results

- PBS SET results end of year showed significant improvement in teacher knowledge/use of practices
- Observations:
  - School was much tidier/less rubbish
  - Students were in class and engaged in learning!



www.rypple.org.au

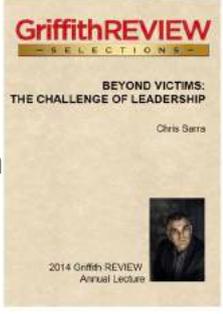


### Brave Cleba Goodwun Acting Wai

**STRONGER SMARTER POSITIVE BEHAVIOR STRATEGIES**  
 The purpose of the SSPBS team at Mulajja RCS is to develop and strengthen a culture of high expectations that are based on a language that is understood by all students, staff and community.  
 SSPBS will focus on creating a Mulajja RCS school culture which is positive, consistent and nurtures student's safety, wellbeing and ensures academic achievement.

**BRAVE CLEBA GOODWUN ACTING WAI**  
 Djin maigin maiku doowitbaad BCGAW blanga Mayelaga dheel too maigin at raagwun wai, goodwun col'jo, weelot habile bilau hope, wea maabulu lembaal goodwun wead uunab hooon an ehny kid too.  
 BCGAW umob leegitbaad too maigin Mayelaga wai blanga goodwun skol col'jo tika ehny time, blanga loogin eh'la or'la kol dafa wai, haathiyun an strongwun maad guudu high hope blanga weebulu future.

### Doing things WITH people, not TO them



Rypple [www.rypple.org.au](http://www.rypple.org.au)

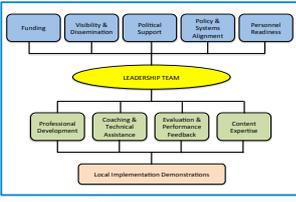
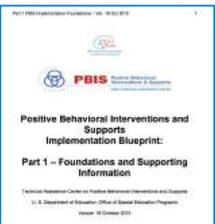
### The Implementation Process?

Adapted from Fixsen & Blase, 2005

- Exploration & Adoption**
  - We think we know what we need so we are planning to move forward (evidence-based)
- Installation**
  - Let's make sure we're ready to implement (capacity infrastructure)
- Initial Implementation**
  - Let's give it a try & evaluate (demonstration)
- Full Implementation**
  - That worked, let's do it for real (investment)
- Sustainability & Continuous Regeneration**
  - Let's make it our way of doing business (institutionalized use)

### Implementation Blueprint Guiding principles:

- Build local capacity with high fidelity technical assistance and support.

Rypple [www.rypple.org.au](http://www.rypple.org.au)

### Kimberley SS PBS Leadership Team

**Our role is to:**

- promote the SS PBS approach to schools in the Kimberley Region as a mechanism for implementing positive behaviour support strategies in their school
- ensure that regional coordination of training and coaching is in place so schools choosing to implement SS PBS can access quality support
- monitor and ensure that schools receiving regional SS PBS support are implementing PBS with integrity and fidelity
- facilitate collaboration and advocacy for SS PBS framework/ systems in the Kimberley

Rypple [www.rypple.org.au](http://www.rypple.org.au)

### PBS is a Marathon not a Sprint!



Rypple [www.rypple.org.au](http://www.rypple.org.au)



## ACER - The Case for Urgency

- Use evidence-based research in program development, implementation and evaluation.
- Ensure that Indigenous voices participate in policy development, from the national level down to the school. Informed consultation and decision-making will encourage understanding and follow through.

Australian Education Review  
The Case for Urgency:  
Advancing for Indigenous Voice in Education  
Head Office: Sydney Head: Joanne Peckham

## Attributes of Effective Teachers

- Students contribute to the setting of classroom expectations, which are clearly and consistently communicated to students.
- The encouragement of cooperative behaviours, engaging and accessible tasks and use of routine decrease the need to manage student behaviours.
- Off-task behaviour is managed promptly with less provocative techniques such as non-verbal, proximity, pause and wait, close talk (private reprimands) or group reprimands.

## Effective Classroom Practices

<b>1. Classroom Expectations</b> → Align with school expectations → Clearly negotiated → Clearly posted → Explicitly taught → Memorable → Routinely reinforced <b>They should be:</b> → Measurable → Positively stated → Understandable → Aversive explicit	<b>2. Classroom Procedures and Routines</b> Procedures are the process for how things are done. When taught to fluency they help students to form routines to efficiently and smoothly accomplish tasks. → Classroom attention signal → Encouraging the classroom → Transitions → Living up → Getting learner assistance → Handling out/collecting materials → Greeting visitors	<b>3. Encouraging Expected Behaviour</b> To effectively recognize and encourage students when they display expected behaviours and to create a positive school environment where learning flourishes <b>1) Non-contingent attention</b> → Contingent → Immediate → Frequently to build behaviour → Immediately to maintain behaviour → Ratio of at least 4:1 positive to corrective feedback <b>2) Specific positive feedback</b> → Behaviour → Autonomy <b>3) Tangible reinforcement system to build:</b> → Behaviour → Competence <b>4) A continuum of reinforcers:</b> → Frequent → Intermittent → Occasional	<b>4. Discouraging Inappropriate Behaviour</b> A teaching opportunity to clarify and re-teach expectations. All responses should be: → Consistent → Least intrusive strategy → Specific, yet brief → Quiet and respectful <b>Indirect:</b> unobtrusive and carried out quickly to minimise disruption to instruction → Behavioural → Verbal cue → Ignorance → Privately → Immediate → Non-verbal → Proximity → Pause and wait → Group reprimand <b>Direct:</b> instructional approaches → Re-direct: A brief, clear, prompt verbal reminder of the expected behaviour. Use classroom-wide team language → Re-teach: Build on the re-direct by specifically instructing the student what should be done → Provide choice: statement of two alternatives → Student conference: re-teaching of problem behaviour
<b>TEACH</b> → Expectation → Specific skill → Context → Rationale	<b>SHOW</b> → Non-verbal → Guided examples → Independent examples	<b>PRACTISE</b> → Guided → Independent → Examples	<b>MONITOR</b> → Behaved → Feedback
<b>5. Active Supervision</b> → Moving → Scanning → Interacting → Verbal responses → Non-verbal responses → Student response systems → Guided notes → Wait time Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute.	<b>6. Opportunities to Respond</b> An instructional question, statement, or prompt made by the teacher seeking an active response from students. 1) Verbal responses 2) Non-verbal responses 3) Student response systems 4) Guided notes 5) Wait time	<b>7. Activity Sequence and Choice</b> 1) <b>Task Interleaving</b> - use a 3:1 ratio of easier tasks to more difficult tasks 2) <b>Behavioural momentum</b> - begin with easier tasks to build momentum for more challenging activities 3) <b>Academic Choice</b> - activities, materials, who to work with, where they will work and what to do when finished	<b>8. Task Difficulty</b> 1) <b>Assignment length or time</b> - offering periodic breaks 2) <b>Response mode</b> - providing an alternative 3) <b>Increased instruction or practice</b> - provide more teaching, guided practice

## Check Out

strongersmarter

## References

- OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1 – Foundations and Supporting Information. Eugene, OR: University of Oregon. Retrieved from www.pbis.org.
- Kent McIntosh, Christina Moritz, Calli B. Craft, Risha Goby and Tammy Steinwand-Deschambeault, 21 July 2014. Implementing School-Wide Positive Behavioural Interventions and Supports to Better Meet the Needs of Indigenous Students. Canadian Journal of School Psychology.
- Levenson, M., Smith, K., McIntosh, K., Rose, J., & Pankelman, S. (2016). *PBIS Cultural Responsiveness Field Guide: Resources for trainers and coaches*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.
- Sugai, G., O'Keefe, B. V., & Fallon, L. M. (2012). A contextual consideration of culture and school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 14, 197- 208.