

Positive Behaviour Interventions and Supports

Tier One Essential Components

1. Common Philosophy & Purpose

Purpose: To Identify key beliefs and guiding principles about student behaviour and discipline.

1. Rethinking Discipline

- Discipline is teaching
- The role of social competence
- Academic and social problems -comparison of approaches

2. What is PBIS

3. 8 Essential Components

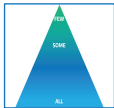
4. PBIS Framework

- ⇒ Outcomes
- ⇒ Data
- ⇒ Practices
- ⇒ Systems



5. Levels of Implementation

- ⇒ Tier 3/Intensive
- ⇒ Tier 2/Targeted
- ⇒ Tier 1/Universal



6. ABC of Behaviour

Changing the behaviour of adults to change the environment to encourage change in student behaviour.

A	B	C
Antecedent	Behaviour	Consequence
Events that happen immediately before and trigger the behaviour	An observable and measurable act - what the student does	The resulting event or outcome that occurs immediately following the behaviour

7. Motivation in Learning

Self-determination theory:

1. Competence
2. Relatedness
3. Autonomy

8. Shared Philosophy of Discipline

1. Beliefs
2. Mission
3. Vision

9. Gaining Staff Commitment

10. Planning Tools

- ⇒ Rypple Tier One Action Plan

2. Leadership

Purpose: To develop a sustainable, effective, efficient and dynamic PBIS team who use data and consultative collaborative processes to guide whole school PBIS implementation.

1. Data Based Decision Making Process

2. Administrator Role

3. SW-PBIS Leadership Team

4. Effective Team Processes

- ⇒ Team meeting schedule
- ⇒ Working agreements
- ⇒ Meeting agenda
- ⇒ Deciding how to decide
- ⇒ Roles and responsibilities
- ⇒ Operational action plan
- ⇒ Communication system

- Sharing ongoing information
- Presenting data
- Obtaining feedback

5. Stakeholder Engagement

- ⇒ Engaging Staff
- ⇒ Engaging Students and Families
- ⇒ New staff induction

6. Change and PBIS

- ⇒ Phases of implementation

6. Responding to Behaviour Errors

Purpose: To create a schoolwide system and continuum of support for responding to behaviour errors.

1. Instructional Approaches for Discouraging Inappropriate Behaviour

2. Building a Schoolwide System to Discourage Inappropriate Behaviour

I. Prevention

- ⇒ Active supervision
- ⇒ Pre-corrects

II. Staff managed behaviour

- ⇒ Indirect
- ⇒ Direct - instructional approaches

III. Office managed behaviour

- ⇒ Construct office referral form

3. Corrective Consequences

4. Monitoring Minor Behaviour

5. De-escalation of Problem Behaviour

3. Clarifying Expected Behaviour

Purpose: To establish 3-5 schoolwide expectations that define success for all students and create a teaching matrix of specific behaviours for every setting.

1. Social Behavioural Curriculum

- ✓ Vision of a successful student.
- ✓ Allows us to proactively teach behaviours for success.
- ✓ Communicates a positive message
- ✓ A framework to guide discipline decisions
- ✓ Consistent language.
- ✓ Validates and supports individual teachers' procedures and requests

2. Components of a Social Behavioural Curriculum

⇒ **3-5 schoolwide expectations**

⇒ Defining social behaviours

1. All settings of the school
2. Non-classroom areas
3. Classrooms

⇒ Procedures

1. Non-classroom areas
2. Classrooms

Observable
Measurable
Positively Stated
Understandable
Always Applicable

7. Ongoing Monitoring

Purpose: To utilise data to guide efficient, effective decision-making and ensure fidelity of implementation..

1. Data Analysis Cycles

2. Systems to Collect, Monitor, Analyse and Share Data

3. Data Based Decision Making Process

4. Communicating with Stakeholders

5. The Big Five Office Discipline Referral - ODR Frequency:

- ⇒ Per day per month
- ⇒ By behaviour
- ⇒ By location
- ⇒ By time of day and/or day of week
- ⇒ By individual or groups of students

6. Triangle Data

7. Disaggregating ODRs for Signs of Disproportionality

8. Monitoring Fidelity of Implementation

- ⇒ Tiered Fidelity Inventory (TFI)
- ⇒ Self Assessment Survey (SAS)
- ⇒ Schoolwide Evaluation Tool (SET)
- ⇒ School Safety Survey (SSS)
- ⇒ School Climate Survey
- ⇒ Walkthroughs, observations and surveys

4. Teaching Expected Behaviour

Purpose: To develop and implement a whole school social behaviour curriculum.

1. The Importance of Teaching

- ⇒ Teaching works!
- ⇒ Social behaviour and academics
- ⇒ Common language
- ⇒ Establishing a positive social culture

2. What to Write Lessons About

- ⇒ Behaviours/rules on your school matrix
- ⇒ Non-classroom procedures
- ⇒ Classroom behaviours/rules
- ⇒ Classroom procedures

4. Lesson Planning to Meet Learner Needs

- ⇒ Acquisition
- ⇒ Fluency
- ⇒ Maintenance

5. Lesson Format

- ⇒ Skill definition and context
- ⇒ Direct teaching or orientation
- ⇒ Generalisation strategies
- ⇒ Reteach

6. Sharing Responsibility for Writing Lesson Plans

7. Teaching Schedule

8. Stakeholder Commitment to Teaching

8. Eight Teaching and Learning Practices

Purpose: To support all staff to consistently use positive, proactive and instructional approaches in the classroom.

Strategies to Increase Instructional Time

1. Classroom Expectations
2. Classroom Procedures and Routines
3. Encouraging Expected Behaviour

4. Discouraging Inappropriate Behaviour

Strategies to Increase Engaged Time

5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing and Choice
8. Task Difficulty



5. Encouraging Expected Behaviour

Purpose: To create a schoolwide system to recognise and encourage students when they display expected behaviours

1. The Power of Adult Attention

- ⇒ Non-contingent attention
- ⇒ Contingent attention
- ⇒ Teacher-student relationship

2. Specific Positive Feedback

- ⇒ Specifically describe the behaviour
- ⇒ Provides a rationale
- ⇒ May include a tangible item or a positive consequence
- ⇒ Contingently
- ⇒ Immediately
- ⇒ Frequently to build fluency
- ⇒ Intermittently to maintain

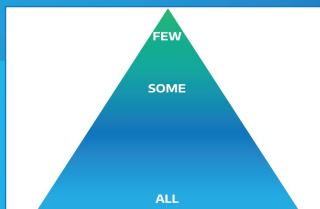
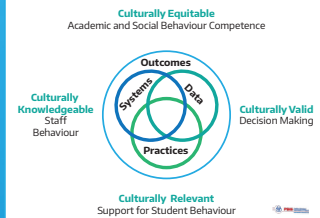
3.4:1 Ratio

4. Tangible Reinforcers

5. Schoolwide System

Frequent Intermittent Occasional

6. Monitoring Specific Positive Behavioural Feedback



Adapted from MO SW-PBS
Tier 1 IG 2021
info@rypple.org.au

