



Kingston State School

School Wide Positive Behaviour Support

Be Safe



Be Respectful



Be a Learner



Schoolwide Positive Behaviour Support

Schoolwide Positive Behaviour Support (SWPBS) is a program designed to help schools create positive learning environments by developing proactive whole-school systems to define, teach and support appropriate student behaviours.

SWPBS is a broad range of systemic and individualised strategies in schools aimed at achieving social and learning outcomes, while preventing problem behaviour.

Behaviour support under a SWPBS framework involves school teams broadly developing:

- Systems to support staff effectiveness.
- Practices to support student behaviour.
- Evidence to inform school-based decisions.

SWPBS is implemented in a school over a three to five year period and must involve:

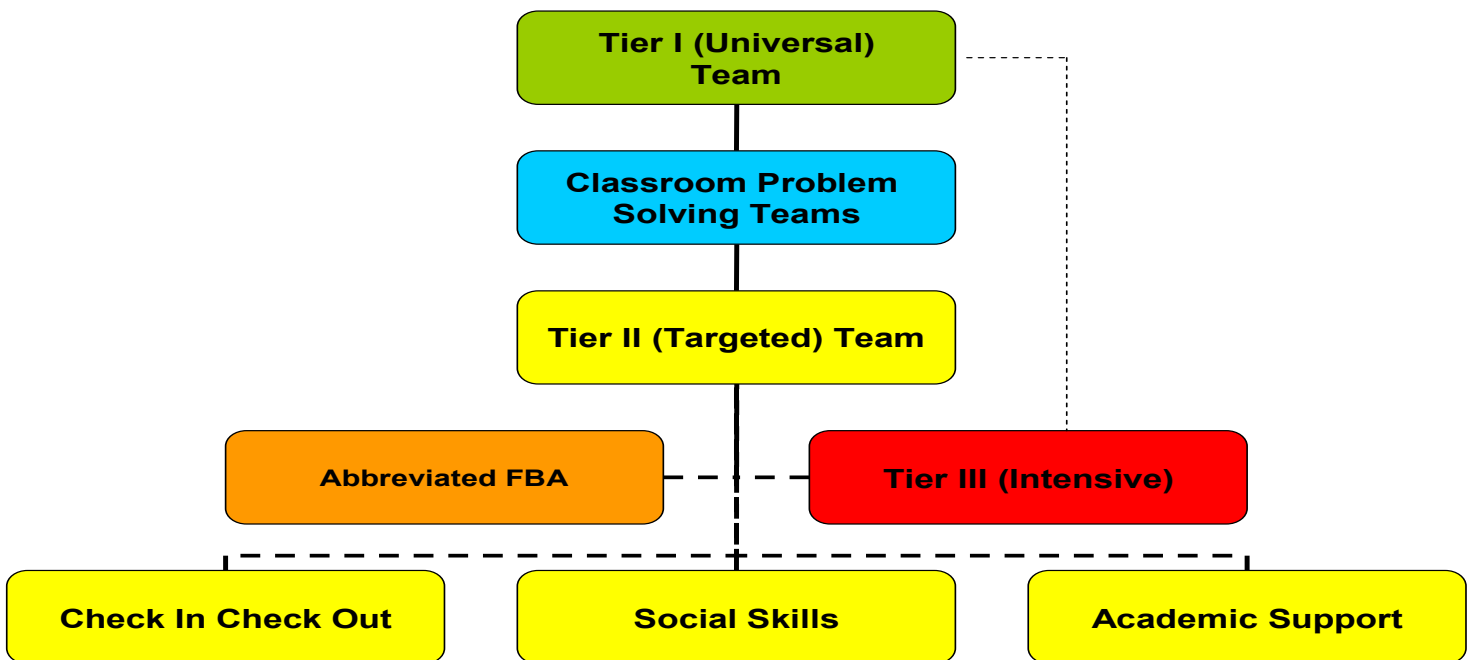
- A committed school leadership team comprised of ten members, including staff and community representatives.
- A trained SWPBS coach to assist the school in implementation.
- Accurate and consistent implementation of SWPBS practices by all staff members.
- The school principal as an active participant.
- Reviews of school data at least monthly.

Schools that implement school-wide systems of positive behaviour support focus on a team-based approach and teaching appropriate behaviour to all students in the school.

A SWPBS school:

- Has a maximum of 3 to 5 positively stated school rules?
- Defines expectations for student behaviour.
- Teaches expected school behaviour to all students.
- Has a clear and consistent consequence for problem behaviour.
- Implements effective behavioural support consistently.
- Uses meaningful data for decision-making.

SWPBS Tiers of Support



Purpose of Tier II

Develop specialised, group system for addressing needs of students with at-risk or significant problem behaviours.

Features of Tier II

- Efficient and effective way to identify at-risk students
 - Screen
 - Data decision rules
- Informal assessment process to match intervention to student need
 - Classroom Problem Solving Teams
 - Small group Social Skill Instruction
 - CICO
 - Academic Support
- Part of a continuum – must link to universal school-wide PBS system

Who is appropriate for Tier II

- APPROPRIATE
 - Low-level problem behaviour (not severe)
 - 3-7 major referrals
 - behaviour occurs across multiple locations
 - Examples
 - talking out
 - minor disruption
 - work completion

- INAPPROPRIATE
 - Serious or violent behaviours/ infractions
 - Extreme chronic behaviour (8-10+ referrals)
 - Require more individualised support
 - FBA-BIP
 - Wrap Around Services

The Basics

Behaviour is learned

- Every social interaction you have with a child teaches him/her something
- Children learn to use behaviours to reach a desired outcome

The Basics

Behaviour communicates need

- Children engage in behaviour(s) to "get" what they find reinforcing or to "avoid" what they find aversive
- Need is determined by observing/noting what happens prior to and immediately after behaviour

ABC of Behaviour

- Events that happen prior to school or class (Setting Event)
- Events that "trigger" or prompt a behaviour (Antecedent)
- Events that follow a behaviour (Consequence)

Functional Relationships

Events that follow behaviour

- Following a student behaviour the environment “gives” something to the student and student behaviour maintains or increases – what ever was given is reinforcing to that individual

Functional Relationships

Events that follow behaviour

- Following a behavior the environment allows the student to stop an activity or is removed from the situation and the student behaviour maintains or increases - the event the student is avoiding is aversive to that individual

Functional Relationships

Events that precede behaviour

- Events in the environment can “trigger” challenging behaviour – they serve as cues for the student to perform a behaviour because the student can predict the outcome when the cue is present

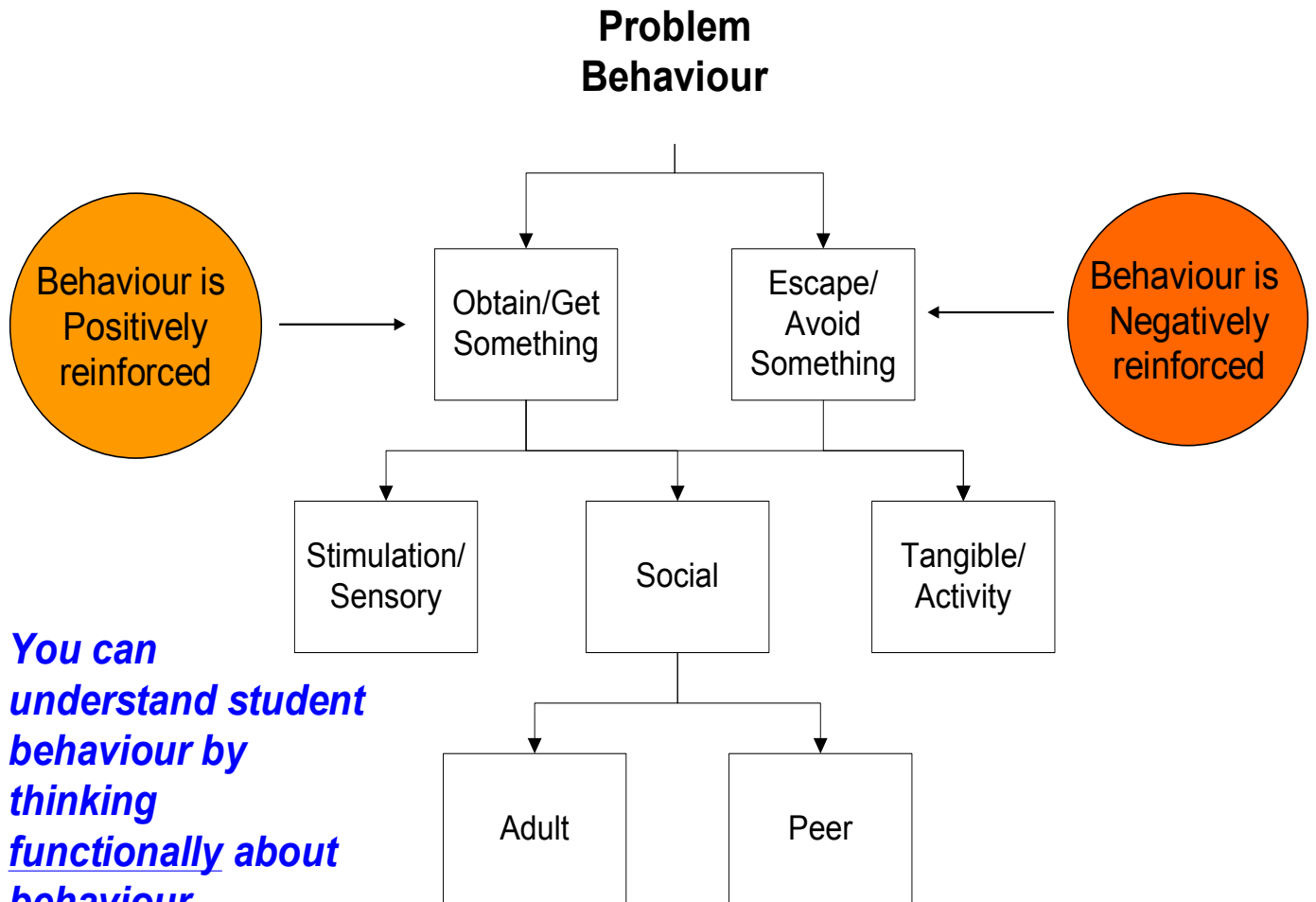
Reliable Antecedents

- When is the problem behavior absent?
 - What activities are taking place?
 - What people are present?
- When does the problem behavior occur?
 - What activities are taking place?
 - What people are present?
 - How is the environment arranged?

Functional Assessment: Common Hypotheses

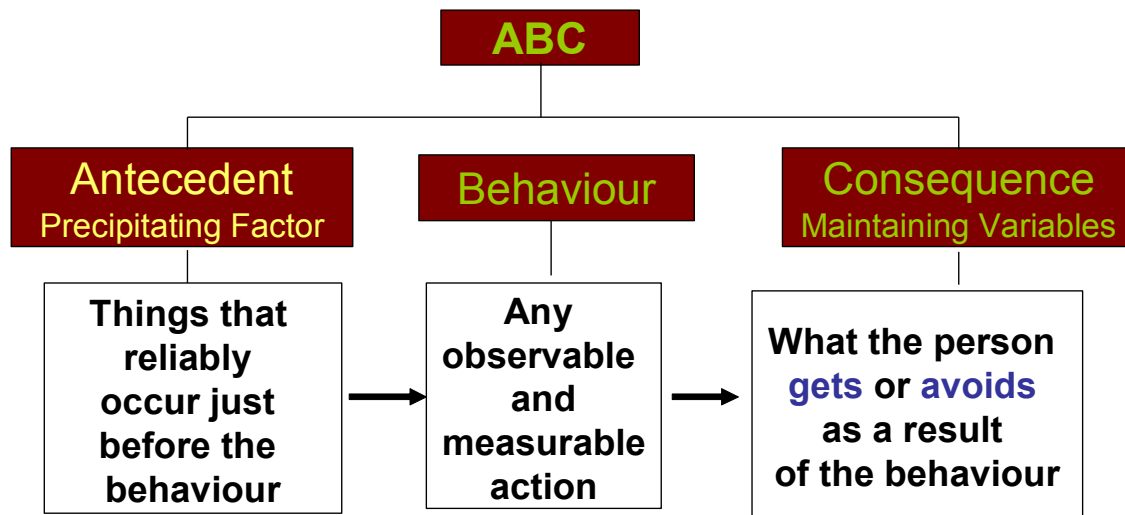
- Receive attention from adults & peers
- Receive tangible objects or access to preferred activities
- Avoids interaction with adults & peers
- Avoids tasks or responsibilities

Functions



You can understand student behaviour by thinking functionally about behaviour

A-B-C defined

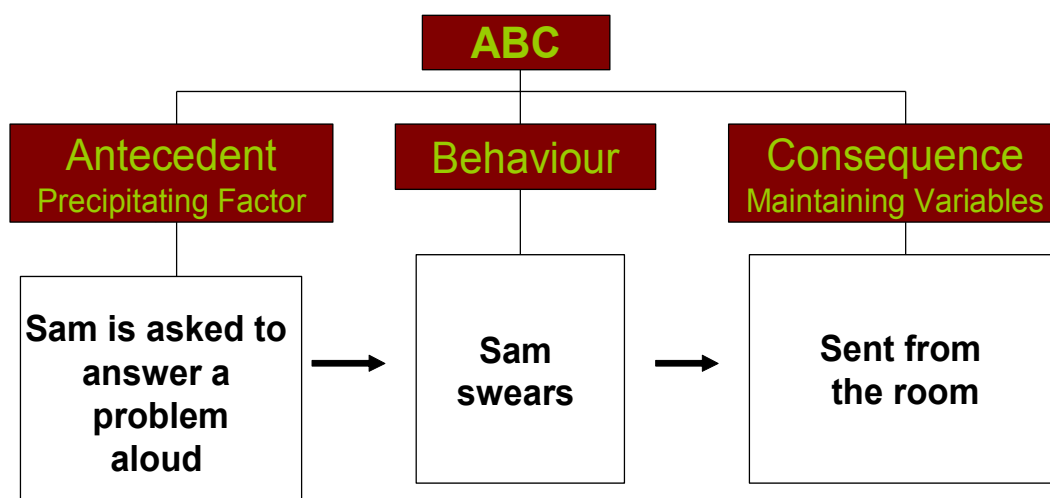


Antecedents occur **before** the behaviour

Consequences occur **after** the behaviour

Antecedents occur **before** the behaviour

Consequences occur **after** the behaviour



CHECK-IN/CHECK-OUT FOUNDATIONS

Check-In Check-Out (CICO) is a Tier II, group-oriented intervention, designed especially for students whose problem behaviours (a) are unresponsive to Tier I practices and systems, (b) do not require more immediate individualised interventions, and (c) are observed across multiple settings or contexts.

Because CICO is a **group-based, standardised** intervention, it is **efficient** and **cost-effective**. For example, the program can accommodate a number of students (e.g., up to thirty), and students can enter the program within a few days following referral.

CICO also provides a built-in system for (a) monitoring students' progress in the program, (b) evaluating the fidelity of implementation and (c) transitioning to a self-managed program.

The critical features that define CICO for students include the following practices:

Check-In Check-Out Practice Features	
·	Increased positive adult contact
·	Embedded social skills training
·	Direct link to Schoolwide behavioural goals and expectations
·	Frequent feedback
·	Daily home-school communication
·	Positive reinforcement contingent on meeting behavioural goals

Research conducted on CICO and similar programs have consistently demonstrated associated decreases in problem behaviours, office discipline referrals, and referrals for special education services.

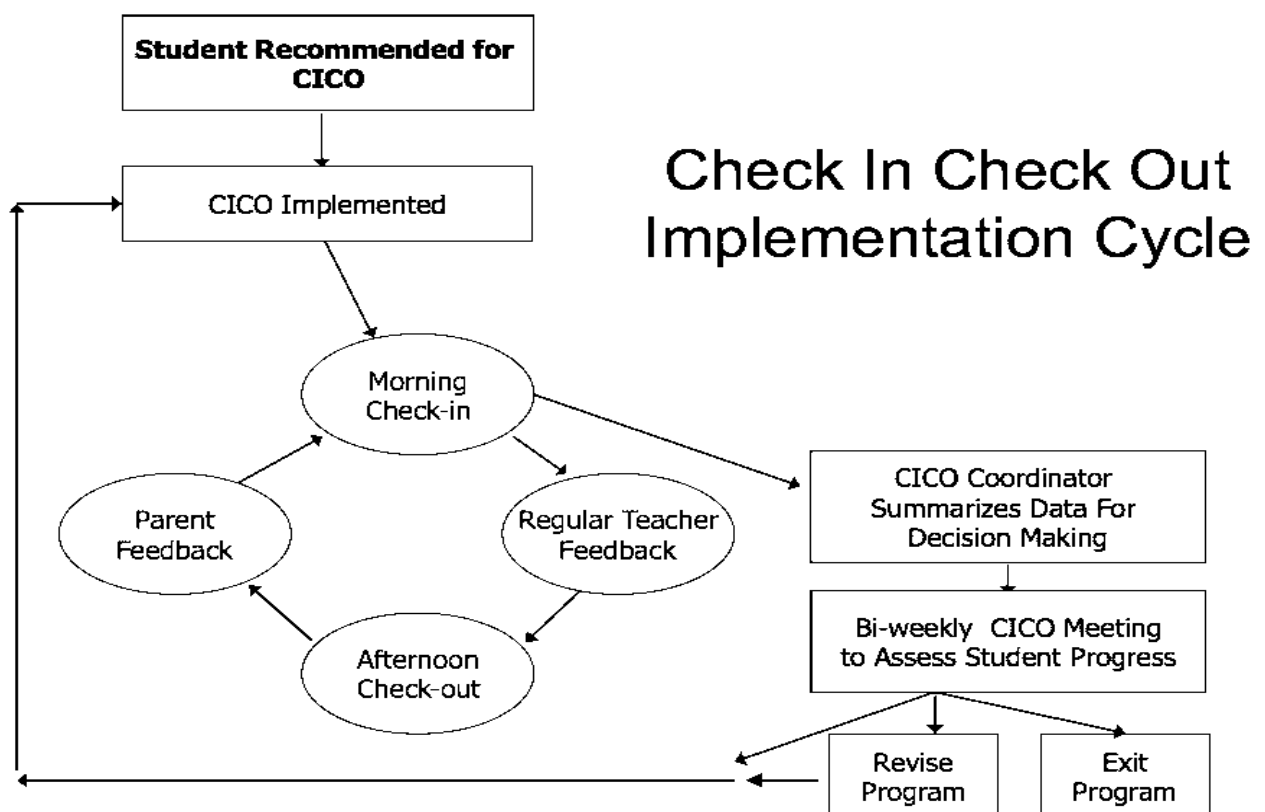
Most importantly, **research also has demonstrated that this intervention is most effective if Tier I, SWPBS systems and practices are well-established within the school.**

In typical implementation of CICO, and other Tier II interventions, students engage in the following daily activities:

Check-In Check-Out Daily Activities

- Check in with a CICO coordinator, CICO Coach (or their Classroom teacher) in the morning
- Carry a point card that is based on Schoolwide expectations
- Receive frequent and regular feedback on their behaviour from adults throughout the day
- Review their goals with the coordinator (or their homeroom teacher) at the end of the day
- Take their point card home for parent signature and positive feedback

The CICO implementation cycle is illustrated below:



HOW DO I MONITOR STUDENT PROGRESS AND KNOW IF CICO IS IMPLEMENTED ACCURATELY AND FLUENTLY?

A critical component to the CICO intervention is data-based decision making to monitor and evaluate student progress, make intervention adjustments, communicate with others, and enhance implementation fidelity.

To be effective, data-based decision making systems must have the following:

- Clearly specified questions that target what data need to be collected
- Measurable definitions of what data need to be collected
- Efficient tools procedures for collecting the data
- Efficient means for entering the data into a data storage and analysis system
- Efficient procedures for summarising and reporting the data for each question
- Efficient procedures for using the data to guide action planning decisions

HOW ARE DATA USED FOR DECISION MAKING IN CICO?

Data should track both individual student count reports (percentage of daily points earned) and individual student period reports (average percentage of points per period) in order to effectively monitor individual student progress. Data may also produce an average daily point per student report and a schoolwide report to facilitate monitoring the fidelity and implementation of the intervention.

Data about individual students are used in a variety of ways to guide decisions.

- **Screening and Identification:** The Behaviour Support Team utilises office discipline referrals and staff recommendations to screen for students who might benefit from CICO.
- **Baseline:** To determine current levels of functioning, baseline data are collected for 3 to 5 days while parental permission is obtained.
- **Daily Data Entry:** Individual student data are entered daily.
- **Weekly Review:** The Behaviour Support Team reviews data weekly or biweekly
- **Progress Monitoring:** The Behaviour Support Team uses student data to make the following decisions about individual student's response to the intervention:
 - o Continue CICO
 - o Modify and continue
 - o Fade to self-managed program
 - o Exit and evaluate for alternative supports or individualised, tier III interventions
- **Data Updates:** At least monthly, school staff and parents receive information about the overall program and individual students, as appropriate.

HOW IS CICO-SWIS USED TO MAKE DECISIONS ABOUT THE PROGRAM?

Data about the overall CICO program are used to improve resource use and fidelity of implementation, for example,

- Number of students in the program
 - When fully implemented, CICO and other secondary interventions should support approximately 7- 15% of students Schoolwide.
- Intervention success rate/effectiveness
 - Percentage of students participating in CICO that are meeting their goals on a regular basis. Approximately 70% of students in CICO should respond to the intervention.
- Intervention implementation accuracy/fidelity
 - Percentage of program steps implemented accurately daily, weekly, etc. is used to provide supports for additional resource and professional development.

INTERVIEW PLAN

Interviewee: _____

Interviewer(s): _____

Date: _____

Time Commenced: _____

Time Concluded: _____

Location: _____

Support Person (if applicable) _____

Any adjustments provided for the interview (if applicable):

Beginning Questions:

Date of Incident: _____

Time of Incident: _____

Where were you? _____

What teachers/adults were there: _____

What students were involved: _____

What happened? (You will need to write any questions you asked followed by the response.)

COOL
DOWN

COOL
DOWN

COOL
DOWN

COOL
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COOL
DOWN

Essential Skills for Classroom Management

Skill 1 Establishing expectations

To clearly articulate and demonstrate the boundaries of pro-social behaviour.

It is important to have clear boundaries for social behaviour so that everyone is clear about what is, and is not, regarded as responsible and safe in a particular context.

Skill 2 Instruction giving

To give a clear direction about what to do.

1. Clear, short instructions help students understand what you expect them to do.
2. Instructions help students organise what they are required to do.
3. Instructions cue to students that they need to be actively engaged with the curriculum.

Skill 3 Waiting and scanning

To wait and look at your students for 5-10 seconds after you give an instruction.

1. It gives students time to process the direction.
2. It indicates non-verbally to students that you mean what you say; increasing compliance.
3. You avoid filling all the available time with excess talk which can inadvertently train the class to stop listening to your voice.

Skill 4 Cueing with parallel acknowledgement

To acknowledge students' on-task behaviour with the intention of prompting others to follow suit.

1. It cues other students to match the behaviour that is being acknowledged.
2. It is an alternative to a redirection, so can help you to avoid nagging or becoming too directive.
3. It contributes to a positive tone in the classroom.

Essential Skills for Classroom Management

Skill 5 Body language encouraging

To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on-task.

1. It takes no time to do.
2. It promotes a positive tone in the classroom.
3. Body language is an integral part of communication and strengthens relationships.
4. It promotes on-task behaviour when used intentionally.

Skill 6 Descriptive encouraging

To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you want them to repeat more frequently.

1. It describes to students the behaviour that you know will help them to learn. This has a positive training effect.
2. It reinforces the rules.
3. It promotes a positive, supportive learning environment.
4. It focuses on strength and is esteem building.
5. It stimulates students to take risks in terms of behaviour. They become more able to display the courage to tackle difficult work, or practise self-control.
6. It gives students information about their competence.
7. It directs attention to strategies that are useful for problem solving.
8. It strengthens your relationship with students.

Skill 7 Selective attending

To intentionally give minimal attention to safe off-task or inappropriate behaviour.

1. It avoids unintentionally reinforcing off-task or disruptive behaviour, decreasing the likelihood that this behaviour will be repeated.
2. It gives you time to think of how to handle the student's behaviour in a way that is productive.
3. It gives you time to attend to other students who are on-task.
4. It sends a message to all students about your expectations.
5. It is a powerful modelling device saying, "I can stay focused on my work despite the disruption."
6. It is a deliberate process used within a discrete time frame, having a beginning and an end.

Essential Skills for Classroom Management

Skill 8 Redirection to the learning

To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning.

1. Initially, it provides a least intrusive, positive, learning-focused prompt to resume on-task activity; reducing the need for further correction.
2. It puts the responsibility for decision making onto the student.
3. It reinforces the important of on-task behaviour.
4. When linked with giving a choice, it reinforces to the student or group, information about your expectations and the likely consequences of the choices given.

Skill 9 Giving a choice

To respectfully confront the student, who is disrupting others, with the available choices and their logical consequences.

1. It provides the student or group with information about your expectations and the logical consequences of the choice.
2. It puts the responsibility for decision making onto the student.

Skill 10 Following through

Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment or is extended off-task behaviour.

1. It clearly establishes that you mean what you say.
2. It models assertive behaviour in the face of threat.
3. It models morally courageous behaviour.

