



Positive Behaviour for Learning

Adapting and contextualising PBIS in Western Sydney schools

*Presentation for
Taumata Whanonga 2009
From evidence to action*

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Context

- ❖ Increasing concern about ineffective & reactive approaches to school behaviour management
 - Challenge of establishing workable, positive whole school processes for behaviour management
- ❖ In 2005 NSW Department of Education & Training Western Sydney Region (DET WSR), undertook to roll out PBIS across the region
- ❖ Initial invitations to participate generated 111 applications – 46% of govt schools in the region, with plans to accommodate all schools in progressive rollout from 2006-2009
- ❖ Wide interest and uptake in other NSW regions and interstate



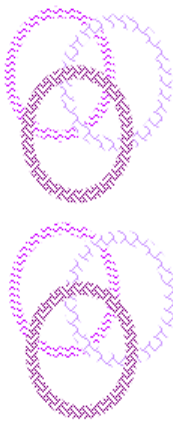
What they're saying about PBL

"The strength and power of PBL has only just started to sink in - absolutely superb - it has strengthened my faith in the directions schools are taking...

very 'common-sensical' ... transparently clear...
principal

"Some students are changing their behaviour when looking at the school code."
student

"It's great that school is trying to make us better people. I think it is great! I wish everyone was a PBL like me."
student



Become a PBL school...

- attend a PBL **information session**
- complete the **expression of interest form** is provided each semester through InPrincipal.
- establish a school team to lead the process in your school (school team includes the principal)
- school team attends a **briefing** to clarify timelines and learn about training requirements
- school team undertakes a **two day intensive training activity** focusing on primary prevention practices. Your appointed PBL coach will work with you to identify areas of action and support your team to implement
- participate in ongoing training

Once you've started on your PBL journey there are many supports and resources to draw upon, including ongoing **network meetings** for schools and coaches, an **online professional learning community** with news and **resources** for you to **download**, and ready access to **other colleagues** undertaking the same process of developing their school's systems and practices.

For more information:

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Building supportive and effective learning environments for all students



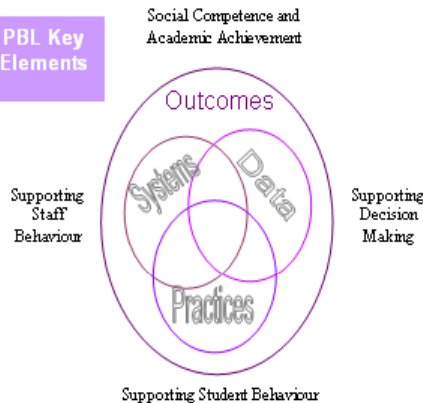
A relentless focus on learning



What is Positive Behaviour for Learning?

- proactive school-wide systems of support for defining, teaching and supporting appropriate student behaviours to create positive school environments

PBL Key Elements



- establishes the link between research-validated behaviour practices and the environments in which teaching and learning occurs
- improve outcomes for all learners by putting in place sustainable school-wide, classroom and individual systems of support
- effective teaching/learning environments where students make the positive behaviour choices that support academic success

Is PBL for our school?

PBL is for all schools. PBL helps to make schools better places to live, work and learn. It does so by giving schools the tools to build comprehensive, school-wide systems that support academic and behavioural learning for all students.

How will PBL help our school?

- establish systems, practices and a data-aware culture that can maximise benefits of PBL for teachers and students

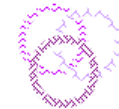


- promote positive student behaviour by building the school's leadership capacity and teachers' knowledge, understanding and skills in applying effective school-wide behaviour systems
- boost student engagement in learning by increasing attendance and retention, and improving student behaviour.
- help schools deliver highest quality learning programs to improve student academic and behavioural learning outcomes

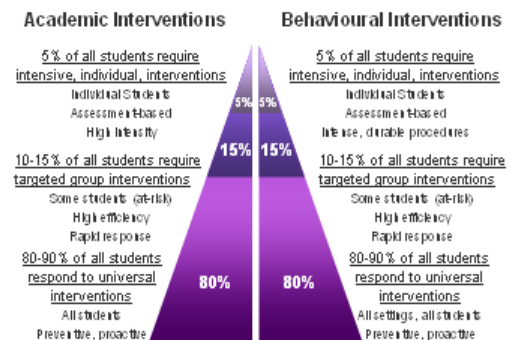


Positive Behaviour for Learning is a continuum of research-validated practices that include:

- school-wide discipline practices
- instruction social skills
- student self-regulation strategies
- improving behavioural interventions and classroom management
- active supervision in all areas of the school
- learning support team and PBL team planning and problem solving together
- external coaching to increase capacity and to provide consistent region-wide support for schools



Three-tiered prevention logic





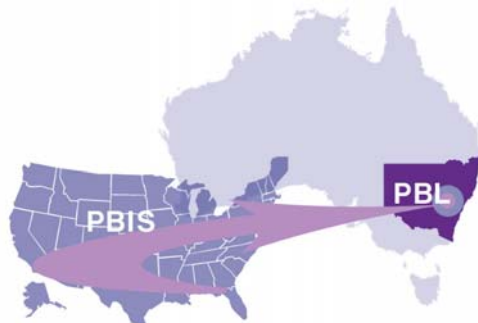
Why PBL?

- ❖ Relentless focus on learning
- DET WSR Strategic Plan 2006-2008
- ❖ 'This is not a panacea for behaviour; this will support fabulous learning in schools.'
- Regional leadership team
- ❖ School buy-in through invitation to name the initiative ➔
Positive Behaviour for Learning
- ❖ PBL is a complete nexus between all we're trying to do in learning and student management and student behaviour. It completes the equation of quality in the Region. *DET WSR Regional Director*



Research questions

1. How have schools implemented PBL? Which processes have schools found effective for their different contexts?
2. What effects are evident from students' behaviour, motivation, self-concept, and learning?
3. How does the implementation of PBL impact on the attitudes of school staff, students, and parents to learning and behaviour?
4. What changes are made to the PBIS model at a school and regional level as part of implementing PBL? For what reasons and to what effect?



Positive Behaviour for Learning:

Investigating the transfer of a United States system into the New South Wales Department of Education and Training Western Sydney Region schools

Available at: <http://handle.uws.edu.au:8081/1959.7/19702>



Research approach

Case study looking at PBL implementation in DET WSR

Mixed methods design:

- ❖ Survey at 41 schools (3 phases + control) to assess
 - student motivation and achievement,
 - student and teacher self-concept
 - teacher self-efficacy
 - parent views
- ❖ SET data analysis
- ❖ In-depth fieldwork at three schools involving principals, PBL coaches, school staff, students, and participant observation in regional leadership team meetings and at school-based PBL team meetings:
 - interviews,
 - focus groups,
 - direct observations
 - analysis of school documents



Preliminary survey results

- ❖ SET results indicated a high degree of fidelity in PBL implementation
- ❖ Teachers from PBL and non-PBL schools did not differ in their self-efficacy for engagement and classroom management
- ❖ Student motivation was somewhat more favourable for PBL schools
- ❖ Student self-concept was somewhat more favourable for PBL schools.



Staff impacts

- ‘It seems to have made a positive difference. Even in the playground children seem more settled. I think even the whole community – parents – might not have realised what the rules are. ... I think having the whole program has made everyone have a more positive experience.’
- ‘The major change is we all talk a similar language. We all know what those behaviour expectations are. Before no-one really knew. It was wishy-washy, airy-fairy.’
- ‘I use it every time I have to reprimand a student. I always refer to the sign and make them stop and say, ‘Are you using any of those points?’



Student expectations & behaviour

- **Student 1:** My PE teacher always brings it up. How 'we have expectations of students.' He always talks about that and incorporates it. The expectations are up in every classroom.
Student 2: So does my English teacher.
Student 3: Every one of my teachers basically.
- I overheard a conversation of the kids talking to each other where one said, 'That's not being very responsible. You just said something that hurt him.'
- In 2005-2007 suspensions decreased by 26% in PBL schools, and rose by 34% in non-PBL schools.



Parents

- **Parent 1:** When I talked to other parents about it, ‘Safety, Respect, Responsibility’, they said, “I know what you’re talking about”. When I read about it in the newsletter the first few times it had an impact on me. ... Fantastic. SRR [Safety, Respect, Responsibility] is a great strategy for checking yourself, your behaviour.
- **Parent 2:** Great values for life and everything you do.
- ❖ Parents have accepted PBL when it has been effectively communicated, however, parent involvement is seen as a key challenge for schools.



Common supportive features

❖ Consistency

‘The children in my class know it is not just me that is expecting that, it is everyone. All teachers follow the same set of procedures.’

‘When we took PBL on board it was time and PBL offered support. So, there’s consistency in the way staff implemented and acted, and consistency for students to be aware of our expectations, for parents to be comfortable. It was time to tie our welfare things together. We wanted to ensure that the positive behaviours are valued.’



Common supportive features

❖ Contextualising PBL to the individual school

- School-based PBL Leadership team promotes ownership; schools can adapt the approach to their specific context
- Training and systems support is provided through regional coordinators

❖ Interaction of schools and coaches

‘Often I’m working with the team to come up with a scaffold of how they’re going to implement something. Then they take those examples back to their staff meetings, get input from the staff and then we meet together. We want to ensure that it is their project.’



Key differences

- ❖ Involvement of students in decision making vs teacher-directed determinations of positive behaviour
- ❖ Staff ownership of the PBL process in their schools
- ❖ Staff turnover



Systemic implementation

- ❖ ‘It’s [PBL] in the middle of everything ... it’s an umbrella. It’s about what happens in a school. It’s not just behaviour, but about behaviour and learning.’
- ❖ ‘The process is the same in each school but schools can adapt it to their unique settings. ... success often depends on the ability of the Principal to facilitate teams - to lead, but also step back when appropriate.’



Systemic implementation

- ❖ The systemic approach introduced by PBL has been instrumental in stimulating the region to redesign its approach to behaviour and learning support.
 - One of the things we've strengthened in our training is the whole understanding of how the leadership team operates and that it is a critical systems piece within the school. If you can get schools to see the leadership team as a systems piece, then get them to recognise the value of that team, their implementation of PBL will be more powerful.



Focus on learning

Renaming the initiative as PBL has assisted uptake in WSR by enabling schools to align it with their priorities. As a result, 'value-adding' occurred in two of the three focus schools.

- ❖ 'We've honed in on the Quality Teaching (QT) components though we haven't fully aligned PBL with QT. We're implementing them together so the way we pose and phrase questions, QT has come out.'
- ❖ Simultaneous implementation of whole-school social & emotional learning/antibullying program enhanced engagement and effectiveness.

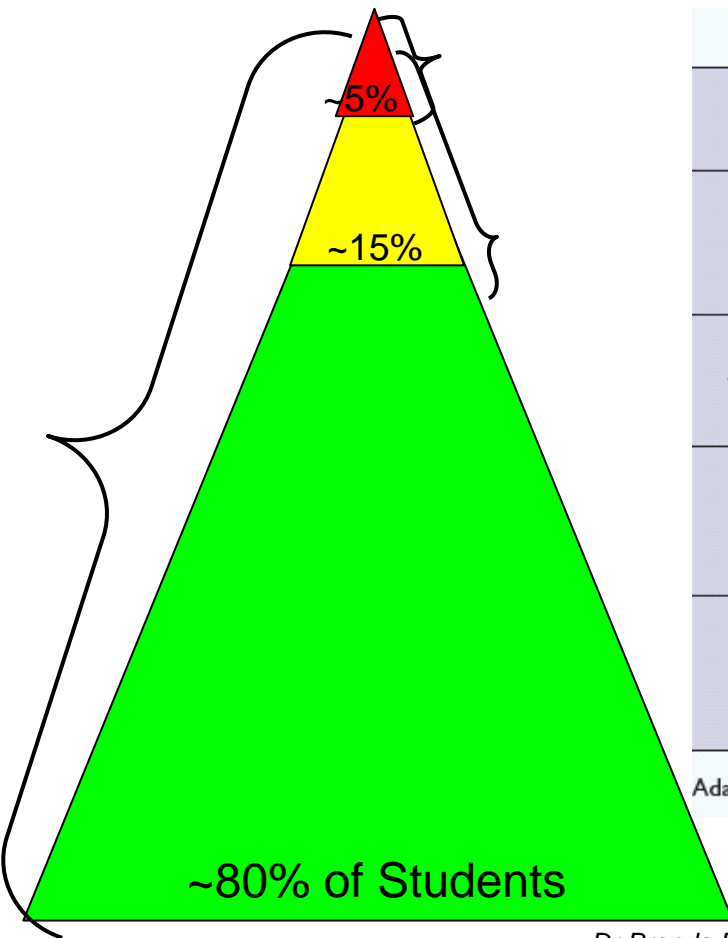


Challenges ahead

- ❖ ‘We have to try and be positive all the time. Some kids are so much of a challenge that it’s hard to stay positive all of the time.’
- ❖ ‘There are fewer suspensions. This hasn’t flowed through to the work ethic yet and there is no effect on kids with major problems. There is an underlying group that is still there. PBL doesn’t seem to get to those kids.’
- ❖ Building system capacity for targeted interventions
- ❖ Meeting professional learning and support demands as initiative grows



PBL & school-based mental health



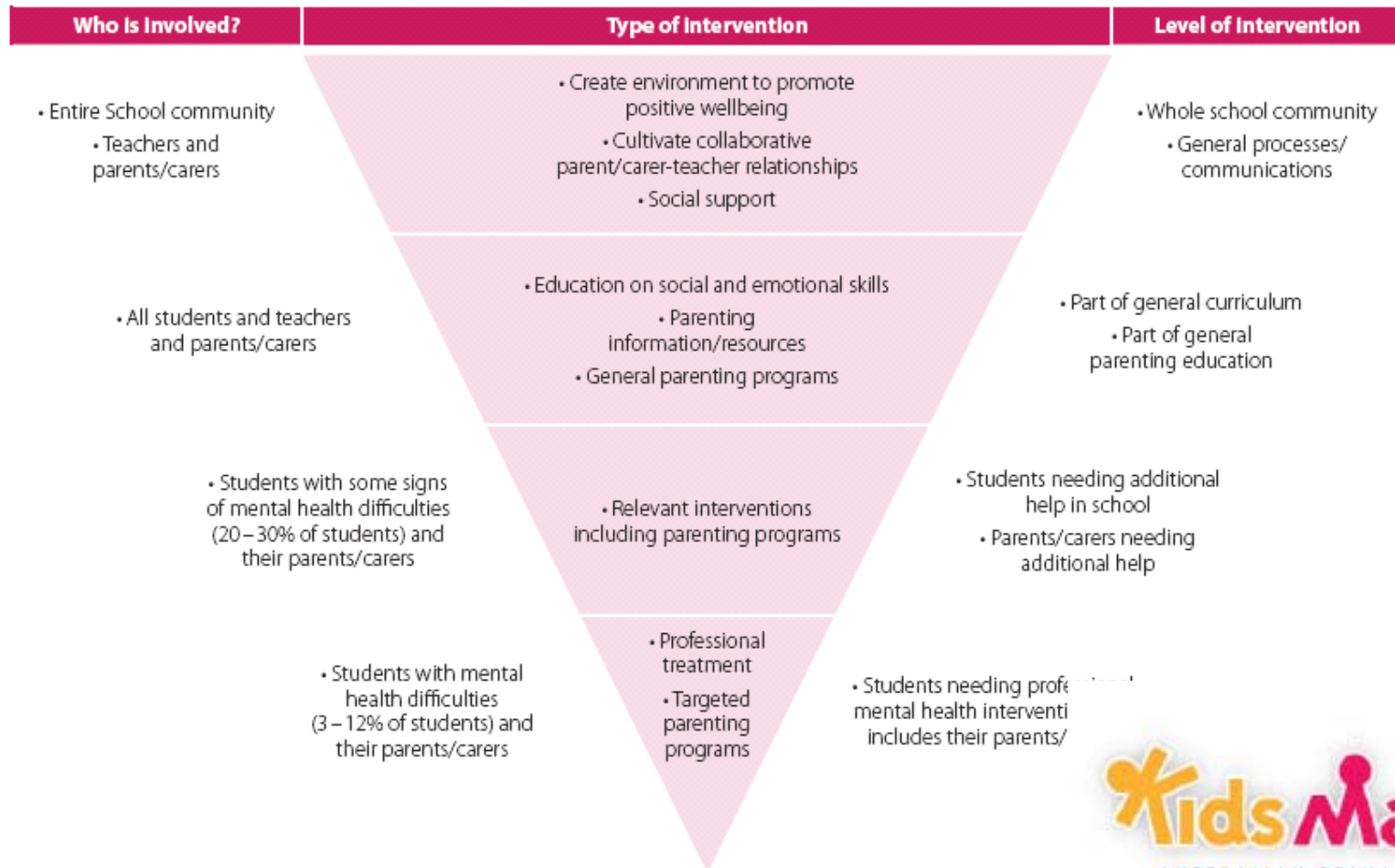
Comprehensive model for a school mental health program

Who is involved?	Type of intervention	Level of Intervention
Entire school community	Create environment to promote positive wellbeing	Whole school community
All students, teachers and school staff	Education on social and emotional skills	Part of general curriculum
Students with some signs of mental health difficulties (20-30% of students)	Relevant interventions	Students needing additional help in school
Students with mental health difficulties (3-12% of students)	Professional treatment	Students needing professional mental health intervention

Adapted from the World Health Organisation⁴

KidsMatter model

KidsMatter whole school model for mental health promotion, prevention and early intervention in primary schools



(table adapted from World Health Organisation, 1994)





The KidsMatter framework

- building capacity for schools to respond to children's mental health needs

<p>Every face has a place</p> 	<p>Knowing me, knowing you and getting along too</p>	<p>Schools and Families Caring for kids</p>	<p>Getting help is COOL in a KidsMatter school</p>
<p>KidsMatter promotes a positive school community where everyone belongs.</p>  	<p>KidsMatter promotes social and emotional learning for students.</p>  	<p>KidsMatter promotes parenting support and education.</p>  	<p>KidsMatter promotes early intervention for students experiencing mental health difficulties.</p>  

www.kidsmatter.edu.au

Synergies between KidsMatter and PBL/PBS are currently being pursued at both state and national levels.



Classroom tips

1. Be proactive
 - Establish clear expectations and procedures
 - **Teach** rather than control ➡ keep it positive, specific and learning-focused
2. Model and promote positive relationships and a climate of respect and caring
3. It's not just the classroom!
 - Ensure that whole-school systems provide a continuum of positive, appropriate behaviour support



Policy priorities

1. Establish proactive systemic approaches that address the continuum of universal positive behaviour promotion through to general and targeted prevention and early intervention for difficulties
2. Integrate evidence-based approaches for behaviour support and mental health promotion
 - Draw on cross-sectoral expertise to build school-based capacity
3. Engage families and communities
 - Schools as social centres, hubs for family and community engagement and support



Actions

1. Develop/clarify local priorities for action
 - Consider cultural issues
 - Measure what's important
2. Establish effective, funded coordination structures
 - Involve key stakeholders
 - Resource personnel with appropriate expertise to coordinate
3. Provide regular, ongoing, high quality professional development to build capacity