

Moving Towards Safer and More Effective Learning Environments in New Zealand Schools: The Effective Behaviour Support Initiative (EBSI)

A School Wide Initiative to Enhance Behaviour and Learning

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Advance Organiser:

Overview of EBSI in New Zealand Schools

- ▶ Process to develop EBSI
- ▶ Curriculum fit
- ▶ Sustainability

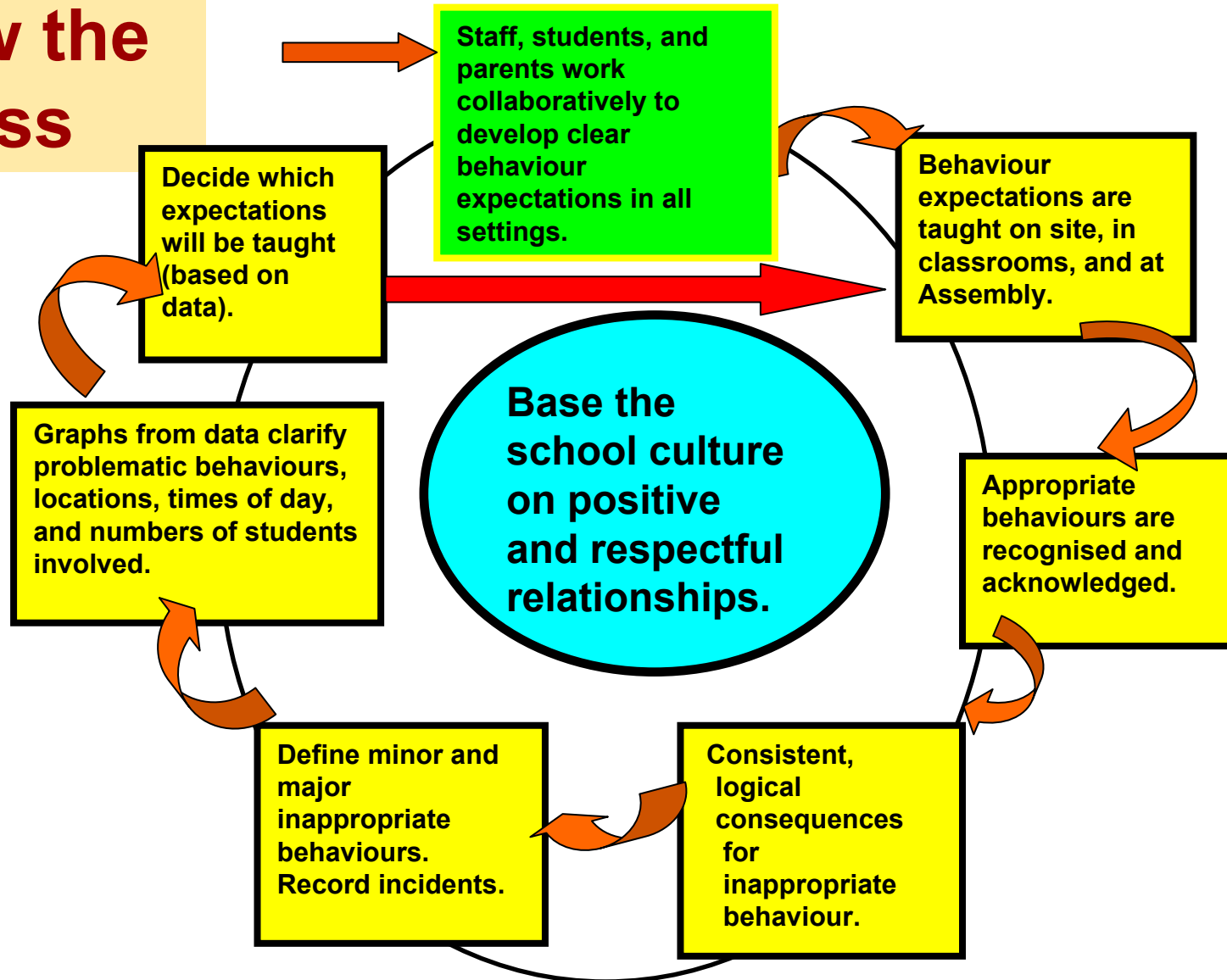
Where to from here?

- ▶ Classrooms
- ▶ Policy
- ▶ Actions

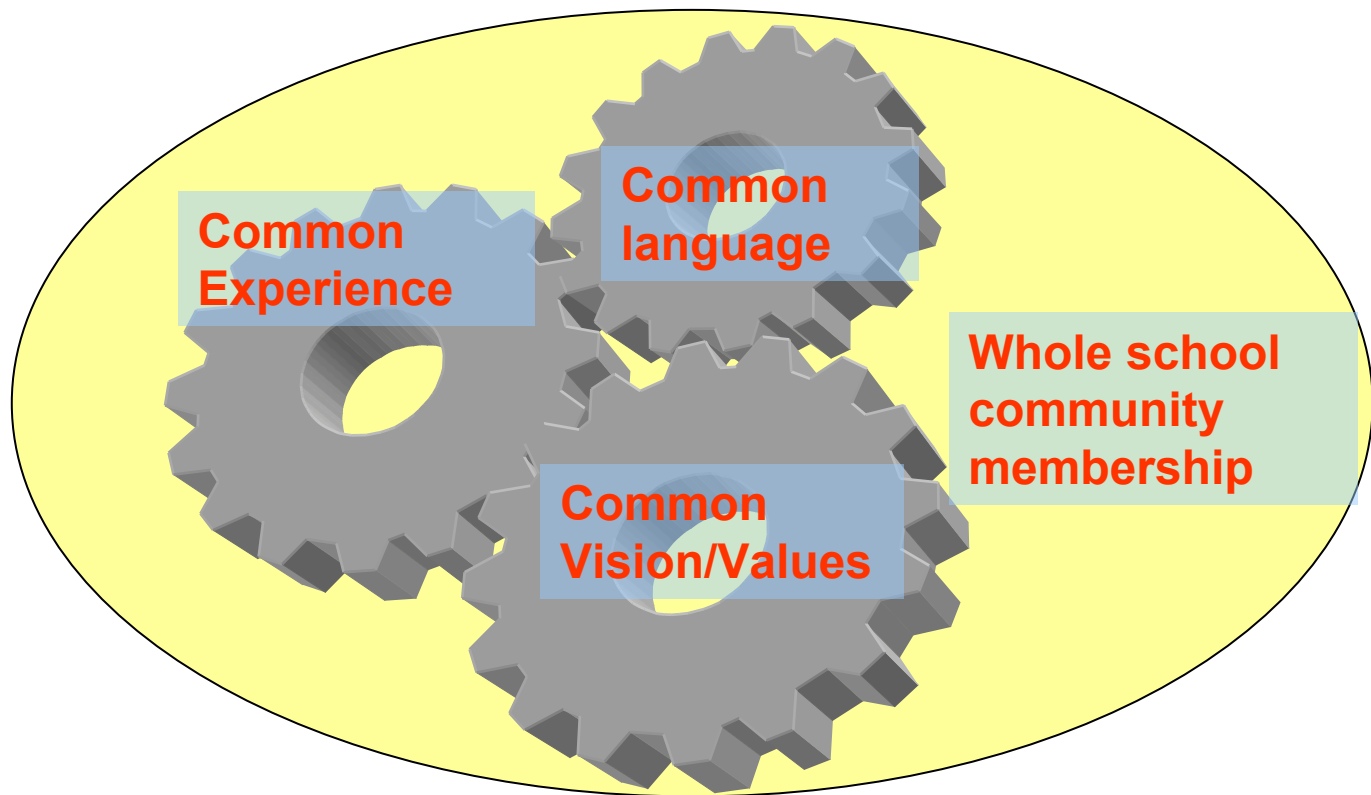
Mission statement for EBSI in New Zealand:

To develop consistent support systems and sustained implementation of a data driven, problem solving model that helps students become better learners with the skills necessary for social success.

Follow the Process



Establish a Social Culture:



Establish an inclusive culture.

Focus on developing positive relationships across the school community.

Consult!

Consult widely with staff, parents and community.

Teach!

Establish behavioural competence by teaching the agreed upon expectations.

Base decisions on data.

Use school wide
incident
data to guide
decision making

School wide intervention?
Small group intervention?
Individual intervention?
Outside agency?

Data shows whether
or not decision
was appropriate





School Wide Information System

Version 3.3.0 stable

User: IPSNAKINZ
School: Inglewood Primary School

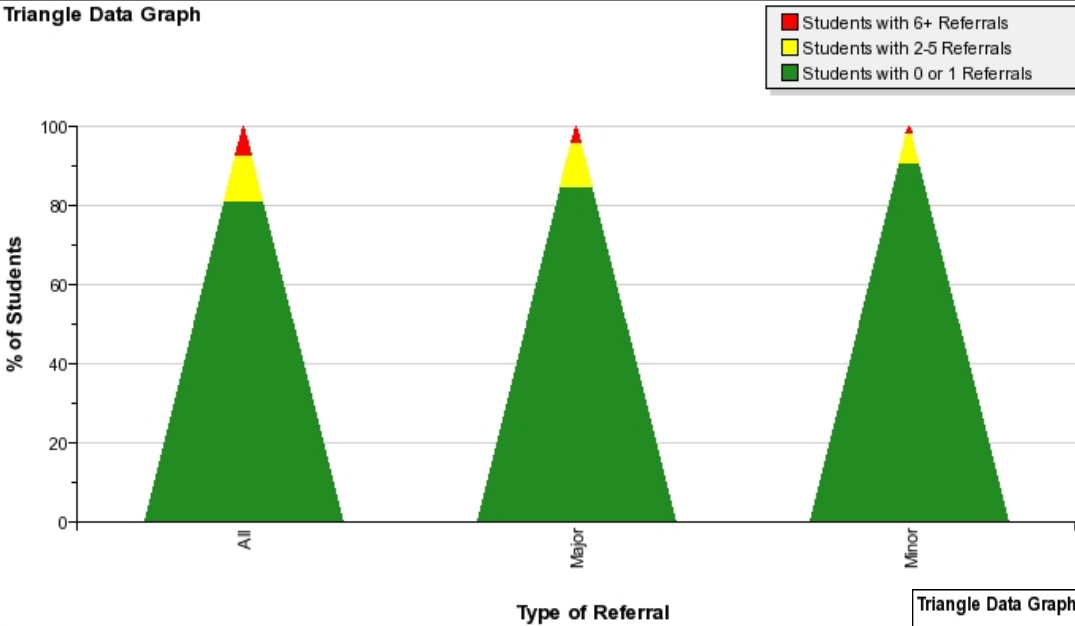
Main Menu

Avg Referrals Per Day Per Month	
Referrals by Problem Behavior	
Referrals by Location	
Referrals by Time	
Referrals by Student	
Other Reports	Custom Report
	Custom Graph
	Referrals by Staff
	Suspension Expulsion Report
	School Ethnicity Report
	Individual Student Report
	Year End Report
	Student & Staff Lists

- SWIS
 - Data Entry
 - School Information
 - Enrollment and Days Per Month
 - Staff Information
 - Student Information
 - Referrals
 - Reporting
 - Avg. Referrals Per Day Per Month
 - Referrals by Problem Behavior
 - Referrals by Location
 - Referrals by Time
 - Referrals by Student
 - Other Reports
 - Tools

Use data for identification of school wide and individual needs. Data based decision making enables early intervention.

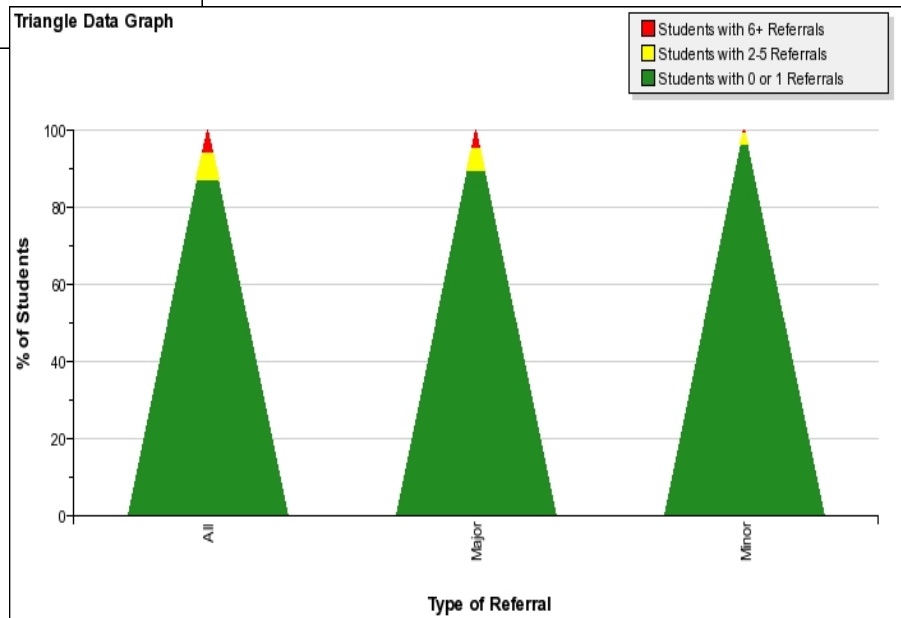
Triangle Data Graph



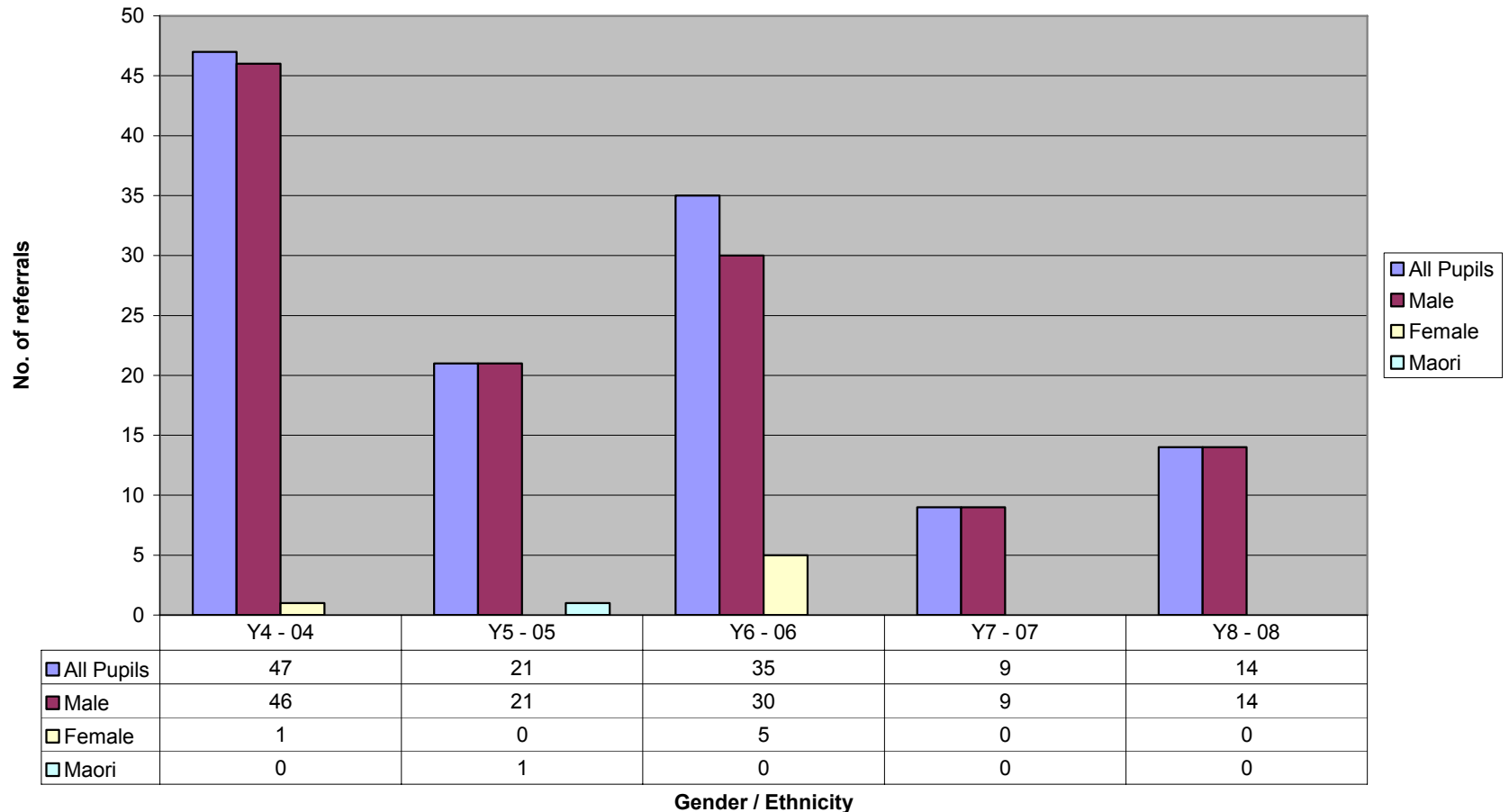
2005, IPS

2007, IPS

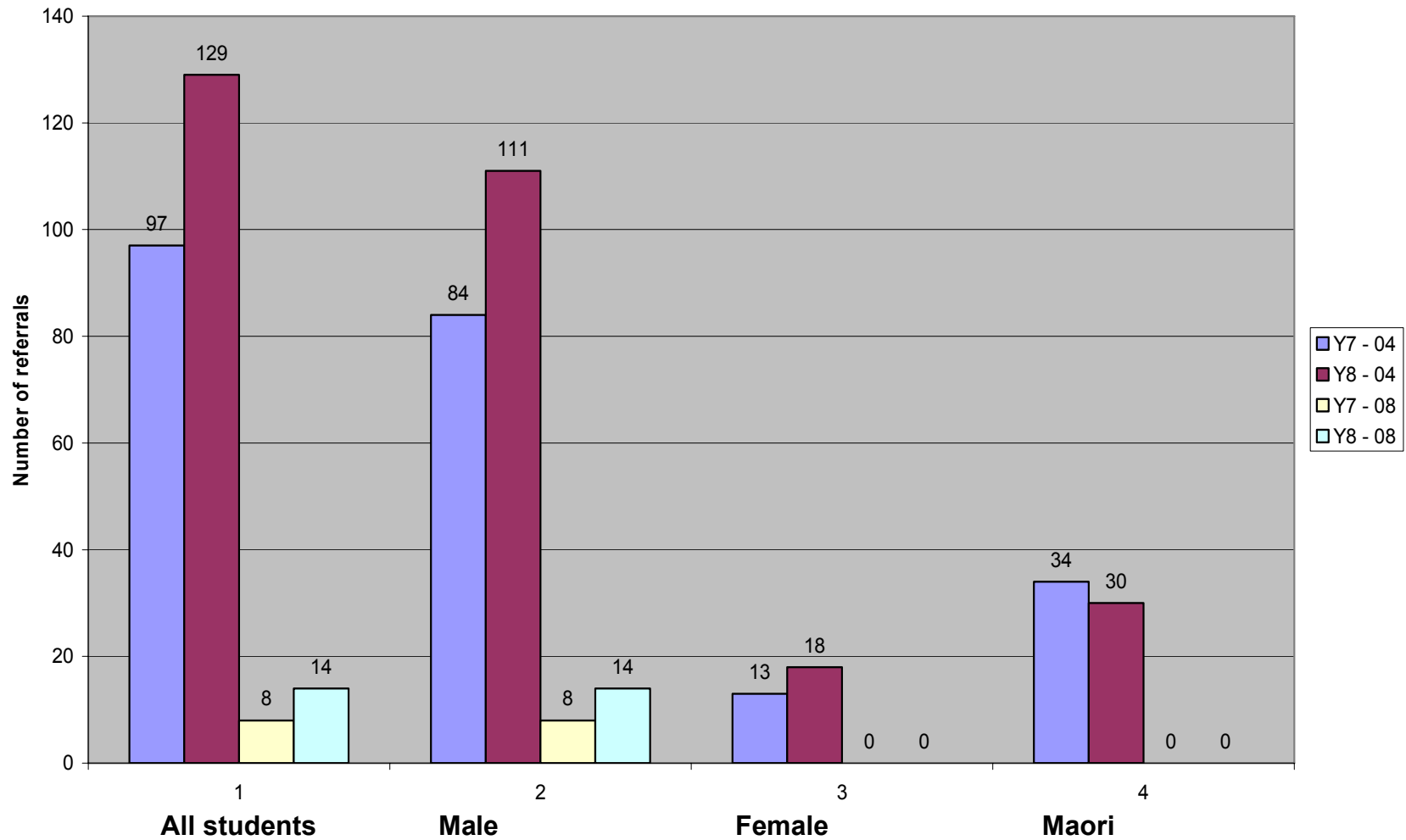
Triangle Data Graph



**Cohort Comparisons: 2004 - 2008
2008 as Year 8 Cohort**



Comparison Years 7 and 8: 2004, 2008, IPS



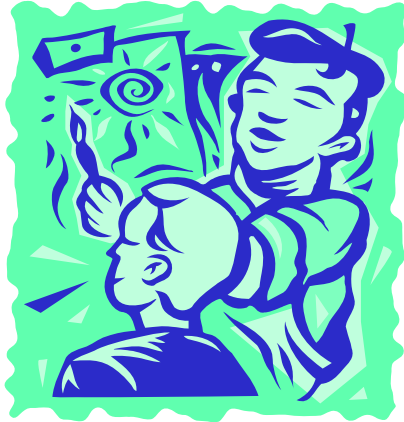
The Key Competencies of the Curriculum and EBSI:

- Thinking
- Using language
- Managing self
- Relating to others
- Participating and Contributing



EBS makes good sense for ongoing success: (and possible barriers)

Staff are on the same game plan



Problems are addressed through teaching as they occur



Expectations are taught

Yet another new initiative!

More work!

We're doing that already!

What is Different? Features to celebrate!

<input type="checkbox"/>	<p>EBSI is not a quick fix drop in programme. It is a framework for sustainable systems to support all students and staff.</p>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>	<p>The planning involves and values the voices of the whole school community. A culture of respect and safety is built. The strategic plan of the school is therefore informed by the community.</p>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>	<p>EBSI is based on teaching behaviours and data based decision making.</p>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
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Three Behaviour Management Tips for Classrooms:

1. **Specify** appropriate classroom behaviours
2. **Teach** these behaviours
3. **Consistently acknowledge** and encourage these behaviours

Three Priorities for Policy:

1. Curriculum
2. Data-based decision making
3. Structures to address bullying

Priorities for Policy:

1. Curriculum:

The EBSI process develops all the values and key competencies of the curriculum thus enabling better access to the learning areas.

Ensure there is a fit between the curriculum and what a school is actually doing.

Priorities for Policy:

2. Data-based decision making:

Base action around learning, behaviour, and school climate on evidence not opinion. The School Wide Information System is a tool which does this with minimum effort.

Priorities for Policy:

3. Structure to address bullying and violence:

Ensure that initiatives are based on consistent data collected regularly. EBSI provides such a data-based structure.

- ▶ Define bullying and violence.
- ▶ Definitions and agreed upon response actions are taught to the whole school community.
- ▶ Consistent responses and methods of non-escalation are taught to staff.

Three Priorities for Action Planning:

1. Train teams
2. Data-based plans for students at risk
3. Teacher education

Action plan:

1. Provide training for teams to develop expertise in data based school wide frameworks so they can facilitate the process in schools.

Action plan:

2. Fund ongoing professional development for school staff around the necessary skills to build data-based plans for all students at risk.

Action plan:

3. Negotiate with Colleges of Education to place more emphasis on skill development in inclusive practices, teaching social skills, and functional assessment. The use of confrontational reactive strategies are removed from our pedagogy. Teachers instead use, respectful, structured, non-escalating approaches.

Look for research at:

- www.pbis.org

- www.swis.org