

# FREQUENTLY ASKED QUESTIONS ABOUT SWPBS

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## How does my school become eligible for Victorian SWPBS training, ongoing coaching and SWPBS recognition?

Information about SWPBS was provided to schools in the School Update in 2017, and two rounds of surveys were circulated across the state to gauge the status of SWPBS in schools, and interest in implementation support.

A coaching model has been adopted to implement and sustain SWPBS in Victorian Government schools, with fidelity. We continue to recruit coaches for each of the Department's seventeen Areas. This means that a Coach may not be available immediately in your Area, or the Coach's maximum caseload has been reached at that time.

We will also support schools in other ways when a Coach is not available, or when a Coach is not necessarily required. This may be through existing Networks, FISO groups, or PLCs.

Schools will receive formal recognition for implementing each tier of SWPBS. This recognition is valid for a maximum of one year, to ensure that a school's SWPBS practices remain valid. This then permits a school to accurately and confidently say they're a "PBS school".

## What if my school is already receiving training for SWPBS?

We know that some schools are receiving a variety of forms of 'training' for SWPBS. This demonstrates a commitment to SWPBS and schools should not necessarily discontinue. Such training is introductory, and complements coaching well, however the statewide SWPBS initiative has standards for implementation and evaluation.

For a school to be considered to be implementing SWPBS correctly (a "PBS school"), their practices must be evaluated using the *Tiered Fidelity Inventory* (TFI), in conjunction with an external evaluator. Staff from the Central Unit, Coaches, and select Regional and Area staff, as well as some experienced staff from schools are able to conduct this evaluation. Evaluations are recognised when they are conducted in conjunction with persons with the necessary training and experience. This ensures a level of quality assurance. Please contact the Central Unit if you have any questions about evaluation using the TFI.

It is important that evaluations are conducted correctly so that schools can be formally recognised for their achievements, and can apply for financial reimbursement. More information is available on the SWPBS webpage.

## What if my school is already implementing SWPBS?

Fantastic! We know that many schools have been implementing SWPBS prior to 2017, however we don't know if their current practices meet the minimum standards for each tier of SWPBS. Such schools should contact the Central Unit to arrange an evaluation using the *Tiered Fidelity Inventory* (TFI). When this is completed according to the TFI, a school can say that they're a "PBS school".

## How does my school register interest to be one of the official SWPBS schools supported and recognised by the Central Unit? How do I access a SWPBS Coach?

### Step by step:

1. The school completes a *SWPBS Expression of Interest* (available on the SWPBS webpage) and emails it to Central Unit: [positive.behaviour@edumail.vic.gov.au](mailto:positive.behaviour@edumail.vic.gov.au). Please ensure that *SWPBS Expression of Interest* is in the subject line.
2. The SWPBS Central Unit determines Area Coach capacity to effectively support a school on their caseload, or if another form of support is appropriate, for example, through existing Networks, FISO groups, or PLCs.
3. If Coaching is determined to be appropriate, the Principal/designee meets with the SWPBS Coach or Central Unit representative to discuss the appropriateness of SWPBS for their school.
4. The school leadership team learns of the process, training and support required for successful implementation. If the school leadership team decides to progress, they will then begin the process of establishing staff commitment.
5. The SWPBS Coach or a Central Unit representative makes a presentation to school staff about SWPBS and the commitment required from staff. The school arranges how to gauge staff 'buy-in' to commence SWPBS. If at least 80% of school staff agree to implement SWPBS, the Principal signs a *SWPBS Collaboration Agreement*.

### With the *SWPBS Collaboration Agreement*, what am I committing the school to?

- Student behaviour/wellbeing is identified as one of the **school's priorities**
- The Principal (or Assistant Principal) **actively participates in the implementation of SWPBS**
- The school identifies and resources a **SWPBS Coordinator** who attends training and guides the school team in the implementation of SWPBS. It may be appropriate to consider the Professional Practice Days to support the work of the Coordinator.
- The school establishes an **implementation team** to implement SWPBS
- The Principal (or designee) and SWPBS implementation team members attend **team training**
- The school collects **data** to assist with decision making
- The school facilitates ongoing **coaching** of the SWPBS Coordinator, which will be provided by the Area Coaches and the Central Unit
- The Principal (and leadership team) provide **ongoing leadership** and signalling to support the work of the SWPBS implementation team
- The school commits to SWPBS **implementation with fidelity** using the *Tiered Fidelity Inventory* (TFI) which can take 3 to 5 years

## Establishing Staff Commitment

Change efforts have a great deal to do with personal motivation and it is therefore vital that staff have developed a common and shared understanding of the school vision for student discipline. It is important to provide staff with the opportunity to develop a solid understanding of what SWPBS is and to gain their commitment towards the implementation of SWPBS. This is commonly done through a short awareness workshop at the school and the use of the *School Readiness Checklist*. The SWPBS Coach or Central Unit representative presents and facilitates a short workshop with all staff. If at this stage the school staff do not give more than 80% commitment to SWPBS implementation, the SWPBS Coach or Central Unit representative and Principal discuss further strategies to develop commitment from the staff. This may involve the collection of data through school's student management software and/or conducting a Self-Assessment Survey (SAS).

## Establishing the SWPBS Implementation Team

SWPBS is designed to build the knowledge, skills, and capability of school staff to effectively support and respond to student behaviour rather than relying on external providers. The SWPBS implementation team leads the school staff in the continual process of developing and maintaining a positive school environment where there are high expectations for student behavioural and academic achievement. This team will thoughtfully involve the entire staff in reconsidering their beliefs about student behaviour, reviewing existing procedures, and developing more effective policies and practices individualised to their school context. SWPBS is a process rather than a product – a process of developing and gaining consensus on beliefs, expectations and procedures, not just the selection of a practice or completion of a written policy or staff handbook. Full staff involvement in the process is crucial, and effective leadership from the school leadership team and SWPBS implementation team is essential in this process.

## Team Training

Team training will be available to schools implementing SWPBS with coaching. This training will be a series of workshops usually distributed over the first three years of implementation. It is highly recommended that all SWPBS implementation team members including the Principal (or designee) attend all days of team training.