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**Leadership**

*Leadership and school-wide support*

* Principal support, participation and leadership
* SWPBS listed as a top School Improvement Goal

**SWPBS team**

* Representative membership
* Operating procedures
	+ scheduled meetings
	+ roles and responsibilities
	+ standard agenda format
	+ consensus strategies
	+ developing and following operational plan
* Communication system
	+ disseminating information
	+ presenting data
	+ receiving feedback from stakeholders

**Supporting social competence and academic achievement**

What we review to assess effectiveness & fidelity

**OUTCOMES**

**SYSTEMS**

**DATA**

What we collect for decision-making

What we do to support staff

**PRACTICES**

What we do to support students

Universal Supports: Seven Essential Features of Universal Prevention Tier 1

**3 Clarifying
Expected Behaviour**

*Clearly defined set of expected behaviours*

**Define school-wide expectations**

* 3 to 5
* 1 to 3 words per expectation
* positively stated
* contextually/culturally appropriate
* selected by >80% of staff
* Develop visuals
* Routines/procedures for non- classroom settings

**Create school behaviour matrix**

* + setting
	+ specific
	+ positively stated
* Define specific behaviours
	+ Observable
	+ Measurable
	+ Positively stated
	+ Understandable
	+ Always applicable

**1**

**Common Philosophy and Purpose**

*Common language, vision and experience*

**Positive and proactive philosophy**

* Guiding principles for student behaviour
* Documentation
* Behaviour purpose statement for social and academic success
* Understanding of SWPBS
* Commitment

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**Teaching Expected Behaviours**

*Procedures for teaching and practising expected behaviour*

* Teach behaviour skills like academic skills
* School-wide lesson schedule
* Lessons designed for school- wide, non-classroom and classroom expectations
* Staff use common language in all settings with all students.

**Define/tell**

* matrix expectations
* specific skill
* context

**Teach/show/model**

* examples
* check for understanding

**Practice, monitor, re-teach**

* implicit/explicit
* pre-correct/remind
* active supervision
* provide feedback

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**Acknowledging Expected Behaviour**

*Continuum of procedures for acknowledging expected behaviours*

**Vocabulary**

* reinforcement
* positive and explicit feedback
* encouragement
* acknowledgment
* Winning over

**Effective positive feedback**

* specifically describe the behaviour
* provide a rationale
* can include a positive consequence
* Ratio of 4 positives to 1 correction/redirection
* (>4:1) minimum

**School-wide tangible reinforcers**

* A continuum of reinforcers
	+ Level One – Free and frequent
	+ Level Two – Short-term intermittent
	+ Level Three – Strong and long term

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**Discouraging Inappropriate Behaviour**

*Continuum of procedures for responding to inappropriate behaviours*

**Minor Behaviours – Classroom managed**

* Natural/logical consequence
	+ designed to teach a new behaviour
	+ immediate (where appropriate)
	+ calm and neutral in tone
	+ followed through
	+ clear, specific, easy to understand
	+ preserves students’ dignity
	+ promotes motivation to learn
* General considerations
	+ consistency
	+ specific yet brief
	+ neutral
	+ re-direct/re-teach
	+ provide choice
	+ conference (where appropriate)

**Major Behaviours – Leadership/ Office managed**

* Office/leadership referral (ODR)
* Follow Positive Behaviour Support Plan (PBSP)/Student Safety Plans
* Follow-up
* SWPBS Referral
	+ Student Support Group meeting
	+ Functional Behaviour
	+ Assessment

**7**

**Ongoing Monitoring**

*Procedures for record keeping, decision-making and ongoing monitoring (data)*

**Data for decision making**

* analyse at least monthly
* informs team problem-solving process

**Monitoring implementation**

Behavioural outcomes (Big 5 Data Decision Guide)

* average per day (frequency)
* behaviour
* location
* time
* students/staff involved

**SWPBS assessments**