Universal Supports: Seven Essential Features of Universal Prevention Tier 1

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

2 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

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

4 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

5 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

6 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

SYSTEMS — Supporting Staff Behaviour
EQUITY
DATA — Supporting Decision Making
PRACTICES — Supporting Student Behaviour
OUTCOMES — Social Competence & Academic Achievement