

## **A School-Wide Approach - Positive Behaviour Supports**

School-wide positive behaviour supports (SW-PBS) is an effective, efficient and consistent practice for implementing a school's code of conduct. As well, it provides consistent school-wide and school-based guidelines for responding to student behaviour.

Safe and Caring Schools Policy,  
Department of Education, 2006

The practice of SW-PBS allows for:

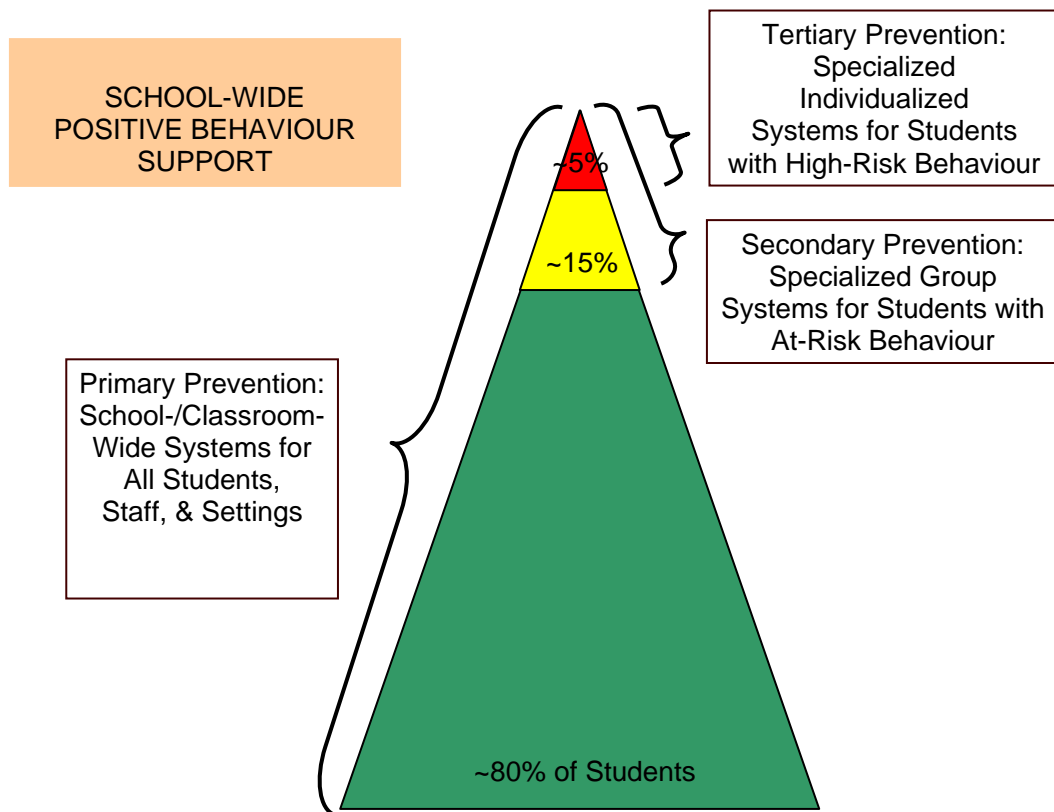
- input from the entire school community;
- the development of clear, consistent behavioural expectations;
- the teaching, practicing and modeling of expected behaviours;
- acknowledgment of positive behaviours;
- a consistent, non-judgmental response to inappropriate behaviours;
- a continuum of support to meet the needs of all students;
- the collection and analysis of data to determine the effectiveness, efficiency and relevance of the procedures; and,
- consistent and on-going school-wide evaluation and decision-making for maintaining the practice.



**“Nine tenths of education is encouragement.”**

Anatole France (1844-1924)

*French Writer*



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The triangle represents 100 percent of a school's student population.

Implementing SW-PBS, **Primary Prevention**, will usually result in approximately 80 percent of the student body meeting behavioural expectations.

Primary prevention involves: clearly defining student expectations in all settings; teaching/modeling/practicing these expectations for all students, in all settings; acknowledging expected behaviours using a school-wide practice; consistently responding to inappropriate behaviours; and collecting appropriate data for active team-based decision making.

**Secondary Prevention** usually entails identifying the approximate 20 percent of the student body that require additional support to meet behavioural expectations. Different needs may be identified for individuals or small groups of students. A plan would be used to meet student(s) needs. This may entail: skill training; problem solving; re-teaching and practicing; acknowledgements and feedback; as well as other forms of support.

Effective practice of SW-PBS usually results in 75 percent of the students requiring secondary level supports, (equal to 15 percent of the whole student population) successfully meeting student expectations. Secondary supports should be short-term supports.

**Tertiary Prevention** is specialized individual support. SW-PBS suggests that for the approximate 5 percent of the student body that are not successfully meeting student expectations with the primary and secondary supports, individual plans should be developed to meet their individual needs. This support is usually provided through the individual program planning process which results in an individual educational plan (IEP). Tertiary support is long-term. It may include: skill development; a functional behaviour analysis; a behaviour management plan; programming changes; etc.



A country, after all, is not something you build as the pharaohs built the pyramids, and then leave standing there to defy eternity. A country is something that is built everyday out of certain basic shared values. And so it is in the hands of every Canadian to determine how well and how wisely we shall build the country of the future.

Pierre Elliott Trudeau (1919-2000)  
*15<sup>th</sup> Prime Minister of Canada*

## **Components of SW-PBS Practice**

### **Primary or Universal Interventions**

- **All settings, all students, all staff**
  - **Preventive**
  - **Proactive**
1. Clearly define student expectations through a behavioural matrix or code of conduct, etc.
    - Three to five broad, all encompassing expectations.
    - Positively stated.
    - Provide examples (2-4) of what it looks like to behave as expected in each school setting, for each expectation.
    - Sample behavioural expectations.
  2. Teach students how to behave appropriately in each setting, providing opportunity for student input, modeling and role playing.
    - Schedule time(s) for all staff and students to be involved in the teaching of these behavioural expectations.
    - Teach appropriate behaviours to all students.
    - Teach in each setting.
    - Teach using discussion, modeling, role-play, skits, examples, practice, large and small group, etc.
    - Sample implementation schedules.
  3. Acknowledge positive behaviour of students and staff.
    - Develop a school-wide plan for acknowledging positive behaviours of students.
    - Staff participation may also be acknowledged to encourage team consistency.

- Frequent, small rewards are most effective.
- Within any two week period all students should receive an acknowledgement from school staff for positive behaviour.
- Research has proven that positive feedback rather than negative, more effectively changes behaviour.
- Providing effective acknowledgement of positive behaviour will reflect the student's developmental level. (This is more challenging with high school students.)
- Sample school-wide acknowledgement of students.

#### 4. Clearly define the consequences for inappropriate student behaviour

- Define levels of behaviour by determining who is responsible for following through with consequences. (For the purpose of this document we will use the terms minor-middle-major to refer to levels of behaviour. It is recognized and supported that other terminology may be used.)
- Samples discipline plans.
- Determine guidelines for appropriate consequences at each level of behaviour. List them from least to most intrusive.
- Develop a Discipline Plan, naming the behaviours that constitute each level of behaviour.
- This discipline plan should be shared with the entire school community.
- There will be overlap of behaviours and consequences between levels.
- Behaviours may escalate from one level to another.
- The discipline plan will inform the school staff who is responsible for appropriate discipline for each level of behaviour.
- Teachers will use their professional judgment, based on the circumstances, to determine appropriate consequences from the consequence guidelines at each level of behaviour.
- Using the consequence guide is not always straight forward. Professional judgment will be based on student exceptionalities, physical and emotional health, history, intention, prevalence of

behaviour, precipitating factors, etc.

- Sample consequence guides.

5. Document inappropriate behaviours in an effective, efficient and relevant manner.

- Documentation should include the following:
  - Who is involved?
  - What type of behaviour is occurring?
  - Where is the behaviour occurring?
  - When is the behaviour occurring?
    - Time of day
    - Day of week
    - Special event
- A school-wide procedure for managing the documentation process must be determined.
- In-service all staff on use of the documentation procedure.
- Document all middle and major behaviour consistently – all staff, all times.
- Minor behaviours will be responded to appropriately as outlined by the consequence guide.
- If minor behaviours persist they will become middle behaviours. Appropriate intervention and documentation should occur.
- Sample documentation forms.

6. Analyze data collected through the documentation process and share on a regular basis with the entire staff.

- Data collection may take the form of: WinSchool, student conduct folder, discipline referral forms, teacher reports, attendance, suspensions, tardiness, surveys, etc.
- Sharing data in a pictorial form is most efficient.

- Compare averages, not total numbers. What is the average number of middle/major inappropriate behaviours per day for each month?
- Valuable questions to answer:
  - What percentage of the student population is involved?
  - On average how much inappropriate behaviour occurs each day/month?
  - On average how much inappropriate behaviour is each student involved with each day/month?
  - What type of inappropriate behaviour is occurring?
  - How much inappropriate behaviour occurs in each school setting?
  - When do most inappropriate behaviours occur?
  - Which students can be identified as requiring additional support (i.e., secondary or individual support)?
- Research illustrates that when a larger percentage of students are involved in a consistent pattern of inappropriate behaviour, as identified by the previously mentioned questions, then the school-wide system may need to be evaluated.
- Targeted group interventions may need to be explored when a small percentage of students are involved in a consistent pattern of inappropriate behaviour.

#### 7. Staff decision making is based on data collected.

- Identify peaks and trends.
- Identify problem behaviours/locations/times.
- Identify individual and/or groups of students responsible.
- Is this an individual student, small group of students, or a school-wide system concern?
- Set priorities for intervention.

- Identify intervention strategies.
  - Formulate/evaluate plan.
  - Sample analysis of school-wide data.
8. Long-term data collection and analysis allows for on-going evaluation of individual, targeted group and school-wide intervention strategies.

### **Secondary Prevention or Targeted Group Interventions**

- **Students for whom the primary or universal intervention is not enough - approximately 20 percent of a student population.**
  - **A targeted group of students who need extra attention to meet behavioural expectations.**
  - **Practices involve small groups of students or individualized intervention strategies.**
  - **Recommended as an approach for identifying students in need of more intensive, individualized interventions.**
  - **Entails regular monitoring, evaluating and reassessing of the plan.**
1. Secondary prevention is designed to provide intensive or targeted interventions to support students who are not responding to primary prevention efforts.
  2. Secondary prevention is designed for students who are at risk of developing chronic problem behaviour, but for whom high intensity interventions are not essential.
  3. Secondary prevention often involves targeted group interventions that teach students prosocial and adaptive skills as a replacement for problem behaviours.
  4. Rearranging the environment so that desirable behaviours can be encouraged and practiced.

### **Third Level Prevention or Tertiary Intervention**

- **1 – 5 percent of the student population.**



- **An individualized behaviour management to address severe problem behaviour.**
  - **These plans when in place for individual students prevail over the school's consequence guide when intervening with this student.**
  - **Involves a functional behavioral analysis (FBA).**
  - **District staff may provide additional support to schools working with these students.**
  - **Can be used effectively with students exhibiting a wide range of exceptionalities which may include developmental disabilities, Autism Spectrum Disorder, emotional and behaviour disorders, as well as students with no diagnostic label.**
  - **A flexible, focused, individualized approach.**
  - **Features of tertiary prevention:**
    - **identification of goals;**
    - **data collection and analysis;**
    - **multi-element plans; and,**
    - **monitoring system.**
1. Designed to focus on the needs of individuals who exhibit patterns of severe problem behaviour.
  2. Most effective when there are positive primary and secondary systems in place.
  3. Individual supports will be designed and implemented by the student's program planning team in order to promote positive behavioural change.
  4. The goal is to create a positive learning environment and to increase the student's adaptive skills and opportunities for an enhanced quality of life.
  5. Involve a support plan comprised of individualized, assessment-based intervention strategies, including a wide range of options such as:
    - Re-arrangement of the antecedent environment so those problems can be prevented and desirable behaviours can be encouraged.

- Guidance or instruction for the student to use new skills as a replacement for problem behaviours.
- Reinforcing new skills as a more efficient and effective way to meet their needs.
- Procedures for monitoring, evaluating and re-assessing the plan, as necessary.
- Response protocols to ensure safety and rapid de-escalation of severe episodes (when the target behaviour is dangerous to self and/or others).



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“Good schools like good societies and good families,  
Celebrate and cherish diversity.”

Deborah Meier  
*Educator, Writer, Activist*

## SW-PBS Overview

Prevention Tier	Core Elements
Primary	Behavioural expectations defined Behavioural expectations taught Reward system for appropriate behaviour Continuum of consequences for problem behaviour Continuous collection and use of data for decision-making.
Secondary	Universal screening Progress monitoring for at-risk students System for increasing structure and predictability System for increasing contingent adult feedback System for linking academic and behavioural performance System for increasing home/school communication Collection and use of data for decision-making
Tertiary	Functional Behavioral Assessment Team-based comprehensive assessment Linking of academic and behaviour supports Individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behaviour on extinction, (d) strategies for enhancing contingency reward of desired behaviour, and (e) use of negative or safety consequences if needed. Collection and use of data for decision-making

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“We teach more by what we are than by what we teach.”

Will Durant (1885-1981)  
*American Historian*

## **Documentation of Student Behaviour**

Documenting student behaviours provides the data necessary to evaluate individual student's programming plans as well as school-wide practices and procedures. Documentation is an important element of any approach to school discipline, including SW-PBS. This evaluation provides the opportunity for plans to be updated and revised as deemed necessary by the student's program planning team or school community. It is an encouraged/expected practice in all schools/districts.

Student behaviour not deemed appropriate according to the school code of conduct or behaviour matrix shall be consistently documented by the attending adult in a manner outlined by the school through their discipline plan and consequence guide.

To analyze the data districts or schools may use any format they deem appropriate. A step-by-step account of a paper-pencil process is available. Data collected can be entered into a simple Excel program to provide graphs for important data.

Schools should strive to make the process as effective, efficient and relevant as possible. Sample forms for classroom data analysis and school-wide data analysis are available.



**“Children need models rather than critics.”**

Joseph Joubert (1754-1824)

*French Writer*

**Effective:**

- Choose one format of documentation which all staff uses consistently.
- Define when and what behaviours need to be documented.
- Use the information that is collected to formulate a picture of individual student behaviours, classroom behaviours, and school-wide behaviours; the type of inappropriate behaviour; the location; and the time of occurrence.
- Implement a process by which the information is utilized (analyzed, shared and used for decision making).

**Efficient:**

- Collection of data should be easy to complete and time sensitive.
- Check marks are very efficient; anecdotal documentation should be optional.
- The process for handling the data, filing, analyzing, sharing and evaluating should be user-friendly.

**Relevant:**

- Collect for information which answers the following questions: Who did what, where, and when? What was done about it and by whom?
- Only collect information that is useful.