What is PBS?
Positive Behaviour Support (PBS) is a process for creating safer and more effective schools. It is a framework or approach comprised of effective practices, interventions, and systems change strategies for establishing the social culture, learning and teaching environment, and individual behaviour supports needed to achieve academic and social success for all students. Schools implementing PBS build on existing strengths, complementing and organising current programming and strategies. PBS is for all students, all staff and all settings in the school.

The PBS Framework
Positive Behaviour Support builds a continuum of supports for staff and students. At each level (or tier) there is an emphasis on outcomes in the form of agreed expectations for student and staff behaviour, data to guide decision making about what practices should be put in place to support student learning and social behaviour. There is equal emphasis on the system supports that will be needed to build fluency with new or revised practices among all teachers and staff within the school. The basic problem solving process of outcomes, data, practices and systems is then applied across the continuum of supports students will need to increase the likelihood of their academic and social behaviour success. Implementing the framework is a process that starts with universal practices for all staff and all students at school and classroom level. There are seven essential components that later form a foundation for more individualized interventions.

The WA PBS seven essential components are:

1. Leadership
   The PBS leadership team includes the principal and a team that is representative of the school staff. The team leads the school through a process of developing and gaining consensus on beliefs, expectations and procedures along with a written plan. This full staff involvement in the process is crucial.

2. Defining Expected Behaviour
   Just as schools rely on the direction provided by their academic curriculums, success with student discipline begins with clear behavioural expectations- a behavioural curriculum. These expectations are a vision of responsible student behaviour and social competence.

3. Teaching Expected Behaviour
   Systematic teaching of the expected behaviours must be a routine part of the school day. This teaching uses the same methods as teaching academic skills, through modelling, practice and feedback.

4. Encouraging Expected Behaviours
   Staff provide regular feedback to students about their behavioural progress. Creating a school culture where expected behaviours are the norm requires that staff interact with students four times more frequently when they have engaged in appropriate behaviour than when the student is misbehaving.

5. Essential Classroom Practice
   These practices impact academic learning time and ultimately student achievement while ensuring a positive and welcoming learning environment. They represent the facets of classroom teaching under the teacher’s control that have been identified as evidence based practices to maximise learning for all students while minimising discipline problems.

6. Responding to Misbehaviour
   Inappropriate behaviour also requires feedback and should be viewed as a teaching opportunity – a chance to clarify and re-teach expectations. The same calm instructional approach used when students make academic errors should be used to correct behavioural errors. The development of a continuum of responses to misbehaviour provides staff with the tools to effectively respond to and change student misbehaviour.

7. Ongoing Monitoring
   The use of data focuses a schools efforts by identifying areas in need of improvement as well as those operating well, and keep the effort alive by providing feedback or knowledge of results that promote consistent implementation and renewal. Data is used to monitor student behaviour and the PBS implementation process.
What does PBS look like in a school?

- A consultative, collaborative, community owned process which is facilitated through a representative PBS leadership team.
- The PBS leadership team supports all staff to implement PBS strategies across the school.
- A consistent whole school approach and common language in regard to behaviour expectations.
- Positively stated expectations for all students and staff.
- Behaviour expectations are highly visible throughout the school.
- Behaviour curriculum is developed.
- All staff demonstrate, explain, and provide opportunity for students to practice behaviour skills within and across multiple school settings...
- Students are given a high ratio of specific, positive, and frequent acknowledgement for displaying expected behaviour.
- An array of procedures for responding to behaviour errors, with a re-teaching focus has been developed.
- Staff have clearly defined teacher managed and office referred behaviours.
- Discipline data is used to help track progress and identify areas to target for intervention and the effectiveness of selected interventions.

How is PBS educative?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehaviour by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

PBS views inappropriate behaviour in the same manner that problems in reading or maths are viewed…as a skill deficit. When a skill deficit exists, we must teach the appropriate skill. By doing so, a unified and positive school climate forms this informs students and staff that appropriate behaviour is a priority in our school. The purpose of SWPBS is to establish a climate in which appropriate behaviour is the norm.

How does PBS provide support for all students?

PBS methods are research-based, proven to significantly reduce the occurrence of problem behaviours in schools and supported by a three-tiered model. The image below illustrates the continuum of support for SWPBS and its academic counterpart. The three tiered model organises practices and systems along a continuum of increasing intensity and/or complexity. Although the continuum is dynamic and blended the three tiers are generally described as follows:

| Tier 3: | Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student |
| Tier 2: | Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings. |
| Tier 1: | Practices and systems for all students and staff implemented across all school settings. |
What are some of the outcomes of PBS?
Students know what is expected of them and choose to do so because they:
- Know what to do
- Have the skills to do it
- See the natural benefits for acting responsibly

Adults and students have more time to:
- Focus on relationships
- Focus on classroom instruction

There is an instructional approach to discipline:
- Instances of problem behaviour are opportunities to learn and practice pro-social behaviour

What is needed for successful schoolwide implementation of PBS?
- at least 80% of school staff agree to implement PBS
- student behaviour/pastoral care is identified as one of the schools top three priorities
- the principal actively participates in the implementation of PBS
- the school identifies and funds a coach who attends team training and guides the school team in the implementation of PBS
- the school nominates a representative team to implement PBS
- the principal and team members attend four days of team training
- the school collects data to assist with decision making
- the school submits annual implementation data to the PBS Trainer

How do schools get started in PBS implementation?
1. School principal/administration team meets with a PBS Trainer to discuss whether PBS may be a fit for their school.
2. Administration team to be fully aware of the implementation process, training and support required for successful implementation.
3. If administration team decides to progress with the implementation process they will then begin the process of establishing staff commitment.

Establishing Staff Commitment
Change efforts have a great deal to do with personal motivation and it is therefore vital that staff have a 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 PBS is and to gain >80% staff commitment towards the implementation of PBS. This may be done through an awareness workshop and the use of the School Readiness Checklist to gather data. The PBS Trainer would present a 1-2 hour workshop with all staff. If at this stage the school staff do not give >80% commitment to PBS Implementation, the PBS trainer and school principal would discuss further strategies to develop commitment. This may involve the collection of data through the school BMIS data and conducting a Schoolwide Evaluation Tool. (SET)

Identifying and resourcing a PBS coach
Experience has shown that the effectiveness of training and school implementation efforts is enhanced by providing schools with high quality "coaching". This aligns with the CMS model of coaching support based on the research of Joyce and Showers. Coaching is essential in the PBS process to increase transfer of learning in the areas of needs assessment, evaluation, systems development and action planning. The coaches help participant schools transfer learning experiences in training sessions into practice in the schools. School may choose to access a coach who is currently trained and coaching within the region or may alternatively identify a staff member who will attend coach training.
The PBS Trainer will assist in this process however the funding of the coach will be the responsibility of the school. Whilst the following points are recommended when considering the selection and resourcing of PBS coaches, these may differ according to individual school and regional contexts.

**Coach Guiding Principles and Prerequisites**

Schools / clusters of schools / networks that commit to implementing PBS identify and fund an external coach.

- Coach training provided to new coaches who have been identified and funded through schools/networks at the recommended 0.05 - 0.1 FTE per participating school
- PBS Trainers support ongoing training and mentoring of coaches
- It is preferable that coaches work across a number of schools
- Coaches add new teams as PBS skill content and fluency are achieved

Personnel suitable for a coach role have knowledge of current behaviour management theory and approaches, credibility with teachers in classroom management, and experience in training and facilitation with adults.

**Coach responsibilities:**

- Co-facilitate regional team training and awareness sessions with the PBS Trainer
- Attend team training with school team
- Meet fortnightly with emerging school teams and at least monthly with established teams
- Facilitate development of the PBS process by working with the school team
- Facilitate strategic problem solving with school teams
- Provide training at a site level
- Prompt staff to follow through on the development of PBS systems and to sustain implementation plans

**Establishing the PBS Leadership Team**

The PBS Leadership Team will lead 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 rethinking their beliefs about student behaviour, reviewing existing procedures, and developing more effective policies and practices individualised to their school context. PBS is a process, rather than a product – a process of developing and gaining consensus on beliefs, expectations and procedures, not just the selection of practice or completion of a written policy or staff handbook. Full staff involvement in the process is crucial and effective leadership from the school administrator and PBS Leadership Team is essential in this process.

**Guidelines for establishing a PBS leadership team**

1. Representative of demographics of school and community
2. Administrator active member
3. Designated Team Leader
4. 1-2 individuals with behaviour/classroom management competence
5. Representation of teachers
6. School support staff /parent representation
7. Between 6-10 team members
8. Coaching support (school and/or region)
**Team Training**

Team training will be available to schools implementing PBS. This training will be a series of three workshops usually distributed over the first year of implementation. In order to provide schools with high quality support for effective and efficient implementation, participating schools will need to demonstrate that they have met the guidelines for successful PBS implementation (page 3). It is highly recommended that all team members including the school principal attend all days of team training.

The team training is as follows:

<table>
<thead>
<tr>
<th>Day</th>
<th>Content</th>
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| **Day 1 and 2** |PBS Rationale  
PBS Key Concepts  
- Three Tier Prevention Logic  
- PBS Framework  
**Component 1:** Leadership  
**Component 2:** Defining Expected Behaviour  
**Component 7:** Ongoing Monitoring-Using the Team Implementation Checklist |
| **Day 3** | **Component 3:** Teaching Expected Behaviour  
**Component 4:** Encouraging Expected Behaviour |
| **Day 4** | **Component 5:** Essential Classroom Practice  
**Component 6:** Responding to Misbehaviour  
**Component 7:** Ongoing Monitoring |
Positive Behaviour Support Implementation Model

**Administration Expression of Interest**
1. School principal/administration team meets with a PBS Trainer to discuss if PBS is a fit for their school.
2. Administration team to be fully aware of the implementation process, training and support required for successful implementation.
3. If administration team decides to progress with the implementation process they will then begin the process of establishing staff commitment.

**Establish Commitment**
1. PBS Trainer presents 1-2 hour awareness workshop with whole of staff.
2. Conducts School Readiness Checklist.

**School Readiness Checklist (SRC)**
- < 80% staff support and commitment
  - PBS Trainer and principal discuss strategies to develop commitment.
  - Data Collection
  - BMIS data
  - Schoolwide Evaluation Tool. (SET)
- > 80% staff support and commitment

**PBS Leadership Team**
- Establish School PBS Leadership Team
- EOI from SRC
- Principal consults with PBS Trainer

**Coaching**
- Identify and resources school PBS Coach

**Coach Training**
- Initial two day training
- Follow up training and support by PBS Trainer
- Attends Coach network meetings
- Attends school team training

**Team Training Day 1 and 2**
- **PBS Rationale**
- **PBS Key Concepts**
  - Three Tier Prevention Logic
  - PBS Framework
- **Component 1:** Leadership
- **Component 2:** Defining Expected Behaviour
- **Component 7:** Ongoing Monitoring-Using the Team Implementation Checklist

**Team Training Day 3**
- **Component 3:** Teaching Expected Behaviour
- **Component 4:** Encouraging Expected Behaviour

**Team Training Day 4**
- **Component 5:** Essential Classroom Practice
- **Component 6:** Responding to Misbehaviour
- **Component 7:** Ongoing Monitoring

**PBS Implementation Process**
- Coach and school PBS Team meet fortnightly to lead the implementation process.
- Process is guided by the use of the Team Implementation Checklist and Action Plan.

**Full Tier 1 PBS Implementation**
- 1-3 year process
- 80% average on Schoolwide Evaluation Tool
- 100% Achieved on Team Implementation Checklist