

# Making the Shift

## A School Wide Approach to Positive Behaviour Intervention Support

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AASE Conference

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# Overview

- Introduction
- What is PBIS – Positive Behaviour Intervention Support?
- The Shift



# Adelaide West Statewide Outreach Service

Provides tailored support for teachers, SSOs and Student Support Services Staff working with learners with disabilities or complex communication needs to enable learners to access, participate and engage in the school curriculum and community.

## Services include but are not limited to:

- Curriculum Support
- Complex Communication Needs (CCN)
- Disability Awareness
- Assistance with Transitions
- Professional Development



# What is PBIS?



<https://www.youtube.com/watch?v=HbZNhYNyqsM>



Now let's learn  
more about PBIS  
and how it is used  
at Adelaide West  
Special Education  
Centre!



CREATED USING  
**PwToon**

# Positive Behaviour Intervention and Support

## PBIS

- PBIS is a way for schools to encourage and model desired behaviour
- Students are explicitly taught desired behaviours
- PBIS supports prevention, not punishment
- A hallmark of a school using PBIS is that everyone knows what is appropriate behaviour
- PBIS can change whole school culture



# Key Principles of PBIS

## **Establish a positive environment**

- Focus on modifying the environment to support positive behaviour

## **Teach skills**

- Explicit teaching of desired behaviour

## **Reinforce positive behaviour**

- Consistently reinforcing the positive behaviour with a whole school approach

## **Respond to inappropriate behaviour**

- Consistent whole school approach to agreed behaviour support plan strategies

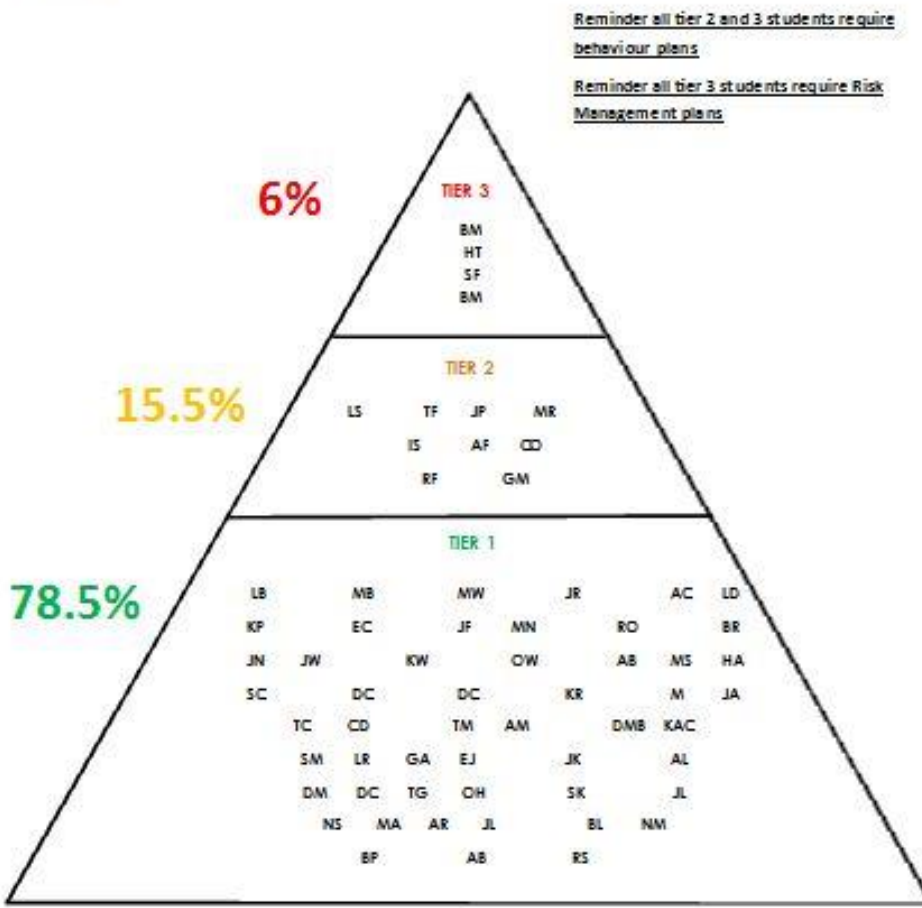
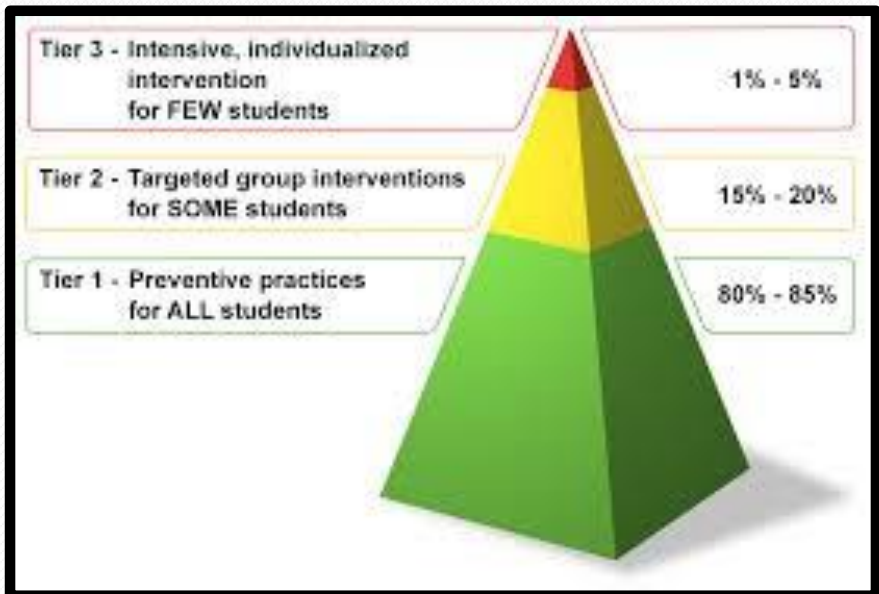
# Implementing PBIS at Adelaide West “The Shift”

- Invited Principal from another Special Education site to share their implementation of PBIS
- PBIS Coach / Trainer support for Adelaide West SEC through The Department of Child Development
- Dedicated PBIS Pupil Free Day with all staff to agree upon our three behavioural expectations and the associated vocabulary
- Regular staff meetings to ensure integrity and implementation of PBIS
- Resources were created and distributed by Library SSO
- Coordinator designated to oversee the collection of data



# 2019 PBIS Data

Adelaide West Special Education Centre  
Positive Behaviour Intervention Support  
2019 Data



**Tier 3**

5% of the school enrolments

Behaviour is intense and ongoing, puts others at risk (physical and emotional)

Has or requires additional resourcing—1:1 support E.g. RAAP or Challenging Behaviour Funding

Substantial amount of data recorded (Behaviour, ED 155 and a functional assessment completed)

Frequent Leadership assistance

Functional behavioural assessment, Risk Management Plan and Comprehensive Behaviour Plan is mandatory

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**Tier 2**

15% of the school enrolments

Behaviour is moderate and ongoing or high intensity but infrequent

Present with challenging behaviour that is disruptive and puts others at risk

This cohort requires explicit teaching of social norms and appropriate behaviours - unpacking the behaviour code and providing more personalised and intentional resources is required

Behaviour Plan required so a consistent approach can be adopted

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**Tier 1**

80% of the school enrolments

Low level behaviour, low intensity—behaviours can be frequent

This cohort requires explicit teaching of social norms and appropriate behaviours - time, patience and persistence required to support transference of skills

Generally students will respond to the explicit teaching but need time to master the knowledge

# Behaviour is Communication

What we sometimes see as  
a failure to **BEHAVE**  
properly,  
is actually a failure to  
**COMMUNICATE**  
properly.

[www.notjustcute.com](http://www.notjustcute.com)

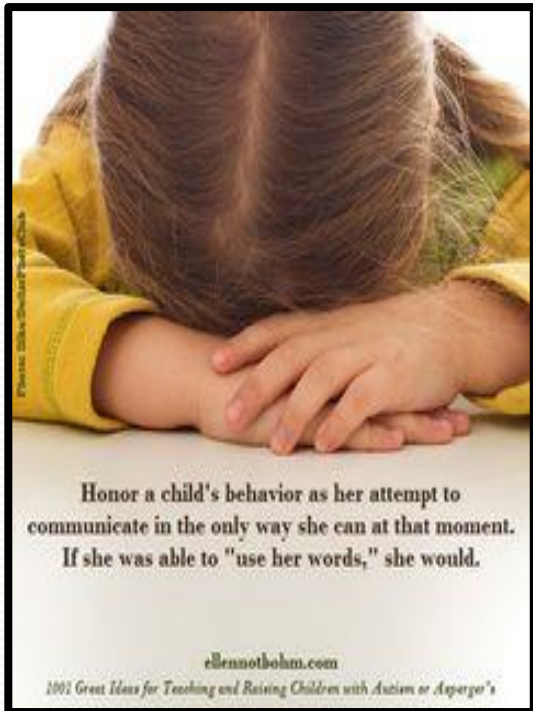
We all communicate through behaviour

We are all very good at using both verbal and non verbal communication to express how we feel

For a person with communication challenges it can be very difficult to get their message across

Behaviour develops over time, people will do what gets attention and is efficient

Addressing the communication, you may alleviate some of the behaviour and be able to begin to decode others



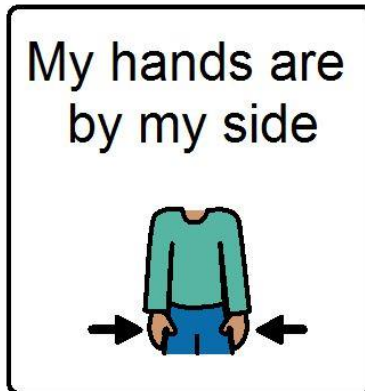
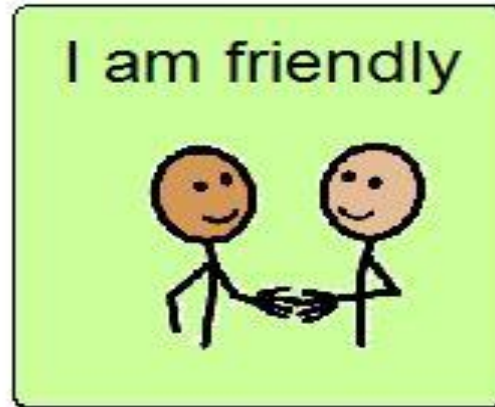
# Adelaide West Special Education Centre's Values

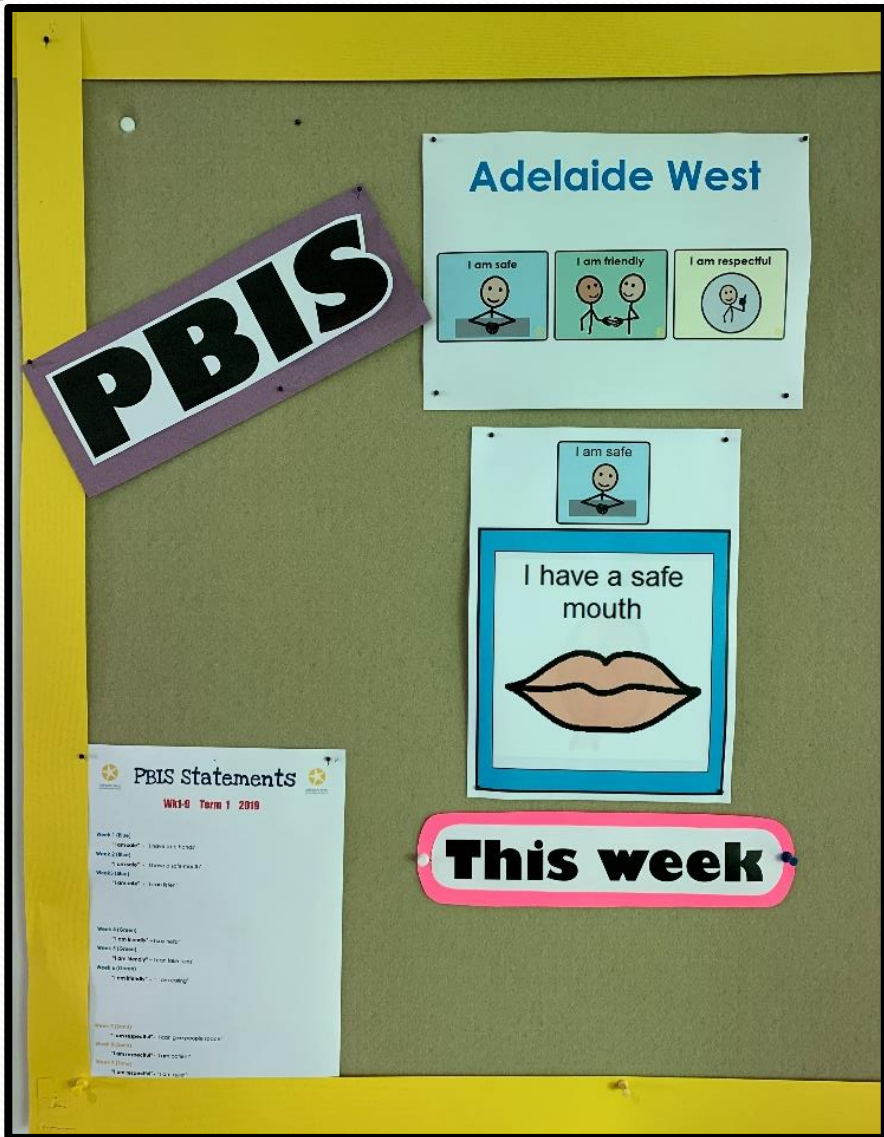
Adelaide West Special Education Centre staff agreed on three values that were positively stated and easy to remember


Our three values are:



# Developing and Expanding Functional Communication







# PBIS Statements

Week 1- 9, term 1 2018

**Week 1 (Blue)**  
 "I am safe" - "My hands are by my side" or "My hands are on the tray/desk"

**Week 2 (Blue)**  
 "I am safe" - "I have playing hands"

**Week 3 (Blue)**  
 "I am safe" - "My feet are walking" or "My feet are on the floor/footplates"

**Week 4 (Green)**  
 "I am friendly" - "I can share"

**Week 5 (Green)**  
 "I am friendly" - "I say Hello"

**Week 6 (Green)**  
 "I am friendly" - "I can take turns"

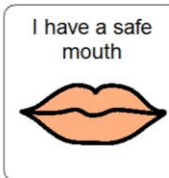
**Week 7 (Sand)**  
 "I am respectful" - "I can wait"

**Week 8 (Sand)**  
 "I am respectful" - "I look after school property"

**Week 9 (Sand)**  
 "I am respectful" - "I put things away"



I have a safe mouth.  
I am safe.



I have a safe mouth  
when I am eating or drinking.



# PBIS Vocabulary in our PODDs

I am safe	I have safe hands	My hands are on my desk	I have safe feet	my mouth is eating or drinking	go back to page 1 
I can think	My hands are in my lap	I have working hands	My feet are on the floor	My mouth is resting	oops 
I can listen	My hands are in my pockets	I have playing hands	My feet are walking	My mouth is talking	Go to categories 7 <b>C</b>
I am OK	My hands are by my side	I have listening ears	I have a safe mouth	My mouth is chewing	go back to page 25a 

school safe 25e

I am friendly	I am a good friend			people 9	go back to page 1 
I can help	I say hello			actions 10	oops 
I can share	I use kind words			I think it's 4	Go to categories 7 <b>C</b>
I can take turns	I am caring				go back to page 25a 

school friendly 25f

I am respectful	I look after school property	i check my schedule	I am kind	I am quiet	go back to page 1 
I can wait	I use the sand pit toys in the sand pit	i follow class rules	I am honest	I am responsible	oops 
I can give people space	I put things away	I look after my communication book	I am patient		Go to categories 7 <b>C</b>
I am polite	I look after my personal property	I use my manners	I can listen		go back to page 25a 

school respect 25g

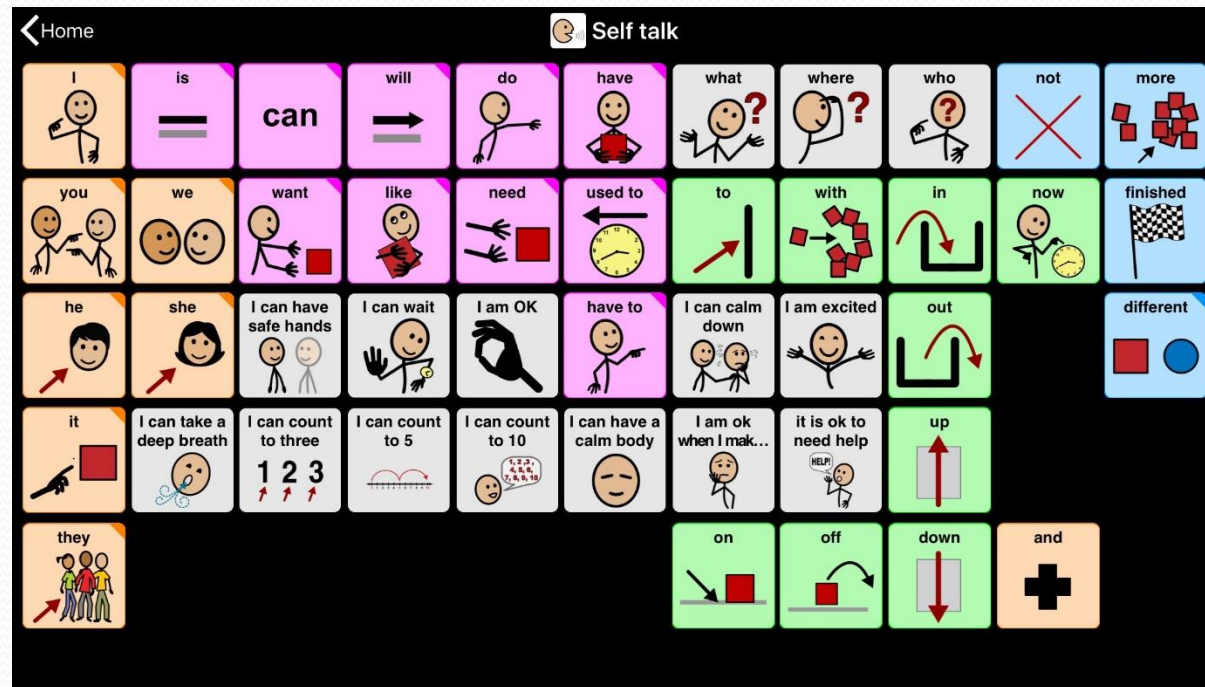
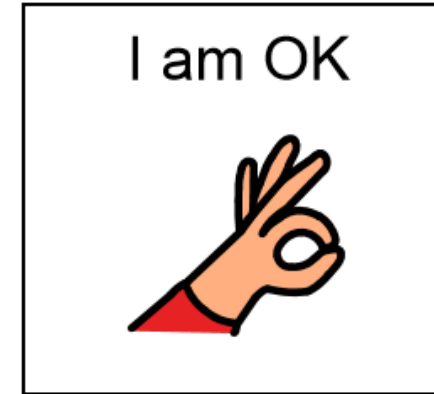
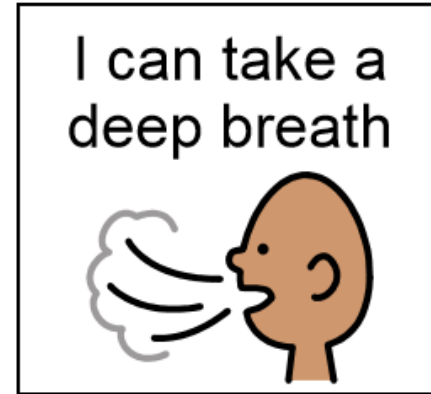
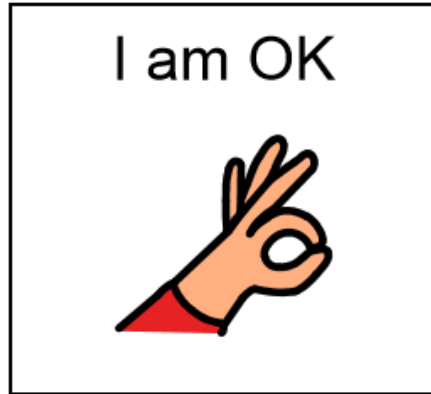


# PBIS Vocabulary in Proloquo2Go

← School
PBIS Adwest
when

I	am										
you	we										
safe	I can think	I can listen	I am ok	I have safe hands	hands are in my lap	hands are in my pockets	my hands by my side	hands are on my desk	I have working ha...	I have playing hands	
I have listening ears	I have safe feet	my feet are on the floor	my feet are walking	I have a safe mouth	my mouth is eating or dri...	my mouth is resting	my mouth is talking	my mouth is chewing			
friendly	I can help	I can share	take turns	I am a good friend	I say hello	I use kind words	I am caring	and			
respectful	I can wait	give people space	I am polite	look after school prop...	I use the sandpit toy...	I put things away	look after my persona...	check my schedule	follow class rules	communica- tion book	
manners	kind	honest	patient	I can listen	I am quiet						

# Self Talk



Although positive self talk comes naturally to some, most people need to learn how to cultivate positive thoughts and dispel the negative ones. Positive self talk is supportive and affirming.

With practice it can become more natural. Researchers have found that its not just about what you say to yourself its also the language that you use to say it. (Healthline.com)



# Self Talk Video



# Behaviour Incident Report

# Behaviour Plan Example

Behaviour Incident Report	
Child's Code: _____ Date: _____	Referring Staff/Class: _____ Time of Occurrence: _____ *EDSAS code
<b>Behaviour Description:</b>	
<b>Problem Behaviour (Check most intrusive)</b>	
<input type="checkbox"/> Aggression (1)* <input type="checkbox"/> Self-injury (1) <input type="checkbox"/> Stereotypic behaviour (5) <input type="checkbox"/> Disruption/Tantrums (5)	<input type="checkbox"/> Inappropriate language (2) <input type="checkbox"/> Non-compliance (6) <input type="checkbox"/> Teasing (5) <input type="checkbox"/> Biting (1)
<input type="checkbox"/> Running away (2) <input type="checkbox"/> Property damage (4) <input type="checkbox"/> Unsafe behaviours (3) <input type="checkbox"/> Other	
<b>Location of Incident (Check one)</b>	
<input type="checkbox"/> Assigned classroom <input type="checkbox"/> Playground <input type="checkbox"/> Therapy room	<input type="checkbox"/> Hallway <input type="checkbox"/> Bathroom <input type="checkbox"/> Other Classroom
<b>Activity (Check one)</b>	
<input type="checkbox"/> Arrival <input type="checkbox"/> Classroom Jobs <input type="checkbox"/> Large group activity <input type="checkbox"/> Centre/Workshops <input type="checkbox"/> Small group activity	<input type="checkbox"/> Meals <input type="checkbox"/> Quiet time/Nap <input type="checkbox"/> Outdoor play <input type="checkbox"/> Special activity <input type="checkbox"/> Self-care
<input type="checkbox"/> Departure <input type="checkbox"/> Transition <input type="checkbox"/> Therapy <input type="checkbox"/> Individual activity <input type="checkbox"/> Other	
<b>Others Involved (Check all that apply)</b>	
<input type="checkbox"/> Teacher <input type="checkbox"/> Assistant Teacher <input type="checkbox"/> Therapist	<input type="checkbox"/> Family member <input type="checkbox"/> Administrative staff <input type="checkbox"/> Substitute/TRT
<input type="checkbox"/> Peers <input type="checkbox"/> None <input type="checkbox"/> Other	
<b>Possible Motivation (Check one)</b>	
<input type="checkbox"/> Obtain desired item <input type="checkbox"/> Obtain desired activity <input type="checkbox"/> Gain peer attention	<input type="checkbox"/> Gain adult attention <input type="checkbox"/> Avoid task <input type="checkbox"/> Avoid peers
<input type="checkbox"/> Avoid adults <input type="checkbox"/> Don't know <input type="checkbox"/> Other	
<b>Strategy/Consequence (Check all that apply)</b>	
<input type="checkbox"/> Verbal reminder (WN)* <input type="checkbox"/> Redirection (WN) <input type="checkbox"/> Removal of item (WN) <input type="checkbox"/> Curriculum modification (SS) <input type="checkbox"/> Move within group (TC) <input type="checkbox"/> Remove from activity (TC)	<input type="checkbox"/> Time with other adult in different classroom (TA) <input type="checkbox"/> Family contact (CP) <input type="checkbox"/> Removal from class (TA) (TY) <input type="checkbox"/> Ignore the behaviour (WN)
<input type="checkbox"/> Time with support staff (TC) <input type="checkbox"/> Physical guidance (WN) <input type="checkbox"/> Home with parent (TH) <input type="checkbox"/> Other	
Comments: _____	*EDSAS code

Behaviour Details	Descriptions – Choose only 1
100	Distracting others - Noises
101	Distracting others – anti-social behaviour
102	Distracting others – off-task behaviour
103	Distracting others – work avoidance
104	Distracting others – uncooperative
105	Distracting others – unwanted touching
107	Avoiding completing tasks – in class
108	Avoiding completing tasks – not attending to instruction
200	Not following school behaviour code – out of bounds
201	Not following school behaviour code – leaving the school grounds
204	Not following school behaviour code – Non-compliance with reasonable instructions
206	Not following school behaviour code – Misuse of property
207	Not following school behaviour code – Verbal abuse towards a staff member
208	Not following school behaviour code – Verbal abuse towards – A student
209	Not following school behaviour code – Verbal abuse towards – other
300	Bullying – Physical
500	Threatened Violence – threatening gestures
600	Threatened Violence – Threatening gestures, using a weapon
601	Threatened Violence – Verbal or written threats
653	Sexual Behaviour – Problematic
700	Physical Assault/Major (requiring professional medical treatment) – Of a staff member
701	Physical Assault/Major (requiring professional medical treatment) – A student
702	Physical Assault/Major (requiring professional medical treatment) – Other
710	Physical Assault/Minor – of a staff member
711	Physical Assault/Minor – A student
712	Physical Assault/Minor – Other
720	Actual Violence using a weapon – Furniture
721	Actual Violence using a weapon – Environmental i.e. a stick
801	Property Destruction – Property damage

NAME: XX	<b>Before the Behaviour</b> He is not being directly supervised An adult communicates with him He is directed to an activity Transitioning Noisy (XX perceives to be noisy) environment	<b>Behaviour</b> Lunging, kicking out and biting self and others  Running, screaming  (all of these behaviours occur simultaneously)	<b>After Behaviour</b> <i>(Can take 10 -60 minutes to be able to work with XX)</i>  Attend briefly to a familiar adult follows a familiar 1 – 2 step instruction  <i>(‘Re-escalation’ will occur many times after as XX does not return to calm state)</i>
<b>Understand behaviour</b>			
<b>Identify the function</b>	Attention	Get Tangible Object / Activity	Sensory
		Get Away	
<b>Plan for intervention</b>	<b>Environmental change</b> Benches cleared/all classroom equipment kept in locked cupboards  Consistent spot where tasks are completed  Outdoor space used to support <u>interception</u> difficulties  Sensory room/withdrawal space used to facilitate deep pressure	<b>Replacement behaviour</b> Communicate ‘something is not right’, ‘I need help’  Engage in an appropriate sensory activity with 1:1 support	<b>Possible purpose of the behaviour</b> Meet body need (hungry, thirsty) Meet sensory need (proprioception/tactile) Gain control – block out environment  <b>Promote use of appropriate behaviour or alternative skill</b> Explicit teaching of communication, I need help, something is not right using Proloquo2Go/PODD Model use of Proloquo2Go/PODD – always use this when communicating with XX Label emotions, check in with feelings using 5 Point feelings scale throughout the day Continual ‘checking in’ of feelings  <b>Discourage challenging behaviour</b> Calm, redirection  ‘You seem .....trv .....’
Reviewed: _____			

# Behaviour Planning

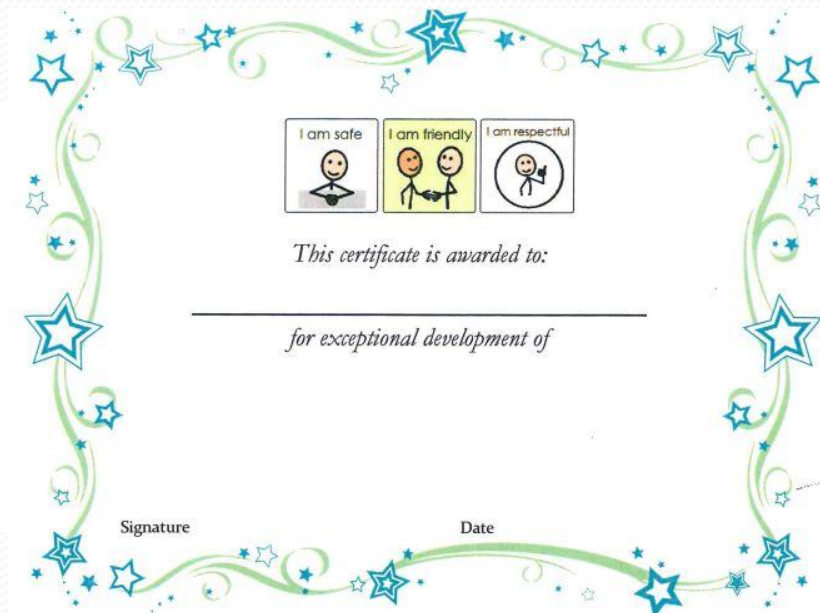
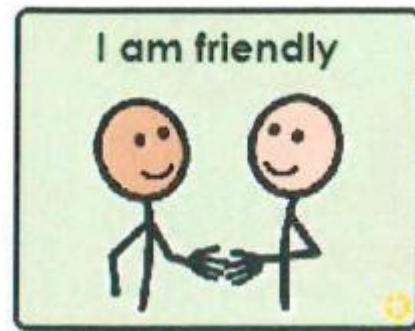
## Four essential elements for your plan:

- Clarity :** Information about the plan, expectations, and procedures are clear to the individual, family, staff and any other team members.
- Consistency :** Team and family members are on the same page.
- Simplicity:** Supports are simple, practical and accessible so that everyone involved can be successful.
- Continuation:** Even as behaviour improves, it is important to keep teaching and modelling these strategies.

# Reinforcing Positive Outcomes

A sense of competence often fosters interest and motivation.

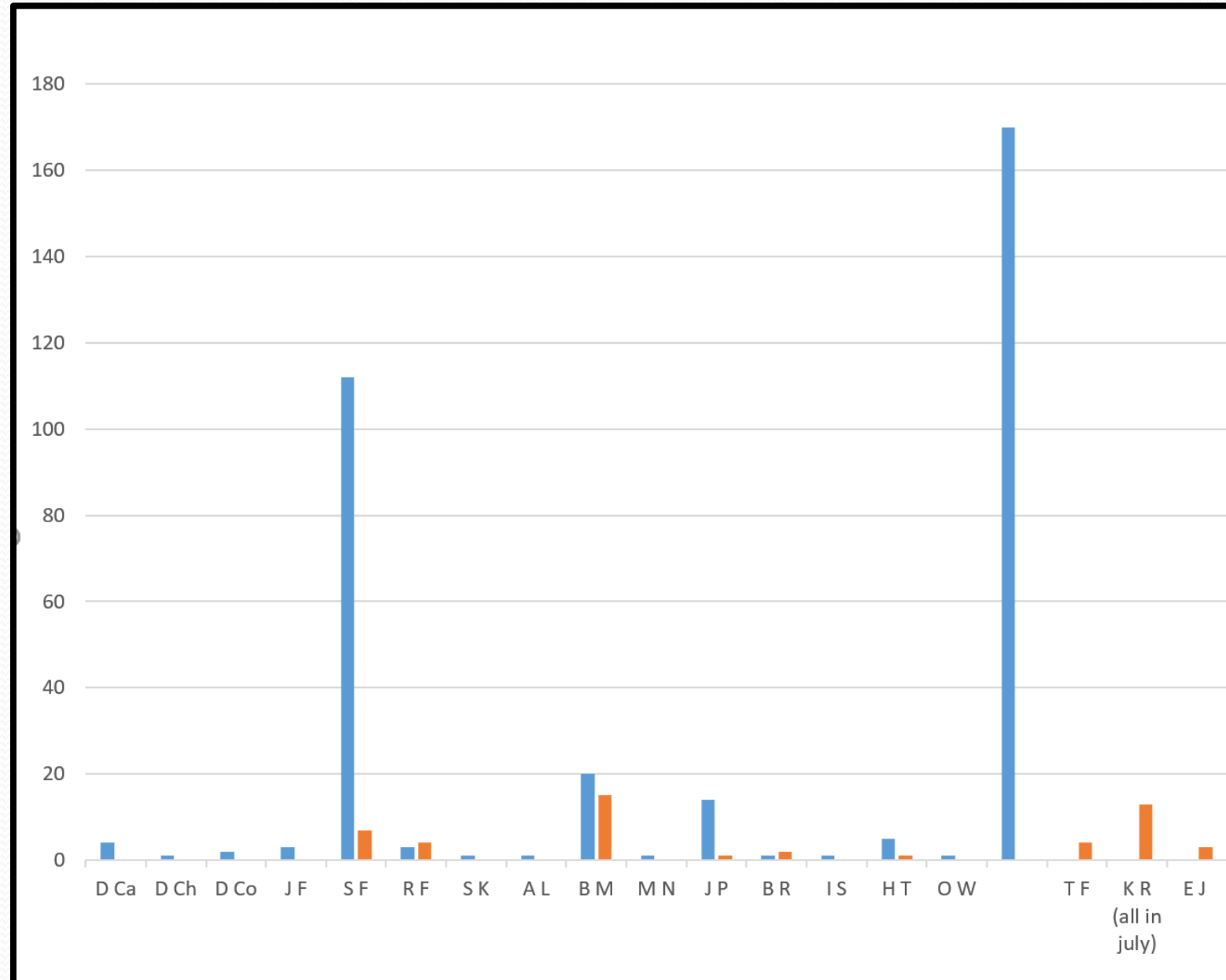
Staff continuously acknowledge student achievements, PBIS outcomes and individual milestones. Rewards are given and certificates and stickers are presented at whole school assemblies. Staff reinforce which values have been exhibited when commending their actions.





- Many skills take time to develop. Changes in behaviour require ongoing supports to be successful.
- In some cases, behaviour may get more intense or more frequent before it gets better.
- Recording, tracking progress and consistent responses to intervention are crucial in creating successful and effective outcomes. (Autism Speaks)

# Student Behaviour Data for 2018-2019



2018



2019

# A Message from our Principal - Lorna Fenech



# Conclusion

- PBIS is not a quick fix
- The right conditions need to be created and maintained so that people can achieve the quality of life that they want and deserve to have
- Successful implementation needs a whole organisational approach and ongoing commitment

*(bild Centre for the advancement of positive behaviour support)*





# Resources

- <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/pbis-how-schools-support-positive-behavior>
- <https://www.youtube.com/watch?v=HbZNhYNyqsM>
- <https://www.healthline.com/health/mental-health/self-talk#selftalk>
- <https://www.autismspeaks.org/tool-kit-excerpt/helpful-strategies-promote-positive-behavior>
- <https://www.bild.org.uk>



# Acknowledgement and Contact Details

**We acknowledge all staff at Adelaide West Special Education Centre for their commitment to PBIS practice across the school day and Dee Vojnovic for her coordination of PBIS.**

**A special mention must go to Debbie Marshall for creating and sharing resources across all classes to ensure successful implementation of PBIS.**

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