School Wide Positive Behaviour at Unity College
A program in partnership with Brisbane Catholic Education
In practical terms, SWPBS is about:

• proactive school wide systems of support for defining, teaching, and supporting appropriate student behaviours to create positive learning environments

• a behaviourally-based systems approach to improving the link between research-validated practices and the environments in which teaching and learning occurs

• creating and sustaining school wide, classroom and individual systems of support

• building effective environments in which positive behaviour is more effective than problem behaviour so that academic success can be achieved.

**School-based Management**

SWPBS requires school-based management. The Program assists each participating school to establish a visible, effective, efficient and functional leadership team, by providing a comprehensive training program and ongoing professional support.
Positive Behaviour Support is Not...

• Not a specific package or curriculum – a few core features that may look different in each individual school

• Not warm and fuzzy...it is systematic and evidence-based

• Not about watering down consequences

• Not limited to any particular group of students...it’s for all students

• Not new...it’s based on a long history of practice and research
<table>
<thead>
<tr>
<th>Traditional Discipline</th>
<th>Positive Behaviour Support</th>
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<td>• Focused on the student’s problem behaviour</td>
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<td>• Goal is to stop undesirable behaviour through the use of punishment</td>
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<td>• Replaces undesired behaviour with a new behaviour or skill</td>
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<td>• Alters environments</td>
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<td>• Teaches appropriate skills</td>
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<td>• Rewards appropriate behaviour</td>
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Schoolwide discipline is not achieved one student at a time. Successful individual student behaviour support is linked to host environments or schools that are effective, efficient, relevant, and durable.

Horner, Sugai and Horner 2002
Whole School Approach

Three Critical Practices:

– A three-tiered approach to prevention
– An emphasis on instruction
– A function-based approach
(WHOLE SCHOOL PREVENTION)
Preventing the development of new cases of problem behaviour.

FOCUS ON: all students and staff across all settings – whole school, classroom and non classroom settings

~80% of Students

~15%

~5%

(INTENSIVE)
Reducing the intensity and complexity of existing individual cases resistant to lower tier prevention efforts

(TARGETED)
Reducing the number of existing cases of problem behaviour
Brisbane Catholic Education

Whole School & Classroom Practice
Learning & Teaching

Student Behaviour Support - To maximise student access to life-giving learning

Positive behaviour and relationships promoted through classroom curriculum

Intervention programs involving support & specialist staff

Specialised services & alternate pathways of care

P-12 - Early Years, Middle Years, Senior Years

WHOLE SCHOOL APPROACH
SWPBS – What Does it Look Like?

- 3-5 School rules maximum
- Expectations for student behaviour are defined by a school based team with all staff input
- Effective behavioural support is implemented consistently by staff and administration
- Appropriate student behaviour is taught
- Positive behaviours are publicly acknowledged at high rates (ratio of feedback given to positive and negative behaviours is at least 4:1)
SWPBS – What Does it Look Like?

- All problem behaviours have clear and consistent consequences

- Student behaviour is monitored and staff receive regular feedback (data)

- Effective behavioural Support strategies are implemented at the school-wide, specific setting, classroom, and individual student level

- Effective behavioural Support strategies are designed to meet the needs of all students
Investing in SWPBS results in

- **Change** in school discipline systems
- **Reduction** in problem behaviour
- **Improved** academic performance
- **Savings** in staff and student time
- **Improved effectiveness** of individual interventions
- **Improved perception** of school safety, mental health