

Positive Behaviour Intervention & Supports (PBIS): Yukon Edition

A newsletter about PBIS in the Yukon: resources, information, tips and school implementation updates. Please feel free to share this newsletter with school staff, parents, school council, and community members

PBIS: A 3-5 Year Implementation Timeline

Implementing school wide positive behaviour supports in a school is not something that can happen overnight. Implementing features of PBIS can be a big cultural shift in a school, as it may involve changing the way that staff and students engage in everyday activities, conversations and collaborative problem solving. Each Yukon school has a PBIS leadership team that is supporting the school-wide implementation. The team is intended to be a representative group of staff members that meet regularly to discuss, develop and prepare ideas and resources related to PBIS to share with the greater school community. For some schools it may take a year or more to “roll out” key components of the PBIS approach, so it may not be fully visible and well known yet among the school community. If you have any questions related to the status of implementation of PBIS at your school, or your child’s school, here are some questions you could ask a member of the PBIS committee:

- What are the school-wide values? How did the school decide on those values?
- What is the school’s ‘common language’?
- What do the school-wide values look like in this school? Is there a school-wide behaviour matrix that describes the expectations in different school locations?
- When should we teach behaviour expectations?
- Is there a procedure in place for managing and or recording incidences of problem behaviour at the school?
- When do students get sent to the principal for problem behaviour?
- Are there any events at the school that promote positive behaviour or celebrate student/class successes?
- How and when will the school communicate with me if my child needs extra help or support regarding behaviour?
- If my child is having difficulties following behaviour expectations, what kind of supports will be used to help my child?
- What resources are available in the school and community to help with improving my child’s behaviour?
- How can I use the positive behaviour supports from school at home with my child?



Teslin School: At Teslin School, predators R.O.A.R. (Respect, Safety, Accountable, Responsible). The school has been working on finalizing their school wide values and building a behaviour matrix to describe what their values look like in different locations across the school with leadership from their collaborative PBIS team! They have started to also look at their office referral form and determining how it can be improved to identify key information for gathering and summarizing school-wide discipline data. They are also working on outlining what are minor (staff-managed) vs. major (administrator-managed) behaviours in their school. The school PBIS team has also already been thinking about how PBIS and the school values can be used in settings outside of the school, such as the community Rec Centre. Great job, Teslin School!



team has been very cognizant of the range in ages of students, and the need for differences in teaching, acknowledging and supporting student behaviour; planning for the next school year has begun with creative ideas and examples of engaging the high school students in the PBIS approach and discussing with those students the opportunity to be role models of reliable, responsible and respectful school and community members to the younger students who frequently look up to and watch them. Nice work, Tantalus!

Positive word wall at EET

Looking toward the 2017-2018 School Year

While the last few weeks of school are often busy with field trips, report card writing, celebrations, and exams, it's also an important month to spend a bit of time looking ahead to the next school year. By putting in the time to plan what the first 2-3 weeks of the 2017-2018 school year will look like, the transition back to school and all the routines and expectations that come with back to school should be easier. Consider creating a plan that will emphasize time spent on teaching expectations rather than jumping into academics; provide an outline for when to teach expectations for common areas. Written lesson plans that outline key information, language and teaching strategies (e.g., providing positive and negative examples, role playing and modelling, encouraging discussion and creating lists or visuals) are a helpful way to ensure all staff are teaching all students the same information.

An Example Schedule for Teaching School-Wide Expectations *The power of everyone doing and saying the same thing at the same time!*

Week 1 of School Year

- Review school-wide and classroom expectations and schedule with staff (Day 1 staff meeting)
- With students, follow a schedule provided by PBIS team for teaching each non-classroom setting at the same time across all classes (e.g. hallways, bathroom, cafeteria, line-up, assembly, playground, bus) — e.g. 1-2 locations per day

Week 2 of School Year

- PBIS Kick-Off Assembly (review/state core values, explain acknowledgement system if there is one, celebrate school positive culture/spirit — energize the school community!)
- Teach school-wide and classroom behavioural expectations as many times as possible

September through November

- Teach school-wide and classroom behavior expectations 2-3 times per week (5-10 min reviews).
- PBIS Booster Assemblies each month — acknowledge, review, celebrate
- If key areas are noted in office referral data or from staff meeting discussions, choose specific locations to focus on, re-teach and acknowledge specifically for 1-2 weeks at a time

December through March

- PBIS Booster Assemblies each month — acknowledge, review, celebrate
- Teach school-wide and classroom behavior expectations weekly.
- Incorporate expectations into monthly projects — e.g. art, writing, reading to share with rest of school and community

April through June

- Teach school-wide and classroom behavior expectations as needed

Always plan to Review & Reteach Behavior Expectations:

***September - First Week (or two) of School Year**

***January - First week following Winter Break**

***March/April - First week following Spring Break**

Data Doesn't Change Behaviour...so Why Take Data?

Part of the PBIS approach involves the collection and review of behaviour data. The data can be in various forms, with the most common data being attendance records and office referral forms. The goal of data is help us be most efficient in our programming and support planning for students, and to help take out the guess work of how to help a student to be successful.

Office Referral Forms: a document that is filled out by a staff member following an incident of problem behaviour, as a method for recording the key information and sharing that information with relevant adults who support the student as determined by school staff (e.g., administrator, LAT, parent). Key information should include: student information, time of day, location, observable description of behaviour, adult action/response, and others involved.

“If we have data, let's look at data. If all we have are opinions, let's go with mine.”

Jim Barksdale, Netscape

Important Facts about Behaviour Data

(e.g. individual office referrals, school-wide summary behaviour data)

- Data tells us if what we are doing is working or if we need to change things to be more effective
- Data helps us see where we can spend our time most efficiently to make the biggest changes/positive impact for either an individual student, a group of students or the whole student body
- Data allows us to forget *exactly* what happened last week or yesterday, because we have it written down on a form
- Data helps us to see patterns in student behaviour and effectively individualize support
- Data is not for the benefit of the students (knowing someone is taking data on them is not effective intervention for promoting positive behaviour change)
 - Student behavior will change because of teaching and positive, supportive interventions
- Data should not be threatened to be taken, hoping it will have a punishing effect (*punishing = will decrease behaviour in the future)
 - Data (writing up an office referral form) should never be the consequence for problem behaviour
- Data is for the staff, the administrators, and the team that is supporting the school overall
 - To ensure reliable recall of events and incidences whenever a meeting about students occurs
 - To see patterns in behaviour — positive or negative — so we only change if we need to change (time efficiency)
 - To improve teacher-EA-principal and home-school communication about changes in behaviour — positive or negative!

LET'S WORK ON THIS TOGETHER!

We want all schools to feel supported throughout all stages of PBIS - from exploration to full implementation and sustainability! If you have any questions, concerns, ideas or just want to discuss the PBIS approach, Alison is ready to visit your school, talk on the phone or converse over email!