

The most effective tool teachers have to handle problem behaviour is to prevent it from occurring in the first place. Positive Behavioural Interventions and Supports (PBIS) programs help teachers recognize the significance of classroom management and preventive school discipline to maximize student success. PBIS strategies are critical to providing all young people with the best learning environment. — National Education Association President Lily Eskelsen García

The staff at Modbury Special School believes that all students are successful when they are made aware of clear expectations and are taught the behaviours that are required for positive engagement in the community, at home and in school/workplace.

Modbury Special School adopted 4 value statements that reflect the focus of our commitment to student wellbeing.



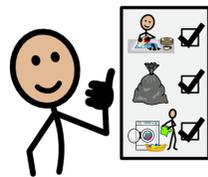
I am respectful



I am safe



I am responsible



I am a learner

Modbury Special School (MSS) values and behaviour policy are based on the Positive Behaviour Intervention Supports (PBIS) framework which we began implementing in 2019. MSS PBIS values are clearly and positively stated to reinforce a positive self-image for every student.

The Behavioural Expectations Matrix uses the school-wide values to identify specific behavioural expectations across all school settings. The school matrix of positive behaviour statements has been converted to AAC friendly format

Whole school daily instruction of the timetabled focus is responsible for an improvement in relationships between staff and students and an overall improvement in student behaviour reports.

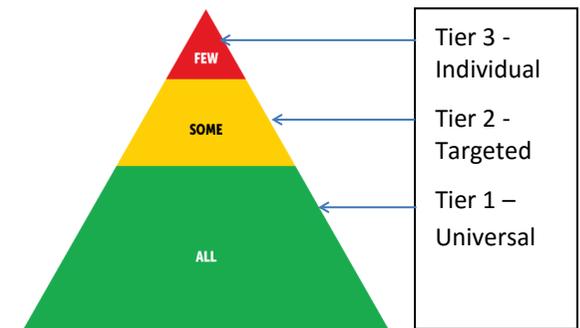
Explicit classroom instruction on positive behaviours is reinforced throughout the day with a minimum of 5:1 ratio of positive language to corrective language. This system gives students the opportunity to learn and practice appropriate behaviour in all situations and be recognised for their own actions. Positively stated rules and instruction has been shown to improve student acquisition of expected behaviour.

Catching students doing the right thing makes it clear about what is expected as opposed to telling them they are doing the wrong thing and leaving them to guess what they were to have done instead.

Teachers are responsible for development of individual and personal classroom based lesson plans, routines and rewards for the teaching and reinforcing of the positive behaviour statements in the matrix.

What is PBIS?

“Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.” (PBIS.org)



Universal strategies are core practices to be seen to be implemented school wide for the benefit of every student at MSS.

- Create positive classroom environment
- Explicit teaching of behaviour
- Build positive relationship with each student
- Individual reinforcement of positive behaviour—minimum 5:1 Ratio
- Problem solve with student best interest in mind
- Elicit family support

Data collection

Termly data is collected on student behaviour that informs staff of the frequency of problem behaviours and thus resulting in targeted strategies to eliminate or reduce these behaviours. Staff analyse student behaviour data to “catch” students who need targeted interventions (tier 2) with the intention of eliminating the problem behaviour. Frequent and ongoing behaviours are addressed with tier 3 individualised behaviour plans that result in a reduction in frequency or intensity of problem behaviours.

Incentives for positive behaviour

Reward charts

If-Then rewards

Free time

Additional sensory play

Visits to buddy classes

Positive home communications

Consequences

Warning

Apology

Catch up work

Behaviour skills program for corrective teaching

Counselling with staff or leaders

Removal from activity

Time out in class

Home communication

Time with support staff for individual self-regulation support

Take home

Research has shown that the use of punishment, especially when it is used inconsistently is ineffective in teaching good behaviour. Hence positives are applied more frequently than consequences.

At MSS we systematically teach students social, emotional, and behavioural skills consistent with their developmental levels.

Expected outcomes

Increased safety for staff and students

Improved academic and life skill acquisition

Increased learning opportunities

Decreased documented injury reports

Decreased classroom disruptions

Improved wellbeing for all

MODBURY SPECIAL SCHOOL



Positive Behaviour Interventions and Support (PBIS) Code

MAKING THE DIFFERENCE

(08) 8263 4449

TO BE USED IN CONJUNCTION WITH DEPT FOR
EDUCATION BEHAVIOUR POLICY