**Phases of PBL Implementation**

These implementation guidelines are designed to support coaches and PBL coordinators in the first phase of Universal Prevention. These steps are a guide and may not necessarily occur in the order in which they appear in this document.

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| **Step** | | **Resources** |
| **Establish Commitment and Readiness**   * Executive start-up meeting * Leadership support and approval * Principal support and commitment * 3 -5 year implementation target aligned with school plan * Whole staff ‘Taster’ -Minimum 80% staff commitment * School investment in PBL e.g. Budget allocation - TPL, signage, time commitment etc. | | * *PBL contact person* * *‘PBL Accessing Universal Prevention’ document* * *‘PBL Taster’ (conducted by PBL contact person)* |
| **Team Formation**   * Form representative, sustainable team that has decision-making authority. Include the Principal and representation from – *school executive, each stage/faculty, Learning and Support team, SLSO, community/parent and student body*   **Professional Learning**  Core team members including the principal undertake Universal Training delivered by PBL team (registered courses)  **Team Meetings**   * Establish regular meeting times (min. monthly) * Inform coach of meeting schedules * Allocate team roles – consider rotating annually * Ongoing – identify potential future team members * Develop protocols for team meetings   + Develop an agenda template   + Develop working agreements for meetings   + Develop a minutes template   + Agenda distribution process   + Minutes distribution process   **Staff Communication**   * Consider ways to communicate to whole staff e.g. standing section in staff/team/faculty meetings, written updates etc. * Develop PBL staff noticeboard/ electronic display;   + Action plan   + Team roles/members   + Expectations matrix   + Meeting minutes   + Graphed data   + Current initiatives and focus areas   + Staff feedback processes | **Coach Identification**   * Identify internal/external coach to provide long-term support to the team * Coach training (unless already trained) * Join local coaching networks (if not already a member) | *Teacher Professional Learning*   * *‘Tier 1 - Universal School-wide Systems’* * *‘PBL Coach Training’*   *Universal Training Resources*   * *Suggested team roles* |
| **Data Based Action Plan Development**   * Develop annual PBL action plan aligned to school targets * Share action plan with team members and the coach * Utilise ongoing data collection to refine action plan and for current/future planning e.g. surveys, anecdotal, referrals, staff and student attendance   + Internal - school based data used for decision making   + External conducted by coach - SAS, TFI, SET, BoQ * Action plan updated regularly | | *Universal Training Resources*   * *BoQ Action Plan* * *BoQ Coach Scoring Guide* |
| **Statement of Purpose**   * Initiate processes to develop a statement of purpose with all school staff * Consult all stakeholders – community and students * Ensure visibility of statement of purpose (newsletter, website, school app, school noticeboard etc.) | | *Universal Training Resources*   * *PowerPoint presentation - sample statement of purpose* |
| **School Rules**   * Develop with consultation of all stakeholders 3 -5 positively stated rules * Consider strategies to communicate new rules to all stakeholders * Develop rule signage and other promotional material. Use budget signage while transitioning * Post signage including classrooms and a minimum of 3 other school settings * Consider strategies to promote rules – school policies and documents, noticeboards, newsletters, website, community events, social media etc. | | *Universal Training Resources*   * *PowerPoint presentation – samples of expectations and signage* |
| **Expectation Matrix**   * Develop draft expectation matrix   + Define school locations include;     - All settings and others as applicable     - Canteen/ toilets/ assembly/ hall/ office etc.   + Consultation with all staff (allow 2 staff meetings) using samples and examples from other schools   + Cross-reference OMPUA (**O**bservable, **M**easureable, **P**ositively **S**tated, **U**nderstandable, **A**lways applicable) guidelines   + Consider using focus groups – students and parents * Finalise matrix * Communicate matrix to all stakeholders (staff meeting, newsletter, assembly, staff/student handbook, diary, website, school app, social media). Use feedback to amend if necessary * Consider developing a consistency grid to support consistent staff practice * Matrix/sections of matrix displayed in all areas of the school * Staff matrix developed (if required) | | *Universal Training Resources*   * *Expectation matrix samples* * *OMPUA Guidelines* * *Consistency grid samples* |
| **Social Skills Lessons**   * Select focus areas identified from expectations matrix * Lesson template identified * Planning time allocated to PBL team members and other interested staff to develop lessons * Lesson topics allocated to PBL team members and other staff * Lesson plans developed * Ongoing areas of lesson plan need identified through data and developed accordingly in consultation with staff as the need arises * System developed for staff to support new and returning students become oriented to school rules (rules, matrix, lessons etc.) | | *Universal Training Resources*   * *Lesson template* * *PowerPoint presentation -Sample lessons plans* |
| **Acknowledgement System**   * Review current feedback system to ensure acknowledgement of positive behaviours as well as academic achievement * Student consultation using a variety of methods to ensure types of rewards have student currency * Parent/community consultation (optional) * Develop a ‘free and frequent’ method of reinforcement (both classroom and school-wide systems) e.g. raffle tickets, dojo points, stickers, certificates etc. * Staff orientation to new/revised system with specific guidelines e.g. How many? How often? Where? What behaviours to reinforce? * Develop a system of incentives for staff to encourage the use of acknowledgement system * Incorporate reward system in school documents e.g. – Student Wellbeing Policy, Discipline Policy, staff handbook etc. * Develop system to support casual and short-term staff understand the merit system including a visual flowchart | | * *Samples of school PBL handbooks* * *Samples of school policies that embed PBL* |
| **System for Discouraging Problem Behaviours**   * Identification of minor (classroom managed) and major (executive managed) behaviours identified in collaboration with staff, students and parent community * Behaviour management flowchart developed which includes proactive strategies, a redirection plan, and a range of consequences for minor (class teacher managed) and major (executive managed) behaviours * Schedule review of current incident referral (student name/grade, time/location of incident, referring staff, problem behaviour, persons involved, possible motivation and administration decision) to include key areas * Modify Level monitoring cards (if applicable) to include school rules and reflect behaviour management flowchart * Modify letters to parents to include school rules (if applicable) * Consultation/communication with parents and school community on the new behaviour system * Relevant policies and school documentation to be updated to include reviewed systems for discouraging problem behaviour e.g. Student Wellbeing Policy, staff handbook, professional learning, response strategies etc. | | *Universal Training Resources*   * *Samples of behaviour management flowcharts* * *Sample behaviour referral forms* |
| **Staff Professional Learning – PBL School-wide Systems**   * Collaborate with all staff in the development of school-wide strategies * Whole staff professional learning PBL systems and practices– staff meetings and staff development days tied to targets within the PBL Action Plan * Staff self-evaluation of own supervision practices to ensure supervision practices involve modelling of appropriate behaviours * Prompt cards/scripts/consistency grid provided to staff to reinforce school rules | | *Universal Training Resources*   * *Staff self-evaluation* |
| **Data Based Decision Systems**   * Timeline established for annual external data collection tools (SAS, SET, BoQ, TFI) * Establish electronic data collection system including all features of referral form (student name/grade, time/location of incident, referring staff, problem behaviour, persons involved, possible motivation and administration decision) * Discipline referral form is compatible with data entry system (if required) * Multiple staff members are able to enter data – release time allocated where required * Discipline data is used by the PBL team at least twice per team to make decisions when evaluating, designing and implementing school-wide behaviour support * Discipline data is provided to staff at least three times per year (Noticeboard/ team meetings/ professional learning etc.) * Consider using ‘Big 5 Data’ to support data collection | | *Universal Training Resources*   * *‘Big 5 Data Decision Guide’* |
| **Embedding PBL Values and Expectations**   * Review and update relevant policies and school documentation e.g. school wellbeing and discipline policy * Incorporate PBL as a standing item at staff/exec. meetings * Ensure all staff have ready access to PBL minutes/action plan * Consider planning and implementing a launch day to introduce school rules and behavioural expectations. Schedule these regularly for example annually, biennial * Schedule regular focus days throughout the year * Consider ways to embed/reinforce school rules in school assemblies and use these to celebrate student social/academic success * Embed PBL in school newsletter/website/apps etc. e.g. updates, data improvements, student awards * Update teacher handbook to include changes to wellbeing and discipline policy. * Consider developing a PBL staff handbook. * Produce promotional materials e.g. stickers, pencils, school diaries to promote PBL in the school * Promotional material developed such as movie for front office, website, parent newsletter etc. explaining PBL and giving examples of what this means in your school * Conduct regular signage audits to ensure signage is maintained and updated over time * PBL logo/images are used on letterheads, school’s website etc. * PBL framework is used to strengthen other wellbeing initiatives within the school e.g. peer mediation, anti-bullying and values education * Regular professional development for staff is provided on PBL (current research, workshops, key readings, booster sessions on rewards/referrals etc.) | |  |
| **Development and Implementation of Bullying Prevention Plan**   * Develop a school-wide consistent definition of bullying that includes cyber bullying * Survey staff and students to identify safe and unsafe areas within the school using a customized survey or other e.g. ‘Tell Them From Me’, ‘Kids/Mind Matters’, Friendly Schools Plus * Use school data about bullying behaviours to develop a consistent and reliable reporting system for victims, bullies and bystanders (may include web based procedures) * Teach students social and emotional competencies to promote pro-social behaviour * Teach student strategies for safely intervening in bullying situations and using the reporting system * Provide professional learning to all staff regarding active supervision of non/classroom areas * Secure/monitor identified ‘unsafe’ areas * Review consequences for bullying, ensuring preventative measures are in place * Set-up protocols for collecting information from parents and informing parents of repeated bullying incidents (bully and victim) | | * *Safe Schools Hub*   *http://safeschoolshub.edu.au/* |

Adapted from ‘PBIS Implementation Processes’ (Fixsen, Naoom, Blase, Friedman & Wallace, 2005), ‘Positive Behaviour for Learning – An Implementer’s Guide for PBL Coaches’ (NSW DoE), ‘BoQ Coach Scoring Guide’ (Adapted by Western Sydney Region - PBL, 2012)