**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)*
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| **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*
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| **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*
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| **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*
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| **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*
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| **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*
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| **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*
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| **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*
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| **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*
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| **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*
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| **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’*
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| **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.)
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| **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)