

## 7 essential features of Positive Behaviour for Learning (PBL)



### 1. Administrator support, participation and leadership

- Principal attends PBL training and PBL meetings regularly
- All school leaders make public statements of support for PBL (school assemblies, meetings, community events etc.)
- Keep PBL on the agenda
- Show support for PBL Team (time, resources, encouragement)
- Maintain standards for evidence based practices (data systems and data analysis)



### 2. Common purpose and approach to discipline

- Vision and mission established and shared
- Ensure school policies, improvement goals and documentation are aligned with PBL (common language)
- Establish functional PBL Team (representative, Coach attendance, regular meetings, action plan, communication protocols)
- Align existing programs and committees (eliminate any not evidence-based and integrate to avoid duplication)
- Regular staff consultation



### 3. Clear set of positive expectations (for all students and staff)

- Staff consultation to develop 3–5 positively stated expectations
- Expectations visible in all classrooms and high traffic public areas (hall, tuckshop, undercover areas etc.)
- Develop teaching matrix from the expectations and review annually (positively stated, easily understandable, observable and measurable)



### 4. Procedures for teaching expected behaviours

- Select a focus from the matrix (based on data)
- System in place for how lessons will be taught (schedule, communication etc.)
- Staff training on how to explicitly teach behaviour focus
- Regular audits to ensure lessons are being explicitly taught



### 5. Continuum of procedures for encouraging expected behaviours

- Consult with staff and students to develop immediate and longer term acknowledgement systems
- All students should have access to schoolwide rewards
- Staff will need training on the acknowledgement system and how to use it (consider aides, office staff, relief teachers)
- Review regularly



### 6. Continuum of procedures for discouraging inappropriate behaviours

- All responses to problem behaviour should include an opportunity to reteach
- Minors (to be managed in class) and majors (referred to administration) clearly defined and documented
- Referral system should be readily understood and easy to follow
- Staff training needs to be ongoing



### 7. Procedures for ongoing monitoring and evaluating effectiveness of the PBL system

- Big 5 data collected and used for decision making (who, what, where, when, how often)
- Annual SET/TFI and EBS surveys completed and submitted to Region
- Monitor implementation and outcomes
- Team has working Action Plan (guided by SET/TFI, EBS, TIC and ODR/discipline referral data)

