



Positive Behaviour for Learning (PBL)

Standards – verification of PBL baseline implementation

Criteria drawn from the PBIS Implementation Blueprint (OSEP Technical Assistance Centre on Positive Behavioural Interventions and Supports, 2015)

Baseline feature and criteria	Possible evidence	School action plan
 <h3>Leadership</h3> <ul style="list-style-type: none"> Principal attends initial and milestone training with teams Principal prioritises PBL implementation Administrator leads school implementation Budget allocated to support PBL implementation and ongoing coaching and training PBL mission statement and alignment with school improvement goals agreed and communicated Staff buy in for PBL implementation obtained and sustained PBL leadership team established and meets twice a term at minimum 	<ul style="list-style-type: none"> <input type="checkbox"/> Annual implementation plan <input type="checkbox"/> Staff meeting agendas <input type="checkbox"/> Student Code of Conduct <input type="checkbox"/> PD register <input type="checkbox"/> Readiness survey <input type="checkbox"/> School Opinion Survey <input type="checkbox"/> PBL team meeting schedule/minutes <input type="checkbox"/> School Review <input type="checkbox"/> SET/TFI/EBS <input type="checkbox"/> Other <p>.....</p> <p>.....</p>	<p>Achieved</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comment</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
 <h3>Coaching</h3> <ul style="list-style-type: none"> At least annual contact with Principal Advisor PBL to assess ongoing training needs and access technical assistance Staff member allocated to fulfil role as PBL internal coach PBL internal coach released to conduct School Evaluation Tool (SET) survey/ facilitate Tiered Fidelity Inventory (TFI) meeting for neighbouring PBL school (if geographically possible) PBL internal coach released for regional coach network meetings and for coach training (1 day per term on average) 	<ul style="list-style-type: none"> <input type="checkbox"/> Regional records of contact <input type="checkbox"/> Coach register <input type="checkbox"/> SET/TFI allocation records <input type="checkbox"/> Coach training and network attendance register <input type="checkbox"/> Other <p>.....</p> <p>.....</p>	<p>Achieved</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Comment</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

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Baseline feature and criteria	Possible evidence	School action plan
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Ongoing professional development

- Attendance at regional PBL training (principal approves TRS/staff release)
- Opportunities provided for staff to access PBL related training (as identified by data and phase of implementation)
- School provides regular PBL induction and refresher sessions
- PBL embedded in school PD planning

- PD calendar
- PD attendance register
- School meeting agendas
- Copies of presentations/resources
- PBL meeting minutes/action plan
- Other

Achieved
 Yes No

Comment



Positive approach to discipline

- Expectations for behaviour are established, visible and explicitly taught
- A differentiated approach to supporting and managing student behaviour is evident
- High rates of positive feedback are provided (and regularly monitored)
- School takes an educative approach to behavioural errors
- System in place to ensure teachers receive support to implement proactive classroom practices
- Plan in place to reduce exclusionary/restrictive practices
- Major incidents/SDA are below state averages or plan in place to reduce

- Student Code of Conduct
- Staff Handbook
- School Review
- SET/TFI/EBS
- PBL action plan
- Referral data
- Data from classrooms
- School Opinion Survey
- OneSchool reports
- SORD
- Other

Achieved
 Yes No

Comment

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Baseline feature and criteria	Possible evidence	School action plan
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Evidence-based practices

- School actively seeks evidence from verified sources before adopting programs
- PBL framework is used to assess needs and select aligned evidence-based programs and practices
- Non-evidenced based practices and programs are identified and phased out
- Behaviour support is based on the teaching and reinforcement of expected behaviours
- When additional behaviour support needs are identified, a strength-based team approach, involving families wherever possible, is taken
- Supports and interventions are informed by a functional approach to behaviour
- School capacity is built to conduct functional behaviour assessments

- Checklist for selection of EBP
- PBL action plan
- Student Code of Conduct
- Staff Handbook
- Documented referral processes
- Completed FBA and IBSPs
- Training register
- Other

Achieved
 Yes No

Comment



Data-based decision making

- Data is accurate and summarised monthly
- Data is analysed systematically
- Goals to improve outcomes are documented
- Progress monitoring and evaluation of implementation and outcomes are in place
- Data is shared with all staff at least once per term
- Team develops data-based action plan

- PBL team minutes
- Data summaries
- Inquiry planner
- Big 5 tool
- Solution plans
- Data decision rules
- PBL action plan
- PBL annual review
- Other

Achieved
 Yes No

Comment

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Data submission

Data* to be submitted to Principal Advisor PBL annually

- SET (or TFI) survey conducted (early in year)
- EBS survey conducted (same term each year)
- 2 year average per day per month referral rate is calculated
- Triangle data (to end of week 6, T4) is graphed

** These 4 data sets are the recommended minimum. Alternate sites, teaching-principal schools or other specific cases may submit equivalent data sets in negotiation with PA-PBL.*

- SET/TFI
- EBS
- 2 year average graphs
- Triangle graphs
- Other

Achieved

Yes No

Comment

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Additional information:

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