2. Defining Expected Behaviour
- Defining school-wide expectations
  - Expectation guidelines
    - Link to social culture of school
    - Contribute to existing social skills
    - 3-5 in number
    - 1-3 words per expectation
    - Positively stated
    - Supportive of academic achievement
    - Comprehensive in scope
    - Mutually exclusive
    - Contextually culturally appropriate
    - Agreement by >80% of staff
  - School behaviour matrix
    - Expectation
    - Setting
    - Specific behaviour
    - Specific expectations
    - Observable
    - Measurable
    - Positively stated
    - Understandable
    - Always applicable
  - Routes and procedures for non-classroom settings

3. Teaching Expected Behaviour
- Teach behaviour skills like academic skills
- Lesson design
  - Define/ tell
    - Matrix expectation
    - Specific skill
    - Context
  - Teach/ show
    - Mental set
    - Show/ model
    - Non example (Adults only)
    - Examples
    - Check for understanding
  - Practise
    - Monitor
  - Re-teach
    - School-wide lesson
      - Schedule
  - Informal teaching
    - Monitor
      - Pre-correct/ remind
    - Active supervision
    - Provide feedback
    - Re-teaching

4. Encouraging Expected Behaviour
  - “You get what you pay attention to”
  - Vocabulary
    - Reinforcement
    - Positive feedback
    - Encouragement
    - Acknowledgement
  - Winning over
    - Effective positive feedback
    - Specifically describe the behaviour
    - Provide a rationale
    - Can include a positive consequence
    - Ratio of 4 positives to 1 correction
  - Tangible reinforcers
    - A continuum or menu of reinforcers
      - Level One - Free and Frequent
      - All staff use every day
      - Level Two - Short Term Intermittent
        - Awarded occasionally
      - Level Three - Strong and Long Term
        - Term or annual

5. Effective Classroom Practices
- Instructional Management
  - Active supervision
    - Moving
    - Scanning
    - Interacting
    - Techniques for effective transitions
  - Multiple opportunities to respond
    - Strategies include
      - Tracking students
      - Choral response
      - Response cards
      - Response devices
      - Direct instruction
  - Activity sequence and offering choice
    - Strategies for adjusting sequence
      - Varying intensity or degree of difficulty of tasks
    - Strategies for offering choice
      - Materials to work with
      - Type of task
      - Place and with whom to work
  - Academic success and task difficulty
    - Strategies for adjusting task difficulty
      - Differentiation of the curriculum
    - Reasonable adjustments
    - Scaffolding learning

6. Responding to Problem Behaviour
- Responding to Minor Problem Behaviours - Teacher Managed
  - An effective choice/ consequence -
    - Not seen as punishment but designed to teach a new behaviour
    - Immediate
    - Positive or neutral in tone
    - Not an ultimatum
    - Followed through
    - Clear, specific, easy to understand
    - Preserves student’s dignity
    - Doesn’t harm motivation to learn
  - General Considerations
    - Consistency
    - Active supervision
    - Calm, immediate response
    - Specific yet brief
    - Quiet, respectful contact with students
    - Refocus class if needed

- Responding to Major Problem Behaviours - Office/ Exec Managed
  - Office/ Exec Referral (ODR)
  - Formal contract
  - Escalation Profile
  - Functional Behaviour Assessment

7. Review, Data and Ongoing Monitoring
- Data for decision making
  - Analysed at least monthly
  - Informs team problem solving process
- Monitoring implementation
  - System artefacts
  - Practice artefacts
  - Walkthrough observations
  - Ratio of positive to negative feedback
- Behavioural outcomes (Big 5 Data Decision Guide)
  - Average per day
  - Problem behaviour
  - Location
  - Time
  - Students involved
- PBL Assessment
  - School-wide Evaluation Tool (SET)
  - Self Assessment Survey (SAS) - was EBS
  - Benchmarks of Quality (BoQ)