

SHARON PALEY

‘Teaching takes place in the context of relationships, most importantly those between staff and pupils, but also staff to staff and pupil to pupil. Behaviour is used in the context of those relationships to communicate all manner of things for example; happiness, pain, boredom, discomfort, trepidation, joy, fear.’

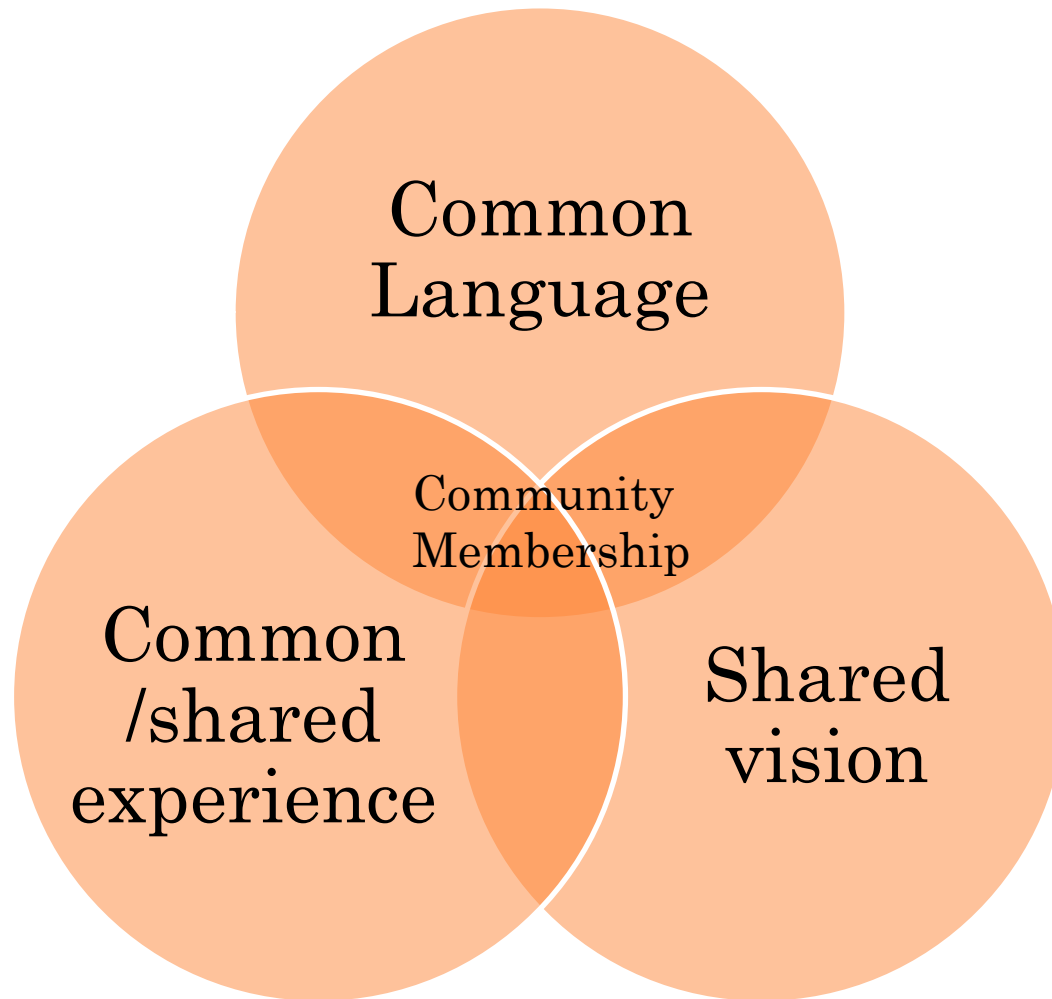
Wakefield & Paley 2010

‘School wide PBS is a system for implementing a social culture’

Rob Horner 2013



ESTABLISHING SOCIAL CULTURE



DEVELOP CULTURES WHICH ARE

- Safe – for pupils, visitors and staff
- Predictable – in that pupils understand the expectations
- Consistent – in that staff adopt the same approaches and agree on the direction
- Positive – acknowledge achievements however small
- Effective in communicating – adapts to the needs of pupils



USING SPINE© WILL LEAD TO

- Increased skills and understanding within the whole team with regard to positive behaviour support
- Development of staff skills to undertake limited functional analysis of behaviours and develop bespoke behaviour support plans
- Increased understanding of the need for behavioural risk assessment



USING SPINE© WILL LEAD TO

- Key staff developing the skills of behavioural risk assessment
- An increased awareness in relation to the environmental causes and biological factors that affect behaviour
- The development of approaches based on non aversive approaches
- An increase in skills of diversion and de-escalation

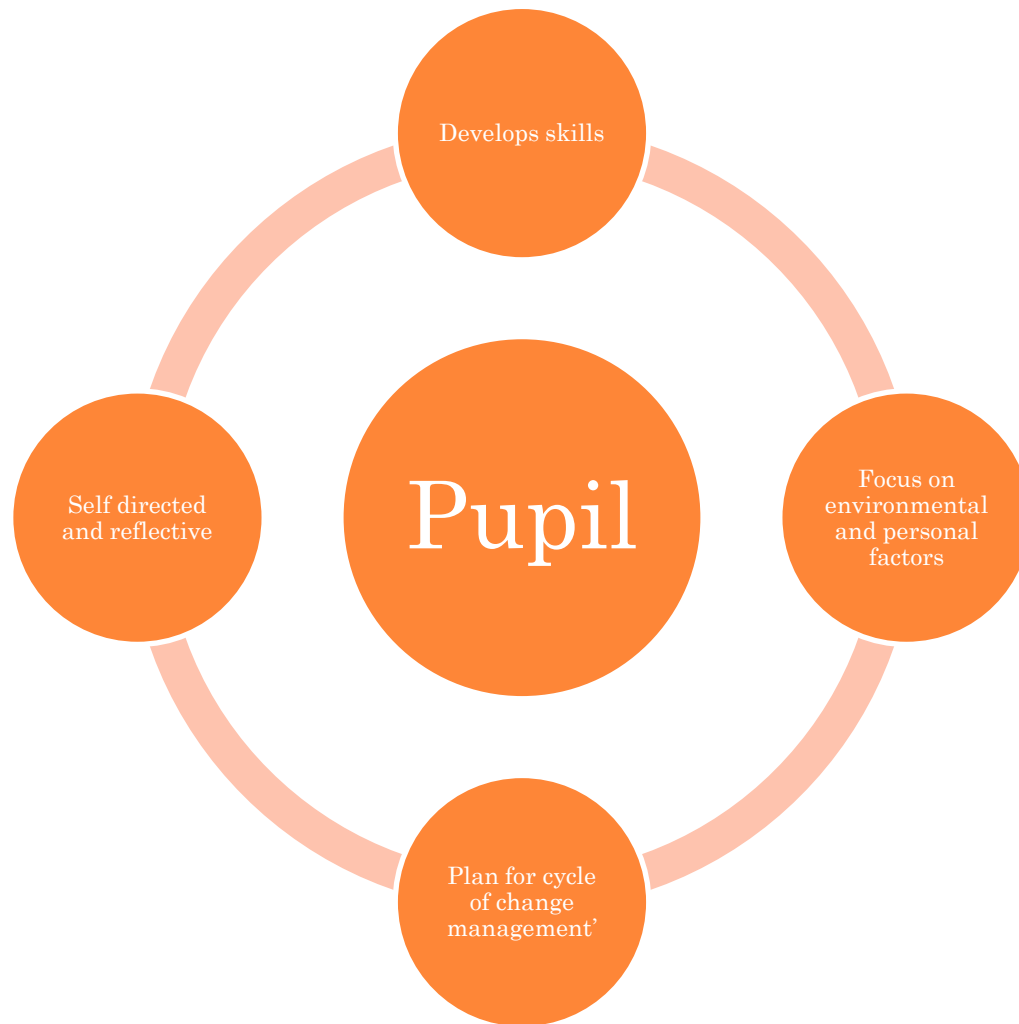


USING SPINE© WILL LEAD TO

- A reduction in the use of positive handling or physical interventions
- The ability to achieve short term behaviour change and develop long term maintenance plans for individual pupils where appropriate



PROCESS IMPACTS – WHOLE SCHOOL APPROACH

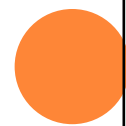


Implementation process

Time



Criteria	Preparation	Implementation	Action & Continuity	Permanency
Team Tasks	Review of local policy & guidance	Sign up to an implementation plan	Management team actively supports implementation	Management team commits to an annual review and update
Team Tasks	Develop an implementation programme for the whole service	Implement training	provide feedback on targets and responses Provide ongoing training and support	Audit, review and update the team in accordance with current need. This will include policy and practice issues.

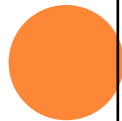


Implementation process

Time



Reporting, recording and data collection	Collate data from records to audit behaviour and incidents within the service/ school	Use on -going audit to evaluate impact on; <ul style="list-style-type: none"> • School / service as a whole • Team confidence levels • Impact on individual users 	Ensure data recording and reporting is used appropriately	Evaluate and audit reporting and recording 6 monthly
Communication & action	Report analysis of data to whole steam	Monthly targets and response shared with school / service team	Communicate success to whole team	Highlight success and continue to evaluate progress Highlight areas for ongoing development and set targets for action
Whole school / service plan & review and response	Identification of whole teams training needs Sign up to personal objectives and organisational goals	Develop and deliver whole school/ service training	Evaluate impact on team and current skill levels Communicate to team members and SMT	Develop annual training delivery and update for whole team based on need



IMPROVEMENTS IN OUTCOMES

- Increased confidence for staff
- Decrease in use of restrictive practices
- Increase in use of data – evidence based practice
- Increase in use of risk assessed approaches
- Increase in targeted approaches
- Reported - better use of resources



IN GROUPS – CULTURAL CHANGE PBS SCHOOLS

- How can we develop PBS models within schools?
- What's gone well in your experience?
- What are the primary difficulties you have experienced?



IN GROUPS DISCUSS

- What you have achieved and some positive stories
- What might help you implement some more 'cultural change'
- One or two goals you can set yourself following these two days.....



THANK YOU.....

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“Do I get partial credit for simply having the courage to get out of bed and face the world again today?”

