

Universal Supports: Seven Essential Features of Universal Prevention Tier 1

1 Common Philosophy and Purpose

Common language, vision and experience

Positive and proactive philosophy

- Guiding principles for student behaviour
- Documentation
- Behaviour purpose statement for social and academic success
- Understanding of SWPBS
- Commitment

2 Leadership

Leadership and school-wide support

- Principal support, participation and leadership
- SWPBS listed as a top School Improvement Goal

SWPBS team

- Representative membership
- Operating procedures
 - scheduled meetings
 - roles and responsibilities
 - standard agenda format
 - consensus strategies
 - developing and following operational plan
- Communication system
 - disseminating information
 - presenting data
 - receiving feedback from stakeholders

3 Clarifying Expected Behaviour

Clearly defined set of expected behaviours

Define school-wide expectations

- 3 to 5
- 1 to 3 words per expectation
- positively stated
- contextually/culturally appropriate
- selected by >80% of staff

- Develop visuals
- Routines/procedures for non-classroom settings

Create school behaviour matrix

- setting
- specific
- positively stated
- Define specific behaviours
 - Observable
 - Measurable
 - Positively stated
 - Understandable
 - Always applicable

4 Teaching Expected Behaviours

Procedures for teaching and practising expected behaviour

- Teach behaviour skills like academic skills
- School-wide lesson schedule
- Lessons designed for school-wide, non-classroom and classroom expectations
- Staff use common language in all settings with all students.

Define/tell

- matrix expectations
- specific skill
- context

Teach/show/model

- examples
- check for understanding

Practice, monitor, re-teach

- implicit/explicit
- pre-correct/remind
- active supervision
- provide feedback

5 Acknowledging Expected Behaviour

Continuum of procedures for acknowledging expected behaviours

Vocabulary

- reinforcement
- positive and explicit feedback
- encouragement
- acknowledgment
- Winning over

Effective positive feedback

- specifically describe the behaviour
- provide a rationale
- can include a positive consequence
- Ratio of 4 positives to 1 correction/redirection
- (>4:1) minimum

School-wide tangible reinforcers

- A continuum of reinforcers
 - Level One – Free and frequent
 - Level Two – Short-term intermittent
 - Level Three – Strong and long term

6 Discouraging Inappropriate Behaviour

Continuum of procedures for responding to inappropriate behaviours

Minor Behaviours – Classroom managed

- Natural/logical consequence
 - designed to teach a new behaviour
 - immediate (where appropriate)
 - calm and neutral in tone
 - followed through
 - clear, specific, easy to understand
 - preserves students' dignity
 - promotes motivation to learn

General considerations

- consistency
- specific yet brief
- neutral
- re-direct/re-teach
- provide choice
- conference (where appropriate)

Major Behaviours – Leadership/Office managed

- Office/leadership referral (ODR)
- Follow Positive Behaviour Support Plan (PBSP)/Student Safety Plans
- Follow-up
- SWPBS Referral
 - Student Support Group meeting
 - Functional Behaviour
 - Assessment

7 Ongoing Monitoring

Procedures for record keeping, decision-making and ongoing monitoring (data)

Data for decision making

- analyse at least monthly
- informs team problem-solving process

Monitoring implementation

Behavioural outcomes (Big 5 Data Decision Guide)

- average per day (frequency)
- behaviour
- location
- time
- students/staff involved

SWPBS assessments

Supporting social competence and academic achievement

