

Positive Behaviour Support in Schools: Examples from Practice

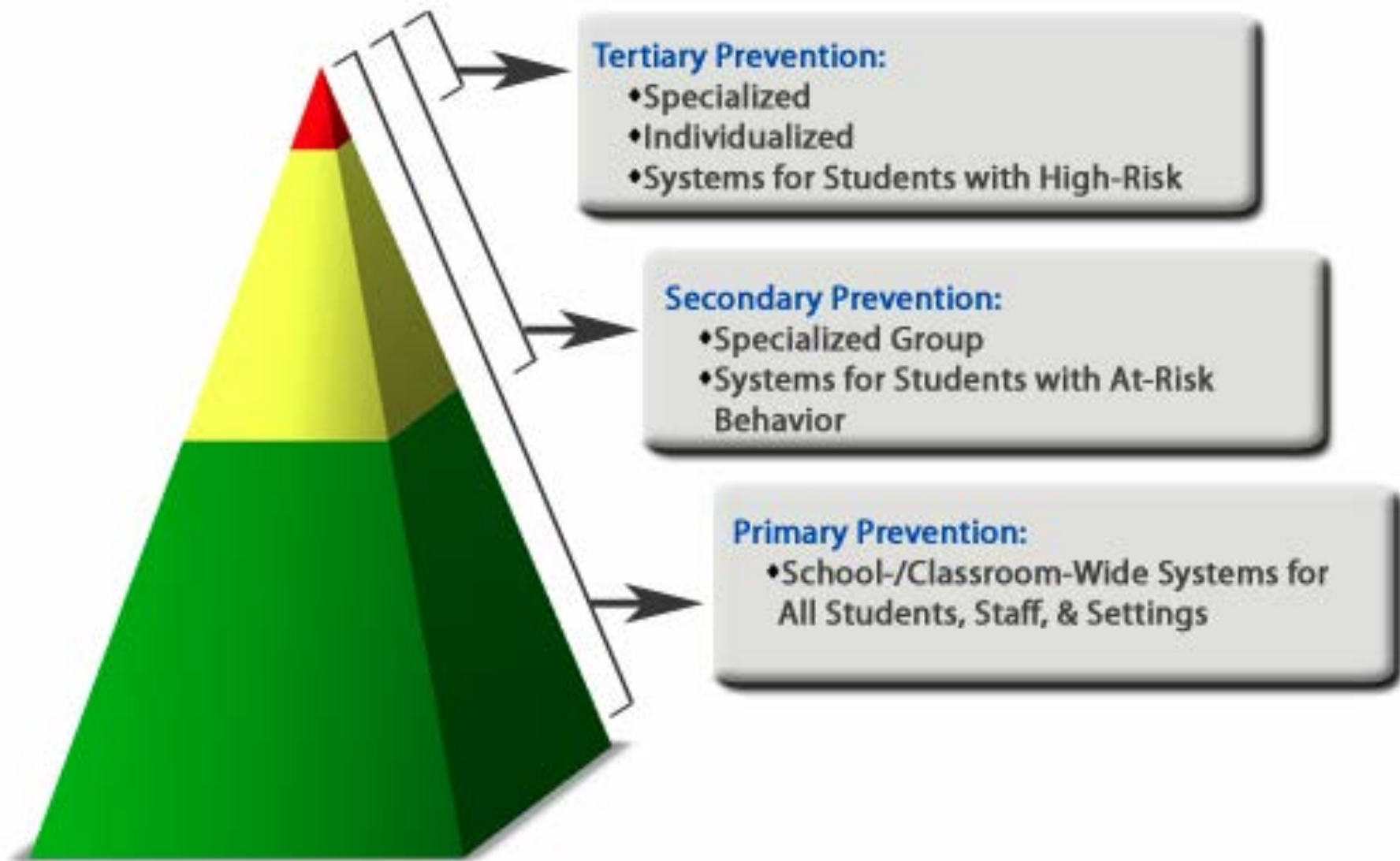
Dr. Maggie Hoerger, BCBA-D
Bangor University



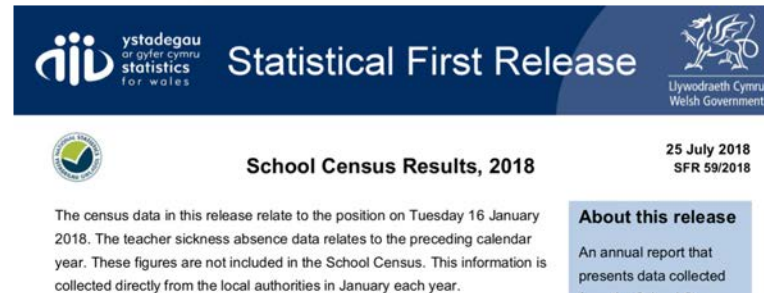
Collaborative Institute for Education Research, Evidence and Impact (CIEREI)

- A partnership between Bangor University, GwE, and local schools.
- The current projects have largely been developed and funded as CIEREI projects.
- Close to practice research



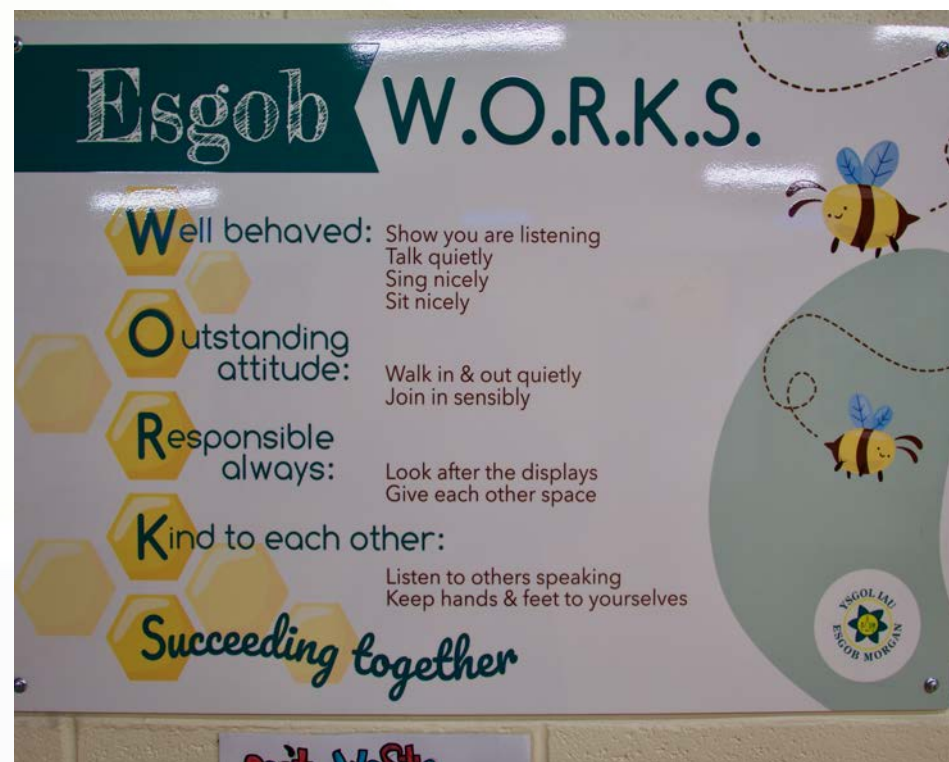


ALN in Mainstream Schools



- 105,625 pupils with ALN in mainstream schools
- 4,831 students enrolled in Special School
- 1% of pupils in Wales attend special school







Aim to learn, learn to succeed ~ Anelu at ddysgu, dysgu i lwyddo



Outdoor Area



Parchwch ein
hunain
Respect
Ourselves

Parchwch ei
gilydd
Respect
Each other

Parchwch ein
Our School
Respect our
School

Tell a teacher if you
see something
wrong

Have fun with
other children

Play
Sensibly

Include
others

Share
equipment

Put litter in
the bins

Use outdoor
furniture and
equipment properly

Acknowledge Behaviours



Celebrate!!



Ysgol Ffordd Dyffryn
@FforddDyffryn

Following

Dosbarth Aran had lots of fun at the park for our end of term reward 🤗🤗🤗



2:49 PM - 20 Feb 2019



Ysgol Y Foryd
@YForyd

Following

Otters had so much fun on their reward afternoon 'A wheelie good day' and the police made it extra special too by making sure our bikes and scooters were security marked #PR4L @GSyllfaen @MaggieHoerger



Ysgol Ffordd Dyffryn @FforddDyffryn - Feb 15
Eldir have enjoyed the sunshine this afternoon as part of their whole school reward time 🌞 @OLW @VisitLlandudno



👍 2 🤗 7



ysgol pendref
@PendrefYsgol

Following

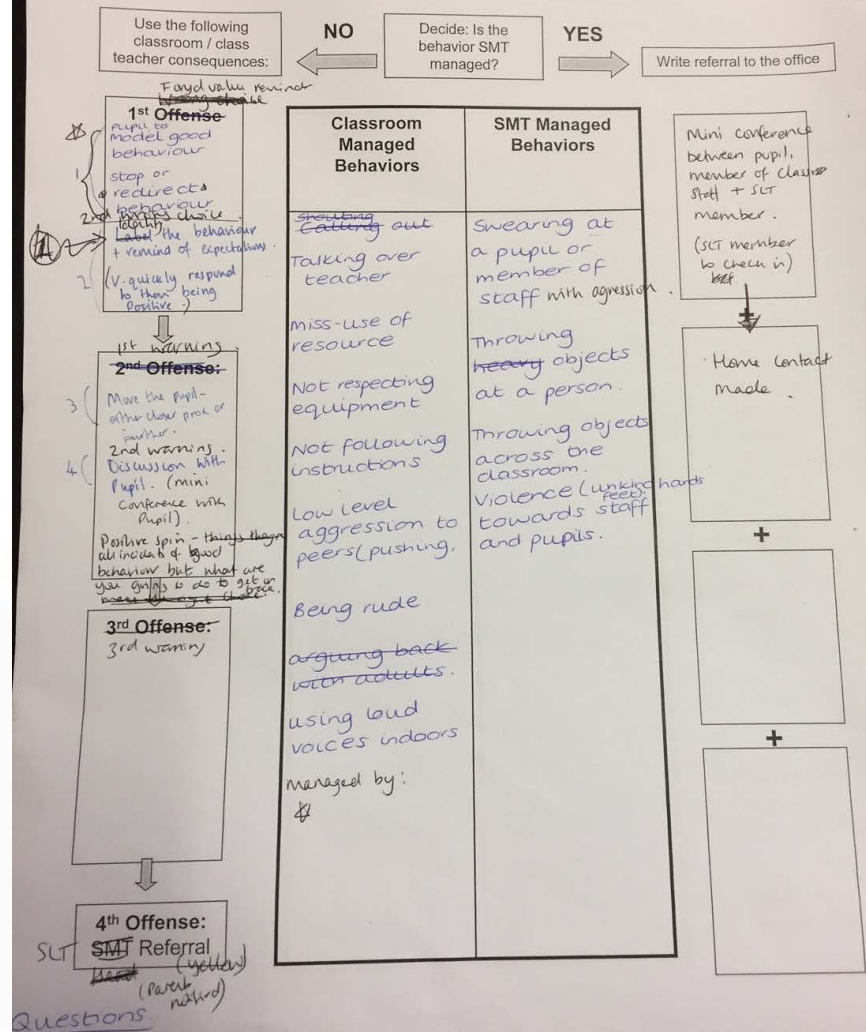
PR4L reward!



ap 2.

*Shiny star Reception
dull star
Gold Silver Bronze
Yr 1
Yr 2

Student Behavior Management Process







Questions:

Ratio of Positive Statements

Positive : Negative in R4L Schools
3:1
2:1
1:1
1:1
4:1
6:1

Tier 2

- Check in/Check Out
- Nurture Groups working on emotional regulation and self control (PATHS)

	<u>Bee Chart</u>	
Be Ready	Stay in your area	<input type="checkbox"/>
Be Responsible	Complete your work	<input type="checkbox"/>
Be Respectful	Use respectful words and	<input type="checkbox"/>
	<u>gestures</u>	
Three Ticks		<input type="checkbox"/>
Two Ticks		<input type="checkbox"/>

3 Warnings per activity
2 Trade cards



**Gogarth Steps
Program**

Green House First Floor
Daily Recording Sheet



Name:		Date:						
Time	Activity	1	2	3	4	RG	Total	Staff
1	Register AM							
2	Activity 1:							
3	Activity 2:							
4	Play							
5	Activity 3:							
6	Choice time							
7	Play							
8	Lunch							
9	Register PM							
10	Activity 4:							
11	Activity 5:							
12	Choice time							
Total Ticks:								
Total Percentage:							/48	

My recommended goal is ...

Second floor

- Additional weekly reward from in-school experiences catalogue

First floor

- Choice time outside classroom
- Additional weekly reward from toy box

Ground floor

- Choice time limited to class

Advance to red house



Orange House

- Students who achieve orange house are working towards independence.
- Students begin to collect their own data and monitor their own progress.

1 Working per activity
2 Under work
3 Under time

Orange House Third Floor
Daily Recording Sheet

Match tick 1, 2, 3, 4 for one week to achieve 50 points, 1 weekly meeting.

Print C
Staff

Name: _____ Date: _____

Time	Activity	1	2	3	4	WEEK	MATCH POINT	WEEK
1	Register							
2	Activity 1							
3	Activity 2							
4	Place							
5	Activity 3							
6	Place							
7	Under							
8	Register							
9	Activity 4							
10	Activity 5							

50 match points once a week / 40 activity / 40 match for the week

Total Ticks / Percentage: _____ / 40 %

Please mark a * in the activity box that the match meeting took place

Weekly 50 Points

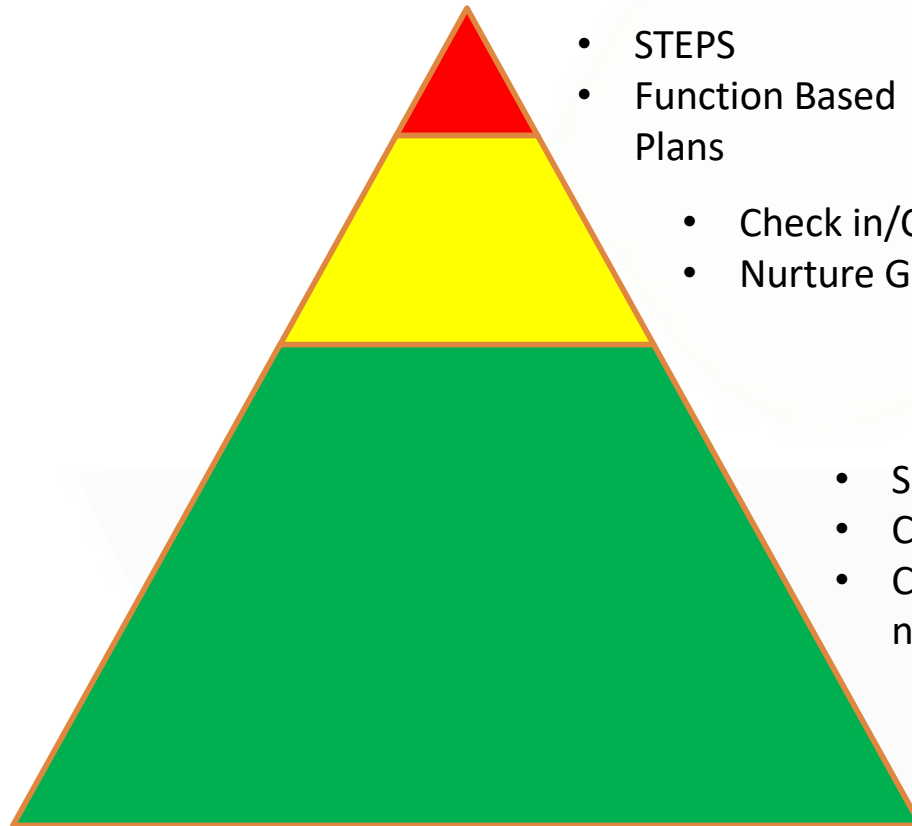
For Staff:
1) Complete activity (under your desk)
2) Check recording (under your desk) & progress (on Orange & no progress)
3) Follow instructions (completing & completing work - staff discussed above)
4) Sign in the box (right above, left above)

School buy-in

- Each School has a R4L committee
- R4L is in the School Development Plan
- Student Council is involved
- Senior Management attends termly meetings about project



Mainstream PBS



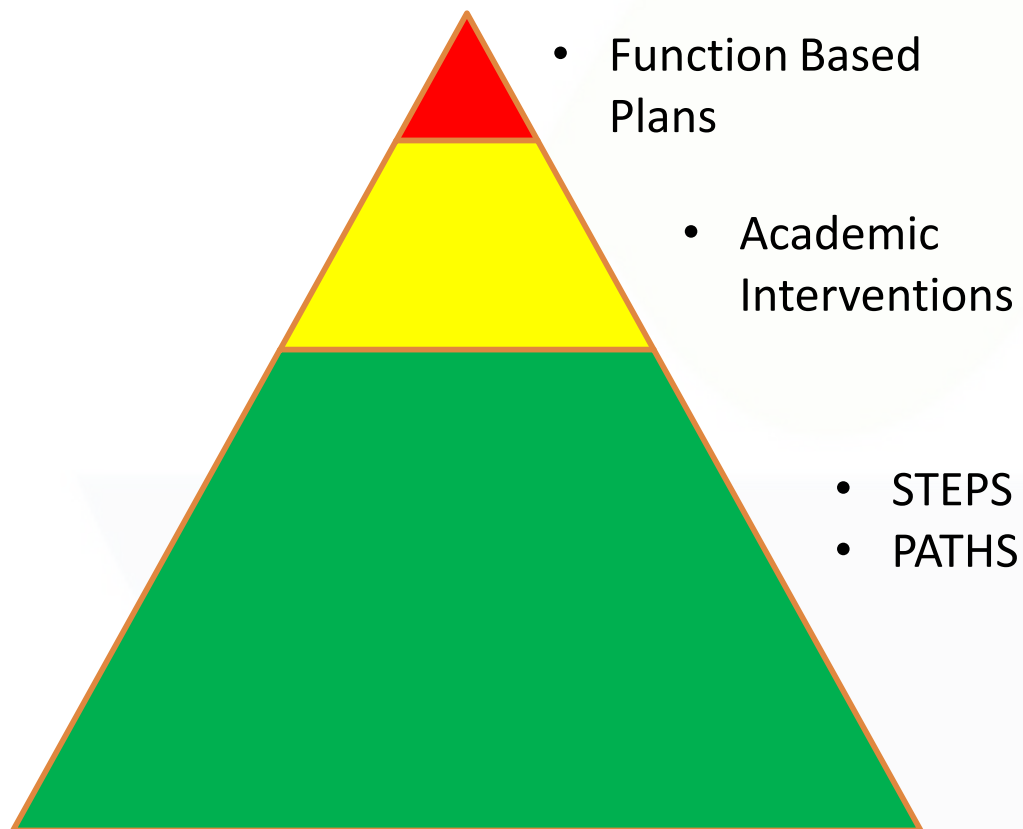
- STEPS
- Function Based Plans
 - Check in/Check Out
 - Nurture Groups
- School Wide Expectations
- Consistent, Positive Culture
- Clear Systems for positive and negative consequences for behaviour

Key Stage 1 Behaviour Assessment Unit

- 6 Children in Key Stage 1
- Assessment Unit set in Mainstream School
- 3 members of staff
- Children return to primary school every Friday
- Supported by Behaviour Analysts



Behaviour Unit





Blue House First Floor
Daily Recording Sheet

Name:		Date:					
Time	Activity	1	2	3	4	Total	Staff
1	Breakfast & Register						
2	Activity 1:						
3	Choice time						
4	Play						
5	Activity 2:						
6	Choice time - Special						
7	Lunch						
8	Play						
9	Register, Brush Teeth						
10	Activity 3:						
11	Choice time						
12	Activity 4:						
13	Choice time - Special						
Total Ticks:						/52	
Total Percentage:							

Individual Goals:

Wait for 1 minute – 3x daily No complaint	Removal of preferred items – with Verbal Prompt (NO PD or AGG)	Wait for 30 seconds within arm's length of instructor – with Verbal Prompt.	Tolerate being in same room as unfamiliar person (NO Screaming or AGG).

Set Goals:

- 1: completes activity
- 2: Uses respectful language & gestures (no threats & no aggression)
- 3: Follows instructions (compliance & completing work: staff discretion allowed)
- 4: Stay in the area

Paths ++

Tier 1



Ysgol Ffordd Dyffryn
@FforddDyffryn

Following

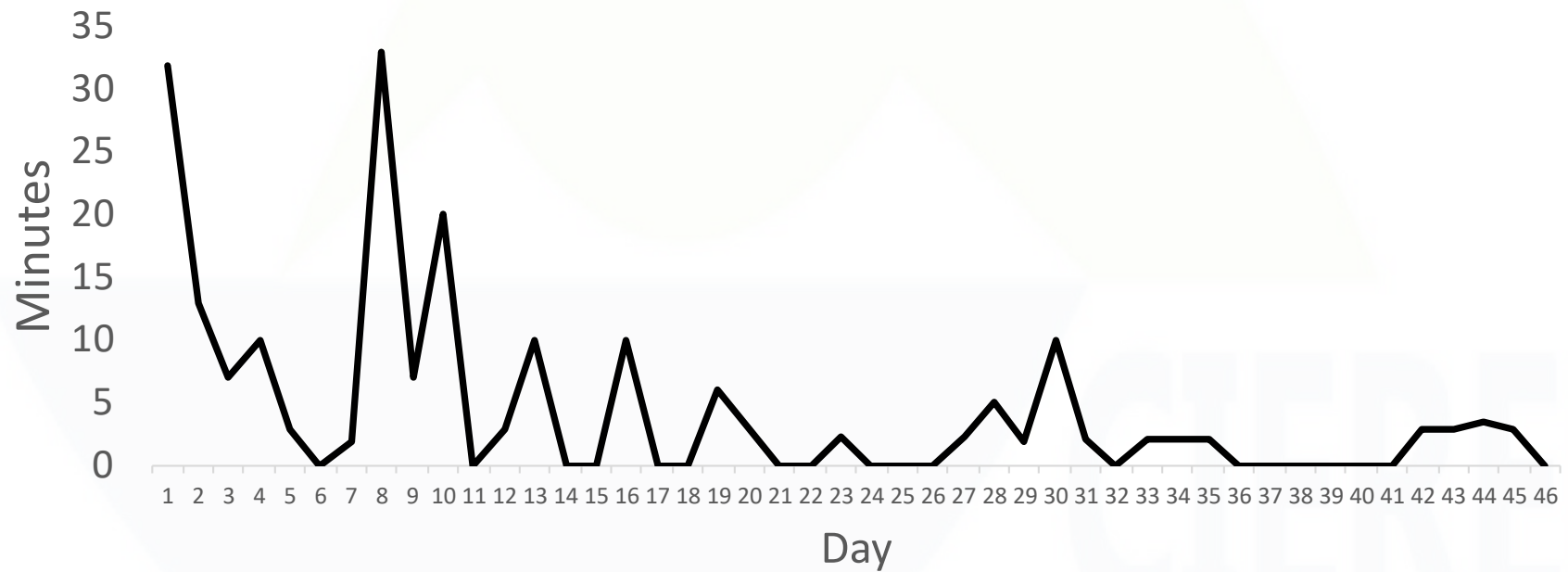
PATHS session on 'regulating emotions' in the woods followed by bringing trees to life with emotion mud faces. PATHS outside the classroom! @PATHS4kids @PATHSEdUK @LTL_Outdoors @_OLW_ #emotionallyfriendlyschools



9:28 PM · 18 Dec 2019

Tier 3

Minutes spent in 'Calm Room'



Special School PBS



- Ages 3-19
- Range of Disabilities
- Multiple Pyramids in Special Schools

Foundation Phase: BESST

- One to one teaching sessions
- Function based behaviour plans
- Group teaching sessions
- Behaviour analysts design and supervise programmes in collaboration with teachers for one hour a week per child
- Teaching staff deliver the interventions
- Originally funded by Ysgol y Gogarth



Tier 1: Individualised Learning Plans

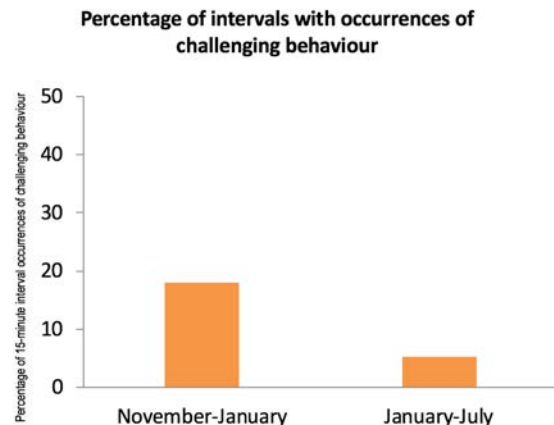
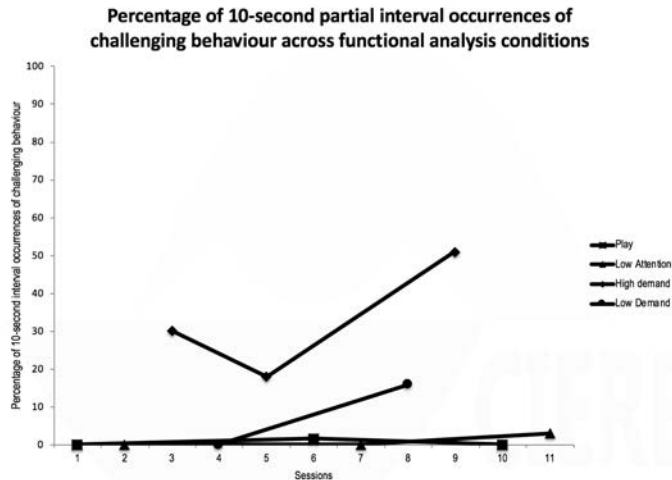
- Each child is assessed on a developmental inventory
- A behaviour analyst sets weekly targets for each child
- A child will have between 20-75 individual targets each week
- Every Staff member works with every child
- Each child completes 1:1 work for about an hour a day



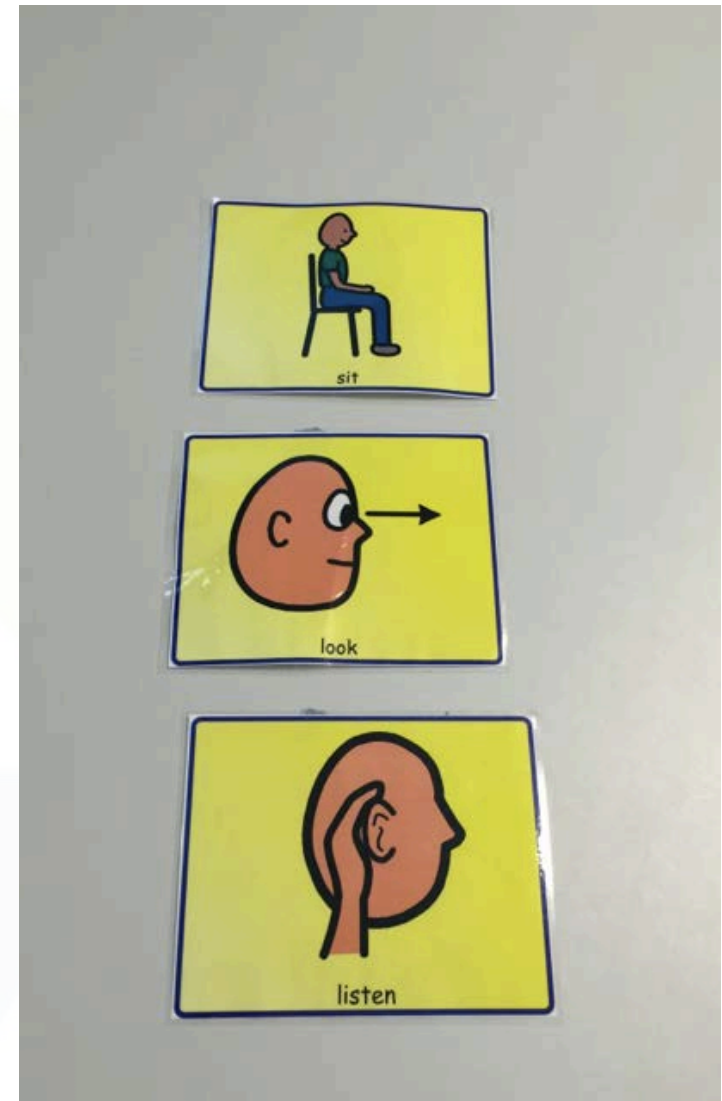
British Early Special Schools Teaching Model:Control Group Study

Laura Pitts, Marguerite Hoerger, Helena
O'Boyle

Tier 3 SEN School



- Function Based Behaviour Plans
- Assessment and intervention led by a Board Certified Behaviour Analyst



A collaborative approach to supporting positive behaviour



Ysgol y Gogarth worked with Bangor University to develop an approach to behaviour support that is based on teachers, behaviour analysts and other professionals working closely together. The

Positive Behaviour Support in Schools

- Active Teaching
- Positive School Culture
- Consistency
- Clear systems for Feedback
- Behaviour Analysts



Thank you!

- Millicent Blandford-Elliott, BCBA
- Laura Pitts, BCBA
- Emma Harrison, BCBA
- Hannah Walley, BCBA
- Dr. Richard Watkins
- Stephanie Cartmel
- Jonathan Morgan



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