

Establishing School-Wide Behaviour Supports within a Special Education Setting

Mark Murphy
Clinical Psychologist
EmBeDEd Services

Anthony Cox
PBS Coordinator
Vanguard School

Aims

- To describe the process of establishing school-wide behaviour supports within a special education setting.
- To emphasise the importance of ensuring effective collaboration between stakeholders, fostering a **shared vision**.
- To promote a focus on systems which **empower** young people and support them to experience **success** within education.

Context

Situation in South London, the Vanguard School is a specialist provision for autistic* children aged 11-19 years.

The school opened in January 2020.



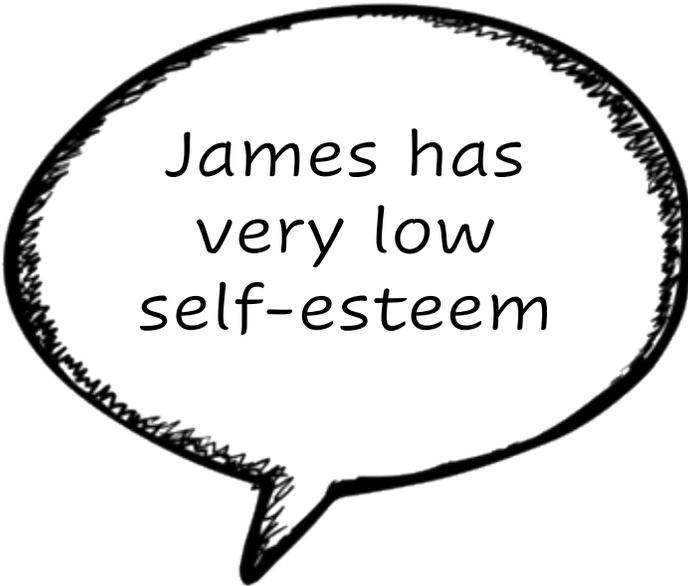
**We have opted for the 'identity first' (autistic people) rather than the 'person first' (people with autism) style more commonly seen within disability research. This is in response to the increasingly accepted view of autistic or neuroatypical people who have stated a strong preference for the use of this terminology (<https://autisticadvocacy.org/about-asan/identity-first-language/>; (Vivanti, 2020)*

Starting point – promoting collaboration



- Staff workshops (avoiding jargon)
- Focus on Quality of Life outcomes – opportunities and skills
- From the outset, introducing a framework for understanding behaviour and skills development from a functional perspective

Most students transitioning to the school will have experienced challenge within mainstream education. We encouraged staff to consider students learning histories – how might students' experiences have impacted upon their beliefs and expectations?



James has
very low
self-esteem

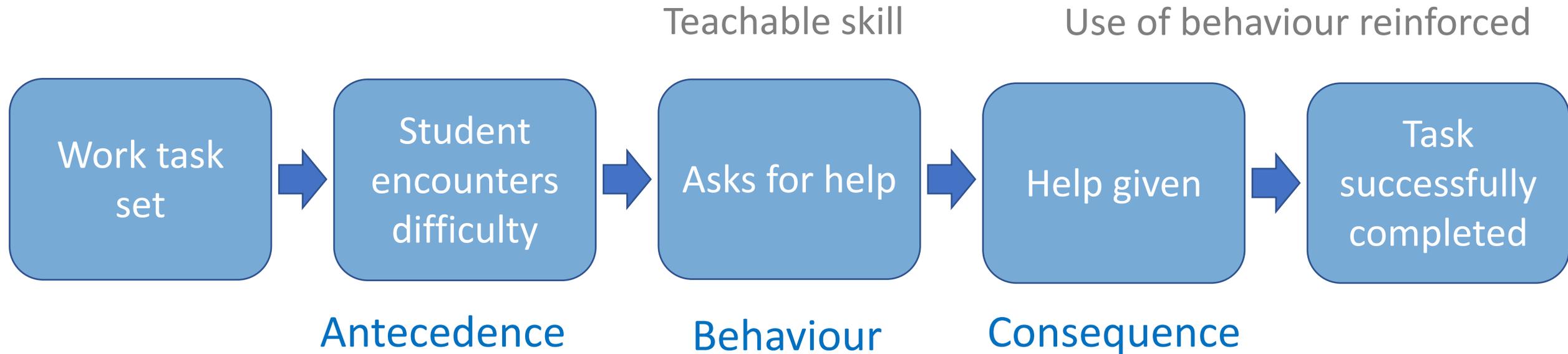


In his old
school, Alan
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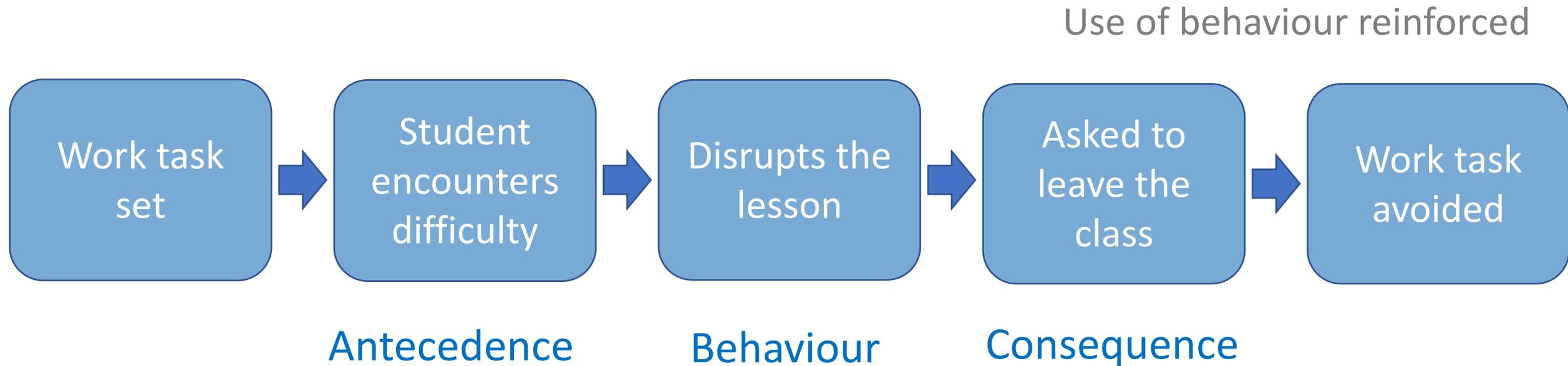
...parents were
always being
called to
collect him

How skills develop



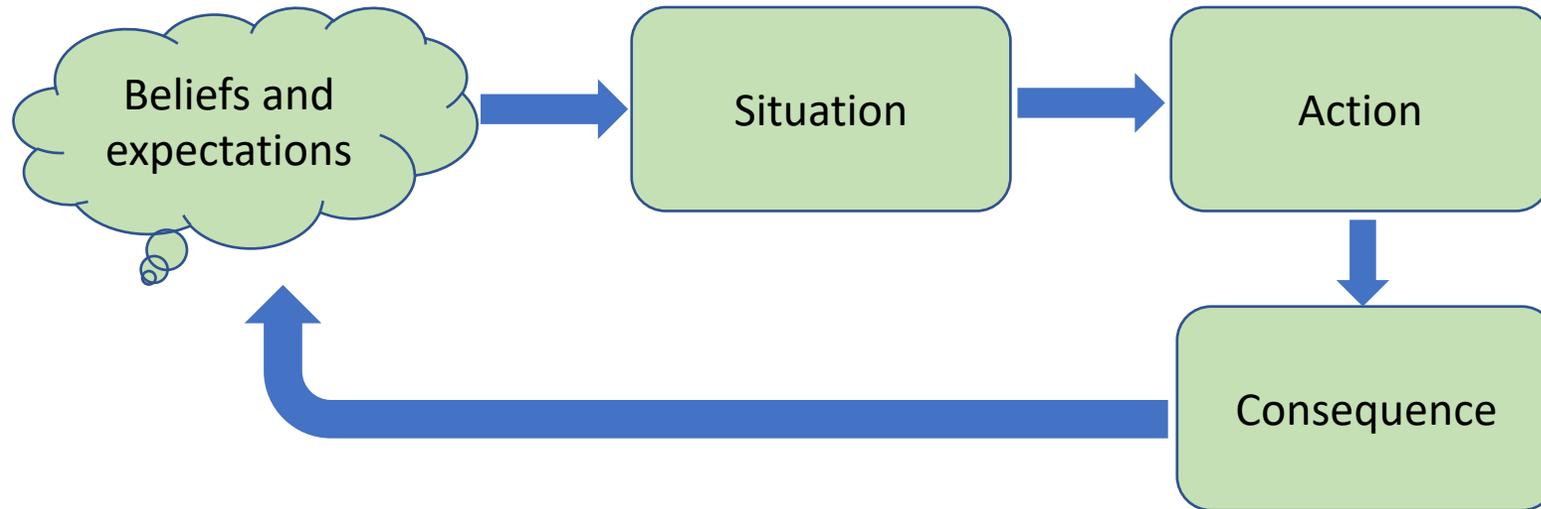
This is an example of “positive reinforcement” - the student’s behaviour leads to something being given, in the case, help.

When things go wrong...



This is an example of “negative reinforcement” - the student’s behaviour leads to something being taken away/ended, in the case, the work task.

Feedback loops



Building skills - “I can...”

Self-efficacy



An individual's belief in his or her capacity to execute behaviours necessary to produce specific outcomes

Resilience



The experience of making progress despite adversity

Define universal supports / staff approach

(i.e. visual supports, clear structure / routine, etc.)

Teach and reinforce key skills

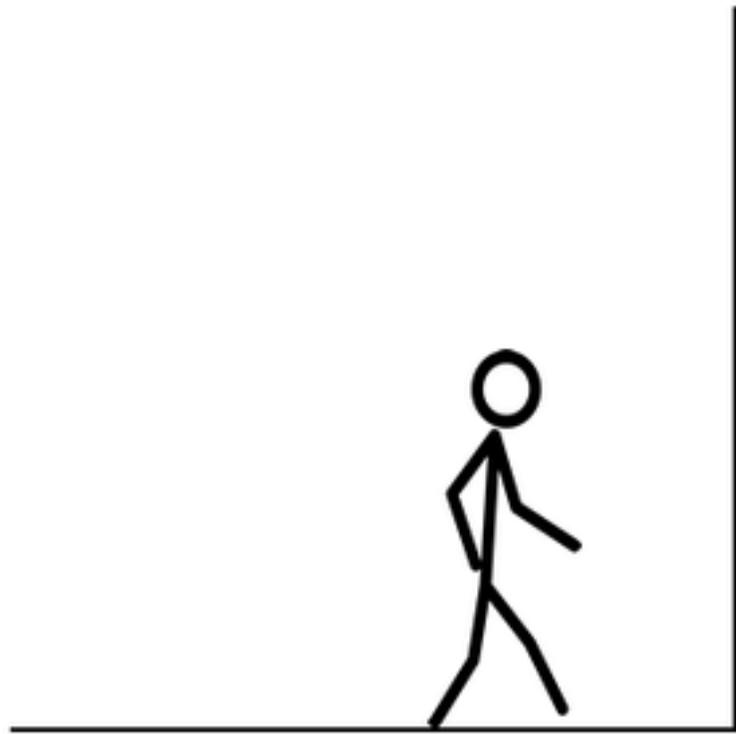
(focused reward systems, use of praise/feedback)

Ensure expectations placed upon students are achievable

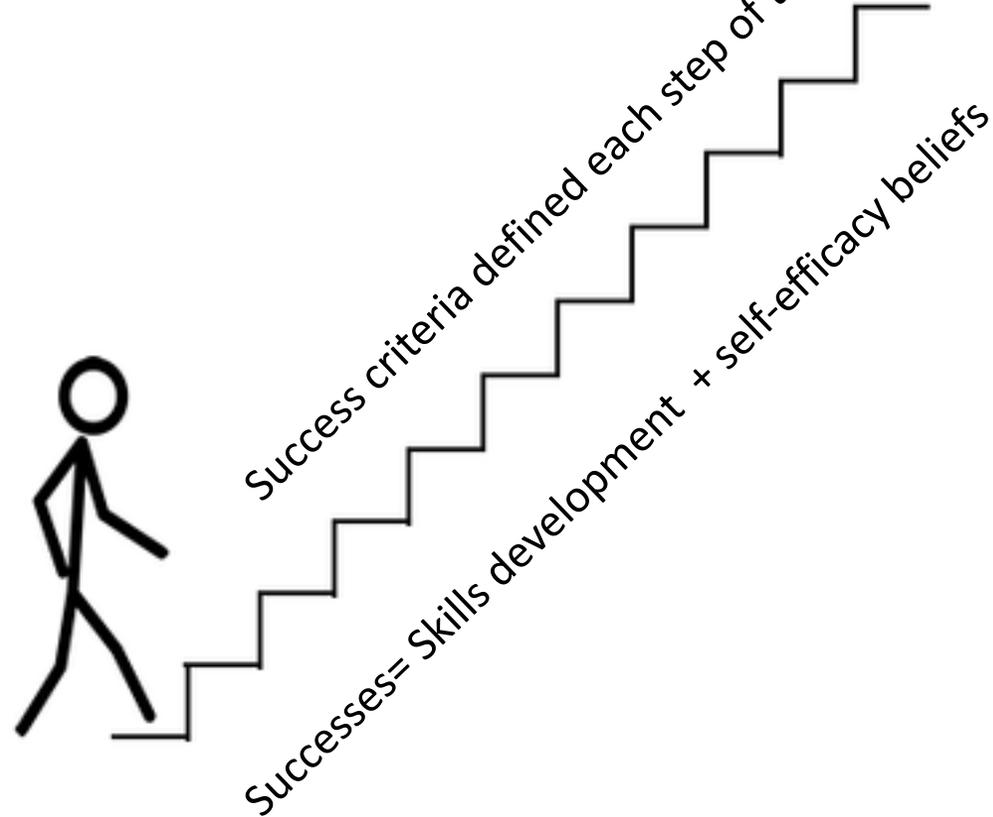
(define success criteria and celebrate individual achievement!)

Establish effective systems for responding to challenge and tailoring supports accordingly

What will success look like?



Impossible to climb

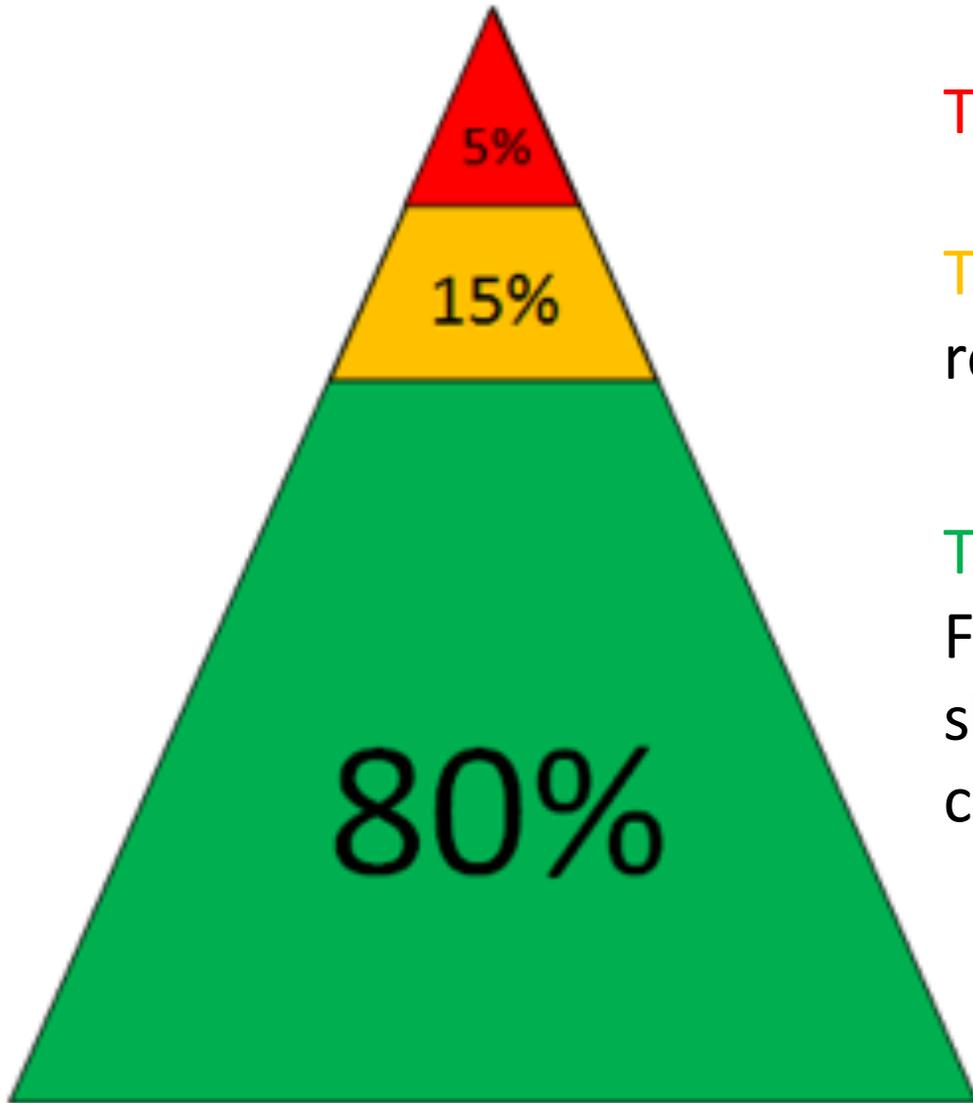


Possible to climb



Same height

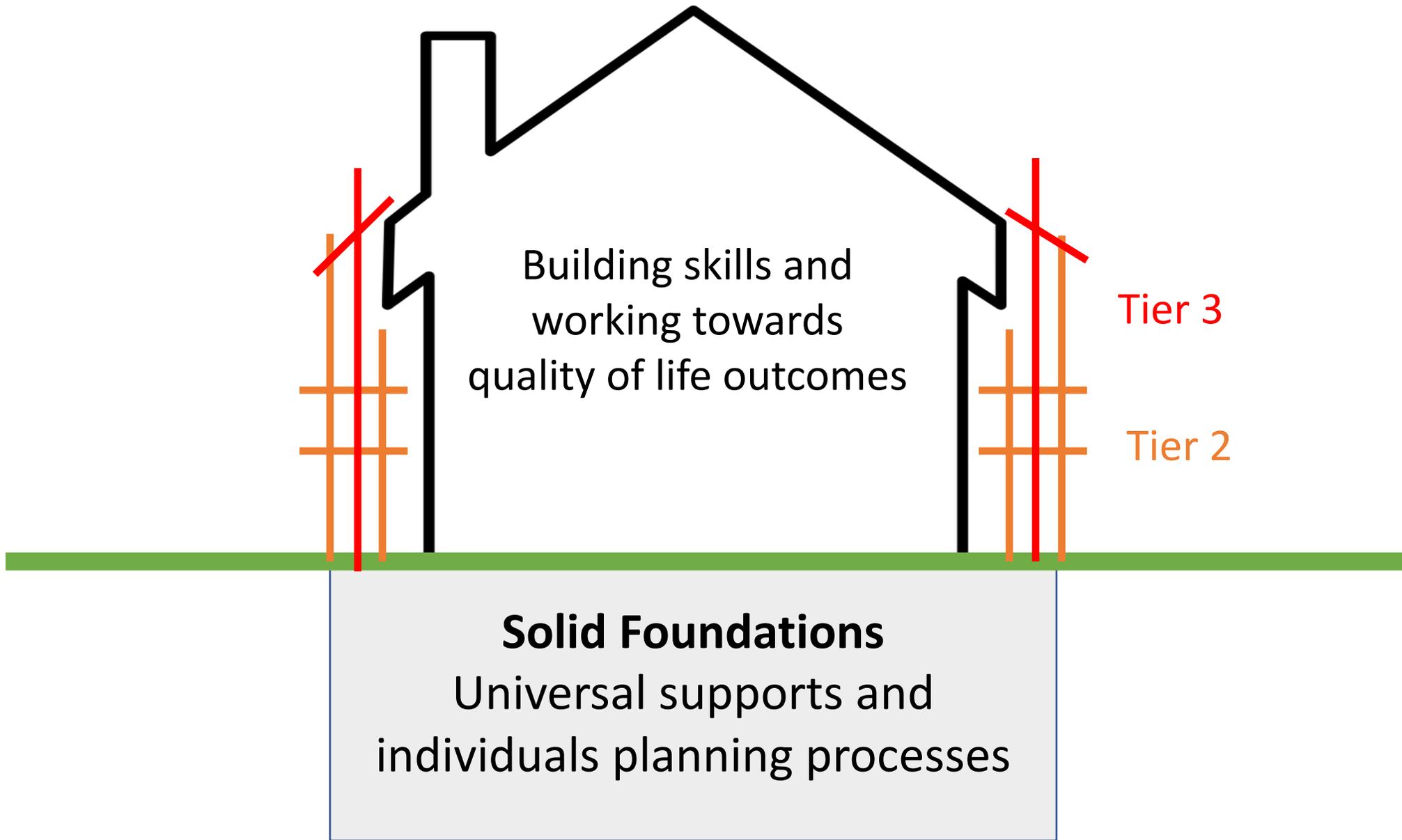
Support tiers, as described in School-wide PBS



Tier 3: Higher intensity individualized support

Tier 2: Increased level of (targeted) support in response to identified need

Tier 1: Primary Prevention / “universal” supports. Focusing on the development of opportunities and skills to **increase** quality of life and **reduce** the risk of challenging behaviour occurring.



High intensity, individualised support – building on tier 2.

Behaviour of concern review – targeted skills training, focused class-based support or ‘check in check out’, (increased, targeted, data collection), etc.

Establishing appropriate support environments and individual support plans.
Systems to teach and reinforce skills.

Developing a positive, **proactive culture** – staff training, co-construction of supports / systems, establishing a PBS implementation group, etc.

Defining School Values



Tier 1

Operationalise values across the School

School-wide focus on identifying and reinforcing adaptive behaviours defined in relation to school values.

I am kind and respectful

I hold the door for others.

Vanguard School

I am safe and responsible

I hand in my phone at the front desk when I arrive.

Vanguard School

Values

In Ms. Tait's classroom

I am kind and respectful

- Use kind words and actions
- Respect the needs of others
- Be helpful to others
- Respect personal space

I am a learner

- Listen to others
- Follow instructions
- Ask for help when I need it
- Follow the lesson expectations

I am safe and responsible

- Take care of others property
- Use equipment and access environments safely
- Looking after school and personal property

Classroom behaviour matrix

Text

Tier 1

Teaching and reinforcing target behaviours – building skills and celebrating success

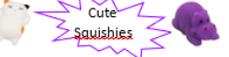
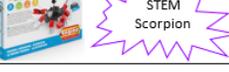


Vanguard Rewards

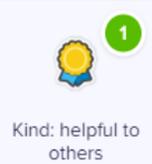
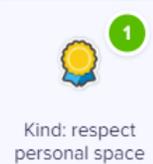
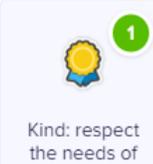
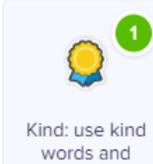
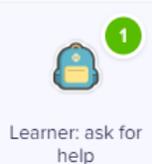
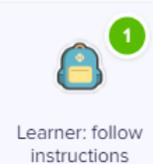
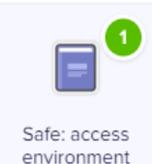
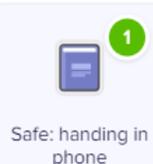
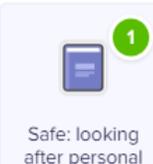
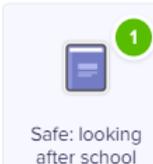
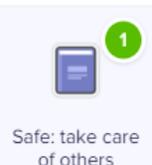
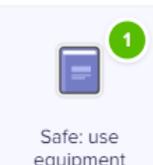
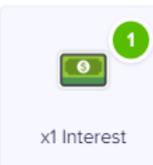
At Vanguard school we strive to demonstrate our values every day through our positive intentions and actions. We believe it is important to celebrate everybody's achievements.

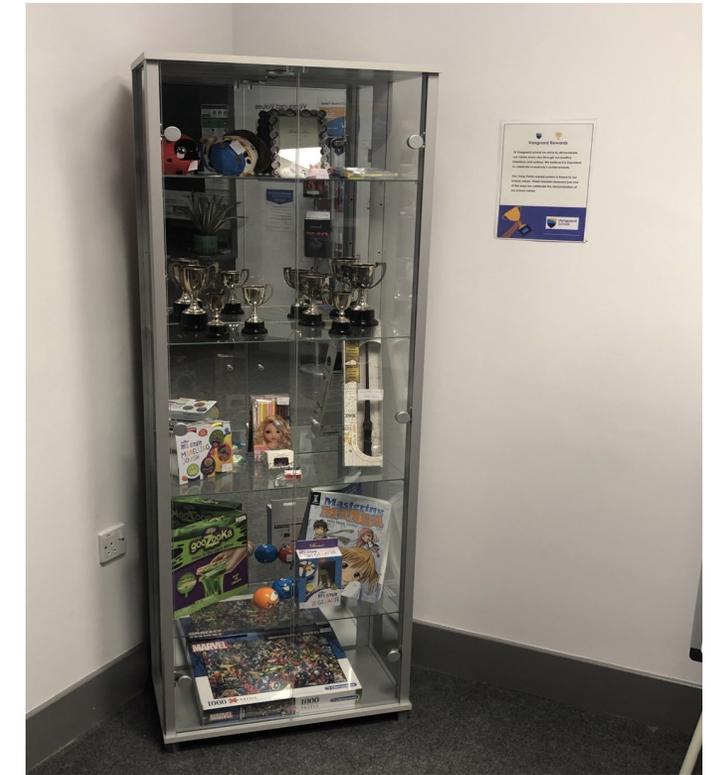
Our Vang Points reward system is linked to our school values. These rewards represent just one of the ways we celebrate the demonstration of our school values.

Example reward menu:

Prize	Vang points to buy
 Cute Squishies	40 Vangs each
 Finger Skateboard	50 Vangs each
 Pocket Colouring Book	260 Vangs
 Uno Game	650 Vangs
 Unicorn Cookbook	800 Vangs
 STEM Scorpion	850 Vangs

All Students can swap their points for rewards on Friday in reflection time.

Positive		Needs work	
			
			
			
			



Tier 1

Emotional and Behavioural Development in Education (EmBeDEd) Opportunities and Skills Review

- Tool enabling teams to review a young person's skills and support opportunities in domains associated with wellbeing and quality of life.
- The review **promotes collaboration**, by involving families, school teams, and, most importantly, young people themselves. Indeed, the young person's preferences, ambitions and personal priorities are at the heart of decision during the review process making as the network collaborates to define goals and supports.

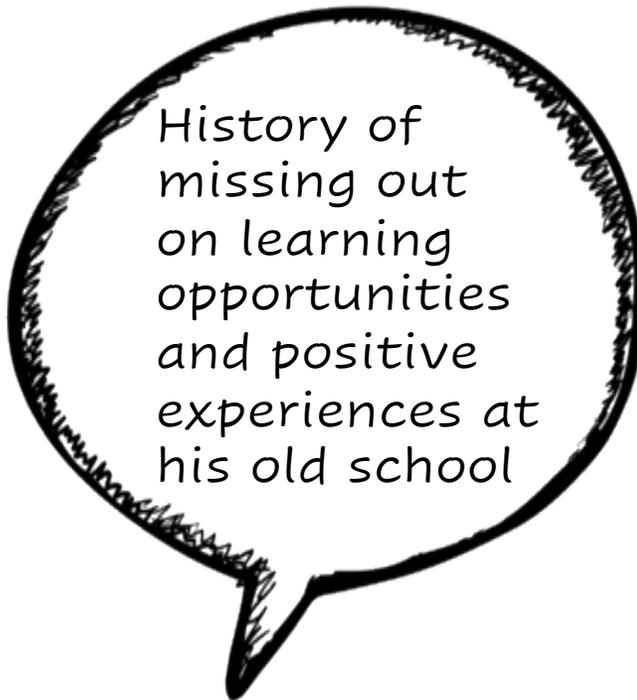
Case study: Individualised support



Sam joined Vanguard in 2020.

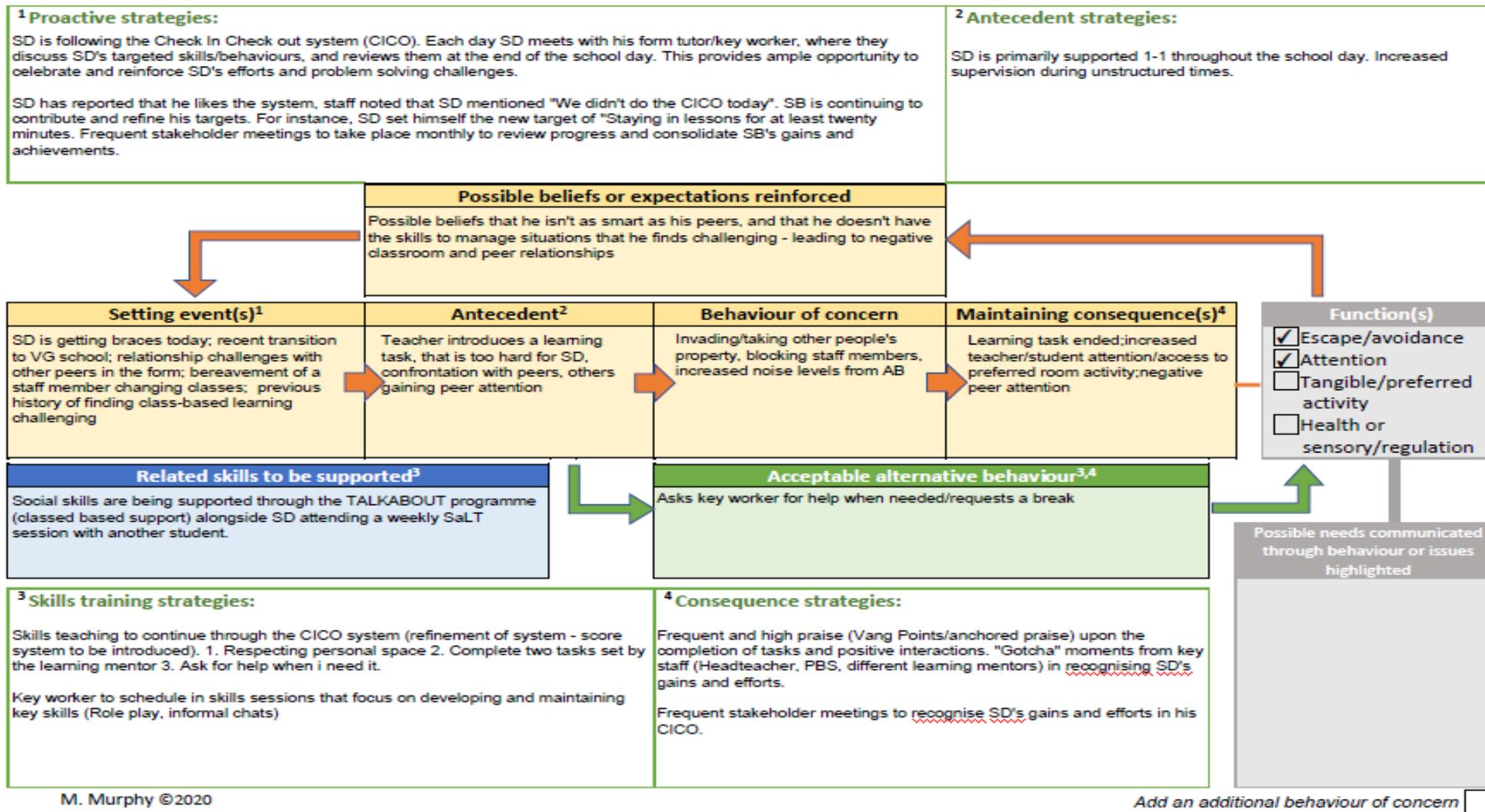


In his old school, Sam spent a lot of time out of class

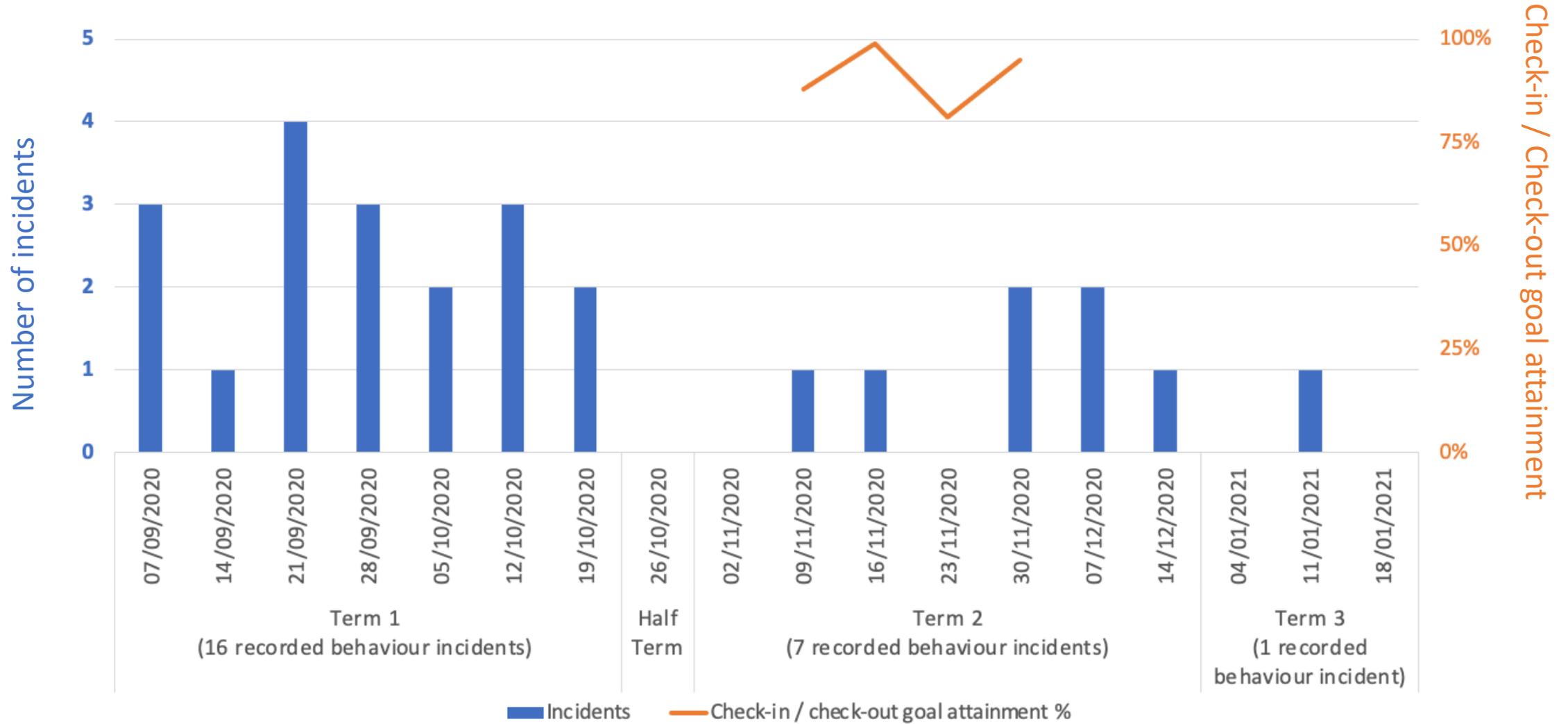


History of missing out on learning opportunities and positive experiences at his old school

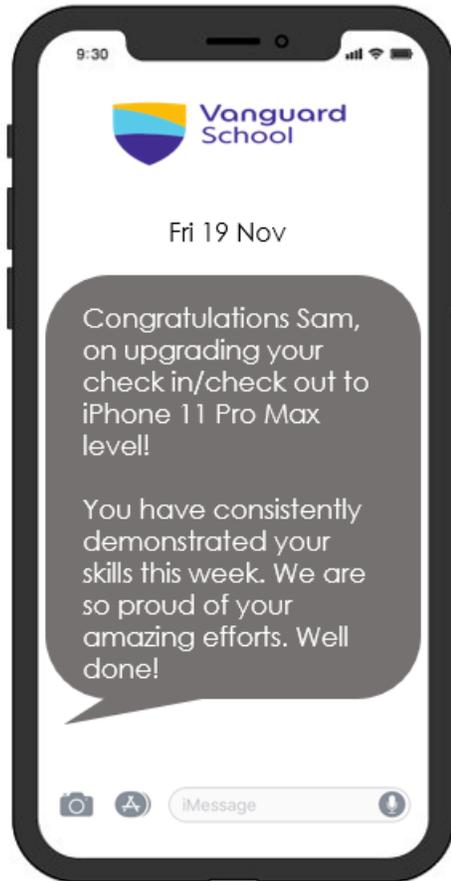
Behaviour of concern review



Terms 1 and 2: Check in / check out goal attainment (%) and total number of behaviour incidents per week



Certificates and celebrating success



Parent quote on the *check in check out* system

“I love the way the ‘Check in check out system’ system acknowledges Sam’s struggles and are seen as targets to overcome and not as a negative. All Sam’s targets are set as achievable levels on a daily basis”

“The system massively boosts Sam’s self-confidence, he’s excited to tell me what his target was and what he achieved. It has made me so happy to see him progressing and being understood. I have no doubt that this system along with increasing Sam’s confidence, has increased his academic performance” (December 2020)

Summary

- Still at the start of our journey
- Our focus to date has prioritised establishing shared vision of support and sense of community
- As supports develop, we will continue to prioritise collaboration between students families and staff.
- Next steps: Continuing to trial and refine tier 1 planning tools, implementing new data management system, supporting the consolidation of gains made to date.