



**SBS**

School Behaviour Solutions

# Developing behaviour support plans with students using the School Behaviours Rating Scale

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# Workshop Overview

- Developing behaviour support plans
- ARTE model
- The School Behaviours Rating Scale
- Elements of support plans
- Questions

Question:

Is it a plan to specifically develop positive  
behaviour skills

**OR**

is it a management plan to stop unwanted  
behaviour

**WHAT'S THE DIFFERENCE?**

# What is a behaviour support plan?

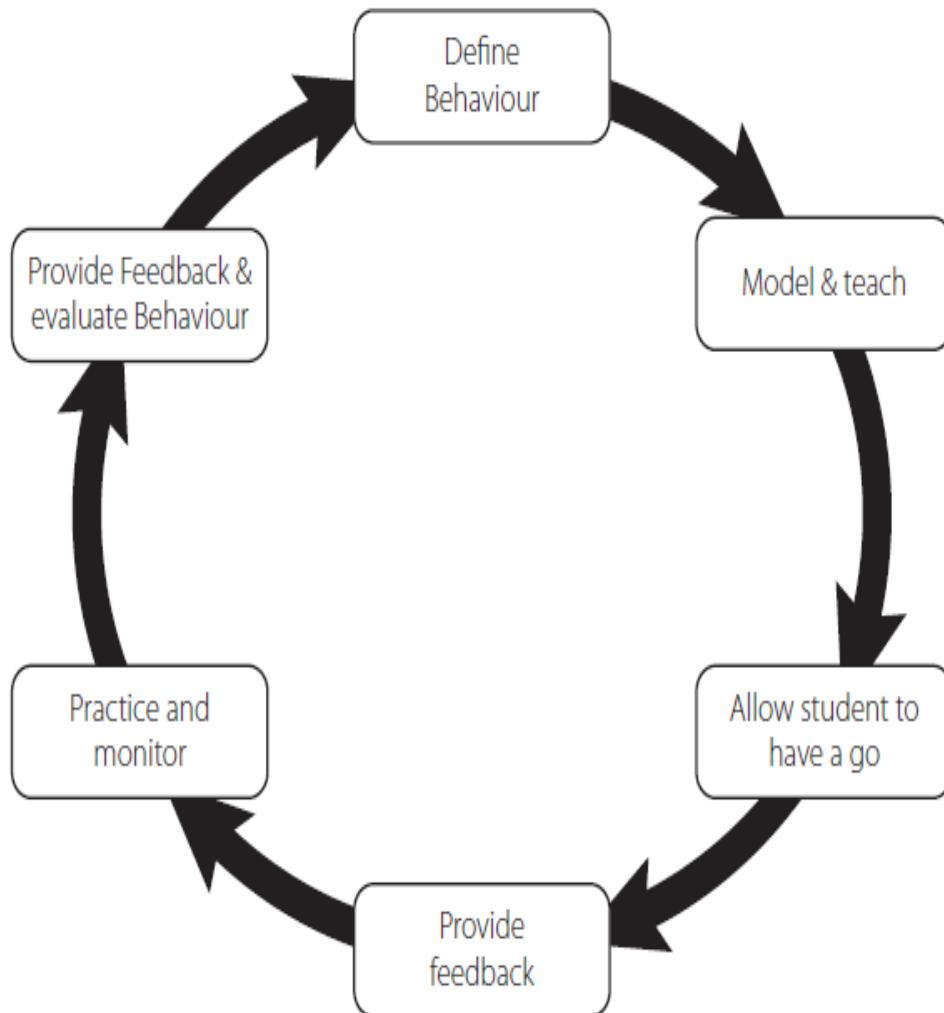


- Plan to increase the behaviour we want through skill development and supported adjustments
- Different from a behaviour management plan or crisis plan

# Behaviour support plans

- Management plans are generally developed for students by adults at the school
- Support plans are developed with students and their family and follow a teaching – learning model

# Teaching–learning model



Model used for teaching curriculum areas –social curriculum is the same

Practice Practice  
Practice

# Using ARTE to support students

**A Assess**

**R Respond**

**T Teach**

**E Evaluate**



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## Assessment

An essential part of the  
teaching-learning cycle



How do you currently  
assess a student's  
behaviour?



Assessment is more than gathering  
data

Assessment provides information on  
what a student **can do** as well as  
what they **need to learn**



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# **The School Behaviours Rating Scale**

**Developed in Australia**

# The School Behaviours Rating Scale

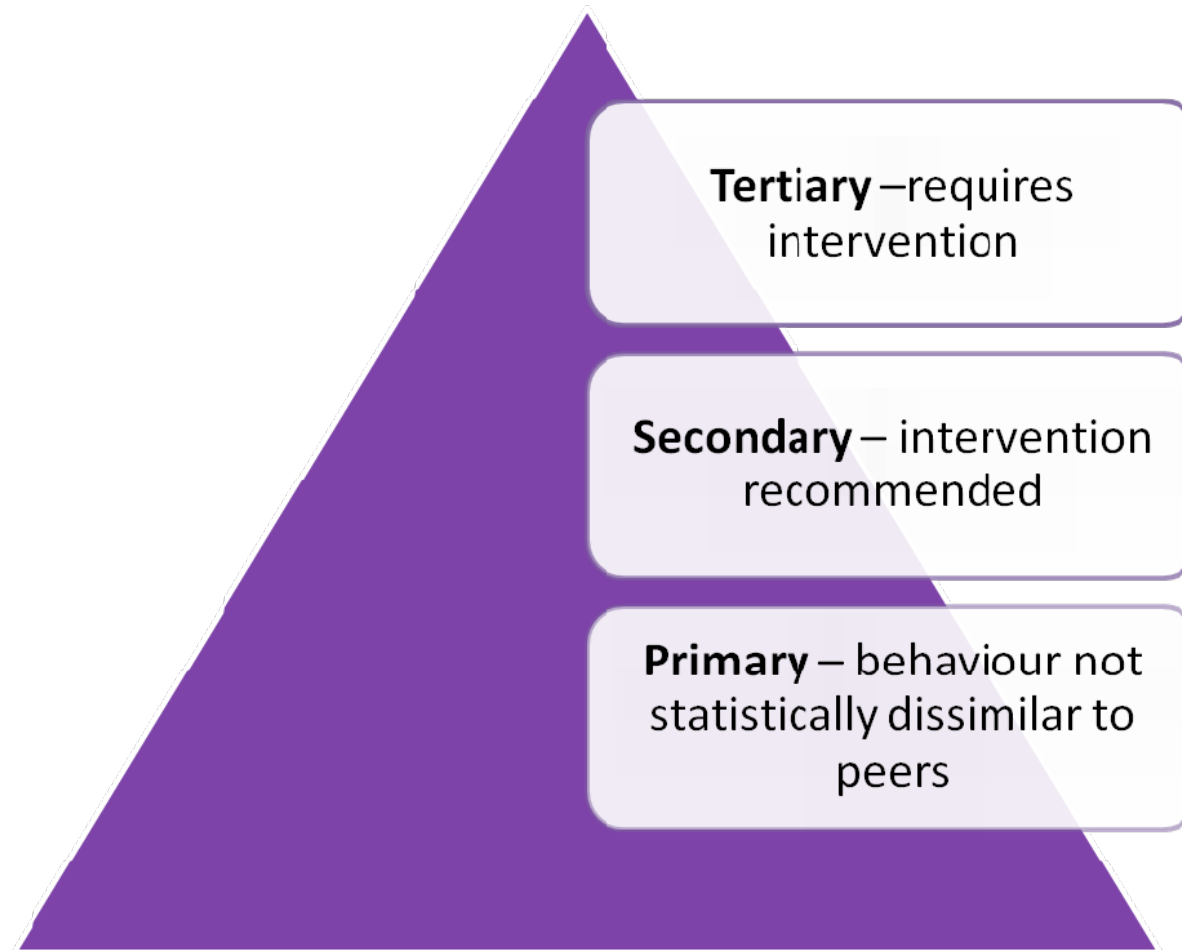


- Developed in Australia using teacher judged behaviour ratings on almost 2000 primary school students
- Measures observable school based behaviours
- Assesses student behaviour across a range of school settings
- Identifies behavioural strengths and areas requiring support and development

- Comprises 51 descriptors across six domains or subscales:
  - General Classroom Behaviour
  - General Playground Behaviour
  - Getting Along with Other Students
  - Development of Social Skills
  - Attempting Tasks Presented
  - Aggressive Behaviours

# SBRS –Validity and Reliability

- Norm referenced assessment
  
- Robust psychometric properties:
  - validity and reliability
  - internal consistency across all subscales  $>.88$  with median  $.93$
  - Test-retest correlations all  $>.86$  with median  $.94$



# Student Behaviour Profile

- Separate scores for boys and girls
- Quickly and easily identifies strengths and areas for support
- Provides specificity around behaviour and the language used to describe the behaviour
- Easy to identify target behaviours for improvement or further analysis
- Evaluate interventions using pre and post data



# Student Behaviour Profile -Blake

<b>TERTIARY</b>	Comp ≤2.35	Comp ≤2.67	Comp ≤2.50	Comp ≤2.83	Comp ≤1.33	Comp ≤2.20
<b>SECONDARY</b>	Comp ≤3.31	Comp ≤3.83	Comp ≤3.63	Comp ≤3.83	Comp ≤2.25	Comp ≤3.60
<b>PRIMARY</b>	Comp ≥3.32	Comp ≥3.84	Comp ≥3.64	Comp ≥3.84	Comp ≥2.26	Comp ≥3.61
	General Classroom Behaviour	General Playground Behaviour	Getting Along with Others	Development of Social Skills	Attempt Tasks Presented	Aggressive Behaviour

# Using ARTE to support students

**A** Assess

**R** **Respond**

**T** Teach

**E** Evaluate



# SBS

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## Using the SBRS to develop a behaviour support plan

## Involve the student and parent/carer

- Explain the assessment- talk about parts of the school day or experience which are going well
- Discuss particular behaviours that are not going so well
- Emphasise staff want to help develop and practice different behaviours
- Discuss what the student would find helpful

# Identifying focus behaviours

- Focus behaviours explicitly define the behaviour to support
- Can be lifted directly from the SBRS
- Worded positively –telling what the student is expected to do
- Few in number depending on the age and capability of the student
- Describe a replacement behaviour

# Student Behaviour Profile -Blake

<b>TERTIARY</b>	Comp ≤2.35	Comp ≤2.67	Comp ≤2.50	Comp ≤2.83	Comp ≤1.33	Comp ≤2.20
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# Case Example - Blake

## Focus behaviours

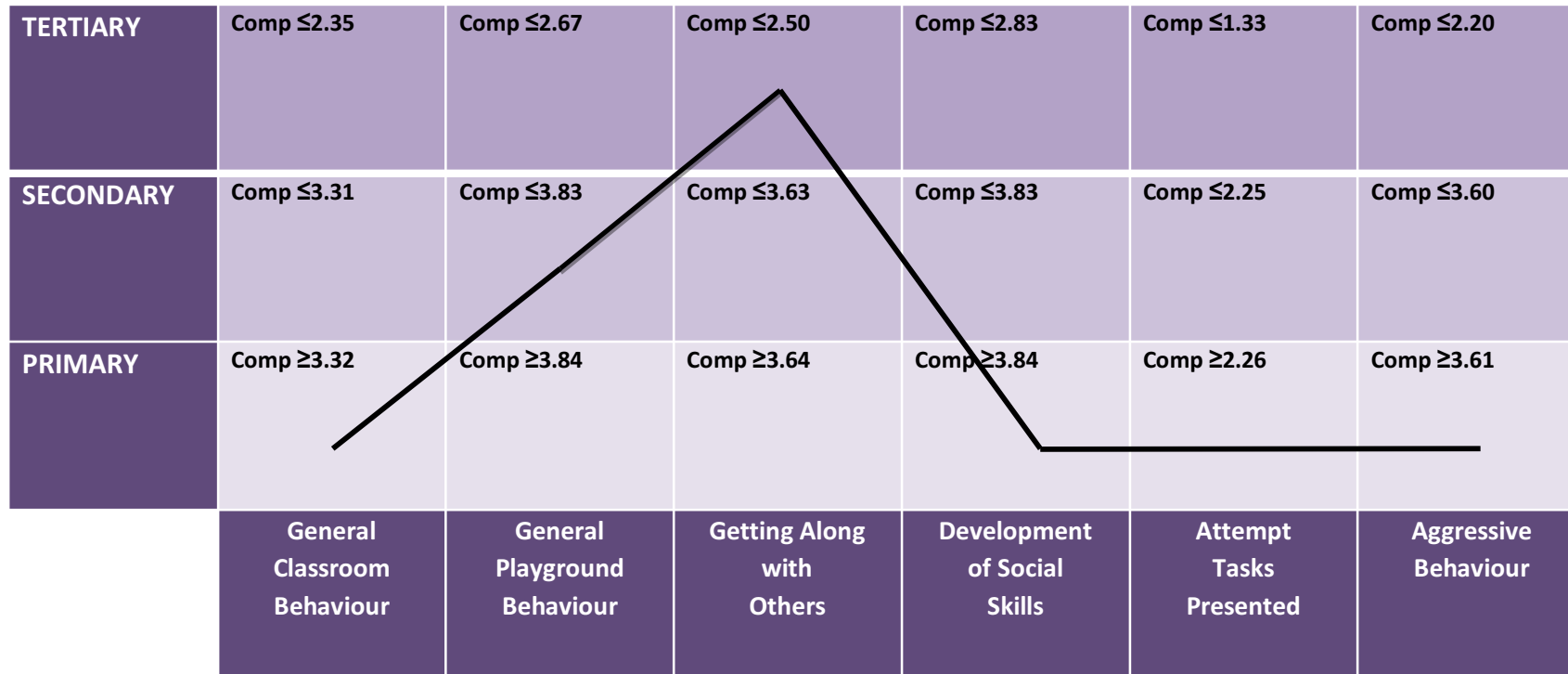
- Focus behaviours were generated straight from the SBRS Student Behaviour Profile

### I will practice:

1. Staying in my seat
2. Doing what my teacher asks



# Student Behaviour Profile -Ebony





# Case Example - Ebony

## Focus behaviours

- Focus behaviours were generated straight from the SBRS Student Behaviour Profile

### I will practice:

1. Joining in group work with others in my class



# Using ARTE to support students

**A** Assess

**R** Respond

**T** **Teach**

**E** Evaluate

# Developing a plan for implementation

- Skill development and teaching strategies including reinforcement
- Supports from staff and adults
- Supports from setting
- Evaluation data method

# Skill development and teaching

- What skills and strategies does the student need to learn
- How will this be taught – individualise for each student and utilise strengths
- Who will teach it
- How will it be reinforced

# Supports from staff and adults

- What will the adults in the setting be doing differently to support the behaviour change?
  - language
  - Academic supports and adjustments
  - Cueing
  - Using pre-corrects
  - Take up time
  - Social stories
  - Implementation with consistency – getting staff buy in

# Supports from the setting

- What changes need to be made to the setting to support the behaviour change?
  - Physical structures
  - Signage
  - Routine changes (eg: morning check)
  - Time limits or extensions
  - Reduced or adjusted tasks

# Using ARTE to support students

**A** Assess

**R** Respond

**T** Teach

**E** **Evaluate**

- How will you know if the intervention is working?
  - Think about this before you start
  - Easy and quick
  - Meaningful



- The ARTE model is consistent with:
  - the requirements under the *Disability Standards for Education*
  - the Nationally Consistent Collection of Data
    - Consultation and collaboration
    - Assessment of individual need
    - Adjustments to school and classroom
    - Impact evaluated of the adjustments

# Reflection and questions



## Contact

Dr Lyn Gardon

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*Thank you*