



SBS

School Behaviour Solutions

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

AASE Conference 2016

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www.schoolbehavioursolutions.com

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?

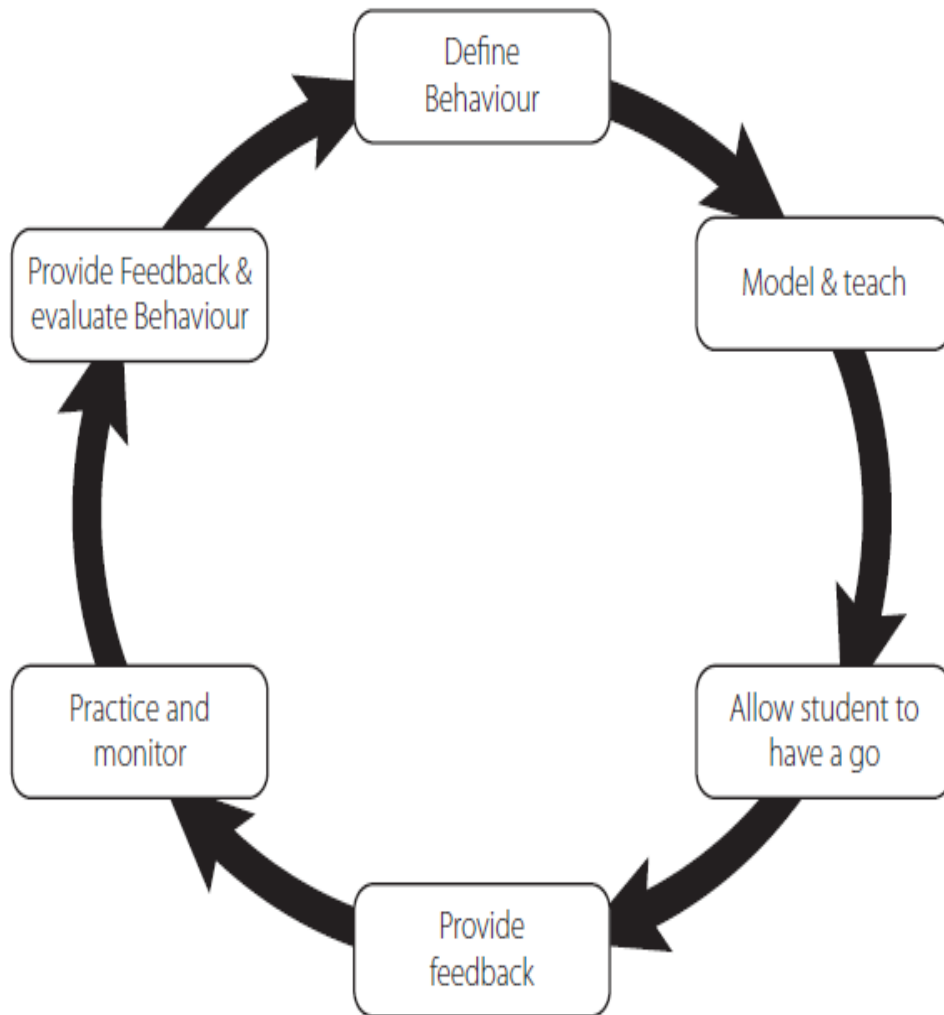


- Plan to increase the behaviour we want through skill development and supported adjustments
- Different from a behaviour management plan or crisis plan

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



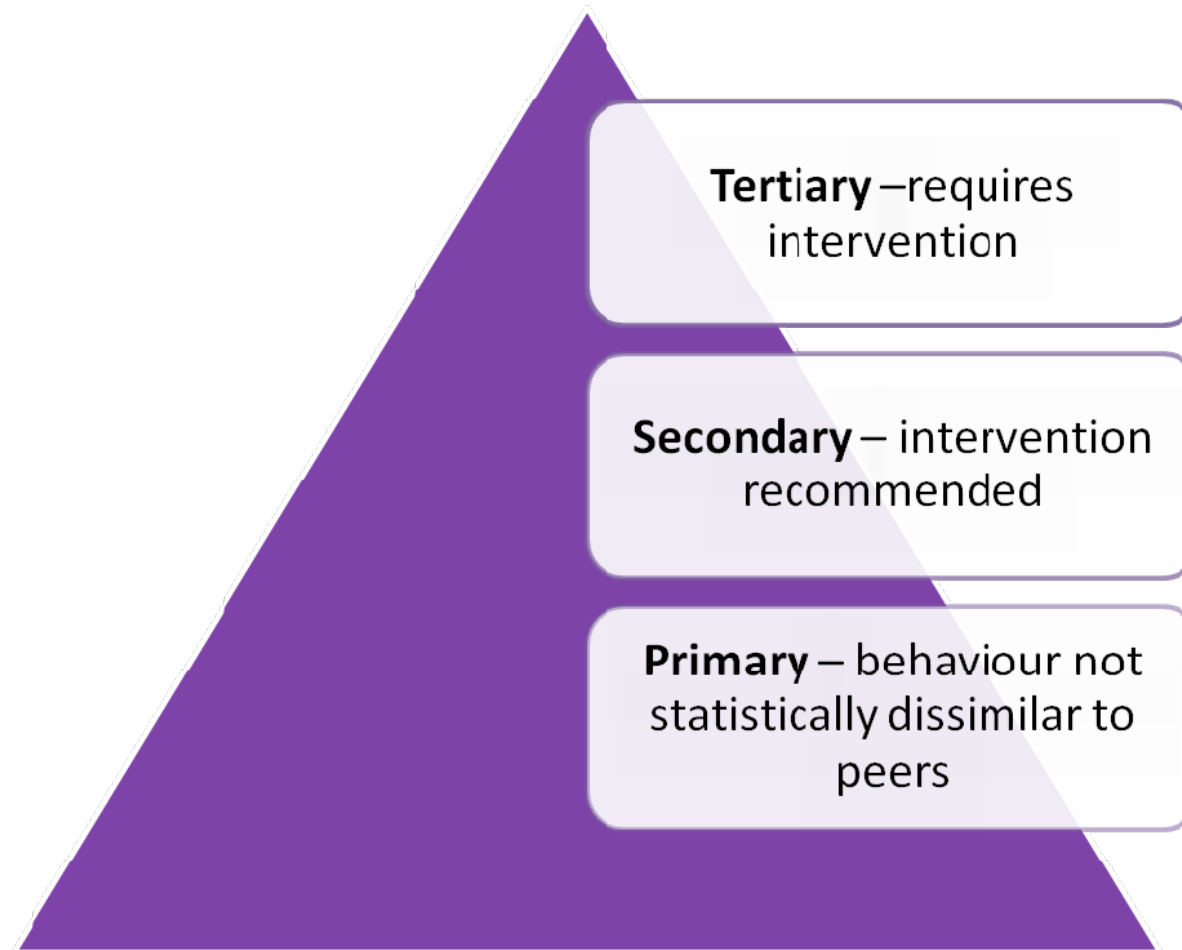
- Developed in Australia using teacher judged behaviour ratings on almost 2000 primary school students
- Measures observable school based behaviours
- Assesses student behaviour across a range of school settings
- Identifies behavioural strengths and areas requiring support and development

- 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

TERTIARY	Comp ≤2.35	Comp ≤2.67	Comp ≤2.50	Comp ≤2.83	Comp ≤1.33	Comp ≤2.20
SECONDARY	Comp ≤3.31	Comp ≤3.83	Comp ≤3.63	Comp ≤3.83	Comp ≤2.25	Comp ≤3.60
PRIMARY	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

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R **Respond**

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School Behaviour Solutions

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

TERTIARY	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

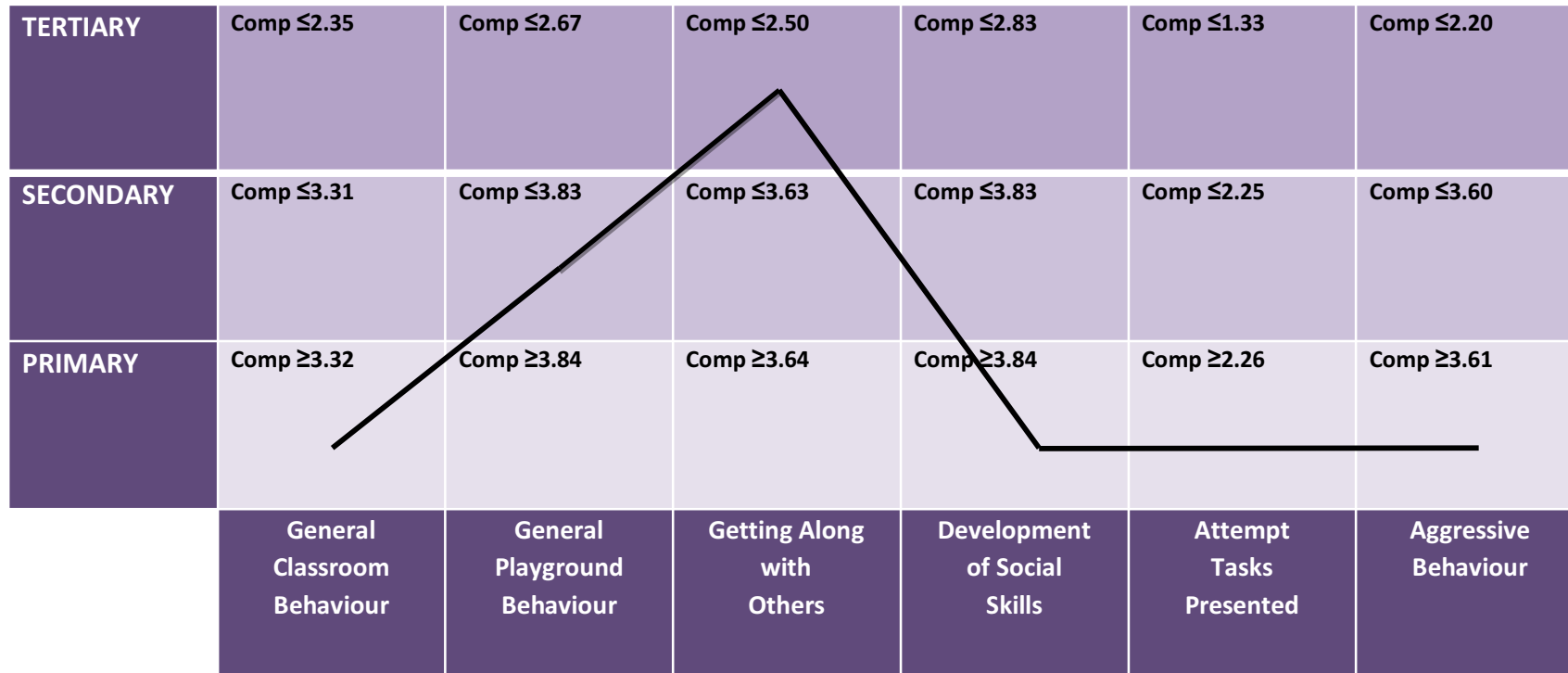
➤ Focus behaviours were generated straight from the SBRS Student Behaviour Profile

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

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T **Teach**

E Evaluate

- 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

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Thank you