Positive Behaviour for Learning (PBL) which is also widely known as PBS, SWPBS, and PBIS is a process that was first implemented in the USA and has now spread to many parts of the world, including Australia. In the North Coast Region of NSW the PBL roll out commenced in 1996. Induna ETU at Grafton started implementing PBL in 2010, the fifth year of PBL in North Coast Region.

Induna ETU is located within the Acmena Juvenile Justice Centre at South Grafton. The Centre caters at any time, for between 40 and 51 young people, aged between 10 and 21 years. Our resident students draw from an area that extends from Taree to Tweed Heads and Moree to Tamworth. The average enrolment period at Induna ETU is 15 days. The longest resident to date stayed for four years. Our students are locked up for serious offences eg rape, violent assault (intentional and accidental), culpable driving, drug issues, home invasion, BE&S, breach of bail conditions. Usually they are incarcerated after diversionary strategies for less serious offences have failed eg youth conferencing, drug rehab, breach of bond/bail. Intake profiles show an over representation of Mental Health issues, serious alcohol and other drug issues, socio-economic disadvantage and low levels of education and/or unemployment. Our student body is characterised by high levels of multiple psycho-social co-morbidities, learning failure and extreme behaviours.

There were a number of factors staff considered when making the decision to commit to the PBL process:

- Regional DEC staff presented information workshops to Principals explaining the benefits of PBL where research has shown “overwhelmingly positive effects on school climate, reduction in problem behaviour, enhanced instructional time and outcomes, and increased efficiency in school-wide discipline” (Nelson, Sugai & Smith, 2005).
- 100% of staff supported PBL implementation. This was important as at least 80% staff buy-in is recommended (Lewis 2009). Indunastaff were aware other nearby schools had already commenced implementing PBL with success and in response to information presentations, readily agreed to participate.
Although it did not appear that PBL was being implemented in Australian Juvenile Justice settings, overseas research confirmed the benefits. In one setting in Iowa, rates of seclusion and restraint were reduced by 73 percent (Rosen, 2004), whilst at the Illinois Youth Centre in Harrisburg the number of fights declined from 32 in the month prior to implementation to zero fights over the next three years (Sidana, 2006). In North Carolina and New Mexico SWPBS is being successfully adopted in all Juvenile facilities (Nelson, Scott, Gagnon, Jolivette & Sprague, 2008).

Finally, Acmena Juvenile Justice Centre planned to increase holding capacity from 35 to 50 inmates during 2010, causing concern amongst the staff about the impact the increase might have in terms of additional violence and behaviour problems in classes. At Induna student misbehaviours are recorded as *Records of Behaviour* or ROBs. Anticipated ROBs could be projected based on the ROBs written in Terms 1 and 2 of 2009:

![Table 1: Actual and Predicted ROBs](chart.png)

Similar to Health Prevention models, PBL is implemented using a three tiered strategic approach:

1. **Universal Intervention** where behavioural expectations for every school setting are identified and taught
2. **Targeted Group Interventions** where more intensive instructional strategies support the smaller number of students who do not respond to Universal Intervention strategies alone.
3. *Intensive Individual Interventions* to support the 3-5% of students who have serious and persistent behavioural and academic challenges.

![Designing School-Wide Systems for Student Success](image)

**Figure 1: The Three Tier Approach**

Just as the regular teaching and systems support all students in their academic learning, so should they support students in their behaviour. For 80%-90% of students, learning and behaviour is supported by the day-to-day school structures and organisation. Some 5%-10% of students need more assistance eg. teachers offering after class small group tuition, reteaching, specifically re-explaining, breaking the task down into smaller steps etc. And there are the 1%-5% of students who need much more intensive, individual, often case managed inter-agency support to learn a particular concept.

PBL aims to establish systems and teaching that will build the size of the group supported by Universal practices, relieving the pressure placed on teachers and schools by the students who need extreme, high level teacher time and support. It is not a single programme or strategy. Rather it is a process that provides a scaffold with key elements:

- Teaching behaviour through direct instruction rather than relying on traditional approaches to managing behaviour via punishment and control. In PBL schools a
problem behaviour is considered a learning error that requires additional teaching and practice until a more appropriate behaviour is embedded,

- Ensuring effective systems are in place to support staff. PBL assists the redesign of environments (rather than trying to redesign individuals) to create settings that support pro-social behaviour and help prevent problem behaviour from occurring in first place, and
- Use of data from a range of sources to support decision making

Key features for implementation of PBL are:

- School-wide behavioural expectations are clearly defined
- Expectations are taught to all students in the school
- Rewards are provided for following expectations
- A continuum of consequences for problem behaviour is consistently implemented
- Patterns of behaviour are monitored and data used to make decisions
- The executive are involved and provide active support
- Provision of Regional personnel support, including coaches.

Once trained by the Regional PBL Consultants, and with the guidance of our trained external coach, the Induna PBL team set to work in following the PBL Blueprint. The School-wide Positive Behavior Support Implementers’ Blueprint and Self Assessment provides a rationale for implementation of PBL and assists schools to maintain fidelity with the process. It has practical steps for implementation and explains the use of the self-assessment checklist for accountability.

Staff were surveyed using the Effective Behavior Support (EB S)survey to identify areas of concern and establish priorities to address. The EBS Survey of school staff was used for initial and annual assessment of effective behaviour support systems in the school. The survey examines the status and need for improvement of three behaviour support systems: (a) school-wide discipline, (b) non-classroom management systems, and (c) systems for individuals students engaging in chronic behaviours.

With the arrival of new staff during 2010, the Induna PBL team decided to re-launch PBL during Term 4 of 2010. Importantly, after many attempts, staff reached consensus on the School’s values of Respect, Responsibility and Integrity and could develop the matrix of behavioural expectations for each setting in the school (appendix 1). Lessons
were developed to assist teaching the behavioural expectations and posters were created for every setting that provided reminders and reflection points for all of the school community.

Figure 2: Teaching the Rules

Figure 3: Teaching the Rules
<table>
<thead>
<tr>
<th>ALL SETTINGS</th>
<th>CLASSROOMS</th>
<th>ART</th>
<th>HORT/CONSTRUCTION</th>
<th>HOSPITALITY/NAB</th>
</tr>
</thead>
</table>
| **RESPECT**  | • Use appropriate language  
• Let other students learn  
• Listen to other opinions  
• Follow staff directions | • Ensure zero graffiti  
• Use appropriate language  
• Follow staff directions  
• One student per computer  
• Care for equipment | • Do your own work  
• Follow staff directions  
• Encourage other art works and opinions  
• Keep room graffiti free | • Use appropriate language  
• Follow staff directions  
• Care for equipment | • Use appropriate language  
• Follow staff directions  
• Care for equipment |
| **RESPONSIBILITY** | • Stay in the right place  
• Accept consequences for your actions  
• Do not touch doors  
• Be safe  
• Follow directions when entering and leaving rooms | • Demonstrate safety  
• Stay in the right place  
• Pens must remain at your table  
• Stay at assigned P.C written work to be done at the centre desk | • Demonstrate safety  
• Stay in the right place  
• Clean materials and clean your mess  
• Do all your own work  
• Put your work away | • Demonstrate safety  
• Stay in the right place  
• Clean materials and clean your mess | • Demonstrate safety  
• Stay in the right place  
• Clean materials and clean your mess |
| **INTEGRITY** | • Work to the best of your ability  
• Help other students to learn  
• Help make inventories correct | • Accept other opinions  
• Help make inventories correct  
• Work to the best of your ability  
• Follow the Code of Conduct for internet use | • Claim only your work as your own  
• Help make inventories correct  
• Create your own work | • Accept other opinions  
• Help make inventories correct  
• Help other students to learn  
• Work to the best of your ability | • Accept other opinions  
• Help make inventories correct  
• Help other students to learn  
• Work to the best of your ability |

Figure 4: INDUNA SCHOOL BEHAVIOUR EXPECTATIONS MATRIX
A copy of the matrix and the expected behaviours is displayed in every classroom or teaching setting. Teachers are asked to re-teach these to all students at the commencement of each school term and sample lesson plans are provided. However, as the average length of enrolment is 14 days, the expectations on the Matrix are taught to all students during their stay in the Induction class prior to moving into the regular class that will best help them towards their aspirations or identified pathway.

When a behavioural infraction serious enough to warrant a written record occurs, the Record of Behaviour (ROB) is generated. This record is shared with Acmena Centre management who (usually in consultation) will decide an appropriate punishment. Punishments range from a Failure to Earn reward points, to early bed times through to placement in isolation for a period of hours.

As research has shown that using punishment alone, without teaching or reinforcing pro-social behavior, is ineffective and has been associated with increases in aggression, vandalism, truancy and drop-out rates (Mayer, 1995; Mayer & Sulzar-Azaroff, 1990; Skiba & Peterson 1999; cited in Brock & Quinn 2006), for Induna teachers a ROB indicates a learning deficit. In response to a ROB teachers prepare an Individual Behaviour Support Plan, negotiated with the student’s input, which outlines the specific behaviour of concern and the alternate, acceptable, appropriate behaviours that are expected.

As part of the support provided by the Regional PBL team, external assessments of PBL progress in our school are carried out each year, using the School-Wide Evaluation Tool (SET). A PBL Facilitator accompanied by the Coach attends the school to interview students and staff, gather copies of documents such as the PBL Action Plan, Welfare Policy etc, and view the placement of various displays. The SET results are used to:

1) assess features that are in place,
2) determine annual goals for school-wide effective behavior support,
3) evaluate on-going efforts toward school-wide behavior support,
4) design and revise procedures as needed, and
5) compare efforts toward school-wide effective behavior support from year to year.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and
student (minimum of 15) interviews or surveys. Mastery at each level is indicated by an 80% result. As indicated in Table 2, Induna did not achieve mastery in 2010 but has achieved it in 2011, enabling us to move to the next PBL phase: classroom implementation.

Table 2: Induna ETU SET Scores 2010-2011

![Table 2: Induna ETU SET Scores 2010-2011](chart)

Whilst the SET data provides excellent feedback that the school and its PBL leadership team are on track, other data provides even more support and encouragement to continue PBL implementation. Actual ROB data accrued since 2009 shows definite
benefits in terms of a reduction in behavioural infractions, particularly when compared to projections based on the 2009 data now that Acmena caters for up to 50 inmates.

Table 3: Induna ROBs: Actual and Projected, Semester 1 2009-2011

While the less serious records of Persistent Disobedience/Non Compliance have risen since 2010, they remain lower than in 2009 and are certainly less than projected on 2009 data with the larger student numbers. Staff consider it particularly impressive that the number of violent incidents has declined since 2009; again, even more-so against the projected figure. This equates to increased time in-class and additional time towards TAFE accredited courses. If, for example, we assume only 6 hours loss of class time for a student pervasive incident, there has been 60% drop in time lost than previously expected. i.e. 18 hours rather than the predicted 42 hours.

The reduction in the overall number of ROBs has a number of beneficial effects including:

- Reduced staff stress and fear,
- Improved staff morale,
• Improved teacher/student relationships and in-class collaboration,
• Less time lost to lessons and student learning due to behaviour infractions and disruptions
• Less time lost to teachers in dealing with behaviour infractions and disruptions.

The high rate of student turnover initially generated concerns that staff would need to start again every few weeks but teaching the new students in the Induction class has been sufficient. Staff believe this is because it seems the overall school climate has changed and become much more positive.

The primary focus at Acmena JJC is (rightly) security and concerns for addressing the learning and emotional needs of inmates are often overridden by staff attitudes that incarceration should not be a positive thing. One example is the way student access to teaching programmes is restricted by the time taken for their risk of Self Harm, Violence and Escape levels to fall. While there is an emphasis on earning reward points there is also a strong culture of punishment in spite of the fact that most of our student inmates will return to their home communities where Detention Centre style punishments are not in place to control behaviour. Senior executive of Acmena JJC have been appraised of the Induna implementation of PBL but thus far have chosen not to join the school on the PBL journey. This is unfortunate as Induna staff believe PBL could complement a variety of the treatment and rehabilitation programmes offered in the Centre.

In conclusion, implementation of PBL at Induna ETU has reduced occurrences of problem behaviour by establishing universal systems of primary prevention where students are actively taught (and retaught where required) the expected behaviours, where staff acknowledge and reinforce appropriate student behaviour, and where data drives identification of priorities and progress towards goals.
References


Lewis, T. 2009 PBL Interim Leadership Training Powerpoint Presentation, Sydney


Nelson, C, Sugai, G & Smith, C. 2005 Positive Behavior support Offered in Juvenile Corrections Counterpoint (Summer) 1 pp6-7


