When PBL is in place

Students know what is expected of them and choose to do so because they:

- Know what to do
- Have the skills to do it
- See the natural benefits for acting responsibly

Adults and students have more time to:

- Focus on relationships
- Focus on classroom instruction

There is an instructional approach to discipline

- Instances of problem behaviour are opportunities to learn and practice pro-social behaviour

PBL helps schools deliver high quality programs to improve student academic and behavioural learning.

Positive Behaviour for Learning (PBL) is comprised of a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students.

PBL focuses on changing the environment to better meet the needs of all students through a comprehensive and proactive approach in which all staff actively teach and acknowledge expected behaviour.

PBL schools are supported by regular visits from a PBL coach.

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Positive Behaviour for Learning (PBL)

PBL is a problem solving framework that addresses social behaviour and academic outcomes.

It’s a systems approach to enhance the capacity of schools to design effective learning environments.

PBL is part of broader movement that seeks to increase the application of evidence-based practices in schools and is in line with the principles of Quality Teaching.

Evidence based practices

The evidence-based practices that PBL promotes include:

- School-wide discipline practices including establishing clear consequences
- Instruction in social skills
- Helping students regulate their own behaviour
- Helping teachers intervene effectively to manage behaviour in the classroom and other school environments
- Active supervision in all areas of the school
- Enabling the learning support team and PBL team to plan and solve problems together
- External coaching to build capacity and provide consistent, region-wide support for schools

School-wide systems

School-wide systems have:

- A common purpose and approach to behaviour
- A clear set of positive expectations and behaviours
- Procedures for teaching expectations and values
- A continuum of procedures for encouraging expected behaviour
- Continuum of procedures for discouraging inappropriate behaviour
- Process for on-going evaluation

Evidence based practices

The three tiered system is a problem solving template for school PBL leadership teams, illustrating that behaviour supports and interventions have an instructional approach as with academic supports and interventions.

Academic Supports, Behaviour Supports and Interventions

80-90%

Secondary Preventions
(Targeted)
Some Students (at risk)
High efficiency
Rapid response

5-10%

Tertiary Preventions
(Intensive)
Individual Students
Assessment-based
Highly intensive

1-5%

Primary Prevention
(Universals)
All settings, all students, preventive, proactive

5-10%

Secondary Preventions

10 - 15% of all students require targeted group interventions

5% of all students require intensive, individual, intervention

1-5%

Primary Preventions

80 - 90% of all students respond to universal interventions

PBL builds durable school systems

The emphasis on school-wide systems of support include strategies for defining, teaching and supporting appropriate student behaviour to create positive school environments.

PBL boosts students engagement in learning by increasing attendance and retention and improving student behaviour.