Social Skills Framework
School-Wide Positive Behaviour Support

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Dandenong Valley SDS has adopted a School Wide Positive Behaviour Support (SWPBS) framework. This is also known as Positive Behaviour Support—PBS. SWPBS involves the establishment of a continuum of behaviour support that considers all students and emphasises prevention.

It is a proactive approach and focuses on teaching all students agreed expected behaviours and pro-social skills rather than just reacting to inappropriate behaviour.

In addition, a small number of students will require highly individualised and intensive interventions. These interventions are:

- function based
- person centred
- utilise strengths
- aim to teach the student skills
- continuously evaluated and enhanced
- linked to the School Wide Positive Behaviour Support approach.

The primary prevention aspect of positive behaviour support (PBS) consists of rules, routines, and physical arrangements that are developed and explicitly taught by school staff to encourage appropriate behaviour. Teaching behavioural expectations and acknowledging students for meeting them is a much more positive approach than waiting for misbehaviour to occur before responding.

At Dandenong Valley SDS the school community developed four simple expected behaviours.

1. Be Respectful
2. Be Responsible
3. Be Safe
4. Be a Learner

Dandenong Valley SDS staff have worked together to develop strategies to actively teach and reward appropriate behaviours.

Teaching strategies include specific lessons and resources as well as incidental learning when the opportunity arises. Other key components are:

- An agreed upon common approach.
- A matrix of positively stated expectations.
- Explicit teaching of expectations.
- Regular and frequent opportunities to practise expected behaviours.
- Incentives/rewards for meeting behavioural expectations.
- Consistency of language.

Students are acknowledged in a number of ways through classroom reward systems, school-wide reward systems, house points, certificates/awards at whole school assemblies.

This booklet aims to give a basic outline of what we believe in, and many practical ideas we can use in the classroom.
Examples of Tier 1 Supports
- Provide engaging activities, Choice making
- Positive reinforcement, Clear expectations
- Safe and accessible environment
- Wait - give students time to respond
- Individualised curriculum,
- Consider student groupings
- Use of visual communication supports
- Systematic and explicit teaching of positive expected behaviours
- Read student files, professional conversation with previous staff
- Student Support Group (SSG) Meeting
- Personal Safety Program

Examples of Tier 2 Supports
- Team Around the Child Plan
- Social Stories
- Systematic and targeted use of “Check In, Check Out” (CICO), Reward systems e.g. star charts, etc.
- Sensory Analysis / diet / breaks
- More time spent on students
- ABC chart (and other mini Functional Behaviour Assessment ‘s)
- Staff support (e.g. mentoring, extra therapy time)
- Behaviour Monitoring - Yes/No - Good session
- Check in, Check out “Support Group”

Examples of Tier 3 Supports
- Intensive support is put into place for select students displaying ongoing behaviours of concern
- Extra support is put into place for selected students to assist with positive behaviour management

Continuum of Behaviour Support
### Expectations Matrix

<table>
<thead>
<tr>
<th>I AM</th>
<th>IN THE CLASSROOM</th>
<th>AROUND THE SCHOOL</th>
<th>ON THE BUS</th>
<th>AT THE POOL</th>
<th>IN THE COMMUNITY</th>
</tr>
</thead>
</table>
| RESPECTFUL | * Use kind words and actions  
* Listen to staff and follow instructions  
* Invite others to play  
* Take turns and share | * Listen to staff and follow instructions  
* Sit quietly | * Listen to staff and follow instructions  
* Respect the privacy of others | * Listen to staff and follow instructions  
* Respect others’ space and property |
| RESPONSIBLE | * Look after my belongings and school property  
* Clean up after myself  
* Look after myself and others | * Look after my belongings and school property  
* Look after myself and others  
* Return to my classroom when the music plays | * Listen to staff and follow instructions  
* Look after the bus | * Wait quietly  
* Look after my clothes/belongings  
* Look after equipment | * Put rubbish in the bin  
* Use my voice appropriately |
| SAFE | * Keep my hands and my feet to myself  
* Use equipment properly  
* Walk inside | * Play safe games  
* Be Sun smart  
* Keep my hands and my feet to myself  
* Use equipment safely | * Stay in my seat  
* Wear my seatbelt  
* Get on and off safely  
* Keep my hands and feet to myself | * Walk in the pool area  
* Use equipment properly | * Stay with my group |
| A LEARNER | * Try my best  
* Have a go  
* Ask for help | * Have a go  
* Ask for help | * Learn to travel safely | * Have a go | * Learn community rules |

### Reward Systems

**IN THE CLASSROOM**
- Immediate reward - verbal praise, House Points, hi 5s, shake hands, pat on the back, tangible rewards e.g. favourite toys.
- Reward charts - students earn house points and work towards a nominated reward.

**WHOLE SCHOOL**
- Principal’s Award
- Award winning students have photo in newsletter.
- Certificates presented each fortnight at School Assembly.

**IN THE PLAYGROUND**
- Students who demonstrate behaviour that is respectful, responsible, safe or as a learner can earn treasure tickets for a draw at Assembly. Each treasure ticket earns 5 House points
- Names of “Little Treasures” are published in the newsletter.
PRACTICAL IDEAS FOR TEACHING STUDENTS TO
“BE RESPECTFUL”

In class, the playground and in the community we can teach the concept “Show Respect”. At all times students are encouraged and taught to display the skill of listening to the teacher, caring for each other, asking for help, and trying their best. Here are some ideas you can use. At all times reward students who are demonstrating respectful behaviour. Refer to reward systems (page 4).

INVITE OTHERS TO PLAY:
- Social stories/Sandbox stories.
- Opportunities for group games.

LISTEN TO STAFF AND FOLLOW INSTRUCTIONS:
- Practise staying quiet when others are speaking and identifying yourself when it’s your turn to speak.
- Plan instruction following sessions or tasks regularly.
- Focus on listening as a group.
- Listening games.

SIT QUIETLY:
- Use of “Wait” card.
- Present Picture Communication Symbols (PCS) of “quiet”, paired with simple instructions and signing.
- Wait for students to follow instructions to be quiet.
- Practise in a variety of settings.
- As a teacher model this skill.

USE KIND WORDS AND ACTIONS:
- Staff model appropriate social conversation using good manners.
- Model appropriate respectful language.
- Identify conversation starters and practise in role plays.

TAKE TURNS AND SHARE:
- Model and teach putting hand up and waiting patiently.
- Plan turn taking and waiting activities regularly.
- Encourage sharing.

RESPECT OTHERS SPACE AND PROPERTY:
- Identify specific actions students need to work on e.g. no touching others’ bags.
- Social stories and behavioural scripts.
- “Unavailable” PECs cards.
- Teach about appropriate behaviour in the community.

RESPECT THE PRIVACY OF OTHERS:
- Explicit teaching of what is private/public.
- Implementation of Personal Safety Program
- Include “no touching others” in classroom rules.
- Use visual prompts e.g. dots on the floor to line up.
- Teach concept of space bubbles to reinforce personal space.

USE MY MANNERS:
- Teach student vocabulary and/or Keyword for please and thank you.
- Model good manners when speaking to others.
- Catch your cough or sneeze.
In class, around the school, in the bus, at the pool and in the community we can teach the concept of ‘Being Responsible’. At all times students are encouraged and taught to display the skill of listening to the teacher, caring for each other, asking for help, and trying their best. Here are some ideas you can use. At all times reward students who are demonstrating responsible behaviour. Refer to reward systems (page 4).

**CLEAN UP AFTER MYSELF:**
- Demonstrate how to do this.
- Have a reward for the “most responsible student”.
- Make this a condition of being allowed to do the next activity.
- Assign responsibility for classroom jobs.
- Put rubbish in bin, sweep floor or vacuum the carpet at the end of the day.
- Weekly star chart of classroom jobs.
- Award house points for taking care of the school.

**LOOKING AFTER MYSELF AND OTHERS:**
- Visual cues.
- Ensure all students can easily use taps/soap dispensers and reach towels. (Use adaptations where necessary).
- Display hygiene steps, signs and reminders.
- Teach hand washing routine to class.
- Teach dressing skills, encourage independence.
- Model caring behaviours.
- Teach dressing appropriately when discussing the weather.
- On outside door in summer display reminder: hat, sunscreen.
- In winter “Do you have your coat?”

**LOOK AFTER MY BELONGINGS AND SCHOOL PROPERTY:**
- Display “have you got your…..?” list on the outside door.
- Reward those students who display this behaviour.
- Social story/behavioural script about labelling and caring for your own belongings.
- Morning routines, add visuals.
- Create pride in being responsible for classroom duty, and reward.
- Be gracious and thank the students for their help in the classroom.
- Encourage working as a team.
- Give every student an opportunity to take responsibility for a classroom task.

**LISTEN TO STAFF AND FOLLOW INSTRUCTIONS:**
- Practise staying quiet when others are speaking and identifying yourself when it’s your turn to speak.
- Plan instruction following sessions or tasks regularly.
- Focus on listening as a group.
- Listening games.
BE SAFE

PRACTICAL IDEAS FOR TEACHING STUDENTS TO “BE SAFE”

In class, around the school, on the bus, at the pool and in the community we can teach the concept of “Being Safe”. At all times students are encouraged and taught to display the skill of listening to the teacher, caring for each other, asking for help, and trying their best. Here are some ideas you can use. At all times reward students who are demonstrating safe behaviour. Refer to reward systems (page 4).

This section should be read in conjunction with the Dandenong Valley SDS Personal Safety Program which provides details of teaching safe/unsafe touch and appropriate personal interactions.

CLASSROOM SAFETY:
- Use pictures to explain safe behaviour.
- Model to class the way to move around.
- Social stories about consequences of running around corners in the playground and confined spaces.
- Photos in the classroom with corresponding statements such as “I will walk in the classroom”.
- Discuss the reason for not walking around the room whilst eating and drinking.
- Model by joining the students at morning tea.
- Plan an outing in the community.
- Display photographs of students doings things the correct way.
- List and display safety rules on the wall.

PICKING UP THINGS ON THE FLOOR:
- Wipe up any food or drink that may be spilt.
- Role play the scenario of being in a classroom with hazards such as carpet edges not secured, leads and cords not tied up, chairs not pushed in etc.
- Elect a classroom safety officer and reward students.

KEEP MY HANDS AND FEET TO MYSELF:
- Teach students problem solving strategies that don’t include physical interactions.
- Social stories/Sandbox stories.
- Choose-it Maker activities.

USE EQUIPMENT PROPERLY:
- Demonstrate to groups cutting fruit with a knife with sharp side down.
- Teaching steps and modelling safe use when using scissors and knives.
- Model correct way to turn the handle of the knife or scissors away before handing over.
- Use hand over hand to show passing sharp items.
- Use equipment for its correct purpose.
- Explain and model safe behaviour such as watching out for others when closing doors or gates.
- Explain why it is safer to use both hands, to be able to see over what you are carrying and to move slowly.
- Model the correct way to move a heavy object.
- If something is too heavy ask for help.

WALK IN THE POOL AREA:
- Model correct movement on the pool deck (no running).
- List and display safety rules on the wall.

STAY SAFE ON THE BUS:
- Social stories/Sandbox stories.
- Choose-it activities.
BE A LEARNER

TRY MY BEST:
- Encourage all effort.
- Encourage independence as much as possible.
- Establish personal goals.
- Encourage reflection on learning i.e. “today I learnt...”.
- Use thinking cards to assist reflection.
- Recognition of both major and minor successes.
- Use of house points and class reward systems.

ASK FOR HELP:
- Teach questioning skills (including asking for help).
- Encourage asking a second question.
- Model appropriate questioning skills.
- Role play.
- Social stories.

LEARN COMMUNITY RULES:
- Modelling.
- Teach how to behave in different situations.
- Encourage students to be organised and ready to learn.
- Model the right behaviour to encourage others to learn.

HAVE A GO:
- Break tasks down into small steps.
- Sequence activities.
- Demonstrate the skill.
- ‘Now and then’ cards.
- Positive reinforcement.
- Choice making activities.
Professor George Sugai who is currently co-director of the National Centre on Positive Behaviours & Supports in America also recommends:

- Label the positive behaviour you see.
- Really try in class and as a school to create a non rule environment, but more a set of expectations.
- Develop programs that engage students.
- Implement with “fidelity” and teach “systematically”.
- Reduce the use of the word ‘No” as students only hear the word “No” when we should be teaching them appropriate positive behaviours and language.
- We need to be clear about our teaching and what behaviour we model, avoid giving mixed messages e.g. raising voice at students.
- Teach explicitly, relentlessly, unambiguously, systematically.
- Teach and reinforce the positive alternate behaviour.
- Give 5 positives to 1 negative.
- Start the day with a positive statement e.g. “I like what you’re wearing today”. This creates a positive tone for the day and makes them feel good about themselves.
- Make sure everyone is dedicated to the cause.

GENERAL GUIDELINES FOR RESPONDING TO A STUDENT’S BEHAVIOUR

- Never look at a behaviour in isolation.
- Reject the behaviour, don’t reject the child.
- Respond, don’t react.
- Keep the interaction short, clear and simple.
- Keep calm.
- Allow students time to respond, don’t constantly repeat instructions.
- Maintain student’s dignity.
- Be consistent.
- Follow through and finish on a successful note.
- It’s OK to walk away (avoid confrontation and escalation).
When I use digital technologies I:

SHOW RESPECT

Communicate respectfully by thinking and checking that what I wrote or post is polite and respectful.

This means:
- Never sending mean or hurtful messages or emails.
- Never sending or using photos of my friends or family without asking them first.

ACT RESPONSIBLY

Look after myself and others by thinking about what I share online.

This means:
- Speaking to a teacher or parent if I see something that makes me feel upset or if I need help.
- Speaking to a teacher or parent if someone is mean to me.
- Speaking to a teacher or parent if I know someone else is upset or scared.
- Stopping to think about what I post or share online.
- Using spaces or sites that are right for my age.
- Not deliberately searching for something rude or violent.
- Turning off the screen or using the back button if I see something I don’t like and telling the teacher or parent.

ACT SAFELY

Protect personal information (name, address, date of birth etc.).

This means:
- Always asking an adult before putting my personal information online.
- Never putting my friends or families information online.
- Protecting my password and not sharing it with others.
- Always asking a parent or teacher before joining a space online.
- Never answering questions online that ask for my personal information.
- Not bring or download unauthorised programs, including games, to the school or run them on school computers.

BE A LEARNER

This means:
- Making good choices on the internet.
- Asking an adult if unsure.
- Using the computer programs to build my skills.
When responding to inappropriate behaviour our aim is to have the student re-engaged in learning as quickly as possible and behaving in a socially appropriate manner. Your response will depend on the purpose and the severity.

- Your response should not reinforce the behaviour.
- Your response should not escalate the behaviour.
- Remember to model and teach the alternative behaviour rather than imposing a punishment.
- Use the buddy system to de-escalate behaviour.

**IF A STUDENT BECOMES AGGRESSIVE AND STUDENTS OR STAFF ARE AT RISK OR INJURY:**

- If possible summon assistance from other staff using the internal phone system. This may include staff members who the student is more responsive to and also include the Assistant Principals and Principal.
- Exit the area or room with the other students and staff so that harm to others is minimised.
- Maintain a watch on the unsettled student and summon assistance.
- The risk of injury to staff or students is of the utmost importance and takes precedence over damage to property.

**Initial responses may include:**

- Correction and reminder of expected behaviour.
- Prompt use of self-management strategies (e.g. breathing, going for a walk).
- Use of behaviour script or social story.
- Use of a visual schedule.
- Praising other students.
- Redirection to another activity.
- Providing a sensory break.
- Offer choice.

**If behaviour continues consider:**

- Changing seating.
- Removal from the group or activity.
- Removal to playground, office or another classroom.
- Seeking assistance.
- Use the ‘Buddy’ System’. Call for a buddy over the loud speaker and the student can spend some time with another staff member.

For students with identified behaviours of concern, an Functional Behaviour Assessment (FBA) will be completed and a behaviour support plan developed. For some students a safety plan may also be developed which identifies what the student’s behaviour looks like at various stages of the escalation/de-escalation cycle and how to respond.

**WEBSITES:**

- PBS - https://www.pbis.org/
- http://www.pbisworld.com/
- Dandenong Valley SDS enrolment key is: 70EP5Tyn
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