SWPBS ROAD MAP

1. REDESIGN OF ENVIRONMENT, NOT REDESIGN OF INDIVIDUAL
   - Physical
   - Social Emotional
   - Academic
   - Teacher Behaviours
   - Curriculum

2. TEACHERS ARE THE KEY
   - Teachers as mentors
   - Teachers as role models
   - Teachers as teachers guiding learning processes
   - High expectations of all students
   - Relationships

3. KEEPING STUDENTS IN CLASS AND LEARNING
   - Success breeds Success
   - Sequences of instruction
   - Engagement strategies
   - Differentiated learning
   - Consideration of environment factors
   - Positive, supportive environment
   - Safe place to take risks in learning

4. POSITIVE LEARNING ENVIRONMENT
   - Aim for 60% positive; correctional comments
   - Interact with students positively
   - Move, scan and interact
   - Teach behaviours as you would teach academics
   - Modeling positive behavior
   - Ensure a challenging & engaging curriculum
   - Monitor the environment

5. RESPONDING TO BEHAVIOUR
   - Consistency in style when dealing with consequences
   - Teachable moments, learning needs to occur
   - One size does not fit all when it comes to consequences or corrections.
   - Focus on rebuilding of relationships
   - Respond in a manner that does not escalate behaviour

6. 8 EFFECTIVE CLASSROOM PRACTICES
   - Expectations and rules defined and taught
   - Classroom routines and procedures taught
   - Continuum of strategies to acknowledge appropriate behaviour
   - Continuum of strategies to respond to inappropriate behaviour
   - Active supervision
   - Multiple opportunities to respond
   - Activity sequence and offering choice
   - Academic success and task difficulty

7. REWARDING POSITIVE BEHAVIOURS
   - Verbal praise and explicit feedback of appropriate behaviour with direct reference to behaviour Matrix
   - Positive feedback through formal Campus wide recognition system

8. TEACHING EXPECTED BEHAVIOURS EXPLICITLY
   - Expectations and routines explicitly taught. Behaviour matrix in all settings
   - Teach
   - Model
   - Practice, practice, practice
   - Acknowledge
   - Correct

9. WHOLE SCHOOL APPROACH
   - Class systems
   - Non class systems
   - Individual systems
   - School wide systems

10. RESTORATIVE SCRIPT
    Use restorative script when appropriate
    - What happened?
    - What were you thinking?
    - What have you thought about since?
    - Did you make a good choice or bad choice?
    - Who has been affected?
    - How can you make things right?

11. ACTIVE SUPERVISION
    In class settings, the yard and in transitions
    - Scan
    - Move
    - Interact
    - Professional responsibility

ACADEMICS BEHAVIOUR

TIER 3 - 5%
TIER 2 - 15%
TIER 1 - 80%