

# SWPBS ROAD MAP

**REDESIGN OF ENVIRONMENT,  
NOT REDESIGN OF INDIVIDUAL**

1



**TEACHERS ARE  
THE KEY**

2

**KEEPING STUDENTS IN  
CLASS AND LEARNING**

3

Look to explore the learning environment to better cater to learning needs, which will lead to possible change in student behaviour.

- Physical
- Social Emotional
- Academic
- Teacher Behaviours
- Curriculum

- Teachers as mentors
- Teachers as role models
- Teachers as teachers guiding learning processes
- High expectations of all students
- Relationships

- Success breeds Success!
- Sequences of instruction
- Engagement strategies
- Differentiated learning
- Consideration of environment factors
- Positive, supportive environment
- Safe place to take risks in learning

**8 EFFECTIVE CLASSROOM  
PRACTICES**

6

**RESPONDING  
TO BEHAVIOUR**

5

**POSITIVE LEARNING  
ENVIRONMENT**

4



- 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

- 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

- Aim for 6:1 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

**REWARDING POSITIVE  
BEHAVIOURS**

7



**TEACHING EXPECTED  
BEHAVIOURS EXPLICITLY**

8

**WHOLE SCHOOL  
APPROACH**

9

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

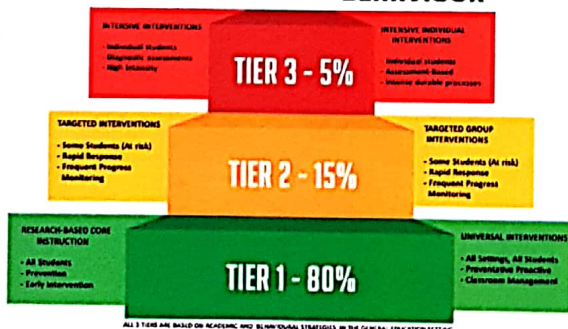
Expectations and routines explicitly taught. Behaviour matrix in all settings

- Teach
- Model
- Practice, practice, practice
- Acknowledge
- Correct

- Class systems
- Non class systems
- Individual systems
- School wide systems

**ACADEMICS**

**BEHAVIOUR**



**RESTORATIVE  
SCRIPT**

11



**ACTIVE  
SUPERVISION**

10

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?

In class settings, the yard and in transitions

- Scan
- Move
- Interact
- Professional responsibility