



### **What is PB4L School-Wide?**

PB4L School-Wide looks at behaviour and learning from a whole-of-school as well as an individual child perspective. The framework is based on international evidence.

The Positive Behaviour for Learning School-Wide framework, otherwise known as PB4L School-Wide, is helping New Zealand schools build a culture where positive behaviour and learning is a way of life. The framework can be tailored to your school's own environment and cultural needs.

It's not about changing the students; it's about changing the environment, systems and practices you have in place to support them to make positive behaviour choices.

### **Tier 2 in a Nutshell**

#### **What is Tier 2?**

As part of the Positive Behaviour for Learning School-Wide (PB4L–SW) initiative, Tier Two supports school communities as they work towards the New Zealand Curriculum's vision of students who are confident, connected, and actively involved, and who will go on to be lifelong learners.

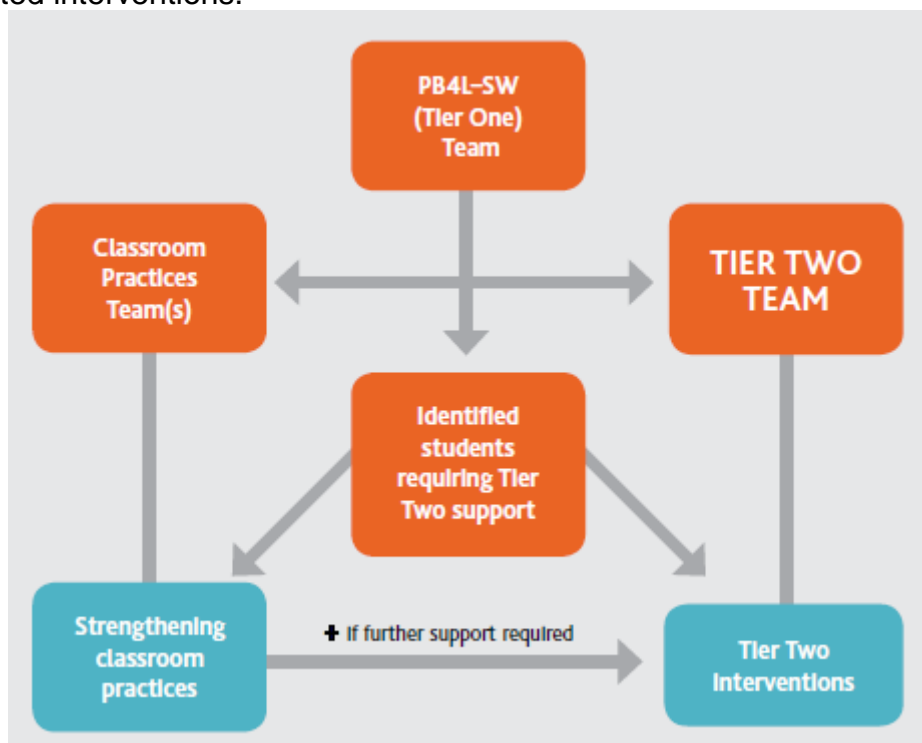
PB4L–SW provides particular support for:

- The principles of high expectations and inclusion
- The values of equity, community and participation, and integrity
- The key competencies of managing self, relating to others, and participating and contributing.

To achieve this vision, schools need to establish a safe and inclusive learning environment for their students. PB4L–SW Tier Two directly supports schools to develop and maintain a culture and learning environment that will maximise all students' opportunities to develop socially and academically. In the same way that Tier One is underpinned by strong core

values, the implementation of Tier Two will be most successful in schools that actively promote values such as manaakitanga, kotahitanga, and rangatiratanga (Macfarlane et al., 2007). PB4L–SW Tier Two requires collaborative work by teachers to strengthen their classroom practice. New Zealand teachers are experienced in collaborative inquiry and recognise its benefits. Tier Two draws on this experience and understanding as teachers work together to resolve behavioural concerns. Tier Two also supports the implementation of evidence-based interventions, such as Check In/ Check Out. These interventions specifically target the needs of students whose behaviour has not responded to strengthened classroom practices.

The diagram below provides a simplified view of the way PB4L–SW Tier Two operates in a school. It shows how the Tier Two Team and Classroom Practices Team(s) cooperate to provide support for students through strengthened classroom practices and, if required, through targeted interventions.



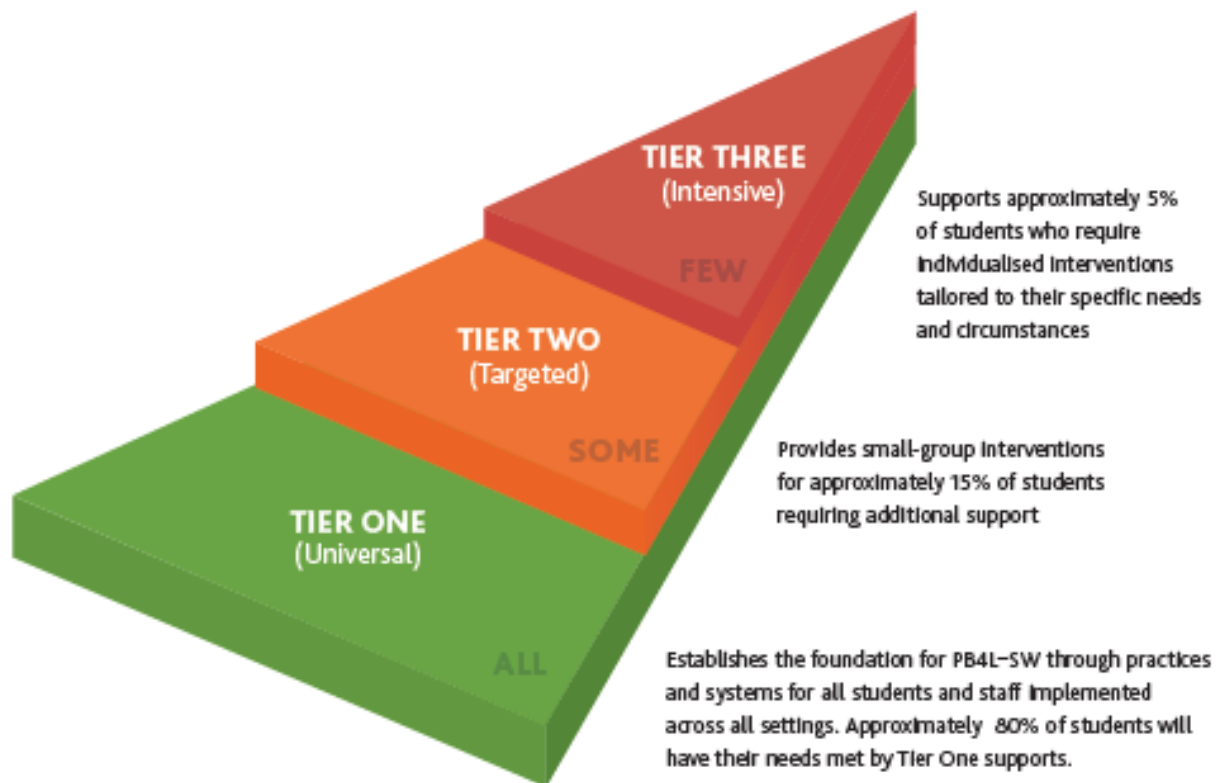
What does the training and support for the implementation of PB4L School-Wide Tier 2 look like in New Zealand Schools?

Tier 2 training and support includes workshops for Tier 2 school teams as well as booster training where needed. School coaches for the Tier 1 teams will continue to attend monthly meetings. This will help to sustain the Universal features of PB4LSW that are essential for the successful implementation of Tier 2 interventions. The training days are attended by school teams or representatives of the teams.

Tier 2 teams include the Principal, SLT, staff reps including those with behaviour expertise and RTLB.

**What are the essential features of Tier 2 Implementation?**

Tier 2 of the PB4LSW triangle represents interventions for those students for whom Tier 1 interventions are proving insufficient.

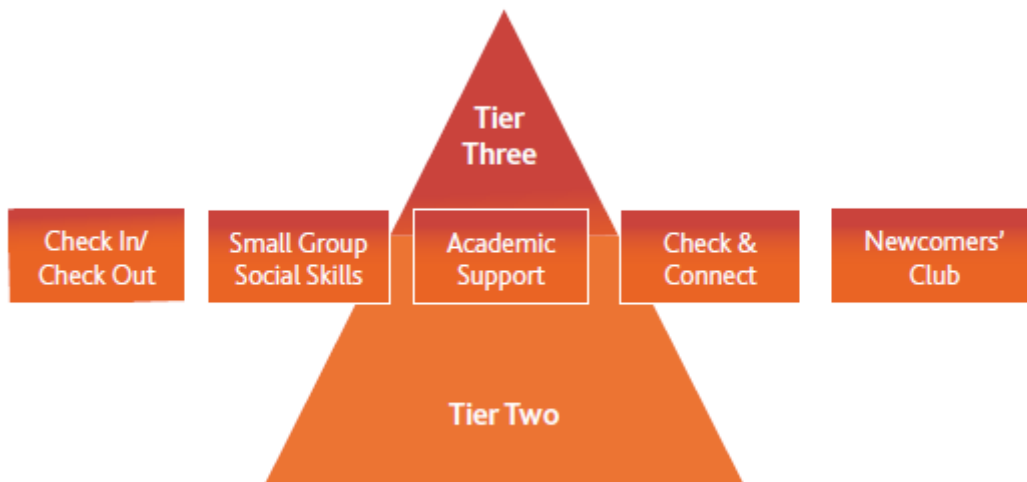


These students will have between 2 and 6 incident reports in a year, whereas students for whom Tier 1 interventions are sufficient will have 0-1 referrals in a year. Students at Tier 2 may be at risk of developing chronic problem behaviour but do not need the high intensity interventions of individual behaviour plans at Tier 3.

### Essential features of Tier 2 interventions

Tier Two interventions should be overseen by your Tier Two Team. The team reviews each student's data, including information on their social, academic, and behavioural skills. They consider this information and the environmental context in order to determine the level of support required and to select an intervention that most appropriately matches the function of the student's behaviour and addresses their needs. For example, if the student is trying to gain adult attention, then an intervention that increases adult attention, such as Check In/Check Out, may be a good starting point. In contrast, if the student is trying to gain peer attention, then an intervention that involves interactions with peers, such as Small Group Social Skills Instruction, may be the most appropriate choice.

The diagram below shows the main Tier Two interventions available to New Zealand schools.



### The Tier 2 student support model

The diagram below provides a graphic representation of the processes that underpin the behavioural and academic supports provided for students by PB4L–SW Tier Two. The process is supported by the school-wide implementation of Tier One and evidence based teaching for positive behaviour, for all students across all settings. The central part of the diagram illustrates the Tier Two processes, systems, and interventions that support those students who continue to experience difficulties. The apex of the triangle shows the intensive and individualised Tier Three support required by a small number of students. Problem solving is a key approach in all three tiers.

