STRICTLY POSITIVE – EXPERIENCES WITH STUDENT SUPPORT IN JAMAICA

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BRIEF BACKGROUND ON JAMAICA

- While school enrolment in Jamaica is high, with pre-primary enrolment at 99.7 percent, primary at 92.1 percent and secondary at 94.5 percent, these statistics mask huge gaps in the education system.

- On all national tests, boys show lower achievement than girls, especially those boys from poorer communities, reflecting a high level of disengagement among boys, specifically male adolescents. Scores of boys drop out of secondary school early headed for a future with scarce chances for tertiary education and gainful employment.

- Disparities between attendance rates for boys and girls exist in both urban and rural areas, with boys at a disadvantage, especially for secondary level school. Even when children are attending school, they do not always feel safe there.

- Eight (8) out of 10 children aged 2-14 years experiences some form of violent physical punishment as discipline whether at school or at home.
EXTERNAL BASELINE DATA
JAMAICA CONSTABULARY FORCE (MINISTRY OF NATIONAL SECURITY)

- Anti-social behaviours: 3671
- Arrested: 201
- Cautioned: 2361
- Monitored: 1109
EXTERNAL BASELINE DATA
CHILDREN TREATED IN THE EMERGENCY ROOMS WITH INTENTIONAL INJURIES –
SOURCE ESSJ 2012

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth - 5 years</td>
<td>155</td>
<td>169</td>
</tr>
<tr>
<td>6-9 years</td>
<td>425</td>
<td>263</td>
</tr>
<tr>
<td>10-19 years</td>
<td>2,366</td>
<td>2,199</td>
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MULTIPLE PARTNERSHIPS INCREASING - 2012

Males: 60.5%

Females: 19.4%
Research demonstrates that students who receive consistent social-emotional support and prevention services perform better academically.

School leaders who recognize the relationship between student success, effective teaching and learning strategies (pedagogy), and psychosocial support, through comprehensive school health programs (including attention to students’ mental health) will more likely improve student and school outcomes.

Schools with effective student support systems are student centered/child friendly
MOE POLICY PRIORITY AND STRATEGIC OBJECTIVE:

- Policy Priority - Access to comprehensive student support services that promote psychosocial health and pro-social behaviours across the education system.

- Strategic Objective - Enable all learners in the education system to manage challenges and achieve their developmental goals to become well-adjusted healthy and secure individuals through integrated curriculum offerings and support services.

- SWPBIS = key component
EDSI SYSTEM

Implement a system for:
- Early Detection
- Support and
- Intervention

In line with this movement to ensure students have the best opportunities to learn and develop into positive citizens, UNICEF partnered with the Ministry of Education in 2014 to begin implementing the key component of the EDSI - School-wide Positive Behaviour Intervention and Support (SW-PBIS) framework in a 3 year pilot project in 56 primary and secondary level schools nationwide. In 2015, the trainings and implementation monitoring continued across the island and teachers colleges and MOE senior staff were included for sustainability purposes.
EARLY DETECTION IS KEY TO SUPPORT

All activities aimed at improving the capacity of schools personnel to prevent/identify the onset of factors that place students at risk.

“An at-risk student is a student who, by virtue of their circumstances, is statistically more likely than others to fail academically”


Risks include but not limited to:

- Learning disabilities
- Developmental issues
- Social and emotional issues
- Behavioural problems
- Sexual and Reproductive Health issues
Use of a comprehensive framework:

- for implementing management systems, projects and programmes that will significantly improve student behaviour and overall school climate;

- for guiding faculty and staff to actively teach positive behaviour through modelling expected behaviours, and rewarding positive behaviours such as: - academic achievement, following adult request, and engaging in safe behaviours.
GOALS:

- Expand access to student-friendly support services that foster wholesome student development.

- Provide school personnel with options for managing emotional, educational, behavioural, and social challenges among students.

- Minimize maladaptive behaviours that could result in disruption of students’ education.

- Facilitate the strengthening of parental, family and community participation in interventions for students’ holistic development.
WHAT IS SCHOOL WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT

- It is a systems approach for establishing the social culture and individualized behavioural support needed for schools to achieve both social and academic success for all students.

- Proactive, team-based framework for creating and sustaining safe and effective schools.

- Emphasis is placed on prevention of problem behaviour, development of pro-social skills, and the use of data-based problem solving for addressing existing behaviour concerns.

- SWPBIS increases the schools’ capacity to educate all students, using research-based school-wide, classroom, and individualized interventions.
1980s: Research conducted by University of Oregon showed more effort should be directed towards prevention, data-based decision making, evidence-based practices, explicit social skills instruction, team-based implementation and student outcomes.

1990s: The National Center on Positive Behavioural Interventions and Supports was established by the University of Oregon.

2000s: The Center has shaped the SWPBIS framework and has provided technical assistance to over 16,000 schools in the United States.
In the United States, SWPBIS implemented in 16,000 schools:
- 3 states in more than 60% schools
- 9 states in more than 40% schools
- 16 states in more than 30% schools

Numerous studies since 1980s documenting effectiveness of SWPBIS to address behavioural problems

Schools which effectively implement SWPBIS have:
- More than 80% of students and staff able to indicate the desired positive behavioural expectations for a given school setting
- High rates of positive acknowledgement for contributing to positive and safe school climate
- Over 70-80% of students not experiencing referral to office for disciplinary rule infraction
- Students who require intensive support can be identified
- Systems for regular review of school-wide data to guide action planning and decision making
Traditional Discipline:
- Focused on the student’s problem behavior
- Goal was to stop undesirable behavior, through the use of punishment

Positive Behavior Intervention Support:
- Replaces undesired behavior with a new behavior or skill
- SWPBIS alters environments, teaches appropriate skills, and rewards appropriate behavior
SWPBIS LEVELS

- **School-wide**: Procedures and processes intended for all students, staff, in specific settings and across campus

- **Classroom**: Processes and procedures that reflect school-wide expectations for student behavior, coupled with pre-planned strategies applied within classrooms

- **Target Group**: Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape)

- **Individual Student**: Processes and procedures that reflect school-wide expectations for student behavior, coupled with team-based strategies to address problematic behaviors of individual students
Designing Schoolwide Systems for Student Success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual students
  - Assessment-based
  - High intensity
  - 1–5%

- **Targeted Group Interventions**
  - Some students (at risk)
  - High efficiency
  - Rapid response
  - 5–10%

- **Universal Interventions**
  - All students
  - Preventive, proactive
  - 80–90%

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Individual students
  - Assessment-based
  - High intensity
  - 1–5%

- **Targeted Group Interventions**
  - Some students (at risk)
  - High efficiency
  - Rapid response
  - 5–10%

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
  - 80–90%
TIER 1

- It is based on the premise that all students can benefit from well implemented, evidence-based practices for improving student behaviour.

- It provides a positive focus to encouraging desirable student behaviours. A set of universal expectations for behaviour positively stated, are established for all students in all locations of the school.
TIER 1 = 6 ELEMENTS

1. Identification of three to five universal behaviour expectations for the school that are positively stated.

2. Direct instruction in high priority positive behaviour expectations.

3. High levels of positive reinforcement, including positive teacher attention to strengthen those behaviours.

4. Enforcement of predictable consequences consistently and fairly.

5. Prevention of problems by modifying situations that are known to produce high levels of problem behaviour.

6. Use of discipline data to plan, evaluate, and improve the SWPBIS implementation process.
## SAMPLE SCHOOL EXPECTATIONS MATRIX

<table>
<thead>
<tr>
<th>Classrooms</th>
<th>Bathrooms</th>
<th>Office</th>
<th>Cafeteria</th>
<th>Arrival/Departure</th>
<th>Hallways</th>
<th>Recess/Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Respectful</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use appropriate and positive language.</td>
<td>• Respect the privacy of others.</td>
<td>• Report to an adult if a privacy breach occurs.</td>
<td>• Use appropriate and positive language.</td>
<td>• Use appropriate and positive language.</td>
<td>• Respect all hallway directions.</td>
<td>• Follow all staff directions the first time given.</td>
</tr>
<tr>
<td>• Listen when others are speaking, and speak when it is your turn.</td>
<td>• Get in and out as quickly as possible.</td>
<td>• Settle immediately.</td>
<td>• Use good manners.</td>
<td>• Use appropriate and positive language.</td>
<td>• Respect all hallway directions.</td>
<td>• Use appropriate and positive language.</td>
</tr>
<tr>
<td>• Respect others, all staff, and property.</td>
<td>• Keep bathrooms clean.</td>
<td>• Keep the office clean.</td>
<td>• Be prepared.</td>
<td>• Follow all staff directions the first time given.</td>
<td>• Use a quiet indoor voice.</td>
<td>• Take care of your personal belongings, and clean up after yourself.</td>
</tr>
</tbody>
</table>

| **Be Responsible** | | | | | | |
| • Follow all staff directions the first time given. | • Report graffiti, damage, or disturbances to a MAC member. | • Tell the truth. | • Keep all food in the cafeteria. | • Wait at your assigned entrance. | • Report problems to staff members. | • Report disturbances, accidents, and injuries to staff immediately. |
| • Take care of your personal belongings, and clean up after yourself. | • Flush the toilet. | • Clean up after yourself. | • Clean up after yourself. | • Follow established procedures (including bus lines). | | • Follow established procedures. |
| • Give your best effort. | • Be prepared. | • Be prepared. | • Be prepared. | • Be prepared. | | • Put all materials away. |
| • Be prepared. | | | | | | |

| **Be Safe** | | | | | | |
| • Keep hands, feet, and objects to yourself. | • Wash hands with soap. | • Wait patiently while sitting or standing at the table. | • Get permission to leave your table. | • Cross at corners. | • Walk at a safe pace in a line. | • Keep hands, feet, and objects to yourself. |
| • Keep hands, feet, and objects to yourself. | • Keep hands, feet, and objects to yourself. | • Keep hands, feet, and objects to yourself. | • Keep hands, feet, and objects to yourself. | • Keep hands, feet, and objects to yourself. | • Use a quiet indoor voice. | • Use paint, equipment, and materials properly. |
| • Cross at corners. | | | | | | |
| • Stay on the sidewalk. | | | | | | |
| • Keep hands, feet, and objects to yourself. | | | | | | |
| • Go directly home (students). | | | | | | |
| • Enter and exit in student lines. | | | | | | |
EXISTING IN-SCHOOL PROGRAMMES THAT LINK TO SWPBIS

- Health and Family Life Education Programme
- Civics Programme
- Values and Attitudes
- Guidance and Counselling Programme
- Valuable Pathways to Peace
- Prevention Education Programme (PEP)
- HIV/AIDS Programme
- Critical Incident Management
When the universal support of Tier 1 is fundamentally in place for all students, it forms the base for implementing Tier 2 strategies.

Tier 2 of the SWPBIS triangle model provides additional interventions to support that smaller percentage of students who do not sufficiently respond to Tier 1 strategies.

Students at Tier 2 may be at risk for developing chronic problem behaviour, but do not need the high intensity interventions typical of individualized behaviour plans at Tier 3.

A targeted group intervention with ten or more students participating, is typical of Tier 2.
EXISTING TEIR 2 SUPPORTS

Some existing Interventions:

- Individual and Group Counselling (In-School)
- Home visits
- Parenting Support
- Healthy Lifestyle Club
- Mentorship Programme
- Peer Education Programmes
- Health Promoting Schools (pilot)
- Dream-a-World (pilot)
TIER 3

- When Tier 1 and Tier 2 of school-wide SWPBIS are fundamentally in place, the foundation for implementing Tier 3 supports is established.

- Tier 3 of the triangle model focuses on the individual needs of students who exhibit ongoing patterns of problem behaviour and typically require intensive intervention.

- Tier 3 intervention should be considered when problem behaviour is:
  - Chronic/frequent
  - Dangerous
  - Highly disruptive
  - Impeding learning
  - Resulting in social or educational exclusion
TIER 3 CONSISTS OF:

- Functional behaviour assessment and individual behaviour support plans.
- Parent collaboration and education.
- Intensive social skills and replacement behaviour instruction
- Collaboration with student’s physician or mental health therapist.
PBS Leadership Team Meets Monthly

Tier One
- Teach schoolwide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management

Tier Two
- Target social skills instruction
- Simple behavior plans
- Alternatives to suspension
- Increased academic support
- School-based mentors
- Classroom management support
- Newcomers club

Tier Three
- Functional behavior assessment and individual behavior plans
- Parent collaboration and education
- Collaboration with student’s physician or mental health professional
- Intensive academic support

Staff Buy-In
Use Data for Decision Making
SUCCESS AT TIER 1 – JONES TOWN PRIMARY

Close to 300 young children, ages six to twelve, are enrolled in Jones Town primary – a school surrounded by low-income housing typical of an inner-city community in Kingston.

Jones Town has a history of violence.

The SWPBIS team noted that students bring the values and lifestyles they learn at home to the school environment. Before the SWPBIS pilot began, teachers and guidance counsellors had to break up a host of daily conflicts. Many of these took place during lunch break, when students from all grades had lunch together:

“There was a lot of extortion and name-calling,” says Grant. “Older students would bully the younger ones and take their lunch. And respect for authority was very low.”
SWPBIS TEAM

- Vice-Principal, a senior teacher, the coordinator of the Health and Family Life Education curriculum, a representative of the Parent-Teacher Association & one of the school’s security guards.

- Together, they have been experimenting with a menu of interventions to meet the goals of SWPBIS – using a whole-school approach to improve positive values and behaviours, leading to reduced violence.
INTERVENTIONS

- Staggered the lunch break for Grades 1-3 and Grades 4-6 and roster teachers for super

- Introduced the use of placemats

- Stopped serving lunch in Styrofoam boxes.

- Reinforced basic dining etiquette

- Mounted signs in the lunch room and around the school to promote these and other positive behaviours, including proper garbage disposal
MORE INTERVENTIONS

- Students infused their motto in a new mantra which all students now recite daily – “together we build a positive school environment.”

- Created a small peace garden, which the children help to cultivate, as a visual reminder of the importance of avoiding conflict.

- Created an awards system for students who display honesty. Teachers are now encouraged to send students to the Principal’s office to be commended for positive behaviour, not just negative.

- Teachers now habitually greet students as they enter the school, giving high-fives and encouragement for the day ahead.

- Field trips - the school took a set of 25 highly disruptive students to visit another school for two days – to observe expected behaviours.
RESULTS

School monthly reports show a decrease in the number of fights between students since SWPBIS started.

Teachers also note improvements in respect for authority.

Bullying and extortion have reduced dramatically.

The school always had a policy against the use of corporal punishment in the classroom – SWPBIS has served to strengthen it.
WAY FORWARD

- SWPBIS team meets monthly to review and adjust their action plan.
- Classical music will be introduced during lunch.
- The school is developing its first code of conduct handbook, outlining expected behaviours, which students will be required to sign.
- A colour-coded card system is being created, in which students can accumulate green cards to be awarded for positive behaviour, and to eliminate red cards accumulated for negative behaviour.
- Parent Support group has been formed and aims to increase parental participation.
- “The SWPBIS programme has helped us to be more thoughtful in how we treat the children at our school,” says the Vice-Principal, Nicoline Blackwood. “In particular, it has helped teachers to acknowledge not only the self-worth of students, but of themselves – because they are the facilitators. They are the ones who are modeling the positive behaviour.”
WAY FORWARD NATIONALLY

- Original 20 pilot schools move on to Tier 2 and tier 3 and the additional 36 begin Tier 1

- UNICEF Jamaica supported the Ministry of Education’s Guidance and Counselling Unit’s procurement of screening tools for the identification and referral of students for psychosocial support services - as they begin to move to tiers 2 and 3

- Training packages (including video based learning materials) are being developed to further equip teachers with techniques for effectively responding to students’ social and emotional issues.

- Evaluation of the pilot is being completed to identify challenges and develop an ongoing M and E system for SWPBIS within the MOE