

# TRRes



## Estel's SWPBIS

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# PARTS

1. The School and the SWPBIS
2. SWPBIS Outcomes
3. The consensus: Expectations charts
4. Application
5. 1st year results
6. Challenges
7. Social Values

# PARTS

**1. The School and the SWPBIS**

2. SWPBIS Outcomes

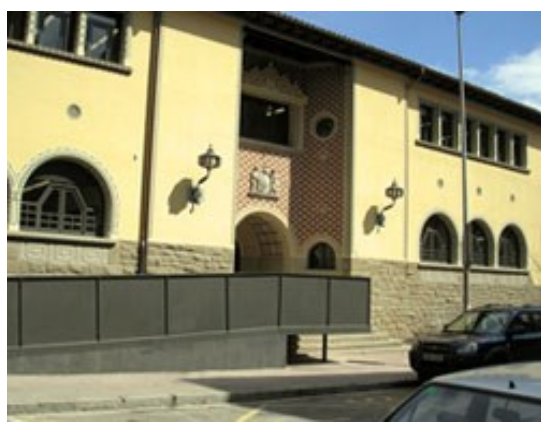
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## L'Estel has...

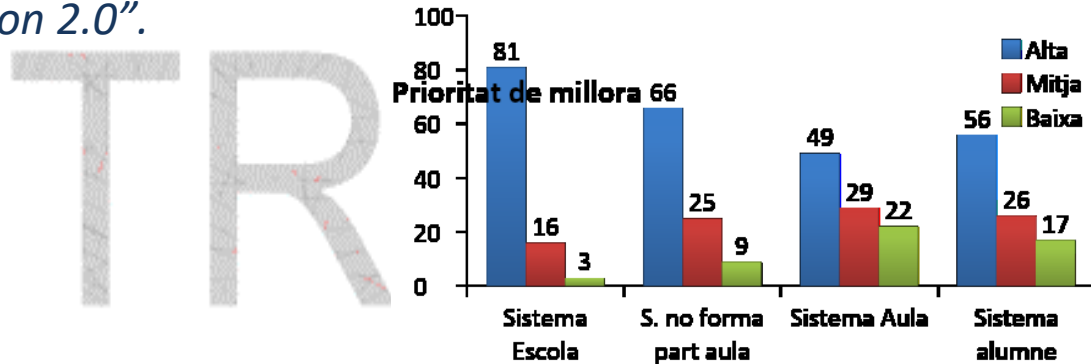
- **114 students, 94 at school and 20 in the ordinary stream**
- Students age ranges from **3 to 21 years old**.
- **Staff: 2 pedagogues, 26 teachers, 4 speech therapist, 3 physiotherapists, 1 nurse, and 8 lunch monitors.**
- It's the only **special education school in Osona** region (154.000 habitants) and is located in **Vic** (45.000 habitants) the capital.
- There're **4 buses** that every day drop the children and youngers at the school



Nivell 1

# Estel's SWPBIS background:

- **On 2004-05:** starts the work on social skills using a *“School Behavior Support Plan”* guide
- **On 2009-10:** We answered the *“Effective Behavioral Support. Self-assessment questionnaire. Version 2.0”*.

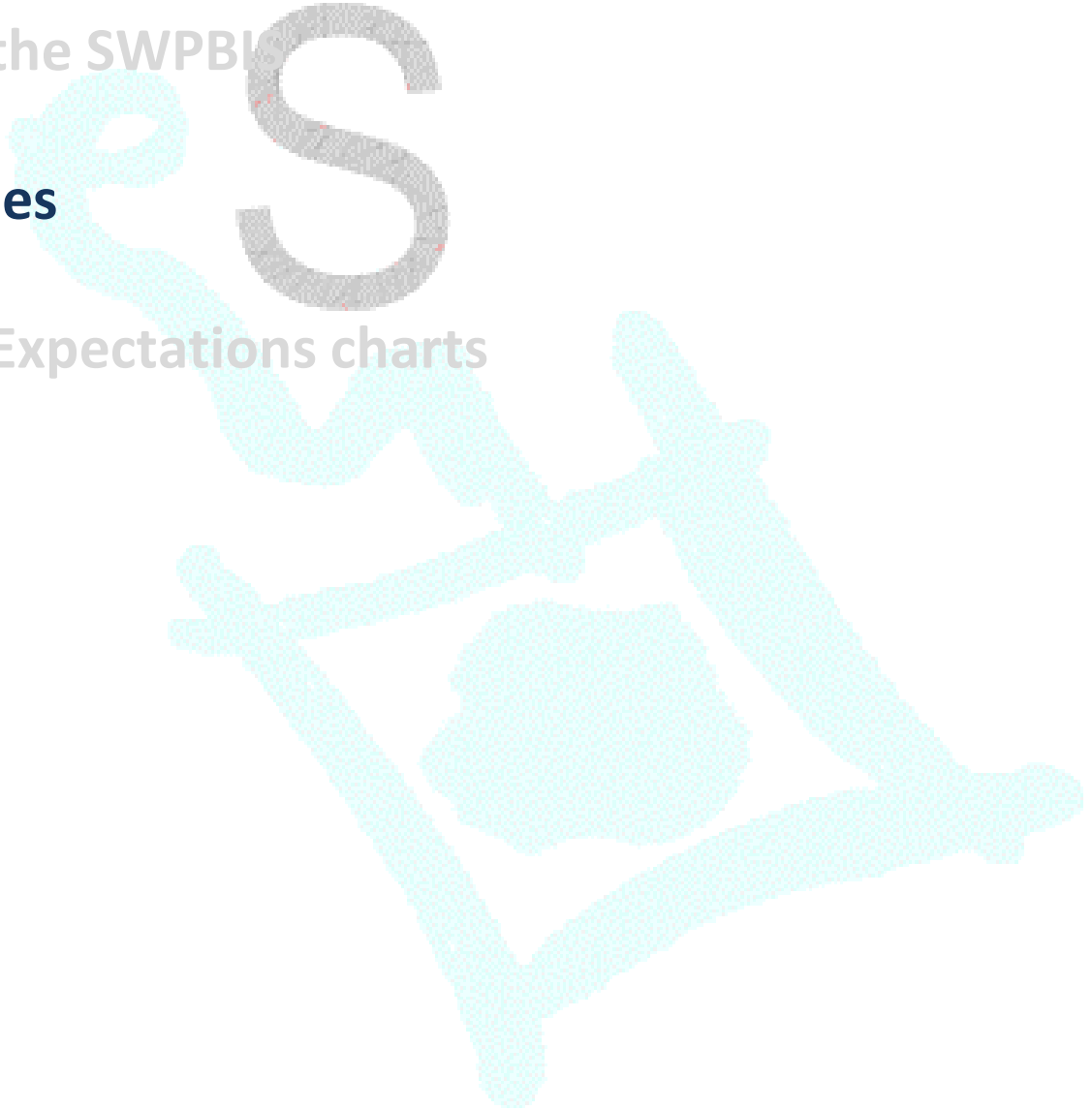


- **On 2011-12:** Starts the **Behavior Training Group**: The expectations chart by contexts is completed.
- **From 2012-13 until 2015-16** we work hard to complete the Centre Behavioral Support Plan.
- **On 2016-2017 and 2017-2018:** The behavioral training group gets ready the SWPBS implementation: how, who, when.....
- **On 2018-2019:** Implementing 1st Expectation, *Following orders*
- **On 2019 -2020:** Implementing 2nd Expectation, *Working well*



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# Estel SWPBIS Outcomes and features



- To **improve the behavior and social competences** of the students in the different contexts and activities of the center and, consequently, its generalization to other habitual social and communitarian contexts.
- **Decrease the manifestation of challenging behaviors** presented by students or, at least, their intensity and/or frequency.
- **Improve positive behavioral interventions** so that all students with needs in this area have an appropriate and adjusted intervention plan.
- **Promote the application of positive and effective strategies** for the treatment of challenging behaviors presented by students.
- **Promote a school organization** that stimulates and **promotes learning, significant use of time and** the establishment of **good relationships**.



# Estel SWPBIS features

- The three expectations are a **consensus result of all school professionals.**
- We have the PBS School Plan on it's three levels of intervention.
- Each age stage has set **an hour weekly in the schedule to work the expectations.**
- We identify some **scales and questioners to assess the process.**
- The **modeling videos** for each expectative **are done.**
- The **posters about expectations** as a reminders are ready
- School **professionals are familiar with the PBS** and its procedures from time ago.



# PARTS

# TPRES

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# 1

# Expectations chart



Principals	Expectations			
<p>1. Promote an education based on <b>tolerance, respect</b> to self, others, and the environment on a <b>inclusive, Catalan and secular school</b>.</p>	<ul style="list-style-type: none"> <li>• Respect and treat others and the environment well.</li> <li>• Respect and accept oneself.</li> </ul>			
<p>2. Facilitate the conditions in the teaching and learning process so that all students can achieve <b>valuable and meaningful results</b> by counting on their participation.</p>	<ul style="list-style-type: none"> <li>• All students need to learn.</li> <li>• Work to learn</li> <li>• Participate in the educational process itself and in the decisions / choices that affect him.</li> </ul>			
<p>3. Promote <b>cooperation and mutual support</b> among students, professionals, parents or guardians.</p>	<ul style="list-style-type: none"> <li>• Work with colleagues.</li> <li>• Help colleagues.</li> <li>• Accept the help of teachers and peers.</li> </ul>			

\* *By their nature, eating disorders and sexual misconduct are treated as part*



# Expectations chart

# 2

Principles	Expectations	Expectations	Behaviors problems
1. Promote an education based on <b>tolerance, respect</b> to self, others, and the environment on a <b>inclusive, Catalan and secular school</b> .	<ul style="list-style-type: none"> <li>Respect and treat others and the environment well.</li> <li>Respect and accept oneself.</li> </ul>	<ul style="list-style-type: none"> <li>Respect and treat others well, oneself and the environment. (1, 2, 6, 11).</li> <li>Listen and pay attention to adults.(3).</li> </ul>	1. Physical and verbal aggression
			2. Inappropriate verbal behavior
2. Facilitate the conditions in the teaching and learning process so that all students can achieve <b>valuable and meaningful results</b> by counting on their participation.	<ul style="list-style-type: none"> <li>All students need to learn.</li> <li>Work to learn</li> <li>Participate in the educational process itself and in the decisions / choices that affect him.</li> </ul>	<ul style="list-style-type: none"> <li>Respect and accept oneself (7).</li> </ul>	3. Breach of orders
			4. Disruptive behavior in the classroom
			5. Being out of homework
			6. Destruction of property
3. Promote <b>cooperation and mutual support</b> among students, professionals, parents or guardians.	<ul style="list-style-type: none"> <li>Work with colleagues.</li> <li>Help colleagues.</li> <li>Accept the help of teachers and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Work to learn and let work (4, 5, 8, 9).</li> </ul>	7. Self-injury
			8. Stereotypes
			7. Sweatshirts
			<i>Eating disorders *</i> <i>Sexual misconduct *</i>

\* By their nature, eating disorders and sexual misconduct are treated as part



# Expectations chart

3

Principals	Expectatio ns	Prioritization of expectati	Expectations	Behaviors problems
1. Promote an education based on <b>tolerance, respect</b> to self, others , and the environment on a <b>inclusive, Catalan and secular school.</b>	<ul style="list-style-type: none"> <li>Respect and treat others and the environment well.</li> <li>Respect and accept oneself.</li> </ul>	1. Work to learn and let work. <b>WORKING WELL</b>	<ul style="list-style-type: none"> <li>Respect and treat others well, oneself and the environment. (1, 2, 6, 11).</li> <li>Listen and pay attention to adults.(3).</li> </ul>	1. Physical and verbal aggression 2. Inappropriate verbal behavior 3. Breach of orders 4. Disruptive behavior in the classroom 5. Being out of homework 6. Destruction of property 7. Self-injury
2. Facilitate the conditions in the teaching and learning process so that all students can achieve <b>valuable and meaningful results</b> by counting on their participation.	<ul style="list-style-type: none"> <li>All students need to learn.</li> <li>Work to learn</li> <li>Participate in the educational process itself and in the decisions / choices that affect him.</li> </ul>	2. Respect and treat others well, oneself and the environment. <b>RESPECT people and things</b>	<ul style="list-style-type: none"> <li>Respect and accept oneself (7).</li> </ul>	8. Stereotypes
3. Promote <b>cooperation</b> and <b>mutual support</b> among students, professionals, parents or guardians.	<ul style="list-style-type: none"> <li>Work with colleagues.</li> <li>Help colleagues.</li> <li>Accept the help of teachers and peers.</li> </ul>	3. Listen and pay attention to adults. <b>FOLLOW THE ORDERS</b>	7. Work to learn and let work (4, 5, 8, 9).	7. Sweatshirts  <i>Eating disorders *</i> <i>Sexual misconduct *</i>

\* By their nature, eating disorders and sexual misconduct are treated as part

# Expectations by contexts

ENVIRONMENT / EXPECTATIONS	CLASSROOM System	SITUATIONS THAT are NOT PART OF the CLASSROOM are defined as those moments or places where there is a need to supervise (For ex. yard, hallway, bus, etc.)				
	defines itself as those educational situations in which the teacher/teacher teaches/supervises a group of students.	HALLWAY and STAIRS	TOILETS	DINING ROOM	YARD	BUS
<b>RESPECT people and things</b>	<ul style="list-style-type: none"> <li>• Treat the material well.</li> <li>• Treat classmates and teachers well.</li> </ul>	<ul style="list-style-type: none"> <li>• Walking respecting the rhythm of the companions.</li> <li>• Treat others well.</li> <li>• Respecting physical space and elements of the hallway.</li> <li>• Use a suitable voice tone</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others well.</li> <li>• Respecting the privacy of others.</li> <li>• Properly using material and facilities.</li> <li>• Use a suitable voice tone</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others well.</li> <li>• Getting around the dining room, walking.</li> <li>• Respecting the physical space elements and utensils.</li> <li>• Use a suitable voice tone</li> <li>• Make the demands correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others well.</li> <li>• Respecting the physical space and the material of the yard.</li> <li>• Respecting the game of others.</li> <li>• Play respecting the rules of the game itself or agreed upon.</li> <li>• Share the game with anyone who wants to play.</li> </ul>	<ul style="list-style-type: none"> <li>● Sit.</li> <li>● Speak with a suitable voice tone.</li> <li>● Treat colleagues and adults well.</li> <li>● Respecting the equipment of the bus.</li> </ul>
<b>WORKING WELL</b>	<ul style="list-style-type: none"> <li>• Be punctual.</li> <li>• Prepare the material to work.</li> <li>• Sit well.</li> <li>• Do the work you play.</li> <li>• Work quietly.</li> <li>• Speak with a suitable voice tone.</li> <li>• Tidy up the material.</li> </ul>					
<b>FOLLOW THE ORDERS</b>	<ul style="list-style-type: none"> <li>• Listen to the teacher's explanations.</li> <li>• Follow the teacher's orders.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the adult indications by responding appropriately. (showing if necessary, disagreement properly)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the adult indications by responding appropriately. (showing if necessary, disagreement properly)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the adult indications by responding appropriately. (showing if necessary, disagreement properly)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the adult indications by responding appropriately. (showing if necessary, disagreement properly)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the adult indications (Monitor and driver).</li> </ul>

# TRES



**T**reballar bé – **Working well**

**R**espectar persones i coses - **Respect people and things**

**S**eguir les ordres – **Follow orders**

Nivell 1

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# Implementing and teaching the expectative

1. Base line: *Annex “A”* [Formacó ESTEL\Annex A.docx](#)

2. Learnings:

2.0 Explain to students how we got the expectative.

2.1 Video modeling [Formacó ESTEL\VIDEO Seguir ordres def..mov](#)

2.2 Guided practice. \*

2.3 Independent. Practice \* *Annex “C”* [Formacó ESTEL\Annex C.docx](#)

\* Using Redirection procedures

3. Evaluation and monitoring : *Annex “A”*

4. Evaluating the impact of implementing the Support Plan

(for students *Annex “A” Annex “F”* [Formacó ESTEL\Annex F.docx](#) and for professionals *Annex “G”* [Formacó ESTEL\Annex G.docx](#)



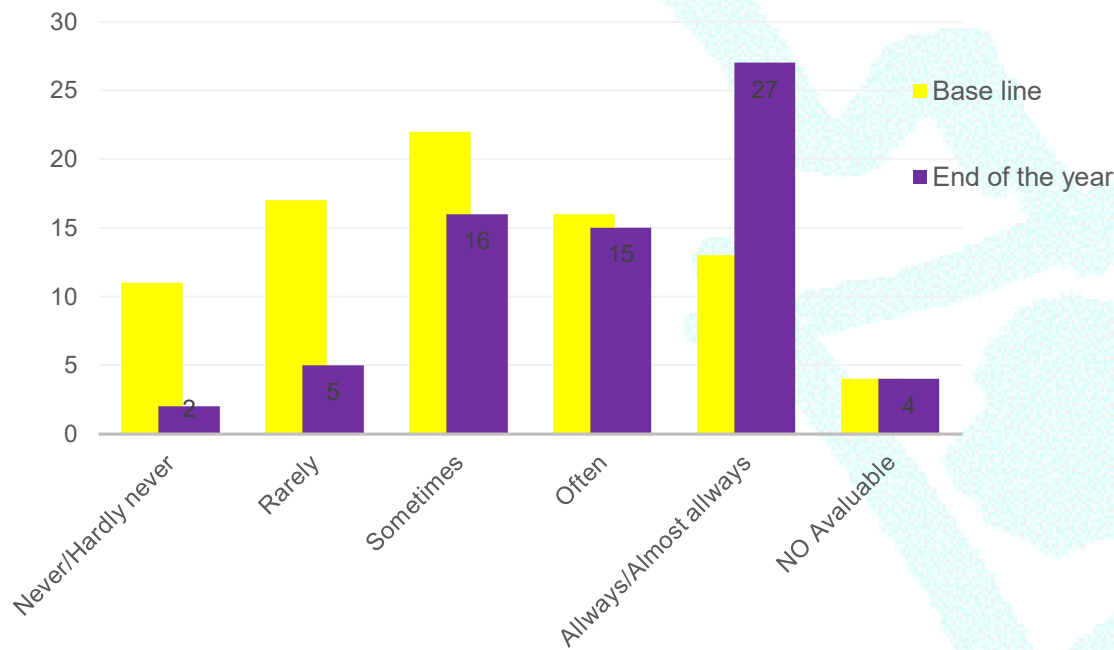
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# 1st year graphics results

1st year results: Follow orders



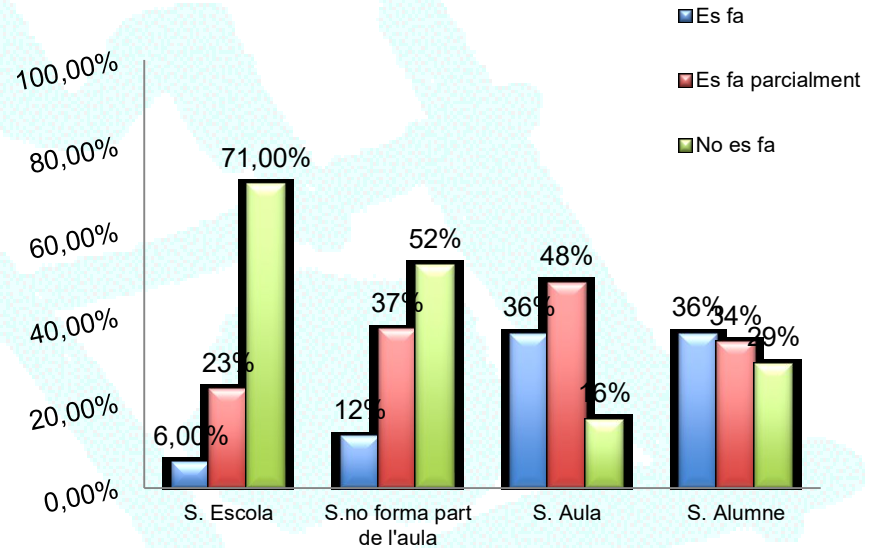
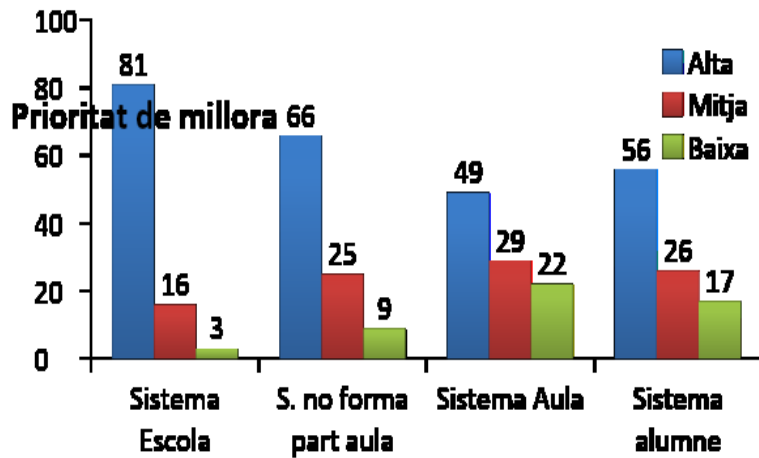
Expectatives Alumnes	SEGUIR ORDRES				
	Mai Quasi mai	Rarament	A vegades	Sovint	sempre Quasi sempre
1. Xavi	1	2	3	4	5
2. Makamdou	1	2	3	4	5
3. Arnau	1	2	3	4	5
4. Soufian	1	2	3	4	5
5. Mohamed	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5
15.	1	2	3	4	5
16.	1	2	3	4	5
17.	1	2	3	4	5

# “Effective Behavioral Support. Self-assessment questionnaire. Version 2.0”.

From 2009



to 2019



# Social validity. 1st year results



*Implementation of expectation assessment questionnaire, qualitative results* after 1s year implementation. The professionals says:

- Has been **teach to almost all the students** .
- The 62% of professionals consider that the implementation is showing a **positive change on students having a 2n level behavior plan**
- All the professionals note that **the video modeling is good or very good**
- On the **guided practice**, all groups used a **role play with samples and not samples** that helped the results
- The **use of positive feed back or reinforcement** when the expectation is show. The **redirection** is done by **64 % of professionals**
- All the professionals feel the SWPBIS as a **very good strategy to prevent and decreases challenging behaviors**
- 93% of professionals also believe that's **improve the socials competences** of students.

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# Challenges and proposals of improvement



- How to **teach expectations** to such **diverse students**.
- Better **relate the three levels** of intervention.
- **Teachers training and update**, regularly or when required, to increase positive behavioral interventions in school.
- To **assess the progress** and impact of the SCP. **Get data !!!**
- **Maintenance** over time and **applying changes** if need according to professionals feed-back.
- Apply **low-cost strategies**.
- The **use of Schoolwide Evaluation Tool (SET)** for a proper monitoring of full process.
- To implement **the 3 expectations in all contexts**.

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# Social values

- The **commitment of professionals** ready to implement the SWPBIS
  - A **motivated behavior training group** following internal process and willing to improve
  - **Teamwork** is going on by groups of professionals at different stages.
  - **Students cooperation** with each other to achieve objectives and rewards.
- Link videos.....



# TRés



## THANK YOU

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