



Social Emotional Learning: Our multi-tiered, individualised approach

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South Bunbury Education Support Centre in Bunbury, Western Australia has brought together evidence based practices in areas of positive behaviour support in schools to develop a multi-tiered approach to supporting whole school systems developed to improve student and staff wellbeing through targeted social emotional interventions and programs. Through the development of comprehensive individualised student programs, within the three tiers of the Positive Behaviour Support framework, South Bunbury Education Support Centre has aligned a whole school approach to:

- Individualise student curriculums and programs through introducing a structured, tiered approach to Individual Education Plans aligned to curriculum documents, with strong accountabilities and partnerships with families
- Introducing and implementing “at need” evidence based programs such as SCERTS, Zones of Regulation, TEACCH, as well as school developed initiatives which all align to teach social emotional skills to students with disabilities
- Develop school structures within the PBS model, including a Wellbeing Team approach to managing student cases, identified through data. This Wellbeing Team responds to data analysis of the PBS tiers to conduct thorough case reviews, including utilising the Ziggurat model and Underlying Characteristics Checklists (Aspy, Grossman, Smith Myles and Henry; 2016) to ensure that every student, regardless of their needs, are provided with every opportunity to succeed in the SBESC environment.
- Introduction of small group interventions through the Westmead Feelings Program and Secret Agent Society to teach at areas of need within a large school group, including mainstream peers to facilitate growth in this area
- Ensure that all students are able to access all areas of their development through the introduction of multi-tiered support systems

This presentation will discuss the improvement process for South Bunbury Education Support Centre from exploring the research base right through to practical implications and ‘practice based evidence’ of developing successful systems within a large group of staff and students at our school.