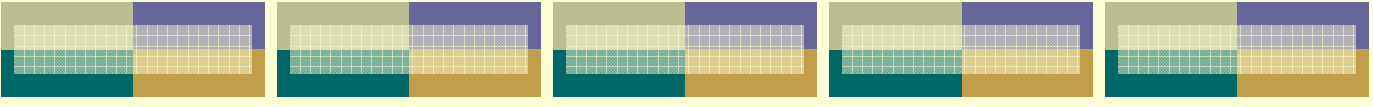


MEETING BEHAVIOURAL CHALLENGES

Creating Safe and
Caring Learning
Environments



Professional
Development for Staff

- 
- A hundred years from now, some things won't matter; how much money was in my bank account, the size of the house in which I lived, or the kind of car I drove around ... but the world may be a better place because I was important in the life of a child.

● A Teacher's Creed

Components ...

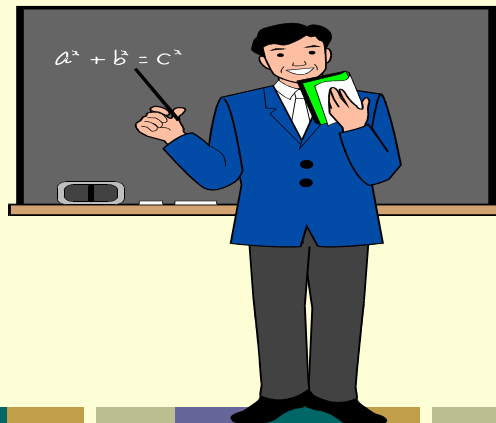
- Staff Professional Development



- Teacher Resource



- Leader's Guide - Slides



INTRODUCTION

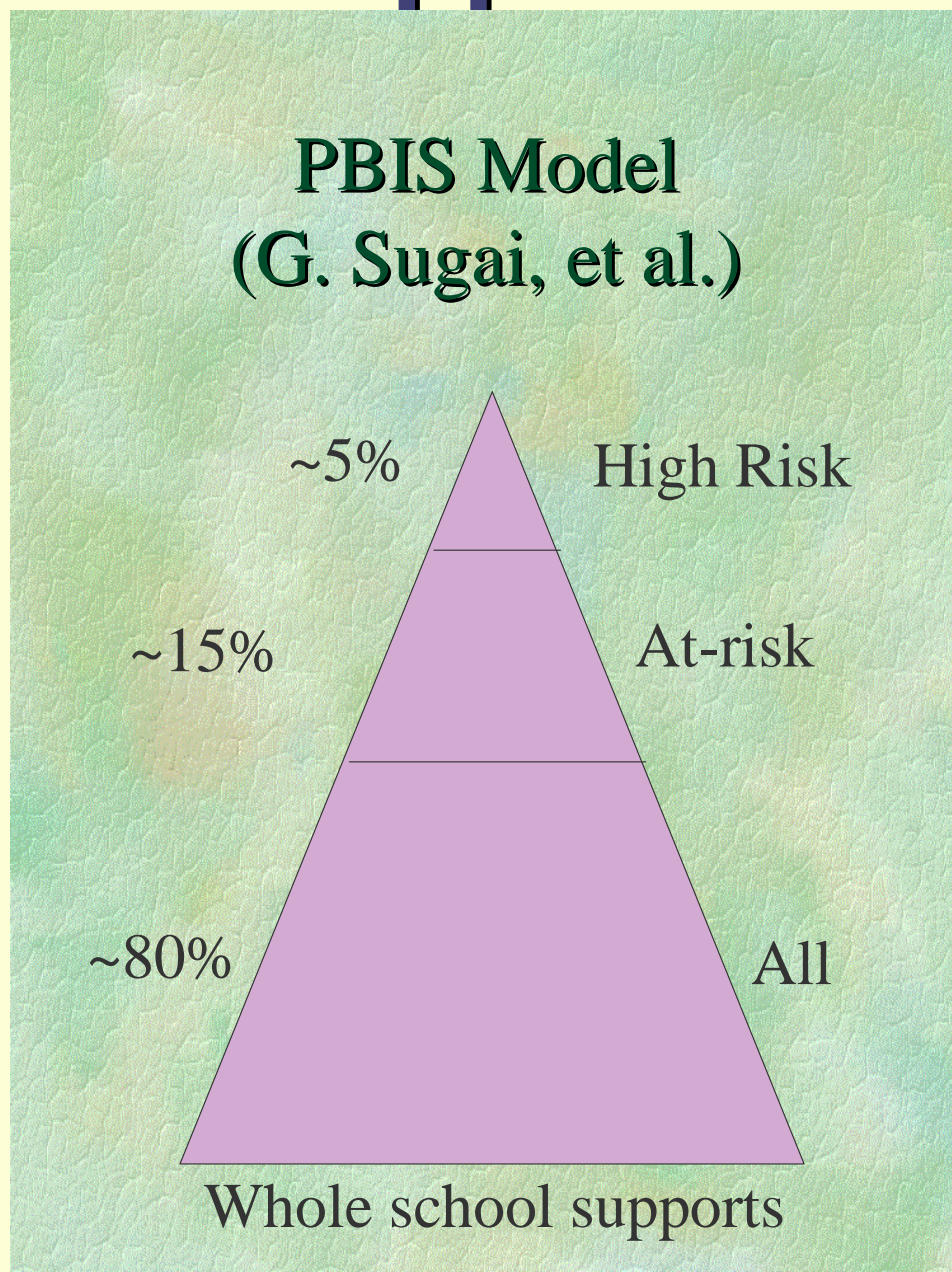




Introduction Goals

- Overview of Positive Behavioural Interventions and Supports (PBIS) approach to school-wide discipline
- Understanding of “discipline”
- What does it take?

Positive Behavioural Interventions and Supports



Discipline ...

- Steps, policies, or actions implemented by school staff to enhance student academic and social successes

- To teach!

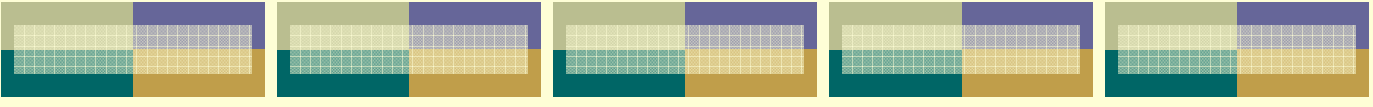




DISCIPLINE: “TO TEACH”

- SHOWS KIDS WHAT THEY’VE DONE WRONG
- GIVES THEM OWNERSHIP OF THE PROBLEM
- GIVES THEM OPTIONS TO SOLVE THEIR OWN PROBLEMS
- LEAVES THEIR DIGNITY INTACT

Barbara Coloroso

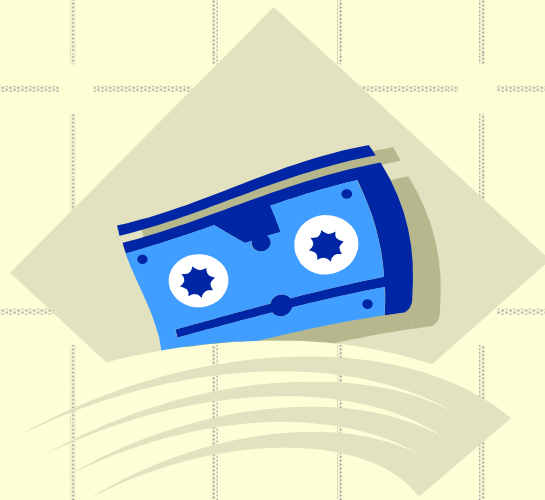


Six components of school-wide discipline

- Common approach to discipline
- Clear set of positive behavioural expectations
- Procedures for teaching expected behaviours
- Continuum of procedures for encouraging expected behaviour
- Continuum of procedures for discouraging problem behaviour
- Procedures for on-going monitoring and evaluation

Introduction

View Video:
PBIS



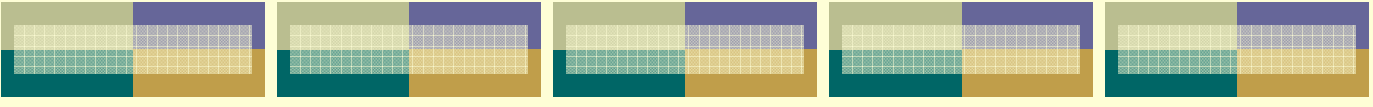


PBIS

What does it take?

- Commitment from administration
- Team-based implementation
- Define behavioural expectations
- Teach behavioural expectations
- Acknowledge and reward appropriate behaviour
- Monitor and correct unacceptable behaviour
- Use information for decision-making
- Parent/community involvement

SECTION I



Section I: Basic Principles and Framework

school-wide discipline

- Part 1 – Philosophical underpinnings
- Part 2 – Beliefs about behaviour
- Part 3 – Teacher wellness and support



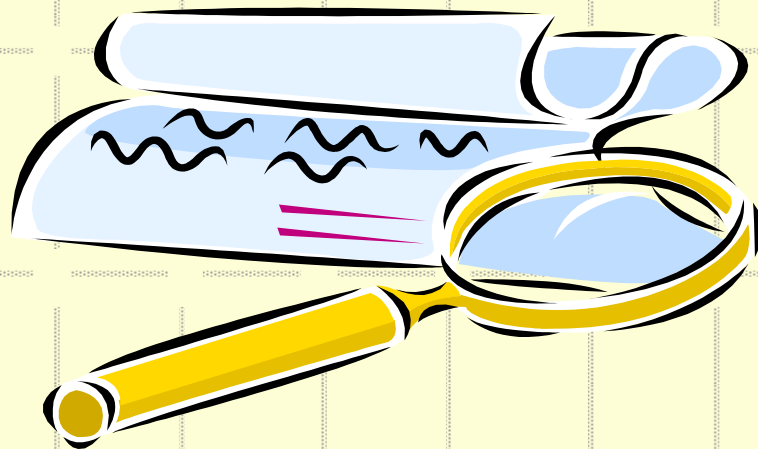
Section I

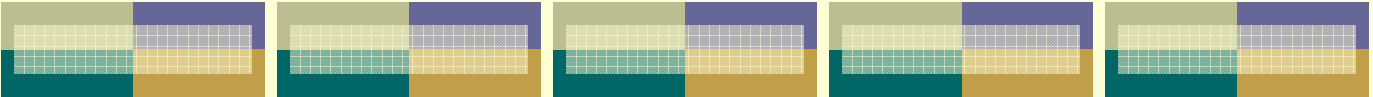
Part 1 : Goals

- ***Staff team-building***
- Develop a common understanding of the school's mission and approach to student problems through discussion
- Completion of PBIS Survey Form and evaluation of the needs of the school

Section I, Part 1 Activity

Discussion + PBIS
Survey completion

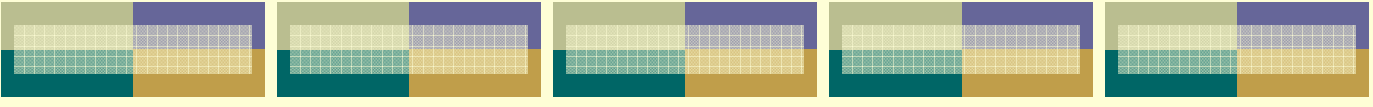




Section I: Basic Principles and Framework

school-wide discipline

- Part 1 – Philosophical underpinnings
- Part 2 – Beliefs about behaviour
- Part 3 – Teacher wellness and support



Section I

Part 2 : Goals

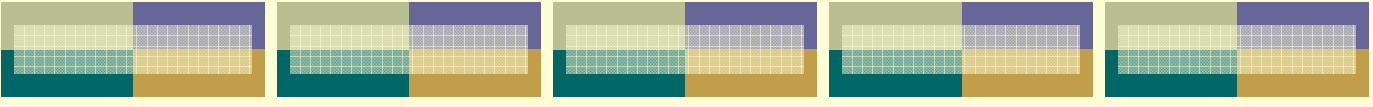
- ***Understanding of attitudes towards behaviour***
- Consider behaviour as a mode of communication
- Discover how our own behaviours and views of behaviour have developed
- Develop a common understanding of the function and operation of behaviour

Section I, Part 2

Let's Discuss

Discussion of origins
and purpose of
behaviour





Section I: Basic Principles and Framework

school-wide discipline

- Part 1 – Philosophical underpinnings
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Section I

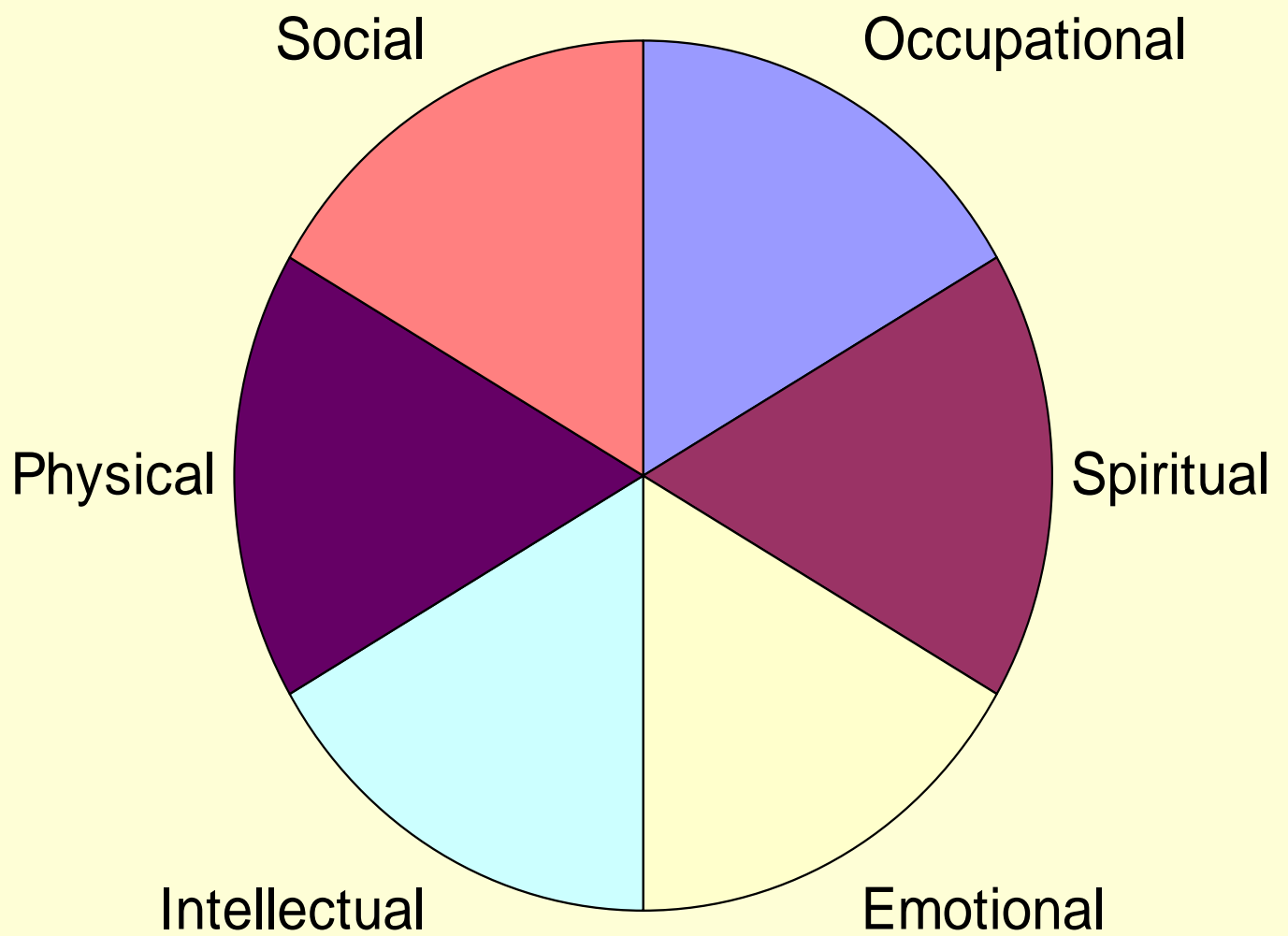
Part 3 : Goals

- ***Staff wellness and morale***

- Identify the position and role of teachers and staff in the total school picture

- Develop a supportive network for teachers and staff through positive stress management techniques

WELLNESS WHEEL



Section 1, Part 3

Activity

Wellness Test completion



SECTION II



Section II: Creating a Positive School Climate

culture of competence

- Introduction
- Part 1 – Meeting Our Basic Needs-the need to belong
- Part 2 – School-wide Code of Conduct
- Part 3 – Shaping Appropriate Behaviour – Teaching the Code of Conduct
- Part 4 – Reinforcing the Behaviours We Want to See

Section II, Introduction Activity

Environmental Checklist completion





Section II: Creating a Positive School Climate

culture of competence

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Section II

Part 1 : Goals

- ***The importance of relationships in school***
- Understanding the 3 C's
- Applying the 3 C's to our school

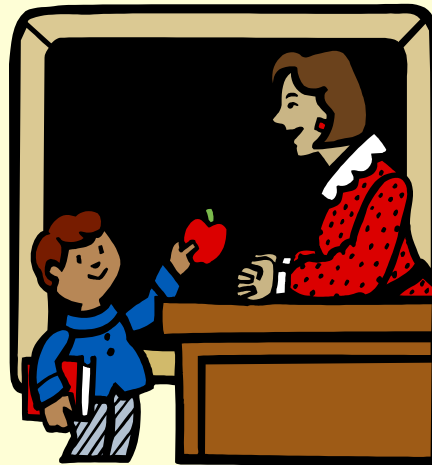
BASIC NEEDS FOR STUDENTS AND STAFF

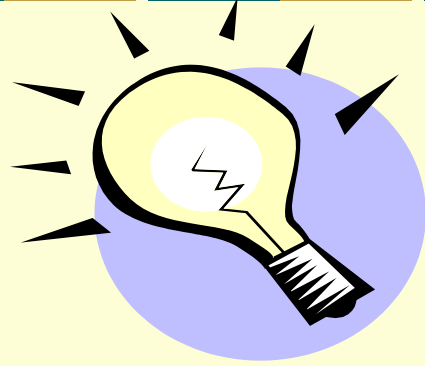
● CONNECTED

● CAPABLE

● CONTRIBUTING

● ROLE MODELS





"Treat people as if they
were what they ought to
be
and you help them to
become what they are
capable of being."

-- Johann W. von Goethe



Circle of Caring

We are responsible for ...

All students

All staff

All parents

Student Alienation Syndrome

Section II, Part 1

Activity

Carousel activity
identifying 3 C's for all
in school community

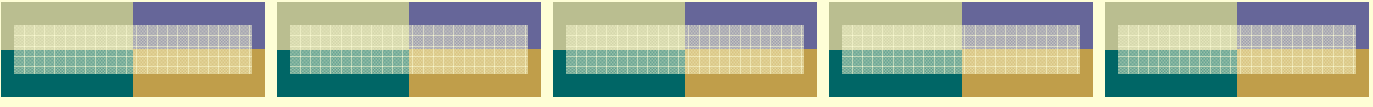




Section II: Creating a Positive School Climate

culture of competence

- Introduction
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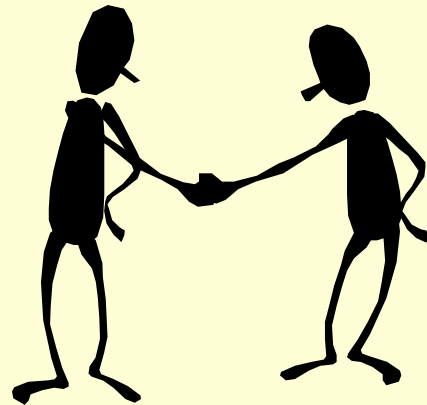
Section II

Part 2 : Goals

- *Why do we do what we do?*
- Consideration of the school's mission statement
- Development of a school code of conduct which reflects that mission statement

OUR SCHOOL'S CODE OF CONDUCT

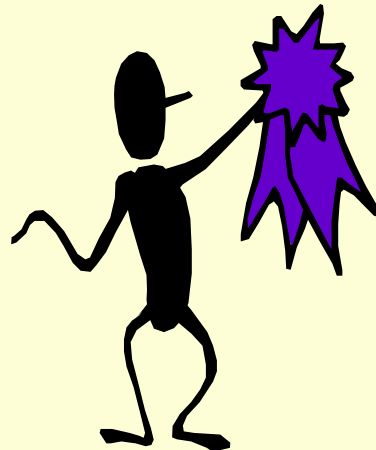
 Respect Others



 Respect Property



 Respect Yourself



Section II, Part 2 Activity

**Development and/or
re-examination of school
code of conduct**





Section II: Creating a Positive School Climate

culture of competence

- Introduction
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Section II

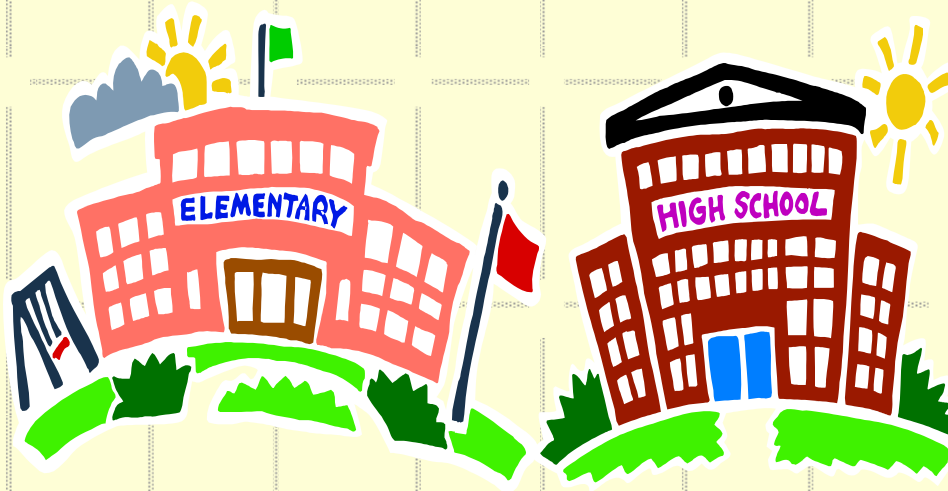
Part 3 : Goals

- ***Creating a culture of competency***
- Operationalize the school code of conduct for each grade level and each setting at school
- Determine how to teach the code of conduct to all students and parents

Section II, Part 3

Activity

Practice determining
and teaching the code
in various settings

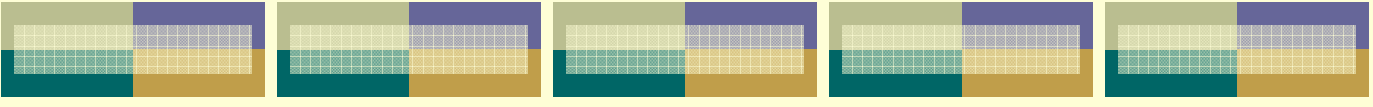




Section II: Creating a Positive School Climate

culture of competence

- Part 1 – Meeting Our Basic Needs-the need to belong
- Part 2 – School-wide Code of Conduct
- Part 3 – Shaping Appropriate Behaviour – Teaching the Code of Conduct
- Part 4 – Reinforcing the Behaviours We Want to See



Section II

Part 4 : Goals

- ***Understanding how behaviour works:***
- Shaping new behaviours
- Reinforcing existing behaviours
- Consequencing or discouraging unacceptable behaviours

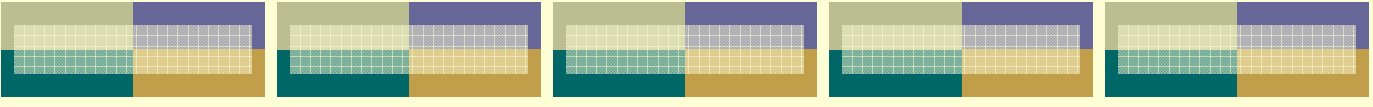
Section II, Part 4

Let's Discuss

Discipline styles,
shaping and
reinforcing behaviours



SECTION III



Section III: Continuum of Interventions *data-based decision making*

- Part 1 – How Behaviour is Shaped
- Part 2 – The Behaviour Tracking Form and Data Collection
- Part 3 – Continuum of Whole School Interventions
- Part 4 – Continuum of Non-Classroom Interventions
- Part 5 – Continuum of Classroom Interventions

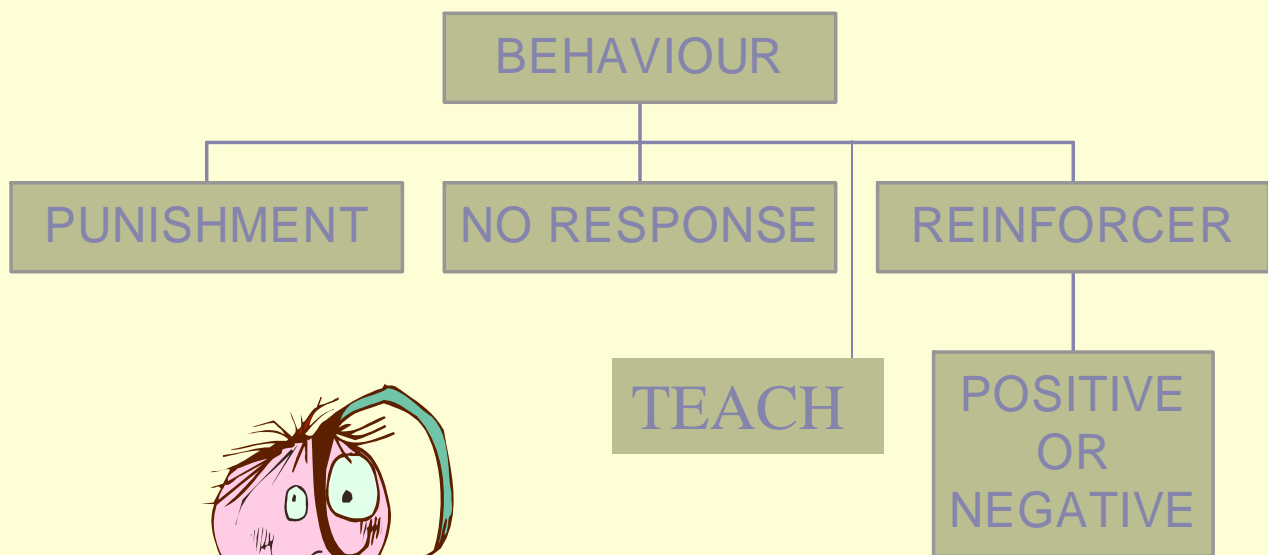


Section III

Part 1 : Goals

- Understanding the effects of ignoring, reinforcement, teaching and punishment on behaviour
- Understanding of “zero tolerance” policies

THE MECHANICS OF BEHAVIOUR

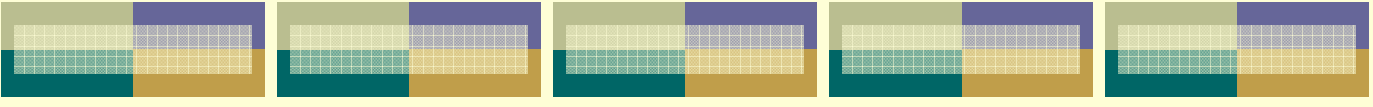


Section III, Part 1

Let's Discuss

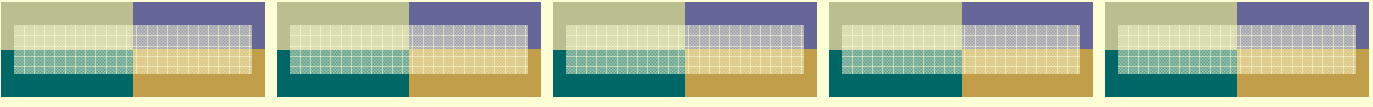
Examination of school's
behaviour management
philosophy





Section III: Continuum of Interventions *data-based decision making*

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Section III

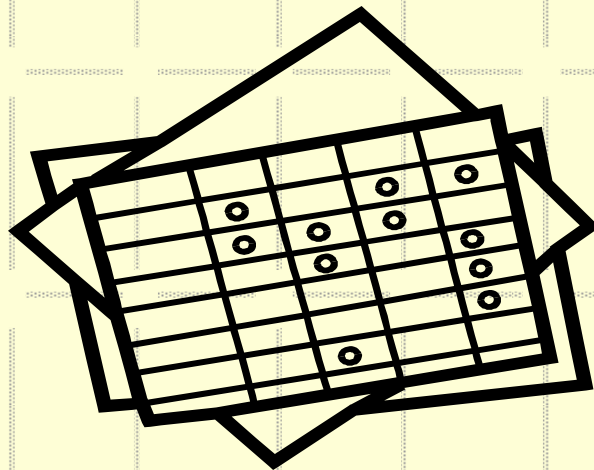
Part 2 : Goals

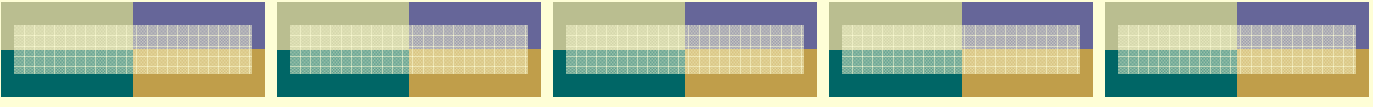
- Behaviour tracking form
- Defining terms
- Making decisions
- Monitoring progress

Section III, Part 2

Activity

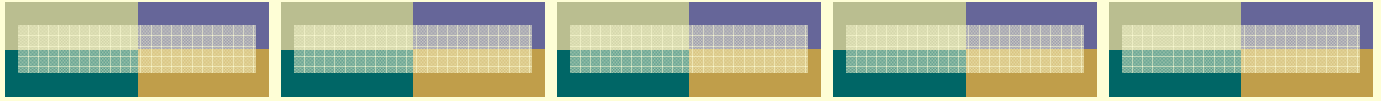
Understanding and Using
the Data from the
Behaviour Tracking Form





Section III: Continuum of Interventions *data-based decision making*

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- Part 5 – Continuum of Classroom Interventions



Section III

Part 3 : Goals

- ***Changing the tone of your school –***

Whole-School Interventions

- How do our attitudes translate into actions?
- Do we have a safe, caring and well-prepared school?



Section III, Part 3

Let's Discuss

Review of our school policies and procedures-
what's working well?



Section III, Part 3

Activity 1

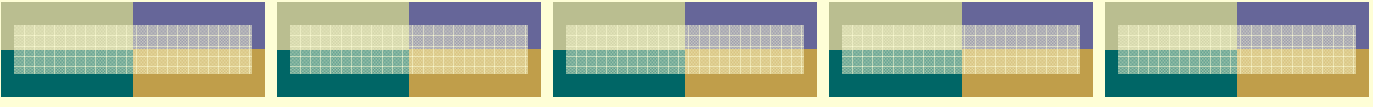
Developing a range of
consistent responses
to student behaviours



Section III, Part 3 Toolkit

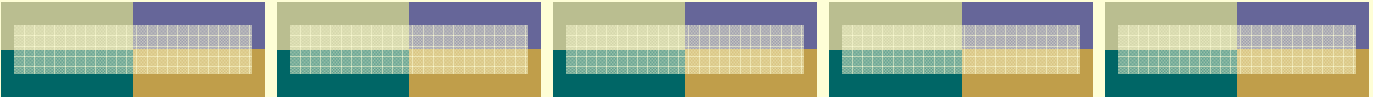
Bullying prevention:
suggested strategies





Section III: Continuum of Interventions *data-based decision making*

- Part 1 – How Behaviour is Shaped
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Section III

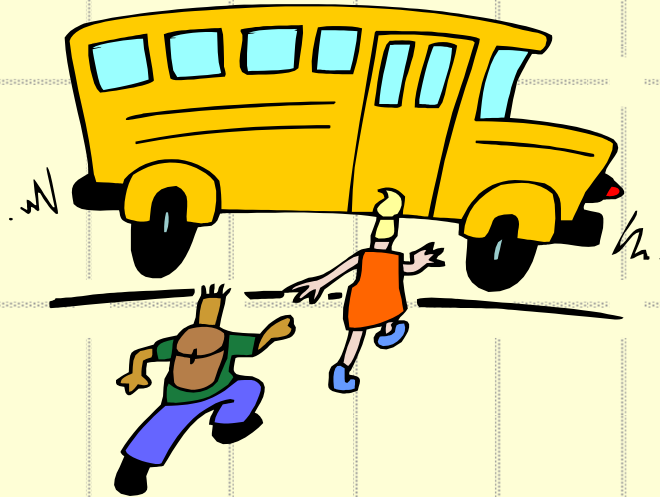
Part 4 : Goals

- ***The special challenges of non-classroom settings***
- Where are they and what makes them different?
- Are special skills needed for monitoring non-classroom settings?

Section III, Part 4

Let's Discuss

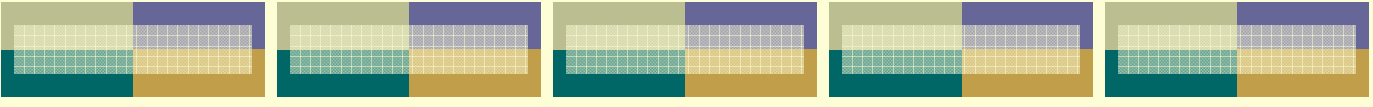
Discussion of our non-classroom practices





Section III: Continuum of Interventions *data-based decision making*

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- Part 5 – Continuum of Classroom Interventions



Section III

Part 5 : Goals

- ***Developing consistent classroom interventions***
- Understanding that common classroom rules and climates give students consistency and structure and reduce the likelihood of behaviour problems

Section III, Part 5

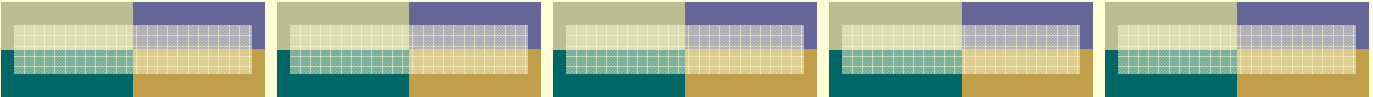
Activity

Classroom management style checklists



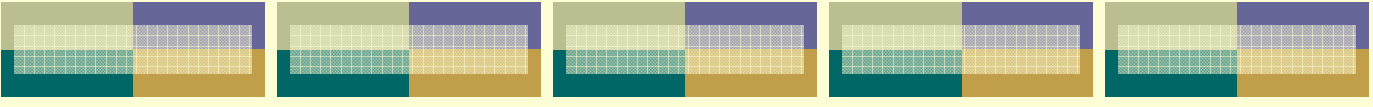
SECTION IV





Section IV: Understanding Individual Behaviour *bases of behaviour*

- Part 1 – The Functions of Behaviour/ Identifying the Message in Misbehaviour
- Part 2 – Understanding Exceptionalities
- Part 3 – The Continuum of Individual Interventions



Section IV

Part 1 : Goals

- ***Understanding the ABC's of behaviour***
- Understanding Functional Behaviour Assessment
- Learning how to use the data acquired through the FBA for programming



THE *ABC*'S OF BEHAVIOUR

 ANTECEDENTS

 *BEHAVIOUR*

 CONSEQUENCES

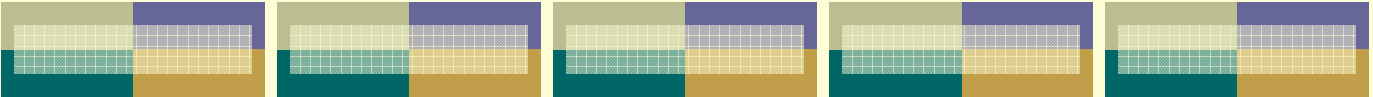


Section IV, Part 1

Activity

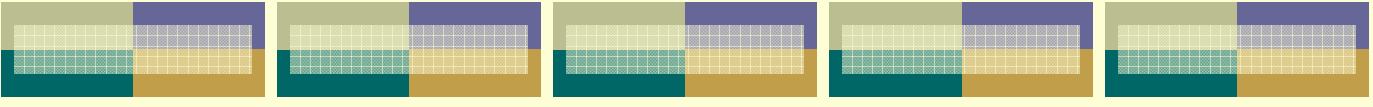
Using the FBA data recording form for one week with one student





Section IV: Understanding Individual Behaviour *bases of behaviour*

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- Part 3 – The Continuum of Individual Interventions



Section IV

Part 2 : Goals

- ***Individualizing behavioural expectations for individual students***
- Understanding various exceptionalities and how they manifest themselves in the student's behaviour
- Consideration of the concept of “fairness” in the classroom

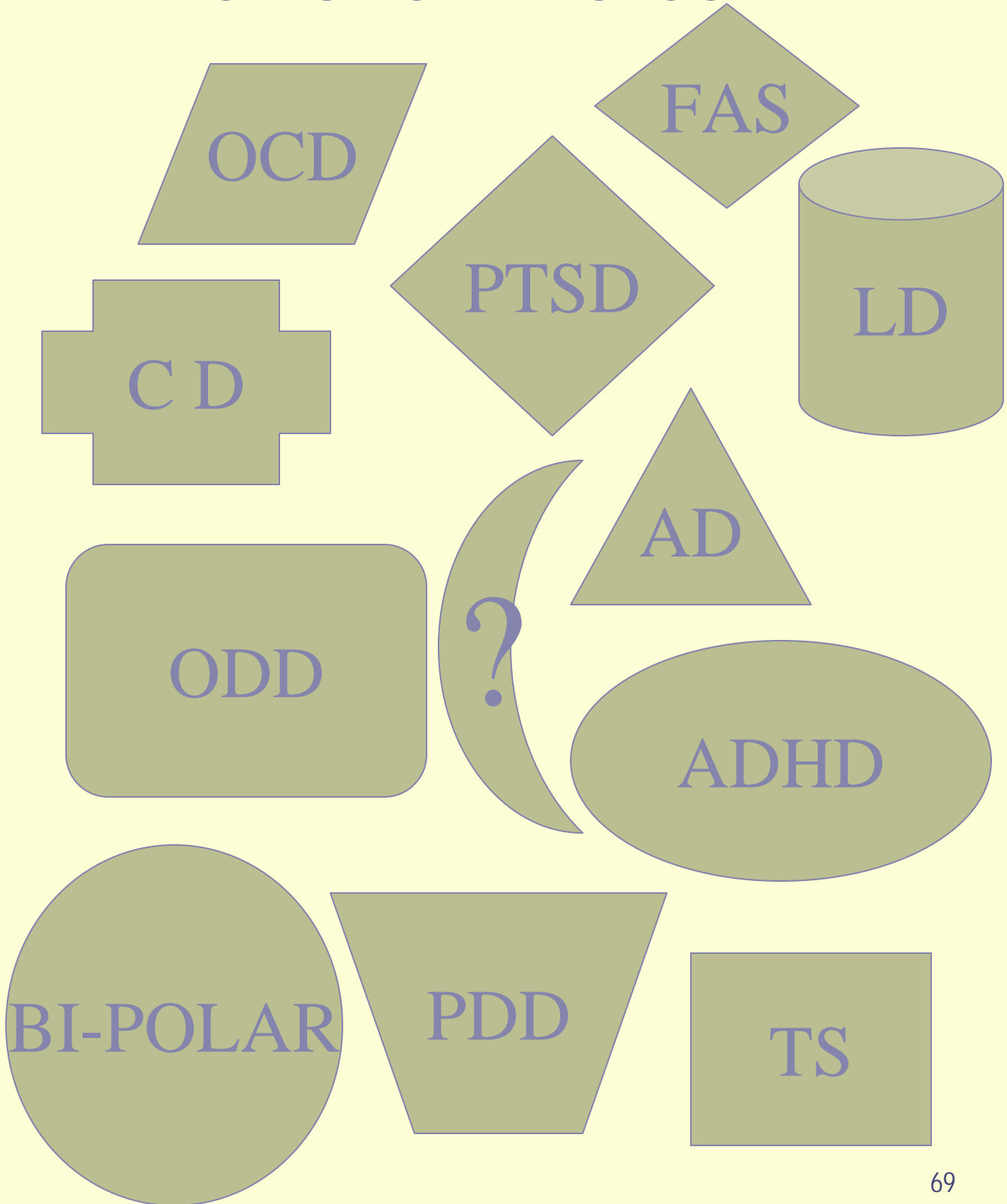
Section IV, Part 2

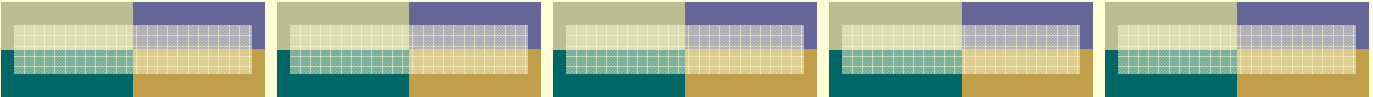
Activity

What Shall We Call It?



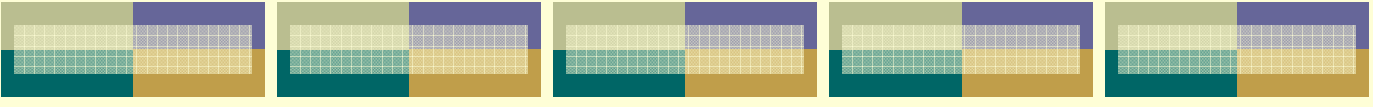
What shall we call it??





Section IV: Understanding Individual Behaviour *bases of behaviour*

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Section IV

Part 3: Goals

- ***Understanding individual programming***
- Matching individual student needs with appropriate interventions
- When and how to intervene; when and how to defuse
- Student Contracts

Section IV, Part 3

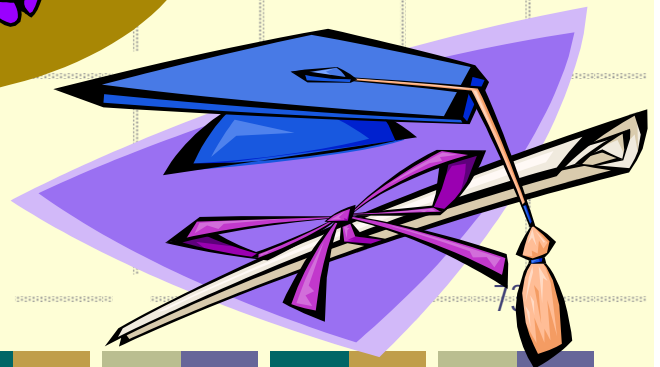
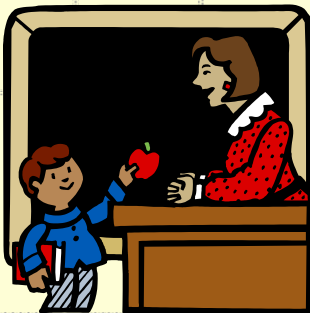
Activity

The Student Services Team Meeting – a role-play



Postscript

Is it worth it??





“If you always do
what you have
always done...

you will always get
what you have
always gotten.”



Appendices

- I – Essential Graduation Learnings
- II - School Crisis Events Response Protocol
- III - Response to Threat of Suicide
- IV - Time-Out Guidelines