



MEETING BEHAVIOURAL CHALLENGES—
CREATING SAFE AND CARING LEARNING ENVIRONMENTS:

A TEACHER RESOURCE

Department of Education
Educational Programs & Services
PO Box 6000
Fredericton, NB, E3B 5H1

August 2004

ACKNOWLEDGMENTS

I don't believe a committee can write a book. There are all kinds of things a committee can do. It can, oh, govern a country, perhaps, but I don't believe it can write a book. I think a book has to be written by some single mind. But, of course, that's a very large and formidable undertaking, and I think if a writer is wise, he gets all the help he can from other people. The responsibility is on him, it must pass through his mind, but he takes help where he can get it.
— Arnold Toynbee

The contributions of the members of the Council of Atlantic Ministers of Education and Training Behaviour (CAMET) Working Group are gratefully acknowledged.

Sherida Hassanali Consultant, Nova Scotia Department of Education
Sandra Humphries Consultant, Newfoundland and Labrador Department of Education
Sherren Morrison Consultant, Prince Edward Island Department of Education
Juanita Mureika Consultant, New Brunswick Department of Education
KD Steele Consultant, Nova Scotia Department of Education

Copyright Ownership

The two components (documents) making up this resource are a Teacher Resource and a Staff Professional Development Resource.

Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments—A Teacher Resource is a revised edition of the Newfoundland and Labrador document, *Behavioural Challenges: A Supportive Shared Approach*. Various working groups were involved in development and revision this document. Many thanks are extended to all members of these groups. Care has been taken to trace ownership of copyright material contained in these resource books. A staff professional development resource is an original work developed by the CAMET Behavioural Working committee under the leadership of New Brunswick. Any information that will allow the Council of Atlantic Ministers of Education and Training (CAMET) to rectify any reference or credit in subsequent editions would be received gratefully.

TABLE OF CONTENTS

Introduction	1
How to Use This Resource	3
Section I: Basic Principles and Framework — School-Wide Discipline	7
Part 1: Philosophical Underpinnings	11
Part 2: Beliefs About Behaviour	21
Part 3: Teacher Wellness and Collegial Support	23
Section II: Creating a Positive School Climate — A Culture of Competence	27
Part 1: Meeting Our Basic Needs — The Need to Belong	33
Part 2: School-Wide Code of Conduct	35
Part 3: Shaping Appropriate Behaviour by Teaching the Code of Conduct	37
Part 4: Reinforcing the Behaviours We Want to See	39
Section III: Continuum of Interventions — Data-based Decision Making	45
Part 1: How Behaviour is Shaped	48
Part 2: The Behaviour Tracking Form — A Tool for Data Collection	52
Part 3: The Continuum of Whole-School Interventions	58
Part 4: Continuum of Non-classroom Interventions	66
Part 5: Continuum of Individual Interventions	69
Section IV: Understanding the Basis of Individual Behaviour	77
Part 1: Identifying the Functions of Behaviour	81
Part 2: Understanding Exceptionalities	87
Part 3: The Continuum of Individual Interventions	89
Postscript: Is it Worth It?	99
Appendices	
Appendix I: Atlantic Canada Education Framework for Essential Graduation Learnings	103
Appendix II: Sample Crisis Events Response Team Protocol	107
Appendix III: Response to a Threat of Suicide	113
Appendix IV: Time-Out Guidelines for New Brunswick Schools	115
Appendix V: References	119

The Council of Atlantic Ministers of Education and Training (CAMET) believes that all students have the right to a quality education and that students and teachers share a responsibility to behave in a way that is respectful of the rights of all students, teachers, and staff in the school. As well, teachers have the responsibility to provide education to all students and the right to teach in a peaceful climate, conducive to the learning of all students.



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.

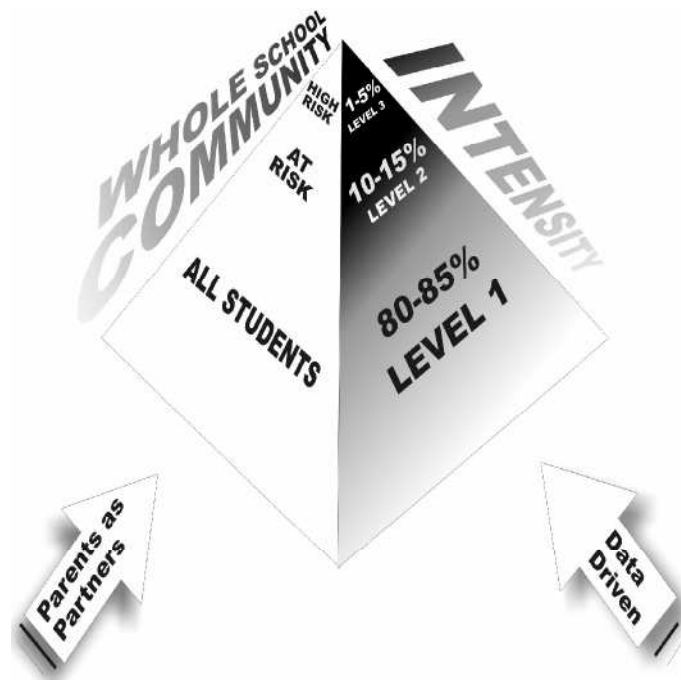
— A Teacher's Creed

INTRODUCTION

Being an educator in today's schools demands more than teaching reading, math, science, arts, and other academic content. Today's teacher must be able to accommodate students with significant learning and behavioural issues. Schools and parents/guardians can be successful in reducing challenging behaviour by implementing a proactive/early intervention program. Best practices indicate that in order to successfully reduce challenging behaviours there must be a systemic change in how schools approach problem behaviours. Reactive, individual approaches to behaviour management have not proven to be successful and can lead to a sense of frustration and failure for teachers. Systematic team approaches provide support to teachers and more effectively address behavioural issues in schools.

Establishing a school-wide behaviour support system is a key step in building and maintaining a positive learning environment. Positive Behaviour Interventions and Supports (PBIS), Effective Behaviour Supports (EBS), and Positive Behaviour Supports (PBS) are interchangeable terms for an approach found in current literature that enhances the capacity of schools to deal with behaviour issues and provide support to all students. The model promotes a proactive school-wide approach to positive discipline that is based on the assumption that desirable behaviour should be taught and reinforced. It recommends that each school identify its individual needs through systematic data collection and analysis and work as a team to provide a consistent and positive approach to discipline within the school <<http://www.pbis.org>>.

Behavioural interventions and supports must be put in place for the whole school (primary prevention). For 80–85 percent of students, this positive learning environment will enhance their school experience. However, the remaining 15–20 percent of students are, for some reason, at risk for school failure and may present with behavioural issues. For 10–15 percent of students, increased supports (secondary intervention) in the form of additional resources and targeted specialized interventions will be necessary in order for them to engage effectively in school. For the remaining 1–5 percent, more intensive interventions (tertiary interventions), such as individualized plans, involvement of community agencies, alternative school placements, or crisis intervention plans, may be required. Any and all interventions and supports must be driven by school-based data and with parental/guardian involvement (Sugai and Pruitt, 1993).



Achieving a school-wide approach to positive behavioural interventions and supports is a dynamic process requiring involvement of the whole school community. Specifically, a proactive school-wide approach to positive discipline requires the following:

- commitment from the administration
- team-based implementation
- commonly defined behavioural expectations
- teaching behavioural expectations
- acknowledging and rewarding appropriate behaviour
- monitoring and correcting unacceptable behaviour
- using information for decision making
- parent/guardian and community involvement

“Discipline” is defined as “steps, policies, or actions implemented by school staff to enhance student academic and social successes.” (See “School-wide Approaches: A Positive Process” in *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*, 2004)

School-wide planning relies on the following factors:

- a focus on positive programming
- total staff involvement (including custodial, secretarial and bus driver staff) and parental/guardian support
- commonly shared knowledge base
- enthusiastic support and active participation by administrative staff
- agreement on procedures for dealing with inappropriate behaviour
- structured staff development, decision-making and implementation model
- procedures for building individualized programs for students who do not respond to school-wide management system

— Sugai and Pruitt, 1993

HOW TO USE THIS RESOURCE

This resource has two components which complement and reference one another, and together provide the theory as well as activities to develop an approach that fits the needs identified at each individual school. The *Teacher Resource* was developed to provide the theory and understanding around behaviour challenges. The *Staff Professional Development Resource*, in the form of a workbook, was developed to facilitate the whole school planning required for the implementation of a system of school-wide positive behavioural interventions.

The Teacher Resource

The Teacher Resource component provides reading material to enhance the understanding of student behaviour. By building knowledge and awareness of student behaviour, teachers can plan and respond effectively and develop positive classroom and school climates.

This component describes three levels of intervention for responding to behavioural issues. Level I describes a global response to behaviour, with school-wide approaches developed in a positive school climate as the foundation and effective classroom management strategies, which can be applied by teachers to benefit all students. Level II refers to the problem solving approach that is required for students who are at risk for behaviour problems. Level III discusses individualized planning for students who display significant behavioural challenges.

This resource enables school communities to gain a broader understanding of behaviour, determine needs through data collection, and formulate plans that will share responsibility for, and enjoyment of, a positive learning environment for all of its members. It can be read in its entirety, or sections can be read as they relate to needs at the school level, as well as to supplement the Staff Professional Development component. Notes are provided in each resource to enable cross referencing of related material.

Staff Professional Development Component

This component is intended to serve as a tool to assist the school community in designing and implementing a proactive, school-wide approach to creating a safe and caring environment and to providing positive behaviour support for all students, both within and outside the classroom. It is divided into four sections, each dealing with different aspects of school-wide behaviour planning. It is expected that schools will cover Section I: Basic Principles and Framework – School Wide Discipline and Section II: Creating a Positive School Climate – A Culture of Competence in the order outlined, since they present the basic premises of the school wide approach. Section III: The Continuum of Interventions– Data -Based Decision Making gives the school community the tools needed to choose and carry out appropriate interventions. Once Part 1 of section III has been completed, the data collected indicates where interventions are most needed in any given school and will determine the order in which the subsequent parts are covered. Section IV addresses individual behaviour and exceptionalities.

A school may decide to do one or more parts at a sitting, depending on the time available.

Each section develops a theme and contains a short introduction to the content and ideas, followed by work sheets, discussion topics, and/or activities intended to enable schools to personalize the information for their own use. Toolkits, containing supplementary resources, are often included to complement the activities. Each section provides food for thought to enhance a school's professional development. The resource also includes various assessment tools.

MEETING BEHAVIOURAL CHALLENGES:



STAFF PROFESSIONAL DEVELOPMENT

SECTION I
BASIC PRINCIPLES AND FRAMEWORK
SCHOOL-WIDE DISCIPLINE

SECTION I: BASIC PRINCIPLES AND FRAMEWORK

Among the most important advances in addressing student behavioural issues over the past decade is the recognition of the need for school-wide behaviour support systems. Historically, discipline in schools has been driven by attention to specific children with problem behaviours. This continues to be an essential component of school policy.

However, a major advance has occurred through recent efforts to define proactive, school-wide systems of support. The goal of school-wide systems is to define, teach and support appropriate behaviours in a way that establishes a culture of competence within schools. When a competent culture is established, the students are more likely to support appropriate behaviour and discourage inappropriate behaviour by their peers.

— “School-wide PBIS”, <www.pbis.org>



“All students have the potential for moving toward positive behaviour choices.”

– Albert, *Cooperative Discipline*, 1996



Suggested Reading

- Albert, L. “Introduction” in *Cooperative Discipline*, 1996.
- “School-Wide Approaches; A Positive Process” in *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*, 2004.



Website

- Technical Assistance Center on Positive Behavioral Interventions and Supports, <www.pbis.org>.



Suggested Video

Positive Behaviour Support in Schools, University of Oregon (23 minutes), <http://www.pbis.org/english/Center_Products.htm>. This video provides an overview of the seven steps involved in the school-wide approach to discipline.

PART 1 : PHILOSOPHICAL UNDERPINNINGS



“The control in today’s classrooms doesn’t come from authority; it comes from relationships.”

— Linda Albert
Cooperative Discipline, (1996)



“Research shows that the main predictor of student success is a child’s perception of, ‘Does the teacher like me?’ “

— R. Rosenthal & L. Jacobson
Pygmalion in the Classroom (1968)



“How do we start to think about developing relationships as one of the main things we need to do at schools, rather than something that just sort of happens, and is nice when it does?”

— National Association of School Psychologists *Communiqué* ,
October 2001





Let's Discuss (suggested time — 30 minutes)

In small groups, discuss the following four questions and compare your reflections as a staff.

- What is a school?

Is it just a building, a place to teach curricula, or is it more than just a place and curricula? Is a school made up of the people it serves, such as administration and staff, staff and students, students and parents/guardians, etc., or is it more than just the people who use the school?

When you think back on your own school experience, what is it you remember most? The curriculum content, the actual building, or the teachers and students you met? If it is the last, what is it about them that you recall? Do you recall the relationships you formed, the way you were treated, and/or how much you felt you belonged with the others at school?

- What is our mission statement?

As a staff of this school, what do we stand for, what are our goals for ourselves, and for our student and parent constituents? How do our goals reflect the Essential Graduation Learnings as described by the Council of Atlantic Ministers of Education and Training? (See Appendix I.) How close are we in practice to achieving our goals?

- What are our philosophies?

Are we ... Proactive? Inclusive? Flexible? Respectful of diversity? Relationship-focused? Equally responsible for the welfare of the school? How do we **demonstrate** each of the above?

- How do we solve our problems?

Do we have an established problem-solving approach to student problems? Do we encourage collaborative consultation among teachers and professional resource people who work in our school? How?



Activity (suggested time — 30 minutes)

Positive Behaviour Intervention and Support (PBIS) Survey **.Assessing and Planning Behaviour Support in Schools** (Sugai, [et. al](#))

Purpose of the Survey

The PBIS Survey is used by school staff for initial and annual assessment of effective behaviour support systems in the school. The survey examines the status and need for improvement of four behaviour support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground), (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviours. Each question in the survey relates to one of the four systems.

Survey results are summarized and used for a variety of purposes including: C Annual action planning

- Internal decision making
- Assessment of change over time
- Awareness building of staff
- Team validation

The survey summary is used to develop an action plan for implementing and sustaining effective behavioural support systems throughout the school.

Conducting the PBIS Survey

Who completes the survey?

Initially, the PBIS Survey is completed by the entire staff in a school. In subsequent years and as an on-going assessment and planning tool, the PBIS Survey can be completed in several ways:

- All staff at a staff meeting
- Individuals from a representative group
- Team member-led focus group

When and how often should the survey be completed?

Since survey results are used for decision making and designing an annual action plan for effective behaviour support, most schools complete the survey at the beginning of the school year.

PBIS SURVEY

Name of School _____ Date _____

Person completing the survey: _____

- | | | |
|--|---|---|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Special Educator | <input type="checkbox"/> Parent/Family member |
| <input type="checkbox"/> General Educator | <input type="checkbox"/> Counsellor | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> Educational/Teacher Assistant | <input type="checkbox"/> Community Member | <input type="checkbox"/> Other |

1. Complete the survey independently.
2. Schedule 20–30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.
4. Mark (“✓” or “×”) on the left side of the page for **current status** and the right side of the page for the **priority** level for improvement for each feature in each of the four system areas.
 - a. “What is the current status of this feature (i.e., *in place, partially in place, not in place*)?”
 - b. “What is the priority for improvement for this feature (i.e., *high, medium, low*)?”
5. Return your completed survey to:

_____ by _____

PBIS SURVEY (continued)
SCHOOL-WIDE SYSTEMS

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place		High	Medium	Low
			School-wide is defined as involving all students, all staff, and all settings			
			1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.			
			2. Expected student behaviours are taught directly.			
			3. Expected student behaviours are rewarded regularly.			
			4. Problem behaviours (failure to meet expected student behaviours) are defined clearly.			
			5. Consequences for problem behaviours are defined clearly.			
			6. Distinctions between office versus classroom managed problem behaviours are clear.			
			7. Options exist to allow classroom instruction to continue when problem behaviour occurs.			
			8. Procedures are in place to address emergency/ dangerous situations.			
			9. A team exists for behaviour support planning and problem solving.			
			10. School administrator is an active participant on the behaviour support team.			
			11. Staff receive regular (monthly/quarterly) feedback on behaviour patterns.			
			12. School has formal strategies for informing families about expected student behaviours at school.			
			13. Booster training activities for students are developed, modified, and conducted based on school data.			
			14. School-wide behaviour support team has a budget for (a) teaching students, (b) on-going rewards and (c) annual staff planning.			
			15. All staff involved directly and/or indirectly in school wide interventions.			

PBIS SURVEY NON-CLASSROOM SETTING SYSTEMS

Name of School _____ Date _____

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus)	High	Medium	Low
			1. School-wide expected student behaviours apply to non-classroom settings.			
			2. School-wide expected student behaviours are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, and interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviours in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to and exit from school grounds			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receive regular opportunities for developing and improving active supervision skills.			
			8. Status of student behaviour and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

PBIS SURVEY CLASSROOM SYSTEMS

Name of School _____ Date _____

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Classroom settings are defined as instructional settings in which teachers supervise and teach groups of students.	High	Medium	Low
				1. Expected student behaviour and routines in classrooms are stated positively and defined clearly.		
			2. Problem behaviours are defined clearly.			
			3. Expected student behaviour and routines in classrooms are taught directly.			
			4. Expected student behaviours are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviours receive consistent consequences.			
			6. Procedures for expected behaviours and problem behaviours are consistent with school-wide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs.			
			8. Instruction and curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success.			
			10. Teachers have regular opportunities for access to assistance and recommendations (observations, instruction and coaching).			
			11. Transitions between instruction and non-instructional activities are efficient and orderly.			

PBIS SURVEY INDIVIDUAL STUDENT SYSTEMS

Name of School _____ Date _____

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Individual student systems are defined as specific supports for students who engage in chronic problem behaviours (1% - 7% of enrollment)	High	Medium	Low
			1. Assessments are conducted regularly to identify students with chronic problem behaviours.			
			2. A simple process exists for teachers to request assistance.			
			3. A behaviour support team responds promptly (within 2 working days) to students who present chronic problem behaviours.			
			4. Behaviour support team includes an individual skilled at conducting functional behavioural assessment.			
			5. Local resources are used to conduct functional assessment-based behaviour support planning.			
			6. Significant family and/or community members are involved when appropriate and possible.			
			7. School includes formal opportunities for families to receive training on behavioural support/positive parenting strategies.			
			8. Behaviour is monitored and feedback provided regularly to the behaviour support team and relevant staff.			

**Suggested Reading**

- Preamble, in *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*, 2004.
- Appendix I of this document, Essential Graduation Learnings.

PART 2: BELIEFS ABOUT BEHAVIOUR



Behaviour is a Mode of Communication

We have all heard the terms “verbal” and “non-verbal” communication. Verbal communication is clear — we can hear the message delivered by the words. But it is a common assumption that in any given message, 10 percent of the total message is delivered by the words, 35 percent is conveyed by the tone in which the message is spoken, and 55 percent is contained in the non-verbal behaviours of the speaker (i.e., stance, hand motions, facial expression). Depending on tone, expression and stance, the words “What did you do?” for example, can convey eager curiosity, blame, or exasperation. So there is more to the message than the words.

However, suppose there are no words. Can there still be a message? What message does a smile convey? Now, think of times when we are very angry or frustrated with someone. Do we sit down and discuss our concerns reasonably with that person? In all likelihood, we are more apt to fuss and fume and use approaches like “cold shoulder,” slamming doors, or stomping out of the room to convey our irritation. In other words, we are using our behaviour to convey our anger and frustration because our level of agitation is such that words just will not come or do not seem adequate to express our feelings.

If adults, with their mature language skills, resort to non-verbal communication at times of frustration, we can certainly expect that children, whose language skills are much less developed, will use behaviour to express their needs and frustrations quite readily. In fact, the closer we observe the behaviour of a child, the more we realize that it is not random or spurious, but a well-planned commentary on environmental circumstances that may or may not be pleasant.

Behaviour, then, has a purpose, and conveys a message. Behaviours are learned responses. If they get us what we need, they are repeated.

The challenge for teachers is to realize what the student is communicating with her/his behaviour or what function it is serving. Then the teacher can help the student learn new behaviours or verbal expressions to get their needs met.



Let's Discuss (suggested time — 30 minutes)

Consider the following questions individually, then in pairs, and then with the full group.

- What have you learned?
- How do behaviours develop?
- How have your own behaviours been formed? Think back...
- How easy is it to change your behaviour? Have you ever tried to follow through on your New Year's resolutions? Have you ever started a diet or exercise program or tried to quit biting your nails?

Consider the statement: "Behaviour is a choice."

- Is this true?
- When is it true?
- Think of a time when you behaved inappropriately. Why did you do that? C

What else might influence behaviour?

How do you react to:

- compliments
- rejections
- demands
- pressure
- frustration
- love

What do you believe is the appropriate response to the following inappropriate behaviours?

- an off-colour, sexist or homophobic joke
- interruptions when you are concentrating
- laughing at someone else's misfortune
- bullying or harassment
- cheating
- stealing
- swearing

How does your response fit with your definition of "discipline"?

PART 3: TEACHER WELLNESS AND COLLEGIAL SUPPORT



Any class with a healthy, well-trained, caring, and committed teacher leading it is a very well-resourced class.

Teachers are the heart and soul of the educational system. Teachers teach as much by example as they do by methodology. Their role in delivering curricula, facilitating learning, and more importantly, in guiding developing minds cannot be underestimated.

Teaching is a challenging profession. Teaching is an ever-changing profession, requiring ongoing professional development. Teaching is not a one-way activity. Teaching is about interactions and relationships: relationships with administration, co-workers, students, and parents/guardians.

We hear increasingly about cases of burnout taking its toll on the teaching profession. Some of the reasons cited are the stressors inherent in the job; others are the increasing severity and number of behaviour problems teachers are encountering. Teachers should feel supported and protected in fulfilling the very important roles they have.



Let's Discuss (suggested time — 20 minutes)

- Is an open exchange of ideas and opinions possible in our school?
- Are disagreements among colleagues and differences of opinion respected?
- Is there awareness that building staff morale is important?
- Does our school foster a team approach to decision making?
- How does our school promote teacher wellness?
- How does our school support stress management?
- What's working well to enhance staff morale at our school?
- How could I improve the working conditions in our school?

Stress Management

We hear a lot about stress management and how to do it. Two of the keys to stress management are balance in our lives and a sense of control. Although we may not have the ability to shape people and events in our environment, we do have control over how we treat ourselves. The extent to which we maintain balance in our lives will determine our attitudes and our ability to handle adverse events when they do occur. Consider the basic factors in a balanced life, as represented in this Wellness Wheel.



In a balanced life, each of these factors is attended to on a daily basis. Some of these basic needs are satisfied by our jobs, but not all. We need to ensure that we pay attention to ourselves and our personal relationships as well if we are going to maintain balance.



A happy staff makes for a happy school. William Glasser says, “Happy people evaluate themselves, unhappy people evaluate others.” The reason why evaluating oneself is so important is tied to the question, “Who can you control?” and the answer is, “yourself.”



Activity (suggested time — 15 minutes)

See how well you are doing. Try the following questionnaire. If there are areas you need to improve, take time to work on them. Keep the questionnaire handy. It helps to monitor how well you are maintaining balance if you “check in” on a monthly basis.

Wellness Test

(1) never (2) seldom (3) sometimes (4) usually (5) always

Emotional Wellness

- _____ I am free of, or experience only small amounts of disturbing “negative” emotions like fear, jealousy, and anger.
- _____ I have adequate support for dealing with the problems life throws at me.
- _____ I feel worthy of respect and love.
- _____ I do not compound my problems by ventilating anger or other extremely expressed emotions towards others.

Spiritual Wellness

- _____ Life has enough meaning that I sense a clear purpose for my own life.
- _____ I am fully conscious of my mental, emotional, and behavioural responses to the various forces of life.
- _____ I experience unity with, and therefore compassion for, all other beings in our world, especially people.
- _____ I am a well-integrated, whole person.
- _____ My values are true priorities in my life, as reflected in my actions.

Intellectual Wellness

- _____ I discuss issues with others in a spirit of a win-win situation (i.e. not for winning a debate, but for more understanding).
- _____ I can critically evaluate arguments, thereby avoiding being misled by ill-intended messages.
- _____ I make efforts to educate myself.
- _____ I foster creativity in my personal and professional pursuits.
- _____ I have the ability to write clearly and effectively.

Physical Wellness

- _____ I eat mostly simple, wholesome, natural foods, such as fruits, vegetables, nuts and whole-grain products.
- _____ I sleep seven to eight hours daily, or at least get regular amounts of what I experience as an optimal amount of sleep.
- _____ I engage in regular physical activity where my body is moving fairly constantly for at least twenty minutes at a time.

- _____ I get my physical health examined by a professional at least once a year.
- _____ I effectively manage my experiences of stress.

Occupational Wellness

- _____ I feel that my job is rewarding personally and professionally.
- _____ I can work as a “team member”.
- _____ I can manage job-related stress.
- _____ My job fits well with the rest of my life.
- _____ I am satisfied with my current financial income and/or resources.

Social Wellness

- _____ I am satisfied with the number of personal relationships I have.
- _____ I am satisfied with the quality of my present relationships with others.
- _____ I verbally communicate with others clearly and effectively.
- _____ I value my relations with individuals and affiliations with groups.
- _____ I regard others with as much respect and love as I try to have for myself.

- 141 – plus Excellent, keep it up!
- 101 – 140 Good, keep going.
- 61 – 100 Average; there’s room for improvement. You can do it!
- 40 – 60 Now is a good time to get started making improvements in your lifestyle.

This wellness assessment was adapted from the Living Well Center’s wellness self-test at the State University of New York at Buffalo.

SECTION II
CREATING A POSITIVE SCHOOL CLIMATE

A CULTURE OF COMPETENCE

SECTION II: CREATING A POSITIVE SCHOOL CLIMATE



Whose School Is This, Anyway?

Is it the principal's? Is it the teachers'? Is it the smart kids'? Is it the pushy kids'? Is it the popular kids'?
Is it the native English-speaking kids'?
Is it each kid's equally?
Is it the kids', the principal's, and the teachers' equally?

Who decides what goes on in here?
Who does it go on for?
Does it go on for the kids who go to college?
Does it go on for the kids who go to work?
Does it go on for the kids who have nowhere to go?
Does it go on for all kids equally?
Does it go on for the principal?
Does it go on for the teachers, the kids, and the principal equally?

Who tells whom what to do?
Who makes the rules?
Who are the rules for?
Who must follow the rules?
Who must see that the rules are followed?

Whose school is this, anyway?

— Curwin and Mendler, 1998

Building a safe, respectful, caring, and positive learning environment has to be the foundation of any provincial, district, or school policy. Creating a positive school climate involves developing a school community where all members share a set of essential values, participate in decision making, and support a common purpose or aim. It promotes and celebrates diversity. It encompasses the way things are done and is a reflection of the values, beliefs, and shared understanding of school personnel, students, parents/guardians/guardians, and others involved in the school community. The establishment and maintenance of a positive school environment requires ongoing attention and effort from all in the school community.

A positive school climate exists in a school where there are high expectations, collaboration, mutual trust, caring, and support for all individuals. Having a positive school climate influences

the effectiveness of a school. Students in a school with a positive school climate are more likely to attend regularly, co-operate fully, contribute more frequently, and achieve academically better than students from a school with a less desirable school climate. Effective schools create and maintain peaceful environments that are conducive to learning. Schools need to be inviting to students, teachers, and parents/guardians/guardians. Students need opportunities to enhance self-esteem and develop respect for themselves and others. Teachers need recognition and support for their contributions to the students and the school program; and parents/guardians/guardians need to be welcomed through meaningful involvement as partners in the schooling process.



Let's Discuss (suggested time — 30 minutes)

In small groups, discuss the relevance of the following statements. Record your responses and share them with the large group.

Positive school climates are enhanced when the following exist:

- a healthy, safe, and well-ordered learning environment
- a positive school attitude and high morale
- a clear school mission statement that promotes student achievement
- well-established expectations for success
- clear and effective communications of school expectations
- demonstrated effective instructional leadership
- consistently delivered quality classroom instruction
- teamwork and shared responsibilities
- balanced interaction between students and teachers
- opportunities for community involvement and the inclusion of parents/guardians as partners
- encouragement of risk taking, decision making, and leadership growth
- the acknowledgement of mistakes as part of learning
- clearly communicated expectations and consequences for student behaviour, which are consistently enforced and fairly applied

<<http://www.gov.nl.ca/edu/dept/safesch.htm>>



Activity (suggested time — 20 minutes)

AN ENVIRONMENTAL CHECKLIST

Consideration of the physical environment is essential in establishing a classroom environment that is conducive to learning. Although the list found below pertains to a classroom setting, the principles remain the same when applied to any physical setting. Read the statements and questions below, think about your work setting, and place a check beside things occurring in your classroom. Consideration of these conditions affect the learning environment. Note things that you might want to add or change in your classroom.

- Consider the amount of stimuli in the room. Are there decorations/displays on the wall?...hanging from the ceiling?...on the closets?
- Are the shelves in my room open and cluttered? If they are covered, are they covered by material with a “busy” design or plain material of a soft colour? Do I have a storage area that is removed from the classroom enabling me to remove equipment and reduce stimuli?
- Do my students work in groups? Do the desks face each other? Are there any desks that are by themselves in a protected area of the room?
- Consider the colour of the walls, cupboards, desks, shelves, etc. Is the colour soothing? Are there many colours?
- Do I decorate my bulletin boards with many brightly coloured figures?
- Does my school respect diversity in the display of posters, choice of literature, celebration of cultures, etc.?
- Do I have a seating plan that considers the needs of individual students?
- Where are the major traffic areas in my room? Do I have any students sitting near one of these areas (pencil sharpener, door, bathroom, sink, teacher’s desk, etc.)? Are traffic areas clearly defined?
- Are the areas within the classroom clearly defined?
- Have I created an area that is private, secluded, and free of stimulus where children are free to go to work, think, calm down, etc.?
- What is the noise level in my room? Is there continual background noise? Do I allow quiet talking? Do I play music during the day? What kind of music?
- Are there many interruptions during the school day? Is the intercom used continually throughout the day?
- What kind of lighting is in my room? Do the lights cause a glare? Do they hum? Do they flicker?
- Is there something that causes a disturbing sound in my room, e.g., the heater, pipes, slamming doors.
- Do I use furniture to provide boundaries that delineate work/leisure areas?
- Do I label areas/materials with pictures at the eye level of the students?
- Do I have a daily schedule clearly visible in my room?
- Have I posted our classroom rules? Are they stated positively?
- Do my students have a way to store their belongings neatly and in an organized fashion?

- Do students often have to go from room to room during the day?
- How do students prepare to go to break? How do they return to the classroom after breaks?
- What are the procedures for going to lunch? How do they return to the classroom from the lunch?
- Are materials safe and well maintained in my school?
- Do people continually walk in and out of my room throughout the day?
- Does my school have many assemblies, field trips, and special events that interrupt our daily schedule?
- How many changes do my students experience each day, e.g., moving from class to class, breaks, lunch?
- If time-out is used, is there a supervised, quiet place provided?
- What are the conditions in the lunch room? Are there large numbers of students in the room simultaneously? Is music playing? Does the student have to stand in line for a long time before getting his or her food? Is there a “no talk” rule? Is there a time limit for eating?
- What are the conditions in the hallways? Do the students feel safe?
 - Are the school grounds well supervised? Are some students alone most of the time?
 - Is my classroom near a room that is noisy or chaotic (shop, band, gym, etc.)?
 - Do students have to ride a school bus for a long period of time in order to get to school? Is the bus crowded? Is it noisy? Is discipline maintained effectively during the transport?



Adapted from *Environment Checklist*: Copyright © 1997 by Dr. Susan Doctor.
All rights reserved. Reprinted by permission.

Suggested Reading



- Refer to your provincial/district policies relating to establishing positive school climate.
- Manitoba Education, Training and Youth, 2001. *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour*. Section 3, Positive School Climate.
- “School-wide Approaches: A Positive Supportive Process,” in *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*, 2004.

Website

- International Alliance for Invitational Education,
<<http://www.invitationaleducation.net>>

PART 1: MEETING OUR BASIC NEEDS—THE NEED TO BELONG



There's more to belonging than simply occupying a physical place in a classroom. The need to belong refers to the strong psychological and emotional need we all have to feel important, worthwhile, significant and valued. Satisfying the need to belong is as basic to our psychological well-being as is satisfying the need to breathe to our physical well-being.

— Albert. *Cooperative Discipline* (1996)

In her book, *Cooperative Discipline*, Linda Albert (1996) describes three conditions (the 3 Cs) necessary to fulfill the need to belong: feelings of being *connected*, *capable*, and *contributing* members of your school community. We need to feel like we are an integral part of the group to which we are linked. We need to feel able to do what is expected of us within that group. We need to feel that our contribution to the working of the group is significant and valuable. In a school, these needs apply to the entire school community: administration, teachers, support staff, students, parents/guardians/guardians, and community members.

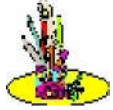
In order to feel connected, there needs to be a clear message that “this is our school”. There is no room for discrimination, segregation, social or academic class restrictions. If “this is our school,” we are invested in ensuring its well-being, growth, and development as a positive place to be.

Feeling capable means that we know and understand the expectations and rules of the school and have the skills we need to succeed in this environment. If we are able to succeed here, then our enthusiasm and motivation will be high, whatever our role at this school.

All of us like to think we can make a difference. If we have a contribution to make to the group that is unique and positive, then our place in the group is important and secure. Each of us has assets; drawing them out and drawing upon them is the role of the group. A successful group draws on the talents of all its members and ensures that everyone has an opportunity and a responsibility to add to the growth and development of the group.

“People will forget what you said ...
People will forget what you did ...
But people will never forget how you made them feel ... “

— Albert (1996)



Carousel Activity (suggested time — 45–60 minutes)

Before beginning the activity, consider the following questions individually:

- Are the 3 Cs recognized as important in our school? How do we make that known?
- Are there other factors that we feel are important to ensure that all members of our school community feel they belong?
- Do all members of our school community understand their rights and responsibilities towards the school and each other?
- Who's school is this? Are we hierarchical or inclusive?

Let's Begin

- Divide into four groups. You will need four flip charts and markers. Flip charts should be labeled “teachers”, “students”, “support staff”, and “parents/guardians”. Each group should spend approximately 2–3 minutes at each flip chart, carousel style, and generate ideas for how the listed group is encouraged to feel *connected*. **Keep in mind the diversity within each group.**
- Repeat the exercise, this time considering how each group is made to feel *capable*.
- Repeat one more time, this time looking at how each group is able to *contribute* to the school environment.

Evaluate how well each group is having their 3 Cs met. Generate ideas about how more opportunities could be introduced for each group. Choose one or two ideas and try to implement them in the next week or so. Discuss your experiences with these ideas at your next staff meeting. Consider what you would like to keep and what you would like to change.

Suggested Reading



- Albert, L. *Cooperative Discipline*, , 1996. Chapters 2, 13, 14, 15.
- See “Classroom Management” in *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*, 2004.

PART 2: SCHOOL-WIDE CODE OF CONDUCT



“School-wide behavioural expectations are defined as those rules about desirable behaviours or actions that facilitate the teaching and learning process and the efficient operation of a school-wide discipline plan.”

— *Project Prepare: Curriculum for Establishing a Proactive School-Wide Discipline Plan*, 1994.

School-wide behavioural expectations are for everyone in the school community. As a community, we have a mission statement which, in broad strokes, describes our vision. This can be a philosophical statement of beliefs and goals. It should be displayed prominently throughout the school.

A code of conduct is the implementation piece of the mission statement. In it, we articulate the behaviours that are consistent with our goals and purposes and that promote the growth and development of all (students, school staff, parents/guardians/guardians). A code of conduct is a set of positive statements that reflects both our goals and how we expect to see them in practice.

A code of conduct should be *usable* by all the members of the school community. For this to be possible, it must be reasonably short, relevant, and easy to remember. As a rule of thumb, an elementary school might have a code of conduct containing three items; middle schools and high schools might extend that number to five items. For example, in an elementary school, the code of conduct might be

- Respect Others
- Respect Property
- Respect Yourself

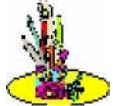
A code of conduct for a middle or high school might look like:

- I Will Respect Myself
- I Will Respect Others
- I Will Respect Personal Property and School Property
- I Will Come to School Prepared to Learn
- I Will Act Responsibly and Accept Consequences for My Actions



Let's Discuss (suggested time — 20 minutes)

- Examine your school's mission statement. Does it reflect your beliefs about your role as an educator in this school? Are there things you would add to it, or remove?
- If you have developed a school code of conduct, compare it to your mission statement. How does the code of conduct operationalize the philosophies and goals contained in your mission statement?



Activity (suggested time — 30–45 minutes)

- Develop (or revisit) your school's code of conduct.
- In small groups (6–8), each person will write 3–5 *observable* problem behaviours that you feel you would need a school rule to address, each on a separate sheet of paper.
- As a group, organize your behaviours under headings: e.g., respect, safety.
- Turn each of your headings into “I will” statements.
- Join with another group (or two, depending on your school size) and consolidate your statements into 3–5 statements. Repeat the process, as necessary until the whole group has a consensus of 3–5 statements.

This is the beginning of a developmental framework of your school's code of conduct. The next steps include consultation with students, parents/guardians/guardians and community members.

Now measure your school code of conduct against the following recommended criteria. How does it compare? Are there changes needed to make it more useable? Do this as a team activity. It is one of the most important steps you will take towards ensuring that effective behavioural supports are in place in your school!

How Do We Measure Up?

Behavioural expectations are rules that provide a focus for consistent and effective communications, in which all community members have clear understandings of what is expected of themselves and others.

Rules on the Code of Conduct

1. Expectations apply to all students and all adults, in all settings.
2. No more than five expectations are specified.
3. All expectations are stated positively.
4. All expectations consist of a few common words.

— Sugai, G. [et. al](#), *Components and Processes of School-wide Discipline* (2001)

Suggested Reading



- *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*, 2004 section on School-Wide Approaches.

PART 3: SHAPING APPROPRIATE BEHAVIOUR BY TEACHING THE CODE OF CONDUCT

Good Behaviour Doesn't Happen Just by Luck

Now that you have developed your school's code of conduct, the next step is to make sure that every student, staff member, and parent/guardian in your school community knows it and can apply it to themselves. After all, "respect others" will mean different things to a kindergarten student and a high school student and will be different, as well, as it is practised in the cafeteria, the classroom, and on the school bus.

The best way to ensure that the code is perfectly clear in everyone's mind is to *teach it!* Underlying this approach to addressing behavioural issues is the belief that every student in the school *is able* to be successful, *if we*, as teachers, give them the tools. "School-wide behavioural expectations are taught in the same manner as academic skills: (a) show/tell/model, (b) guided practice, and (c) monitor and positively reinforce in natural contexts".

— G. Sugai, [et. al](#), *Components and Processes of School-Wide Discipline*, 2001

Dedicating adequate time at the beginning of each school year to review the code with *all* students and staff is an essential investment of time. Explain "what it looks like, sounds like, feels like" in each of the settings that students will inhabit during the year by modelling and practising expected behaviours in those settings. Feedback on successes and corrections of problems will go a long way towards reducing behavioural problems during the school year.



Make no assumptions, and you will get no surprises! Many students arrive at school with inadequate social and problem-solving skills. You can level the playing field for them and give them the same chance of success as the well-prepared students by teaching behavioural expectations.



Research suggests that students create their initial impression of us in the first 180 seconds they are with us! Make them count!



Teaching the code of conduct enables students, staff, parents/guardians/guardians, and the community to feel connected, capable, and able to contribute.



Activity (suggested time — 30 minutes)

In small, grade-level groups, develop a teaching grid similar to the following example for your own school code of conduct to outline expected behaviours for all students and staff in each of the sites listed. Modify the sites listed to coincide with your school.

Settings	Classroom	Lunchroom	Bus	Hallway	School Grounds
Respect others	Do not interrupt			Walk	
Respect Property		Clean up after self			Keep it clean
Respect Yourself			Stay in your seat		

Compare your group's results with the other groups. Do the definitions of expectations change with age and setting?

Now use the grid to develop and work through the behavioural expectations with your class. Once you have developed the expectations as a class group, spend some time modelling, practising, and providing feedback to students so that the rules are clear to all. Revisit and review expectations regularly throughout the year. Model expectations at all times!

You also will want to ensure that parents/guardians/guardians are informed of the code of conduct and behavioural expectations.



Suggested Video

- *Positive Behaviour Support in Schools*, University of Oregon (23 minutes), <http://www.pbis.org/english/Center_Products.htm>. This video provides an overview of the seven steps involved in the school-wide approach to discipline.

PART 4: REINFORCING THE BEHAVIOURS WE WANT TO SEE



“The more we encourage students, the less they choose to misbehave.”

— Albert. *Cooperative Discipline* (1996)

If we want to ensure that a behaviour continues, we need to reinforce it positively! In a school, that means that teachers need to be as attentive to the “good” behaviours as they are to the inappropriate ones. We need to “catch’em being good”, and celebrate the success with them.

Generally speaking, until a behaviour is established as a habit, tangible reinforcers work best to shape the behaviour. For students, this might mean “happy grams”, exchangeable tokens, stickers, stars — whatever it takes to make the recognition of success visible to the student and to the group. Students can monitor their own behavioural success as well, through charting, for example. It is important that an opportunity be set aside to share successes with the teacher and the rest of the class.

Once a behaviour is established, social reinforcers like smiles, nods, and verbal recognition work well to encourage the student to maintain the expected behaviours. Personal pride and satisfaction are intrinsic reinforcers.

There are several ways to disengage a student from potential misbehaviour. If you have established a set of prompts or cues for your students, you may need only to tactfully remind the student to behave appropriately.

If inappropriate behaviour has begun, you will need to use more imaginative techniques, such as *distraction and substitution*. Based on the idea of “competing responses”, these techniques rely on the fact that a student cannot both misbehave and behave at the same time. If, at the outset of a student’s misbehaviour, you are able to distract them by asking a question or a favour, or by substituting a different activity for the one that appears to be problematic, you divert the energy from the misbehaviour towards a more positive outcome. Be sure not to forget to acknowledge the successful shift in behaviour! You have “caught’em being good” — with a little help from you!

While we should expect the best, we need to be prepared for the occasional slip-up. That means that we need to have clear consequences established when misbehaviour occurs. Those consequences need to be logical extensions of the behaviour, so that the “cause/effect” of the behaviour can be quickly learned. The consequences need to be proportional to the misbehaviour. There must be a difference in impact between whispering in an assembly and swearing loudly in the hallway!

All students, parents/guardians/guardians, and teachers must agree on the consequences and all must enforce them equally. Effective consequences should pass the “Four Rs” test; i.e., they should be related (to the “offense”), reasonable, respectful, and reliably enforceable. (*Cooperative Discipline*, 1996). The more consistency there is in applying consequences, the better the likelihood that the behaviour will change for the better.



Let's Discuss (suggested time — 20–30 minutes)

In small groups, discuss the following questions. Record your responses and share with the larger group.

In OUR school

- How do we encourage appropriate behaviour in our students? Have we considered relevant cultural differences?
- What does our range of consequences look like?
- Is the range of consequences consistent across classrooms and throughout the school? C How are students and parents/guardians/guardians made aware of consequences that can be expected for misbehaviour?
- How does our referral system for misbehaviours work?
- What are the “non-negotiables” at our school? Are parents/guardians/guardians and students aware of these behaviours, and of accompanying consequences?
- How do we support parents/guardians/guardians in reinforcing our school’s behaviour policy?
- How do we track our behaviour referrals?
- What classroom management style do we endorse?



Toolkit: Classroom Management Styles

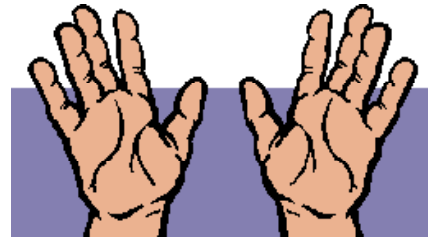


Hands-Clenched

- Limits without freedom
- Power
- Teacher in charge
- No choices
- Commanding and demanding
- Demands obedience
- Little respect for students

TEACHER–Student Climate:
tense and fearful

Result: Defiance and hostility



Hands-Off

- Freedom without limits
- Powerlessness
- No one in charge
- Too many choices
- Wishing and hoping
- Invites irresponsibility
- Little respect for teachers

Teacher–STUDENT Climate:
unstable and chaotic

Result: Confusion and chaos



Hands-Joined

- Freedom within limits
- Influence
- All in charge of own behaviour
- Structured choices
- Inviting and encouraging
- Fosters responsibility
- Mutual respect

TEACHER–STUDENT Climate:
orderly and relaxed

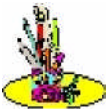
Result: Co-operation and collaboration



Influencing Student Choices Requires

- positive teacher behavioural expectations
- hands -joined style of classroom management
- individualized responses to misbehaviour
- encouragement for all
- clear behavioural standards
- collaborative conflict resolution
- involvement of students in the discipline process
- involvement of parents/guardians as partners

— Albert, L. *Cooperative Discipline* (1996).



Optional Activity

Self-evaluation

- Using the following questions, evaluate your own classroom strategies for teaching and maintaining expected behaviours.
- Now form small groups (2–4) to share your strategies.

Three Questions to Ask Yourself

1. What do I do when kids act up? (Corrective)
2. What can I do so they will not continue to misbehave? (Supportive)
3. How can I encourage the “good kids” to continue to behave appropriately? (Preventative)

— Sugai, G. *Classroom Management and Design* (1999).



Toolkit

Think about the following:

- Do I have clearly defined classroom rules? Have I taught these rules to my students? Has my class practised the rules on a regular basis? Do all students know exactly what is expected of them throughout the day? Do I model the behaviour I expect of my students?
- Have I taught specific behaviour expectations for all the activities students engage in within my classroom?
- Do I re-teach behaviour expectations as necessary throughout the year?
- Have behavioural expectations been communicated to parents/guardians/guardians? C Are classroom rules posted for all to see?
- Do my students know what positive reinforcement they can expect?
- Do I provide consistent acknowledgment and positive reinforcement to students who follow the rules?
- Do I have a clear plan of how I will respond to inappropriate behaviour?
- Do students know ahead of time the consequences they will receive if they choose to misbehave?
- Do I consistently provide consequences when students do not follow the rules? Do they know what will happen the first time they break a rule? The second time? The third time?

If you cannot confidently answer yes to all of these questions, you may want to take a closer look at your overall classroom behaviour management.



Suggested Reading

- “Classroom Management,” in *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*, 2004.

SECTION III
CONTINUUM OF INTERVENTIONS

DATA-BASED DECISION MAKING

SECTION III: CONTINUUM OF INTERVENTIONS



“Building positive cultures of social competence is not the result of inventing new solutions, increasing external controls, or asking teachers to do more. The answer focuses on enabling schools to “work smarter” by the enhancement of their organizational capacity to

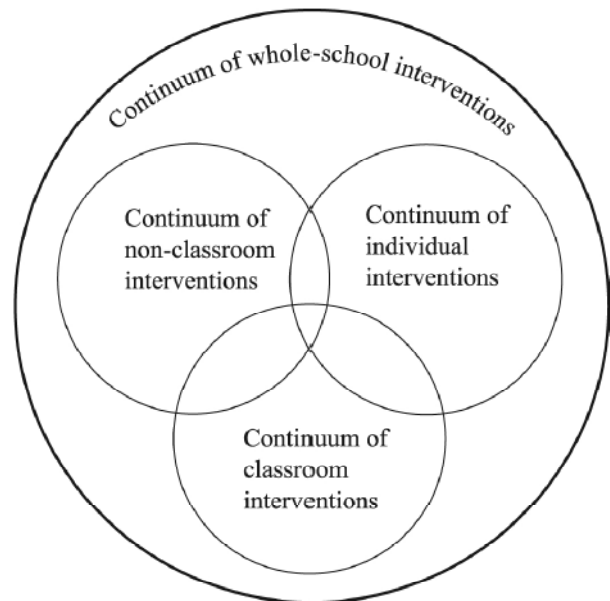
- adopt an agenda of primary prevention
- establish local behavioural competence
- provide a full continuum of behaviour support for all students
- use data to guide decision making and action planning”

— Sugai and Horner, *NASP Communiqué* (2001)

- We are working from the premise that putting positive behaviour supports in place for all students will significantly reduce incidents of problem behaviours while, at the same time, will enhance the safe and caring learning environment in school. We have examined our own attitudes and roles in the school. We have looked at the positive behaviour supports for all students in school.

In this section, we will look at positive behaviour interventions — strategies we use to reduce/eliminate existing behavioural problems in school. We will determine where we need to make specific interventions to improve school climate and behaviour problems through data collection. Schools may find the need to intervene at any or all of the following points:

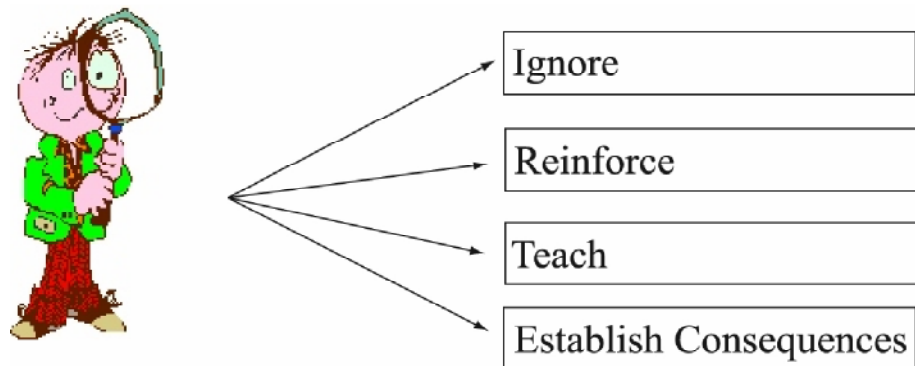
- whole school
- non-classroom
- classroom
- individual



PART 1: HOW BEHAVIOUR IS SHAPED

Understanding the origins of behaviour is not simple. When a child is born, there are already biophysical, psychological, and environmental factors at play that will determine temperament, arousal level, cognitive functioning, and general health. These factors increase as the child grows and develops behaviour patterns that serve to meet her/his needs. To tease out a single factor that “causes” a certain behaviour is impossible. The whole ecology of the child needs to be considered, as well as how long the behaviour has been useful to her/him. The longer the behaviour has worked for the child, the more ingrained it is, and the longer it will take to undo it.

Let’s look at the basics of how we can shape behavioural responses.



In response to behaviour, we can *ignore* it; we can use *reinforcement*; we can *teach* more acceptable behaviour; and/or we can establish consequences. Let’s look at the effectiveness of each of these options.

If we *ignore* a behaviour, we give no message as to whether it was an acceptable behaviour or whether we found it inappropriate. Giving no message is not an effective way to teach. Often, the student thinks you may not have heard **or** seen her/him, so the behaviour escalates. (There are times when you need to “pick your battles” and ignore minor behaviours while you focus on only the target behaviours. In these cases, diversion or substitution works well.) Be careful not to ignore appropriate behaviour, however. If a student gets no recognition for positive actions, she/he may get discouraged and seek attention in other, more noticeable (and unacceptable) ways!

If we want to shape, curb, or maintain a behaviour, *positive reinforcement* is the best option. Positive reinforcement teaches students they are able to have their needs met through appropriate behaviour and encourages students to continue such behaviour. It helps teach appropriate behaviour and helps establish positive relationships with students. Positive reinforcers include such things as encouragement, statements of appreciation, positive notes and phone calls home, special privileges, awards, and rewards. The more consistently you use positive reinforcement, the better your students will feel about you and themselves, and the better you will feel about yourself and your students.

If it is evident that the student does not know how to get what she/he wants in an appropriate way, we can take that opportunity to acknowledge the need and suggest a more effective way to get what she/he wants. By teaching substitute behaviours, we have given the student new skills to get what she/he needs in a way that we find acceptable.

The use of consequences provides students with cause-and-effect experiences that help students take responsibility for their actions and choices. Consequences generally fall under three categories. Instructional consequences are intended to teach. They help the student know how to behave better tomorrow. Compensatory consequences focus on how to make up for the harm the behaviour has caused, so the student will experience sincere regret and not repeat the behaviour. Punitive consequences deliver a very mixed message to a student. Punishment has no link to logical consequences for the given behaviour, and it teaches mistrust. *Punishment does not work!* Research tells us that punishment only serves to stop the behaviour for a short time, but because no teaching of alternatives was given, the behaviour will reappear.

Zero Tolerance practices are examples of punitive approaches to discipline in schools. There are some behaviours that are never tolerated in schools (e.g., possession of weapons or drugs). However, not all unacceptable behaviours must be treated in the same way (e.g., removal from school). Zero tolerance practices too often punish without thought and remove the offending student without finding real solutions to the behaviour. (Curwin and Mendler, 1997) In schools, our aim is to teach. Looking for opportunities to teach acceptable behaviour within the school system is the preferred approach to misbehaviour. The long-term impact of zero tolerance practices has been shown to disenfranchise students (violate the 3 Cs, p. 33) and remove them from the place where we can help them learn better ways to behave.

— Skiba (2000)



“Punishment-based discipline does not improve school safety, learning, or behaviour.”

— *NASP Communiqué* (June 2002)



Let's Discuss (suggested time — 30 minutes)

In small groups, discuss the following questions. Record your responses and share them with the larger group.

- What is our school's philosophy about behaviour management? Are similar beliefs about behaviour shared by all teachers and staff?
- What do you, as a teacher, manage and what needs to be managed outside your classroom? Are approaches to office referrals consistent among our staff?
- How have you communicated your school's beliefs and approach to behaviour management to parents/guardians/guardians and community?

“To DISCIPLINE” means “to TEACH”!

Discipline—the steps or actions teachers, administrators, parents/guardians, and students follow to enhance student academic and social behaviour success.

— G. Sugai. *Classroom Management and Design* (1999)



When we discipline, we

- show the student what they’ve done wrong
- give them responsibility for their actions
- give them options for solving the problem
- leave their dignity intact

— B. Coloroso. *Kids Are Worth It* (1992)

**References**

- See “Behaviour Management/Intervention Strategies”, in *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*, 2004.

PART 2: THE BEHAVIOUR TRACKING FORM— A TOOL FOR DATA COLLECTION



Although data-driven decision making takes time, it is an essential process to ensure that behavioural issues are addressed in an appropriate manner. If we put interventions in place, data is required to ensure that the interventions are effective.

We have a sense that less-supervised areas like school grounds or hallways are more likely areas for inappropriate behaviours than are well-supervised areas like classrooms or lunchrooms. Drivers tell us that school bus behaviour is their most significant concern. We need to know the real extent of these behaviours in our school before we address them.

The Behaviour Tracking Form is intended to be a simple, objective tool to enable schools to readily detect their own behavioural issues by

- creating baseline data on behavioural incidents — how many?
- localizing “hot spots” of inappropriate problems — where?
- isolating the most problematic times during the school day — when?
- identifying the nature of the most prevalent inappropriate behaviours — what?
- highlighting the most used consequences — how do you determine which of them to use?
- tracking the behaviour of individual students, who may have a pattern of disruptions throughout the school day — who?
- identifying the most frequent victims of unacceptable behaviour — who?

The Behaviour Tracking Form is based on the functional behaviour assessment (FBA) model using the ABCs of behaviour (antecedents, behaviour, consequences) and provides the collateral information needed to make decisions about where to make corrections. It provides not only the baseline data needed for a school to examine its needs, but also, if kept regularly by teachers in a school, provides information about the effectiveness of interventions being used.



Activity (suggested time — 1 week)

As a staff

- Review the Behaviour Tracking Form on the following page and ensure that all the categories are appropriate for your school.
- Define each of the terms so that there is a common understanding of the terms used.
- Modify the form to meet your school's needs.
- Use the tracking form for a week to record any misbehaviour that you would normally record in your classroom or report to the office. It does not have to replace the usual reporting format, but should be done in addition to it. (It takes about one minute to complete.)
- Compile your school's data at the end of a week.
- Evaluate the data to determine what it tells you about the who, what, when, where, why, and how you handle the behaviour problems in your school.
- Determine where you need to intervene.

If you do intervene, continue to use the Behaviour Tracking Form to measure your success.

BEHAVIOUR TRACKING FORM

DATE _____ NAME OF STUDENT _____

HOMEROOM TEACHER _____

REFERRING STAFF _____

ADMINISTRATOR _____ TIME OF INCIDENT _____

LOCATION:

- | | | |
|---|---|--|
| <input type="checkbox"/> Assembly
<input type="checkbox"/> Bus
<input type="checkbox"/> Bus Loading Zone
<input type="checkbox"/> Cafeteria
<input type="checkbox"/> Classroom
<input type="checkbox"/> Co-Extra Curricular Trip | <input type="checkbox"/> Extra Curricular
<input type="checkbox"/> Gym
<input type="checkbox"/> Hallway
<input type="checkbox"/> Library
<input type="checkbox"/> Lab | <input type="checkbox"/> Off-site
<input type="checkbox"/> Parking Lot
<input type="checkbox"/> School Grounds
<input type="checkbox"/> Washroom
<input type="checkbox"/> Other: _____ |
|---|---|--|

PROBLEM BEHAVIOURS:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Attendance
<input type="checkbox"/> Absenteeism
<input type="checkbox"/> Skip class/truancy
<input type="checkbox"/> Skipped Detention
<input type="checkbox"/> Skipped Alt. Site
<input type="checkbox"/> Tardy
<input type="checkbox"/> Arson/Combustibles
<input type="checkbox"/> Bomb Threat
<input checked="" type="checkbox"/> Bullying
<input type="checkbox"/> Discrimination
<input type="checkbox"/> Harassment (Personal, Sexual)
<input type="checkbox"/> Hate Propaganda
<input type="checkbox"/> Intimidation
<input type="checkbox"/> Name Calling
<input type="checkbox"/> Assault
<input type="checkbox"/> Taunting
<input type="checkbox"/> Verbal Threat – student
<input type="checkbox"/> Cheating/Plagiarism
<input type="checkbox"/> Disorderly conduct | <input type="checkbox"/> Disrespect
<input type="checkbox"/> Dress Code Violation
<input type="checkbox"/> Drug/Alcohol Policy
<input type="checkbox"/> Fighting
<input type="checkbox"/> Forgery
<input type="checkbox"/> Inappropriate language
<input type="checkbox"/> Inappropriate sexual act
<input type="checkbox"/> Lying
<input type="checkbox"/> Malicious accusations
<input type="checkbox"/> Misuse of computers/equipment
<input checked="" type="checkbox"/> Non-compliance
<input type="checkbox"/> Argumentative
<input type="checkbox"/> Failure to do class work
<input type="checkbox"/> Failure to report
<input type="checkbox"/> Homework incomplete
<input type="checkbox"/> School Rules/Policies
<input type="checkbox"/> Unprepared for class
<input type="checkbox"/> Walked out | <input type="checkbox"/> Misuse of computers and/or equipment
<input type="checkbox"/> Property damage
<input type="checkbox"/> Theft
<input type="checkbox"/> Throwing (rocks, snow, etc.)
<input type="checkbox"/> Tobacco
<input type="checkbox"/> Vandalism
<input type="checkbox"/> Verbal Abuse – Staff/Adult
<input type="checkbox"/> Verbal Threat – Staff/Adult
<input type="checkbox"/> Weapons
<input type="checkbox"/> Other _____ |
|---|--|---|

INCIDENT ACTIONS:

- | | | |
|---|---|---|
| <input type="checkbox"/> Alternative Educational Setting
<input type="checkbox"/> Assigned to Home
<input type="checkbox"/> Behaviour contract
<input checked="" type="checkbox"/> Bus Suspension
<input type="checkbox"/> 1-5 day(s)
<input type="checkbox"/> 6-10 days
<input type="checkbox"/> 10+ days
<input checked="" type="checkbox"/> Detention
<input type="checkbox"/> Recess
<input type="checkbox"/> Lunch
<input type="checkbox"/> After School | <input type="checkbox"/> Loss of privilege - ?
<input type="checkbox"/> Police referral
<input type="checkbox"/> Part time schedule - ?
<input type="checkbox"/> Restitution - ?
<input type="checkbox"/> Alternate Placement
<input type="checkbox"/> Suspension ?

Start Date: _____
End Date: _____
<input type="checkbox"/> Other: _____ | <input checked="" type="checkbox"/> Student met with
<input type="checkbox"/> Principal
<input type="checkbox"/> Vice-principal
<input type="checkbox"/> Teacher(s)
<input type="checkbox"/> Guidance, Psychologist
<input type="checkbox"/> Mentor, SIW, SW
<input checked="" type="checkbox"/> Parent contact
<input type="checkbox"/> by phone
<input type="checkbox"/> by letter
<input type="checkbox"/> by meeting |
|---|---|---|

Comments: Please use reverse side. ? = describe on reverse side

Signature of Educator: _____ Signature of Parent/Guardian: _____



Toolkit

The following guidelines for data-based decision making (Sugai, Lewis-Palmer, and Hagan-Burke, 2000) can help schools derive the most information from their Behaviour Tracking Form data.

Data-based Action Planning Process

1. Use a team approach
2. Identify your school's data sources, e.g.,
 - office discipline referrals
 - attendance
 - suspensions, detentions, expulsions
 - academic performance
3. Summarize your data
4. Analyse your data
5. Build an action plan based on your data

Other Guidelines

1. Consider the impact of individual student behavioural incidents (repeat rule violations) on school-wide behaviour incidents when deciding where to focus action planning (i.e., school-wide, non-classroom, classroom, targeted group, targeted individual).
2. Consider the location, type, time of day, etc., of behaviour incidents to increase the relevance, effectiveness, and efficiency of your action planning process.
3. If adequate progress and/or goals are achieved, consider modifications that would
 - improve effectiveness and efficiency
 - remove intervention elements that are ineffective and/or inefficient
 - decrease the amount of effort and/or resources

General Data Decision Rules

Careful consideration of the data will tell you where your interventions need to be directed. For example, on a monthly basis focus on:

1. **School-wide systems if**
 - more than 40 percent of students received 1+ *office referrals* (ORs)
 - on average, there were more than 2.5 ORs per student
2. **Classroom system if**
 - more than 60 percent of referrals come from classroom
 - more than 50 percent of ORs come from fewer than 10 percent of classrooms

3. **Non-classroom** systems if
 - more than 35 percent of referrals come from non-classroom settings
 - more than 15 percent of students referred from non-classroom settings
4. **Targeted group** interventions if
 - more than 10–15 students receive more than 5 ORs
5. **Individualized** action team system if
 - fewer than 10 students receive 10 or more ORs
 - fewer than 10 students continue rate of referrals after receiving targeted group support

Big Ideas

- Data can provide information for initial and ongoing decisions.
- Data should be collected to answer specific questions.
- Data collection procedures must be efficient and effective.

General Approach

1. How are we doing to date? Look at
 - (a) the number of referrals per day per month
 - i) What patterns are apparent across months?
 - (b) the number of referrals by student
 - i) Are concerns individual or school-wide?
 - (c) the number of referrals by location
 - i) Where are referrals coming from?
 - (d) the number of various kinds of problem behaviours
 - i) What problems are of most concern?
2. What should we do next if we decide ... ?
 - (a) All's well
 - i) What can we eliminate?
 - ii) How can we make current activities more efficient?
 - iii) What needs to be addressed next?
 - (b) Things are so-so
 - i) What is and is not working?
 - ii) What can we do to increase the efficiency, effectiveness, or relevance of what we are doing?
 - (c) Things are not well.
 - i) What is and is not working?
 - ii) What can we do to improve what we are currently doing?
 - iii) Do we need to look at other information to understand what to do next?
3. What other strategies do we need to look at?



Preface to Next Sections

Depending on the results of your data collection and the priorities you have identified, you may wish to cover the following sections in the order of your issues. Refer to general decision guidelines outlined above.

* Remember: A *continuum* extends from least intrusive to most intrusive*

PART 3: THE CONTINUUM OF WHOLE SCHOOL INTERVENTIONS

Pulling it All Together!



You have looked at your school from every angle and have collected data along the way. You now are ready to take the next step and make some changes. Be sure to remember to celebrate your successes while you remediate the problems.



Let's Discuss (suggested time — 30 minutes)

- Review the district's/board's policies that deal with behaviour. How are they directing our policies at school?
- What do we, as a school, have in place that is working well for us?
- How well does our school code of conduct reflect our goals and objectives as a school, and how familiar are students, staff, parents/guardians/guardians, and community members with our code?
- How do we honour the 3 Cs (connected, capable, and contributing) for all the members of our school community?
- How widely are the messages of our programs that deal with bullying/harassment prevention, diversity, and social skills known and practised at school? (**See the Toolbox below.**)
- How have we communicated our behavioural expectations and identified consequences for “non-negotiables”?
- How well is our collaborative consultation process working for teachers?
- How strong are our parent/guardian and community linkages? How do we use parent/guardian and community resources to enhance our school environment?
- Do we have a school crisis response plan for emergencies? Are all teachers, students, staff, and parents/guardians/guardians aware of the plan and do they know how to activate it? Is the plan practised? Is there a team in place for implementation and to take responsibility for regular review of the plan to ensure it remains current and relevant? Review “School-Wide Approaches, A Positive Process” and “Classroom Management”, in *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments — A Teacher Resource, 2004*. Review your own district/provincial crisis response policies, as well.

Note: A sample crisis plan can be found in Appendix II of this document.



Activity (suggested time — 45 minutes)

In small groups, consider the following sample behaviours. Rate them according to the degree of severity that would be assigned to each at your school; e.g., “minor infraction,” “moderate to serious,” “severe.” You may want to add some other behaviours that you deal with frequently in your school that you identified when you developed your code of conduct. Once you have your list, divided by severity, formulate **several** appropriate consequences for or responses to each of the behaviours. Share your results with the large group. Your school now has a full menu of appropriate consequences for frequently encountered behaviours! **The goal is always to teach and reinforce appropriate behaviours!**

- running in building/walkways
- disruptive transitions
- unsafe/rough play
- play fighting
- littering
- spitting
- out of assigned area
- misuse of electronic equipment at school
- chewing gum
- unexcused lateness C put-downs
- failure to follow classroom/playground rules
- inappropriate displays of affection
- classroom disruption C cheating
- inappropriate touching
- bullying
- unco-operative behaviours
- failure to do assignments
- chronic disrespectful behaviour
- unexcused absence
- chronic noncompliant behaviour
- intimidation/verbal threats
- stealing
- harassment
- fighting
- assault
- physical aggression
- verbal abuse
- inappropriate dress
- profanity/vulgarisms
- possession of a weapon on school grounds
- disrespect toward adults possession/under influence of illegal substance



Toolkit

One of the most frequently heard concerns in schools today is how to address the problem of bullying. The following suggestions may be useful to school staff in planning bullying prevention programs.

Bullying Prevention/Intervention: Things We Can Do!

- Create positive environments where everyone feels safe, accepted, and valued.
- Develop a team approach to stopping bullying, which involves students, parents/guardians, teachers, administrators, and the community.
- Share information about bullying to increase awareness, knowledge, and involvement of all stakeholders. Improve communication among all individuals.
- Reward positive behaviour. Acknowledge students who settle an argument without violence, help others, or apologize for bumping into someone.
- Be positive role models. Treat each other and students the way we want to be treated. Be respectful, courteous, and thoughtful.
- Have a plan that includes a school-wide bullying prevention program to raise awareness, use common language around bullying issues, and implement consistent practices for addressing bullying concerns.
- Know how to connect with needed/available resources for victims and bullies.
- Provide training in anger management, stress relief, conflict mediation, and other related violence prevention skills
- Promote structure and provide adequate supervision.
- Look for possible warning signs of bullying behaviour, such as social withdrawal, low school interest and/or a sudden drop in school grades, loss of appetite, hesitance about attending school, unexplained torn clothes or bruises, alcohol or drug use, and/or affiliation with gangs.
- Be suspicious if students often need extra school supplies or don't have any lunch money. Watch for signs of distress.
- Encourage students to tell if they are being bullied. Differentiate between "tattling" and "telling".
- Keep a written record of the times, dates, names and circumstances of repeated bullying incidents. This may enable you to identify a pattern that may be developing.
- Listen respectfully to bullying concerns. Support the person who is being bullied. Don't be dismissive. Sympathize but do not overreact.
- Ask the victim if she/he can think of any way to alter the situation. Help her/him develop a list of strategies to deal with bullying.

- Build your students' confidence. Praise any efforts they make to cope with a bullying situation.
- Teach students to be assertive, but not aggressive. Do not tell students to “fight back” or to “ignore it”. Teach students to stand up for themselves verbally. Teach students to use “I messages” and positive self talk. Encourage students to make friends and communicate openly with others.
- Encourage students to keep a sense of humour, to be able to laugh at themselves and to shrug off casual taunts.
- Reassure victims/bullies that all possible steps will be taken to prevent a recurrence.
- Some things to tell students:
 - Tell an adult. Remember that parents/guardians and teachers can help. – No one deserves to be bullied
 - Walk and report. Try to ignore the bullying, and do not show that you are upset, which is difficult.
 - Try not to be alone in places where bullying happens.
 - Value our differences. Everyone is unique.

— Beane (1999); Nesbit (1999)

Suggestions for Intervening in Bullying Situations

- Intervene immediately. Stop the bullying behaviour as soon as you see it or become aware of it.
- Talk to the bully, and talk to the victim, separately. If more than one student is involved in perpetrating the bullying, talk to each of the perpetrators separately, in quick succession.
- If a peer mediation program is in place, be very careful in referring cases where there is serious, long-standing bullying, as the power imbalance will likely make this a very intimidating situation for the victim. The victim's communication and assertiveness skills may be low and will be further eroded by the fear resulting from past intimidation and fear of future retaliation. You may wish to exclude such cases from peer mediation.
- Consult with your administration and other teachers and staff to get a wider reading of the problem and to alert them to the problem. Get advice as to how this situation fits with school and district policies, and/or refer to written guideline.
- Expect that the perpetrator will minimize and deny his/her actions and responsibility. Refer to school and class codes of conduct in telling the bully why the behaviour is unacceptable. Tell them what behaviour you do expect of them. Inform the bully of the sanctions that will be imposed and that parents/guardians/guardians will be involved.
- Reassure the victim and the bully that all possible steps will be taken to prevent a recurrence.
- Inform the parents/guardians/guardians of the bully and of the victim as soon as possible. A quick call to home the same day is preferable, followed by an appointment at school for the parents/guardians/guardians, if it is deemed necessary. Better results are obtained when parents/guardians/guardians are involved early in a bullying situation, before behaviour patterns are entrenched and extremely serious.
- Involve parents/guardians/guardians in designing a creative plan of action, whenever possible.
- It is important to involve victims in groups and situations where they can make appropriate friends and develop their social skills and confidence. Examples of this are peer support groups, new student orientation groups, cooperative learning groups in class, or special activity groups or clubs. Parents/guardians/guardians can also arrange for these kinds of opportunities outside of school. The goals should be to develop the child's peer support network, social and other skills, and confidence. Specific instruction in assertiveness skills may also be helpful.
- For bullies, it is important to focus on specific re-education as to their behaviour, in addition to sanctions such as removal of privileges, detention, etc. Some schools have had good success with in-school detention situations where aggressive students must complete social skills modules designed to reduce aggressive behaviour and develop empathy for others.

- Follow up in communicating with parents/guardians/guardians and with other teachers and administrators about the situation until it is clearly resolved.
- Monitor the behaviour of the bully and the safety of the victim on a school-wide basis.
- If the bullies do not change their behaviour despite concerted efforts by school personnel, they, not the victim, should be the ones who are removed from the class or school, or transferred to another program. Consequences for the perpetrators will be of considerable interest to all students and will set the tone for future situations.

— M. Sudermann, *Teacher Resource Section on Bullying*, 1996, pp.16–18



Suggested Reading

- British Columbia. Ministry of Education. *Focus on Bullying: A Prevention Program for Elementary School Communities*, 1999.
- British Columbia. Ministry of Education. *Focus on Harassment and Intimidation: Responding to Bullying in Secondary School Communities*, 2002.
- Alberta. Alberta Learning. *Safe and Caring Schools*, 1998.
- “School-Wide Approaches” and “School Policies,” in *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*. 2004.
- Robinson, G. and B. Maines. *Crying for Help: The No-Blame Approach to Bullying*. Lucky Duck Publishing Company. 1991.



Suggested Websites

- The Workplace Bullying and Trauma Institute, <www.bullybusters.org>
- Anti-bullying Network, <www.antibullying.net>
- Bullying.org <<http://bullying.org>>

PART 4: CONTINUUM OF NON-CLASSROOM INTERVENTIONS

Pulling it All Together!



Non-classroom settings are places where supervision must be emphasized. Examples of non-classroom settings include:

- cafeteria
- hallways/lockers
- school grounds
- buses and bus loading zones
- washrooms
- parking lots

Non-classroom settings typically are not the responsibility of any one teacher, and therein can lie the problem. Since no one in particular “owns” the area, it is possible that no one will feel responsible for noticing and reporting behavioural infractions that occur in non-classroom settings. Yet non-classroom settings are still part of the school environment and, because they tend to involve large groups of students in unstructured situations, they can be the most problematic settings for student behaviour problems.

Consider the differences. Classroom settings are teacher directed and focussed on instruction for a fixed number of students — the same students each day. Non-classroom settings, in contrast, are student directed and socially focussed and oftentimes include large groups of students who are not necessarily together for the majority of the school day. Clearly, teachers require additional skills to maintain the level of supervision needed to ensure that safety prevails in non-classroom settings.

So how can we ensure that non-classroom settings are treated with the same level of seriousness as the classroom? What responsibility does the staff have? To be successful at prevention of behaviour problems in non-classroom areas, three basic things must happen:

1. Supervision must be active:
 - A. Teachers move around the area frequently and thoroughly
 - B. Teachers look around and scan the area for potential problems
 - C. Teachers interact with the students and make eye contact often
2. Teachers look for opportunities to prevent any possible problem behaviours before they develop.
3. Teachers positively reinforce appropriate behaviour whenever they see it!



We are “school teachers”, not “classroom teachers”.



Be physically present - be visible.



Change is a process, not an event.

(Celebrate the change you do see, and don't give up trying!) **Do**



not expect generalization - teach it.

(Transference of behaviour from one setting to another is not necessarily automatic - to be effective, teach behavioural expectations at each grade level and in each location in your school!)

— Sugai. *Classroom Management and Design* (1999)

**Let's Discuss** (suggested time — 30 minutes)

Assume that the school self-evaluation (behaviour tracking form results) has suggested that there are problems in non-classroom areas, such as the school bus, cafeteria, hallways, lockers, school grounds. In deciding next steps, remember to celebrate the positives that are in place first.

In small groups, discuss the following. Record your responses and share them with the larger group.

- What do we have in place that is working well?
- How do we honour the 3 Cs (p. 33) for all present in these non-classroom environments?
- How is our code of conduct taught and practised in all our non-classroom environments?
- What adjustments do we need to make to our current plans to address non-classroom behaviour problems that we have identified through our data collection?
- How will we monitor any changes we make to determine if they are helpful?
- How do our whole-school programs generalize to the non-classroom areas of our school?

PART 5: CONTINUUM OF CLASSROOM INTERVENTIONS

Pulling it All Together!



Individual classrooms may experience different behavioural challenges. These could be due to student factors, teacher factors, or a mismatch between the two. Careful evaluation of the classroom dynamics will help determine the best places to make any needed changes. Remember to celebrate your successes first!



Let's Discuss (suggested time — 15 minutes)

Individually, reflect on the following questions and then share your thoughts with a partner.

- What works really well in this classroom?
- How do I demonstrate the 3 Cs for everyone in my class?
- How have I operationalized the code of conduct for this class, and how have we practised it?
- Do I continue to ensure that all students are vigilant in using the code?
- How do I encourage and reward successes?
- When do I access and use the collaborative consultation process?
- How do I handle the need for correction?
- Is my class aware of our emergency plan and prepared to handle emergency situations that may arise?
- How are parents/guardians/guardians included in the successful functioning of this class?



Optional Activity (suggested time —30 minutes)

The Toolkits that follow contain checklists that may be useful to individual teachers who want to assess their classroom management techniques. You will notice that they assess the same areas of practice, but do so in two very different formats. **Choose the one that appeals to your preferred learning style and complete it.**

In small groups, share your reactions to the questionnaires and identify areas of strength as well as areas you may wish to improve. By knowing the skills of your co-workers, you can draw on the strength of the group to initiate the changes you want to see.



Toolkit: Classroom Management Checklist A

In the past, discipline was sometimes viewed as being an iron-handed approach in which teachers controlled and coerced students into compliance. However, research shows that while a punitive, coercive approach toward behaviour management may gain superficial compliance, students feel alienated from those teachers, and school in general, lose motivation to achieve, and resist changing the undesirable behaviour.

Skilled behaviour managers have learned to entice rather than coerce their students into behaving appropriately. Research indicates that behaviour is more likely to change for the better when students are guided and directed to show an appropriate behaviour and then positively recognized (e.g., praise, thanks, rewards) for having done so. This approach also promotes a more cooperative and productive atmosphere in the classroom and builds a positive emotional bond between teachers and students.

Directions

Consider each of the recommendations below and rate yourself as being “S” (skilled in that area) or “N” (needing improvement). Use those items with an “N” rating to set goals for professional growth.

The Plan

I have a comprehensive classroom management plan which includes

- positively stated rules that tell students what they ought to be doing.
- rules which support the school’s Code of Conduct
- ways to recognize and thank students for having displayed appropriate behaviour
- the intensity of my consequences matches the intensity of the misconduct

Goals for Growth: _____

Implementing the Plan

- I am fair and consistent in my expectations of all students.
- I see the humour in situations and chuckle at some of the things my students do.
- I use humour or distraction to redirect mild misbehaviour.
- I avoid “empty comments” (e.g., “Your book bag is in the aisle.” “You’re talking.”) unless I am purposefully trying to give hints to change behaviour
- When students are misbehaving, I give them clear, firm directions to do something (e.g., “Open your book to page 67.”, “Please go to your seat now.”) or I ask, “What should you be doing right now?” (If they don’t know, I give hints or politely tell them.)
- If my direction is not followed, I restate my expectation and move away. I encourage compliance rather than using consequences to threaten students.
- I am in control of my emotions when dealing with challenging behaviour.
- I NEVER (ever) yell at students (except in situations in which someone is in danger).
- I use respectful terminology at all times.
- I use a calm, firm, respectful tone of voice when administering consequences.
- I NEVER nag or lecture students who have misbehaved (because they stop listening after the fourth word).
- I NEVER plead with students to behave. I understand that I can only encourage compliance. Compliance to my direction is met by a polite “Thank you”.
- If I decide that it is best to purposefully ignore a student’s behaviour, I acknowledge other students for showing appropriate behaviour.
- I constantly watch for opportunities to positively react to students who are behaving appropriately.
- I am a good role model for the courteous and respectful behaviour I desire from my students.

Goals for Growth: _____

Prevention Instead of Reaction

- I pleasantly greet my students at the classroom door. To keep rowdy behaviour from my room, students must first calm themselves before entering.
- A planned routine is in place for students as they enter the room. They know that they are to begin that short, simple assignment immediately (before the bell sounds). This activity focusses students and prepares them for the upcoming lesson.
- Although I am flexible in my approach to students, my classroom is a structured place.
- I have standardized routines for dismissal, assignment submission, pencil sharpening, bathroom use, asking questions, lining up, etc.
- I maintain a warm, helpful, and positive learning environment.

Goals for Growth: _____

Managing Behaviour by the Way I Teach

- I am organized and prepared for each lesson.
- My lessons are well paced. I start **promptly**, keep things moving, and allow a few minutes before the bell for a quick review and/or clean up.
- I use a variety of teaching strategies to address diverse learning styles.
- I make my lessons interesting in order to motivate the students (e.g., multimedia use, hands-on activities, humour, movement, relating material to student interests, etc.) to address multiple intelligences/differentiated learning styles
- I relate the lesson material to the students' lives so that they see the relevance of learning it.

Goals for Growth: _____

Outside of the Classroom

- Knowing that students behave better for teachers they like, I get to know my pupils on a somewhat personal basis and speak with them outside of class. I realize that students do not listen to the message unless they like the messenger.
- I seek new teaching ideas and positive ways to manage behaviour. I do not go to the teacher's lounge to complain. I brainstorm with colleagues on better ways to handle concerns.
- I have set goals for myself in the area of respectful and effective classroom management. I will learn and use more positive ways to promote appropriate student behaviour.

Goals for Growth: _____

If you find a particular behaviour challenging, seek collegial support or the assistance of administration and your student services team. Remember, addressing student behaviour is a whole school responsibility.

Remember —Catch 'Em Being Good! !

— Adapted from:
Dr. Mac's Amazing Behavior Management Advice Site
www.BehaviorAdvisor.com



Toolkit: A Teacher's Behaviour Checklist B

A Teacher's Behaviour Checklist				
Place a ✓ in one column for each statement				
Body Language	Never	Infrequently	Often	Very Often
1. Do I remember to smile at my students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do I use voice animation when addressing the class or a particular child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do I use eye contact when conversing with students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do I avoid using negative facial expressions, sighs, and eye-rolling in response to students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discrimination	Never	Infrequently	Often	Very Often
5. Do I include the projects and assignments of all students in classroom displays and oral presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do I ensure that all students have a turn in helping with various classroom tasks (e.g., pass out books, collect book orders, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do I give all students the opportunity to express their view and do I refrain from asking particular students only factual questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do I call on all students to answer questions and voice opinions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do I try to establish a relationship with all students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do I acknowledge students outside the classroom setting (e.g., in the corridors, cafeteria)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grading Practices	Never	Infrequently	Often	Very Often
11. When evaluating a student's written assignment, do I take time to write comments, especially when the child has invested much time and effort?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Given the subjectivity involved in creative writing, do I foster students self-confidence by assigning a letter grade rather than a numerical mark?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A Teacher's Behaviour Checklist (continued)				
13. Do I mark assignments on quality rather than expectation based on a student's previous work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Do I avoid asking students if they have shown their parents/guardians poor test or assignment results?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time Utilization	Never	Infrequently	Often	Very Often
15. Do I balance negative input with positive aspects when providing feedback on students' assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Do I refrain from using responses such as "you didn't listen" when a student requests help?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Do I provide enough time for <i>all</i> students to take notes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Do I avoid detaining the entire class when one student has misbehaved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treatment of Exceptional Children	Never	Infrequently	Often	Very Often
19. Do I look for strengths in learning despite a student's impairment in one or more areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Do I avoid using tangible rewards such as stars and stickers in situations where some students will never earn one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Do I allow a child the right to attempt tasks that reasonably challenge his/her range of abilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Do I communicate positive expectations for each student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Do I ask all students higher-level questions to help develop critical thinking skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal Interaction/Questioning Technique	Never	Infrequently	Often	Very Often
24. Do I avoid demonstrating a defensive attitude toward students who genuinely wish to contribute their own (perhaps opposing) thoughts and feelings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Do I avoid using appropriate language (e.g., words that students are incapable of understanding) in teaching presentation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Do I refrain from using sarcasm with students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A Teacher's Behaviour Checklist (continued)				
Random Behaviour	Never	Infrequently	Often	Very Often
27. Do I allow an appropriate wait-time for students to answer a question before moving on to another student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Do I remember students' names and avoid calling them by other children's names?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Do I provide activities that are challenging enough to allow students to achieve their learning potential?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Do I practise flexibility when following curriculum guidelines so that student creativity is not stifled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Do I listen with an open mind to students' explanations - to "their side of the story?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Do I foster students' well-being by taking time to interact and show concern?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

—adapted from Nesbit, W.C. and G. Philpott.
Confronting Subtle Emotional Abuse in Classrooms,
Guidance and Counselling, 17(4), pp. 32-38, 2002.



Suggested Reading

“Classroom Management” in *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*, 2004.

SECTION IV
UNDERSTANDING THE BASIS
OF INDIVIDUAL BEHAVIOUR

SECTION IV: UNDERSTANDING THE BASIS OF INDIVIDUAL BEHAVIOUR

OR “WHY DOES SHE/HE DO THAT???”



Understanding behaviour is one of the most important steps towards shaping or changing behaviour. In this section, you will consider

- the functions of individual behaviour and how to decode the messages in behaviour
- the behavioural challenges that some students with exceptionalities present
- the continuum of individual interventions

PART 1 IDENTIFYING THE FUNCTIONS OF BEHAVIOUR

Behaviour is a mode of communication; it is our way to interact with our world. All behaviour serves a purpose: it allows us to “get” something desirable, to “escape” or “avoid” something undesirable, and/or to communicate a message or need. When we get what we need by doing or saying something, we tend to use that behaviour again because it worked for us – it is *functional* for us. For example, if we are able to escape from an undesirable situation by saying or doing something, we will most likely use those behaviours again the next time we want to avoid a situation. In other words, the situation leads us to use a particular sort of behaviour; the situation has become a *trigger*. Our experience has taught us that a certain behaviour in a certain setting under certain conditions will resolve the situation to our liking; we get the *payoff* we want.

Changing individual behaviours is difficult; however, the success of doing so depends on understanding the purpose behind the behaviour, and then changing the contingencies that drive the behaviour (the *triggers* and the *payoffs*). This is not as easy as it may seem. Inappropriate student behaviour may look the same, but may have different payoffs for different students. For example, Jim and Sara both swear at the teacher. Jim is seeking attention and peer approval, while Sara is seeking to avoid working on her assignment because she does not understand how to do it. If the goal is to elicit a different and more acceptable response, the same intervention will not be effective for both Jim and Sara.

Identifying the contingencies of the behaviour is the initial part of a process called Functional Behaviour Assessment (FBA). FBA involves identifying, through a variety of techniques and strategies, the *antecedents* (triggers) to the behaviour as well as the *consequences* (payoffs). Research and experience using the FBA process have demonstrated that behaviour intervention plans that are based on a knowledge of the function of a student’s behaviour are extremely useful in addressing a wide range of problem behaviours. FBA methods range from highly precise and systematic to relatively informal. A formal FBA is considered to be a problem solving process using a team approach. It utilizes a variety of techniques and strategies to identify the purposes of chronic misbehaviour and to help school teams select appropriate interventions and strategies when developing behaviour plans. (Note: Refer to *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*, 2004, “Evaluating for Intervention” for more information on the FBA process)

The very first step in the FBA process is to describe the targeted behaviour in observable and measurable terms. If the descriptors of behaviour are too vague (eg. “non-compliant” or “aggressive”) it is difficult to measure the behaviour and determine appropriate interventions. Even behaviour as unacceptable as aggression may mean different things to different people. Instead, using language such as, “refuses to complete assigned work” or “pushes others in line “ is a way of describing behaviour that can be seen and recorded. Not only that, but it helps keep the focus on the behaviour, as opposed to ascribing a label to a student.

Once the behaviour is clearly described, it is important to collect some information or “data” to gain insight into the purpose of the behaviour. Data that is based on a variety of methods provides

a firm foundation for producing accurate and efficient information for decision making. One way to collect data is to observe the student in a variety of settings (eg. classroom, cafeteria, playground), and during different types of activities (eg. independent, group, unstructured). This helps narrow the scope of the problem behaviour by identifying *when* the behaviour does and does not occur, *where* the behaviour does and does not occur, and *under what conditions* the behaviour does and does not occur. While observation is helpful in hypothesizing a possible reason behind the behaviour, it may not, in itself, be sufficient to yield an accurate explanation. Other assessment strategies such as interviews or surveys with the student, peers, parents/guardians, or others who interact with the student may be needed to explore issues relating to perceptions, thoughts, and feelings. It is best to use a variety of techniques and strategies to gather information on the function of the behaviour

The FBA process provides us with a way of thinking about behaviour. A formal FBA is usually conducted with students who have serious recurring behaviour problems that do not typically respond to the usual classroom management strategies. However, the first steps of an FBA (describing the targeted behaviour and identifying contingencies) can be used informally to help decipher the message and understand *any* behaviour that seems problematic, be it non-compliance, talking out, or aggression. Determining the function of behaviour is one approach that teachers and parents/guardians can use to understand why a child is behaving in a certain way. It is a basic approach that can be used for *all* students whom we identify as needing help to communicate their needs in a more acceptable way.



Individual Activity: (suggested time — 1 week)

One informal method of gathering information about a student's behaviour is through direct observation. The purpose of this activity is to provide you with an opportunity to practice observation as a method of data collecting in order to begin to define more clearly the function of a student's behaviour. By the end of the week, the data should provide some direction as to the contingencies (triggers and payoffs) of the behaviour.

There are many types of data recording forms available. One has been provided for the purpose of this practice activity. However, you may use one with which you are more familiar.

Method:

- Choose a student in your class (not your most challenging) who is exhibiting a behaviour that is problematic for you.
- Record the behaviour that concerns you on the sample form on the next page. Be sure the behaviour you choose is observable and measurable. (In other words, you must be able to actually *see* the behaviour occur and track it as it occurs.)
- Keep track of the behaviour by tallying the number of times it occurs for a week. For example, if “talking out” is the behaviour you’ve listed, and the student talks out between 9-10 on Monday, put a mark for each occurrence in that block.

- Be as exact in your recording as you can. You may not be able to record every episode that happens in a day; however, you will have a good approximation if you are conscientious in regular recording throughout the day.
- Depending on the behaviour you've chosen to record, you may want to enlist the help of the bus driver, specialist teachers, playground monitors, or parents/guardians/guardians to get a picture of the behaviour throughout the student's entire day.
- Record your data for a week. At the end of the week, you will likely see some patterns on your chart.
- Now take your schedule, or your student's schedule, and compare it with the data recording form. The data you have recorded identifies the *times* and *frequencies* of the behaviours. The schedule identifies information from which to infer possible *antecedents* (triggers) to the behaviour. Possible consequences (payoffs) of the behaviour can be identified by considering the commonalities of the situations in which the problem behaviour occurred and the end result of the behaviour.
- An analysis of the data you have collected should help you identify possible functions of the problem behaviour. Based on what you think is the function, the next step is to decide where to begin to make some changes. You may change either the setting or the end result of the behaviour so that the behaviour is no longer necessary or is rendered nonfunctional.

Your data is a baseline. Continue to measure the targeted behaviour after you've made changes to determine whether or not your interventions are working. Remember that sometimes when you make a change, behaviour may escalate for a short time before it shows signs of improvement, so allow enough time to decide on the effectiveness of your interventions. If, after a reasonable time, the behaviour does continue, consult with your school team to request a complete FBA for your student.

SAMPLE DATA RECORDING FORM

Behaviour: _____

Week of: _____

	8-9	9-10	10-11	11-12	12-1	1-2	2-3	3-4
Mon								
Tues								
Wed								
Thurs								
Fri								



Data recording form + your schedule = clues to the ABCs of behaviour.



The following questions may be helpful in determining whether a student's behaviour is significant enough to refer for a complete FBA:

- Does the student's behaviour differ significantly from her/his classmates?
- Does the student's behaviour lessen the possibility of successful learning for the student and others?
- Have my efforts to address the student's behaviour using standard interventions been unsuccessful?
- Does the student's behaviour represent a behavioural deficit or excess, rather than a cultural difference?
- Is the student's behaviour serious, persistent, chronic, or a threat to the safety of the student or others?
- If the behaviour persists, is some disciplinary action likely to occur?

If the answer to any of these questions is “yes”, then you should request an in-depth functional behaviour assessment.

— Adapted with permission from *Addressing Student Problem Behaviour—Part II*, Center for Effective Collaboration and Practice, p. 5
<<http://cecp.air.org/fba/problembehavior3/main3.htm>>



Suggested Reading

- Albert, Linda. *Cooperative Discipline*, Chapters 3–12, 1996.
- Kaplan, Joseph S. *Beyond Functional Assessment: A Social-Cognitive Approach to the Evaluation of Behaviour Problems in Children and Youth*, 2000.
- “Evaluating for Intervention.” in *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*, 2004.
- Reithaug, Dawn. *Orchestrating Positive and Practical Behaviour Plans*, 1998.
- Shapiro, Stan and Karen Skinulis. *Classrooms that Work: A Teacher’s Guide to Discipline Without Stress*, Chapter 5, 2000.

PART 2: UNDERSTANDING EXCEPTIONALITIES

Understanding human behaviour can be a complex task. The existence of an exceptionality can add another layer of complexity in our attempt to understand and determine the meaning and function of challenging behaviour in a given situation.

Challenging behaviours can be grouped under two categories—externalizing or “acting out” behaviours and internalizing or “acting inward” behaviours. While each child is an individual, some behaviours exhibited in the above two categories may be correlated with the presence of a neurological or biophysical condition.

Externalizing behaviours are most often associated with conditions like Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, Conduct Disorder, and Tourette’s Syndrome. Internalizing behaviours are generally more problematic to the individual than to others. They are most often exhibited in conditions like Anxiety Disorders, Obsessive Compulsive Disorders, depression, phobias and panic attacks.

The existence of an exceptionality does not necessarily mean that inappropriate or particular behaviours will be exhibited; however, a student’s inability to cope or compensate for the disability may make it more likely that challenging behaviour will develop. When inappropriate behaviour does occur, classroom or school rules are still applicable. It is important to remember, however, that consequences for inappropriate behaviour will need to be modified and/or adjusted both to address the function of the behaviour and to meet the specific needs of the student. *If a consequence is not effective in teaching the desired behaviour, it is not appropriate to use it.*

As a classroom teacher you are responsible for all the students. You need to know about and understand diagnosed exceptionalities because you may see challenging behaviour and need additional help to support and maintain a positive and safe learning environment. If you are concerned about a student, be sure to talk with your school team and the student’s parents/guardians/guardians and find out what you need to know to help the child during the time that she/he is with you. As a teacher, you will likely notice differences in development and learning styles. Early action on your part on behalf of the student can lead to the development of a plan for the student that will greatly improve her/his chances of success in school. Remember, however, that planning for students with special needs is the shared responsibility of classroom teacher, the school team, and the family.



There is nothing so unequal as the equal treatment of unequals.

— Thomas Jefferson



The word “fair” does not mean “everyone gets the same”; “fair” means that everyone gets what they need.

— Richard Lavoie, F.A.T. City Workshop video



Activity (suggested time — 60 minutes)

Teachers are responsible for providing support to students with diverse learning and behavioural needs.

As a staff, identify an exceptionality that has been diagnosed in a student in your school and invite a professional with expertise in this area to discuss with the staff the educational and social/emotional challenges this presents for the student.

All involved with the student will gain a better understanding of the exceptionality. This will assist in providing appropriate strategies and interventions to ensure this student reaches her/his maximum potential.



Suggested Reading

- Alberta Education. *Teacher Alert System*. Education Response Centre, 1991.
- Alberta Education. *Teacher Intervention Practices: TIPS*. Education Response Centre, 1992.
- Cummins, Kathy K. *The Teacher's Guide to Behavioural Interventions: Intervention Strategies for Behaviour Problems in the Educational Environment*. Columbus, MO: Hawthorne Educational Services, 1988.
- Duquette, Cheryl. *Students at Risk: Solutions to Classroom Challenges*. Markham, ON: Pembroke Publishers Limited, 2001.
- “Emotional/Behavioural Disorders”, in *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments — A Teacher Resource*, 2004.
- New Brunswick Teachers' Association. *Discipline and Classroom Management: Strategies and Guidelines for Teachers and Administrators*. 2002.
- Thomas, Marlo. *Free To Be A Family*. Bantam Books, 1987.



Suggested Video

- *How Difficult Can This Be? The F.A.T. City Workshop*. Rick Lavoie. PBS Video, 1989.



Suggested Websites

- National Organization on Fetal Alcohol Syndrome, <http://www.nofas.org/main/what_is_FAS.htm>
- Learning Disabilities on Line, <<http://www.ldonline.org/>>

PART 3: THE CONTINUUM OF INDIVIDUAL INTERVENTIONS

PULLING IT ALL TOGETHER!

Addressing the needs of individual students is the real challenge of teaching. A teacher



needs to know the curricula but, more than that, must attend to the individual personalities, learning styles, learning abilities, and personal needs of the students in the class while presenting the curricula. It can be an overwhelming task, and yet it is done well for most of the students in our schools. It is a relative few that require that teachers go the extra mile to help them succeed in school.

Students who display extreme problem behaviours require positive behaviour support that is individualized, instructional, specialized, preventive, intensive, and sustained. However, even with the best implementation of the best interventions, improvements in student behaviour are likely to be slow and incremental. It is especially important, then, that systems of behaviour support for these students are based on research-validated practices and processes. In addition, individual plans must be integrated into the comprehensive continuum of school-wide behaviour support to ensure access to specialized behavioural expertise.

Before you consider the problems in your classroom, consider the successes. Think of the students who are doing well, who have met milestones under your guidance. Think of the parents/guardians/guardians whom you have helped, your co-workers who have benefited from your consultation. Focus on the positives, and you will have a better perspective on the problems that remain. Keep an open mind. When problem solving behavioural issues, you need flexibility, imagination, and support.

The classroom teacher and the school team shall consider the following when developing an appropriate individual intervention or assessing the effectiveness of the plan that is currently in place.

- The starting point for any behaviour problem is your conversation with the student, and her/his parents/guardians/guardians, to discuss your concerns and how you might help.
- Complete the initial steps of a Functional Behaviour Assessment (see pp 41–42 in *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*, 2004; and Section IV, Part 1 of this document.

- The FBA will help determine the function(s) of the behaviour for the student. Depending on your findings, you may need to change the trigger or adjust the payoff so that the student gets what she/he needs without using inappropriate behaviour.
- If you contract with the student, ensure that your terms are clear, objective, observable, and measurable. Set a time to review progress with the student on a daily basis. Mark your plan “draft”, and reserve time to review the plan in a week or two. By then, the student will have shown you where the plan is ineffective, and you can revamp it accordingly.
- Identify appropriate replacement and diversionary behaviours that you can suggest to help the student.
- Provide plenty of incentives to motivate the student to work with you.
- Remember to use data to evaluate your progress, and set marker points (evaluation criteria) by which you can measure success.
- If the problem behaviour stems from academic difficulties, you may need assistance with a curriculum-based assessment (i.e., how is the student performing in your class on the materials she/he is expected to use).
- Ensure that appropriate linkages with parents/guardians/guardians and community resources are in place. Difficult behaviour problems usually require the input of multiple agencies.
- Know the signs of stress the student exhibits prior to “explosion”, and review defusing and de-escalation techniques.
- Review your options for time-out. Remember that time-out is not a punishment, but a teaching tool that allows the student a safety net in which to regain control out of the view of the rest of the class. Ensure that the student is aware that time-out may be required to help her/him regain her/his composure. Explain how and when this option will be exercised so that the student understands the process. Time-out often fails because the student is frightened by the uncertainty of the procedure and views it as isolation or punishment. It should be used as a tool to teach “self-calming”, a personal skill that many students with behavioural problems have not developed.
- Arrange a quiet time to “debrief” with the student after any behavioural upset. This is a prime teaching time and many insights can be gained by discussing what happened, and formulating a plan with the student for how to avoid such behaviours in the future.
- If safety of the student and of others is the concern, and removal from the regular classroom appears to be the only possibility for the student, consider the following options:
 - short-term respite in another classroom or resource room
 - in-school suspension room
 - gradually introducing other students into a 1:1 situation set up for a student experiencing difficulties
 - shortened school day, limited to the amount of time and/or classes in which it can be ensured the student will be successful
 - short-term suspension, with home study opportunity provided
 - alternative school placement
 - long-term suspension, with home study opportunity provided



Remember: For every removal option, there **must** be a re-entry plan that is formulated before the student goes and reviewed on a regular basis until the student returns.



Toolkit: Summary Sheet of Behavioural Interventions

The following template provides a summary of many behavioural interventions. It is well matched to the Behaviour Tracking Form. Strategies listed are in no particular order, but represent a variety of often-used interventions. Remember, documentation is very important when any special interventions are planned for a student. Pre-referral information of this sort is essential when school teams develop behaviour intervention plans for individual students. (See Appendix III, Components of a Behaviour Plan, in *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*, 2004).

SUMMARY SHEET OF BEHAVIOURAL INTERVENTIONS

Attach written plan/minutes of school-based team meetings to this sheet

Student Information

Specific Behavioural Goal(s)

Name _____

Grade _____

Date _____

A. Restructuring Precipitating Conditions (*Indicate strategies chosen*)

- | | |
|---|--|
| <input type="checkbox"/> Remove distracting materials | <input type="checkbox"/> Establish home-school reward system |
| <input type="checkbox"/> Provide quiet, separate seating area | <input type="checkbox"/> Establish token economy |
| <input type="checkbox"/> Modify academic requirements | <input type="checkbox"/> Provide consumable reinforcement |
| <input type="checkbox"/> Use visual cues/signals/organizers/prompts | <input type="checkbox"/> Provide tangible reinforcement |
| <input type="checkbox"/> Provide written or visual schedule | <input type="checkbox"/> Refer to other adults for praise |
| <input type="checkbox"/> Use proximity cues | <input type="checkbox"/> Use privileges/responsibilities |
| <input type="checkbox"/> Provide choices related to assignments | <input type="checkbox"/> Use private praise |
| <input type="checkbox"/> Use gestures, physical cues, notes | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Minimize transition time | |

B. Instructional Techniques (*Indicate strategies chosen*)

- | | |
|---|--|
| <input type="checkbox"/> Review class rules, establish expectations, set limits | <input type="checkbox"/> Develop student-parent/guardian contract |
| <input type="checkbox"/> Model desirable behaviour | <input type="checkbox"/> Teach self-monitoring and follow-up on progress |
| <input type="checkbox"/> Use strategic placement | <input type="checkbox"/> Show and discuss social skills videotapes |
| <input type="checkbox"/> Role Play | <input type="checkbox"/> Use team-building support activities |
| <input type="checkbox"/> Coach through use of corrective feedback | <input type="checkbox"/> Provide social skills training |
| <input type="checkbox"/> Provide literature-based lessons | <input type="checkbox"/> Organize group discussions/ class meetings |
| <input type="checkbox"/> Monitor and provide written and verbal feedback | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Develop student-teacher contract | |

C. Consequences for Positive Behaviours (*Indicate strategies chosen*)

- | | |
|--|--|
| <input type="checkbox"/> Use specific, consistent and frequent verbal praise | <input type="checkbox"/> Establish point system |
| <input type="checkbox"/> Provide positive social reinforcement | <input type="checkbox"/> Establish in-class or in-school reward system |

D. Consequences to Reduce Misbehaviour (*Indicate strategies chosen*)

- | | |
|---|--|
| <input type="checkbox"/> Use nonverbal signals | <input type="checkbox"/> Bus suspension for ____ days/weeks |
| <input type="checkbox"/> Provide verbal reminder/reprimand | <input type="checkbox"/> Use lunch detention with planned materials |
| <input type="checkbox"/> Set up system of planned ignoring | <input type="checkbox"/> Use after-school detention with planned materials |
| <input type="checkbox"/> Use a structured warning system | <input type="checkbox"/> Use outside school hours detention with planned materials |
| <input type="checkbox"/> Use cost response/restitution procedures | <input type="checkbox"/> Implement in-school suspension for ___ periods/days |
| <input type="checkbox"/> Provide time to cool off at desk or other area | <input type="checkbox"/> Contact parent/send student home for remainder of day |
| <input type="checkbox"/> Implement loss of privileges | <input type="checkbox"/> Suspend up to five days |
| <input type="checkbox"/> Arrange student-teacher conference | <input type="checkbox"/> Place in alternate educational setting |
| <input type="checkbox"/> Implement previously agreed behaviour contract | <input type="checkbox"/> Involve other agencies/professionals |
| <input type="checkbox"/> Refer to counsellor/mentor/school psychologist | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Telephone parent(s)/guardian(s) | |
| <input type="checkbox"/> Meet with parent(s)/guardian(s)/student | |



Toolkit: Sample Student Action Plan

Two adapted sample student action plans follow. The first (Action Plan A) is for older students; the second (My Action Plan B) is for younger students.

— Albert, 1994

When we address inappropriate behaviour, we must remember to identify what the student did that was unacceptable, find other ways to satisfy the need, and make amends if harm has been done. For some students, writing their thoughts and decisions may be a great help. The following format may be useful for older students.

Action Plan A

The questions on this sheet will help you think about what just happened and what can be done so it doesn't happen again. Please answer the questions honestly and with as much detail as possible. Glib or sarcastic responses will not be accepted.

Name _____ Date _____

Time _____

1. What did I do that was not appropriate?

2. What did I want to happen? (Check all the answers that fit.)

- I wanted to be in charge of what was happening.
- I wanted to challenge the teacher's authority.
- I wanted to avoid doing my work.
- I wanted to be sent home.
- I wanted to be noticed by the teacher.
- I wanted to be noticed by the other kids.
- I wanted to get out of work I didn't think I could do correctly.
- I wanted to get even with someone.

Is there anything else I wanted?

I wanted _____

I wanted _____

3. Did I get what I wanted?

Yes, because _____

No, because _____

4. Could I have gotten what I wanted in any other way?

Yes, I could have _____

No, because _____

5. What could I do so this won't happen again?

I could _____

I could I could _____

6. This is what I am willing to do differently the next time:

I will _____

I will _____

7. The name of a person who could help me do what I'm willing to do is _____
(People who might help include a teacher, counsellor, peer mediator, principal, friend, family member, classmate.)

The way this person could help me is by _____

8. This is what I could do to feel more capable, connected, and contributing:

I would feel more capable if I _____

I would feel more connected if I _____

I could contribute by _____

9. This is what the school could do to help me feel more capable, connected, and contributing:

The school could help me feel more capable by _____

The school could help me feel more connected by _____

The school could help me contribute by _____

My Action Plan B

Name _____ Date _____

Time _____

1. What did I do that was not appropriate?

2. What should I have been doing instead?

3. What can I do to make sure that this doesn't happen again?

4. How can the school help me to behave as I'm expected to behave?

5. Who at the school can help me to behave as I'm expected to behave?



Toolkit: Guidelines for Avoiding and Defusing Confrontations*

*(Adapted from Albert, *Cooperative Discipline*, 1996)

NOTE: *These guidelines provide a good opportunity for role play.*

Focus on the behaviour, not the student.

- Describe behaviour instead of evaluating it.
- Recognize agitation and deal with it in a supportive manner.
- Deal with the moment. Don't bring up the past. Avoid "You always..."
- Be firm and friendly to communicate care and interest.

Take charge of negative emotions.

- Control negative emotions. Respond in a reasoned and non-combative manner.
- Find a way to deal with and release negative emotions later, through physical activity, for example

Avoid escalating the situation.

- If the student's voice gets louder, lower your voice.
- Avoid sarcasm, power struggles, nagging, and lectures

Discuss misbehaviour later.

- Allow time to calm down and to respond rationally

Allow students to save face.

- Provide space and time-out and remove triggers, if possible. C Let students have the last word.
- Ignore the muttering or the slow movements when students comply.

Model non-aggressive behaviour.

- It is our choice how we react. It is often the reply that causes the trouble.
- Establish an inverse relationship: The more out of control a student's anger, the more in control you need to be.

It is important to remember ...

"if you inadvertently assist a student to escalate, do not be concerned, you will get another chance to do it right next time around."

— Colvin, 1989

**Suggested Reading**

- *Guidelines and Standards: Educational Planning for Students with Exceptionalities*. New Brunswick Department of Education, Educational Programs and Services Branch, Student Services Unit, 2002.
- *Guidelines for New Brunswick Alternative Education Programs and Services*. Department of Education, Student Services. 2002.
- *Meeting Behavioural Challenges: Creating Safe and Caring Learning Environments —A Teacher Resource*, 2004. “Problem Solving for At-Risk Students and “Individualized Planning for High Risk Students” pp. 41–57 for suggested components of an individual behaviour plan. Components of an individual behaviour plan can be found in Appendix III of the same document.
- “Response to a Threat of Suicide”, Appendix III of this document.
- “Time-Out Guidelines”, Appendix IV of this document.

POSTSCRIPT: IS IT WORTH IT??



In Canada, the British Columbia Council of Administrators of Special Education, who developed a five year plan to address the issue of behaviour problems using the PBIS approach, report reduced office referrals (30 percent within the first six months) and an improved tone and school climate as a result of their work. Having an effective behavioural support system in place has allowed staff to focus on teaching and has enabled them to deal with difficult behavioural issues in a manner where staff members feel supported and students are clear about expectations and consequences.

— “Building Better Behaviour”
BC Principals/Vice Principals Association Adminfo
 Vol II, #7, Sept/Oct, 1999

Over 500 schools in the United States across 13 states implement school-wide positive behaviour support programs. Most of these are elementary and middle schools; however, in the past five years, an increasing number of high schools have adopted this approach. In addition, a 20-year history of research from model/demonstration projects and individual school efforts creates an increasingly clear picture about the benefits of school-wide positive behaviour support:

- Implementation of the school-wide positive behaviour support is feasible within a one to two year period.
- Office behaviour referrals decrease (40–60 percent reduction), and the quality of the referrals improves by combining (a) proactive efforts to teach, monitor and acknowledge appropriate behaviour and (b) predictable and consistent consequences for problem behaviour.
- As the behavioural culture of the school improves, behaviour improves, academic gains are experienced, and more time is directed toward academic instruction.
- Effects endure (five to seven years) when implementation includes systems change and adoption of validated practices.

— Sugai and Horner, 2001

Remember,

“If you always do what you’ve always done,
 you’ll always get what you’ve always gotten!”

— author unknown

APPENDICES

APPENDIX I: ATLANTIC CANADA EDUCATION FRAMEWORK FOR ESSENTIAL GRADUATION LEARNINGS

Essential Graduation Learnings are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the Essential Graduation Learnings will prepare students to continue to learn throughout their lives ... and describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed through the curriculum.

By the end of grade 12 students will demonstrate knowledge, skills and attitudes in the following learnings:

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts. Graduates will be able, for example, to

- use various art forms as a means of formulating and expressing ideas, perceptions and feelings
- demonstrate understanding of the contribution of the arts to daily life, cultural identity and diversity, and the economy
- demonstrate understanding of the ideas, perceptions and feelings of others as expressed in various art forms;
- demonstrate understanding of the significance of cultural resources such as theatres, museums and galleries

Citizenship

Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context. Graduates will be able, for example, to

- demonstrate understanding of sustainable development and its implications for the environment
- demonstrate understanding of Canada's political, social and economic systems in a global context
- explain the significance of the global economy on economic renewal and the development of society
- demonstrate understanding of the social, political and economic forces that have shaped the past and present, and apply those understandings in planning for the future C examine human rights issues and recognize forms of discrimination
- demonstrate understanding of their own and others' cultural heritage, cultural identity and the contribution of multiculturalism to society

Communication

Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.

Graduates will be able, for example, to

- explore, reflect on, and express their own ideas, learnings, perceptions and feelings C
- demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs and charts
- present information and instructions clearly, logically, concisely and accurately for a variety of audiences
- demonstrate a knowledge of the second official language
- access, process, evaluate and share information
- interpret, evaluate and express data in everyday language
- critically reflect on and interpret ideas presented through a variety of media

Personal Development

Graduates will be able to learn and to pursue an active, healthy lifestyle. Graduates will be able, for example, to

- demonstrate preparedness for the transition to work and further learning
- make appropriate decisions and take responsibility for those decisions
- work and study purposefully both independently and in groups
- demonstrate understanding of the relationship between health and lifestyles
- discriminate among a wide variety of career opportunities
- demonstrate coping, management and interpersonal skills
- demonstrate intellectual curiosity, an entrepreneurial spirit and initiative
- reflect critically on ethical issues

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

Graduates will be able, for example, to

- acquire, process and interpret information critically to make informed decisions
- use a variety of strategies and perspectives with flexibility and creativity for solving problems
- formulate tentative ideas, and question their own assumptions and those of others
- solve problems individually and collaboratively
- identify, describe, formulate and reformulate problems
- frame and test hypothesis
- ask questions, observe relationships, make inferences and draw conclusion
- identify, describe and interpret different points of view and distinguish fact from opinion

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems. Graduates will be able, for example, to

- locate, evaluate, adapt, create and share information using a variety of sources and technologies
- demonstrate understanding of and use existing and developing technologies
- demonstrate understanding of the impact of technology on society
- demonstrate understanding of ethical issues related to the use of technology in a local and global context

APPENDIX II: SAMPLE CRISIS EVENTS RESPONSE TEAM PROTOCOL

The attached plan is used in all the Anglophone schools in New Brunswick, and may serve as a model for you.

School Crisis Events Team

The School Crisis Events Team consists of the school principal, vice principal, guidance counsellor and other staff members selected by the principal. The size of the school teams should correlate with the student population. The chart below is offered as a guide. The numbers listed are suggested minimum requirements.

CRISIS EVENTS ADVISORY COMMITTEE Members

It is recommended that each District develop a committee made up of:

- Student services supervisor and/or coordinator of cert (if different)
- District psychologist
- Guidance counsellor(s)
- Principal(s)/vice principal(s)
- Transportation supervisor
- Facilities manager

Duties of Committee

1. Review the CERP from time-to-time and update procedures
2. Provide leadership and coordinate resources outside the school.
3. Offer suggestions on how to implement the school and District plan.

CRISIS EVENTS COORDINATOR'S ROLE

1. Provide inservice for the district and school Crisis Events Response Team.
2. Act as a contact person for the school principal and Director.
3. Co-ordinate district and community resources by contacting and arranging for extra counsellors and other professionals from
 - other schools
 - Mental Health
 - Support Services to Education
 - district Student Services
4. Student Debriefing: participate in debriefing and counselling sessions with the students as required.

5. **Staff Debriefing:** co-ordinate and participate in debriefing sessions with the school staff. Conduct staff debriefing as needed.
6. **Information:** Develop and provide background information and materials to staff and parents/guardians regarding various aspects of the intervention including grief counselling: what to expect from students and staff following a crisis event.
7. Keep the superintendent up to date on the implementation of the District plan. Provide a written report to the superintendent summarizing the crisis events

ROLE OF THE CRISIS EVENTS TEAM

The role of the Crisis Events Team is to respond to the crisis event in a manner to return the situation to normal as quickly as possible so that the needs of those affected by the event are addressed to prevent long term distress.

Areas of responsibility for the crisis events team

- suicide in school and outside school
- death (accidental and natural) inside school and outside school
- school or community disaster

CRISIS EVENTS TEAM RESPONSIBILITIES

School Team

1. Principal's Role

The principal's responsibility is to provide leadership during a crisis. Although the principal has school, district and community teams for support, **it is recommended that a principal's alternate be designated and trained** due to the enormity of the responsibility and in case the principal is not in the school at the time of the crisis.

- 1. Contact the District and Community Teams.** The principal is responsible for requesting outside assistance as required following a crisis event. He/she is responsible for scheduling an emergency meeting of the school team to determine a plan of action. The principal should contact the District coordinator of CERT for assistance in accessing the District and Community Teams, if necessary.
- 2. Remain Visible.** During a crisis it is essential that the school provide firm, compassionate direction through the noticeable presence of authority.
- 3. Address the Media.** The Superintendent or designate, usually the principal, will act as spokesperson to the media. Teachers should only be interviewed when both the superintendent

or designate, and the principal have given permission. Students should only be interviewed with written parental permission.

In dealing with the media consider the following:

- Do not refuse to speak to the press, however arrange interviews when you will be available. You **can** ask media to leave the premises until you are ready to speak with them.
 - Be proactive; contact them before they contact you.
 - Develop a written statement.
 - Stress the positive action being taken by the school.
4. **Keep the Staff Informed.** Through meetings and written comments to ensure that the staff is fully up-to-date with regards to the facts. Encourage them to squelch rumours.
 5. **Contact the Parents/guardians Affected.** It is important to contact the family of the student involved in the crisis, not only to express the school's condolences, but to also learn of the family's wishes regarding the funeral or any other arrangement.
 6. Have the crisis event team available to talk to parents/guardians who call the school. If the incident is creating a lot of community concern, schedule a parent meeting involving the various services and agencies.
 7. **Contact the Police.** If a death or an event leading to a death takes place in the school, the principal must inform the local police.
 8. **Announcing the Event.** The principal is responsible for scheduling a staff meeting prior to announcing the event to the students. This allows the staff a chance to compose themselves. The staff should be given very specific instructions on what to tell the students. Staff members who require support in announcing the event should be provided with the necessary support. When the event occurs during school hours, the principal will convey the information to the staff prior to announcing it to the students.
 9. **Follow-up Meetings** - The principal is responsible for monitoring the well being of the teaching staff and for ensuring that follow up debriefings are scheduled as required for the staff. These should be conducted by support personnel outside the school from the district or community teams.
 10. **Have replacement teacher(s)** for the teaching guidance counsellor or teacher(s) involved in the event.

Principal's CheckList

- Clarify facts regarding suicide, tragic death, student group conflicts.
- Consider impact of extraordinary incidents on school climate.
- Call District Coordinator of the District CERT.
- Arrange for staff meeting involving CERT.
- Review upcoming events that may need to be cancelled.
- Identify at-risk staff and students.
- Arrange for a quiet place for Crisis Events Response Team to work.
- Arrange for staff debriefing.
- Consider what could be included in your communication to student body and school community.
- Keep daily log of activities.
- Arrange for follow-up staff meeting.
- Prepare final incident response report.
- Have a plan in place for the media.
- If an answering machine/voice mail is in use, change your message so that incoming calls are directed to an appropriate number.

II. Teacher's Role

While it is recognized that many teachers have not been trained and may not have had much experience in handling crises, they nevertheless have an important role to play during a crisis event.

- 1. Announcing the Event.** Teachers are responsible for giving the details of the event to their class following a staff briefing and for ensuring that the students have the facts. In classes more intensely affected by the crisis there should be a member of the school, district or community team present to provide support for the teacher in announcing the event and to assist in dealing with the students' emotional reactions to it.

2. **Class Discussions.** Teachers are encouraged to participate in class discussions about the event if they feel comfortable in doing so. The school and district team is available to support them or to lead discussions if requested.
3. **Immediate Referral.** Students at-risk such as: siblings, close friends, those displaying intense emotional reactions, eye witnesses to the event, those experiencing other losses such as family problems or recent deaths, previous suicide attempts or obvious signs of depression should be strongly encouraged to seek individual counselling that day.
4. **Long Term Referral.** The teacher should monitor the students following a crisis. Some students may be delayed in their reactions to a crisis. Others may not be able to work through their feelings. These students may have to be referred at a later date.
5. **Adjusting Curriculum.** In the aftermath of a traumatic event, students' concentration, memory and ability to learn is impaired. **All testing should be postponed for a few days.** For up to two weeks, assignments may have to be shorter and more structured. In the immediate day or days following a crisis try incorporating activities into the curriculum related to the event.
6. **Personal Grief.** It is perfectly acceptable for a teacher to convey (intentionally or unintentionally) his/her own personal grief over the crisis. In fact this is often helpful to students in the class who are hesitant or embarrassed about revealing their feelings.

III. Counsellor's Role

The guidance counsellor must not only participate in the immediate defusing and debriefing with students along with other members of the school, district and community team, but is the key person in monitoring the long term effects of the crisis.

1. **Debriefing/Defusing.** Participate and assist in coordinating both individual and group sessions with students in the immediate aftermath of the crisis. This should be done in conjunction with someone from the district team.
2. **At-Risk Identification.** Assist in identifying those students most likely at risk due to the crisis, and who require more intense counselling.
3. **Referral.** Contact the Coordinator of the District Crisis Event Response Team for students requiring more intense counselling. It is important to be aware or to confirm whether any of these students are currently receiving counselling and if so to alert their counsellor of new developments.
4. **Individual Counselling.** Provide counselling to students experiencing normal grief reactions who require some individual attention due to such factors as being related or a close friend of the student involved in the crisis.

5. **Group Counselling.** Certain groups of students such as teams or classes directly involved with the event will often require follow-up group sessions. These groups should not be larger than eight or ten.
6. **Parents/guardians.** It is important to contact the parents/guardians of students who are exhibiting intense reactions to a crisis event. All parents/guardians who express concern as well as parents/guardians of students considered at-risk because of the crisis event should be given materials to assist them.
7. **Staff Support.** Assist teachers with announcing the crisis event. Participate in class discussions about the event if requested by a teacher.

Transportation

In the event that a crisis happens during school transportation the following procedures will apply.

1. A list of students and supervisors travelling on all regular, co-curricular and extra curricular trips and their phone numbers will be supplied for the school bus or private transportation and the school administration office.
2. In the event of a serious transportation accident the school principal or designate will establish an information centre at the school.

If an accident occurs on a regular run it may become necessary to establish an information centre at the District Office.

3. A list of the following emergency phone numbers will be posted in a visible location at the front of the bus.
 - Transportation Office
 - Transportation Supervisor
 - District Office Emergency Number - 911
 - R.C.M.P.
 - Municipal Policing Services
4. The bus driver or designate will contact the District Transportation Supervisor and the school principal with the following information:
 - the location of the accident
 - phone number calling from
 - bus number and driver's name
 - number of injuries
 - brief description of the accident
 - requirements for a spare bus

APPENDIX III: RESPONSE TO A THREAT OF SUICIDE

As with any critical incident which might affect a school, education and preparation of staff and students in suicide prevention is the recommended procedure. All school staff should be well versed in the risk factors as well as the immediate indicators that a student might be considering suicide. Formal training is advantageous. While teachers will likely be the first to notice that a student is at risk, there should be a clear understanding of the referral process to those on staff, likely guidance counsellors, who are trained to refer suicidal students to appropriate mental health professionals.

Research indicates that students are most likely to confide their suicidal thoughts to a friend more readily than to an adult. It is advisable, then, to offer positive mental health information to students, as well, so that they are able to recognize the signs of distress in their friends and know how to respond if a friend does seem to be at risk of suicide. Breaking the “code of silence” that often exists among students can save a life!

If a student is identified as distressed, an assessment of degree of suicidal risk should be done by a trained professional. Factors that are considered in such an assessment include:

- prior history of suicidal behaviour/ideation
- a plan for completion of suicide
- access to the means to carry out the plan
- method by which the plan was communicated

If a student is assessed to be at high risk of suicide, the following steps should be taken:

- Do not leave the student alone. Remain with him/her in a safe and visible place until help can be obtained, and remove any weapons/pills/etc.
- Contract with the student not to hurt himself/herself; explain that you will obtain help for her/him
- Contact the student’s parents/guardians.
- Contact local Mental Health or Social Services, police, or hospital immediately.
- If parents/guardians are unavailable to drive the student to a place of help, either have persons from the school designated to do so, or request assistance from the police.
- Maintain contact with the student and family during the crisis.
- Follow up with the student’s class to ensure that they are able to reconnect with the student when she/he returns to school.

If a student is assessed to be at low to moderate risk of suicide, the following steps are recommended:

- Inform the student’s parents/guardians of the concern.
- Assist parents/guardians in arranging for intervention for the student, including medical assistance and counselling.
- Maintain contact with the student to monitor progress.

Suicide is a long-term solution to a short-term problem. It is not about wanting to die so much as it is about running out of solutions to problems that seem overwhelming. Teens are one of the highest risk groups for suicidal behaviour. Education and understanding can bring us a long way towards improving and saving lives.

**Suggested Reading**

- *Let's Live: A School-Wide Suicide Awareness and Intervention Program*. B.C. Council for Families, 1994.
- *Best Practices in School Crisis Prevention and Intervention*. National Association of School Psychologists, 2002.
- *Keeping Our Schools Safe: A Protocol for Violence Prevention and Crisis Response in New Brunswick Schools*. New Brunswick Department of Education, 2000.

APPENDIX IV: TIME-OUT GUIDELINES FOR NEW BRUNSWICK SCHOOLS

November 2002

Time-out is used when a student needs to be temporarily separated or removed from the environment where she/he is behaving inappropriately until he/she can demonstrate appropriate behaviour. Time-out lies within a continuum of behavioural interventions to assist students to self-regulate and/or control their behaviour. Time-out can range from quiet time in the regular classroom to a time-out room in the school at the most restrictive end of the continuum. It is a pro-active strategy to support self-monitoring, student self-reflection and self-calming. All behavioural interventions should assume a regard for the well-being and dignity of students and staff.

Time-out should not be used as a punishment, to threaten students, to humiliate them or make them feel afraid. The practice of using time-out must comply with the Province of New Brunswick's Policies 701 and 703.

TIME-OUT

When students are continually disruptive in a classroom, and after the teacher has exhausted all other means of classroom management, the teacher might have to remove the student from the immediate environment. This may be as simple as asking the student to put his/her head down on the desk, to sit in a special area of the classroom, or to move to an area out of the room. The concept of pro-active time-out should be dealt with in a positive way. The teacher should tell a student that she/he requires a few minutes of quiet time in order to regain control. Time-outs should be of short duration, with the student being welcomed back to the main classroom area as soon as the student has regained self-control.

Primary students

- 1–2 minutes in class or 3–5 minutes supervised elsewhere.
- A timer (sand or kitchen) might be set to help visualize time passage.
- Times can be longer depending on the state of the student. If the individual is very angry, hurt or upset they may need more supervised time alone.
- Time out can have different names (e.g., thinking place, quiet room).

Intermediate or Secondary Students

- An arrangement can be made with a teacher, librarian, administrator, or other personnel for a quiet space to allow a student time out.
- There should be a known criterion and an agreed upon time period between student and teacher for what is expected.

Proactive time-outs should occur in a classroom whenever possible. The main benefit of this procedure is to provide students with a quiet period to regain control. In some situations, the student may initiate the quiet time.

PROCEDURAL AND PRACTICE CONSIDERATIONS

1. Use of time-out is a standard management practice. Use of time-out rooms requires strict adherence to the student's rights (privacy and safety), and should be educationally beneficial to the student.
2. If time-out is used, it must be systematically planned, delivered, supervised, and evaluated to determine its effectiveness with individual students.
3. The use of a time-out room should be continually evaluated, by keeping accurate records of
 - frequency of use;
 - identification of the behaviours that led to the use of time-out;
 - behaviours observed in the time-out room;
 - duration of time that the student was placed in time-out; and
 - level of supportive physical assistance that was used.
4. Regular time-out procedures can be used at the school/teacher's discretion. If a student is going to time-out frequently, the school student services team should be consulted to possibly formalize a behaviour plan.
5. Other techniques or strategies for teaching alternative behaviours must be available and used prior, and in addition, to using a time-out room. The use of these techniques/ strategies should be documented.

Effective Time-out Strategies

The effective use of time-out is contingent on a number of factors. The strategies listed below are designed to provide guidance to schools and school communities as they refine, develop and implement time-out procedures.

When implementing time-out, consider the following questions

- Does the student understand the reason for the time-out?
- Does the student have the ability, as well as an opportunity, to stop the misbehaviour and demonstrate appropriate behaviour?
- Does the student have an opportunity to demonstrate responsibility for his/her own behaviour and have opportunities to practice self-control?
- Does the student understand what the expectations are for a successful return to the classroom or classroom activities?
- Is the length of time in time-out reasonable and appropriate for the student's age and/or ability?
- Is the time-out space reasonable, safe and respectful of the needs of all students? C Is data routinely collected and reviewed to evaluate the effectiveness of time-out?

Plan what you are going to do if a child refuses to engage in or go to a time-out room ahead of time. Some choices are:

- Give the child a choice of which time-out is the least aversive. “You can go to time-out or you will have to stay 30 minutes after school, ...”
- Refusal to go to time out can result in a request to the parent to remove the student from the school and having to return to school after hours to make up some of the lost time. (This requires parental cooperation).
- If the student refuses to comply with a request to move to a time-out room, the teacher may want to remove the rest of the class from the room and contact other school staff members and/or parents/guardians to deal with the student in the short term.
- In the case of student non-compliance, it may be necessary for the teacher to physically move the student to the time-out area. In this case, it is important that non-violent crisis techniques be used, and verbal defusing of the situation as much as is possible.
- If the parent is not available and the student refuses to comply with a request to move to a time-out room, the principal may choose to contact other staff members, district office personnel, or if necessary, police and request their assistance.

Monitoring

There must be a documented attempt to establish the cause of the behaviour leading to time-out. This documentation will also guide future education and programming decisions. Through the analysis of documentation and data collected, more effective prevention programs may be established.

Physical Considerations

Time-out rooms must provide for the safety and security of the student and be shown to be effective in the reduction of dangerous behaviours and the promotion of appropriate behaviour. For example, time-out rooms must

- Have prior approval of the Facilities Branch Manager of the Department of Education C Meet Fire Marshall standards (consult the Assistant Fire Marshall in your geographic region)
- Not be locked from either the outside or the inside
- Be supervised at all times
- Not contain items or fixtures that may be harmful to students
- Be well ventilated, clean and well lit
- Be conducive to self quieting behaviours and not overly stimulating or busy
- Allow students to exit should there be an emergency
- Provide the means by which adults can monitor the student, both visually and auditorily, at all times.

Note of Caution

Time-out may not be effective for all children. Each child is unique and may require alternate strategies to deal with inappropriate behaviours.

APPENDIX V: REFERENCES

- Albert, L. *Cooperative Discipline*. Circle Pines, MN: American Guidance Services Inc., 1996.
- Alberta. Alberta Learning. *Teaching Students with Emotional Disorders and/or Mental Illness*, 2000.
- Beane, A. L. *The Bully Free Classroom. Over 100 Tips and Strategies for Teachers K–8*. Minneapolis: Free Spirit Publishing, 1999.
- Bauer, A. M., and T. M Shea. *Learners with Emotional and Behavioral Disorders: An Introduction*. Upper Saddle River, NJ: Merrill Prentice-Hall, 1999.
- British Columbia. Ministry of Education. *Focus on Bullying: A Prevention Program for Elementary School Communities*, 1998.
- British Columbia Ministry of Education. *Focus on Harassment and Intimidation: Responding to Bullying in Secondary School Communities*, 2002.
- Canter, L. *Assertive Discipline: Positive Behaviour Management for Today's Classroom*. Santa Monica, CA: Canter Associates Inc., 1992.
- Coleman, M. C., and J. Webber, 2002. *Emotional Behaviour Disorders Theory and Practice*. 4th ed. Toronto: Allyn and Bacon.
- Colvin, G., G. Sugai, and E. Kame'enui, 1994. *Curriculum for Establishing a Proactive School-wide Discipline Plan: Project Prepare*. Eugene, OR: Behavioral Research and Teaching, College of Education, University of Oregon.
- Coloroso, Barbara 1994. *Kids Are Worth It! Giving Your Child the Gift of Inner Discipline*. Penguin Books
- Curwin, R. L., and A. N. Mendler. *As Tough as Necessary: Countering Violence, Aggression, and Hostility in Our Schools*. Alexandria, VA: Association for Supervision and Curriculum Development, 1997.
- Curwin, R. L., and A. N. Mendler. *Discipline with Dignity*. Alexandria, VA: Association for Supervision and Curriculum Development, 1988.
- Garrity, C., K. Jens, W. Porter, N. Sager, and C. Short-Camilli, C. *Bully-Proofing Your School*. Longmont, CO: Sopris West, 1994.
- Gossen, D. C, 1993. *Restitution: Restructuring School Discipline*. Chapel Hill, NC: New View Publishing.

- Kaplan, J. S. *Beyond Functional Assessment: A Social-Cognitive Approach to the Evaluation of Behaviour Problems in Children and Youth*. Richmond Hill, ON: Psycan, 2000.
- Kauffman, J. M. *Characteristics of Emotional and Behavioral Disorders of Children and Youth*. Merrill/Prentice Hall: Upper Saddle River, NJ, 2001.
- McCarney, S. B., et al. *The Pre-referral Intervention Manual: The Most Common Learning and Behavior Problems Encountered in The Education Environment*. Columbus, MO: Hawthorne Educational Services Inc., 1993.
- McCarney, S. B. and Lane, K. E., editor, 1996. *School Safety Handbook: Taking Action for Student and Staff Protection*. Lancaster, PA: Technomic.
- Nesbit, W. C. *Black Eyes and Bruised Souls: A Portrait of Bullying*. Manitoba Council for Exceptional Children and Newfoundland Council of Exceptional Children, 1999.
- New Brunswick. Department of Education. *Guidelines for New Brunswick Alternative Education Programs and Services, 2002*.
- New Brunswick. Department of Education. *Guidelines and Standards: Educational Planning for Students with Exceptionalities*. Educational Programs and Services Branch, Student Services Unit, 2002.
- Newfoundland and Labrador. Department of Education. *Classroom Perspectives: Teachers Make a Difference: A Resource Guide for Teachers*. Division of Student Support Services, 1992.
- Robinson, G., and B. Maines. *Crying for Help: The No-Blame Approach to Bullying*. Bristol, UK: Lucky Duck Publishing, 1999.
- Rosenthal, R., and L. Jacobson. *Pygmalion in the Classroom: Teacher Expectation and Pupil's Intellectual Development*. New York: Holt, Rinehart, and Winston, 1968.
- Skiba, R., Polsgrove, L., and Nasstom, K. *Developing a System of Care: Interagency Collaboration for Students with Emotional/Behavioral Disorders*. Reston, VA: The Council for Children with Behavioral Disorders, 1996.
- Skiba, R. *Zero Tolerance, Zero Evidence: An Analysis of School Disciplinary Practice*. Policy Research Report #SRS2. Bloomington, IN: Indiana Education Policy Center, 2000.
- Suderman, M. *Teacher Resource Section on Bullying*. London, ON: London Family Court Clinic, 1996.
- Sugai, G., and R. Pruitt. *Phases, Steps, and Guidelines for Building School-wide Behavior Management Programs: A Practitioner's Handbook*. Behavior Disorders Handbook No. 1. Eugene, OR: University of Oregon, Behavior Disorders Program, 1993.

Sugai, G., and R. Horner. School Climate and Discipline: Going to Scale. *NASP Communiqué*. Vol. 30, no. 2 (October 2001).

Sugai, G. *Classroom Management and Design*. Eugene, OR: University of Oregon, Center on Positive Behavioral Interventions and Supports, 1999.

Sugai, G., et al. *Components and Processes of School-wide Discipline*. Eugene, OR: University of Oregon, Center on Positive Behavioral Interventions and Supports, 2001.