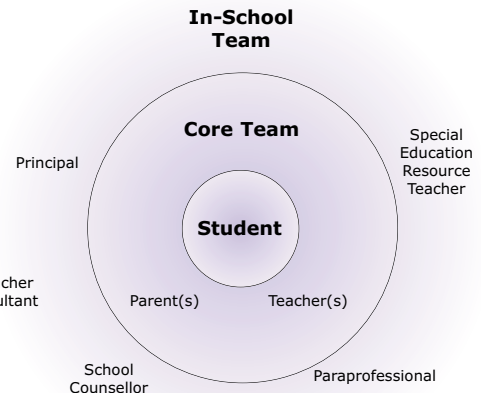

Section 6:
Discipline Strategies and Interventions

6. DISCIPLINE STRATEGIES AND INTERVENTIONS

The Four Basic Practices

This section of the document addresses students needing redirection and positive discipline practices (Category 2). These behavioural challenges can usually be addressed by home and/or school management and discipline practices. Many of these difficulties can be addressed by having well-developed school-wide procedures in place. Interventions at this level usually involve the Core Team and the In-School Team.



As a school develops appropriate strategies and interventions for students with discipline problems, these basic practices should be kept in mind.

1. Establishing a school-wide behaviour support system.

Elements of a school-wide system include school rules, teaching appropriate behaviour, intervention plans, positive reinforcement for behaviour, and teaching of social skills.

A school-wide behaviour support system as described in Section 2 of this document is the first step to assist schools in the positive management of behaviour.

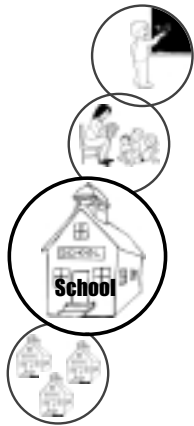
2. Assisting students in the development of resiliency skills.

Resiliency is the ability to “bounce back” from adversity, to overcome the negative influences or risk factors that often stop students from becoming successful. Teachers can help students develop resiliency by providing opportunities or using strategies that are supportive. They include:

- Developing supportive relationships with students
- Maintaining positive and high expectations for all students
- Providing opportunities for children to participate and contribute
- Providing growth opportunities for students
- Ensuring that all students have a caring adult in their lives (mentoring)
- Teaching students they are capable and have strengths



For additional information on resiliency research, please see Benard, Bonnie. *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*, 1991.



- Providing opportunities for self-assessment and self-reflection
- Providing opportunities to work with other students (cooperative learning)

Programs such as mentoring, teacher advisory systems, school counselling, and support groups all address resiliency issues.

3. Assisting students in developing prosocial skills.

Prosocial skills are proactive strategies taught to students to ensure that they obtain the necessary skills required to function socially in society, e.g., anger management, conflict resolution, empathy.

A variety of programs and strategies are available to assist students in finding alternative ways to deal with discipline and behavioural issues. These programs are delivered in a proactive, preventative approach to classrooms or small groups of students. Programs often used include conflict resolution, Second Step program, anger management, Focusing on Control and Understanding Self program, and Lions-Quest. Several prosocial skills are included in the Personal and Social Management section of *Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles* (Manitoba Education and Training, 2000).



4. Developing administrative procedures and policies for dealing with behavioural concerns.

Many of the strategies and interventions used to address discipline issues at the school or classroom level are administrative in nature. These strategies and interventions involve the school principal or classroom teacher. Examples of these strategies and interventions include suspension policies, teacher proactive time out, contracts, daily communication, debriefing, and family group conferencing. The staff and administration of a school need to carefully consider the use of these procedures and develop policies for their use.

Prevention, Intervention, and Postvention

In the sections below, the strategies and interventions best suited for students needing redirection and positive discipline practices will be discussed under the headings of Prevention, Intervention, and Postvention.

Prevention

Prevention activities are strategies that are used with students before the behaviour becomes a major issue. Often prevention activities are delivered to an entire school or classroom. Sometimes they will be delivered to a small group of students or used on an individual basis. School-wide prevention practices and activities can reduce major problems in the majority of students. Several prevention interventions, programs, and strategies are discussed below.



Developing and teaching behaviour rules

One of the essential features of any school plan is to have clearly defined expectations for behaviour. Often these behaviour expectations are in concert with a divisional/district Code of Conduct. The rules are usually limited in number to five to eight, and are expressed in positive terms. The rules need to be developed with input from students, parents, and the community. Once they have been agreed to, it is important that they are broadly communicated and posted using a variety of formats.

Clear procedures need to be developed to teach the rules to students. Most schools teach the rules at the beginning of a school year. It is suggested that the rules be taught using a five-step procedure.

- a. Review the behavioural expectations.
- b. Explain the reason for the expectations.
- c. Have students role-play expected behaviours.
- d. Provide feedback and corrections as required.
- e. Acknowledge appropriate behaviours.



Additional information on school-wide approaches to behaviour, see the following resource:

Lewis, T., and G. Sugai.
Effective Behaviour Support: A Systems Approach to Proactive Schoolwide Management, 1999.

Once the rules have been taught, all staff should consistently enforce the rules and use a common language in referring to them. Demonstrations, role plays, and practice in different settings are important.

Positive versus punitive approaches

Research has shown that positive consequences have a greater effect on students than punitive consequences.



See the following articles for additional research on the value and importance of positive reinforcement.

Maag, John. *Rewarded by Punishment: Reflections on the Disuse of Positive Reinforcement in Schools*, 2001.

Mayer, G.R., and B. Sulzer-Azaroff. *Preventing Anti-Social Behaviour in the Schools*, 1995.

Comparison of Punitive Methods and Positive Classroom Management Strategies

Punitive Procedures	Positive Classroom Management Strategies
Rapidly stop behaviour	Slowly stop behaviour
Provide immediate relief	Provide no immediate relief to the teacher
Teach the student and peers what not to do	Teach the student and peers what to do
Decrease positive self-statements (self-concept)	Increase positive self-statements (self-concept)
Decrease positive attitudes toward school and schoolwork	Increase positive attitudes toward school and schoolwork
Cause withdrawal (nontask, tardy, truancy, dropping out)	Promote enhanced participation
Cause aggression (against property and others)	Decrease likelihood of aggression
Teach students to respond in a punitive manner	Teach students to recognize the positive
Can harm student-teacher relationship	Can enhance student-teacher relationship

The school must also continue to use consequences when the school rules are not followed. The consequences should be determined by staff. The problem behaviours need to be sorted into three categories: classroom managed, office managed, and outside agency referrals. The school should collect data to provide feedback to staff and for future decision making.

Teaching social skills

Students with behavioural problems often require extra attention in the development of social skills. These social skills can be taught to the entire classroom, to individual students, or to small groups of students.

The goal of social skills instruction is to teach socially acceptable behaviours that will result in better acceptance by classroom peers and their teachers.

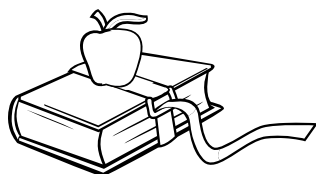
Generally, social skills can be divided into two main groups. The following skills are examples of social skills commonly addressed in schools.

Comparison of Punitive Methods and Positive Classroom Management Strategies: Taken from "Preventing Anti-social Behaviour in the Schools" by Mayer G.R. and B. Sulzer-Azaroff, *Journal of Applied Behaviour Analysis* 28. Reprinted by permission. All rights reserved.

Social Skills

Academic Survival Skills

Complies with the teacher's request
 Follows directions
 Requests help when needed
 Greets the teacher
 Provides appreciative feedback
 Nods to communicate understanding
 Demonstrates listening skills
 Demonstrates proper play repertoire (Early Years)
 Demonstrates problem-solving skills



Peer Relationship Skills

Introduces self by name
 Shares with others
 Asks permission
 Takes turns
 Invites others to participate
 Assists others
 Cares for physical appearance
 Demonstrates conversation skills
 Displays control
 Negotiates
 Gives and receives compliments
 Respects personal space
 Displays empathy toward others
 Identifies and expresses emotions in self and others
 Uses appropriate language



For additional information on social skills instruction, see:
 The Committee for Children, Seattle, Washington. "Second Step" program. The Committee for Children.

Lions-Quest Program. *Skills for Growing*, Lions-Quest Canada, 2000.
 Sheridan, Susan, and Tom Oling. *The Tough Kid Social Skills Book*, 1995.
 McGinnis, Ellen, and Arnold Goldstein. *Skillstreaming in Early Childhood: Teaching Prosocial Skills to the Preschool and Kindergarten Child*, 1990.
 McGinnis, Ellen, and Arnold Goldstein. *Skillstreaming the Elementary School Child: New Strategies and Perspectives for Teaching Prosocial Skills*, Revised Edition, 1997.
 McGinnis, Ellen, and Arnold Goldstein. *Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills*, Revised Edition, 1997.

All of the skills listed in the Social Skills chart can be measured or rated by teachers using rating scales or observation. Having identified skills that should be taught, the teacher can begin an instructional strategy on a formal or informal basis. Thus, rather than adopting any one social skills text, it might be better to find the resource that best addresses the skills that are of concern.

Some students will require individual interventions to address their social skills deficits. Social skills instruction is most effective when approaches are chosen that are tailored to meet the student's individual needs. Individual skills that require attention are identified and prioritized by the teacher. The teacher then uses a structured teaching process with the student. Teaching the student to produce social behaviours is not enough. The focus of social skills instruction must be the generalization of learned social behaviours across settings, time, and behaviour.

Based on the work of Ellen McGinnis and Arnold Goldstein in their *Skillstreaming* books, a four-step process is needed to teach social skills. The steps include:

- Modeling
- Role-playing
- Performance feedback
- Transfer training

In addition, the *Skillstreaming* resources contain a Student Skill Checklist to assist teachers in determining strengths and weaknesses in social skills.

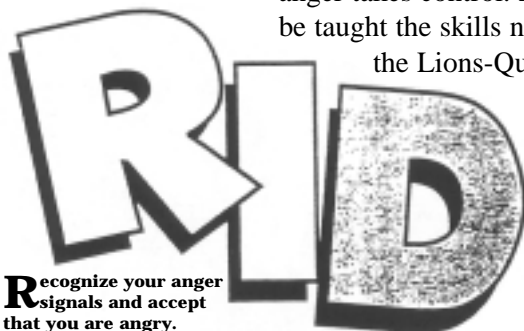
Teaching conflict resolution skills

All students, including students with behavioural challenges, need to develop the skills necessary to avoid physical conflict. Students from the Early Years through the Senior Years can learn the basic skills required to resolve a conflict. Specialized programs can be developed by schools to teach the conflict resolution strategies and to conduct mediation sessions. The following examples are programs with widespread usage in Manitoba.

- **Conflict resolution mediation programs:** Secondary students are trained to resolve conflicts between individuals. In some schools, conflict resolution is used as an option instead of having a school administrator resolve a problem or dispute between two students.
- **Playground conflict managers:** Elementary students are taught to assist students in resolving disputes on the school playground. Students are trained in a conflict mediation process prior to becoming involved in student mediations. Students usually wear playground managers' vests and carry a clipboard while on duty on the playground. Playground managers do not resolve physical confrontations.
- **Talk-it-out corner:** Students in the Middle Years are trained in mediating their own conflicts. Initially the teacher may be involved, but as the students become skilled in the process, the teacher may withdraw. A corner is selected in the classroom where a cubicle or table is placed and posters are put up to act as visual prompts in the conflict resolution process. Students involved in a conflict are sent to the talk-it-out corner to resolve the issues between them.

Teaching anger management

Many students get in trouble both in school and in the community when their anger takes control. All students, including those with behavioural problems, can be taught the skills necessary to manage their anger. One strategy is included in the Lions-Quest program, *Working Towards Peace*. The three-step process is known as RID.



Recognize your anger signals and accept that you are angry.

Identify a positive way to think about the situation.

Do something constructive to calm down.

The Lions-Quest program contains many life skill instructional units. The program can be used for all grades and the materials are organized into three areas.

- Kindergarten–Grade 5: Skills for Growing
- Grades 6–8: Skills for Adolescence
- Senior 1–4: Skills for Action

Some schools teach the program as a supplement to Physical Education/Health Education curriculum or as part of a teacher advisory program. It can also be used with small groups of students. Staff require a comprehensive training program to be able to utilize the materials provided in this program.

Lions-Quest program — www.lions-quest.ca and www.quest.edu

FOCUS program

FOCUS is an acronym for Focusing on Control and Understanding Self. It is a comprehensive, social-emotional skills development program for students. The program teaches the life skills of self-esteem, tolerance, coping, self-discipline, collaboration, communication, responsibility, and conflict resolution. The skills are delivered to students using hands-on materials, games, activities, role plays, and problem solving. The program assists students in learning about behaviour, self-control, and conflict resolution. The program can be utilized with class groups, advisory groups, small groups, or individualized counselling. The program is based on the theoretical concepts of Dr. William Glasser's Control Theory/Reality Therapy. There are two kits available: FOCUS Grades 4–7 and FOCUS Grades 7–Senior 4. Each kit also has a facilitators guide that allows the teacher to utilize the kit without extensive training (Doucette and MacDonald, 1993).

Second Step program

Second Step is a violence-prevention curriculum that is designed to reduce the development of social, emotional, and behavioural problems and to promote the development of core competencies. The program was developed by the Committee for Children of Seattle, Washington. The program is delivered to students by classroom teachers or counsellors from preschool to middle school.

RID: Taken from *Working Toward Peace* by Lions-Quest. Reprinted by permission. All rights reserved.

The key competencies addressed in the program include empathy, impulse control, and anger management. The strategies used by staff to deliver the program include discussion groups, role playing, and opportunities to solve real classroom problems. Training sessions are provided to all teachers and parents so that the skills can be modeled and reinforced with the students.



For additional information on the Second Step program see, "Second Step: Preventing Aggression by Promoting Social Competence" by Frey, K., M. Hirschstein, and B. Guzzo. in *Making Schools Safer and Violence Free: Critical Issues, Solutions, and Recommended Practices*, 2001.

Teacher advisor programs

In order to foster a sense of belonging, many schools have adopted a teacher advisor program. Teacher advisor programs assign individual students to a teacher advisor who acts as a support and personal advisor to the students assigned. The advisor will try to get to know his or her assigned students on a personal level, assist the students with problem solving, monitor behaviour, and provide advocacy and advice as required. This one-on-one contact can benefit all students and can have a significant effect on a student with behavioural difficulties.

Stress management

Many students find that the stresses of school and everyday life increase as they reach the higher grades. To teach students positive ways to reduce stress, many schools offer small-group instruction and/or relevant print materials.

Safe and caring schools

Both in Canada and the United States, violent incidents in schools have led to the production of many resources related to the creation of safe schools. Many of these resources are available to Manitoba schools either in print or online.

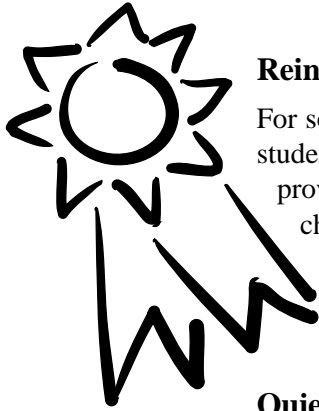
One example of a program that has recently been produced is the Province of Alberta's *Supporting Safe, Secure and Caring Schools in Alberta*. It provides resources on issues such as bullying, harassment, and managing anger.

Manitoba has recently initiated the Manitoba Safe Schools Council, which will develop safe schools resources.

Appendix A contains a listing of many of these violence prevention resources and Internet sites.

Intervention

Intervention activities are those activities or strategies that are used when difficult behaviour has become an issue. Because prevention activities have not been successful in reducing the behaviour, more direct intervention is needed.



Reinforcement schedules

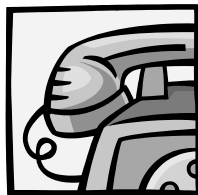
For some students, token or reward systems can be effective in teaching the student replacement behaviours. Often, the student chooses a reward from a list provided by the teacher/and or parents. A target behaviour is identified for change over a specified time period. If the student can demonstrate to the teacher that the behaviour is improving, then the token or reward is given to the student. Once the behaviour has been internalized, the teacher will move from an external to an internal reward system.

Quiet time

When students are continually disruptive in a classroom, the teacher might have to remove the student from the present environment. It can be as simple as asking the student to put his head down on the desk, sit in a special area in the classroom, or move to an area out of the room. The concept of proactive time-out should be dealt with in a positive way. Teachers should tell students that they require 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.

Proactive time-outs should occur in the classroom whenever possible. The main benefit of this procedure is to provide students with a quiet period to regain control or to remove them from a reinforcer. (See isolation procedures). In some situations, the student may initiate the quiet time.

Daily communication devices



When behaviour problems escalate, it is very important for the school and parents to communicate on a daily basis. This communication can take a number of forms including phone calls, communication book, email, and communication or monitoring forms. The purpose of all of these communication devices is to ensure that information from both parties is being shared between the home and school. By working collaboratively, the behaviour difficulty can be dealt with effectively.



Contracts

Another way to focus attention on a student's behaviour is through the use of contracts. Contracts will usually involve the teacher, student, and parents, with other school personnel being added as necessary. The contract should contain a statement of the expected behaviours, a timeline for use, an agreed-upon positive consequence for reaching the objective (selected by the student), a negative consequence for not meeting the objective, and a signing component. Some examples of contracts are found at the end of this section.



Self-monitoring

This process is used to involve students in monitoring their own behaviour. The students are asked to record and keep track of specific behaviours. Disruptive behaviour will often decrease and appropriate behaviour increase when students monitor themselves. Teachers assist the student in defining the behaviour(s) to be monitored, selecting the monitoring tool, determining time limits, selecting a reinforcer, and reviewing the self-monitoring forms. An example of a self-monitoring form is found at the end of this section.

Support groups

Small groups of students are often formed by counsellors or clinicians to address issues of concern that have been raised, such as mother-daughter relations, women's issues, drinking/drug issues, or family relationships concerns. These groups should be led by a staff member who has training in group facilitation.



After-school programs

Some schools have been successful in developing after-school programs for students who require additional assistance with their academic work and social skills. Successful after-school programs often combine academic enrichment with recreational activities. Students are chosen to participate in these programs which usually occur at the end of the school day.

Mentoring programs

Several schools have developed effective mentoring programs in which individuals from the community agree to spend some quality time with students identified by the school as being "at risk." The community mentor commits to meeting on a regular basis and to sharing life experiences with the student. This one-on-one contact can be very helpful for a student with behavioural difficulties. Training and awareness sessions for the mentors are necessary prior to individual sessions with the students.



Restitution

Restitution is a process by which participants learn self-discipline. It is based on the work of Diane Gossen and is related to her work with Dr. Glasser and *Control Theory*. One of the key principles is that people are internally motivated. Restitution focuses first on the person. Individuals are asked to self-assess their behaviour within a framework of needs (safety, power, fun, freedom, and belonging). The individual is then assisted in reflecting on how the behaviour affects others, within the context of a school or classroom belief statement and related to how that community interacts with one another (Gossen, 1998).

Family group conferencing (restorative justice)

A family group conference or restorative practice is a powerful and different tool to use when a member of school staff is seeking to respond meaningfully to victimizing behaviour. It is proactive and seeks to minimize the negative impact of hurt, anger, helplessness, labeling, stigmatization, and alienation. Current research findings suggest conferencing/restorative practices assist the school community in becoming a safer and more supportive place where students can learn and grow. While a family group conference is not intended to be therapy, it can have a very healing and therapeutic effect on participants.



A formal family group conference brings together the offending student, the victim, and others affected by the offender's behaviour, such as both families, school staff, friends, and even other agencies. To begin a conference, the offender must take responsibility for his or her action, and both offender and victim must be willing to participate. The formal conference is a fully scripted process led by a trained facilitator. It focuses on three steps: what the offender did, who was affected and how they have been harmed, and a group discussion of how to repair the harm. After a formal conference, a "breaking of bread" follows and allows for further reintegration, healing, and closure. Conferencing is appropriate for students from Grade 3 to Senior 4.

Developmental intervention program

A developmental intervention program emphasizes the sequential mastery of social-emotional-cognitive objectives. It is a growth model which recognizes that a child's behaviour and personality evolve through the cumulative sum of daily experiences. The program helps provide the student with essential social-emotional growth. Strong and healthy relationships with teachers who are using developmentally appropriate techniques can decrease and eliminate severe problems that interfere with a child's ability to relate to others, communicate, behave, and learn.

Children are grouped for the program according to their stage of development in four areas: behaviour, communication, socialization, and pre-academics. Within each of these areas is a series of measurable developmental objectives that are sequenced into five developmental stages. A child's placement in each of the four areas is determined through completion of the revised Developmental Therapy Objectives Rating Form. The form is completed by a team of individuals who know the child well (Wood et al., 1996).

Working Effectively with Violent and Aggressive Students (WEVAS)

This training program has been offered across Manitoba in most school divisions in order to provide strategies and interventions to use with students with behavioural difficulties. The training program focuses on ways for teachers to help students move from a problem state to an effective student state, or from an incompetent to a competent state.

Non-Violent Crisis Intervention (NVCi)[®]

The Crisis Prevention Institute offers a variety of resources and training for schools on strategies for safely diffusing disruptive and assaultive students. Many schools have had staff members trained in using the techniques of Non-Violent Crisis Intervention. The program contains a number of strategies for diffusing violent and aggressive students using nonverbal and verbal resolution techniques. It also focuses on ways to recognize warning signs that allow for early intervention. There is also a component that teaches staff the techniques for the use of physical restraint. **Divisional policy and procedures on the use of restraint are necessary prior to the use of physical interventions.**

Alternate work areas

As the behaviour of a student in the classroom begins to escalate, the teacher searches for ways to address the issue. Often it is necessary to remove the student from a reinforcer within the classroom. This can be accomplished by:

- planned ignoring by the teacher
- removing the student to an alternate work area (in or out of the classroom)

Placement in an alternate work area should be for a short duration, to be sure that the major goal, the socialization of the student, can be realized.

Postvention

Postvention activities are those activities that occur after a student has been involved in a major behavioural incident. The postvention strategy allows the school to re-establish connections and involvement with the child. The strategy can vary from a short process to a complex process involving several individuals.

Debriefing

This strategy involves a teacher, administrator, counsellor, or clinician reviewing a major incident with the child. It involves asking the student to re-live the incident to determine what was involved, why it began, how it affected the other individuals involved, and how it can be avoided in the future.

Planning for re-entry

This strategy involves a meeting of the parents, administration, teacher, and student upon the student's return to school from a suspension. The purpose of the meeting is to review the incident, to discuss emotions, and to consider ways to avoid the incident in the future. A plan to monitor the student's behaviour is often put in place.

“All students have gifts, they just need to open them on different occasions.”

— Council for
Exceptional Children

Life Space Crisis Intervention (LSCI)

This strategy allows teachers and other professionals working with children and youth to use a classroom conflict as a springboard to insight and responsible behaviour. The skills of LSCI empower the teacher to convert a conflict into a meaningful learning experience for the student by discovering what drives his or her behaviour and by defining clear outcome goals. Life Space Crisis Intervention requires a staff training program that includes using conflict as opportunity, understanding the conflict cycle, and the six stages of LSCI (Wood, et al., 1991).



Additional information on life space crisis intervention is available from the Centre for Effective Collaboration and Practice at:
www.air.org/cecp/interact/aut_horonline/april98/2.htm

Building bridges

After a student has been suspended from school or been included in a major incident, it is important for the school to find ways to “build bridges” with the student. This might take the form of mediation between the teacher and the student. It could be in the form of an “intervenor” sitting down with the parties involved and discussing the issues. The key point is to find ways to help the student return to the classroom.

Preventing Behaviour Problems in the Classroom

There are many techniques and strategies to manage behaviour difficulties that can be used by teachers in the course of their regular instructional activities. Some of the most useful strategies are listed below.

The teacher ensures that the classroom operates in a professional manner.

- Provides lessons that are relevant and of high interest
- Respects individual differences
- Provides a positive classroom environment
- Establishes high expectations for achievement
- Respects the rights of individuals

The teacher utilizes interventions involving physical space:

- Provides an area designated for students to use when “calming down” is required
- Provides special seating arrangements for students who are prone to behavioural difficulties
- Maintains close proximity to students who are beginning to show inappropriate behaviour
- Honours the personal space of the student
- Removes distracting objects from students until the end of the day

Private Reminders

Private reminders are an effective way of helping students remain on task.

Private reminders can be:

- quiet words
- signals or cues

The teacher is careful about verbal communication.

- Utilizes a supportive language tone
- Avoids language that is overly authoritative or condescending
- Utilizes a rate and rhythm of speech that is even and smooth
- Delivers warnings and reminders in a calm manner

The teacher is aware of nonverbal communications.

- Uses eye contact effectively
- Uses non-verbal cues as warnings when behaviours are escalating
- Is aware of the impact of tone, volume, cadence, positioning, and stance.

The teacher provides the necessary classroom management system to manage behaviour.

- Provides structure and support through the use of regular routines
- Establishes classroom rules with student input
- Teaches appropriate behaviour to the students in a variety of ways, e.g., role playing
- Establishes and teaches classroom routines
- Establishes effective transition procedures for students moving between activities and areas within the school
- Utilizes “planned ignoring” of a behaviour until the child performs as requested
- Makes use of natural consequences
- Fades out the use of an external reward management system with a verbal praise system
- Provides goal-setting opportunities with students to remind them of the behaviours they are working on
- Ensures that special preparation of students occurs for non-structured time
- Provides an arrangement when the identified goal is not attained (“Let’s try again tomorrow.”)
- Uses graphs, charts, and other visuals to show behavioural change

The teacher promotes the development of responsibility.

- Utilizes special jobs or privileges as a reward for responsible behaviour
- Encourages students to monitor and correct their own behaviour
- Provides opportunities for all students to take risks and try new tasks that require responsible behaviour
- Provides opportunities for success
- Encourages students to work as part of a team

The teacher utilizes a positive approach to behaviour.

- Utilizes a reward system with students for good behaviour
- Communicates with students using positive language
- Provides individual notes to students to remind them of their behaviour goals or to applaud their use of a replacement behaviour
- Provides positive feedback when rules are followed and behaviour is appropriate



For additional strategies for students requiring redirection and positive discipline, see also: Sprick, Randall, and Lisa Howard. *The Teacher's Encyclopedia of Behavior Management: 100 Problems/500 Plans*, 1995.

The teacher communicates with parents regarding their children.

- Provides positive notes and phone calls to parents to provide positive feedback on a student's behaviour
- Collaborates with parents in determining rewards and consequences

The teacher understands the nature of behaviour and the conflict cycle.

- Avoids power struggles in the classroom
- Understands that behaviour can be taught
- Assists students in understanding conflict

The teacher provides opportunities for informal discussions with students.

- Provides advice and guidance based on the teacher's own personal experiences
- Uses humour to reduce tension
- Utilizes own personal experiences to explain concepts to students
- Provides opportunities to listen to students
- Treats students as persons capable of dealing with their own problems

Use of suspension

Schools use suspension when infractions of school rules occur. Often, suspensions result in students being removed from school for a short period of time. Suspensions provide the school and staff with an opportunity to re-group and re-tool for the student's return. It provides the student an opportunity to think about what has led to the suspension. When students are out of school, they miss classes, often cause problems for families and the community, and sometimes students do not regard suspension as a consequence. Thus, more and more schools are using the concept of in-school suspension. Students are removed to a designated area away from their peers. They receive close supervision and are expected to complete their school work. This is positive for students who do not view a suspension as a consequence. Suspensions should be followed up with a re-entry meeting and a plan for facilitating the positive return to school.

Additional considerations for the use of suspension

As school officials consider the use of suspension, the following questions require consideration:

- What is the purpose of the suspension? Would other alternatives produce better results? Is the suspension effective in improving student behaviour?
- Where are the behaviours occurring? Is there a pattern to the behaviour?
- Can the suspensions be managed within the school? Where and how can the suspension be supervised in the school?
- What steps can be taken to ensure that academics are not compromised during the suspension?
- Has an individual behaviour plan been developed for repeat offenders?

Teachers are constantly challenged to find ways to intervene with students with discipline problems. School and classroom rules and procedures should be clearly explained to students and parents. The development of resiliency skills, the teaching of pro-social skills, and the development of administrative strategies can all assist the teacher in dealing with discipline issues. As well, there are many prevention, intervention, and postvention strategies and interventions that can be used to assist students in dealing with their behaviour. Early attention to a student's behavioural issues can prevent the problem from becoming a serious and long-term issue.

Section 6 Support Materials

- Contract with Parental Involvement
- Student's Contract
- Daily Self-Monitoring Form
- Monitoring Form
- Goals of the Day
- List of Positive Consequences for Individual Students
- RID

Contract with Parent Involvement

Name: _____ Grade: _____

<p>Expected objectives: <i>(each includes a behaviour, a condition, and a criterion)</i></p>	<p>1.</p> <p>2.</p>
<p>Time period:</p>	<p>From _____ to _____.</p>
<p>Positive consequence:</p>	
<p>Negative consequence (if criteria not met):</p>	
<p>Signatures:</p>	<p><i>Student's:</i></p> <p><i>Teacher's:</i></p> <p><i>Parent's:</i></p>
<p>Review Date:</p>	
<p>Comments:</p>	

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Student's Contract

I, _____, agree to meet these objectives:

- | | |
|----|--|
| 1. | |
| 2. | |

If I do it I will receive this positive consequence:

If I don't do it I will receive this negative consequence:

My time-line:

From _____ *to* _____ .

(Student's Signature)

Date

(Teacher's Signature)

Date

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Daily Self-Monitoring Form

Name: _____

Date: _____

I will record a ✓ mark every time I meet my objective(s) during a certain class period. I will try to get two ✓ marks in each box.

Objectives	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
1.							
2.							

(transfer these onto the Weekly Record Keeping Card with Criteria for Positive Consequences, p.196)

Comments:

<i>Period 1:</i>
<i>Period 2:</i>
<i>Period 3:</i>
<i>Period 4:</i>
<i>Period 5:</i>
<i>Period 6:</i>

Points:

Daily total
(possible 28)

Add 2 points

Total points:

(if this sheet is returned to school the next day signed by parents)

Parent's comments and signature:

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Monitoring Form

Name: _____ **Date:** _____ **Day:** _____

X – No	✓ – Yes	N/A – Not Applicable	Homework to do	
Period 1	1. Brought supplies to class <input type="checkbox"/>	2. Started assignment <input type="checkbox"/>	3. Completed assignment <input type="checkbox"/>	4. Satisfactory behaviour <input type="checkbox"/>
Period 2	1. Brought supplies to class <input type="checkbox"/>	2. Started assignment <input type="checkbox"/>	3. Completed assignment <input type="checkbox"/>	4. Satisfactory behaviour <input type="checkbox"/>
Period 3	1. Brought supplies to class <input type="checkbox"/>	2. Started assignment <input type="checkbox"/>	3. Completed assignment <input type="checkbox"/>	4. Satisfactory behaviour <input type="checkbox"/>
Period 4	1. Brought supplies to class <input type="checkbox"/>	2. Started assignment <input type="checkbox"/>	3. Completed assignment <input type="checkbox"/>	4. Satisfactory behaviour <input type="checkbox"/>
Period 5	1. Brought supplies to class <input type="checkbox"/>	2. Started assignment <input type="checkbox"/>	3. Completed assignment <input type="checkbox"/>	4. Satisfactory behaviour <input type="checkbox"/>
Lunch				
Period 6	1. Brought supplies to class <input type="checkbox"/>	2. Started assignment <input type="checkbox"/>	3. Completed assignment <input type="checkbox"/>	4. Satisfactory behaviour <input type="checkbox"/>
Period 7	1. Brought supplies to class <input type="checkbox"/>	2. Started assignment <input type="checkbox"/>	3. Completed assignment <input type="checkbox"/>	4. Satisfactory behaviour <input type="checkbox"/>
Period 8	1. Brought supplies to class <input type="checkbox"/>	2. Started assignment <input type="checkbox"/>	3. Completed assignment <input type="checkbox"/>	4. Satisfactory behaviour <input type="checkbox"/>
For Home Use			Homework completed: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Comments:				
Parent Signature:				

Goals of the Day

Name: _____ Date: _____

1. My academic goal for today is:

2. My behaviour goal for today is:

3. My evaluation of my day:

List of Positive Consequences for Individual Students

Have students circle or highlight reinforcers that are meaningful for them.

Activities for students:

- be a group leader
- be a hall monitor
- be a teacher's assistant for ____ minutes (in own class/in another class)
- be a tutor in class, or with a younger student
- be dismissed five minutes early from class
- be excused from homework for one night
- be the teacher for a specified period
- be in a class play
- chew gum at lunch
- choose a gym game for the class
- choose a story for the teacher to read
- colour or draw
- create a picture or story on the chalkboard
- create or select an indoor recess game
- decorate the classroom
- demonstrate a hobby to the class
- do puzzles for ____ minutes
- draw cartoons for ____ minutes
- earn a field trip for the class
- earn more recess time for the class
- earn a movie for the class
- help teach a 15-minute lesson
- help the custodian
- help the librarian
- help the teacher make a visual aid to use with a group of students
- help run the school store, before or after school, for ____ minutes
- lead class pantomimes
- listen to music for ____ minutes while working
- listen to cassette tapes for ____ minutes
- make a phone call home to describe successes
- make a videotape over ____ days
- make paper airplanes
- participate in craft activities
- participate in an assembly
- pass out supplies
- pick out a class activity
- play a game
- play an instrument
- play with friends
- play video games for ____ minutes
- play with your best friend for ____ minutes

continued...

continued...

List of Positive Consequences for Individual Students

- go for a swim
- go to lunch three minutes early
- have a free period of creative activity
- have 15 minutes of computer time
- have five minutes of free time
- have 10 minutes of free time in the library
- have 15 minutes of playing a sport (outdoors or indoors)
- have 15 minutes of story time
- have five minutes to discuss something with the teacher
- have 15 minutes with a favourite person
- have 30 minutes of music in the classroom
- have extra gym time for ____ minutes
- have extra recess for ____ minutes
- have free time to use specific equipment
- have free time to use supplies (magic markers, art supplies ...)
- have lunch with a teacher
- have the class try to make you laugh within 30 seconds
- help another teacher for ____ minutes
- read a comic book or a magazine for ____ minutes
- read a story to the Kindergarten class
- read to a friend or the principal
- serve as a messenger for the office
- sit at a teacher's desk for a specified period
- sit by a friend
- sit where you want to for 10 minutes
- take pictures of your peers
- teach the class for ____ minutes
- tell ghost stories with no lights on
- tutor another student
- use a tape recorder for ____ minutes
- use a stopwatch
- visit the principal (planned visit) for ____ minutes
- visit the school library (individual or group)
- watch a video in another classroom
- wear a hat for one period
- work with clay
- work as a lunchroom server
- write on the chalkboard with coloured chalk

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Using RID to Reduce Your Anger

RID is a three-part process for a skill that you can use to help manage your anger. You can also apply the RID process in situations involving such emotions as frustration and disappointment. Look for ways to apply this process to a whole range of anger-provoking or stressful situations in your life.

Recognize your anger signals and accept that you are angry.

Anger signals might include sweaty palms, gritted teeth, shaking hands, impatient attitude, upset stomach, flushed face, tight muscles, or a headache.

Identify a positive way to think about the situation.

Depending on the situation, you might say to yourself

- I'm not going to get upset about this.
- I know I can work this out without getting mad.
- I can stay calm in this situation.
- I will not take this personally.
- This is a challenge, and I enjoy a challenge.

Do something constructive to calm down.

Constructive things to calm down right away might include counting to 10, taking a deep breath, asking for time to calm down, or leaving the scene. Constructive things to calm down when there is more time might include talking about our feelings with someone not involved, listening to music, taking some exercise or doing something else physical, writing a letter to the person explaining how angry you are and then destroying the letter, helping someone else, watching a funny movie, spending time on your favorite hobby, doing something creative, or spending time with a pet.



Remember these tips when dealing with anger.

- When you're angry, accept it. Anger is normal.
- Stop and stay calm. Tell yourself that you are in control and can handle the situation. You have control over your thoughts, so think calmly and positively about the situation. Your thoughts determine how you feel and react to the situation.
- Decide whether the situation is one that you can change. If you can change it, determine how. If you can't change it, let it go.
- Act in ways that will make you and the situation better.

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