

# **Towards Inclusion**

**From Challenges to  
Possibilities: Planning  
for Behaviour**

**Manitoba  
Education,  
Training  
and Youth**

**Éducation,  
Formation professionnelle  
et Jeunesse  
Manitoba**



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# ***TOWARDS INCLUSION***

*From Challenges to Possibilities:  
Planning for Behaviour*

**2001**

Manitoba Education, Training and Youth

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NOTES

## PREFACE

Across Manitoba, schools have been struggling to find the best approach for working with students who exhibit challenging behaviours. In many locations, these efforts have led to successful approaches for changing behaviour. The themes that are common to a successful approach include the development of a positive school climate, a positive school-wide approach, team planning, community involvement, and professional support.

*From Challenges to Possibilities: Planning for Behaviour* is intended to build on these efforts by providing additional ideas and suggestions for working with challenging behaviours.

This planning resource is also intended to provide a support for student service administrators, principals, classroom teachers, resource teachers, school counsellors, clinicians, and other community professionals who will help them in assisting schools in developing proactive and reactive approaches to behaviour.

The resource will address the broad range of students with behavioural challenges that are found in all schools, from those who have discipline problems to those with severe emotional problems. It will offer a range of suggestions that can be implemented at the school-wide level as well as at the individual student level.

Specifically the planning resource will provide:

- Processes and systems that can be used by a school/division to address challenging behaviour
- Strategies and interventions for individual students
- Sample tools including forms and support materials
- Additional sources of information including resources and useful Internet sites

### Guide Graphics

Throughout this document, a number of guide graphics have been used to draw the reader's attention to specific items.



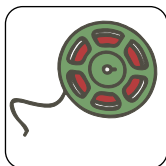
This graphic is a reference to other documents produced by Manitoba Education, Training and Youth and their partners.



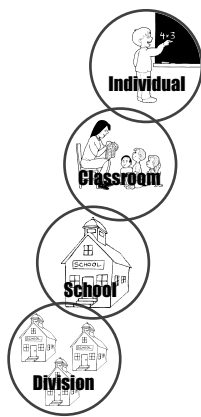
This graphic refers to text references on challenging behaviour.



This graphic is used to refer to Internet websites that provide information on challenging behaviour.



This graphic is used to refer to video and film resources on challenging behaviour.



This graphic represents the four levels of planning: division, school, classroom, and individual.



This graphic is used to highlight an area of text that is explained using a close-up example.

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**Section 1:**  
**Basic Principles and Framework of Behaviour**

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# 1. BASIC PRINCIPLES AND FRAMEWORK OF BEHAVIOUR

## Introduction

Children experiencing behavioural challenges have been identified as the fastest growing special needs population in Manitoba. Other provinces and jurisdictions outside of Canada have also reported similar increases in the number of students with behavioural problems in schools. Media reports on school violence, parental surveys, and opinion polls continue to maintain a community focus on the problem of school violence and students exhibiting challenging behaviour. Parents\*, teachers, and school administrators are concerned with the growing impact that behavioural problems are having on the educational system and on their ability to maintain effective learning environments.

The *Manitoba Special Education Review, Final Report* (January 1999) confirms the growing concern regarding the numbers of behavioural problems that schools are experiencing. The recommendations (Section A.4.1) of this report suggest that “Manitoba Education and Training continue to develop documents that provide support to educators on “best practice,” including, but not limited to, issues of emotional/behaviour disorders (EBD) and FAS/FAE.”



## Underlying Principles Used in *From Challenges to Possibilities*

In the development of this planning resource, a number of underlying principles and beliefs have been used as a guide. They include:

- Many behaviours are learned, therefore, they can be unlearned and changed. Educators and parents must take the time to understand the purpose or function of the behaviour. Once it is understood, then the appropriate strategy or intervention can be used to help students learn new behaviour. Poor behaviour can occur for a variety of reasons. Some “problem behaviours, rather than being located within the student, are often due to a mismatch between the characteristics of the learner and those of the instructional environment or the broader home/school context.” (Ysseldyke et al., 1997) Thus, when addressing behaviour, it can be helpful for the school to consider environmental issues.

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\*The term “parent” is used throughout this document to refer to parents, guardians, families, or others who have responsibility for caring for students.



- Learned behaviour can be influenced by:
  - factors within the environment
  - factors within the individual
- Research has confirmed that using positive interventions has a higher degree of success than using punitive responses. This document focuses on positive ways to intervene with behavioural challenges. (Sulzer-Azaroff and Mayer 1991; Mayer, 1995).
- For students and teachers to be successful and productive, they require a positive learning environment in their school. *Educational Leadership* (September 1998) provides several articles that focus on realizing a positive school climate.
- Many of the more severe behaviour challenges are best addressed through the collaborative efforts of students, teachers, parents, community members, and government and community agencies. Schools must develop strong working partnerships with all the stakeholders in the school.
- All students have individual strengths as well as individual needs. Teachers and parents need to recognize and build on the strengths, as well as address critical needs, in order for the student to feel good about him or herself and the school.
- Educators and parents must help children develop a “way of thinking and acting that allows all individuals to feel accepted, valued, and safe.” (*Philosophy of Inclusion*, Manitoba Education, Training and Youth) Educators and parents can provide this assistance by being good role models and providing experiences that will promote independence and belonging.
- One of the goals of education is to assist students in developing personal and social responsibility. Education must search for ways to work with students to improve the socialization process. Students with behavioural challenges need assistance in developing responsible behaviour for getting along with others, for developing positive relationships, for working with others, and for solving conflicts.

It is when the students can become a full member of a social network and are influenced by peers within the network to behave in an acceptable manner that we have begun the socialization process. This will assist individuals to feel accepted, valued, and safe.

### **Student Strengths and Abilities**

All students have strengths and unique abilities. As the schools work with students with behavioural challenges, staff must search for these strengths and abilities. Once a special ability has been identified, it may be used to help the student discover that he or she has talents or gifts that are valued by the community.

## Understanding Behaviour

Before using the suggestions in this document, it may be helpful to review some of the basic assumptions about behaviour. Several of these key assumptions are listed below.

- Behaviour often has a purpose.
- Behaviour is the response of an individual to his or her environment.
- Many behaviours are learned and, therefore, can be changed.
- Behaviour difficulties can be viewed as a learning opportunity for us (about the child) and for the student (about their community).
- Problem behaviour may be maintained by the environment.
- Behaviour may be a way of communicating.
- Survival strategies learned in early life may not be functional in later life.



For additional information on the principles of behaviour, please see:  
Malott, R.W., D.L. Whaley, and M.E. Malott. *Elementary Principles of Behaviour* (3rd edition), 1999.

With a clear understanding of the child and his or her behaviour, we can better program for students with challenging behaviour. An understanding of the child can influence the way we approach behavioural problems and lead to a positive rather than a punitive approach.

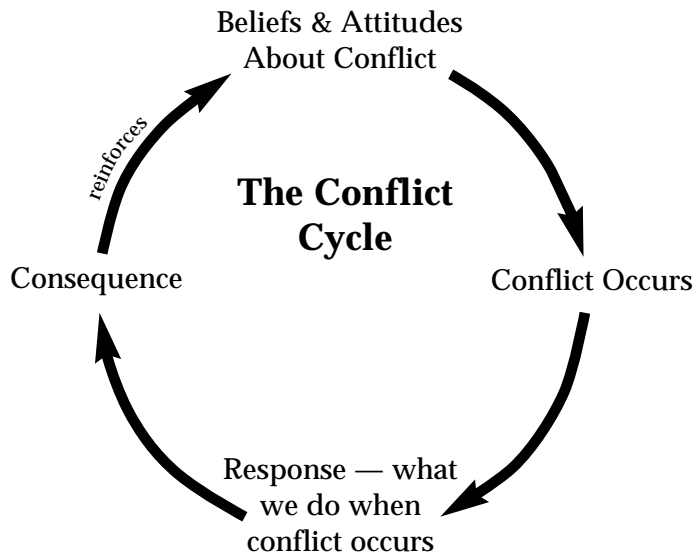
## Understanding Conflict

When addressing conflict, it is important to remember the child. The school works together with the parents and child to solve specific behavioural issues in a respectful and caring atmosphere. Remembering to work together creates a sense of social responsibility that allows all children to feel accepted, valued, and safe.

As parents and educators search for solutions to address behavioural challenges, it is important that all parties understand the nature of conflict. Conflicts do occur between students and staff, but they do not have to result in strong feelings and stress. Instead, there are approaches that can lead to a successful resolution of the conflict.

It is important to remember:

- Our beliefs and attitudes about conflict determine how we address it.
- Getting into a confrontation with a student is rarely productive.
- Conflict is inevitable. How you address the conflict is a choice to be made.
- It is possible to confront and respond without escalating a conflict.
- Be aware of the triggers that can escalate conflict.
- Times of conflict can be an opportunity to teach.
- Many conflicts can be dealt with by developing relationships with the individual.
- Conflict usually follows a four-phase process.



For additional information on the conflict cycle, please see the support materials at the end of this section.

### **An Inclusive Philosophy and Positive School Climate**

**“All students are important, all belong, and all need to be validated.”**

As we work with students with challenging behaviours, the implementation of an inclusionary philosophy is necessary from the outset. This philosophy is included in Manitoba Education, Training and Youth’s statement on inclusion.

#### ***Philosophy of Inclusion***

*Manitoba Education, Training and Youth is committed to fostering inclusion for all people.*

*Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.*

*In Manitoba we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.*

**The Conflict Cycle:** From Wood, Mary M., and Nicholas J. Long. *Life Space Intervention: Talking with Children and Youth in Crisis*. Austin, TX: PRO-ED, Inc., 1991.

**Philosophy of Inclusion:** From “Meeting the Challenge: Exploring Student Diversity,” a presentation by Drew Caldwell at the Coalition for Children Forum, February, 2001.

In addition to this inclusive philosophy, the staff of a school needs to commit to the development of a positive school climate. The purpose of the climate is for every person to feel valued and that he or she belongs. A positive school climate includes the physical environment, the social/emotional environment, and the learning environment. All of these areas will contribute to the development of a school that values all students, supports diversity, encourages mutual respect, and provides a safe and caring school atmosphere.

The school division or district should develop a clear vision based on a philosophy of inclusion. This vision will create schools where all students are accepted, valued, and safe. Based on this vision, the division or district will begin to address the planning necessary to make it happen.

### **Divisional Role in Planning**

The school division or district plays a key role in the process of planning for behavioural challenges. The division sets the philosophy, policies, and procedures that the schools will use in addressing behavioural issues in partnership or consultation with the residents of the division.

As well, the division should provide leadership, through planning and professional development activities related to behavioural challenges.

Once the direction has been established by the division, it needs to be effectively communicated to all partners involved with the school.

### **School-Wide Planning and Interventions**

The philosophy and climate of the school will lay the groundwork for a positive environment for developing processes and systems for assisting students with behaviour problems. A planning process must be in place that involves the community, parents, staff, and students in developing appropriate responses to challenging behaviour. There is no “cookbook approach” that will work for all students. There are, however, several processes and systems that can assist the school and its teachers in working with the students experiencing behavioural difficulties. The keys often lie in working together with the families, developing a team approach, trying to understand the reasons for the problem behaviour, utilizing interventions that work, and finding appropriate supports.

### **Challenging Behaviour is Not Only a School Issue**

We must always remember that behaviour challenges may not be solved by the school alone. The partnership of school and parents is a critical component. School staff and parents need to work together to solve discipline or behavioural problems. For some students, resources in the community may be needed to provide for additional expertise and support. Sometimes parents need support to address their own unique challenges. Those parents will need specialized support from the school’s interagency partners in order to develop an appropriate response to helping the child.

**“There is no ‘cookbook approach’ that will work for all students.”**

## The Target Student Population

Students experiencing behavioural problems in schools are a diverse group that require a variety of approaches. For the purposes of this document, and to maintain an educational focus, these students with behavioural difficulties are described along a continuum based on the complexity of **programming requirements**. This continuum has been divided into five broad categories that are not mutually exclusive. The categories include:

**Category 1:** Students needing learning supports

**Category 2:** Students needing redirection and positive discipline practices

**Category 3:** Students requiring specialized interventions and supports

**Category 4:** Students requiring intersectoral involvement with treatment plans or placements

**Category 5:** Students requiring intensive coordinated multi-system interventions and highly personalized treatment facilities tailored to address individual needs

Teachers possess many skills and talents that can potentially turn a child's behaviour from a challenge to a success. First, teachers need to use their effective teaching practices, and then turn to the specialized practices designed to meet the unique needs of the student with behavioural difficulties. Schools need to support the teachers by providing a variety of processes and systems to meet the needs of all students. There are many rewards for teachers as they help students develop the skills necessary to manage their challenging behaviour.

*“All students need a safe place where they can be themselves, learn to know themselves, and take important steps toward an OK life position, They need to learn that they are important, listened to, and cared for, and in learning this, they are able to extend themselves in responsible and loving ways. A safe classroom atmosphere in which, with peer and teacher support, a student can relate more realistically, responsibly, and constructively with the environment, nurturing healthy self respect, should be one of our primary goals as educators.”*

(Coloroso, 1983)

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## **Section 1 Support Materials**

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- The Conflict Cycle



**“Stress arouses feelings. Feelings trigger behaviour. Behaviour incites others. Others increase stress. And around it goes!”**

— Wood and Long, 1991

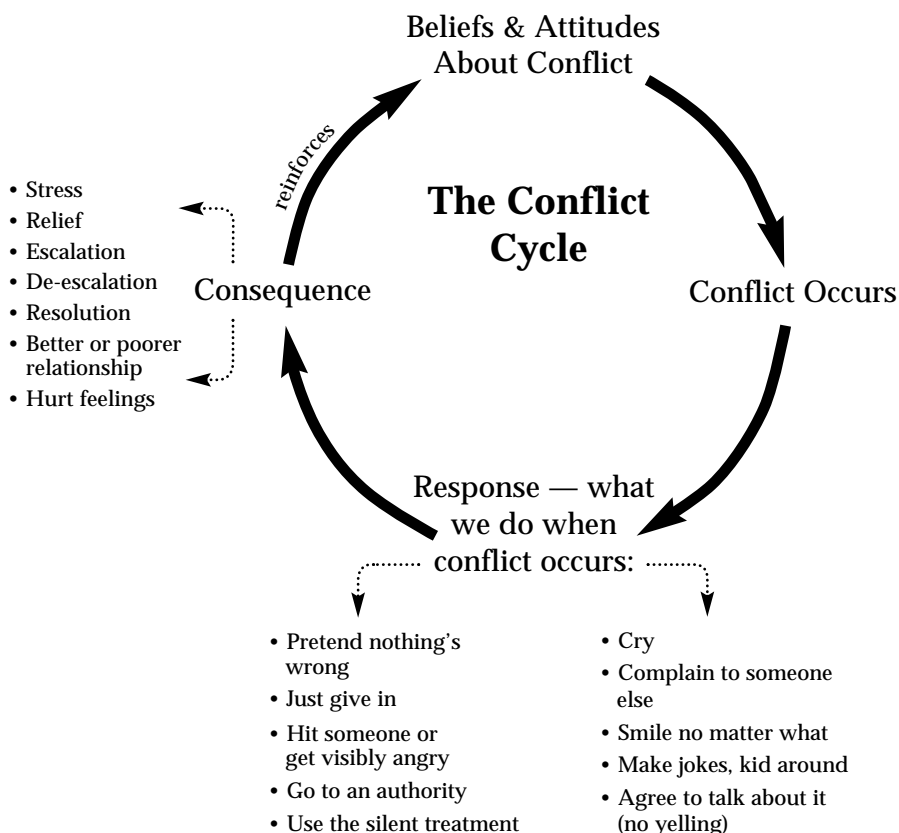
## The Conflict Cycle

Our individual experience of conflict moves through a series of phases that together make up a self-perpetuating cycle. This cycle can be positive or negative. By examining the cycle for ourselves, we can provide a mechanism for thinking about the ways in which conflict operates in our lives.

*One way of looking at crisis is to see it as the product of a student’s stress, kept alive by the reactions of others. When a student’s feelings are aroused by stress, the student will behave in ways that buffer against the painful feelings. This behaviour usually is viewed as negative by others (adults and peers), causing them to react negatively to the student. This reaction from others causes additional stress for the student. We call this the Conflict Cycle. It is a way of looking at crisis by analyzing the interactions among a student’s feelings, behaviour, and the reactions of others in the environment. If this cycle, produced by these actions and reactions, is not broken it will inevitably explode into crisis.”*

(Wood and Long, 1991)

The term “The Conflict Cycle,” as coined by Wood and Long, includes the idea of conflict between two opposing forces: needs within the student clashing against the expectations of others. The Conflict Cycle can be set in motion by some trivial event. This event triggers a torrent of thoughts and feelings that are often based on belief systems that may be somewhat irrational. These feelings will be expressed in some observable behaviour. Staff who are unaware of the Conflict Cycle have the tendency to mirror the student’s behaviour, causing the conflict to escalate.





## Four Phases of The Conflict Cycle

### Phase One: Attitudes and Beliefs

The cycle begins with our beliefs and attitudes about conflict, which affect how we respond when conflict occurs. These beliefs and attitudes stem from many sources:

- Childhood messages we received about conflict
- The behaviours modeled by parents, teachers, and friends
- The attitudes presented by the media
- Our own experiences with conflict

### Phase Two: The Conflict

In this phase of the cycle, a conflict occurs when an individual's needs do not meet his or her expectations.

### Phase Three: The Response

The response is the point where the teacher will take action. The student may begin to shout, withdraw, leave, or attempt to talk about the situation. Given our personal set of beliefs and attitudes, we will usually react in the same general way no matter what the particular conflict. Thus, reactions can tell us much about our own patterns of behaviour in conflict situations.

### Phase Four: The Consequence

The response leads to a consequence. Often the consequence will reinforce one's beliefs and attitudes about conflict, bringing us back to the beginning of the cycle and perpetuating the pattern.

Once the teacher or parents understand their beliefs and attitudes about conflict, they can begin to deal with conflict in the classroom or home more effectively.

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From Wood, Mary M., and Nicholas J. Long. *Life Space Intervention: Talking with Children and Youth in Crisis*. Austin, TX: PRO-ED, Inc., 1991.

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**Section 2:**  
**Planning for Challenging Behaviour**

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## 2. PLANNING FOR CHALLENGING BEHAVIOUR

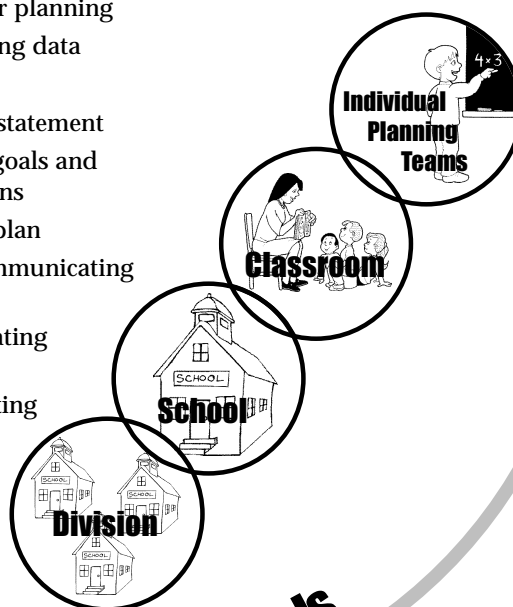
### The Planning Process

This section of the document will illustrate a general planning process by identifying the planning components that are required to address behavioural challenges in students. As the diagram below illustrates, the process begins by receiving inputs from the community, parents, staff, and students. Data is collected using existing sources, additional surveys, and focus groups. The planning process occurs at four levels: the division/district, the school, the classroom, and the individual student level. The planning teams utilize the data to establish their goals and priorities. As the planning team completes its work, it produces results that may include guidelines, policies, procedures, programs, services, or planning tools.

## Planning for Behavioural Challenges

- Establishing a planning team
- Establishing a focus for planning
- Collecting and analyzing data
- Establishing a vision
- Developing a mission statement
- Establishing strategic goals and objectives/key questions
- Developing an action plan
- Implementing and communicating the action plan
- Monitoring and evaluating the plan
- Reflecting and celebrating

**Planning Process at Four Levels**



## Where to Start?

### The 10 Steps of the Planning Process:

- Establishing a team
- Establishing a focus for planning
- Collecting and analyzing data
- Establishing a vision
- Developing a mission statement
- Establishing strategic goals and objectives/key questions
- Developing an action plan
- Implementing and communicating the action plan
- Monitoring and evaluating the plan
- Reflecting and celebrating

### The Planning Process

The planning process described below can be used at any of the four planning levels as they consider strategies or interventions for students with behavioural challenges.

### Rationale for Planning

Planning is important at the divisional, school, classroom, and individual student level. Planning at all levels is required in order to ensure the best possible education for students. The benefits of planning include:

- Involvement of stakeholders in decision making
- Consultation among partners
- Decisions are based on data
- Greater acceptance of change
- Encourage greater involvement of parents, students, staff, and community members
- Improved acceptance of new programs and policies
- Better services for students
- Improved communication
- Improved results and outcomes

### Establishing a planning team

A team of interested individuals should be selected and brought together to form the behaviour planning team. The team should represent all school stakeholders, including community members, parents, students, teachers, paraprofessionals, and student support personnel. The purpose of the team is to establish the needs in the area of behaviour support. Administrators should be actively involved in order to provide leadership, to allocate resources, and to facilitate planning and problem solving. From the outset, the planning team needs to establish ground rules for the operation of the committee. The team should clearly understand what is meant by a collaborative approach, how to build trust and ownership, and how to work as a team.

### Establishing a focus for planning

Prior to establishing any planning team, it is important to decide what it is the team is trying to accomplish. Clearly identifying the problem or issue that needs to be addressed will both help to determine who should be on the team and, later, keep the team focused on its goal. Determining the key questions that need to be addressed will direct what data, what goals, and what actions are required by the planning team.

### Collecting and analyzing data

Before beginning any new project or initiative, it is important for the team to establish its belief system and begin to collect and analyze existing data. If there is little data available, the team may need to collect additional data through a needs assessment, surveys, interviews, questionnaires, and focus groups. The data is collected to ensure decisions are based on facts rather than opinion.



**“The vision should focus on the need to include all students, as stated in the Philosophy of Inclusion (p. 1.6)”**

### Establishing a vision

As the team establishes its statement of beliefs and begins to analyze the data, it can begin the process of developing a vision statement.

To develop a vision, the team members must determine the beliefs and attitudes of the community. The beliefs are the underlying philosophies and perspectives about education, schooling, and a caring school environment. The team may also wish to consider the basic assumptions and understandings necessary for addressing behaviours.

Based on the review of these beliefs, a belief statement is developed. This belief statement is used to prepare the vision statement.

The vision should define the essence of what the team is attempting to do. It provides a clear picture of what the school can become.

### Developing a mission statement

A mission statement is a general description of purpose that reflects a school community’s educational values and beliefs. The mission statement connects all of the planning being conducted by the school.

### Establishing strategic goals and objectives/key questions

With support from subcommittees, the team begins to establish the strategic goals and objectives or key questions that will become the focus of the new initiative. Once this plan has been completed, it is critical that it be approved by the community and, subsequently, the school board.

### Developing an action plan

An action plan is a summary of what the team will do to implement the goals and objectives. It will identify the specific tasks to be accomplished, the criteria that will be used to

measure success, the resources necessary to accomplish the task, the training components that are required, and the person(s) responsible for implementing and achieving each task. Timelines are established for the plan.



For additional information on the planning process, see

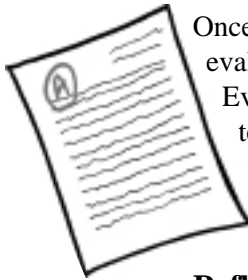
Manitoba Education and Training. *Vision to Action: A Resource for Educational Change*, 1997.

Manitoba Education and Training. *School-Based Planning: A Continuous Process for Effective Education: A Resource for Developing and Implementing Annual School Plans*, 1996.

### Implementing and communicating the action plan

In order to ensure that stakeholders buy into the new behaviour action plan and are on board for its implementation, the planning team may wish to develop and implement a communication strategy directed to the students, parents, and the community.

### Monitoring and evaluating the plan



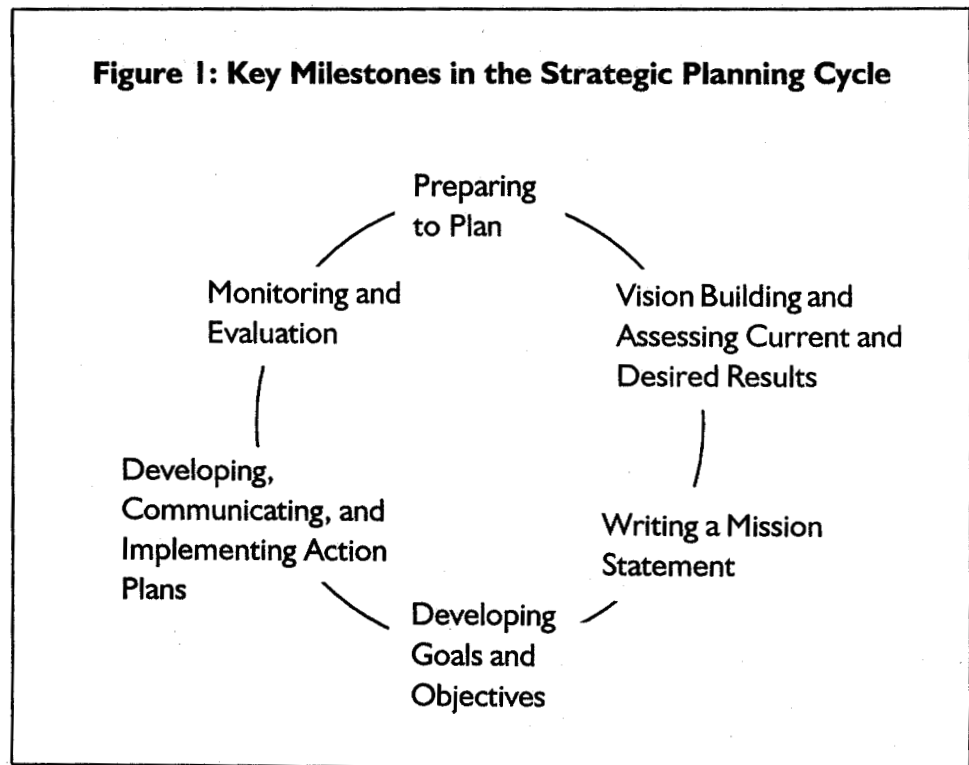
Once the action plan has been implemented, the planning team will monitor and evaluate the extent to which the goals and objectives have been met.

Evaluation needs to include both quantitative and qualitative data. As the team proceeds with its implementation, it is important that the team takes time to reflect on the changes and adjust the plan if it is required. A system of ongoing review and evaluation is needed.

### Reflecting and celebrating

As the plan is implemented and reviewed, the team should take the time to celebrate successes and let the broader community know how the new initiative is proceeding.

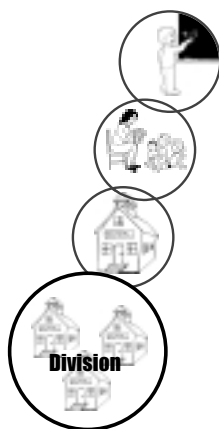
**“Before anything else, getting ready is the secret of success.”**



Reproduced from *School-Based Planning: A Continuous Process for Effective Education, A Resource for Developing and Implementing Annual School Plans*. Winnipeg, MB: Manitoba Education and Training, 1996.

The planning process will not always follow the steps above in lock-step order. Changes occur as the team runs into unexpected problems or opportunities. Planning is a journey that may need to change course along the way.

In the following four subsections, team planning at the divisional/district, school, classroom, and individual student level will be discussed.



## Planning at the Divisional/District Level

Planning for students exhibiting behavioural challenges at the divisional/district level will address the system needs for the school division or district. The committee involved in the planning should have wide representation from within and outside of the division/district. As well, the data being used may be obtained from a variety of community agencies, e.g., police, family services, youth correction, etc. A survey of existing services within the area may provide information on services that are lacking.

### Outputs from the divisional planning process

Depending on the area of planning under discussion, the final results or outputs might include the development of:

- A Code of Conduct
- Policies, e.g., policy on the use of time-outs
- Effective instructional practices, e.g., differentiated instruction, adaptations, multiple intelligences, and learning styles
- New programs or services, e.g., early intervention program for students with behavioural challenges
- Handbooks, protocols, or guidelines, e.g., a new divisional handbook on students with behavioural challenges
- Staff training plans, e.g., a plan for divisional professional development on positive behaviour support
- New staff positions with job descriptions, e.g., a divisional Behaviour Specialist position

The following sections provide examples of outputs, including projects and initiatives that are best accomplished by a team planning process.

### Specific Examples: Divisional Planning

#### a. Divisional Code of Conduct

A Code of Conduct is often developed at the divisional level. The code is a statement that addresses the division's philosophy in offering a safe and caring environment for all students and the importance of a positive school climate.

Codes of Conduct should be developed with input from a variety of stakeholders including teachers, students, support staff, parents or guardians, and community members.

**“Is it unfair to treat students differently? No. It is unprofessional to treat them the same.”**

— Roy G. Mayer, 2000



- Often, codes will include the rights and responsibilities of students, staff, and parents in the overall development of appropriate behaviour within the school.
- The code should be communicated to all families and community members in a written format. This document could be displayed in a prominent location in the school. A plan may also be developed for reviewing the code with students and teachers so that it is well-known and understood by all concerned.
- It is important that the Code of Conduct be updated and reviewed with stakeholders on a regular basis.

Most school divisions already have well-developed Codes of Conduct. An example of one division's Code of Conduct is included in the support materials at the end of this section.

### b. Policies on behaviour

School divisions may need to develop a number of policies that address the issues related to students with challenging behaviours. The actual number and types of policies developed will reflect the experiences and needs of school divisions over time. Policies might include:

- Suspension and expulsion of students
- Student conduct and consequences
- Due process and appeal procedures
- Drug and alcohol issues
- Requirements for Individual Education Plans (IEPs)
- Harassment policies

### c. Crisis response manual and procedures

From time to time school personnel will be called on to deal with major crisis incidents or behavioural situations. All school divisions should have procedures in place to deal with these incidents. The procedures are often included in a manual for dealing with emergency or critical situations.

In developing a critical incident response plan, the following issues need to be addressed:

- Selection and training of a crisis response team for the division and for schools
- Development of written procedures with appropriate community partners for dealing with emergency situations including a school warning signal
- Development of a reporting strategy to document the circumstances and the actions taken in dealing with a significant incident



One document that addresses this issue is available from the British Columbia Department of Education. It is entitled, *Responding to Critical Incidents: A Resource Guide for Schools* and is available on the Internet at:  
[www.bced.gov.bc.ca/specialed/rci/toc/htm](http://www.bced.gov.bc.ca/specialed/rci/toc/htm)

- Procedures for obtaining assistance in providing grief counselling and critical incident stress debriefing, dealing with media, and informing parents and persons in authority

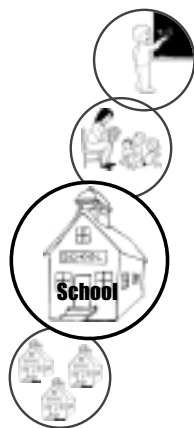
For additional information on crisis planning, please contact, the Mental Health Branch, Manitoba Health.

#### d. Staff training

The division should prepare an annual plan for the training of all staff on how to work with students with behavioural challenges. See Section 9 for a full discussion of this topic.

#### e. Providing special services and programs

The school division is responsible for determining the types of special services and programs to be offered across the division. The division will often have all of the special services and programs highlighted and described in a divisional brochure(s) and/or a divisional handbook that describes these services and programs. In some school divisions, special programs may exist for students with behavioural challenges. Some divisions have well-developed Internet sites that describe the division's services and programs for students with special needs.



### Planning at the School Level

Planning at the school level will address the needs of the local school. Additional information on planning at this level can be found in *School-Based Planning: A Continuous Process for Effective Education, A Resource for Developing and Implementing Annual School Plans* (Manitoba Education and Training, 1996). Planning at the school level should involve all of the stakeholders in the school. The team should select a planning process that matches the problems or issues to be addressed.

#### Outputs from the school planning process

A school team could be used to develop a number of initiatives related to behavioural challenges. The projects that a team could be involved in might include:

- Developing a school-wide plan for behaviour intervention
- Developing school rules or a school Code of Conduct
- Considering school procedures for dealing with difficult behaviour
- Developing unique intervention programs, e.g., mentoring projects, school elder projects
- Developing interventions that will prevent students from academically falling behind their peers
- Reviewing the development of a school plan for establishing a positive school climate

- Developing a system of positive school behaviour management
- Developing a staff training plan on issues related to behaviour

In the following sections, examples of outputs including projects and initiatives that require a team planning process are described.

## Specific Examples: School Planning

### a. Developing a school-wide behaviour support system

Many schools in Manitoba have participated in professional development activities on a school-wide behaviour support system for dealing with student behaviour. Based on this training, several schools have incorporated the work of George Sugai and Terrance Scott into their school plan for dealing with behavioural issues.

Effective behaviour support is an approach designed for enhancing the capacity of schools to deal with behavioural issues. It is a proactive approach to provide supports to all students. Schools develop a school-wide behaviour approach to meet their the needs as identified in their school. The following key themes are necessary and usually incorporated in the development of a school-wide behaviour support system:



Additional information on school-wide discipline can be found in:

Manitoba Education and Training (from WEVAS). *General Guidelines for School-Wide Interventions* (originally called *School Plans*), 1995. (Included at the end of this section.)

#### Key Themes of Effective Behaviour Support (EBS)

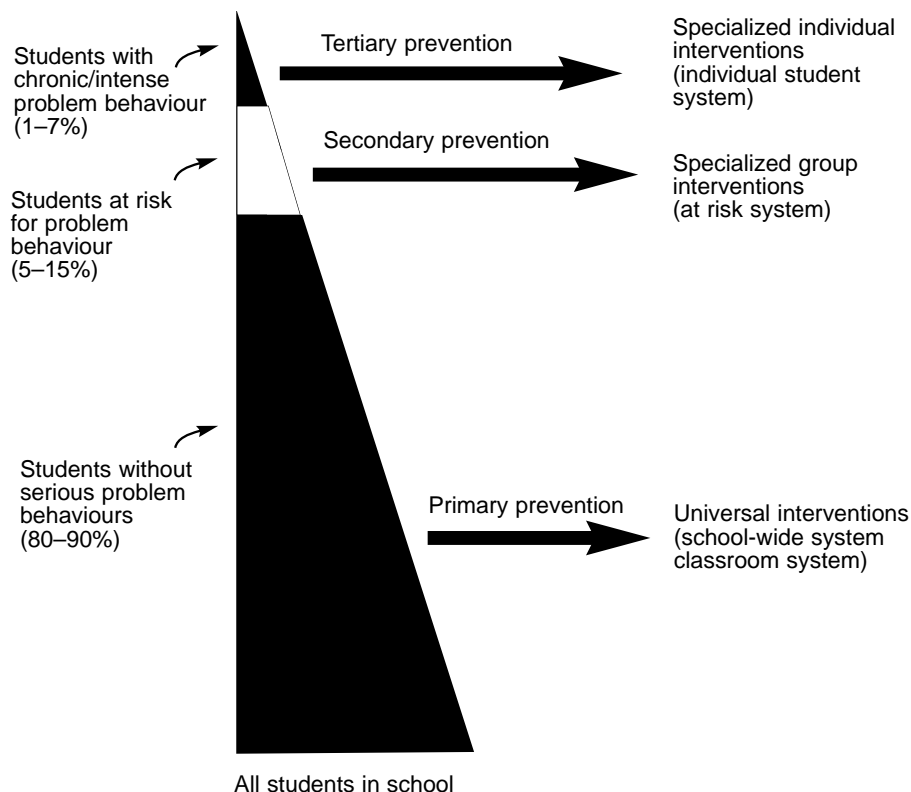
1. School-wide behaviour support procedures were designed by local teams.
2. Successful schools relied on clear administrative direction and support.
3. Schools identified a small number of behavioural expectations that defined the culture of the school.
4. The behavioural expectations were taught to all students.
5. Performing to the behavioural expectations was rewarded through an ongoing recognition system.
6. Dangerous and disruptive behaviour resulted in corrections. Problem behaviours were neither ignored nor rewarded.
7. Information on student performance was collected continuously and summarized for decision making by local teams.

**Key Themes of Effective Behaviour Support (EBS):** From “School-Wide Behavior Support: An Emerging Initiative” by Robert H. Horner and George Sugai, Fall 2000. *Journal of Positive Behavior Interventions* 2(4). Copyright © 2000 by PRO-ED, Inc. Reprinted with permission.

### b. A continuum of interventions

EBS suggests that schools develop a continuum of interventions to meet all student needs within the school. The three levels of intervention are included in the diagram below.

## Continuum of Behavioural Support



- **School-wide interventions:** These interventions are developed to apply to all students on a school-wide basis. Systematic teaching and reinforcement for appropriate behaviour are utilized consistently in the classroom and across special settings. They need to be consistently and efficiently implemented and reinforced by all staff. Special procedures need to be developed for special settings such as lunch rooms, playgrounds, hallways, and school buses.
- **Specialized group interventions:** This level of intervention is intended for students at risk for problem behaviour. Students who are identified as being at risk for problem behaviour are targeted using specialized group-based strategies.
- **Individual specialized interventions:** These highly specialized interventions are targeted at individuals with chronic challenging behaviour. Individual behavioural intervention plans will be required for these students.

**Three Groups of Students with Differing Behavioural Support Needs:** Copyright © 2001 by EBS Web, University of Oregon. Reprinted by permission. All rights reserved.

**“Planning is something we do when we want something to be approximately right instead of exactly wrong.”**

**c. Developing school rules**

As a school begins to implement a school-wide behaviour support system, the planning team needs to establish three to five key expectations for all areas within the school. The expectations or rules should be stated in clear language and in a positive format. These expected behaviours should be adopted and committed to by the staff and parents of the school.

## **Winnipeg Beach School Code of Conduct**

Students and adults will speak and act politely and respectfully towards each other.

Students and adults will move in and about the school in a safe, cooperative, and orderly manner.

Students and adults will respect individual and school property.

Students and adults will make all reasonable efforts to resolve conflicts through discussion.

**Code of Conduct:** Reprinted by permission of Winnipeg Beach School, Evergreen School Division No. 22.

#### **d. Teaching positive behaviour to students**

For schools to be successful in reducing behavioural difficulties, they must take the time to teach appropriate behaviour. Instruction on appropriate behaviour should involve all students in the school, not just those who exhibit behavioural challenges. School-wide instruction needs to become a focus for all staff so that a consistent approach is developed across the school. This instruction needs to be carefully planned and fully implemented.

A key component in the teaching of positive behaviour to students is the modeling of the expected behaviours by teachers. Students with behavioural challenges watch what adults do and not what they say. Teachers need to be very cognizant of the behaviours that they model in the classroom. If teachers teach without living the behaviours, they can be seen as dishonest and disrespectful.

- Start off the school year with a one- or two-day orientation for all students on proper behaviour and the understanding of the school rules.
- Review with students the three to five school rules that have been agreed to by the school's planning committee and that will be enforced by all staff members. It is most effective if the rules clearly state the desired behaviour in positive words.
- The rules should be posted and shared with parents and the community.
- Both initial instruction and frequent review should clearly explain the rules and give examples of what the behaviour looks like. It should also include multiple examples, role plays, practice within and across multiple settings, and it should involve a variety of people.
- Staff should regularly remind students of the rules, particularly at key times, e.g., before recess, class transitions, or at lunch break.
- Students should be recognized for consistently following the rules.
- Senior Years schools will focus on responsibility and ownership for the rules.
- Classroom lessons should be conducted on specific topics, e.g., name-calling, empathy, respect, random acts of kindness.

#### **e. Developing procedures for the use of positive consequences and the use of appropriate consequences**

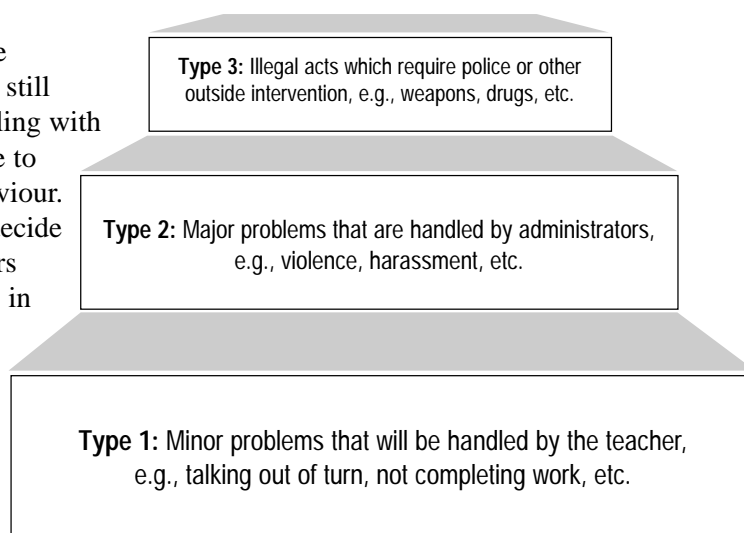
Once the initial behaviour expectations have been taught to students, schools may wish to provide positive consequences to encourage students to use the social skills.

Positive consequences may include time for special activities, positive feedback, or a tangible reward. Students should be involved in selecting appropriate consequences.

Many school teams have developed a school-wide system for providing positive consequences.

Whenever possible, positive behaviour needs to be acknowledged by the teacher through a verbal comment. All incentive programs work most effectively if the tangible rewards are gradually replaced with positive feedback and other natural outcomes.

Even with the positive interventions, schools still require a plan for dealing with students who continue to display problem behaviour. The school needs to decide the types of behaviours that will be dealt with in the classroom and those that will be handled in the office. Some schools develop three levels of intervention:



The key to the effective use of these consequences is that they are consistently and effectively enforced.

#### **f. Developing procedures for providing individual supports**

For the small group of students who will require individual specialized interventions to deal with their severe behaviors, a carefully designed system is important. These students will require formal supports and a behaviour plan to deal with their behaviours. See Section 7 for an example of a Behavioural Intervention Plan.

#### **g. Developing procedures for special locations such as lunch rooms, buses, gymnasiums, playgrounds (recess), and hallways**

As a school develops its plan for school-wide behavioural support, it should address the special requirements of nonclassroom settings. Because these settings tend to involve larger numbers of students and focus on supervision rather than instruction, a number of different elements require attention. These include the physical environment, establishing routines, teaching the students appropriate behaviours in the nonclassroom settings, and focusing on active supervision strategies.

#### **h. Staff training plans**

To implement a major initiative such as school-wide behaviour support, school staff will likely require initial professional development sessions. As the initiative proceeds, the planning team should have access to a facilitator or consultant who can help in problem solving and re-focus the initiative in the right direction. (See Section 9)



For additional information on school-wide behaviour support, please see the websites listed below.

- **Positive Behavioural Interventions and Supports**

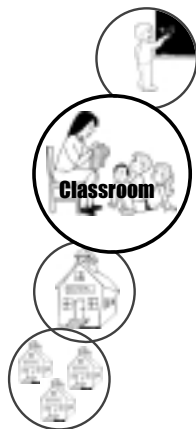
This site is sponsored by the U.S. Office of Special Education programs and it offers information on a variety of issues related to school discipline and positive behavioural supports.  
[www.pbis.org/english/index.html](http://www.pbis.org/english/index.html)

- **Effective Behaviour Support – University of Oregon**

This site provides information on the work of George Sugai and colleagues on Effective Behaviour Support.  
<http://brt.uoregon.edu/ebs/homepage.htm>

A summary article entitled “Effective Behaviour Support: A Systems Approach To Proactive Schoolwide Management” by Timothy Lewis and George Sugai appeared in the CEC publication *Focus On Exceptional Children*, February 1999.

Examples of school planning that address specific issues can be found in “A School Approach to Bullying” in Section 8, and “Positive School Climate at Landmark Collegiate” in Section 3.



## Planning at the Classroom Level

Planning at the classroom level is usually initiated by the classroom teacher. The planning may involve other teachers who are working at the same grade level or paraprofessionals who are assigned to the classroom. In smaller schools, the planning will be limited to an individual teacher. The teacher may not address all 10 steps in the process extensively, but the final result should be a well-planned process based on existing data.

The planning should also provide opportunities for student input. The teacher can involve students in classroom meetings, councils, or discussions.

Planning at the classroom level typically starts at the beginning of the school year. Faced with many new students, the teacher needs to collaborate with last year’s teachers, support staff, in-school support team, and clinicians to determine the needs of the students who will be in his or her classroom for the coming year. Data may be available in the cumulative, resource, or clinical files. Parents may visit the teacher prior to the start of school with additional information on their child. Some schools receive student profiles from the transferring students’ feeder schools.

Based on the data, the teacher will determine those students that will require interventions for academic or for behavioural concerns. Some students will require:

- Curricular supports or adaptations
- Courses that are modified or individualized programming
- Specific behaviour interventions



At the beginning of a new school year, the teacher's preparation may include:

- Development of classroom rules with student input
- Clear review of procedures and routines with students
- Involvement of parents at an early stage when concerns or problems have begun to develop
- Informed assessments conducted as needed
- Team planning meetings to develop IEPs

### Gender Issues

The teacher should also be aware of gender issues. This is very important, especially at the pre-adolescent and early adolescent stages. Students have a tendency towards either internalizing negative emotions (excluding peers from groups) or externalizing (bullying, acting out), and this split in behaviour is often congruent with the gender divide.

Many students, often girls, will prefer to talk about issues, while others, most often boys, will prefer more action-oriented activities to feel comfortable and open the door to communication.

Teachers need to recognize these gender issues, acknowledge role models, and discuss curriculum-sensitive gender issues.



For additional information on gender issues see:

Pollack, William S. *Real Boys: Rescuing Our Sons from the Myths of Boyhood*, 1999.

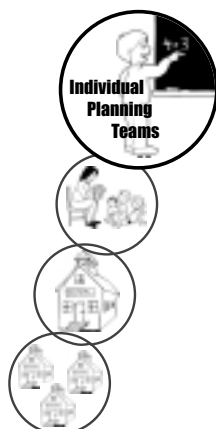
Piper, Dr. Mary. *Reviewing Ophelia: Saving the Selves of Adolescent Girls*, 1995.

### Outputs from the classroom planning process

A classroom teacher beginning a new school year might consider planning in the following areas:

- Determining the strengths and interests of students
- Determining the needs of the students, both academically and behaviourally
- Establishing a system of positive discipline
- Developing classroom rules with student input
- Developing procedures for teaching classroom rules
- Developing classroom routines
- Initiating contact with parents when behavioural or academic challenges are noticed
- Establishing individual strategies and interventions for students with unique needs
- Establishing a positive classroom atmosphere

Classroom interventions for students exhibiting learning or behavioural difficulties are described in Section 5 and 6 of this document.



## Planning for an Individual Student

Planning for an individual student who has **major** learning or behavioural problems is assigned to a team known as an Individual Education Planning Team. The team is usually composed of the classroom teacher, the parents, the student, and the in-school support team. When additional support is needed, clinicians and community professionals may also be asked to become part of the team. To develop the plan for the student, the team relies on data.

Individual student data is obtained from previous classroom teachers, support staff, and support teachers such as resource teachers. Additional information comes from the parents, medical practitioners, and school clinicians.

Behavioural data may also be collected using observation techniques decided upon by the planning team. As assessments, clinical and medical reports, and observations are completed, the results are shared with the planning team members. While staff are awaiting the completion of assessments and the development of a plan, an interim strategy may be utilized.

Once all of the data is in place, the team will develop an Individual Education Plan. The plan will outline the student's strengths and needs, along with the interventions and strategies that will be used with the student, and establish who will deliver the various program components. The IEP is written and shared with team members. When individual behaviour difficulties are more severe and external professionals are involved, a Behaviour Intervention Plan or a multi-system behavioural plan may be required.

The plan is monitored, adjustments are made as necessary, and meetings are scheduled to review the plan. One member of the team will be responsible for acting as the in-school case manager. The in-school case manager will take on the duties of coordinating the team meetings, ensuring that all participants have copies of the written plan, and serving as a contact for parents.

### Outputs from the Individual Student Planning Process

- Individual Education Planning Team formed
- IEP developed (academic and behaviour interventions developed for the student)
- Assessments completed as necessary
- In-school case manager assigned
- Specialists added as necessary

Planning at the individual student level will be dealt with in more detail in Section 7 of this document.



Additional information on Individual Education Planning, is also available in:

Manitoba Education and Training. *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*, 1998.

This section has focused on planning for behaviour challenges at the divisional, school, classroom, and individual student levels.



Planning is only the beginning, a kind of map to guide the journey. As in all journeys, the team may run into unexpected problems or opportunities along the way. Plans do not always succeed, and changes may be necessary.

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## **Section 2 Support Materials**

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- Guidelines for School-Wide Discipline Interventions
- Code of Conduct — Winnipeg School Division



## General Guidelines for School-Wide Discipline Interventions

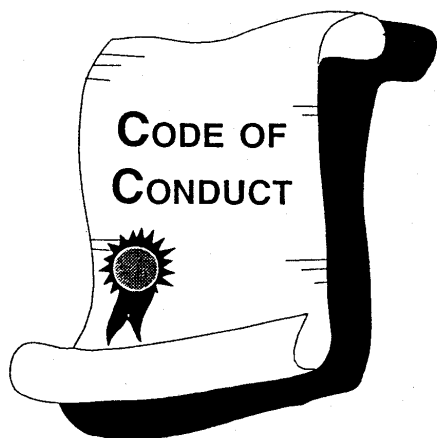
**Premise:** School-wide discipline is for everyone. It is not the solution to dealing with the most difficult students.

<b>Components:</b>	<b>Contents:</b>
Vision	<ul style="list-style-type: none"> <li>• Process to develop a community vision (involve teachers, parents, and students)</li> <li>• Procedure to identify “positive signs” (outcomes) that indicate the effectiveness of strategies</li> <li>• Commitment to celebrate successes with students</li> </ul>
Teams	<ul style="list-style-type: none"> <li>• Process for school staff to develop understanding of how teams operate (theory and practice)</li> <li>• Procedure to increase awareness of the gifts each staff member brings to the team</li> <li>• Mechanism(s) or opportunities to support one another</li> <li>• Personal commitments to the team</li> </ul>
Climate	<ul style="list-style-type: none"> <li>• Process for the community to become aware of the impact of positive and supportive communications and interactions on behaviours</li> <li>• Procedure to identify present positive student, staff, and parent efforts in this area</li> <li>• Mechanism to build and implement strategies that develop the school into a place where appropriate behaviour produces success and belonging (best if done jointly by staff, students, and parents)</li> <li>• Personal commitments to “make a difference”</li> </ul>
Management	<ul style="list-style-type: none"> <li>• Process for staff to learn of “classroom” management practices considered most effective (research and practice)</li> <li>• Procedure to develop and/or share creative solutions to common problems</li> <li>• Mechanism to provide mentorship(s)</li> <li>• Personal commitment to “share skills”</li> </ul>
Rules (Expectations)	<ul style="list-style-type: none"> <li>• Process for staff to become aware of how effective rules are developed (theory and practice)</li> <li>• Procedure for staff to determine the kinds of rules needed (e.g., those that require common response and those that should allow staff flexible responses; those that are school-wide and those that are teacher- or area-specific)</li> <li>• Mechanism for staff to allow students input into the rule-making procedure and some mechanism(s) to introduce, teach, and reinforce rules in various settings</li> <li>• Personal commitment to “support implementation”</li> </ul>

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Adapted with permission of WEVAS, Inc., 1995 ATEC presentation.





## FOR THE WINNIPEG SCHOOL DIVISION No. 1

### BEHAVIOUR EXPECTATIONS AND CONSEQUENCES

#### FOR STUDENTS, STAFF, PARENTS/GUARDIANS

#### For the Student:

- Attend school regularly. Be on time, bring all required supplies and completed homework. When finished for the day, leave the school grounds promptly.
- Show common courtesy and respect to all; defiance of authority, abusive language and aggressive behaviour are unacceptable at all times.
- Behave respectfully to all regardless of race, religion, gender, age, or sexual orientation.
- Solve conflicts peacefully through discussion or by seeking help.
- Dress appropriately for classes and activities.
- Respect school property and the property of others.
- Follow this code of conduct and any code which the school may have.
- Make the most of the time in school: strive for academic excellence through classroom participation.

#### For the Staff:

- Provide the programs and services prescribed by the Winnipeg School Division and the Department of Education.
- Establish a positive learning environment.
- Evaluate students' achievement, and explain the evaluation procedures to be used in each course.
- Keep students, parents/guardians and administration informed about student progress, attendance and behaviour.
- Show common courtesy and respect to all; defiance of authority, abusive language and aggressive behaviour are unacceptable at all times.
- Behave respectfully to all regardless of race, religion, gender, age, or sexual orientation.
- Treat students and other staff members fairly and consistently.
- Respect confidential information about students and staff.
- Dress appropriately for the working environment.
- Assist students in resolving conflicts peacefully and use the Code of Conduct to encourage appropriate behaviour.

#### For the Parent/Guardian:

- Make sure your children attend classes regularly, arrive at school on time, and do their homework.
- Attend school events, support the school and stay in contact with school staff.
- Help your children develop positive attitudes to school and respect the staff and school property.
- Show common courtesy and respect to all; abusive language and aggressive behaviour are unacceptable at all times.
- Treat all individuals respectfully regardless of race, religion, gender, age, or sexual orientation.
- Encourage the peaceful resolution of conflict. Discourage violent or aggressive behaviour to solve a problem.
- Should there be a concern, try to solve it with your child's teacher. If unresolved, contact the principal. If the problem remains, then contact the superintendent. If the concern is not resolved at this level, then contact the Board of Trustees.
- Talk about the Code of Conduct with your children and what it means.



## Why a Code of Conduct?

The Winnipeg School Division supports a safe and positive learning environment for everyone within the schools and has developed a Code of Conduct to define expectations of behaviour for students, staff and parents/guardians.

Consequences for inappropriate behaviour should be based on individual needs, the degree of the problem and the ability of the person to understand and handle the consequences.

## Consequences for Students

Effective discipline of students hinges on cooperation between the school and the parents/guardians.

A phone call, home visitor formal conference at the school may be initiated with the parents/guardians to discuss the specific behaviour of the student and steps to be undertaken to correct it.

The following is a list of consequences that may be used:

- A teacher or administrator talks with the student to reach an agreement regarding the student's behaviour.
- A conference is held with the student, parents/(guardians, teacher, administrator and/or support staff to develop a plan for changing the student's behaviour.
- Where student behaviour affects the class, the student is withdrawn to a supervised alternate location to complete his/her assignment. Such withdrawal would normally be temporary, but when a prolonged withdrawal is recommended, the parents/guardians would be contacted.
- Privileges in the nature of access to playground, cafeteria or lunch program, extracurricular activities and/or bus transportation are removed.
- The students and parents are required to compensate for any damages.
- Detentions. Parents will be advised of after-school detentions for early and middle years students.
- In some instances, a contract may be used detailing specific behaviour required. The contract is developed and agreed upon by the school, the parents/guardians and the student.
- At the discretion of the principal, students may be assigned to an in-school suspension.

## Suspension

Students may be suspended from school for the following: chemical abuse (tobacco, alcohol, controlled substances), physical assault, verbal assault, weapons on school property (weapons may include, but are not restricted to: guns, pellet guns, starting pistols model guns, knives, bats, sticks, pepper spray), and misconduct.

Principals have the authority to suspend students up to one week; superintendents may suspend up to six weeks and the Board of Trustees may suspend for more than six weeks.

Parents/guardians will be notified immediately of suspension.

The Superintendent may transfer a student to another school.

Principals may involve the police and/or Child and Family Services.

## Expulsion

The Board of Trustees may expel a student from attending any school for the following: use of a weapon to threaten or inflict injury, physical assault, verbal threats, or unprovoked assault resulting in injury.

## Consequences for Staff

The conduct of the Winnipeg School Division staff is governed by the policies of the Division, the codes of conduct of their individual organizations, and the provincial and federal legislation. Consequences for inappropriate behaviour may range from a verbal warning to termination of employment.

## Consequences for Parents/Guardians

The conduct of parents/guardians in schools is governed by Board policies and provincial and federal legislation. Consequences for inappropriate behaviour may include a verbal warning, restricted access to the school or other consequences as defined by law.

The Winnipeg School Division No. 1  
1577 Wall Street East  
Winnipeg, Manitoba R3E 2S5  
Phone 775-0231 Fax 772-6464

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**Section 3:**  
**Positive School Climate**

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## 3. POSITIVE SCHOOL CLIMATE

**“A way of thinking and acting that allows individuals to feel accepted, valued, and safe.”**

### What is a Positive School Climate?

A positive school climate exists when all students feel comfortable, wanted, valued, accepted, and secure in an environment where they can interact with caring people they trust. A positive school climate affects everyone associated with the school: students, staff, parents, and the community. It is the belief system or culture that underlies the day-to-day operation of a school.

Collectively and individually, a positive school climate can have a major impact on the success of all students in the school. Research has consistently shown a link between positive school climate and other important measurements of school success, including:

- Academic achievement
- High morale
- Staff productivity
- Effective management

This research has also identified 11 key factors (eight specific and three general) that contribute to creating a positive school climate.

#### Specific Factors

- Continuous academic and social growth.
- Respect: students and staff have high self-esteem and are considerate of others.
- Trust: a sense that people can be counted on.
- High morale: students and staff feel good about being there.
- Cohesiveness: a sense of belonging.
- Opportunities for input: being able to contribute ideas and participate.
- Renewal: an openness to change and improvement.
- Caring: students and staff feel that others are concerned about them.

#### General Factors

- Program curriculum, activities, and policies.
- Process teaching and learning styles, problem-solving, and communication.
- Resources materials, and school facilities.

Purkey and Novak (1996) developed a framework for looking at how schools can become “invitational” by focusing on five elements — places, policies, programs, processes, and people.

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**Eleven key factors to creating a positive school climate:** Taken from *Handbook for Conducting School Improvement Projects*, Copyright © 1987 by Phi Delta Kappan. Reprinted by permission. All rights reserved.

Writers and researchers continue to add other components to the list of key factors required for a positive school climate. The chart below summarizes these factors within three broad areas:

The Social/Emotional Environment	The Learning Environment	The Physical Environment
All students are accepted and welcomed.	High and appropriate expectations are in place for all students.	The school is perceived as inviting — a place students want to come to.
Positive behaviour is modeled by staff.	Learning is perceived as interesting, relevant, and important.	The school is well maintained and repaired as necessary.
All students and staff are treated with respect and dignity.	All students are expected to learn and grow based on their individual abilities and skill levels.	The school is accessible to all students including those with physical disabilities.
Individual differences in students and staff are respected.	Procedures are in place to address individual learning needs.	The school has an appropriate intercom, phone system, and emergency backup system.
Parents and community members are welcomed in the school.	School and classroom rules are developed with input from staff, parents, and students.	The physical systems of the school are in good working order, e.g., air, heat, lighting.
Parents are meaningfully involved in the school.	The school and classroom provide opportunities for a high degree of student involvement.	The school is equipped with a variety of detection systems and alarms.
Wellness is fostered in all students.	Teachers build a team atmosphere in the school and classroom.	The area around the school is well landscaped and maintained.
Responsibility is developed in all students.	Staff anticipates problems and deals with them before they escalate.	Graffiti removal procedures are in place.
All students feel accepted and welcomed.	Staff establishes structure and routine in the school and classroom.	School equipment is inspected on a regular basis, e.g., playground, gymnasium, lunchroom.
Differences in culture, race, religion, and ethnicity are recognized and appreciated.	Parents are kept informed of their children's program and progress.	Noise levels in the school are monitored and treated when necessary.
All students are actively involved in school activities.	Teachers and parents work collaboratively.	The school and classrooms are equipped with interesting bulletin boards and display cases.
The school has a vision and mission statement.	Teachers encourage a positive and optimistic approach to learning.	Appropriate signage is displayed in the school and on the playground.
The school has introduced measures to ensure it is safe and caring.	Teachers establish rapport with each student.	Specialty rooms/areas are available and well equipped, e.g., staff rooms, meeting rooms, first aid area, therapy rooms.
Staff has developed programs and initiatives to ensure all students feel they belong.	A proactive approach to discipline is used.	Classrooms are equipped with quality desks, shelving, storage area, and learning centres.
Emergency procedures are in place to ensure a safe and secure school.	Teachers use effective practices and current curriculum.	
	The principal is a strong educational leader, who involves the staff, parents, and students.	

## Environmental or School Climate Surveys

Environmental or school climate surveys (scans or assessments) are often conducted to review the factors in the school or classroom that will have an influence on a student's overall functioning. These surveys can be conducted at the school or classroom level and can involve student, staff, parents, community members, and school administrators.

The data collected should be used to begin a dialogue among the school's stakeholders for the purpose of moving towards meaningful change.

**Formal:** Formal assessments can be conducted using a tool that measures a number of climate components. Examples of school climate tools include:

- The School Climate Survey (School Development Program, Yale).
- The NASSP School Climate Survey (National Association of Secondary School Principals).

**Informal:** Informal assessments are usually conducted using checklists administered by school staff members. A sample environmental checklist is included at the end of this section.

## The Process for Developing a Positive School Climate

It is important to know what a school with a positive school climate looks like, but it is equally important to examine the process that can make it happen. This process can be incorporated into a school's annual plan for improvement. The planning process will generally follow the 10 steps outlined in Section 2. The following "close-up" of a process used at Landmark Collegiate will illustrate how a school can plan for a positive school climate. Landmark Collegiate is located in the Hanover School Division No. 15 (30 kilometres southeast of Winnipeg) and serves approximately 230 students in Grades 7–Senior 4.

### A Closer Look at Developing a Positive School Climate — Landmark School

**Close  
Up**



The principal of a school is responsible for initiating the planning process and for searching for opportunities to bring about change in the school. It is part of the leadership role to foster collaboration and gain the commitment of staff, parents, and students in supporting new initiatives. In the case of Landmark Collegiate, developing a planning process was not easy. The principal used sensitivity, patience, and commitment to bring the faculty and parents together to develop a meaningful planning process.

Once the commitment was obtained, the process of developing a shared vision was initiated. Individual staff members were asked to submit their most central beliefs related to education. The beliefs were collated and other staff members added their input. A summary was prepared listing the most widely held beliefs. This list was shared with parents, who also added their strongly held beliefs. Student beliefs were also compiled from a survey, and the two lists were compared to identify those beliefs held in common.

Based on the common beliefs, individual staff and parents were asked to write a mission statement and submit it. Staff and parents provided feedback, and a mission statement committee worked out a three-part statement of beliefs, commitment, and mission. The final statement that the stakeholders agreed upon is included below.

"Our school community shares the belief in the value of every person and the importance of a rich and complete educational experience of the highest quality.

We are committed to work as a team to ensure a safe and respectful, nurturing, and invigorating environment where learning is a shared responsibility.

Our mission is to develop persons who are ready to participate fully in society with confidence and a sense of self-worth, with independent thinking and interpersonal skills, and with an appreciation for athletics and the arts."

Once the mission statement was completed, the planning team began to examine data sources. The team relied on two main sources: existing school data and opinion surveys. The existing data sources included:

- attendance and late records
- suspensions/behavioural referrals
- honour roll/failures
- provincial examination results
- Canadian Test of Basic Skills test results — Grade 7
- Differential Aptitude Test test results — Senior 1



In addition, a survey was conducted of staff, parents, and students using an instrument developed by the Peel Board of Education (Toronto, Ontario). The survey requested opinions regarding various features of the school which led to the development of several lists of concerns and needs for students, parents, and staff members.

Based on the analysis of existing data and the survey summaries, a list of priorities for school planning for improvement was developed. The following priorities were established:

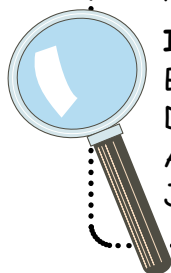
- respect, safety, security, positive learning environment
- communication
- school/parent partnership
- rich and varied school program — curricular and co-curricular
- full involvement of students in the life of the school
- high academic standards
- recognition of students and staff

The priorities led to the development of school objectives. For the past five years, the school has adopted four key objectives for each year. Several of the key goals have been continued over the five years of planning. The objectives for the year 2000-2001 are included below:

- Creating an Invitational School with a Positive Learning Environment and Strong School Pride
- Encouraging the Pursuit of Excellence and Improvement for All
- Enhancing Student Creativity Throughout the School Program
- Integration of Technology

For each goal established for the school, an action plan is developed. Parents and staff cooperate to develop 10-15 specific actions (manageable, attainable, and measurable) to meet each objective. For the goal Creating an Invitational School with a Positive Learning Environment and Strong School Pride, the following action plan was established for 2000-2001.

**Invite the community into the school:** School/Community Barbecue in September, Winter Concert in December, Drama/Musical in March/April, School Showcase Evening in April, Senior 4 Dinner Theatre in May, Grade 7 Orientation in June, Awards Celebration in June, Graduation Banquet in June.





**Be an active part of the community:** Member of the Chamber of Commerce, community clean-a-thon, volunteerism, participate in charitable events in the community.

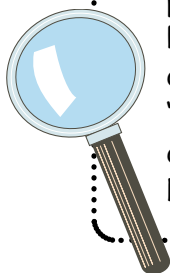
**Work with the community:** School and community coaches will work as a team to implement the school's program through coach's clinics, team meetings, and coach's handbooks.

**Communicate school plan, program, policies, and achievements with the school community:** For example, use up-to-date and informative school website, regularly updated parent/student handbook, school newsletter, school sign, or community newsletters. Staff will make an effort to establish contact with all parents early in the year and will keep regular contact as needed, including interim and anecdotal reporting.

**Improve the attractiveness of the school to make it a more inviting place to learn and to visit:** Install and maintain planters with cedars at both entrances, continue the painting program, and replace worn fixtures such as the gym curtain; encourage students to help keep classrooms, hallways, multipurpose room, and school grounds free of garbage; encourage students to contribute their artistic talents to brighten up the hallways.

**Maintain and enhance a positive school climate:** Post mission statement and Bill of Rights and Responsibilities; expand the peer counselling program to include school climate/positive lifestyles issues such as drug and alcohol awareness; restructure student government to include all students and to give them meaningful leadership roles in the school; recognize good citizenship with Kudos program and non-academic awards; have an effective school-wide program for limiting bullying and harassment, encouraging students to get involved in reporting harassment or seeking mediation and conciliation themselves; train staff in WEVAS, non-violent crisis intervention, CPR, and first aid; sensitize staff to students at risk.

**Reaching Out to Students in the school:** Promote authentic involvement in every aspect of the school; reinforce student participation and involvement through recognition; including banners, posters, pictures, honour board, website, and awards; develop a process of consultation of students; develop a "Welcome Here" event for the new Grade 7 students; purposely develop school events which include everyone; establish a noon hour program with meaningful activities.



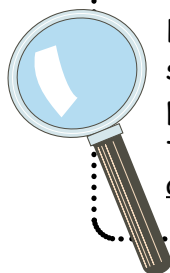
**Evaluation:** The pulse of the school will quicken and participation and involvement at all levels will increase noticeably. The school community will be more visible and active. A follow-up survey will provide hard data for comparison with benchmark scores from the original surveys.

### **Benefits to the School**

Landmark Collegiate has benefited in a number of general and specific ways. First of all, the school has implemented a process of school improvement that has brought about change. Secondly, the school stakeholders have collaborated to make the changes happen. Thirdly, the overall school climate has improved significantly. In addition to these general improvements, the school has initiated a number of specific changes including:

- Award-/grant-winning school website with student showcase
- Donation of flowers and planters from the community
- Tripling of graduation awards sponsored by the community
- Student honour board (Kudos program; congratulating and recognizing students for their efforts)
- Winter carnival organized by students
- Revamped awards program, non-academic awards, improvement honour roll
- Huge increase in attendance at parent evenings
- School-community barbecue
- Student showcase evening (recognizing the accomplishment of students)
- Peer counselling program — drug and alcohol awareness
- Coaching handbook and fair play clinics
- School-wide, consistent anti-harassment program
- Teachers embracing technology across the curriculum
- Lions-Quest school-wide conflict resolution program
- Interim reporting, enhanced program for students at risk

For additional information on the development of a positive school climate at Landmark Collegiate, please contact the principal at Landmark Collegiate in Landmark, Manitoba, or visit their website at: [http://landmark.hanoversd.mb.ca/docs/action\\_plan/Objective1.htm](http://landmark.hanoversd.mb.ca/docs/action_plan/Objective1.htm)



## Close-up of Erika

Erika is a Grade 5 student who has been very disruptive within the classroom and other school environments. Erika is a student who would require Category 2 interventions, i.e., students needing redirection and positive discipline practices.

This close-up will examine the three elements of a positive school environment:

- The social/emotional environment
- The learning environment
- The physical environment

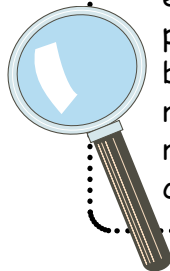
The areas for further inquiry pose questions that can lead the reader to possibilities for changing the environment and addressing issues in a positive way.

## Close Up

### Erika's Classroom Space

As we enter the classroom, we notice the desks have been placed in rows with the teacher's desk at the front of the room. Erika's desk is located to the right of the teacher's desk and is separate from the other students. Around her desk on the floor are her math and social studies textbooks. A closer inspection of her desk shows her binders have papers scattered all over the place. Her notes are not always in the correct binder and often are torn and crammed in the desk.

Erika asks the teacher to go to the washroom when three students are at the desk getting extra assistance on a math question. Erika leaves the room to go to the washroom but knocks the desks of three students and pushes the students' textbooks off the desk just before she leaves the room. The teacher calls to her but Erika continues on her way out of the room. When she returns, the teacher waits until she is seated and back at her math task. The teacher finishes helping the three students and goes to quietly talk to Erika about her earlier behaviour. Erika knocks her notebook off her desk and puts her head down. The teacher continues to talk to Erika, but she remains seated with her head down. The teacher returns to her desk and begins to mark some papers. Erika remains with her head down until the bell rings to end the class.



**Areas for further inquiry:**

1. What organizational responses can be effectively utilized with Erika?
  - work space
  - desk organization
  - organizers and storage containers
  - notebook arrangements
2. What procedures need to be in place for Erika to take a washroom break without disruption?
  - Establish and review a definite routine for a washroom break.
  - Provide positive feedback upon a non-disruptive return to her desk.
3. How can the teacher manage small-group instruction when Erika is causing difficulties?
  - Have Erika help another student who is having difficulty.
  - Provide space in classroom for small-group instruction.
  - Arrange for Erika to work in a small group (with two other students).
  - Pre-teach Erika the skills needed for small-group activities.

**Erika's social/emotional supports**

Erika's teacher is aware of the social/emotional needs of her students. At the beginning of the year, she had established the classroom as a safe and respectful place for all students. She provided opportunities for class discussions, role-playing, and activities that focused on individual differences. As the year has progressed, Erika's behaviour has become increasingly disruptive and the teacher has been doing fewer class discussions and role-playing activities. The other students have begun to resent Erika's behaviour for taking away all of the 'fun' activities. The teacher has concentrated on having more structured activities within her lesson plans. The teacher plans the less-structured activities for when Erika goes to see the guidance counsellor once per cycle to work on her social skills.

At recess, Erika spends most of her time by herself. At times she tries to join in with the other students to play basketball or soccer but, when she does so, the other students complain to the supervisor that Erika is causing problems.



**Areas for further inquiry:**

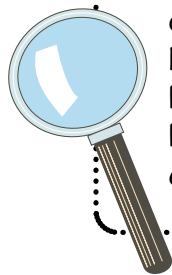
1. What can be done to include Erika in unstructured classroom activities?
  - Use the counselor to help out during less-structured activities.
  - Provide a ‘buddy’ for Erika.
2. What procedures can be used for including Erika in break and intramural activities.
  - Involve Erika in running the canteen during the break period.
  - Find structured activities for Erika at noon hour.
  - Involve Erika as a helper during intramurals.
3. How can the teacher establish a climate where all students feel accepted?
  - Work with the counsellor to deliver a program such as Second Step or Lions-Quest.
  - Review with all students the importance of empathy and acceptance.

**Erika’s learning program**

Erika is a capable student but, because of her discipline problems, she has missed much of the material that is being taught. At times, she doesn’t complete her assignments; when she does, she loses the assignment or completes it very quickly. Erika’s major areas of difficulty are writing assignments and problem solving.

Erika likes to work on the computer and is actively involved in physical education classes. She tries out for all the sports teams but is never included because of her poor sportsmanship. Erika still goes out to watch the games by herself.

Erika’s parents are very concerned about her behaviour and attend all meetings. They report that Erika has very few difficulties at home. She has no siblings. They do have difficulty with Erika whenever they try to help her with her homework. The school and home tried to use a communication book but Erika would never bring it home. The communication book was to inform Erika’s parents of what work she needed to complete and how she behaved during the day.



### Areas for further inquiry:

1. What techniques could be used to motivate Erika to complete her assignments?
  - Consider positive consequences or motivators.
  - Involve Erika in choosing her rewards.
  - Give Erika rewards for handing in assignments and for properly completing work.
  - Consider alternatives to written assignments.
  - Utilize assignment scaffolding.
2. How can home school communication be improved?
  - Focus on positives in communication book.
  - Make contact by phone or through email.
3. What possibilities exist for involving Erika in extra-curricular activities?
  - Arrange for Erika to assist the coach of a team.
  - Arrange for Erika to assist in the gymnasium.

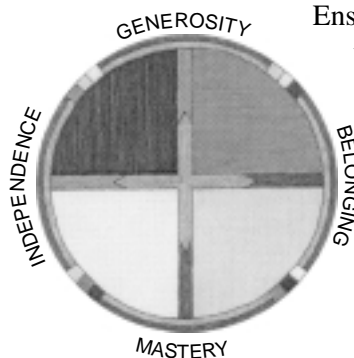
In the above example, the teacher should consider positive ways of responding to Erika's behavioural needs. The questions are provided to illustrate the thinking process required in developing a positive program for Erika. By making changes to the social/emotional, learning, and physical environment, it is possible to meet Erika's needs through a positive school climate.

### Positive School Climate for Special Populations

Sometimes it becomes necessary for the school staff to take steps to ensure the classroom accepts all students, including those with behavioural challenges. At times it is difficult for a student who is perceived as being different to fit into a classroom group and to be accepted. The development of friendships can be very difficult.

**“The number one indicator of success for a child is a good relationship with a caring adult.”**

### The Circle of Courage



Ensuring that all cultures are respected is a way of making students feel they belong. The Circle of Courage (developed by Dr. Martin Brokenleg) uses the Aboriginal concept of the importance of valuing individuals.

Using the Circle of Courage, the teacher could explain that the four bases for self-esteem are:

- A sense of **belonging** nurtured in a cultural milieu found in the acceptance, attention, and affection of others.
- A sense of **mastery** develops as one masters the environment. Success brings innate satisfaction and a sense of efficacy.

**Circle of Courage graphic:** Used with permission from Reclaiming Youth, P.O. Box 57, Lennox, SD: Artist, George Blue Bird.

- A sense of **independence** is shown by the ability to control one's behaviour and gain the respect of others.
- A sense of **generosity** is developed as opportunities are provided to give to others and to help others.



Brendtro, L., M. Brokenleg, and S. VanBockern. *Reclaiming Youth at Risk: Our Hope for the Future*, 1990.

The teacher and students could ensure that the symbol is displayed throughout the school and that students discuss ways in which each of the four key areas of esteem can be developed within the classroom.



1. Purkey, W.W., and J.M. Novak. *Inviting School Success*, Belmont, California: Wadsworth, 1996.

William Purkey is well known for his work on invitational education and making schools into inviting places. Invitational education provides a framework for making school a more satisfying, exciting, and enriching experience for everyone. It centres on four guiding principles: trust, respect, optimism, and intentionality. Schools can become invitational by focusing on five elements: places, policies, programs, processes, and people. Additional information on invitational schools is available from:

The Invitational Education website: <http://www.invitationaleducation.net>

2. Howard, E., B. Howell, and E. Brainerd. *Handbook for Conducting School Climate Improvement Project*, 1987.

3. Comer, Dr. James P. *The School Development Program*, 1996.

Dr. James Comer is known for his work on the School Development Program. His program on developing a positive school climate has been recognized with several awards. The program focuses on developing a positive school climate by empowering stakeholders. The mission statement of the School Development Program is committed to the total development of all children by creating learning environments that support children's physical, cognitive, psychological, language, social, and ethical development. For additional information on the School Development Program and development process, please see the School Development Program Newslines, Spring 1996.

The School Development Program website:  
<http://pandora.med.yale.edu/comer/welcome.html>

4. Association for Supervision and Curriculum Development. "Realizing a Positive School Climate," Vol. 56, No.1 *Educational Leadership*, Sept. 1998.

It is clear that a positive school and classroom climate can have a major effect on the achievement and behaviour of students. It is not always an easy task to create a school or classroom that focuses on a positive learning environment conducive to learning. Making it happen will require the community, school teachers, parents, and students working together, a commitment from all stakeholders, and a major shift in thinking.

Brendtro, L., M. Brokenleg, and S. Van Bockern. *Reclaiming Youth at Risk: Our Hope for the Future*. Copyright 1990 by the National Educational Service, 304 West Kirkwood Avenue, Bloomington, IN 47404, 800-733-6786, [www.nesonline.com](http://www.nesonline.com).

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## **Section 3 Support Materials**

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- An Environmental Checklist





### AN ENVIRONMENTAL CHECKLIST

Consideration of the amount of stimuli in the physical environment is essential to any discussion regarding an appropriate intervention plan for a child with attention problems. Although the list found below pertains to a classroom setting, the principles remain the same when applied to any physical setting. Read the statements/questions, think about your work setting, and place a check mark next to those describing an environmental condition that you are willing to change.

- Consider the amount of stimuli in the room. Are there decorations/displays on the walls? ...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 children 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?
- Where do I sit students with attention problems?
- Where are the major traffic areas in my room? Do I have any children 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, i.e., the heater, pipes, slamming door, etc.
- Do I use furniture to provide boundaries that delineate work/play areas?
- Do I label areas/materials with pictures at the eye level of the children?
- Do I have a daily schedule clearly visible in my room?
- Have I posted our classroom rules? Are they stated positively?
- Do my children have a way to store their belongings neatly and in an organized fashion?

- In my building, do children often have to go from room to room during the day?
- How do children prepare to go to recess? How do they return to the classroom from recess?
- What are the procedures for going to lunch in my building? How do they return to the classroom from the lunchroom?
- 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 has many assemblies, field trips, and special events that interrupt our daily schedule?
- How many changes does the child experience each day, i.e., moving from class to class, recess, lunch, etc.?
- Is the child expected to move through the halls alone?...with classmates?
- If time-out is used, does the child have to go to another room for time-out?
- Are there several people (other teachers, paraprofessionals, the secretary, the custodian, etc.) who agree to provide a respite when the child is having a "bad day?" Does the child get sent from one adult to another several times a day?
- What are the conditions is the lunch room? Are there large numbers of children in the room simultaneously? Is "kid music" playing? Does the child 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?
- When the child has to pass in the halls, what are the conditions? Are there many other children present? Is there a time limit? Does the child clearly know the way? Is the child supervised?
- How long is the school day? Does the child have a longer-than-usual day four days per week and a shorter-than-usual day one day per week?
- Is the school a year-round school? If so, how long does it take the child to adjust to a new session?
- Is the playground well supervised? Does the child play alone most of the time?... with younger students?...not play?
- How are field trips handled? Is adequate supervision provided for the child?
- Is the child in the right classroom?...with the teacher that best suits his or her special needs?...working at his or her developmental level rather than chronological level?
- Is the child's classroom near a room that is noisy or chaotic (shop, band, P.E., etc.)?
- When being disciplined, does the child have to sit idly for long periods of time?
- Does the child have to ride a school bus for a long period of time in order to get to school? Is the bus crowded?...noisy?...Is discipline maintained effectively during the transport? Does the child have a seat belt if his or her behaviour indicates that one is needed?

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**Section 4:**  
**Students with Behavioural Challenges**

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## 4. STUDENTS WITH BEHAVIOURAL CHALLENGES

### The Five Categories

This chapter will examine in greater detail the five categories of programming interventions that can be used with students exhibiting behavioural challenges.

Students moving up this continuum have increasingly complex needs that require the specific programming interventions.

#### **Category 1 — Students needing learning supports:**

These behaviour problems can be adequately addressed by the school providing a positive educational environment that matches the students' learning styles, academic levels, and individual processing strategies. Category 1 students are those who have behaviour problems due to academic difficulties.

#### **Category 2 — Students needing redirection and positive discipline practices:**

These behaviour problems can be adequately addressed by home and/or school management and positive discipline practices. Category 2 students are those students who have behaviour problems because they are unaware of (a) the behavioural expectations of the school; or (b) the commitment of staff to have students comply with these expectations; or (c) the skills needed to function in the classroom.

#### **Category 3 — Students requiring specialized interventions and supports:**

These behaviour problems can be adequately addressed with specialized interventions that include a strong parent-school partnership and specialized support. Category 3 students with severe behavioural disorders and syndromes that create highly dysfunctional behaviours.

#### **Category 4 — Students requiring intersectoral involvement with treatment plans or placements:**

These behaviour problems can be adequately addressed with highly individualized education and treatment plans with strong interagency partnerships, that include primary care workers. Category 4 students are those with severe to profound emotional/behavioural disorders and severe neurological damage with corresponding violent behaviours.

#### **Category 5 — Students requiring intensive coordinated multi-system interventions and highly personalized treatment facilities tailored to address individual needs:**

These behaviour problems are so severe that they can only be adequately addressed with extensive modifications and comprehensive, coordinated, multi-system support services. Category 5 students often require placements outside the regular school system along with multi-system treatment plans.

### Targeted Interventions Based on the Five Categories

The following sections identify programs and services required by students described in each of the five categories along the continuum. The breakdown of programming needs by category is not meant to be all-inclusive but does identify the types of services and resources that are available and/or required, and forms the basis for program recommendations. At the end of each category, a number of questions are posed for staff at the divisional, school, and classroom levels to assist them in reviewing their current procedures and interventions for students with behaviour problems.

#### Category 1: Students needing learning supports

*Students whose behaviour problems can be adequately addressed by the school, providing a positive educational environment that matches their learning styles and academic levels.*

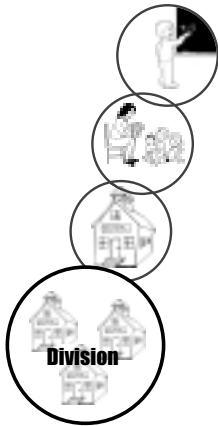
At this level, behaviour problems are largely school-based since these are primarily due to learning deficits or differences. These problems generally do not show up until the child begins school since most parents accommodate the child’s learning level and style in the home. The more formal, standardized expectations of school often highlight these problems. If these learning difficulties are not addressed, behaviour problems may spill over into the family and become a major focus of the school program. Early identification and intervention are critical.

Program Responses	Resources Required
<ul style="list-style-type: none"> <li>• Development of a general differentiated educational philosophy in the school</li> <li>• Programming that matches teaching strategies with learning needs and learning styles</li> <li>• Assistance may be required from a resource teacher or clinician to identify unique processing needs</li> <li>• Collaboration between the school and the parents</li> <li>• Utilization of specialized teaching programs, e.g., Reading Recovery</li> <li>• Development of early identification and intervention programming</li> <li>• Provision of staff training in programming areas such as differentiated instruction and curriculum adaptations</li> </ul>	<ul style="list-style-type: none"> <li>• School-based resources</li> <li>• In-school teams</li> <li>• Parental supports</li> <li>• External organizations</li> <li>• Collaborative parenting skills programs</li> </ul>

***Some questions to consider when determining the actions needed at the divisional, school, and classroom levels.***

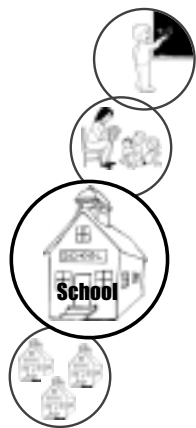
**Divisional**

- Are parents and community members involved in the division?
- What training programs are in place for teachers?
- What staffing levels are available to address academic issues?
- Are specialists available at the divisional level for consultation on individual students for academic programming?
- What proactive early literacy and early numeracy programs are in place?
- What intervention programs are available for students with academic difficulties, e.g., Reading Recovery™?



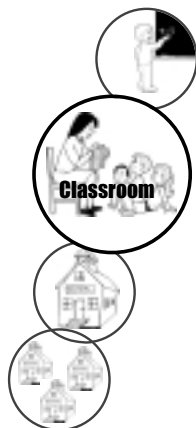
**School**

- Are the parents and community involved in the school?
- Has the school addressed the issue of positive learning climate?
- What programs and strategies are in place to provide extra academic assistance to students?
- Are parents involved in assisting with their child's learning progress, e.g., reading development, language development?
- Does the school have a variety of resources and books at various reading levels that teachers can use in addressing varying academic levels?
- What divisional resources are accessible to the school for students with learning problems?



**Classroom**

- Are teachers using differentiated instruction? Adaptations?
- Does the teacher provide lessons that are well-planned, relevant, and interesting?
- Are the teachers addressing individual differences? In what ways?
- Do teachers set high and attainable expectations?
- Do the teachers work collaboratively with parents to help their children with learning progress?



For additional information on the interventions in Category 1, please see Sections 3, 5, and 8.



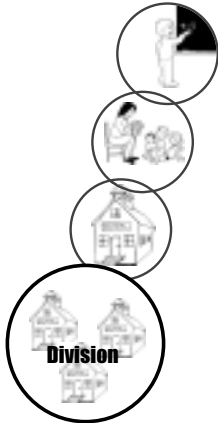
**Category 2: Students needing redirection and positive discipline practices**

*Students whose behaviour challenges can be adequately addressed by home and/or school management and positive discipline practices.*

In this category, behaviour challenges occur primarily at school. These behaviours might be a problem for the parents if the behaviours conflict with parental beliefs or values. Problems may be particularly noticeable when a child enters school, since the school represents a unique culture with expectations that may be inconsistent with the beliefs or values of the home. The behaviour problems in this category are largely an educational issue in that the students are not aware of: (a) the behavioural expectations of the school; or (b) the commitment from staff to have students comply with these expectations; or (c) the skills needed to function successfully in the classroom. Students may be confused by inconsistencies in the expectations and variations in corrective strategies taken by teachers within the school or between home and school. Students with problems in this category may respond positively to a particular teacher or management style and may not appear to have problems in these classrooms. In cases where a student’s behaviour dramatically affects the classroom learning environment and where the student will not respond to the teacher’s corrective efforts, or where they largely occur outside the classroom, the principal may need to become involved.

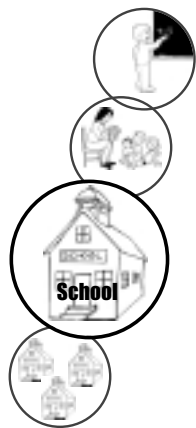
<b>Program Responses</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>• Development of codes of conduct with community support</li> <li>• Provision of professional development activities for staff members with focus on classroom management skills</li> <li>• Utilization of teacher assistance teams or in-school teams to provide suggestions to teachers</li> <li>• Provision of programming to students on prosocial skills, e.g., Second Step, anger management</li> <li>• Provision of parenting programs focusing on dealing with behavioural difficulties</li> <li>• Utilization of school-wide positive discipline practices</li> <li>• Provision of school liaison workers</li> <li>• Work with the community to address major issues, e.g., racism, gangs</li> <li>• Utilization of the services of in-school supports such as counsellors or resource teachers</li> <li>• Development of a positive school climate</li> </ul> <p>Program responses and resources required, from Category 1, should also be considered.</p>	<ul style="list-style-type: none"> <li>• School-based resources</li> <li>• Community-based resources</li> <li>• Collaborative efforts at providing parenting programs</li> <li>• Divisional staff trained in behavioural intervention strategies</li> </ul>

***Some questions to consider when determining the actions needed at the divisional, school, and classroom level.***



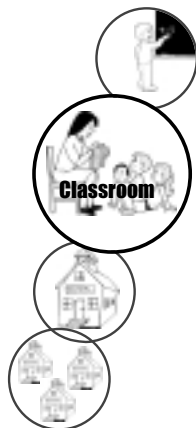
**Divisional**

- Has the division/district developed a Code of Conduct?
- What policies and procedures have been developed to address behavioural concerns?
- What supports are available to assist schools with behavioural challenges?
- What training programs have been provided on effective classroom management?
- Does the division have clear policies and procedures in place regarding appropriate consequences?



**School**

- Are all students encouraged to participate in school activities?
- Have workshops and training sessions been provided on ways to address discipline concerns?
- Is support to parents offered on behaviour issues?
- Does the school enforce school rules in a fair and consistent manner?
- Are positive behavioural interventions stressed over punitive interventions?
- Are programs in place to address behavioural issues, e.g., anger management?
- Are supports available for teachers to address behavioural problems?



**Classroom**

- Do students feel welcome?
- Do students from diverse backgrounds feel welcome?
- Are parents involved when students become discipline problems?
- Are students' strengths and interests valued?
- Are classroom rules developed with the students and enforced consistently?
- Are the rules taught, demonstrated, practised, and rehearsed?
- Are there consistent expectations and classroom routines in place?

For additional information on the interventions described in Category 2, please see Sections 3, 6, and 8.

**Category 3: Students needing specialized interventions and supports to address specific disabilities**

*Students whose behaviour challenges require specialized interventions with a strong parent-school partnership and multidisciplinary support (e.g., Students with severe behavioural disorders and syndromes that create highly dysfunctional behaviours).*

In this category, students have difficulties inhibiting or controlling negative behaviours. For some students, these behaviours may just be part of who they are. These behaviours may be related to specific disorders or syndromes of a genetic or neurological nature. This includes students with formal mental health diagnoses associated with emotional problems. These students can be quite impulsive, aggressive, and demanding. Their problems are noticeable in the home, school, and community. They can usually be identified early in the child’s life and early intervention is preferred. However, some parents may adapt to their child’s behavioural style and not recognize these problems until the child is older or enters school. Students with behaviour problems in this category require specific interventions designed to address the underlying neurological, psychological, or environmental factors that are driving these behaviours, as well as the specific needs of the child.

<b>Program Responses</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>• Development of targeted intervention plans to meet the needs of the students</li> <li>• Utilization of medical, clinical, educational, and other community specialists on Individual Education Planning teams</li> <li>• Involvement of resource teachers in direct teaching on a one-to-one or small-group basis</li> <li>• Involvement of counsellors in prevention and postvention activities</li> <li>• Provision of a variety of programs and activities on social awareness, anger control, and conflict resolution</li> <li>• Involvement of clinicians in creating and monitoring programs to modify behaviours or teach communication skills</li> <li>• Utilization of medical personnel since many of these children will have a medical or mental health diagnosis</li> <li>• Involvement of child care workers or mental health professionals to work with the home and child</li> <li>• Provision of supports for family members faced with the stress of a difficult parenting situation</li> <li>• Utilization of parent associations and advocacy groups for important information and resources</li> <li>• Utilization of child care workers or early childhood behaviour specialists</li> <li>• Involvement of Speech-Language Pathologists at an early age to prevent the development of associated behavioural difficulties</li> </ul> <p>Program responses and resources required from Category 1 and 2 should also be considered.</p>	<ul style="list-style-type: none"> <li>• In-school resources</li> <li>• Clinical services</li> <li>• Individual Education Planning team</li> <li>• Community-based resources</li> <li>• Pre-school resources including parent-child centres, day cares, nursery programs</li> <li>• Community organizations for support and information</li> <li>• Community clinics that address specific disabilities</li> </ul>

***Some questions to consider when determining the actions needed at the divisional, school, and classroom level.***

**Divisional**

- What policies have been developed for the use of Individual Education Plans?
- How does the division involve parents in the planning process?
- How does the division work with other agencies to provide needed interventions?
- What early intervention programs for behaviour are in place?
- What early intervention screening is done to identify students with behavioural problems?
- What has the division implemented to work with other agencies to address common service needs?

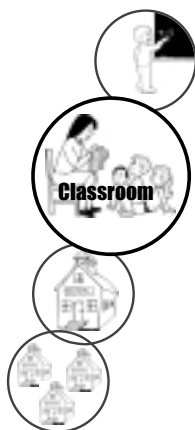
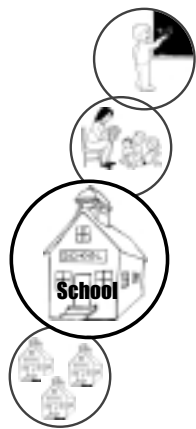
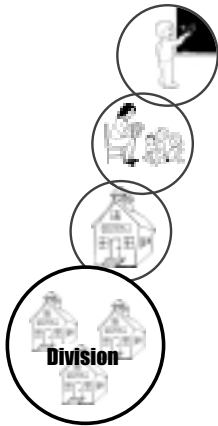
**School**

- What specific training has been provided to staff members regarding Individual Education Planning for children with targeted disorders and syndromes?
- What interventions are used with special types of disabilities, e.g., a student with autism?
- What specialized programs and supports are available in the school to assist with severe behaviour problems?
- What small group interventions are available?
- Do parent associations and advocacy groups have a place to share information on children with specific disorders and syndromes?

**Classroom**

- Does the classroom teacher utilize suggestions from resource, teacher, school counsellor, and clinical staff?
- What role does the classroom teacher have in IEP development?
- How does the teacher work effectively with parents/guardians of the student with behavioural difficulties?
- Does the teacher provide feedback to support staff and external agencies on the success or failure of specific interventions?
- What supports can the teacher address to assist students with severe problems?

For additional information on the interventions described in Category 3, please see Sections 3, 7, and 8.



#### Category 4: Students needing intersectoral involvement with treatment plans or placements

*Students whose behaviour challenges require highly individualized education and treatment plans with strong interagency partnerships including primary care workers, e.g., students with severe to profound emotional/behavioural disorders and/or severe neurological damage with corresponding violent behaviours.*

In this category, students have particularly complex needs, since their experiences have helped create distorted life views and often-violent behavioural coping strategies. Many of these students live in families where they experience severe neglect and are often left to meet their own basic needs. Physical and/or sexual and emotional abuse are often part of their life experience. Their ability to trust adults is greatly affected and their need to maintain personal control may be extreme. Often, Child and Family Services has become involved before the child has entered school. Sometimes it is the school that identifies the need for involvement.

It is not always possible to ensure the child's safety or well-being without placing the child in care on a temporary or permanent basis. These students may rotate in and out of care, creating uncertainty and confusion. In some cases, the child's behaviour is so extreme that the parent is not able to provide any reasonable control and arranges placement on a voluntary basis.



Students in this category have often had such emotionally damaging life experiences that they respond to social situations with basic mistrust, fear, and intense anxiety. These intense feelings typically translate into confrontational and aggressive behaviours. In other cases, depression, withdrawal, and suicidal behaviour are involved. It is difficult to parent these children. They place such stress on families that the primary caregivers leave the relationship or withdraw emotionally from the child. This can produce chronic fear of rejection and abandonment and anger towards caregivers.

Basic mistrust of authority and issues of power and control become paramount. Even when placed in care, these students experience multiple short-term placements and find it difficult to form any emotional attachment with caregivers. Students who focus their psychological energy on survival issues often appear to have functional cognitive delays, particularly affecting language. This leaves little energy for academics and, over time, the cognitive gap increases. Some of these students may also have a significant neurological dysfunction that affects their performance. There are a number of reasons for this, including perinatal alcohol and substance abuse, malnutrition of mother or child, chronic neglect, and physical trauma.

Neurological dysfunctions may affect all cognitive skills or affect only specific areas of learning including the ability to control impulses. In some cases, brain damage may directly produce violent behaviours. This has been noticed in students where there was subtle damage to the front of the temporal lobes. This is an area of the child's brain that is particularly susceptible to brain damage, particularly by such actions as shaking the child while still an infant or toddler.

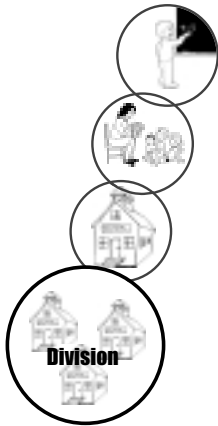
Relationships modeled and developed within the family may be quite destructive. Sometimes it is difficult to determine whether the child was a product of destructive family relationships or whether the child's behaviours were the stressors that produced such relationships. Whatever the cause, the needs of these families are beyond those provided by simple "parent education programs." These families are often in a survival mode and interventions need to respond to overall family dynamics and coping styles.

Program Responses	Resources Required
<ul style="list-style-type: none"> <li>• Development of highly individualized education and treatment plans with strong interagency partnerships</li> <li>• Involvement of primary caregivers in developing as well as implementing these plans is critical</li> <li>• Development of interagency approaches to the problem, e.g., interdepartmental protocol agreement has mandated a cooperative working relationship when programming for these students</li> <li>• Development of coordinated multi-system 24-hour plans (circles of care or Behaviour Intervention Plans)</li> <li>• Provision of training for staff in the development of Behaviour Intervention Plans and multi-system planning</li> <li>• Consideration of the use of specific school-based resource centres</li> <li>• Community based treatment programs</li> <li>• Utilization of family interventions as developed by Child and Family Services; utilization of mental health initiatives and adolescent treatment programs</li> <li>• Involvement with Manitoba Justice in both open and closed custody and its Youth Justice committees</li> <li>• Development of individual transition plans when students are in these specialized programs and the need for transition planning when students are moving between systems</li> </ul> <p>Program responses and resources required from Category 1, 2, and 3 should also be considered.</p>	<ul style="list-style-type: none"> <li>• Early intervention programs, e.g., Baby First, Early Start, FAST</li> <li>• Pre-school programs, e.g., parent-child centres</li> <li>• In-school and community supports</li> <li>• Services provided by the Departments of Health or Family Services and Housing</li> <li>• Services provided to the home for early intervention</li> <li>• Coordinated services involving several agencies</li> </ul>

***Some questions to consider when determining the actions needed at the divisional, school, and classroom level.***

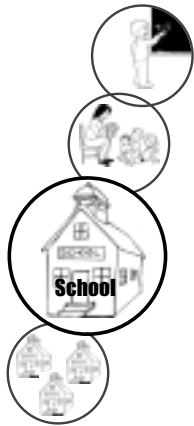
**Divisional**

- What policies and procedures are in place to address multi-system planning?
- How does the division work with early intervention programs such as Child Day Care, Early Start, Child Development Clinic, etc.?
- Have selected staff members received training on multi-system planning?
- How are extra supports put in place for severely emotionally/behaviourally disordered students? What type of supports?
- What arrangements are in place to access psychiatric or mental health supports?



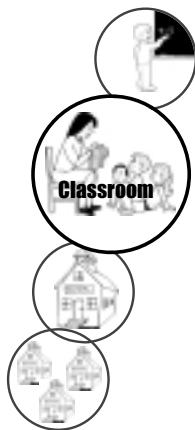
**School**

- Does the school have access to external agencies or treatment facilities?
- What procedures are in place to work with outside agencies, e.g., Marymount Inc., and Manitoba Adolescent Treatment Centre?
- What procedures are used to transition students into a regular program from a treatment facility?
- How does the school coordinate a multi-system plan?
- How are students' strengths and interests taken into account in the planning process?



**Classroom**

- How is the teacher involved in the development of a multi-agency treatment plan?
- How does the teacher work effectively with a paraprofessional?
- What training is provided for the teacher and paraprofessional in working with the emotionally-behaviourally disordered (EBD) student?
- How are common goals established between the home, school, and external agencies?



For additional information on the interventions described in Category 4, please see Sections 3, 7, and 8.

### **Category 5: Students needing intensive coordinated multi-system interventions and highly personalized treatment facilities tailored to address individual needs**

*Students whose life experiences have been so damaging they are unable to function in a school setting even with extensive modifications and comprehensive co-ordinated multi-system support services.*

In this category, students may not be in school, but remain the division's responsibility. Extreme violence and antisocial behaviour mark their behaviour. Reasons for these behavioural patterns vary, ranging from significant neurological involvement to the most extreme and destructive developmental experiences (e.g., profound neglect and abuse, multiple placements with accumulated damaging experiences, etc.). Sometimes the etiology is mixed. These students are identified very early, often before school entry. Difficulties are typically compounded once they reach school due to their lack of prosocial skills, high level of need, developmental level (emotionally and/or cognitively), and where school fits within their survival hierarchy. They differ from the students in the previous categories by the degree to which their behaviour places others around them in danger. They tend to have highly violent outbursts that endanger others. Careful evaluation and the opportunity to be viewed in a controlled environment indicate that their outbursts are neither caused by nor can be managed by their environment. Pharmacological interventions have been tried and found unsuccessful in controlling behaviour.

Children in this category require highly individualized and intensive programming with a developmental and family focus. It must be delivered at the earliest possible opportunity. They may require resource-intensive and protective environments in combination with coordinated multi-system planning.

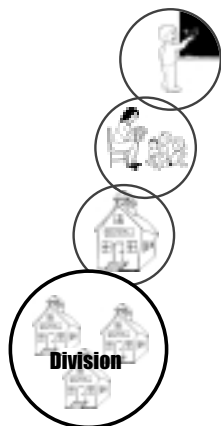
<b>Program Responses</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>• Utilization of community-based programs</li> <li>• Utilization of multi-system planning and involvement</li> <li>• Facilities to accommodate these individuals, e.g., custodial care, high-level group homes</li> <li>• Coordinated efforts at early intervention and identification</li> </ul>	<ul style="list-style-type: none"> <li>• Psychiatric services and programs</li> <li>• Community-based programs</li> <li>• Coordinated services</li> <li>• Partnerships across systems</li> </ul>



***Some questions to consider when determining the actions needed at the divisional, school, and classroom level.***

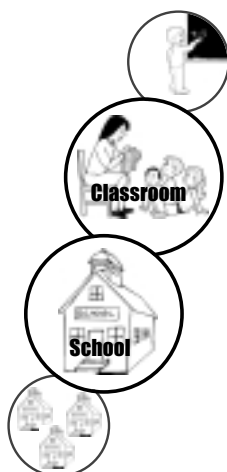
**Division**

- How will the division be involved in a coordinated multi-system intervention process?
- What transition procedures will be used when the student is able to return to school?
- How will the division partner with other services to provide an educational component in the programming?



**School, Classroom**

Students in this category are unlikely to attend a regular school or classroom, but schools may want to provide some sense of contact and have a systematic plan for safe entry when the student is school-ready.



This section has focused on the five categories of interventions utilized with students with behavioural challenges. Within each category, four main areas have been addressed: (1) the nature of the behaviour challenge being addressed, (2) the programming responses, (3) the resources required, and (4) actions that need to be taken at the divisional, school, and classroom level. It is important to remember that students will move back and forth along the continuum and that students may require interventions from more than one category.

## Summary of Program Interventions for Students with Behavioural Challenges

Category	Staff Involved	Interventions
Students needing learning supports	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Resource teacher</li> <li>• Specialist teacher, e.g., Life Skills Specialist</li> <li>• School clinicians</li> </ul>	<ul style="list-style-type: none"> <li>• Effective teaching/relevant curriculum</li> <li>• Differentiated instruction/adaptations/modifications</li> <li>• Academic supports</li> <li>• Specialized programming</li> <li>• Parent support/information groups</li> </ul>
Students needing redirection and positive discipline practices	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• School administrators</li> <li>• School counsellor</li> <li>• Resource teacher</li> <li>• Community involvement</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide systems</li> <li>• Effective classroom management</li> <li>• Prosocial skills instruction</li> <li>• Prevention programs</li> <li>• Parent training</li> </ul>
Students requiring specialized interventions and supports to address specific disabilities.	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Resource teacher</li> <li>• School counsellor</li> <li>• School clinicians</li> <li>• Behaviour specialist</li> <li>• Psychiatric specialists</li> <li>• Special parent support groups</li> </ul>	<ul style="list-style-type: none"> <li>• Individual student planning</li> <li>• Behaviour/social domain of IEP with specialized interventions</li> <li>• Planning team</li> <li>• Home and school coordination</li> <li>• Special parent support groups</li> </ul>
Students requiring intersectoral involvement with treatment plans or placements	<ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• School counsellor</li> <li>• Resource/Special Education teacher</li> <li>• School clinicians</li> <li>• Behaviour specialist</li> <li>• Community agencies</li> <li>• Child and Family Services</li> <li>• Treatment centres</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour intervention planning multi-system approach</li> <li>• Home and school interventions/supports</li> <li>• Specialized programs with treatment focus</li> </ul>
Students requiring intensive coordinated multi-system interventions and highly personalized treatment facilities tailored to address individual needs.	<ul style="list-style-type: none"> <li>• Several Agencies                             <ul style="list-style-type: none"> <li>— Family Services &amp; Housing</li> <li>— Health</li> <li>— Justice</li> </ul> </li> <li>• Full school/divisional team</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinated treatment plan with shared service goals</li> <li>• Multi-agency planning</li> <li>• Unique educational alternatives</li> </ul>

*\*An IEP may be utilized at any level*

## NOTES

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**Section 5:**  
**Learning Strategies, Supports, and**  
**Interventions**

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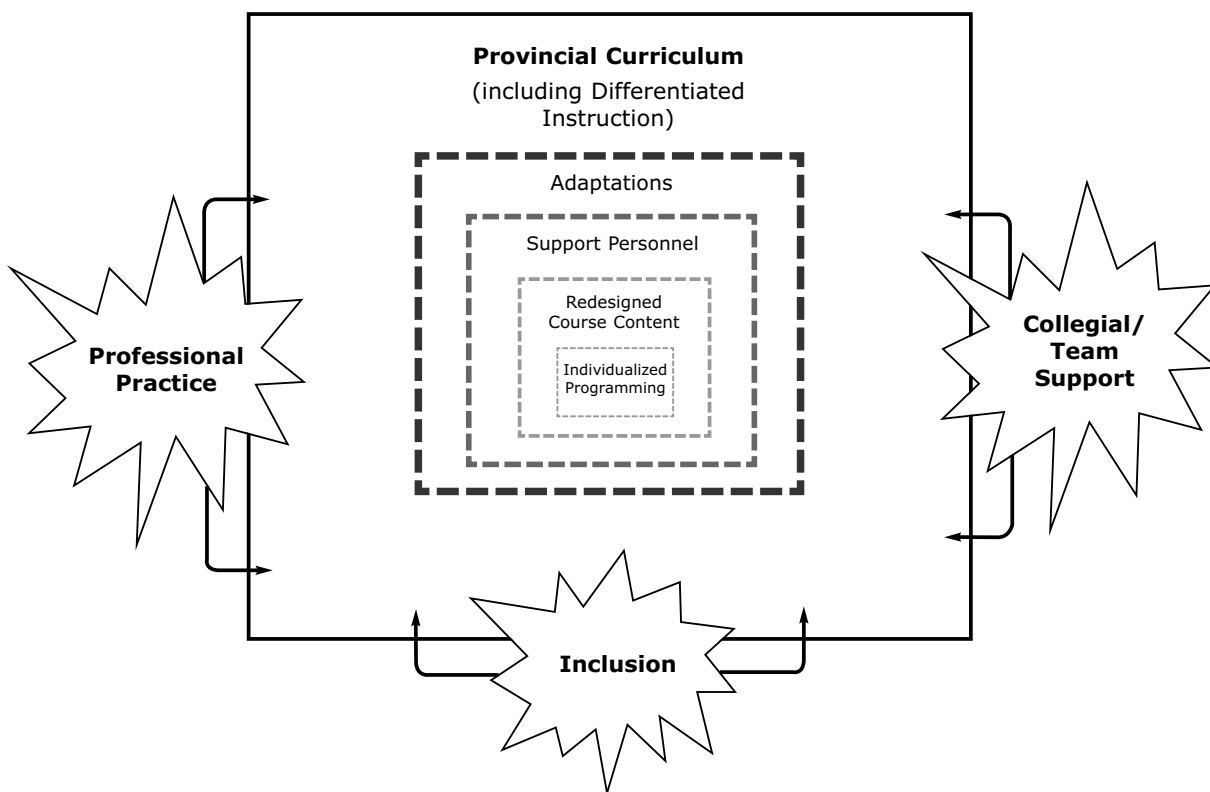
## 5. LEARNING STRATEGIES, SUPPORTS, AND INTERVENTIONS

This section of the document addresses interventions for students needing learning supports (Category 1). Learning supports are usually developed by the core team with assistance from in-school supports as necessary.

Today’s classroom reflects the diversity of our communities and includes a mix of student interests, needs, learning styles, and cultural backgrounds. Manitoba Education, Training and Youth has described instructional supports that address this diversity. They can be visualized as a nested continuum that is consistent with the concepts of inclusion, effective professional practice, and collegial support.

The instructional supports illustrated in the diagram and chart below will be used to support students who have academic/discipline challenges in the regular classroom.

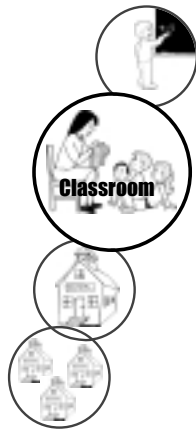
### Continuum of Instructional Supports for Addressing Student Diversity



The principles of inclusion encourage creating classroom environments where all students can be taught effectively together. No educator is alone in this effort. When educators use effective professional practices, such as differentiated instruction, and support each other collegially, they have a foundation for helping most students to succeed relative to the learning outcomes in the provincial curriculum. However, there will always be students who require additional supports.

The continuum indicates the various supports that can be considered. The first support levels are those that help the student to succeed in provincial curricular content by personalizing the methods of instruction. The common supports of this type are the use of adaptations and the formally involving support personnel\* with the student. When changes to instructional methods do not foster student success, instructional content can be redesigned through modifying or enriching learning outcomes or by individualizing programming.

The use of dashed lines symbolize the ease of movement that should exist among the levels of the continuum, especially when moving towards lesser levels of support.



## Teacher Planning in the Classroom

At the beginning of the school year, a teacher needs to take the time to clearly establish the needs of the students within the classroom. In almost every classroom, there will be some students who will require special consideration. The classroom teacher of today is faced with the challenge of addressing a wide variety of student abilities. To effectively manage the wide variety of needs, a teacher is not expected to provide totally different programs.

Based on an initial review of the students in the classroom, the teacher will have to decide on the best way to address the needs of the students. In a typical classroom, there might be:

- Several students who require differentiated instruction (All students will benefit from differentiated instruction, but for a few students it will be essential)
- Some students who will require adaptations to instruction and assessment
- Some students who will require additional supports
- A few students who will require curriculum modifications outlined in their Individual Education Plans
- Occasionally, one or more students who will require individualized programming outlined in his or her Individual Education Plan

The teacher can then begin to examine ways to meet the learning needs within the unit or lesson being taught. The Unit Planning Form is a way of planning for a variety of needs.

\* “Support personnel” includes resource teachers, school counsellors, paraprofessionals, clinicians, therapists, nurses, and other staff who support the classroom teacher and instruction

Unit Planning Form

Pyramid	
What some students will learn.	Date _____ Class period _____
What most students will learn.	Unit title _____
What ALL students should learn.	Learning materials/resources _____ _____ _____
	Instructional strategies/adaptations _____ _____ _____
	Assessment/products _____ _____ _____

Adapted from Joint Committee on Teacher Planning for Students with Disabilities. *Planning for Academic Diversity in America's Classrooms: Windows on Reality, Research, Change, and Practice*. Lawrence, KS: The University of Kansas Center for Research on Learning, 1995. Used by permission of the publisher.

An example of a *Senior 2 Consumer Mathematics* unit developed in this manner is illustrated below.

**Senior 2 Consumer Mathematics (25S) Half Course II**

**Personal Banking**

**General Outcome:**  
Describe consumer banking services, including types of accounts and their uses.

**Specific Outcomes:**

- Name and describe various types of consumer bank accounts.
- Complete various banking forms.
- Describe the use of a bank card for automated teller machines (ATMs) and debit payments.
- Identify different types of bank service charges and their relative costs.
- Update a chequebook record and bank statement to reconcile an account.

**Differentiated instruction for all students:** (Differentiated instruction is the component of standard classroom instruction that specifically acknowledges and responds to learner diversity.)

- Use overheads and videos.
- Provide access to computers — CDs and Internet where possible.



- Role playing — have the class go through the process of opening bank accounts.
- Use “The Real Game.”

**Possible adaptations for identified students:** (Adaptations are planned student-specific alterations in teaching and assessment methods that assist students to achieve the expected learning outcomes of the curriculum.)

Examples of adaptations made for the specific outcome:

- Name and describe the main types of consumer bank accounts.

Presentation Format	Response Format	Environment/ Setting	Time	Materials/ Support	Organization
Break tasks down (e.g., learn names in isolation, matching name with definition; provide example of savings account)	Oral reporting and testing	None required	Additional instructional time Modules	Visual aids (passbook, manipulatives, diagrams of savings account)  Word bank  Computer program	Colour coding of bank accounts (savings, chequing)

NOTE: It is important you record adaptations made for each student.

**Possible modifications for identified students:** (Decisions to designate courses as modified are determined for individual students on a course-by-course basis before the course begins. The modified outcomes were agreed upon by the team.)

When examining the specific outcomes for this general outcome, the following was determined.

**Specific outcomes to be deleted:**

- Complete various banking forms.
- Identify different types of bank service charges and their relative costs.

**Specific outcomes would be changed/modified:**

- Describe the use of a bank card for automated teller machines (ATMs) and debit payments. Instruction would be provided in the area of automated teller machines (ATMs).
- Update a chequebook record and bank statement to reconcile an account. Provide instruction on how to record and balance a cheque book using a calculator.

**Note:** It is important that modifications are recorded as part of the student’s Individualized Education Plan.

**More information regarding differentiated instruction, adaptations, modifications, and individualization follow in the sections below.**

## Differentiated Instruction

There are four educational programs in Manitoba: English, French Immersion, Français, and Senior Years Technology Education. The first three are used from Kindergarten to Senior 4 while Technology Education is in effect only at the Senior Years.

Differentiated instruction refers to a wide range of instructional and classroom organization strategies that teachers use to help each student achieve learning outcomes. It is the component of standard classroom instruction that specifically acknowledges and responds to learner diversity. Using differentiated instruction establishes a supportive learning environment for all students.

Differentiated instruction helps teachers provide provincial curricula by accommodating students with a wide range of abilities, interests, and learning styles. Teachers can differentiate curriculum in three broad areas: content, process, and product.

Differentiated instruction helps students meet provincial curricular outcomes because varied instructional approaches are used, thus matching their varied learning styles.

Teachers should be cognizant of learning differences in their students and be aware of research that can assist in classroom instruction. For example:

- Attach meaning to what will be taught.
- Attach emotion to newly introduced pieces of information.
- Demonstrate an awareness of physiological factors influencing the attention of a student, i.e., sleep, nutrition, home environment.
- Demonstrate an awareness of learning preferences, i.e., a multi-modal approach.
- Demonstrate an awareness of group dynamic issues.
- Remember that the student's attention span varies with developmental level, i.e., Kindergarten to Grade 2, 5–7 minutes, Grades 3 to 7, 8–12 minutes.



For further information, see the following resource:

Healey, Jane. *A Practical Guide to Brain Development and Learning from Birth to Adolescence*, 1994.



For a full description, educators are referred to:

Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction*, 1996.

There are many differentiated instruction techniques that can be used with students. The strategies below are especially useful in working with students who have behavioural challenges.

**a. Providing different ways of learning (learning styles)**

Of the four basic learning styles identified in students today — auditory, visual, tactile and kinesthetic — individuals who have behavioural difficulties may favour the kinesthetic and visual styles.

Therefore, teachers should consider using:

- visual supports that include all types of visual presentations, including graphics, videos, overheads, slides, et cetera. As well, visuals should be used during class presentations to reinforce the verbal and written information that is presented.
- relevant, high-interest examples and activities whenever possible. As well, these students are often physically active and can benefit from a short break or a physical activity during long classes. They learn best by moving and doing.
- lessons that recognize multiple intelligences and value the learning strengths of each student.

**b. Assisting the student with organizational skills**

The student with behavioural difficulties often experiences difficulties with organization of his or her books and materials. One of the best ways to avoid organizational problems is to ask the student and parent to assist.

- A student's notebooks, texts, and file folders for assignments can be colour coded. For example, all books for mathematics are covered in red. The mathematics teacher can place a red card on the door of the room to ensure the students enter with the correct materials.
- The teacher can arrange for the student to have an agenda book to keep track of homework, school events, tests, and assignments. The teacher and parent will need to work together to ensure the agenda book goes back and forth between home and school.
- The parent can be asked to label items that will be kept in the school locker, e.g., physical education equipment. Small containers for pens, pencils, and other small school supplies can be utilized.
- In Middle or Senior Years schools, the school may wish to provide additional shelving for lockers or individual lockers for each student. Without this assistance, lockers can be extremely difficult to manage.

**c. Providing flexible grouping opportunities.**

There are several ways that students can be grouped for appropriate instruction. One of the ways is to use cooperative learning, because it can help the students to develop the skills necessary to get along with others. The student can learn a variety of skills from cooperative learning, including interpersonal skills, communication, individual accountability, teamwork, decision-making, and trust.



Additional information on cooperative learning is available from the Cooperative Learning Center at the University of Minnesota (Roger and David Johnson) at the following website:  
<http://www.clcrc.com>

**d. Teaching and learning strategies**

Several teaching and learning strategies have been documented in Chapter 6 of *Success for All Learners* (Manitoba Education and Training, 1996). Based on the characteristics of a student with behavioural difficulties, five examples of strategies were selected as having an impact on these learners, including:

- **Learning strategies:** Learning strategies are instructional strategies that have been developed to assist learners experiencing learning difficulties.

Learning strategy instruction focuses on making students more active learners by teaching them how to learn and how to effectively use what has been learned. Research has demonstrated that consistent, intensive, and explicit instruction and support are key ingredients for instructional success. A variety of strategies can be used, including teaching study skills, editing assignments, reading strategies, teaming strategies, and thinking strategies.



Additional information on the effective use of learning strategies is available from the University of Kansas — Institute for Research in Learning Disabilities. This institute features the Learning Strategies Curriculum developed by Donald Deschler and Associates. Please visit the Internet site at:  
[www.ku-crl.org/htmlfiles/sim.html](http://www.ku-crl.org/htmlfiles/sim.html)

- **Graphic organizers:** Graphic organizers are visual diagrams that help students understand and think. They represent abstract ideas and concepts in a concrete form. Mind maps, webs, clusters, think sheets, and forms are other terms used for graphic organizers. This type of instruction can assist the learner by making the ideas more concrete and visual.
- **Lesson frames:** Lesson frames are used to present an overview of a lesson unit or concept. Lesson frames are provided in writing, but can also include pictures or graphics. Lesson frames can be placed on overheads, photocopies, blackboards, or posters. The lesson frame helps students organize their thoughts around the lesson. A lesson frame typically includes course, topic, date, lesson outline, lesson outcomes, assignment, and notes.



- **Note-taking:** Students with behavioural challenges often experience difficulties with note-taking. This problem can be resolved by copying the notes of a classroom peer or by providing a copy of the teacher's notes or overheads. Some teachers remove key words from the overhead notes so that the students will be required to pay attention to the presentation in order to fill in the missing words. Students often require assistance in organizing notebooks.
- **Scaffolding:** Students with academic or behavioural challenges can become frustrated when presented with large assignments or research projects. It is possible to avoid this frustration by assisting the students with scaffolding. Scaffolding means providing clear structure and precisely stated expectations, and breaking the task down into manageable pieces. There are several key characteristics of scaffolding:
  - Provides clear directions
  - Clarifies purpose
  - Keeps students on task
  - Points students to worthy sources
  - Reduces uncertainty, surprise, and disappointment
  - Helps students organize
  - Breaks the work into manageable pieces
  - Provides a structure for completing the project



For additional information on scaffolding and examples of projects that have been designed using scaffolding and technology, visit the following Internet sites:

- **From Now On – The Education Technology Journal:**  
[//fno.org/dec99/scaffold.html](http://fno.org/dec99/scaffold.html)
- **Webquest:**  
[//edweb.sdsu.edu/webquest/webquest.html](http://edweb.sdsu.edu/webquest/webquest.html)


## Adaptations

Adaptations are planned, personalized alterations in the way teachers provide instruction, the way a student demonstrates learning, and in the assessment of progress. Adaptations help students to achieve and to demonstrate the achievement of the expected learning outcomes of the curriculum. Adaptations are developed for individual students through planning by the teacher, student, parent/guardian, and possibly other support personnel. Students are assessed using the standards for the provincial curriculum and receive full credit for their work.



There are a variety of ways that educators can provide adaptations for an individual student. These include adaptations to:

- The physical and/or social environment
- Materials and resources, including introduction of supportive equipment
- Presentations
- Testing and assessment procedures (prior permission required for provincial standards tests)
- Assignments and projects
- Organizational supports
- Time required to achieve curriculum outcomes



For additional information on the adaptations allowed during provincial standards tests, see Manitoba Education and Training. *Policies and Procedures for Standards Tests, 2000–2001.*

There are many ways that educators can provide adaptations for students who have academic/discipline challenges. Many of these adaptations are included on the chart below.

Presentation Format	Response Format	Environment/Setting	Time	Materials/Support	Organization
Break tasks down into small steps	Scribe	Alternate space in room	Reducing number of questions or extending length of time to complete	Manipulatives	"Crib" note
Books on tape	Word processor/typewriter	Alternate setting		Visual Aids	Chapter summaries
Large print	Oral reporting/testing	Carrels		Computer programs (picture graphics)	Coles notes
Underline key concepts	Picture, diagrams, drawing, poetry, etc.	Reduce stimuli in surrounding area	Frequent breaks	Timers/minute glasses	Duplicate notes
Video/movie of the novel	Dictaphones	Move and sit cushions	Additional instructional time	Electronic speller	Colour coding of binders and tests
Advanced organizers		Adapted desks or seating	Instructional modules	Word bank	Daily schedules
Manipulatives		Acoustical treatments (carpet)	Spread learning over longer time period	Calculator	Small boxes/organizers for support
				Raised line paper	Agenda books
				Erasable markers for highlighting	Home-school communication book
				Large clocks	Extra set of books for home use
				Programmable watches	
				Peer tutors	
				Headsets	

As teachers work through the process of using adaptations, it is suggested that the adaptation be documented. A form such as the adaptations worksheet (following page) can be used and filed for future reference. Parents should be informed when adaptations are used. Adaptations may also be recorded in an individual education plan.

# Adaptations Worksheet

Presenting Problem(s)

Curricular Concern

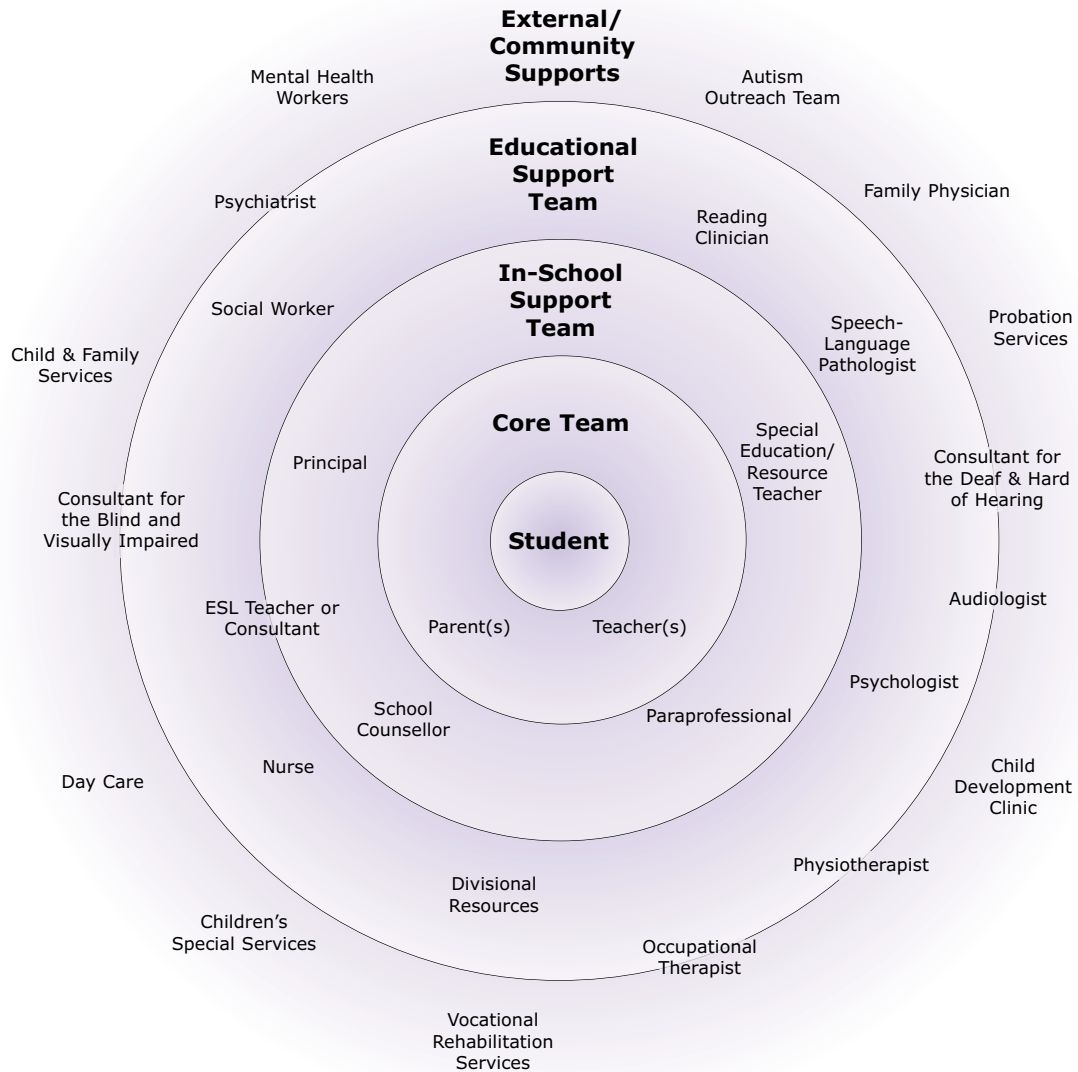
Outcomes

Strategies (Differentiated Instruction/Adaptations)

Suggestions for Assessment

Materials Needed

## The Student Support Team



**Note:** This diagram may not be inclusive of all possible members.

Involving additional support personnel with students can be pictured as in the above diagram. At the hub is the student with Core Team supports coming from the teacher and parent/guardian. If students are not successful with the assistance of only the core team members, they can formally request assistance from personnel with more specialized expertise. At one level are those staff who are frequently based within a school (the In-School Support Team). The next circle consists of specialized educational personnel (the Educational Support Team) who are usually based externally to the school but have a defined



relationship to the school. The External/Community Supports circle includes a variety of external or community personnel who might be recruited to provide specialized supports to the student. The classroom teacher can often obtain informal, consultative support from other support team members. This is certainly the case in schools that emphasize professional sharing and collegiality. However, formal involvement with the student requires parental approval and a referral process. Of course, some students enter a school or classroom with various support team members already involved. Once formally involved, support personnel become part of the student's support team and might work directly with the student or through consulting with or training other personnel such as teacher(s) or paraprofessional(s).

## Redesigning Course Content

If altering the methods of instruction is not sufficient to ensure student success, thought should be given to altering the instructional content. Under certain circumstances, the student's support team can redesign the course to fit the student's need for a more attainable (modified) or challenging (enriched) content. Decisions to redesign course content are determined for individual students on a course-by-course (subject-by-subject) basis before a term begins. Redesigning course content involves changing the number, essence, or content of provincial learning outcomes. The student can be included in the instruction of the provincial curriculum but focuses on content that is individually appropriate.

**Modifying** outcomes for a course or instructional unit is a strategy where there has been a decision to reduce the number, essence, or content of the curricular outcomes. Modification can be an effective strategy for students who are unable to meet the learning outcomes of the provincial curriculum due to their special needs. At the Senior Years level, if a student has such significant cognitive disabilities that more than 50 percent of the outcomes of a provincially designed or approved course must be modified, the student's support team, in consideration of the student's needs, develops an Individual Education Plan (IEP) and the report card shows an M-designation (e.g., 10M) for the modified course. The support team should always consider all consequences of modifying the learning outcomes of the curriculum. For instance, M-designated courses are not usually accepted by colleges and universities as meeting their entry criteria. Some students taking modified courses might require community supports as adults and should have a transition plan developed.



For additional information on the modified course designation, see Manitoba Education and Training. *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4, 1995.*

At all grades, course design can be **enriched** for the student who can work beyond the learning outcomes of the provincial curriculum. Typically, this is a consideration for students who (a) are academically gifted or (b) are talented in a particular curriculum area or (c) have high task commitment. Enriched courses provide additional challenges for the student. At the Senior Years level, there are additional strategies for providing enriched programming:

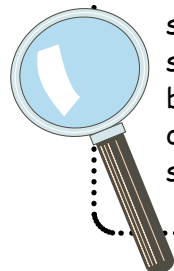
- Developing an enriched Student-Initiated Project (SIP) or a School-Initiated Course (SIC)
- Enrolling in post-secondary courses and receiving dual-credit at the post-secondary and Senior Years levels

Choosing one of these options, except the Student-Initiated Project which is a credit initiated by the student, should be a team decision, often involving a school counsellor.

### Close-up of Craig

A closer look at addressing behavioural difficulties through an academic intervention examining differentiated instruction, adaptations, and modifications.

## Close Up



Craig is a student in Senior 1 who has a history of learning and behavioural problems. He has struggled through the Middle Years with supports from his classroom teacher, resource teacher, and guidance counsellor. During Grade 6, an academic and psychological assessment was completed. The results indicated that Craig has Attention Deficit Hyperactivity Disorder (ADHD) with a significant cognitive disability. The academic profile showed significant learning difficulties in both English language arts (ELA) and mathematics. Strengths were identified in classes with hands-on activities such as industrial arts, computer applications, and physical education. During ELA and math classes, Craig often bothered others and ended up in trouble when he was not on-task. At times, he became belligerent with his teachers and, as a result, was suspended on several occasions. He received some support from the resource teacher with other students in a small group for mathematics. In language arts, he was supported by his classroom teacher who spent extra time with him working on writing assignments. Videos of several novels were used to support his understanding of the content.

Craig's program in ELA and mathematics was based on the general learning outcomes of the curriculum. At the beginning of his Senior 1 year, it became apparent that Craig needed significant changes in his program if he was to be successful in school. The resource teacher established a planning team to develop a more suitable program for Craig. The team included Craig, his parents, the resource teacher, counsellor, and vice-principal. Based on the planning meetings, his past evaluations, and a goal-setting process, the school developed the following plan for Craig.

Craig and his parents wanted him to complete the Senior Years program. However, due to his academic limitations, it was decided to spread his program over five years instead of four. This would allow extra time for academic support and a part-time job. His program was developed with a focus on technology education. Craig had an interest in technology and wanted to enter the Computer Support Training program offered in the school. This program was offered in Senior 3 and 4 with a work experience component.

The team determined the modified course designation in ELA and mathematics was the best way to meet Craig's needs. The school had a mathematics program jointly planned by the resource teacher and a mathematics teacher. Learning outcomes were identified to be included in the program in order to meet Craig's needs. The goal was to prepare Craig for the consumer math program in Senior 2. Activities that focused on life skills were also used, e.g., *The Real Game*. These modifications and adaptations were identified in Craig's IEP.

In language arts, he was placed with a teacher who used several adaptations to assist students having difficulties and was regarded by the students as being supportive. Using a number of adaptations and modifications, the teacher believed he could function successfully in the Senior 1 language arts. The teacher arranged for Craig to receive copies of notes that were presented in class. As well, the teacher arranged for Craig to view videotapes of novels being studied in class.

For the remainder of his timetable, Craig was scheduled for a computer applications course and the Senior 1 physical education course.





Craig agreed to see the counsellor to address some of his anger and control problems. As well, Craig was placed on an academic and behavioural self-monitoring system. He reviewed these forms with the counsellor at the end of each day. Craig's parents agreed to provide him with a reward if the reports over a two-week period were positive.

To involve Craig in the school and to try to make him feel he belonged, he was invited to participate in a robotics club run by his computer instructor. Over time, Craig's behaviour improved due to the changes made in his program.

## Individualized Programming

Individualized programming recognizes the needs of the very few students whose cognitive disabilities are so significant that they will not benefit from participating in provincial curricula. The student's support team develops an IEP with instructional content that is student specific. It should be functionally or developmentally appropriate with curricular domains that might include academics, communication, social, vocational, self-management, community, recreation/leisure, and motor. Often, the instructional methods, materials, and environments must also be personalized to that student. It must be noted that individualized programming is not a placement description, as programming may take place in a variety of settings within the school and the community. Some students may benefit from an individualized program in which the instruction occurs in the context of the regular classroom.

At the Senior Years level, students participating in the individualized (I) programming designation receive one credit for each year of participation up to a maximum of seven credits. These students will usually require community supports as adults.



For additional information on the individualized course designation, see Manitoba Education and Training. *Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years, 1995.*

The chart that follows summarizes many of the key characteristics of the levels in the continuum of instructional supports.

**Continuum of Instructional Supports for Addressing Student Diversity Chart**

Type of Instruction	Students	Planners*	Plan	Instructional Content	Instructional Methods
<b>Provincial Curriculum</b>	Most	<ul style="list-style-type: none"> <li>Core team</li> </ul>	Regular instruction plans and reports	Provincial curricula	<ul style="list-style-type: none"> <li>Regular methods (including differentiated instruction)</li> </ul>
<b>Adaptations</b>	Some (including ESL)	<ul style="list-style-type: none"> <li>Core Team</li> </ul>	Record adaptations and results in cumulative file (report card) or IEP	Provincial curricula	<ul style="list-style-type: none"> <li>Regular methods (including differentiated instruction)</li> <li>Adaptations for instruction and/or assessment</li> </ul>
<b>Support Personnel</b>	Few	<ul style="list-style-type: none"> <li>Core Team</li> <li>Formally involved support staff</li> </ul>	Record supports in instruction plans and reports	Provincial curricula	<ul style="list-style-type: none"> <li>Regular methods (including differentiated instruction)</li> <li>Adaptations if necessary</li> <li>Specialist support personnel</li> </ul>
<b>Redesigned Course Content</b> Modified (M) course designation	Few (with significant cognitive disabilities)	<ul style="list-style-type: none"> <li>Core Team</li> <li>Formally involved support staff</li> </ul>	As above plus IEP (in cumulative file)	Modifications to course outcomes decided per subject/course	<ul style="list-style-type: none"> <li>All of above as needed</li> </ul>
Enriched Course Design	Few (with significant gifts, talent, or high task commitment)	<ul style="list-style-type: none"> <li>Core Team</li> <li>Formally involved support staff</li> </ul>	Record supports in instruction plans and reports	Enriched course outcomes decided per subject/course	<ul style="list-style-type: none"> <li>All of above as needed</li> </ul>
<b>Individualized (I) programming</b>	Very few (with very significant cognitive disabilities)	<ul style="list-style-type: none"> <li>Core Team</li> <li>Formally involved support staff</li> </ul>	As above plus IEP (in cumulative file)	Student-specific programming outcomes (functional or developmental domains)	<ul style="list-style-type: none"> <li>Student-specific methods and environments appropriate to IEP</li> </ul>

\*See "The Student Support Team" graphic

This chapter has discussed strategies and techniques that can assist teachers in meeting the needs of students who exhibit behavioural difficulties due to learning problems. The teacher can utilize a variety of strategies and interventions related to differentiated instruction, adaptations, modifications, and individualized programs. Additional supports, including a variety of specialists, can assist teachers in meeting individual needs.

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**Section 6:**  
**Discipline Strategies and Interventions**

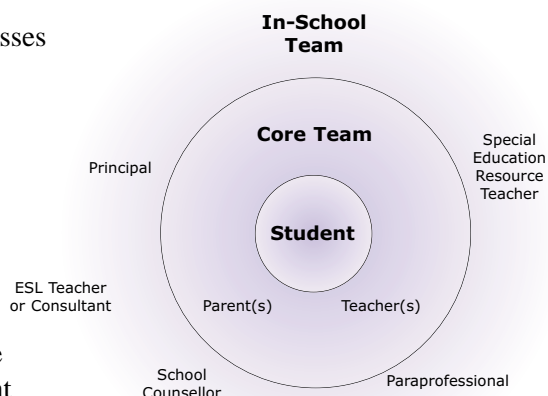
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## 6. DISCIPLINE STRATEGIES AND INTERVENTIONS

### 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.

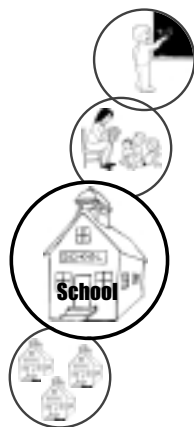
#### 2. Assisting students in the development of resiliency skills.

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.

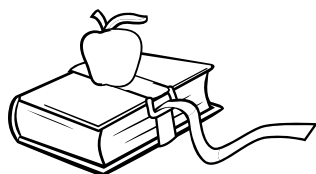
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**Comparison of Punitive Methods and Positive Classroom Management Strategies:** Taken from "Preventing Anti-social Behaviour in the Schools" by Mayer G.R. and B. Sulzer-Azaroff, *Journal of Applied Behaviour Analysis* 28. Reprinted by permission.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

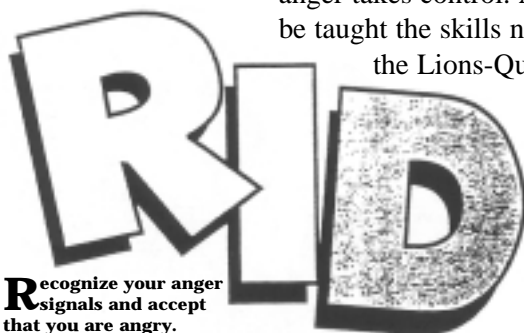
### Teaching conflict resolution skills

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.



**R**ecognize your anger signals and accept that you are angry.

**I**dentify a positive way to think about the situation.

**D**o 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](http://www.lions-quest.ca) and [www.quest.edu](http://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.

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**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.

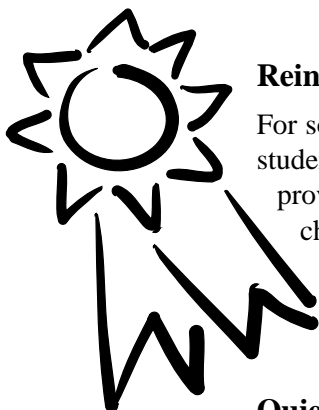
One example of a program that has recently been produced is the Province of Alberta's *Supporting Safe, Secure and Caring Schools in Alberta*. It provides resources on issues such as bullying, harassment, and managing anger.

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

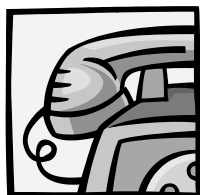
For some students, token or reward systems can be effective in teaching the student replacement behaviours. Often, the student chooses a reward from a list provided by the teacher/and or parents. A target behaviour is identified for change over a specified time period. If the student can demonstrate 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)<sup>®</sup>**

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](http://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.

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## **Section 6 Support Materials**

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- 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: \_\_\_\_\_

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

\_\_\_\_\_

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**Student's Contract**

I, \_\_\_\_\_, agree to meet these objectives:

- |           |  |
|-----------|--|
| <b>1.</b> |  |
| <b>2.</b> |  |

*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**

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

**Total points:**


Parent's comments and signature:

\_\_\_\_\_

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## Monitoring Form

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Day:** \_\_\_\_\_

<b>X – No</b>	<b>✓ – Yes</b>	<b>N/A – Not Applicable</b>	<b>Homework to do</b>	
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"/>
<b>For Home Use</b>			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:

---

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---

---

2. My behaviour goal for today is:

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---

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3. My evaluation of my day:

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## 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.

### **R**ecognize 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.

### **I**dentify 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.

### **D**o 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, going for 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.

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

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**Section 7:**  
**Planning for Individual Behaviour**

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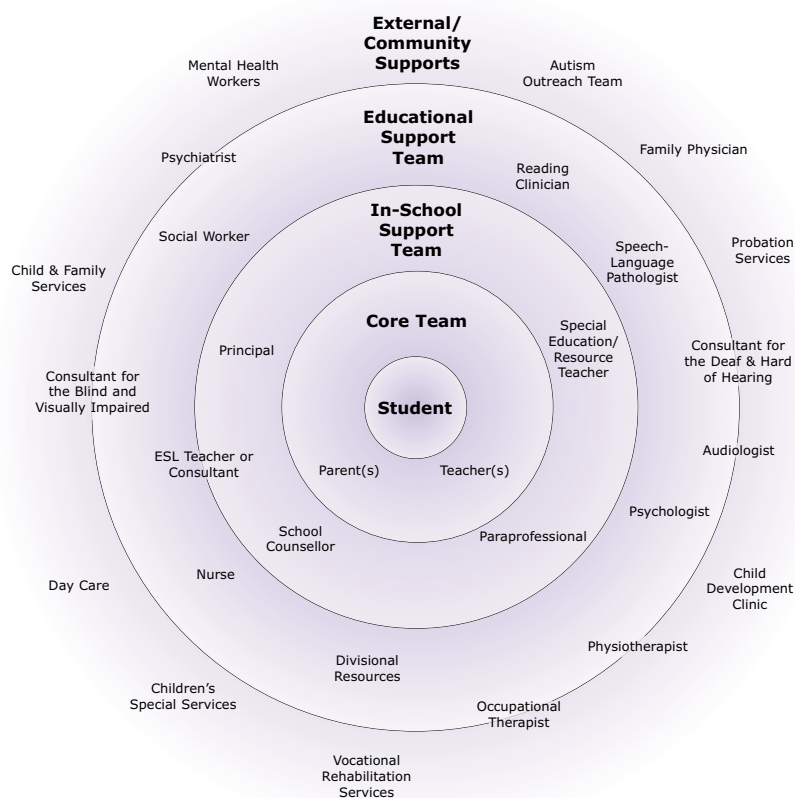


## 7. PLANNING FOR INDIVIDUAL BEHAVIOUR

### Eight Steps in a Behaviour Analysis

As behavioural difficulties become more severe, personalized interventions and planning are required. The suggestions in this section of the document are recommended for working with students who fall into the following three behavioural categories:

- **Category 3:** Students requiring specialized interventions and supports to address specific disabilities.
- **Category 4:** Students requiring intersectoral involvement with treatment plans or placements.
- **Category 5:** Students requiring intensive, coordinated, multi-system interventions and highly personalized treatment facilities tailored to address individual needs.



When classroom behavioural strategies and interventions have failed to adequately address major behavioural concerns, the team must then develop individual responses. Planning for behaviour at this level will involve all teams, including the Core Team, In-School Team, and the External Team.

The process of developing an intervention plan for the student often begins with a behaviour analysis. A sample process using eight steps is provided below.

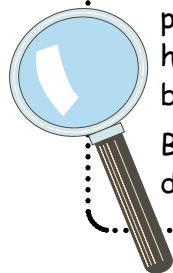
### Steps in a Behaviour Analysis

- Step 1** Establish a planning team.
- Step 2** Identify the behaviour(s) that should be changed.
- Step 3** Collect existing information.
- Step 4** Collect data on the identified behaviour.
- Step 5** Conduct additional assessments.
- Step 6** Develop a hypothesis.
- Step 7** Develop an intervention plan to address the behaviour.
- Step 8** Monitor and evaluate the intervention plan.

In the following sections, the eight steps are explained in detail and illustrated with a case study of Michael.

### Close-up of Michael

**Close  
Up**

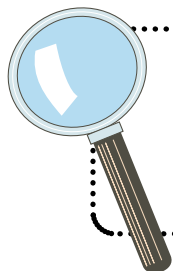


Michael is a Grade 7 student who attends the local Middle School. Michael was recently assessed by the school psychologist. She found him to be functioning in the Low Average range of ability and diagnosed him with Attention Deficit Hyperactivity Disorder. His behaviour and attendance at school have been deteriorating. His home is somewhat dysfunctional and his mother is currently experiencing medical problems. Michael's older brother has been very physical with him. Some of these home issues have resulted in a case worker being assigned from Child and Family Services (CFS).

Based on the continuing behavioural problems, the school decided to develop an intervention plan for working with Michael.

#### STEP 1: Establish a planning team

The composition of the planning team will vary according to the needs of the student. The team will typically include the classroom teacher, student, parent/guardian, administration, school counsellor, and/or resource teacher. It may also include school division clinicians and external agency personnel. The team could include additional individuals with specialized information regarding the student's disorder and/or an advocate that supports the child and family.



To develop the plan, a team was established that included Michael, his parents, the school psychologist, the school resource teacher, the CFS case worker, Michael's homeroom teacher, and Michael's half-time paraprofessional.

## STEP 2: Identify the behaviour(s) to be changed

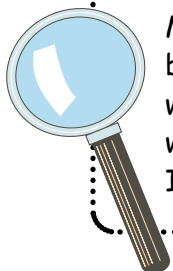
The team will begin by reviewing the background and status of the individual and then focusing on the behaviour(s) to be addressed. The behaviour(s) will be clearly and concisely defined. This will also involve developing a prioritized list so that the most severe behaviours are identified first. In most cases, behaviours involving safety concerns will be dealt with first.

At its first meeting, the team reviewed background information on Michael, described Michael's strengths, and reviewed the behavioural concerns that were increasing. Based on the discussions, it was decided to focus on three behaviours.

1. Hurting other students
2. Bullying smaller students
3. Compliance issues with teachers, particularly in mathematics

Each of the behavioural issues was clearly defined in terms of the specific behaviours that were involved in "hurting" others, "bullying," and "compliance issues," including both physical and verbal components.

What was known about the behaviours in question was also reviewed. This data included the frequency, intensity, and/or duration of the behaviour, whether it was reactive or initiated, situations in which it occurred, and outcomes that may have resulted subsequent to the behaviour(s). Information regarding Michael's emotional patterns that may be related to the behaviours was also reviewed. Additionally, his relationships with students and staff, and his classroom behaviour when he was not engaging in the behaviours of concern, were reviewed. Information gaps and inconsistencies were identified.



### STEP 3: Collect existing information

Team members will collect existing information and data from files. It can also involve interviews with the student, parent/guardian, or teachers. The team should also network with other staff members who have worked with the child. Through the discussions, the team can learn critical information regarding the behaviours in question and situational factors that may affect its occurrence and non-occurrence. Further information on what interventions have been tried and what has worked (both in school and at home) might be identified.

**“Understanding the child’s story is the information that begins to open up the path to a solution.”**

As the resource teacher was acting as case manager, he reviewed the files and talked to the student's previous and current teachers. Michael was described as a concrete learner who preferred tactile/kinesthetic learning, was very productive in activity-based learning, and could stay on task for short blocks of time. At noon hour, he spent his time in the gym and was a help to the physical education teacher. It was found that Michael responded well to positive reinforcement; both verbal and activity-related reinforcers were successful. As well, in Grade 5 he had developed a good relationship with the counsellor. The school had developed a program of token rewards, although information about its specific application was unavailable.

It was noted that Michael was not always “inappropriate” at school, but that many of the behaviours of concern seemed to be correlated with him coming to school upset.

Information on Michael's home situation was also reviewed. Although sketchy, it was learned that Michael was often picked on and bullied by his older brother, which would upset him for quite a while after each incident. Very little support was provided to Michael by his mother after these incidents.



### STEP 4: Collect data on the identified behaviour

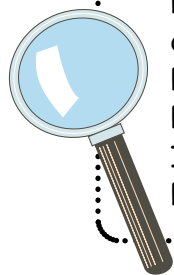
The staff need to collect data, which include intensity, frequency, settings, triggering antecedents, environmental concerns, and consequences of the behaviour. The data can be collected by teachers, counsellors, support staff, or clinicians in various settings, i.e., classroom, home, playground, or school bus.

Data on behaviour can be collected in a number of ways, utilizing a variety of forms. The data must identify the frequency, intensity, and the context (the when, where, and how) of the behaviour.

Examples of behavioural data collection forms are found at the end of this section.

Data must be collected prior to deciding upon an appropriate intervention. This data is known as **baseline data**. It is often effective to graph the data, and share the resulting visuals with staff, students, and parents. The planning team should identify what information is required, based on its preliminary discussions, to gain a more complete understanding of the behaviour and its possible functionality for the individual.

**“Without data, conclusions are only opinions.”**



The team members decided that they would collect data on the identified behavioural problem areas. The paraprofessional was asked to track Michael's behavioural incidents or lack of incidents over a two-week period. She was asked to record the time, location of her observations, whether or not the behaviour occurred, and the type of behaviour that occurred. Additionally, she was required to document the observed (not speculated) outcomes of the behaviours that did occur. Observations were to occur before school, between classes, in classes, and at noon hour. Information on Michael's emotional disposition was also to be included in the observation record.

### **STEP 5: Conduct additional assessments**

In order to rule out other possibilities for the behaviour, it is sometimes necessary to conduct additional assessments. These assessments may include:

- Medical
- Resource teacher: academic, learning style
- School psychologist: ability
- Speech and language pathologist: language, hearing screening
- Occupational therapist: environmental, sensory profile

Other professionals may be required for additional assessments.



The staff considered the need for additional assessments. Because a full assessment had been recently conducted by the school psychologist, it was decided additional psychological assessments were not required. A medical assessment was requested to review Michael's medications to ensure there were no complicating issues associated with these. It was decided that the resource teacher would also consult with the mathematics teacher to determine Michael's skill level. He was having some difficulty dealing with the new abstract concepts that were being introduced in mathematics.



## STEP 6: Develop a hypothesis

Based on the data that has been collected, the team members need to develop a hypothesis (best guess) about the reasons for the behaviour. The hypothesis will be about the function or purpose of the behaviour and the type of strategy that is best used to correct it.

After collecting the data, the team met again to review the findings. It was determined that the majority of the behavioural problems associated with "hurting" and "bullying" occurred in unstructured time, prior to school, between classes, and in the lunch room. There had also been disruptions in the mathematics classroom. It appeared that in some situations the behaviour was reactive: Michael did not know how to react to challenges from other students and this led to pushing or hitting incidents. Students would typically run away from Michael or leave him alone after the incidents, although occasionally they would report the incident and Michael would be required to see the counsellor. The incidents often involved students who were smaller or younger than Michael and occurred with greater frequency when Michael appeared visibly upset about something prior to the incident. Occasionally, Michael appeared to be looking for trouble, i.e., no apparent provocation was identified.

Bullying occurred with smaller students, usually when Michael was not involved in meaningful activity. This behaviour usually resulted in compliance on the part of the bullied students or them running away from Michael. Again, this behaviour was more likely to occur when Michael was upset prior to the incident. Similarly, Michael's behaviour was occasionally reported to the administration and he was required to see his counsellor.

The greatest frequency of these behaviours occurred during the morning periods. It was observed that Michael did not have close friends who associated with him during the school day.

In classrooms, Michael often rejected assistance from the teacher or paraprofessional because it "made him look like a dummy." Typically, Michael's inability to respond correctly in math class often resulted in other students snickering or avoiding him. Asking for assistance (which occurred very seldom in the past) often resulted in "groans" from other students over such "simple stuff."

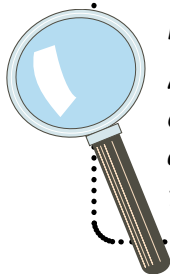


Based on Michael's story, the following hypothesis was made:

*Michael's bullying and hurting students is typically reactive to student approaches and more likely to occur when Michael is emotionally volatile. However, it is also initiated without direct provocation when Michael is emotionally volatile. The behaviour is discriminative in that it is only directed towards smaller children. The behaviour might be frequently reinforced by the students becoming emotionally upset as a result of his aggression or by them subsequently leaving him alone. The aggressive behaviour may also be reinforced by the infrequent requirement that he see his counsellor in response to teacher intervention.*

*The behaviour may have been acquired through the direct experiences he had with his brother and the indication that the brother "got away with it" most of the time.*

*Michael's requests for assistance were previously punished by other students' negative reactions. His subsequent rejection of assistance was reinforced by the absence of further negative feedback from the students.*



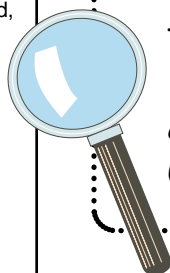
**Note:** Any hypothesis should be correlated with information available through the assessment process. Inferences regarding unknown variables or information could be misleading and not in the best interests of the student. Further assessment of the situation may be required under these circumstances.

### STEP 7: Develop an intervention plan to address the behaviour

The team will develop a written plan to address the problem. The plan will contain the details and routines that are required for implementing the plan. It will also delineate how the plan will be introduced to the student, who will be responsible for teaching the strategies, and how long the plan will be used. The student-specific outcomes should be written using the SMART format.

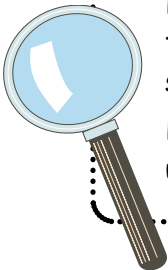
#### SMART Outcomes

- **Specific:** written in clear, unambiguous language
- **Measurable:** allows student achievement to be described, assessed, and evaluated.
- **Achievable:** realistic for the student
- **Relevant:** meaningful for the student
- **Time-related:** can be accomplished within a specific time period, typically one school year.



The team and Michael agreed on the following plan.

*The team and the paraprofessional will review the routines and expectations of the school for unstructured time periods (especially lunch period).*



A small group of peers will be asked to assist Michael in unstructured times. A variety of activities that Michael enjoys or finds meaningful will be introduced into these situations and Michael will be encouraged and socially reinforced by these students to participate.

Michael will receive counselling from the school counsellor to identify his emotions and learn to address the need to "seek support" when emotionally upset. The counsellor will be available to Michael to provide support upon Michael's request.

An incentive system will be set up to provide positive feedback and reinforcement for Michael for each day that interaction with other students is incident-free.

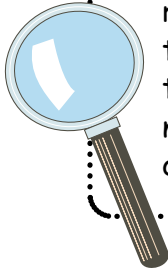
The student-specific outcomes developed for Michael:

By December 15, Michael will follow a three-step process towards demonstrating acceptable confrontation management skills when challenged by other students.

By January 15, Michael will verbally identify his emotional state using a chart of emotional labels.

### **STEP 8: Monitor and evaluate the intervention plan**

This step involves developing strategies for monitoring the success of the plan and making changes where necessary. Data will be collected again and compared with the baseline data that was collected prior to the intervention being used. If no change can be observed, then a new strategy or new hypothesis should be considered. If there is a significant improvement, how can the new behaviour be maintained?



The team agreed to meet again after a two-week time period to review the progress with the plan. If the changes are working, the plan will be continued with a gradual removal of supports. If the plan is not working, it will be reviewed and changed as necessary. If the plan is successful, the team will begin to work on a new outcome and take the time to celebrate the success.

## Functional Behavioural Assessments

A functional behavioural assessment is a systematic process that analyzes the problem behaviour to determine its purpose and to develop interventions to teach acceptable alternatives to the behaviour. It is conducted to determine the problem behaviour, conditions under which the behaviour

occurs, the function that the behaviour serves for the child, and direct observation to confirm the function. Based on the data collected, a hypothesis is made as to why the child engages in the problem behaviour. Once the hypothesis is made, interventions will be developed to meet the child's needs. The procedures for the intervention will be developed in a Behaviour Intervention Plan.



Additional information on Functional Behaviour Assessments can be found at:

Centre for Effective Collaboration and Practice (CECP)  
<[www.air-dc.org/cecp/resources/problembehavior/main.htm](http://www.air-dc.org/cecp/resources/problembehavior/main.htm)>

Positive Behavioural Interventions and Supports  
<[www.pbis.org/english/index.html](http://www.pbis.org/english/index.html)>



Additional information on behaviour analysis can be found in the following resources:

Miller, L.K. *Principles in Everyday Behaviour Analysis* (3rd Edition), 1997.  
O'Neil R.E., R.H. Horner, R.W. Albin, J.R. Sprague, K. Storey, and J.S. Newton. *Functional Assessment and Program Development for Problem Behaviour, A Practical Handbook*. (2nd Edition), 1997.

## Individual Behavioural Planning

In dealing with a significant behavioural problem, there are a variety of planning tools that can be used. The three types that are most commonly used include an Individual Education Plan, a Behavioural Intervention Plan, and a multi-system plan.

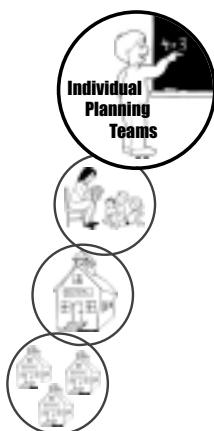
- **Individual Education Plan (IEP):** An Individual Education Plan is a child-centred planning tool. The plan is developed by a team of individuals that will include parents/guardians, the student, teacher(s), support personnel, clinicians, and outside professionals. For students with behavioural problems, the plan will usually address the domains of academics, behaviour, social interaction, and communication.



Complete information on Individual Education Planning is found in the document:



Manitoba Education and Training. *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*, 1998.  
<[www.edu.gov.mb.ca/metks4/instruct/specedu/iepindex.html](http://www.edu.gov.mb.ca/metks4/instruct/specedu/iepindex.html)>

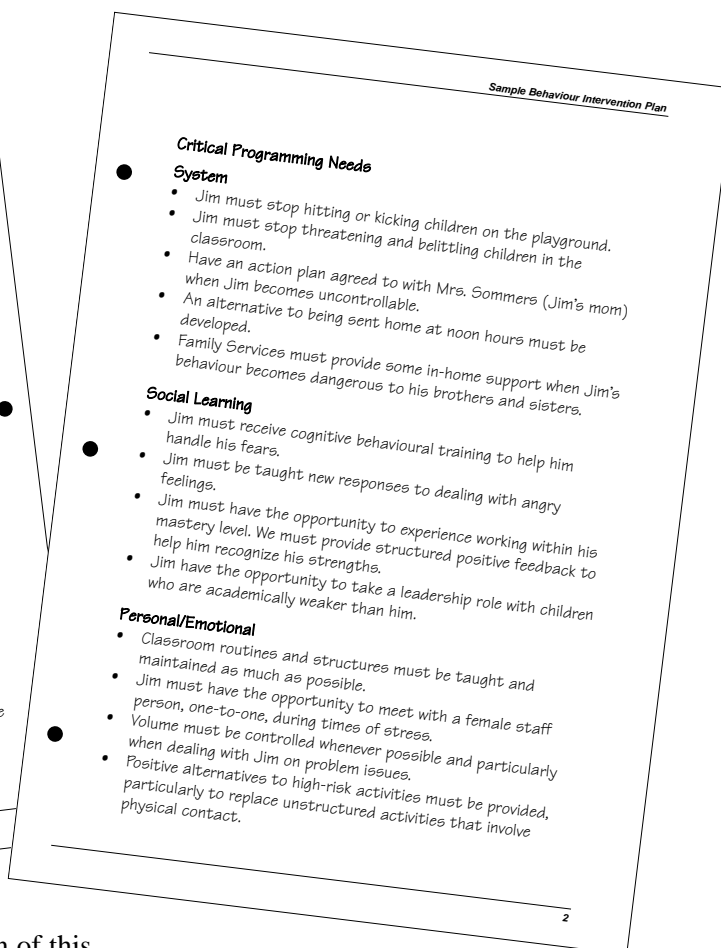
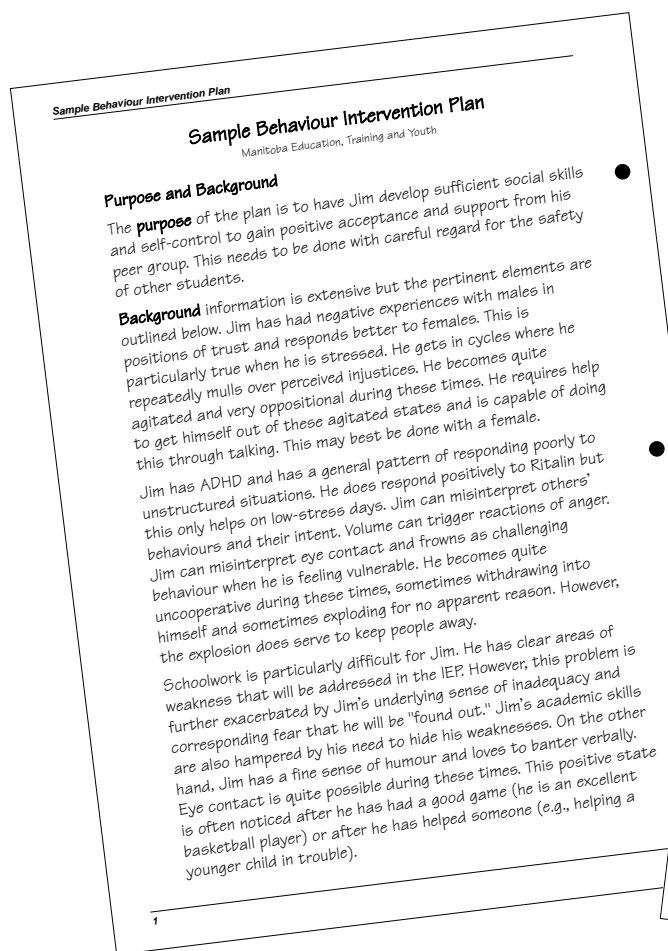


- **Behavioural Intervention Plan (BIP):** Students demonstrating high levels of disruptive, disturbing, aggressive, or violent behaviours which interfere with the school or classroom learning environment and which may present safety concerns for themselves or others may require a Behaviour Intervention Plan. Students who have had life experiences that threaten their personal survival or psychological integrity have programming needs that go beyond those normally provided through behavioural interventions and require supports at home as well as at school. For this reason, behaviour intervention planning teams will usually include external agency representatives. Behavioural Intervention Plans will include:

1. Purpose and background
2. Programming needs (system needs, social learning needs, personal/emotional needs)
3. Interventions (proactive, reactive)
4. Supports (divisional supports, outside supports, home supports)
5. Outcomes and evaluation



A full description of the development process for a Behaviour Intervention Plan and a case study example are found on the Internet at:  
[www.edu.gov.mb.ca/metks4/instruct/specedu/bip/index.html](http://www.edu.gov.mb.ca/metks4/instruct/specedu/bip/index.html)  
 (Behaviour Intervention Planning)



For a full description of this Behaviour Intervention Plan for Jim, please see the web resource.

- **Multi-System Planning:** Multi-system planning provides for the coordination of services for children/adolescents with severe to profound emotional/behavioural difficulties.

These plans are developed by a team of caregivers that may include representatives of Child and Family Services, Child and Adolescent Mental Health Services, Community and Youth Correctional Services, the school division, clinical services, parents/guardians, alternative caregivers, and the student (where appropriate).

The plan must be collaboratively developed by all of the agencies or systems involved. Interventions are coordinated across the student's learning/living environments through shared service goals which are developed to direct the caregivers' interventions in a coordinated and effective manner. These plans clearly outline the role each will play in the student's plan.

Multi-system planning must include a 24-hour plan and a jointly agreed-upon treatment plan.



For additional information on multi-system planning, please see:

Manitoba Education and Training, et al. *Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders*, 1995.

For additional information and a case study, please see: Provincial Coordination of Services Committee. *Participant's Manual, Sharing the Caring: Facilitating a Multisystem Case Management Process*, June 1999.



Guidelines for submitting multi-system applications are available at:

[www.edu.gov.mb.ca/metks4/instruct/specedu/multiapp.html](http://www.edu.gov.mb.ca/metks4/instruct/specedu/multiapp.html)

A sample of a coordinated multi-system plan can be found at:

[www.edu.gov.mb.ca/metks4/instruct/iep/ieptim.html](http://www.edu.gov.mb.ca/metks4/instruct/iep/ieptim.html)

**“Behaviour, like academics, needs to be taught.”**

## **Addressing Behavioural Problems through Special Classes**

School divisions/districts are increasingly utilizing special and alternative classes for youth who have a difficult time conforming to the rules and requirements of the traditional school. Classes vary greatly in their design, philosophy, and effectiveness, and they serve a very diverse population that often includes anti-social youth and students who have experienced behavioural difficulties in the regular program.

Schools with special or alternative classes developed for students with behaviour challenges must always keep in mind that one of the key goals for students is the improvement of socialization skills. Goals should be developed for the student to learn the necessary skills that are required to return to the general population of students.

### **Special Classes for Students who are Behaviour Disordered**

Several school divisions address the needs of students with severe behavioural challenges through the use of special classes for students with behavioural disorders. The classes typically have the following characteristics:

- Caring and respectful environment
- Low ratio of students to teachers
- Specific special class entrance requirements
- Highly structured classrooms
- Specially selected staff
- IEPs and BIPs for students
- Positive rather than punitive systems of intervention
- Social skills instruction
- Academic programming at appropriate levels
- Parental involvement

**Planning for re-entry to regular classrooms and limiting the time in the special class is important.** As the student nears the end of his or her time in the class, a transition plan is developed.

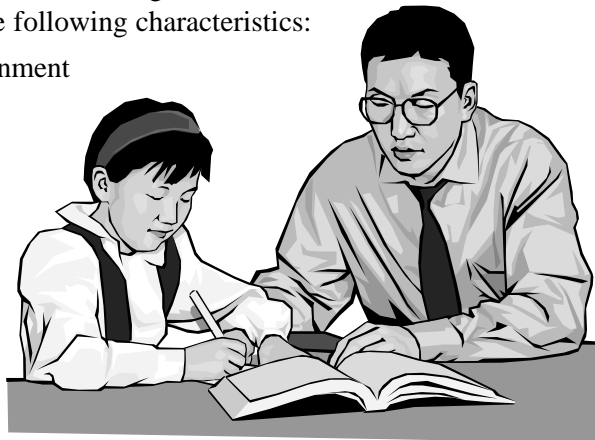
- Selection of the receiving school (involve the student)
- Preparation of the receiving school including staff
- Preparation of the student for the new school
- Visitations for the student and parents to the receiving school
- Development of an appropriate program in the receiving school
- Arranging to maintain a contact at the special class
- Introducing the student to the staff who will be involved in the new school
- Gradual re-entry into the new program

### Alternative Education Programs

Alternative learning programs can be used for students in Category 1 and Category 2. These students may have additional social/emotional needs that may make it difficult for them to succeed in regular classrooms.

These programs typically have the following characteristics:

- A caring and respectful environment
- Reduced ratio of students to teachers
- Specific program entrance requirements
- Flexible programming
- Mentor relationship with staff
- Specially selected staff
- High interest approach in classrooms
- Regular courses credits plus School-Initiated Courses (SIC) or Student-Initiated Projects (SIP)
- Most often available at the Senior Years level
- Resources to address risk issues
- Out-of-school facility or separate school building
- Work training often a component of the program



This section of the document has focused on the development of individual plans for students with behavioural challenges. An eight-step process for analyzing a behaviour problem was fully explained using a case study. The individual planning process and the type of planning tool required will vary depending on the severity of the behaviour. Information on the development of an IEP, BIP, and multi-system plan was provided with links to the Manitoba Education, Training and Youth website.



## NOTES

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## **Section 7 Support Materials**

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- Behaviour Frequency Checklist
- Functional Assessment Observation Form
- Behaviour Planning Form
- Plan for Success



## Behaviour Frequency Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

For each incident, place a check mark (✓) in box. Record total number of daily check marks for each category.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Physical Aggression</b>					
<i>Total</i>					
<b>Verbal Abuse</b>					
<i>Total</i>					
<b>Non-Compliance</b>					
<i>Total</i>					
<b>Disruptive Behaviour</b>					
<i>Total</i>					
<b>Inappropriate Touching</b>					
<i>Total</i>					
<b><i>Total Incidents Per Day</i></b>					



The following **Behaviour Planning Form** is taken from a set of materials entitled *Interventions: Collaborative Planning for Students At Risk* by R. Sprick, M. Sprick, and M. Garrison. Although the steps on the form appear to be self-explanatory, there is key information about each of the steps provided in the materials and/or through training that increase the successful use of the information presented on the form. The materials can be purchased through Sopris West 1-800-547-6747 or [www.sopriswest.com](http://www.sopriswest.com). Training requests can also be made by contacting Sopris West.

## Behaviour Planning Form

**Name of student** \_\_\_\_\_

**Name of meeting** \_\_\_\_\_

**Staff members present:**

Leader: \_\_\_\_\_

Recorder: \_\_\_\_\_

Timekeeper: \_\_\_\_\_

**Steps 1 and 2:** (4 minutes)

1. Have the classroom teacher(s) describe the problem.
2. Clarify the problem as a group. Identify when, how often, how long, etc.  
It may be necessary to narrow the scope of the problem.

**Step 3:** (4 minutes)

Use examples to define the borderline between acceptable and unacceptable behaviour

**Acceptable**

- 1.
- 2.
- 3.
- 4.

**Unacceptable**

- 1.
- 2.
- 3.
- 4.

**Step 4:** (1 minute)

Identify a consequence for the unacceptable behaviour.

**Step 5:** (4 minutes)

Identify eight proactive strategies that would help the student(s) learn to behave in a more positive and acceptable manner. (See attached menu of proactive strategies for suggestions.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**Step 6:** (2 minutes)

Finalize the plan by having the teacher pick three proactive strategies from the list. These are techniques the teacher will implement, although all three may not be implemented at once.

**Step 7:** (3 minutes)

Develop an evaluation plan using at least two independent measures to assess progress.

**Step 8:** (1 minute)

Identify things that other staff members can do to assist the teacher.

**Step 9:** (1 minute)

Summarize the plan and set a date for a follow-up meeting to evaluate and revise the plan.

**Date and time of next meeting:** \_\_\_\_\_

## Transcona-Springfield School Division No. 12 Plan for Success

### Behaviour Support Continuum Checklist

Student \_\_\_\_\_ School \_\_\_\_\_  
 Current Grade Level \_\_\_\_\_ School Year \_\_\_\_\_

Please check off the interventions and/or supports that are currently in place for the student, or that are required, to assist in the process of maximizing his/her opportunity for success.

Support/Intervention	Required and currently <b>in place</b>	Required, but <b>not currently in place</b>	Not required at this time
<b>School-Wide Supports (Effective for 90% of Students)</b>			
Administration support in problem solving (i.e., assisting the student if they are being victimized by others, etc.)			
Classroom adaptations around behaviour based on the child's social and/or emotional development			
School-wide adaptations to address the student's behaviour (e.g., "Thumbs Up," "High Fives," etc.)			
Scripting or "Social Stories" to assist with social, emotional or behavioural issues			
Connection to a peer mentor			
Connection to a peer tutor			
Connection to an adult mentor			
Connection to an adult tutor			
Connection to School Counsellor			
Connection to on-site Behaviour Intervention Teacher			
Involvement from Behaviour SERT			
CGC clinician support/involvement			
Mediation between the student and the victim prior to the student's return to school			
Restitution prior to the student's return to school			
Code of Conduct			
Strong curriculum			
Differentiated instruction			

*(continued)*



Support/Intervention	Required and currently <b>in place</b>	Required, but <b>not currently in place</b>	Not required at this time
<b>School-Wide Supports (Effective for 90% of Students)</b>			
Classroom-based social skills instruction			
Positive delivery			
Welcoming environment			
Cultural respect			
Second Step			
Lions-Quest			
“Free the Horses”			
“1-2-3 Magic”			
FAST			
Bully-Proofing Programs			
Staggered recess, entry, and/or exit			
Teacher Advisory Groups			
Teacher problem-solving/team meetings			
Positive delivery			
Peer mediation			
Conflict management			
<b>Targeted Supports (Needed for 5–9% of Students)</b>			
Paraprofessional support for part of the day			
Positive reinforcement schedule, points system, or token economy			
Resource assessment			
Small group instruction			
Accommodations/Adaptations to academic program			

(continued)

Support/Intervention	Required and currently <b>in place</b>	Required, but <b>not currently in place</b>	Not required at this time
<b>Targeted Supports (Needed for 5–9% of Students)</b>			
“First Step to Success” (K–1 only)			
Behaviour Intervention Plan			
Social skills training (in a group), i.e., “TAPS” or Developmental Teaching, etc.			
Functional assessment			
Resource support/involvement based on classroom and resource assessment			
AEP to address academics			
IEP addressing social/emotional issues			
Level II funding			
Scripting/social stories			
ALERT program			
Anger management			
Developmental teaching			
Joint home/school planning			
Parenting programs			
Systems meetings/“System of Care”			
Reading Recovery			
Positive reinforcement schedule			
Daily check-in			
Monitoring homework			
Creative timetabling			
Structuring “free time”			
Alternative work space			

(continued)

Support/Intervention	Required and currently <b>in place</b>	Required, but <b>not currently in place</b>	Not required at this time
<b>Targeted Supports (Needed for 5–9% of Students)</b>			
Calm space/crisis support			
WEVAS			
Nonviolent crisis intervention			
<b>Intensive Supports (Needed for 1.5% of Students)</b>			
Individualized paraprofessional support			
Gentle teaching			
Special play			
Outside agency support/involvement (e.g., CFS, MATC, etc.). Please specify _____			
Level III funding, including Multi-system/24-hour planning			
Regularly scheduled systems meetings			
Involvement with Mobile Crisis Team			
Placement in a stabilization unit			
Individual therapy			
Special school setting			
Other (Please specify)			

Comments: \_\_\_\_\_

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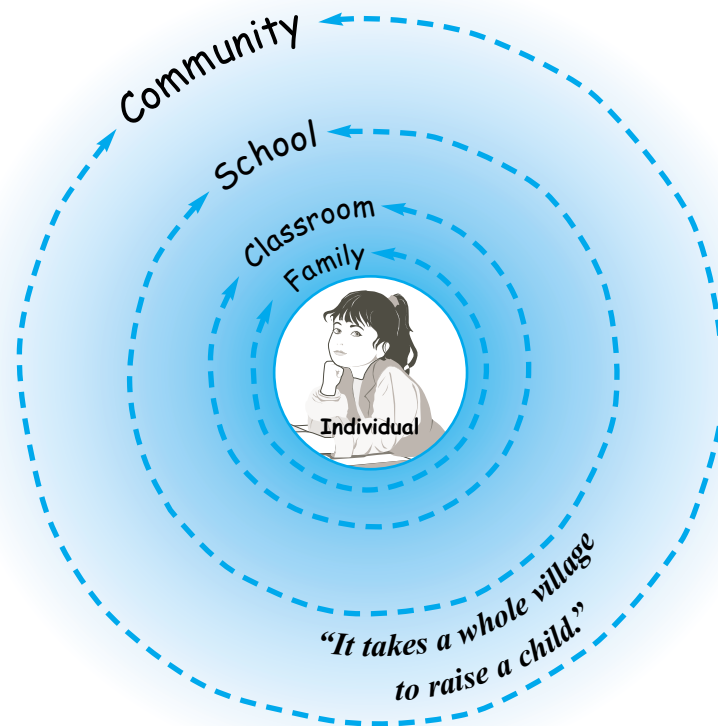
**Section 8:**  
**Working Together,**  
**Families — Schools — Communities**

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## 8. WORKING TOGETHER, FAMILIES — SCHOOLS — COMMUNITIES

Everyone has a role to play in raising a child. Families, classroom teachers, school personnel, and community members need to work together to ensure that the best interests of the child are addressed.



This section will focus on ways for the parents, school, and the community to work collaboratively in the best interests of all children, including those with behavioural challenges. To encourage involvement, schools should demonstrate to parents that their involvement is very much valued and desired.

## Benefits of Parent-School Partnerships\*

Educators need to be aware of the benefits of the active involvement of parents in schools.

- Research has shown that students will be more successful in school when their parents are actively involved (higher test scores and grades, better attendance, more positive attitudes and behaviour, and higher graduation rates).
- Parents will become more supportive of schools when they have first-hand knowledge of what the school is trying to do, and when they view the school as a partner, sharing responsibility for their children's learning. The levels and types of parental involvement increase when parents and the school work together.
- Parents and schools will benefit from two-way information sharing and collaborative problem solving. Parents will feel more comfortable in meeting with school personnel when they have been actively involved in school activities and events.
- Home-school partnerships help all youngsters to succeed in school and in life. When the school and parents deliver a common message about the value of attending school, staying in school and working hard, students are more likely to listen.



\*The term “parent” is used throughout this document to refer to parents, guardians, families, or others who have responsibility for caring for students.

## Parental Involvement

If parents are to work with the school to solve problems affecting their children, they must first feel comfortable with the school. The school should reach out to families and show them that their involvement is very important. Building relationships and parental involvement can be encouraged by the school in a number of different ways. Schools might consider the following:



- Involve parents in meaningful ways within the school. Joyce Epstein has developed a framework of six types of involvement in order to encourage schools to develop more comprehensive programs that involve parents. They include parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.
- Invite parents to visit the classrooms, participate in school activities, and become involved with the school.
- Encourage the development of a parent room in the school to encourage parents to drop in and meet other parents on an informal basis. Often the parents will initiate activities in the parent room, such as informal speakers on educational topics, toy lending library, discussions on parenting, etc.

**Parental Involvement:** Based on the work of Dr. Joyce Epstein, Director of the Center on School, Family, and Community Partnerships, Johns Hopkins University, Baltimore, Maryland.

- Encourage family activities on an informal basis, such as community barbecues, parent-child recreation evenings in the gymnasium, etc.
- Develop a supportive relationship with parents early in the school year. When a phone call to the home is required, the teacher should ensure that the tone and the purpose of the call is perceived as a request for support and cooperation in solving the problem together.
- Make students and parents feel welcome through phone calls prior to school starting, visits to homes, cards sent to homes to acknowledge positive work or actions by the student.
- Initiate informal “coffee” meetings with parents to discuss joint concerns.
- Make it easy for parents to attend meetings by addressing the practical problems they may have, e.g., providing child care, accommodating families’ work schedules.
- Develop connections with families through the use of the Internet and regular newsletters.



For additional information on involving parents in the school, see:

Manitoba Education and Training. *Parents and Schools: Partners in Education*, 1995.



Epstein, J.L., L. Coates, M.G. Sanders, and B.S. Simon. *School, Family and Community Partnerships: Your Handbook for Action*, 1997.

## Parents and Meetings

Parents should be encouraged to meet with staff on a regular basis. These meetings can include start-of-year orientation meetings, parent-teacher meetings, regular IEP meetings, and social meetings.

From time to time, it will become necessary to involve some parents in a school meeting to discuss their child’s unique learning needs. How the meeting is conducted can greatly influence future relationships with the parents. Consider the following suggestions to ensure a smooth and successful meeting.

- Establish a meeting format that is not threatening to parents.
- Be supportive and utilize language that encourages the parent to be involved in the meeting.
- Provide comfortable surroundings; round tables promote the concept of equal participation and a team approach.
- Ensure all parties are prepared for meetings.
- Ensure the number of professionals invited to the meetings is not overwhelming for the parents. Only key people should attend the meeting. Other involved professionals can send written reports if necessary.
- Ensure that parents feel as though they are important contributors to the solution of the problem.



**“Together we are stronger.”**

- Arrange meetings at times that are convenient for parents. If a mutually convenient time cannot be arranged, perhaps the school staff and parents could alternate whose schedule will be accommodated.
- Maintain a focus on the child and his or her needs, not on personalities or blaming.
- Do not take criticism personally.
- Agree to ground rules and identify the parameters of acceptable topics.
- Agree to deal with the behaviour issues as a team: “We will work on this problem together.” “We will support one another.”
- Deliver bad news about the child with a sensitivity to all participants.
- Develop a proactive approach to address the needs of the child.
- Keep meetings to a reasonable length of time (30 minutes) and always begin with a discussion of the child’s strengths and positive developments.
- Include a short summary that focuses on the action to be taken for all the meeting participants.
- Ensure the meeting agenda establishes the problem, brainstorms solutions, evaluates the solutions, selects a solution to try, and establishes a follow-up meeting to see if the solution is working.
- Remember that parents will advocate for their children.
- Handle conflicts respectfully. On occasion, a meeting might require a neutral chairperson.

**Parenting Programs**

All parents can benefit by being able to access information and training on appropriate ways of dealing with their children. Schools should encourage all parents to consider parenting programs and ensure they are not seen as “courses for bad parents.” Instead, parents should be encouraged to take the courses to broaden the range of strategies and approaches they have available to use with their children.

Schools should be aware of organizations and community groups that are offering parenting courses and include information on the course in school newsletters. Some of these parenting courses are listed below:

- Developing Capable People (Capabilities Inc., H. Stephen Glenn)
- How to Talk so Your Child will Listen and How to Listen so Your Child will Talk (Avon Books)
- Systematic Training for Effective Parenting (STEP) programs (American Guidance Services)
- Active Parenting (Active Parent Canada [Calgary])

For parents who can’t or won’t attend, it may be useful to send home chapter summaries, materials, or lend copies of program videos and texts.

**Suggested Topics**

- Setting Limits for Your Child
- Conflict Resolution
- Learning Disabilities
- Sleep Disorders
- Differentiated Instruction
- Behavioural Issues for Parents

**Parent Information Evenings**

As well, school divisions or individual schools can offer parent information evenings on a variety of topics. These information evenings can be offered jointly by several local agencies working together to develop appropriate program topics. Schools can use their newsletters to receive suggestions from parents on the type of program they would like to attend.

**“Supporting the family is supporting the child.”**

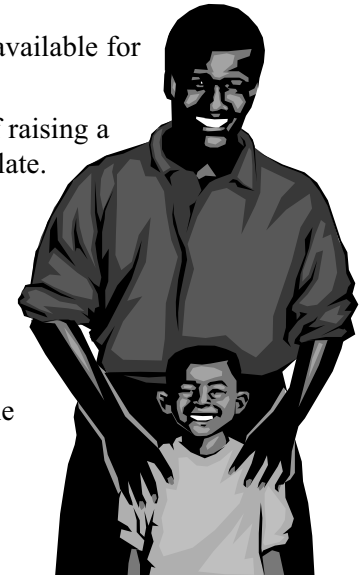
**Accessing Supports for Families**

Parents of children with difficult behaviours face many problems and frustrations every day. One way of gaining support is for the parents to talk to other parents who are having the same experience. This can be accomplished through a parent support group.

In different areas of the province, support groups are available for parents on a variety of topics.

Parents may require greater supports as the stresses of raising a child with behavioural challenges continue to accumulate.

Schools should develop a list of contacts with local agencies such as Child and Family Services, Mental Health Services, or the Regional Health Authority in order to refer parents for additional services. In some cases, the school counsellor or clinician may need to assist parents in completing referral forms for accessing these community resources. In some extreme situations, the school should know how to arrange emergency placements for a parent or child.

**Strategies for Engaging Parents**

When parents become angry or upset with school personnel, it is often the administrator who becomes involved in trying to rectify the problem. The following suggestions have proven to be useful in diffusing difficult situations.

- Shake hands and welcome parents into your office.
- Utilize a comfortable setting where all participants are seated.
- Utilize effective listening skills.
- Keep calm and remain confident.
- Establish time limits for the meeting.
- Apologize if the school or a staff member has made a mistake.
- Get past the anger and frustration and get to the key reason for the meeting.
- Empathize with the parents.

*(continued)*

**“Effective communication involves two-way dialogue.”**

- Ask the right questions to uncover all aspects of a problem.
- Redirect the problem to the person who is most involved.
- It may be necessary to deliver bad news to parents, but try to deliver it with tact and gentleness.
- Welcome constructive criticism.
- Say what needs to be said — respectfully.
- Consider cultural differences in communication.
- Take your time. Take extra time to further investigate a problem before deciding on a course of action.
- Don't tell them, show them.
- Find a way to work cooperatively.
- Give options to parents.
- Focus on problems, not personalities.
- Leave the meeting on a positive tone.
- Agree to meet again.

### **Resistant Parents**

On occasion, schools will encounter parents who will not cooperate and will not come into the school to meet with the staff. When faced with this type of situation, schools should continue to pursue ways of involving the parents. Schools might consider the following suggestions:

- Proceed with the necessary programming for the child even without the parent's involvement.
- Continue to invite parents to come to the school.
- Document the attempts made to contact the parent.
- Try to find a key contact outside the school who is willing to work with the staff to involve the parents, e.g., neighbour, relative, worker.
- Offer to meet the parents at a site outside of the school.
- Utilize other school division personnel to contact the parents, e.g., attendance officer, community liaison worker.
- Consider involving outside agencies who might be involved with the parents already, e.g., Child and Family Services, health agency, local friendship centre.
- Keep trying, with the underlying assumption that the correct way to address the situation has not been found.

## Parents and Individual Education Planning

Prior to involving parents in an Individual Education Planning meeting, the school should ensure that parents understand what an IEP meeting is about and how they can prepare for the meeting. The following suggestions from *Individual Education Planning: A Handbook for Developing and Implementing IEPs* (Manitoba Education and Training, 1998) should be given to parents prior to the meeting.

<p style="text-align: center;"><small>Individual Education Planning: A Handbook for Developing and Implementing IEPs</small></p> <p><b>Parents and IEP Planning</b></p> <p>Individual education planning is the process by which families, teachers, and other support personnel work together to meet the needs of students who need adjustments or supports to achieve their full potential.</p> <p>Parents are valuable members of this process. As a parent, you provide a unique understanding of your child's past experience and his or her goals, interests, and responses. The work you can do with your child at home is often important in meeting the goals set through the IEP process.</p> <p>You can take part in IEP planning by</p> <ul style="list-style-type: none"> <li>• having regular contact with the school</li> <li>• taking an active role in the decisions made for your child</li> <li>• asking to be put in touch with other parents involved in IEP planning</li> <li>• asking about the services and resources available</li> </ul> <p>Before going to the IEP meeting, you may want to</p> <ul style="list-style-type: none"> <li>• ask for a copy of the agenda from the classroom teacher</li> </ul> <p style="text-align: right;"><small>4.6</small></p>	<p style="text-align: center;"><small>Individual Education Planning: A Handbook for Developing and Implementing IEPs</small></p> <ul style="list-style-type: none"> <li>• ask how your child may be a part of the IEP process</li> <li>• write down the thoughts and questions you want to talk about in the meeting</li> <li>• think about your goals and hopes for your child</li> <li>• think about the concerns you want addressed</li> </ul> <p>At the IEP meetings, feel free to</p> <ul style="list-style-type: none"> <li>• make it clear how long you can stay for the meeting</li> <li>• provide information about your child and how he or she learns and behaves outside school</li> <li>• ask questions if anything is unclear</li> <li>• ask how you can help work on some of the goals at home</li> </ul> <p>After meetings, you can help by</p> <ul style="list-style-type: none"> <li>• keeping in touch with the teacher and/or case manager</li> <li>• working on the goals of the IEP at home</li> <li>• telling the teacher of any change in the home that may affect his or her ability to work at school</li> </ul> <p style="text-align: right;"><small>4.6</small></p>
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**“Families, schools, and community organizations all contribute to student achievement, the best results come when all three work together.”**

Once the initial IEP meeting has occurred, the parents need to keep in touch with the school. Formal team meetings to review and update the IEP usually occur two to three times per year. Therefore, it is important that the parents maintain contact with the teacher or in-school case manager between meetings. It may be possible to develop a home-school communication book that will keep both the school and the home informed as to recent developments and progress being made with the child.

## Parenting Practices

Both teachers and parents can benefit from many of the research findings of the *National Longitudinal Survey of Children and Youth* and the related research on parenting styles. The research has led to several conclusions regarding how parents and teachers can best interact with children. These conclusions include:

- Provide a warm and caring environment
- Encourage independence
- Be consistent and positive
- Encourage responsibility
- Teach respect for self and others
- Encourage cooperation
- Set moderate limits



Chao, Ruth, and Douglas Willms. *Do Parenting Practices Make A Difference?*, 1998. (Paper presented at "Investing in Children: A National Research Conference.")  
 Minister of Industry and Human Resources Development Canada. *Growing Up In Canada: National Longitudinal Survey of Children and Youth*, 1996.

Both parents and teachers can use this type of research to work effectively with children at home and in classrooms.

## Community Partnerships

It is important that the school collaborate with the community in a number of ways. The community includes several constituents including businesses, cultural organizations, government services (local, provincial, federal), social agencies, job training services, recreational services, and health services.

Developing relationships with the broad spectrum of community services and businesses is important to the schools. Both parties have a great deal to gain by supporting and collaborating with one another.

The **school** benefits through:

- Access to a broader range of services for its students, e.g., recreation, health services, treatment facilities, after-school clubs
- Assistance provided by business, e.g., work experience, cooperative education, mentoring, portfolio development
- Keeping current on the communities' expectations for schools, e.g., computer skills
- Access to supportive resources, e.g., fundraising by a local business for the school, adopt-a-school programs, contributions of products from businesses
- Access to speakers who can come to the school to speak to students or parents
- Access to expertise through contacts in various agencies and services, e.g., cultural groups and activities, career speakers
- Improvement of public relations by opening the doors to the community
- Joint operation of programs, e.g., Police athletic clubs in the schools

The **community** benefits through:

- Understanding the needs and issues facing the schools
- Sharing the costs of joint programs, e.g., parenting programs, summer programs
- Attracting students to future jobs
- Improved community relations
- Ensuring that schools are teaching job skills that are current and in demand
- Utilizing the school to share information on community programs and services

Partnerships with the community are particularly effective when both parties receive a benefit. A partnership should have an educational focus and should be designed to enhance learning. Community partnerships can take many forms. Examples of partnership projects that have been successful are listed below.

- Mentoring partnerships
- Cooperative education programs
- Adopt-a-school programs
- Joint-use recreational projects
- School reading programs
- School nutrition programs
- Alternative educational programs
- Computers for schools

All of these partnerships have the potential to provide additional services and programs for youth within the school community.

### **Addressing Community Problems**

From time to time, a local school community will identify issues that need the school's attention. The types of issues that might be raised include:

- Bullying
- Harassment
- Alcohol and drug abuse
- Racism
- Gang involvement
- Vandalism
- Shoplifting and theft

For the school to begin to address these issues effectively, they should involve families and the local community in the solution to the problem.

## Close-up on the Development of a School and Community Plan that Addresses School Bullying

The following close-up will be used to highlight the development of a planning process for addressing a community issue. The following case study will illustrate how a community committee addressed **school bullying**.

### Close Up

“The community and school will work collaboratively together to develop a safe and caring environment.”

The principal of an elementary school received several letters and phone calls from parents within the school community complaining that their children were being bullied both in school and on the playground. She decided to form a study committee to review the concern using a community-oriented approach.

The principal formed a committee to explore the issue of bullying. Because the issue involved community concerns and issues, she decided to have both school and community representation on the committee. Representation included:

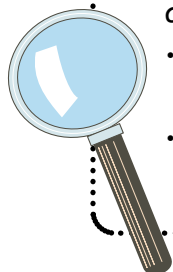
- Parents of children in both primary and intermediate grades
- An educational assistant who supervises at recess and lunch hour
- The physical education teacher
- The school counsellor
- The president of the local community club
- A classroom teacher who lives in the community

The principal agreed to act as chair for the committee.

At its first meeting, the committee reviewed its members' perceptions of bullying in both the school and community. Everyone agreed there was a problem, but there was uncertainty about the extent of the problem. The committee decided that additional information was required. As well, the committee decided to review current literature and programs dealing with the problem of bullying.

The committee decided to form two sub-committees to address the two key areas.

- Develop two surveys on bullying, one for parents of all students in the school and one for students in the school.
- Conduct a brief review of the literature on bullying, focusing on intervention strategies.



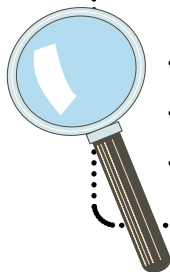
The surveys were developed and sent out to parents and other community organizations. The student survey was developed and administered with students. (Two versions were used; Grades 1-3 using visuals and Grades 4-6.) The results were compiled and, based on the data, the committee concluded:

- Bullying is a major concern to the parents in the community, particularly at the intermediate level.
- Bullying often involves special needs students and students from minority groups (name calling).
- Bullying was reported by a high percentage of students in Grades 3-6.
- Bullying occurs most often at recess and after school. Bullying occurs most often on the playground. Parents also mentioned that bullying occurs at the local hockey rink.

The other sub-committee reviewed a number of existing studies. One of the key areas noted was that bullying is reduced when supervision is increased. Other research indicated the importance of involving the students and their parents in the solution to the problem. A number of resources were reviewed, including materials from the Lions-Quest program, the Alberta Safe and Caring Schools Project, and the Committee for Children bullying prevention resources.

Based on community and school perceptions and the research, the following goals were established.

- Develop a brochure entitled "How to Stop Bullying" for distribution to parents and the community.
- Develop a five-lesson program on bullying that would be given to all students in the intermediate grades.
- Conduct a bullying prevention promotion in the school and community.
- Explore ways in which the school and community club can work together to improve sportsmanship in team sports.
- Examine ways of increasing supervision at recess time.
- Develop a policy on dealing with bullying.
- Address concerns related to name calling.





After further discussion with the staff and community representatives, an action plan was developed. The components of the plan included:

- The committee will develop a brochure entitled "How to Stop Bullying," to be sent home to all families addressing bullying issues.
- The counsellor and classroom teachers will develop a five-lesson presentation on bullying to be delivered to all students in the intermediate grades. Lessons will include videos, role playing, and empathy for others. It will be based on a variety of materials from the Lions-Quest program and the Safe and Caring Schools materials from Alberta. The local police officer will provide a short presentation to the intermediate grades on the seriousness of bullying and harassing others.
- The school will have a theme month entitled "No Bullying Month." This activity will be introduced at a student assembly.
- The physical education instructor and local community club will implement sections of the Play Fair strategy for all team sports. The Fair Play resources will be used with all team sports.
- The principal will explore methods of staffing that will increase the presence of supervisors at recess, noon hour, and after school. The principal will assign an extra educational assistant to help at recess time.
- All staff members will intervene whenever bullying is reported or observed.

A newsletter was prepared by the school and sent home to all families. The newsletter contained a short summary of the survey results and a list of the interventions that would be used to address the issue of bullying.

The committee decided to use the school newsletter to conduct a follow-up survey with teachers after the conclusion of the "No Bullying Month" pro-motion. An example of this follow-up survey is included at the end of this section.

The principal arranged a luncheon in June for the members of the committee to celebrate their hard work and the success of the interventions. Initial discussions occurred for the follow-up work of the committee for the next school year.



## Intersectoral Committees

In many communities across Manitoba, intersectoral working committees have been formed to address community issues and concerns. These committees are composed of representatives of the major organizations, government departments, and agencies operating in a local area. These interagency committees:

- provide an opportunity for networking with the staff representing the various agencies or departments.
- serve as a clearing house to share information and announcements.
- provide a forum in order to discuss programming and service needs for the local area.
- develop local projects or initiatives serving youth.
- serve as a decision-making committee for accessing community services.
- provide a mechanism for the discussion of individual cases.
- advocate for additional services based on the needs established through data collection in the local community.



For additional information on Family-School-Community Partnerships, see the following documents and websites:

- U.S. Department of Education. *A Compact for Learning: An Action Handbook for School-Family-Community Partnerships*, 1997. [www.ed.gov/PFIE/titlei.html](http://www.ed.gov/PFIE/titlei.html)
- Strong Schools Strong Families: Building Community Partnerships for Learning  
<http://eric-web.tc.columbia.edu/families/strong/index.html>
- Saskatchewan Human Services. *Working With Communities*, Saskatchewan Education, 2220 College Ave. 7th floor, Regina, SK, S4P 3V7.
- Dryfoos, J.G. *Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families*, 1994.

This chapter has focused on ways that schools can utilize the supports provided by parents and the community. By involving and supporting both families and community businesses and organizations, schools gain valuable support as they attempt to deal with many students including those with behavioural difficulties. It is important that the schools take the time to develop these supports by making the families and community groups feel welcomed and appreciated.

## NOTES

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## **Section 8 Support Materials**

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- Bullying Survey
- Examples of Intersectoral Committees



### Bullying Survey

Please complete the following survey and return it to the teacher or office. Your responses are greatly appreciated and will be published in the next newsletter. Please place a check mark in the appropriate spaces. We have surveyed our students and would now like your views on this area as well. This is an area of focus for Buchanan School this year.

1. Do you think bullying is a problem at Buchanan School?  
 Yes                       No
2. Where do you think bullying occurs the most?  
 playground  
 school halls  
 bathrooms  
 change rooms
3. When do you think bullying occurs the most?  
 recess times  
 lunch hour  
 in class  
 before class  
 after school
4. Has your child ever been bullied?  
 Yes                       No
5. If you received a pamphlet on “how to stop bullying”, would you use it (e.g., discuss it with your child)?  
 Yes                       No
6. What do you think of “Anti-Bullying Month?”  
 Like it  
 Neither like or dislike  
 Dislike it
7. What can the school do to stop bullying?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Bullying Survey:** Copyright © 2001 by Buchanan School, St. James-Assiniboia School Division No. 2. Created by Laura Warrenchuk. Reprinted by permission.

## Examples of Intersectoral Committees

### **Brandon Youth Services Committee Brandon Multi-Agency Prevention Program (MAPP)**

This project is a multi-agency prevention program that is designed to assist youth and their families in the Brandon community. There are 10 participating agencies, including Brandon School Division No. 40, Brandon Police Service, Child and Family Services of Western Manitoba, Brandon Crown Attorney, and Community and Youth Correctional Services. The agencies collaborate to provide services and interventions for youth at risk involved with more than one agency.

### **Thompson Interagency Program**

This program is a joint effort of the following agencies: School District of Mystery Lake No. 2355, Child and Family Services, Community and Youth Corrections, Mental Health, Marymount North, Macdonald Youth Services, Boys and Girls Club of Thompson, and Ma-Mow-We-Tak Friendship Centre. The program has been established to provide alternative services to youth between the ages of 12 and 16. The youth are involved with several agencies and require highly flexible programming and services.

### **CHOICES Youth Program, Winnipeg School Division No. 1**

This prevention program was established with a goal of reducing youth substance abuse, academic failure, dropping out of school, juvenile delinquency, and gang activity. The program involves five components: personal and social skills training, wilderness/ experiential education, academic enhancement, parent skills training/parental involvement, and a CHOICES follow-up club. The program selects youth in Grades 6 to 8. The project is a joint effort of the Winnipeg School Division No. 1, Winnipeg Police Service, and Community and Youth Corrections, Manitoba Justice.

### **Elwick Village Centre Project**

This early intervention program has been developed at Elwick School in the Seven Oaks School Division. The program is an intersectoral project developed by Seven Oaks School Division No. 10, Nor-West Family Co-op, Winnipeg Child and Family Services, Maples Tenant Association, Family Centre of Winnipeg, the Elwick School Parent Community, and the Maples Community Police Department. The village Centre Project provides a number of programs and services that focus on parents of pre-school children.

**“Better education is everybody’s business.”**

— *The Partnership for Family Involvement in Education*

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**Section 9:**  
**The Challenges Ahead**

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## 9. THE CHALLENGES AHEAD

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This section will highlight several key challenges that need to be addressed to fully meet the needs of students with behavioural difficulties. Many of the issues are beginning to be addressed and must continue to be a focus if schools are to develop a comprehensive strategy for dealing with behavioural challenges. The areas to be discussed include:

- Staff professional development
- Early intervention
- Prevention issues
- Next steps

### Staff Training

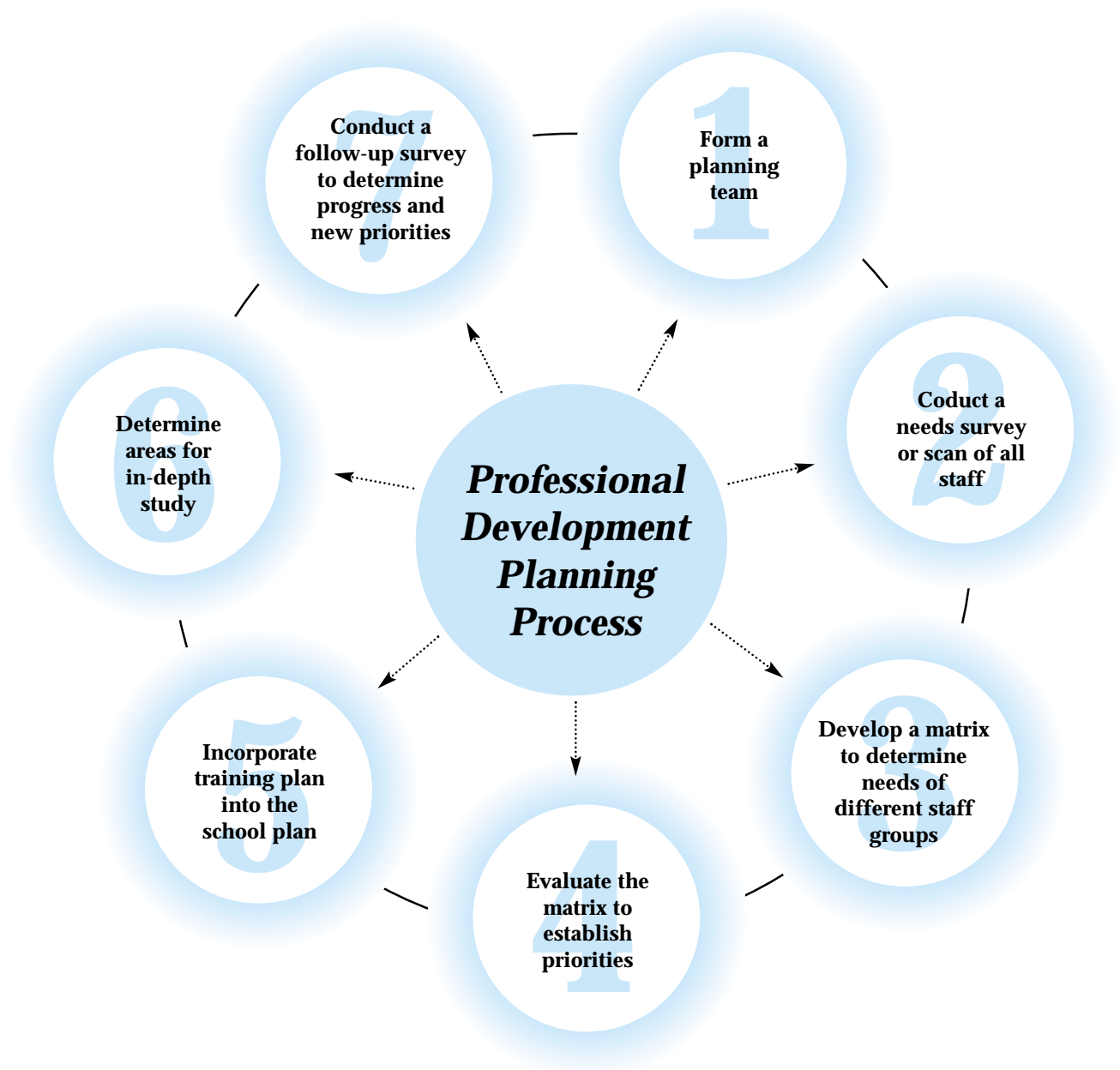
A key component of any effort to address behavioural difficulties in a school division, school, or classroom is the development of an effective staff training plan. At first glance, it would seem to be a straightforward task, but in reality it contains a variety of hurdles. The difficulties of providing a meaningful staff training plan for dealing with behavioural issues include:

- The need for training will vary depending on the group receiving the training. For example, first-year teachers will require something different than experienced teachers; principals will require a different type of training than classroom teachers. Schools with high staff turnover may require more frequent training.
- The type of training will vary depending on the role of the staff. For example, bus drivers will require different training than paraprofessionals; counsellors will require different training than classroom teachers.
- The training must be appropriate for different competency levels, e.g., exposure, mastery, maintenance, training others (resource teachers must be able to train paraprofessionals).
- Professional development needs to move beyond the one-day training model to a more intensive, focused model with planned follow-up.
- Implementation is the key to successful professional development.

## Process for Developing a Training Plan

In the development of an appropriate training plan, a number of steps should be followed.

1. Form a committee to develop and conduct a needs assessment, survey, or scan. The survey ought to focus on the needs of various staff groupings. These surveys may be conducted at different levels (e.g., division, school) or within specific staffing groups (e.g., resource teachers).
2. Based on the scan, identify the types of training that are required. A matrix could be developed that matches the type of training to the individuals in the division who will receive the training. An example of this type of matrix is included at the end of the section.
3. Based on the data collected from the matrix, prioritize the needs at the different levels (i.e., division, school, classroom) in order to plan the delivery of the training sessions.
4. Some training sessions will require that training be delivered to a team of staff members, e.g., a school's crisis team or a team for a medically fragile student. On occasion, training should involve other agencies in a multi-system approach, e.g., multi-system behavioural planning.
5. At the school level, finalize and incorporate the professional development plans into the school plan for the year. If several schools identify the same type of training, they may want to pool resources to implement the training and plan cooperatively to deliver the formal sessions.
6. Examine ways to incorporate key types of training into an ongoing development process. This in-depth training is often referred to as study groups, project teams, action research, or learning communities.
7. Every year or two, conduct new scans or surveys to review the progress that has been made on the initial goals and to develop new priorities.

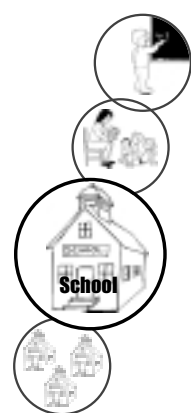




## Possible Professional Development Topics Related to Behaviour Challenges

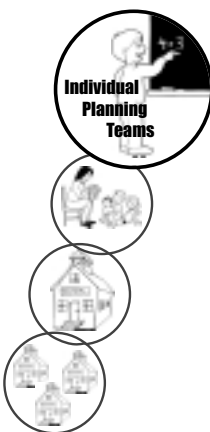
### Classroom interventions

- Discipline with dignity
- Positive classroom environment
- Dealing effectively with learning difficulties
- Differentiated instruction, adaptations, modifications
- Classroom interventions and strategies for behavioural difficulties



### School-wide interventions

- Positive school climate
- Critical incident training
- Positive behavioural support
- Social skills training
- Conflict resolution and mediation
- Early behavioural intervention programs
- Peer-tutoring and peer-helping program
- Developing codes of conduct
- Bullying prevention and intervention
- Gang awareness and prevention programs
- Alcohol and drug abuse prevention
- Life-space crisis intervention
- Continuum of supports and services
- Non-Violent Crisis Intervention (NVC)
- Working Effectively with Violent and Aggressive Students (WEVAS)
- Dealing with harassment



### Individual behaviour planning

- Functional behavioural assessments
- Individual Education Planning (IEP)
- Behavioural intervention plans
- Multi-system 24-hour plans
- Interagency planning

### Parent interventions

- Working with parents
- Parenting programs
- Family-School-Community partnerships



## Professional Development Resources

Schools should ensure that staff members have access to current information resources on students with behavioural difficulties. This area should receive a high priority in the school, and professional development funds should be allocated for the following:



### Professional resources

See Appendix A for a listing of resources related to behavioural difficulties.



### Journals and newsletters

There are many journals that address issues related to behavioural challenges. Some of the journals include:

- *Journal of Positive Behavior Interventions* (Pro-Ed, Inc.)
- *Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems* (Pro-Ed, Inc.)
- *Teaching Exceptional Children* (Council of Exceptional Children)
- *Focus on Exceptional Children* (Love Publishing Co.)
- *Behavioral Disorders* (Council for Children with Behaviour Disorders)
- *Journal of Emotional and Behavioral Disorders* (Pro-Ed, Inc.)
- *Journal of Applied Behavior Analysis* (Society for the Experimental Analysis of Behaviour, Indiana University)
- *Education and Treatment of Children* (Family Services of Western Pennsylvania)
- *Preventing School Failure* (Heldref Publications)
- *Journal of Behavioral Education* (Plenun Press)
- *Journal of Staff Development* (Pro-Ed, Inc.)
- *Developmental Disabilities Bulletin* (Developmental Disabilities Centre, University of Alberta)



For additional information on learning

communities and the staff development process, please see:

Sparks, Dennis, and Stephanie Hirsh. *A New Vision for Staff Development*, 1997.

The Journal of the National Staff Development Council. *Journal of Staff Development*. The website for this organization is found at [www.nsd.org](http://www.nsd.org)



### Staff access to the Internet

See Appendix A for a listing of Internet sites on behavioural challenges.



### Professional development workshops and training

There are many training programs offered on a variety of topics related to behavioural difficulties. Attendance at these workshops is important, and a variety of ways of releasing teachers needs to be explored.



## Early Intervention Programming

Many communities have begun to offer particular early years programs to ensure that all children have an excellent start in life. These programs address the key stages in a child's development — from conception, through the prenatal period and birth, and through the pre-school years, day care, and entry into Kindergarten. This time period is critical to the development of the young child (McCain and Mustard, 1999). These programs have been established to ensure healthy pregnancies, appropriate early intervention programming, and awareness of a young child's needs.

## Community Action Program for Children

Health Canada's Community Action Program for Children (CAPC) provides long-term funding to assist community groups in establishing and delivering services that respond to the health and social development needs of children from birth to six years of age. The programs must meet the following six design principles:

- Put children first
- Strengthen and support families
- Be equitable and accessible
- Be built on partnerships
- Be community-based
- Be flexible



## BabyFirst Program

This program provides information and support to parents who face the many challenges of caring for a new baby. Home visitors assist parents in learning to care for their child from age 0–3. BabyFirst is available through the Regional Health Authorities.

## Early Start

This program is offered through child-care centres and family day-care homes to help parents deal with the challenge of lively young children. Early childhood educators assist parents in developing their parenting skills and the health and well-being of the whole family.

## Aboriginal Headstart

This Federal program provides funding to support preschool programming for Aboriginal children. The programs focus on culture and language, education, health promotion, nutrition, social support programs, and parental involvement. An example of a recipient of this program is the Andrew Street Family Centre, Winnipeg, MB. The local Aboriginal community that receives the grant must be involved in the planning, development, operation, and evaluation of the program.

### Parent-child centres

A number of communities have initiated parent-child centres (family resource centres) to assist families in raising their young children. An example of such a centre is the Wolseley Family Place, Winnipeg, MB. The centres offer programming and services that foster the development of healthy moms, healthy babies, and healthy families.



### Early Intervention at the School Level

Early intervention is necessary for those students who show early evidence of academic or behavioural problems during the first or second year of school. Children with challenging behaviour also require early intervention to prevent the development of secondary behaviours or characteristics. A number of suggestions for the development of early intervention programs follow below:

- Schools should develop contacts with day cares, parent-child centres, the Child Development Clinic, Children's Special Services, specialized treatment facilities and special agencies that act as feeder sites or service providers. The purpose of the contact is to determine the needs of the students who will require extra supports upon entrance to school. Many of the students with challenging behaviour will have already been identified in their pre-school programs.
- Schools should arrange to meet the parents of the students with challenging behaviour in order to develop a collaborative approach to dealing with the child and to learn as much about the child as possible. Formal interviews may be a part of this process.
- Many schools have developed Kindergarten Early Identification Programs (KEIP). Programs will vary from school to school, but typically involve hearing and vision screening, readiness for reading, gross motor skills, and basic skills. The program is organized by the school's resource teacher in collaboration with the school's Kindergarten teacher. Various tools are used in the assessment that is conducted by the Kindergarten teacher, volunteers, resource teachers, and clinicians.



Two of the tools that can be used at this early age include:

Statistics Canada. *Early Development Instrument: A Population Measure for Communities* (Formerly Readiness to Learn Measure), 1999.

Walker H.M., H. Severen, and E. Feil. *First Step to Success — Behavioral Screening Tool*, 1992.

Students identified through the KEIP program may be referred to specialized programs or services, depending upon the seriousness of the behaviour or learning concerns identified. An example of such a program is Reading Recovery™; examples of such services are those provided by speech-language pathologists and resource teachers.

- Schools should consider utilizing screening instruments that examine the student's readiness to learn and current behavioural functioning level.



## Early Behavioural Intervention Programs

### 1. First Step to Success

First Step to Success is an early intervention program designed to address the needs of Kindergarten students identified as at-risk for developing or having non-compliant, disruptive, and aggressive behaviour. The program utilizes trained counsellors, Kindergarten teachers, support personnel, and parents working together over a three-month period to improve the child's behaviour.

The program involves three main components:

- Kindergarten-wide screening: First Step to Success utilizes a multi-gated process for identifying students suitable for the program. The process includes: teacher nomination, a standardized rating scale, and direct observation of students in the classroom and on the playground.
- The classroom-based CLASS curriculum: During the CLASS portion of the program, the counsellor or support personnel work cooperatively with the Kindergarten teacher. The selected student is taught appropriate replacement behaviours and rewarded for using these behaviours appropriately and consistently. Each evening, the child's parents receive feedback on his or her progress. After five days, the teacher takes on the responsibility of implementing the CLASS modules and the counsellor begins to work with parents on the HomeBase program.
- HomeBase: HomeBase involves families in the intervention process. After Day 10 of the CLASS Module, the counsellor begins to work with the parents. During the HomeBase phase, the counsellor meets with the parents for approximately 45 minutes per week for six weeks. Parents are taught to enhance their child's adjustment and success in school. At the conclusion of the program, the data is collected again to determine the results of the program.

For Additional Information, please contact:

First Step to Success

The Institute on Violence and Destructive Behaviour

1265 University of Oregon

Eugene, Oregon

## 2. Families and Schools Together (FAST)

The Families and Schools Together program is an early prevention program and parent empowerment program, the goal of which is to increase the likelihood of the child being more successful in the home, at school, and in the community.

FAST begins by creating a culturally representative team that is based on collaboration between parents and professionals from the local school and two community based agencies. The team is trained to provide the program to a multi-family group over an eight week time block. Each session consists of a meal hosted by a family, a family sing-along, structured communication exercises, a family feelings identification exercise, parent support group, children's time, one-to-one time between child and parent, winning as a family unit, and a closing ritual. Each activity is fun, but designed to achieve a specific outcome. After the initial training of eight weeks, families continue to meet once a month on an informal basis with parental leadership.

FAST is designed to improve children's behaviours in conduct, socialization, and attention. It is also designed to improve family functioning, cohesion, and communication. The program has also helped reduce social isolation and assisted in improving parental involvement with the school.

For additional information, please contact:

Family Centre of Winnipeg  
401 - 393 Portage Avenue  
Winnipeg, Manitoba R3B 3H6  
(204) 947-1401

## Prevention

An ongoing challenge is the continued development of prevention programs. Prevention programs can contribute to reducing the number of students who exhibit behavioural challenges. This planning resource has addressed several prevention programs and techniques that schools can adopt in order to reduce the number of students with behavioural challenges. Other prevention initiatives might include:

- Increasing opportunities for recreational activities for students during weekends, after school, and in the evenings (e.g., Police athletic clubs, summer camps, after-school programs, sports and art clubs).
- Developing partnerships to address safety in schools (e.g., Manitoba Safe Schools Council, Winnipeg Gang Coalition).
- Developing prevention materials and activities for use in schools and communities (e.g., Manitoba's Violence Prevention Manual, bullying resources, Fair Play manuals for community clubs).
- Continuing the development of treatment facilities for individuals with severe behaviours. (See Appendix B)
- Continuing to ensure key issues are addressed with students (e.g., Police presentations in schools, drug/alcohol prevention presentations [Addictions Foundation of Manitoba], gang coalition presentations).

**“All individuals need to feel accepted, valued, and safe.”**

## Next Steps

This planning resource has provided a number of systems, processes, strategies, and interventions that are required to address the needs of students with challenging behaviours. After reviewing the document, school staff should take the time to review the following issues that have been raised.

- What school-wide systems are in place to address students with behavioural challenges? What processes are in place to assist teachers in identifying and programming for students with behavioural difficulties?
- How will the information in this document be shared with staff? What type of professional development session would best meet the needs of the staff? Is a study group needed to examine the document and determine ways in which the school can implement the suggestions? What suggestions from the document can be used immediately? In the future? How can the staff keep current on best practices related to students with behavioural difficulties?
- How is the school currently dealing with special needs students? What processes or systems could be strengthened to meet the needs of all learners? What strategies and interventions require additional attention at the classroom or school level?
- How is the school currently working with parents, the community, and other government agencies? What connections already exist with other government or community agencies? What can be done to further involve parents and the community with the school? How can the school, parents, and community successfully collaborate to assist children with behavioural challenges?

*From Challenges to Possibilities* has attempted to provide educators with the foundation required for successful planning at the divisional school, classroom, and individual levels. It is important to remember school is only one part of a child's life. The role of family, community, and other supporting agencies plays an integral part in the provision of an appropriate education for all children. Our ability to work together in assisting all the children in Manitoba to achieve their personal best is essential.

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## **Section 9 Support Materials**

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- Sample Professional Development Matrix



### Sample Professional Development Matrix

<b>Basic Principles</b>	Philosophy	School Planning	Crisis Response	Class Planning	Classroom Management	Individual Planning	Education Strategies	Behaviour Management Strategies	Crisis Response (school level)	Resource Advisor
Department										
Board										
Superintendent										
Principal										
Teacher										
Paraprofessional (in class support as required)										
On site supports										
• environmental										
• counsellor										
• resource teacher										
Divisional Supports										
Parents										
Students										

#### Legend

<i>Level of Expertise Required</i>	
Ⓣ	Train Others, Lead Role
t	Training to Implement
p	Participate
o	Awareness Only



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**Appendix A:  
Behaviour Resources List**

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## APPENDIX A: BEHAVIOUR RESOURCES LIST



### Resource Books

- Benard, Bonnie. *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community*. San Francisco, CA: Far West Laboratory for Educational Research and Development, 1991.
- Binder, Deana. *Fair Play for Kids: An Elementary School Resource Manual*. Ottawa, ON: Commission for Fair Play, 1990.
- Brendtro, L., M. Brokenleg, and S. Van Bockern. *Reclaiming Youth at Risk: Our Hope for the Future*. Bloomington, IN: National Educational Service, 1990.
- British Columbia Department of Education. *Responding to Critical Incidents: A Resource Guide for Schools*. Victoria, BC: British Columbia Department of Education, n.d. (Available online at [www.bced.gov.bc.ca/specialed/rci/toc.htm](http://www.bced.gov.bc.ca/specialed/rci/toc.htm))
- Center for Effective Collaboration and Practice. *Early Warning, Timely Response: A Guide to Safe Schools*. Washington, DC: U.S. Dept. of Education, 1998.
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- Charles, C.M. *Building Classroom Discipline*, 6th edition. New York, NY: Addison Wesley Longman, Inc., 1998.
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- Healey, Jane. *A Practical Guide to Brain Development and Learning from Birth to Adolescence*. New York, NY: Doubleday, 1994.

- Howard, E., B. Howell, and E. Brainerd. *Handbook for Conducting School Improvement Projects*. Bloomington IN: Phi Delta Kappan Educational Foundation, 1987.
- Jones, V. and L. Jones. *Comprehensive Classroom Management: Creating Communities of Support and Problem Solving*. Needham Heights, MA: Allyn and Bacon, 1998.
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- Mendler, Allen, and Richard Curwin. *Discipline with Dignity for Challenging Youth*. Bloomington, IN: National Educational Service, 1999.
- Miller, L.K. *Principles in Everyday Behaviour Analysis*, 3rd edition. Pacific Grove, CA: Brooks/Cole, 1997.
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Walker, H., H. Severson, and E. Feil. *Early Screening Project (ESP): A Proven Child-Find Process*. Longmont, CO: Sopris West, n.d.

Barry, William. *The Real Game* (Versions 1–6). Memramcook, NB: National Life/Work Centre, 1994. (Available online at: [www.realgame.com](http://www.realgame.com))



## **Internet Sites — General**

### **Behaviour Intervention Planning**

This site was developed by Manitoba Education, Training and Youth. It provides information and examples of how to develop Behaviour Intervention Plans.

[www.edu.gov.mb.ca/ks4/specedu/bip/index.html](http://www.edu.gov.mb.ca/ks4/specedu/bip/index.html)

### **Individual Education Planning**

This site was developed by Manitoba Education, Training and Youth as a supplement to the handbook on Individual Education Planning. It contains the toolkit resources and sample IEPs.

[www.edu.gov.mb.ca/ks4/specialedu/iep/index.html](http://www.edu.gov.mb.ca/ks4/specialedu/iep/index.html)

### **Government of British Columbia: Special Education**

This site provides a number of online documents in a variety of areas related to teaching students with special needs.

<http://www.bced.gov.bc.ca/specialed/docs.htm>

### **Responding to Critical Incidents: A Resource Guide for Schools**

This resource provides information that will assist a school in developing a critical incident response plan. It was developed through the Government of British Columbia's special education department.

[www.bced.gov.bc.ca/specialed/rci/toc.htm](http://www.bced.gov.bc.ca/specialed/rci/toc.htm)

### **Effective Behaviour Support: University of Oregon (EBS)**

This site provides information on Effective Behaviour Support program for dealing with school-wide behavioural issues. The institute is co-directed by Dr. George Sugai and Dr. Rob Horner.

<http://brt.uoregon.edu/ebs/default.htm>

**Centre for Effective Collaboration and Practice (CECP)**

This site provides several resources:

*Functional Behaviour Assessment (Parts I–III)*

*Early Warning/Timely Response*

*Safeguarding our Children: An Action Guide.*

[www.air-dc.org/cecp/resources/problembehavior/main.htm](http://www.air-dc.org/cecp/resources/problembehavior/main.htm)

**Council for Exceptional Children (CEC)**

This site provides information on a number of issues related to special education.

[www.cec.sped.org](http://www.cec.sped.org)

**Institute on Violence and Destructive Behaviour- University of Oregon**

This site addresses issues related to violence, destructive behaviour, anti-social behaviour, and at-risk students. The Institute is co-directed by Dr. Hill Walker and Dr. Jeff Sprague.

<http://darkwing.uoregon.edu/~ivdb>

**Office of Special Education Programs**

This U.S. Department of Education website provides information related to a variety of special education issues.

[www.ed.gov/offices/OSERS/OSEP/index.html](http://www.ed.gov/offices/OSERS/OSEP/index.html)

**Positive Behavioural Interventions and Supports (PBIS)**

This site is sponsored by the U.S. Office of Special Education programs and it offers information on a variety of issues related to school discipline and behaviour.

[www.pbis.org/english/index.html](http://www.pbis.org/english/index.html)

**Strong Schools Strong Families: Building Community Partnerships for Learning**

<http://eric-web.tc.columbia.edu/families/strong/index.html>

**The Behaviour Home Page**

This Internet site has been developed by the Kentucky Department of Education and the University Of Kentucky, Department of Special Education and Rehabilitation Counseling. It contains many articles, suggestions, and links related to behavioural issues.

[www.state.ky.us/agencies/behave/homepage.html](http://www.state.ky.us/agencies/behave/homepage.html)

**The Institute for the Study of Antisocial Behaviour in Youth.**

This Internet site is home to the Ontario Institute for the Study of Antisocial Youth. The site provides information on antisocial and violent youth.

[www.iay.org](http://www.iay.org)

**IDEA Practices**

This website provides current information on IDEA legislation and teaching practices. It also provides many resources and articles on behaviour.

[www.ideapractices.org](http://www.ideapractices.org)



**Internet Sites: Creating Safe Schools**

**British Columbia Safe Schools Centre**

[www.deejays.com/bcsafeschools/](http://www.deejays.com/bcsafeschools/)

**Government of Alberta: Safe and Caring Schools**

<http://ednet.edc.gov.ab.ca/safeschools>

**National School Safety Center**

[www.nssc1.org](http://www.nssc1.org)

**Center for the Prevention of School Violence**

[www.ncsu.edu/cpsv](http://www.ncsu.edu/cpsv)

**The Safety Zone: The National Resource Center for Safe Schools**

[www.safetyzone.org](http://www.safetyzone.org)

**Safeguarding Your Children: Parent-Teacher Association**

[www.pta.org/programs/sfgrdtoc.htm](http://www.pta.org/programs/sfgrdtoc.htm)

**National Association of School Psychologists- Safe School Resources**

[www.naspcenter.org/safe\\_schools/safeschools.htm](http://www.naspcenter.org/safe_schools/safeschools.htm)

**Blueprints for Violence Prevention**

<http://www.colorado.edu/CSPV/blueprints/>

**National Center for Conflict Resolution Education**

[www.nccre.org](http://www.nccre.org)

**Keep Schools Safe**

[www.keepschoolssafe.org/admin.htm](http://www.keepschoolssafe.org/admin.htm)

**Bullying Information Site**

[www.bullying.org](http://www.bullying.org)

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**Appendix B:**  
**Manitoba Resources for Students with**  
**Behavioural Challenges**

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## **APPENDIX B: MANITOBA RESOURCES FOR STUDENTS WITH BEHAVIOURAL CHALLENGES**

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### **Treatment Centres**

Brandon Child and Adolescent Treatment Centre  
1240-10th Street  
Brandon, MB  
Phone: (204) 727 3445  
Fax: (204) 727 3451

Child and Adolescent Mental Health Centre  
PscHealth Centre, Health Sciences Centre  
771 Bannatyne Avenue  
Winnipeg, MB R3E 3N4  
Phone: (204) 787 3873  
Fax: (204) 787 4975

Child and Adolescent Mental Health Program  
St. Boniface General Hospital  
409 Tache Avenue  
Winnipeg, MB R2H 2A6  
Phone: (204) 237 2690  
Fax: (204) 233 8051

Clinical Health Psychology  
PscHealth Centre, Health Sciences Centre  
771 Bannatyne Avenue  
Winnipeg, MB R3E 3N4  
Phone: (204) 787 7469  
Fax: (204) 787 4975

Manitoba Adolescent Treatment Centre  
Clinical Services for Children and Youth  
Community Services Program  
228 Maryland Street  
Winnipeg, MB R3G 1L6  
Phone: (204) 958 9600  
Fax: (204) 958 9618

Manitoba Adolescent Treatment Centre  
Clinical Services for Children and Youth  
Hospital Program  
120 Tecumseh Street  
Winnipeg, MB R3E 2A9  
Phone: (204) 477 6391  
Fax: (204) 783 8948

Manitoba Health  
Mental Health Branch  
300 Carlton Street  
Winnipeg, MB R3B 2K6  
Phone: (204) 788 6661

Manitoba Justice  
Community and Youth Correctional Services  
810-405 Broadway Avenue  
Winnipeg, MB  
Contact district offices re probation services

Mental Health Services at the local Regional  
Health Authority Office (Outside Urban Centres)  
Regional Support Services  
Phone: (204) 786 7255

## **Outreach, Assessment, and Support Services**

Addictions Foundation of Manitoba  
1031 Portage Avenue  
Winnipeg, MB R3G 0R8  
Phone: (204) 944 6361  
Fax: (204) 772 0225

Child Development Clinic  
Children's Hospital of Winnipeg  
CK253-840 Sherbrook Street  
Winnipeg, MB R3A 1S1  
Phone: (204) 787 2424  
Fax: (204) 787 1138

Children's Special Services  
Manitoba Family Services and Housing  
219-114 Garry Street  
Winnipeg, MB R3C 4V6  
Phone: (204) 945 5898  
Fax: (204) 945 4656  
(Please contact regional offices regarding  
availability of Behavioural Assessment and  
Therapy)

Klinic  
870 Portage Avenue  
Winnipeg, MB R3G 0P1  
Phone: (204) 784 4070  
Fax: (204) 772 7998

Macdonald Youth Services  
175 Mayfair Avenue  
Winnipeg, MB R3L 0A1  
Phone: (204) 477 1722  
Fax: (204) 284 4431

Marymound, Inc.  
442 Scotia Avenue  
Winnipeg, MB R2V 1X4  
Phone: (204) 338 7971  
Fax: (204) 334 1496  
Thompson, MB office  
Phone: (204) 778 5116

St. Amant Centre Inc.  
440 River Road  
Winnipeg, MB R2M 3Z9  
Phone: (204) 256 4301  
Fax: (204) 257 4349

Street Gang Prevention Program  
416 McDermot Avenue  
Winnipeg, MB R3C 0A9  
Phone: (204) 986 8379  
Fax: (204) 986 8380

Tourette Syndrome Clinic  
St. Boniface Hospital  
409 Tache Avenue  
Winnipeg, MB R2H 2A6  
Phone: (204) 237 2690

Youth Emergency Crisis Stabilization Services  
226 St. Mary's Road  
Winnipeg, MB R2H 1J3  
Phone: (204) 949 4750

## **Family Support**

New Directions for Children, Youth and Families — Support Group for Parents  
400-491 Portage Avenue  
Winnipeg, MB R3B 2E4  
Phone: (204) 786 7051 ext. 303  
Fax: (204) 772 7069

Winnipeg Child and Family Services  
404-1 Wesley Avenue  
Winnipeg, MB R3C 4C6  
Phone: (204) 944 4438 or 1-888-834 9767  
Fax: (204) 944 4395

## **Organizations**

Association for Community Living, Manitoba  
210-500 Portage Avenue  
Winnipeg, MB R3C 3X1  
Phone: (204) 786 1607  
Fax: (204) 789 9850

Learning Disabilities Association of Manitoba  
2nd floor, 60 Maryland Street  
Winnipeg, Manitoba R3G 1K7  
Phone: (204) 774 1821  
Fax: (204) 788 4090

Manitoba Child Care Association  
364 McGregor Street  
Winnipeg, MB R2W 4X3  
Phone: (204) 586 8587 or 1-888-323 4676  
Fax: (204) 589 5613

## **Information**

Canadian Centre on Substance Abuse  
FAS/FAE Information Service  
1-800 559 4514  
[www.ccsa.ca/fasgen.htm](http://www.ccsa.ca/fasgen.htm)

William Potoroka Memorial Library  
Addictions Foundation of Manitoba  
1031 Portage Avenue  
Winnipeg, MB R3G 0R8  
Phone: (204) 944 6277  
Fax: (204) 772 0225

For additional information on youth services, please see the Manitoba Youth Services Manual produced by the Canadian Mental Health Association, April 2001.



## NOTES

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## **Appendix C: Glossary**

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## APPENDIX C: GLOSSARY

**Adaptation:** This is the act of making changes in the teaching process, materials, or student products to help students achieve the expected learning outcomes, e.g., providing additional time for test writing.

**Anger management:** This provides students with appropriate methods for managing their anger. It includes a variety of techniques that can be taught to students who exhibit difficulty in controlling anger.

**Assessment:** This is a comprehensive and systematic process of collecting, analyzing, and interpreting information about learning or performance that can be used to make judgements about progress or achievement

**Attention Deficit Hyperactivity Disorder (ADHD):** This is a neurological disorder requiring a medical diagnosis. Students with ADHD demonstrate significant impairment related to inattention and/or hyperactivity and impulsivity compared to average children of the same age.

**Baseline data:** This is data collected on a student's behaviour by an observer prior to the implementation of an intervention strategy.

**Behaviour Intervention Plan (BIP):** This is a written document, developed and implemented by a team of individuals, that outlines a plan to address the individual needs of a student based on a respectful understanding of the child's behaviour. The plan typically addresses behavioural issues, including programming needs, interventions, program supports, and outcomes. The inclusion of personal/emotional needs and proactive strategies are critically important.

**Bullying:** This is a behaviour intended to inflict injury or discomfort and to impose a power imbalance upon the victim.

**Code of Conduct:** This is a document developed by a school with input from staff, students, parents, and the community that outlines the expectations, responsibilities, and consequences for student behaviour and conduct.

**Conflict resolution skills:** These are strategies for dealing with conflict or discord in a calm and respectful manner. Strategies include the ability to use the decision-making/problem-solving process, mediation techniques, and negotiation procedures.

**Consequence:** This is something that follows logically or as a result of an action or set of conditions. Consequences are often used as punishment for not following rules.

**Cooperative learning:** This is a formal approach to collaborative learning in which students are placed into small groups or teams, based on the teacher's criteria, to work together at various times to achieve common learning goals.

**Classroom culture:** This is the whole pattern of implicit and explicit values, norms, attitudes, behaviours, and mutual understanding that underlies and informs interaction in the classroom.

**Differentiated instruction:** This is instruction that acknowledges and responds to the diversity among learners. It refers to the wide range of instructional strategies, techniques, and approaches used to support student learning and to help each student achieve high expectations and realize his or her potential.

**Discipline:** This is a regimen, procedure, or method of training which produces obedience or self control by establishing expectations of the student to follow rules, and administering consequences to the student for both adhering to and violating rules.

**Domain:** This refers to the specific area or areas of development that might be targeted in the IEP. Examples of domains include communication, social, academic, motor, cognitive, self-management (or help), community, vocational, and recreation/leisure.

**EBD Protocol:** This is the 1995 Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders between the Ministers of Education and Training, Family Services, Health, and Justice. It mandates a shared interdepartmental/multi-system case management approach to deliver services to high-risk children/adolescents and their caregivers.

**Functional behavioural assessment:** This is a systematic process for developing statements about factors that contribute to the occurrence and maintenance of problem behaviour. It serves as a basis for developing proactive and comprehensive behavioural support plans.

**Individual Education Plan (IEP):** This is a global term referring to a written document developed and implemented by a team, outlining a plan to address the individual learning needs of students.

**Individual education planning:** This is the process by which educators, support personnel, and parents collaborate to meet the needs of students who require a range of accommodations and supports.

**Individualized (I) programming designation:** This is intended for Senior Years students whose cognitive disabilities are so significant that they do not benefit from participating in curricula developed or approved by Manitoba Education, Training and Youth. It identifies highly individualized learning experiences that are functionally appropriate.

**Intervention:** This is an activity or strategy that is used when difficult behaviour has become an issue. Because prevention activities have not been successful in reducing the behaviour, more direct intervention is needed.

**Learning disability:** This is a generic term referring to a heterogeneous group of disorders due to identifiable or inferred central nervous system dysfunction. Such disorders may be manifested by delays in early development and/or difficulties in any of the following areas: attention, memory, reasoning, coordination, communication, reading, writing, spelling, calculation, social competence, and emotional maturation.

**Learning strategy:** This is a technique that a learner uses to make meaning of new material, organize it, and connect it with what he or she already knows; it is a tool by which a learner processes information.

**Learning style, learning modality:** This is the theory that individuals differ in the ways (modalities) they prefer to learn and/or learn most easily or effectively. Examples include preference for auditory, visual, tactile, or kinesthetic learning experiences.

**Modification:** This refers to the altering of the number, essence, and content of the curricular outcomes that the student is expected to meet.

**Modified (M) course designation:** This is applied to department-developed or department-approved courses only for those students with special needs who have significant cognitive disabilities that necessitate modifications of 50 percent or more to their curriculum goals and objectives or outcomes in order to accommodate their special learning requirements.

**Multi-system planning:** This is a method of planning utilized to develop a Behavioural Intervention Plan for a child with severe emotional/behavioural disorders. The planning development process involves a team of individuals from various agencies or systems that works together.

**Outcomes:** These are concise descriptions of the knowledge and skills that students are expected to learn in a course or grade level in a subject area. In some jurisdictions, outcomes are referred to as content standards.

**Performance objectives (PO):** These are student-specific outcomes broken down into small, manageable components or steps.

**Positive behavioural support:** This is a general term that refers to the application of positive behavioural expectations and systems to achieve socially important behavioural change.

**Positive school climate:** This is characterized by a supportive caring environment in which interventions build on a student's strengths rather than weaknesses.

**Postvention:** This is an activity that occurs after a student has been involved in a major behavioural incident. The postvention strategy allows the school to re-establish connections with the child.

**Prevention:** This is an activity or strategy that is used with students before their behaviour becomes a major issue. Usually prevention activities are delivered to an entire classroom or group of students.

**Punishment:** This is a fundamental behavioural principle. It is the presentation or the occurrence of a consequence or event immediately following a behaviour in order to weaken that behaviour. The effect of punishment results in a decrease in the likelihood that the behaviour will occur again in situations similar to that in which it was punished. The behaviour-weakening effect of punishment may also be reflected by a decrease in the rate of the behaviour, decreases in amplitude or duration of the behaviour, or increases in the latency of occurrence of the behaviour.

**Reinforcement:** This is also a fundamental behavioural principle. It is the presentation or the occurrence of a consequence or event immediately following a behaviour that strengthens (or maintains) that behaviour. The behaviour-strengthening effect of reinforcement results in an increase in the likelihood that the behaviour will occur again in situations similar to that in which it was reinforced. The behaviour-strengthening effect of reinforcement may be also reflected by an increase in the rate of behaviour, increases in amplitude or duration of the behaviour, or decreases in the latency of occurrence of the behaviour.

**Reinforcer:** This is an event, outcome, or consequence that follows a behaviour that strengthens or maintains the behaviour it follows. This outcome is often considered to be synonymous with the term “reward,” but it is distinguished by the fact that it must be a consequence (i.e., follow a behaviour) and is defined by its effect (i.e., strengthens or maintains the behaviour it follows).

**Resiliency:** This is the ability to prevent or to recover, bounce back, and learn from misfortune, change, or pressure. Resiliency is the capacity for mental health despite exposure to adversity, and is innate and accessible in all human beings.

**Positive consequence:** This is something that is given for achieving good behaviour or work.

**School programs:** This is a set of courses leading to one of four specific school program diplomas (English, French immersion, Français, and Senior Years Technology Education). Attaining one of the four school program diplomas requires satisfactory completion of the compulsory courses plus selections from optional courses.

**School-Initiated Courses (SICs):** These are courses developed by a school and approved by the local school board. Students are allowed to complete 11 school-initiated courses (SICs) to meet the graduation requirements.

**Student-Initiated Programs (SIPs):** These are courses developed through the initiative of a student and approved by the local school administration. Students are allowed to complete three student-initiated courses (SIPs) to meet the graduation requirements.

**Student-specific outcome (SSO):** These are concise descriptions of what an individual student will know and be able to do by the end of the school year.

**Student support services:** These are a range of services provided in a school to meet a variety of student needs that are not usually provided by the regular curriculum or regular classroom teacher. These services are provided by a variety of staff that may include resource teachers, counsellors, clinicians, paraprofessionals, and special education teachers.

**Suspension:** This is the removal of a student from school or the classroom for inappropriate behaviour. Regulation 468/88R provides details on the length of time a teacher, administrator, or school board can remove a student from school.