


Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms



TOWARDS INCLUSION:
SUPPORTING POSITIVE
BEHAVIOUR IN MANITOBA
CLASSROOMS

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This resource is available on the Manitoba Education website at <www.edu.gov.mb.ca/k12/specedu/documents.html>.

Ce document est disponible en français.

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PHILOSOPHY OF INCLUSION

Manitoba Education 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.

RESILIENCY

Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms incorporates resiliency research and best practices. Schools are consistently identified as being crucial in developing resilience in youth. The term *resiliency* refers to the capacity that all youth have for healthy development and successful learning. A focus on resiliency is consistent with current research and moves away from models of deficit and weakness toward a strength-based model of practice.

Along with other educational research, research on resilience gives educators a blueprint for creating schools where all students can thrive socially and academically. Research suggests that when schools are places where the basic human needs for support, respect, and belonging are met, motivation for learning is fostered and levels of resilience are increased.

P R E F A C E

Manitoba Education believes in a continuum of supports and services. This document is a companion to the other documents produced by Manitoba Education that support the diversity of learners in today's classrooms.

Towards Inclusion: Supporting Positive Behaviour in Manitoba Classrooms is intended to build on these efforts by providing additional classroom management strategies in order to create and maintain a predictable learning environment in which students and teachers enjoy positive relationships, students are ready to learn, and teachers are able to teach.

Background

Across Manitoba, many schools have been striving to find the best approach for working with students who exhibit challenging behaviours. In many locations, these efforts have led to successful approaches for preventing and changing challenging 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.

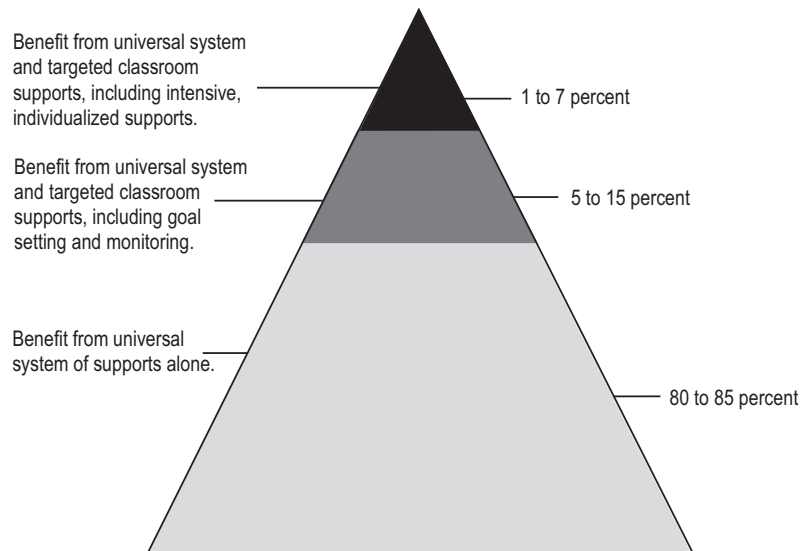
Purpose

This support document describes both proactive and reactive procedures and practices associated with positive behaviour support for use in the Manitoba classroom context. These procedures and practices are presented as *key elements* that teachers have found useful to increase success rates and reduce negative behaviour, thereby enhancing their ability to deliver effective instruction to all students.

The following pyramid model illustrates the behavioural issues in a typical student population. Studies show that 80 to 85 percent of students generally meet the school's behavioural expectations. Another 5 to 15 percent chronically do not meet expectations and are at risk of developing severe behaviour challenges. One to 7 percent have behaviour challenges severe enough that they cannot meet behavioural expectations without intensive, individualized interventions.

Figure 1

THREE-TIERED MODEL OF POSITIVE BEHAVIOUR SUPPORT



The three tiers of this model represent a continuum of increasingly intense interventions that correspond to the responsiveness of students.

- All students will benefit from a universal system of interventions, and for 80 to 85 percent of students these supports are sufficient to maintain positive behaviour.
- More targeted interventions, such as social skills instruction and behavioural intervention strategies, will benefit the 5 to 15 percent of students who are at risk of developing serious behaviour problems.
- Intensive, individualized supports will benefit the 1 to 7 percent of students who do not respond to universal and/or targeted interventions.

Specifically, this document provides

- processes and systems that can be used by a classroom teacher to prevent and address challenging behaviour
- strategies and interventions for the whole class, small groups, and individual students
- sample tools for use in the classroom, including forms and support materials
- additional sources of information, including print resources and websites

It is beyond the scope of this document to describe a comprehensive school-wide positive behaviour approach that involves all students, all staff, and all school settings. Information on a school-wide approach to positive behaviour supports can be found in the following document:

- Appendix A of *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour* (Manitoba Education, Training and Youth, 2001).
www.edu.gov.mb.ca/k12/specedu/beh/pdf/3.pdf

Further information can also be found on the following websites:

- www.coe.ufl.edu/Faculty/Scott/terrys/tscott.html
- www.safeandcivilschools.com
- www.teachermatters.com

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.



This graphic highlights links to websites that provide further information.



This graphic is used to refer to sample strategies.



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



This graphic is used to refer to sample tools included in the toolbox at the end of the document.



This graphic is used to refer to other resources that may be beneficial.

UNDERSTANDING KEY ELEMENTS

Research identifies a number of key elements of effective classroom management that support positive behaviour. These elements are interrelated and overlapping, and may have differing degrees of importance, depending on the needs, strengths, and priorities of a particular classroom.

The following key elements are used to create positive, supportive, safe, and intellectually engaging classroom settings in which all students can be successful. They are nearly identical across all grade levels, but are differentiated by the vocabulary that is used when interacting with students, and the amount of time allocated to developing classroom procedures and the types of procedures taught. Elementary, middle, and secondary school examples relating to key elements are provided, but it will be important for teachers to work within their own classroom context and consult with colleagues to find ways to apply the content to their unique teaching situations.

- ❶ **Positive relationships** are encouraged among students in the classroom, between teachers and individual students, among staff members, between staff and administration, and between teachers and parents.
- ❷ **Classroom organization** includes the physical environment, structures, and routines that foster learning and encourage positive behaviour throughout the school day.
- ❸ **Differentiated instruction** is used to consider the individual learning needs of students and create learning situations that match their current abilities, learning preferences, and specific needs, but also to stretch their abilities and encourage them to try new ways of learning.
- ❹ **Classroom behavioural expectations** are clearly articulated, aligned with school-wide expectations, and consistent throughout the school day.
- ❺ **Social skills instruction** helps to demonstrate and directly teach specific classroom behavioural expectations.
- ❻ **Positive reinforcement** is helpful for individual students and groups of students who demonstrate positive behaviours.
- ❼ **Fair and predictable consequences** are important for individual students who demonstrate negative behaviours that adversely affect them, others, and/or the classroom environment.
- ❽ **Gathering data to understand student behaviour** allows the teacher to use observation and analysis to identify students' strengths and needs in order to identify the areas for improved classroom management and to measure progress over time.
- ❾ **Planning for behavioural changes** is a targeted goal-setting process to increase specific positive behaviours and/or reduce specific negative behaviours.

The following nine sections in this document expand on each of the key elements and include sample strategies to include these elements in the classroom.

1. POSITIVE RELATIONSHIPS

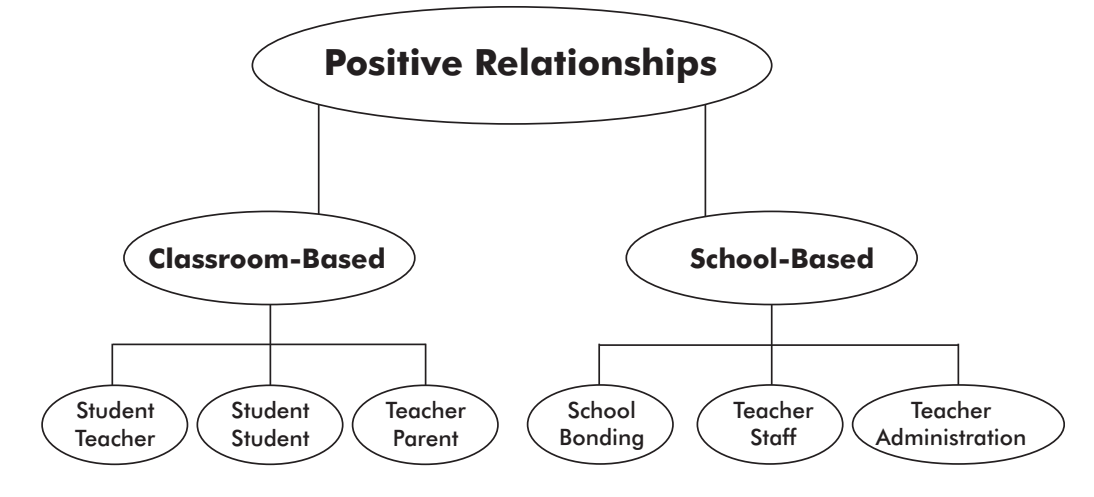
“The heart of the professional ideal in teaching may well be...a commitment to the ethic of caring. Caring requires more than bringing state-of-the-art technical knowledge to bear in one’s practice. It means doing everything possible to enhance the learning, developmental, and social needs of students as persons. The heart of caring in schools is relationships with others (teachers, parents, and students) characterized by nurturance, altruistic love, and kinshiplike connections.”

—Thomas Sergiovanni

Positive relationships are the foundation of any classroom-based and school-wide approach to positive behaviour supports. Resilience research shows that successful development and transformative power exist not in programmatic approaches per se, but at the deeper level of relationships, beliefs and expectations, and willingness to share power. Schools need to develop caring relationships not only between the educator and student but also among students, among educators, between educators and parents, and between administrators and staff. This will create a safe and inclusive classroom climate that invites and supports positive behaviour and skilled problem solving.

When teachers align their classroom management practices with the school-wide approach to positive behaviour supports, the effectiveness of both the in-class and school-wide supports and interventions for students with problem behaviours is enhanced. The support of other school staff and administration can also contribute to the success of a teacher’s classroom management planning and follow-through.

Relationships between teachers and students, among students, and between teachers and parents are all important contributors to the classroom environment. Positive relationships on a school-wide basis are equally important. Students and staff enhance the learning environment by creating a school community and by fostering positive relationships among staff members and between staff and administration.



Classroom-Based

Teacher–Student Relationships

The teacher–student relationship is extremely important and takes time and trust to build. Both parties must believe they are being treated with dignity and respect, and there must be a balance between the teacher’s role as classroom leader and his or her expression of interest in each student.

Students trust and respect teachers who establish clear behavioural expectations and meaningful goals for learning and behaviour, and who follow up consistently. Students know that their teacher cares about them and their individual needs when

- learning goals are flexible enough to accommodate differences between and among students
- an effort is made to understand each student’s individual interests, strengths, needs, learning preferences, and personality
- high (but realistic) expectations for **ALL** students are conveyed both in academics and in personal responsibility

Sample Strategies to Build Positive Relationships with Students



- *Demonstrate a personal interest in students.*

Take time in class and in the hallways or on the schoolground to talk with students about their lives outside of school.

- *Greet students at the door.*

Teachers can use this strategy to informally engage students individually, ask how they are doing, gauge their emotional state, have a brief conversation, and/or generally make them feel welcome.

- *Use students' names positively.*

Students of any age generally respond positively when a teacher smiles at them and acknowledges them by name, especially in the hallway or on the schoolground. This simple action lets students know they matter and are valued as individuals within the school community.

- *Use humour.*

Humour that heals (rather than hurts) is sensitive and good natured, defuses difficult situations, and brings people closer together.

- *Smile and show enthusiasm.*

Let students know when you are particularly enjoying the teaching role. Enthusiasm

"In effective classrooms there is an intellectual partnership between the teacher and students."
(Manitoba Education and Training, 1996, 3.4)

has been identified in many studies as the most significant characteristic of an effective teacher (Di Giulio). Enthusiasm can be shown in many ways: a "let's find out" attitude, a positive tone of voice, moving around the classroom, and sharing and articulating interest in the subject. Sharing your enthusiasm makes the classroom safe for students to express their enthusiasm too.



For more information on developing a cohesive classroom, see Chapter 3, Classroom Climate and Culture in *Success for All Learners: A Handbook on Differentiating Instruction A Resource for Kindergarten to Senior 4 Schools* (Manitoba Education and Training, 1996).

Noncontingent Positive Reinforcement

Stephen Covey describes noncontingent positive reinforcement as being like deposits in another person's emotional bank account. Many students, and particularly those with behaviour challenges, have emotional bank accounts that are close to empty. To help these students feel more connected, teachers need to help them build their emotional bank accounts.

Noncontingent positive reinforcement is unconditional and independent – that is, students do not have to demonstrate specific behaviours in order to earn it. It can be as simple as smiling at a student at the beginning of class, asking a student who enjoys attention to write key words on the board during a class discussion, or allowing time for personal stories. Ensure that noncontingent reinforcement is appropriate for the student's age, interests, and personal preferences.

Noncontingent reinforcement is an essential component of the teacher-student relationship. It forms the foundation for trust and security, and provides bonding and connections that teachers and students need. It helps students learn that demonstrating respect and caring is a natural aspect of human interaction.

Patricia Sequeria Belvel and Maya Maria Jordan describe noncontingent reinforcement (38–41) by saying it

- sets the stage for intrinsic motivation
- forms a foundation of trust
- fosters a sense of security
- creates a comfortable climate
- creates a positive association with the teacher
- increases the probability of cooperation
- models positive actions for students to emulate

Proximity

Teachers who move around the classroom and teach from various areas and near different students

- send the message that they are actively involved and aware of all behaviour in the room
- build a sense of connection with students and communicate that the teacher is interested and available
- provide equal access to the teacher for all students
- have more opportunities to prevent negative behaviour and/or quickly deal with problems

Effective Communication

A number of variables affect how students perceive and respond to a teacher's communication (Rhode et al. 61). To effectively communicate expectations and requests to students,

- use polite requests rather than questions (e.g, "Please start your work.")
- move close to students when giving directions – the optimal distance is approximately one metre
- look students in the eye (consider cultural differences and do not insist on eye contact if it makes the student uncomfortable)
- use a quiet voice
- give students at least 10 seconds to respond before repeating a request or adding a new request
- ask only twice, and then follow through with a correction; the more often a request is made, the less the likelihood of gaining cooperation
- make only one request at a time
- remain calm and unemotional
- make more start requests ("do") than stop requests ("don't") (If the majority of requests are not start requests, consider clarifying behavioural expectations and using stronger prompts.)
- verbally reinforce students when they demonstrate cooperation – this will increase cooperation in the future

Verbal Limits

When students are not meeting classroom behavioural expectations or following agreed-upon procedures, describe the appropriate behaviour with a neutral body posture and tone of voice, and without using students' names. Belvel and Jordan have described how setting verbal limits has four basic forms:

1. **Prompt with questioning intonation:** "Everyone has their math book open?" Say this declaratively, as a prompt, not a question. If you ask a question ("Will you open your books?"), you may receive an answer you don't want.
2. **Hint:** "Everything should be off your desks." This statement includes everyone in the room.
3. **"Excuse me":** For example, to respectfully break habits of interrupting, you could say, "Hold on for a minute, Mel. We can't hear you because someone else is speaking."
4. **I-message:** Saying "I need" or "I want" is stronger and more assertive than the other verbal limit-setting techniques (e.g., "I need everyone to sit down."). (174)

Student–Student Relationships

Building and fostering relationships among students creates a feeling of community, which can make a difference in the behaviour and learning of each and every student in the class. Students need to learn to

- recognize the strengths and skills that each individual brings to the classroom
- look for opportunities to build on those skills and support each other in areas of need
- respect and show appreciation for each other, which includes listening to one another and disagreeing in appropriate ways

Sample Strategies to Build Positive Student-Student Relationships



- *Use flexible grouping.*

Create regular opportunities for students to learn with and from all of the students in the class, rather than just their best friends or the students they feel most comfortable with. This approach fosters a climate of acceptance and openness to the varied strengths, interests, and challenges among students in the class. Ensure students have opportunities to work independently, with different partners, in small groups, and in larger groups throughout the school day.

- *Teach skills for cooperative learning.*

Most students with behaviour and social difficulties find cooperative group work challenging. They need specific instruction about roles, responsibilities, and the expected outcomes of group tasks.

- Teach specific roles such as recorder, timer, reporter.
 - Adapt individual students' roles and responsibilities to accommodate their needs and strengths.
 - Directly teach specific formats for different tasks, such as how to brainstorm a list of ideas or how to interview a partner.
 - Provide visual or written organizers for each task.
 - Use timers and clocks when there are specific time requirements.
 - Initially assign cooperative work that involves brief and preferred tasks, and then gradually move into longer times and more complex tasks.
- *Teach a vocabulary of appreciation.*

Explicitly discuss, demonstrate, and model how to give positive feedback to other students and how to graciously accept compliments and positive comments.



For more information on flexible grouping and cooperative learning, see

- **Chapter 5: Flexible Grouping** in *Success for All Learners: A Handbook on Differentiating Instruction A Resource for Kindergarten to Senior 4 Schools* (Manitoba Education and Training, 1996).
- **Chapter 4: Differentiation in the Multilevel Classroom** in *Independent Together: Supporting the Multilevel Learning Community* (Manitoba Education, Citizenship and Youth, 1996).

Home-School Partnerships

It is important to recognize that for many students the significant adult in their life may not be their parent. Families have many different structures and styles.

Students will feel safe when they see the adults from the two parts of their lives – school and home – come together to focus on their interests. When teachers and parents communicate regularly and work collaboratively, they are more likely to develop a degree of trust. Then, if a concern arises, they are more inclined to respect and support each other.



For additional information on home-school partnerships, see *Working Together: A Handbook for Parents of Children with Special Needs in School* (Manitoba Education, Citizenship and Youth, 2004).

www.edu.gov.mb.ca/k12/specedu/documents.html

Sample Strategies to Build Positive Home-School Partnerships



- *Involve parents and students in learning conferences.*

Many schools are replacing parent–teacher interviews with a conference format that more actively involves both students and parents.

- *Share good news with parents.*

Communicate with parents about what is going well and the positive things the student shows an interest in. A phone call is especially powerful. Electronic communication is preferred by many parents.

- *Recognize and support the multicultural needs of Manitoba families.*

School social workers, family liaison workers, and/or interpreters can assist in building positive relationships.

“Teachers who welcome parents into their classroom for purposeful and meaningful reasons extend this feeling of belonging.”
(Brownlie and King 39)

- *Recognize and support parents who have special needs.*

Student services administrators can assist schools to ensure needs are met.

- *Utilize media/technology to communicate with parents.*

Schools may use leader boards, email, blogs, wikis, websites, school newsletters, or student agendas.

School-Based

School Bonding

Most students become emotionally attached and committed to their school and classroom. To be engaged members of the school community, students need to see the school—both the physical building and the community of people inside—as safe and welcoming. They also want to feel pride in their school and to play a role in making the school a positive place. They want to be active and valued members of the school community.

Fostering a relationship between students and their learning is also a critical element of successful school bonding. Students need to see value in what they are being asked to learn. They need to feel they have a connection to their learning and some control over the learning process. Teachers should provide flexible and meaningful learning goals that encourage students to take ownership of their learning.

Staff can promote school bonding by having students work with each other across grades. For example, they can organize cross-age activities such as buddy reading, and plan school-wide special events, assemblies, and multicultural celebrations.

Sample Strategies to Increase School Bonding



- *Create opportunities for responsibility and leadership in the classroom.*

Rotate responsibilities on a regular basis, such as feeding the class pet, assigning the role of ‘head chef’ in a foods and nutrition class or the squad leaders in physical education class.

- *Display samples of student work.*

Display drawings, writing exercises, or completed projects in a prominent place in the classroom. Rotate the displays frequently and ensure that at some point during the month each student has at least one piece of well-done work completed and displayed.

Figure 3 on the following page shows an example of a display case showcasing the work of students who are enrolled in Food Services at Kildonan East Collegiate, River East Transcona School Division.

Figure 3

SAMPLE OF STUDENT WORK



Teacher-Staff Relationships

Colleagues can offer encouragement and advice. Professional learning communities (PLCs) offer opportunities for colleagues to network and work collaboratively to improve teaching and learning.

- Join in a school-based or divisionally based professional learning opportunity
- Initiate a school-based professional learning opportunity on a topic that interests you with colleagues at your school
- Join an association or organization that offers local professional learning opportunities
- For more information on professional learning communities, what they are, and how to start them, see the following websites:



- www.sedl.org/change/issues/issues61.html
- www.edu.gov.mb.ca/k12/proflearn/
- www.edu.gov.mb.ca/k12/assess/wncp/ch7.pdf

Fostering positive relationships with all staff members is an integral part of a positive classroom approach. Students watch adults as they interact with each other. When we model positive social interactions, students learn how to respect others.

- Partner with a teacher at a different or same grade/subject area on a unit of study (i.e., math with woodworking)
- Partner with a teacher within a course/subject area on a project (i.e., automotive with Ecology [science] to build an eco-friendly car)

Teacher-Administrator Relationships

When dealing with classroom behavioural issues, teachers need to be able to access the expertise and support of the entire school staff, and especially the school administrator.

The role of the principal is to support the teacher's authority, not replace it. Open communication, knowledge of best practices in classroom management, and respect for diverse teaching styles are key to an administrator's ability to effectively support teachers in the development and maintenance of strong classroom management practices.

School administrators are also in a position to support effective classroom management practices by

- facilitating schedules to encourage and accommodate collaborative planning and problem solving
- following through on agreed-upon office referral protocols so that individual problem behaviour is dealt with fairly, consistently, and in a timely manner
- communicating with teachers about classroom management practices and issues, formally and informally
- offering both formal and informal encouragement and positive reinforcement to school staff who demonstrate strong and consistent classroom management
- being available and willing to help individual teachers identify issues and develop solutions for classroom behaviour problems, on an as-needed basis, using a process such as the 30-Minute Behaviour Intervention Meeting (see Tool 10)
- supporting and/or initiating professional learning communities
- making targeted professional development opportunities available for all school staff



2. CLASSROOM ORGANIZATION

“... smooth well-running classrooms where time, space and materials are used effectively maximize the opportunities students have to engage ...”

—Evertson and Randolph

Structure Classroom Space

The physical arrangement of the furniture, supplies, and resources in a classroom is a critical factor in promoting positive behaviour. In a well-designed classroom, the teacher can see all the students and they can all see the teacher. The students can also see presentations and displays such as agendas, behavioural expectations, strategy posters, and information on the board. Everyone can move about freely. High-traffic areas run smoothly without congestion.

Also, organizing materials so they are easily accessible and stored in an orderly way can go a long way towards lowering frustrations, avoiding misunderstandings, and making the best use of instructional time.

A well-designed classroom

- is strategically planned for teacher and student movement
- supports classroom procedures for individual and group instruction
- facilitates the teacher’s efforts to make contact with individual students while teaching the whole class
- considers the individual needs of students and fosters a sense of security
- minimizes distractions and encourages increased time on task
- makes students feel they have equal access to the teacher
- allows students easy access to materials



See the **Environmental Checklist** on pp. 3.17–3.18 of *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour* (Manitoba Education, Training and Youth, 2001).
www.edu.gov.mb.ca/k12/specedu/documents.html

Sample Strategies for Organizing Materials



- Organize desks or lockers with labels and designated places for certain items.
- Establish a regular time for all students to clean and organize their desks and lockers. Some students may benefit from a visual “map” or picture of an organized desk or locker.
- Encourage students to use folders and binders with different colours or labels to separate work or materials for each class and/or subject.
- Encourage students to use pocket folders with new work on one side and graded work and class notes on the other.
- Teach students to ask themselves before each transition, “Do I have everything I need?”
- Be prepared to supply extra copies of misplaced handouts or materials.
- Establish a procedure where late or absent students, or those who get called out of the class for a period of time, have an opportunity to access handouts, notes, and materials they have missed.

Plan for Movement

When students are able to move around the room naturally and purposefully, they feel less anxious, more alert, and, in some cases, more relaxed. Students who can move around during class are better able to learn. Students have varying needs for movement, but most will become restless or uncomfortable if seated for more than 20 minutes at a time. Even a 60-second movement break at regular intervals can help them refocus.

Sample Strategies for Creating Opportunities for Movement



- *Use active responses as part of instructional activities.*
For example, students may turn and talk with a partner, stand up to indicate agreement, or move to different parts of the room to use materials. Allow students to work at different stations, such as at a large table, SmartBoard™, an easel, or chart paper on a wall.
- *Look for non-distracting ways for students to move while working at their desks.*
For example, replace a student’s chair with a large ball. Students may bounce gently at their desks while working. Small inflatable seat cushions can also allow students to move without distracting others. Some students may find it helpful to stand while working at their desks. Others may work better sitting at a counter or on a stool.

- *Provide individual students with fidget tools.*

For example, they can keep a squeeze ball, eraser, or wooden beads in their pockets to use quietly as needed.

- *Provide stretch or movement breaks as needed, or make them part of the classroom routine.*

Arrange an area in the classroom where students can move around without distracting others. Give students the option of going to this area when they need a stretch break.



- *Provide opportunities for whole-class energizers.*

- *65 Energy Blasts DVD from <<http://eyelearner.com/>>*

- *Ask students who find it difficult to sit for long periods to do regular errands.*

For example, these students could pass out papers or put materials away. Older students might find it more comfortable and/or age-appropriate to deliver materials to the office or the library.

- *Establish an “I need a break” card system.*

If an individual student often needs a break, consider setting up a system of printed signal cards. This strategy requires teamwork and planning. For example:

1. Individual students keep a specific number of file cards at their desks that say, “I need a break.”
2. The student places a card on his or her desk to signal the teacher.
3. The teacher acknowledges the request and, if the time is appropriate, exchanges the request card for a card that says something like, “Lee needs a five-minute break.”
4. The student carries this card to the office or library and gives it to an adult such as the school secretary or librarian.
5. The student spends the next five minutes engaging in a prearranged relaxing activity such as computer access, working on a puzzle, or looking at a favourite book.
6. When the time is up, the supervising adult thanks the student for the visit, comments on positive behaviour, and gives the student a card to return to the classroom teacher. The card might say something like, “I enjoyed having Lee come to the office for a five-minute break.”

Students could receive a set number of “I need a break” cards at the beginning of the school day (e.g., one to four) and be responsible for planning when they will use them.

- *Ensure that students go out at break and participate in daily physical activities.*

Students need physical activity to expend excess energy and restlessness. If a student has difficulty handling the stimulation of leaving the room with the whole group, consider delaying his or her exit until a minute or two after the other students have left.

- *Have some students rehearse before a break or other activities.*

If individual students find it difficult to manage breaks or other less-structured activities, have them take a few minutes to rehearse. For example, just before break, the student can talk through these types of planning questions with a teacher, supporting adult, or peer.

1. Who are you going to be with at break?
2. What kind of activity are you going to do?
3. If you have difficulty, what will you do?

Consider Seating Assignments

Seating students in strategic areas can increase the opportunities to reinforce positive behaviour and prevent or manage problem behaviours in a low-key way.

- Some students benefit from sitting close to the teacher, including those who
 - need additional teacher prompts to overcome distractions
 - tend to withdraw from learning and social interaction
 - are struggling with aggression (these students also need some degree of separation from other students)
- Students who are overly dependent on adult approval or who tend to manipulate adults may benefit from working among students who are more self-directed. These other students can serve as positive role models.
- Situate students who are distractible away from high traffic and/or visually stimulating areas (e.g., doors, windows, teacher's desk).

Also consider the dynamics between students. Which students should be separated? Which students will benefit from sitting together because they share the same first language or can inspire confidence in one another?

Establish Routines

Routines are prescribed lists of steps for particular actions or tasks, with a clear beginning and end. Students who have learned to follow predictable classroom routines are more independent and socially competent, and they have an increased sense of personal security. As a result, these students are more successful learners and have a reduced need for adult assistance.

Whenever possible, teach routines to the whole class rather than to just one student. However, individual students may also need extra teaching and guided assistance.

Teach routines directly, at the level of students' understanding, and provide visual reminders and reinforcement until all students have mastered them. Monitor behaviour regularly and look for ways to adjust and/or create routines that encourage and support positive behaviour and reduce problem behaviour.

Routines should be

- useful to the student
- well defined
- at the student's ability level
- visually presented as well as directly taught
- reinforced during teaching
- generalized to other environments whenever possible
- communicated to other school staff to ensure consistent expectations

Examples of essential classroom routines include

- managing personal and classroom materials
- attention cues and expectations for listening
- recording, completing, and handing in homework
- effectively using time during individual work periods
- distributing and collecting assignments
- library use and borrowing classroom materials
- transitions within the classroom and between classes
- entering and exiting the school and classroom
- bathroom routines
- waiting for help or to take turns
- lunch
- asking for help or to leave the room
- using computer equipment
- making a phone call home
- setting up and using gym equipment, and changing clothing for gym class
- cooperative or partner work

By actively monitoring student behaviour, teachers can determine the times when routines would be helpful. For example:

After collecting observational data (see key element #8), it is noted by the teacher that the Transactional English class is taking a long time to settle down after entering the classroom from lunch break. The teacher could have them come in, take out a book, and read silently for five to ten minutes. This routine helps students to refocus and prepare for the next learning activity or assignment.

- If the science teacher has noted through observation that students are often restless during the last few minutes of the school day, the teacher could plan predictable and focused activities during this time, such as reading aloud to the students or having them write in their learning logs.
- If the change to the routine is not working, the teacher may decide that a 30-minute behaviour intervention meeting is needed.



Tool 10: 30-Minute Behaviour Intervention Meeting provides a blank meeting template.

Signal to Begin

Teachers typically use a signal to gain attention at the beginning of a class, activity, or transition. The most effective signals are limited to unambiguous cues such as raising your hand. They can be visual (holding a sign or other prop) or aural, or they can take the form of a whole-class energizer. The most reliable signals do not depend on the classroom context (e.g., flicking the lights on and off), so they can be used outside the classroom as well (e.g., verbal or visual cue and wait for attention).

Following the signal, pause to scan the room to see who is focused. Use a low-key method of gaining the attention of students who are not yet focused, and then offer a positive reinforcement such as a smile and/or thank you in response to quiet and visible attention.

Transitions between Activities

Routines are needed when students are changing activities or settings (e.g., moving from one activity to another, one location to another, or one subject to another). An Early or Middle Years classroom can have more than 30 transitions a day.

Sample Strategies for Transitions between Activities



- *Build a preview of the day into the regular classroom routine.*

Students find it helpful to know the planned sequence of activities and expectations about time.

- *Embed cues in the instructional routine.*

For example, five minutes before the dismissal bell, say “You have five more minutes before class ends, so take out your agendas and write down your homework assignment.”

- *Work with individual students to establish specific parameters for transitions, and provide consistent and friendly reminders.*

For example, when students are leaving the classroom to go to the gymnasium, review

- how they will walk (quietly and at what pace)
- with whom (by themselves or with an assigned partner, in the middle of the line or at the end of the line)
- where (on right side of the hall)

Students can practise this routine ahead of time.

- *Provide individual students with additional support during activity transitions.*

When moving from one location to another, give individual students a purpose to help them focus on something positive while moving. For example, ask a student to carry the teacher’s clipboard to the gym or library books to the library.

- *Review behavioural expectations for a special presentation or visit by a guest speaker.*

Large gatherings and performances can be challenging situations for some students. Shortly before these situations, brainstorm what being a good audience member looks like and sounds like.

Sample Strategies for Teaching Students How to Wait For Help



- *Encourage students to continue with easier parts of tasks while waiting.*

For example, they could underline, highlight, or rephrase directions before beginning a task.

- *Teach students to jot down key words or questions.*

This strategy will help students remember what they want to say as they wait their turn. Sticky notes can be great tools for marking the spot in a book or writing down key words.

- *Give students substitute verbal or motor responses to make while waiting.*

For example, students may look at a book, colour, or use worry beads.

Using Momentum

Before asking students to do something they are less likely to want to do, first ask them to do several time-limited tasks they like. For example, before asking them to complete a written assignment or attempt a challenging math equation, have them solve a riddle on the board, share three ideas with a partner, or make a pattern with math blocks.

Build momentum by starting the school day or a particular lesson with motivating activities such as reading a story. Whenever possible, end a learning session with an activity students enjoy.

Response to Particular Behaviours

When certain behaviours repeatedly interfere with instruction, develop responses that minimize or circumvent the behaviour. Rather than trying to change students' behaviour, change your own behaviour.

For example, persistent calling out during classroom instruction can be frustrating for both the teacher and students who want to participate in discussion. Although calling out can have a place in the classroom (e.g., during brainstorming activities), it can interfere with instruction, disrupt group discussion, and allow a small number of students to dominate and discourage less assertive students from participating. To minimize call-outs, be clear about when and how students should respond. For example, let them know that they will have time to think about their response and then be asked to discuss their answer with a partner.

Other creative ways to minimize call-outs include tossing a small ball to individual students who then respond, or randomly selecting a card from a box containing cards with all the students' names. These strategies encourage students to pay attention to the question and think about their response, since they might be called upon. If individual students are uncomfortable with this approach, tell them in advance which question they will be asked and provide some "think time" so they can formulate a response.


3. DIFFERENTIATED INSTRUCTION

“There is nothing so unequal as the equal treatment of students of unequal ability.”

—Blanchard et al. (33)


Individual students come to the Manitoba classroom with varying interests, experiences, developmental maturity, background knowledge, and abilities. Therefore, teachers are constantly challenged to make learning activities flexible enough to engage each and every student. Accommodating these differences does not mean attempting to offer a different course to each student, but students do need choices as well as varying instructional and assessment methods.

For some students, difficulty engaging in academic work can lead to challenging behaviour. Their behaviour interferes with successful learning. To be successful and engaged learners, many of these students will need positive learning experiences that are personalized to their own learning preferences, interests, and needs. Many Manitoba schools are using class profiles to assist with meeting the needs of diverse learners.

 For more information on class profiles/reviews, see **Chapter 8, Implementing Class Reviews, Tool 1**, in *Learning in Safe Schools: Creating Classrooms Where All Students Belong* (Brownlie and King, 2009).

 **Tool 1: Class Review Recording Form** provides a blank template.

 At the Center for Applied Special Technology (CAST) website, *Teaching Every Student* has a Universal Design for Learning (UDL) Class Profile Maker, which includes a tutorial.
www.cast.org/learningtools/index.html

 **Appendix: Class Learning Profile** in *Teaching Every Student in the Digital Age: Universal Design for Learning* (Rose et al., 2002).
www.cast.org/learningtools/index.html

 **BLM 87: Listening and Speaking: First Steps into Literacy** (Manitoba Education, Citizenship and Youth, 2008).
www.edu.gov.mb.ca/k12/cur/ela/list_speak/listening_speaking.pdf

“Differentiated instruction: a method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests and strengths of pupils.”

(Manitoba Education, Citizenship and Youth, 2006a, 26.)

In *Brain-based Learning with Class*, Politano and Paquin describe an effective approach for accommodating student differences that they call “shared experience, individual response.” Instruction begins with a whole-group activity and then students choose from a variety of activities designed to process their thinking and represent their learning. Students can work together on the same concept but in ways that best suit their learning strengths and developmental stages. Younger students need more variety in instruction and fewer choices for responses, while older students need less variety in instruction and more choices for responses.

Plan for Differentiation

Planning for the diverse learning needs of Manitoba students involves making informed decisions about content, materials and resources, instructional strategies, and assessment and evaluation procedures.



For more information on assessment and evaluation, see *Rethinking Classroom Assessment with Purpose in Mind* (Manitoba Education, Citizenship and Youth, 2006).

www.edu.gov.mb.ca/k12/assess/wncp/rethinking_assess_mb.pdf

Learning Environment

- What steps will I take to create a supportive learning environment?
- What classroom management procedures do I need to introduce?

Grouping

- What learning activities are best done individually, in pairs, in small groups, or by the whole class?
- How will I determine the pairings and groupings?
- What transitions will ensure a smooth flow from one activity to the next?

Teaching for Learning

- How will I plan my instruction to ensure students are learning?
- How will I provide lesson overviews?
- Which graphic organizers will I use?
- What strategies will I use to activate, clarify, and extend prior knowledge?

- How will students make connections between what they know and what they will be learning?
- What key words and concepts are essential?
- Which strategies will introduce and reinforce these words and concepts?
- What are the critical questions students need to think about?
- How will students apply their learning?
- What extension activities will reinforce and extend learning?
- Do these learning activities offer a variety of ways to demonstrate learning?
- How will I reinforce instructions (e.g., key words on board, printed instructions, labelled diagrams on board)?
- How will students use handouts and other materials?
- Does this learning activity allow for a frequent change of pace?
- Are there opportunities for discussion, writing, drawing, and viewing?
- What alternative activities can I use if students need a change of pace or need to refocus their attention?



See **Tool 2: Anchor Lesson/Task** for sample tools useful in lesson planning.



Unit Planning Form: (p. 2.18) in *Success for All Learners: A Handbook on Differentiating Instruction* (Manitoba Education and Training, 1996).

Increase Student Engagement

Students are more likely to concentrate and make an effort when their schoolwork is personally meaningful and engaging. Students tend to respond positively to clarity, structure, predictability, and positive reinforcement. They also need clear and concise directions and ongoing monitoring to encourage them to complete assignments and activities.



Section 3 of *Middle Years Assessment Grade 7 Student Engagement: Support Document for Teachers* (Manitoba Education, Citizenship and Youth, 2007).
www.edu.gov.mb.ca/k12/assess/index.html

Sample Strategies for Structuring Activities and Assignments



- *Break long tasks into shorter, easier-to-manage steps.*

Students vary in their ability to attend to, process, and remember concepts and content.

To keep instruction and assignments brief, teachers can

- cut the assignment pages into small segments and give out one at a time
- fold under part of the page or cover it partially to block or mask some parts of the assignment; encourage the student to use a “window” to show one problem or piece of information at a time
- *Introduce students to general information before working on specific information.*

Some students need to see the big picture first; for them, all details carry the same degree of importance. Some students also need explicit instruction about how to identify the overarching idea and supporting details.

- *Design learning activities that require a high response rate from students.*

For example,

- ask students to fill in a graphic organizer or partial outline of information as the class proceeds
- in large-group instruction, provide individual white boards, chalkboards, or cards for individual student responses to whole-class questions
- vary questioning to accommodate responses from the whole class, partners, and individuals
- structure partner activities so that students can read aloud to each other, discuss and confirm understanding, as well as encourage each other to remain on task



See **Tool 3: Making Individual White Boards.**

- *Incorporate student interests into assignments.*

For example,

- Encourage students to make individual choices of
 - topics for their activities
 - the order in which they complete tasks
 - the materials they use

- *Incorporate attention-getting devices into assignments.*

For example,

- vary the texture, shape, and colour of materials
- provide students with a variety of coloured pens, pencils, and markers
- turn tasks into activities or games (e.g., playing Jeopardy when reviewing material for a test)

- *Have students demonstrate their understanding of learning outcomes in a variety of ways.*
For example, when assessing students' knowledge of factual information, allow them to choose to give an oral presentation, use technology to present information in an audio or visual format, prepare a news report, or present a dramatization.

Teach for Task Completion

Some students need explicit instruction and support in order to work more independently and complete tasks.

Sample Strategies for Teaching Task Completion



- *Break learning tasks into manageable chunks.*
Set short time limits for completing each portion of the task. When possible, involve students in setting the time frame to help them develop a sense of the amount of time particular kinds of tasks will likely take.
- *Give feedback on assignments as soon as possible.*
For example, ask students to signal when they've completed a certain number of questions so you can quickly scan their work and let them know if they are on track.

Adapt Instruction

Adaptation is a change made in the teaching process, materials, assignments, or pupil products to help a pupil achieve the expected outcomes.

Sample Strategies to Adapt Instruction to Better Meet Student Needs



- *Teaching process*
 - provide auditory and visual presentation of instruction
 - pre-teach and activate prior knowledge
 - provide opportunities for movement
 - shorten whole-class instruction, providing for small-group instruction for further support
- *Materials*
 - adapt the reading level of the materials
 - provide additional supports such as calculators, dictionary, and glossary
 - provide written outlines, notes, and summaries

- *Products*
 - vary the length and/or type of the assignments
 - break the assignment into smaller chunks
 - vary the time allotted for completion



For more information on how to reduce readability levels, see <www.readabilityformulas.com/free-readability-formula-assessment.php>.

When choosing adaptations for individual students, consider these types of questions:

- Will this adaptation enhance the student’s level of class participation?
- Is this adaptation the least intrusive (i.e., least interfering or restrictive) option?
- Will this adaptation give the student a variety of options, or will the same adaptation be used for all or most activities (e.g., always do fewer tasks or work at a different level of difficulty)?
- How does this adaptation ensure an appropriate level of difficulty and challenge for the student?
- How can the student use this adaptation in other classes or activities?
- How will this adaptation lead to more independent effort?

Russian psychologist L.S. Vygotsky developed the concept of the “zone of proximal development,” which is the optimum level of challenge for a student. The zone of proximal development is defined as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined by problem solving under adult guidance or in collaboration with capable peers.” (Vygotsky 86)

Use a Problem-Solving Approach

Challenging behaviour may occur when the instruction is too difficult, too easy, or the learning activities and/or materials do not engage the student. Effective teachers adjust instruction using a problem-solving approach that involves

- identifying the issue (what is causing the problem for the student)
- generating alternative solutions
- trying one or two solutions at a time to see if there is a difference in learning

Trying and testing simple instructional adaptations for at least 21 days to ensure that a new behaviour has been learned can increase success and participation for students.

It takes at least 21 days to form a habit, according to the research of Dr. Maxwell Maltz, MD, renowned author in the field of psychology over the past 50 years.

4. CLASSROOM BEHAVIOURAL EXPECTATIONS

“... effective management ... is more an instructional than a disciplinary enterprise. Effective managers socialize their students to the student role through instruction and modeling. It is important that these teachers be consistent in articulating demands and monitoring compliance, but the most important thing is to make sure that students know what to do in the first place.” (185)

—J. Brophy

At each and every grade level, teaching classroom behavioural expectations begins on the first day of the school year. These expectations, framed in positive language, apply to all activities at all times.

Three to five classroom behavioural expectations are sufficient at any grade level. They should be posted in a conspicuous place in the classroom and reviewed regularly. Specific expectations may vary slightly from class to class but should align with school-wide expectations.

Clear classroom behavioural expectations

- provide students with a sense of security
- contribute to a positive climate
- increase academic learning time
- reduce classroom stress
- enable students to monitor themselves
- enable teachers to facilitate and support positive behaviour
- support good communication with parents and other school staff, including substitute teachers

Although *rules* and *expectations* are often viewed as interchangeable terms, *expectation* has a more positive connotation. The implication is that expectations are tools for helping as opposed to enforcing, and involve commitment rather than compliance. Expectations tell students, “We believe this is how you can be.”

Respond consistently to students who meet behavioural expectations and be flexible when students do not meet them, keeping in mind their individual needs and the context of the behaviour. Most students who do not meet expectations benefit from feedback and opportunities to correct their behaviour. For example, “We walk in this classroom. Return to your desk, please, and walk quietly to the computers.”

Some students who do not meet expectations have not yet learned the skills they need. For other students, differences in ethnic and cultural behavioural and social expectations can lead to misunderstandings and affect schooling experiences. These expectations should be considered in terms of the context of the behaviour. These students may require additional coaching and practice. For example, if an expectation is that students be prepared for class, some students may need additional supports, such as a specific verbal prompt (e.g., “Bring your math textbook, binder, and something to write with”). It may also be helpful to accompany the student to the locker to model what it looks like to be prepared, or to provide the student with a checklist or colour-coding to organize materials.

A few students may challenge the classroom expectations. These students require individualized approaches that include both proactive and reactive strategies.



For more information, see *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour* (Manitoba Education, Training and Youth, 2001).
www.edu.gov.mb.ca/k12/specedu/beh/index.html

Teach Expectations

Take time during the first weeks of school to teach classroom expectations and ensure that students understand them. Expectations need to be reviewed and reinforced periodically throughout the year (e.g., following school or semester breaks, whenever a new student joins the class).

Sample Strategy for Teaching and Reinforcing Expectations



- Create and use a triple T-chart, where expectations are identified and students have an opportunity to participate in defining what each expectation looks like, sounds like, and feels like. Younger students can learn about behavioural expectations by drawing pictures of appropriate behaviour, presenting them to the class, and then posting the pictures as friendly reminders.

Listening While Others Are Speaking		
Looks Like	Sounds Like	Feels Like
<ul style="list-style-type: none"> ■ eyes are on the speaker ■ mouths are closed ■ hands are still 	<ul style="list-style-type: none"> ■ only one voice talking 	<ul style="list-style-type: none"> ■ the speaker feels that what he or she is saying is important ■ both the speaker and the audience feel respected

An additional benefit to reinforcing school-wide expectations in the classroom is that when substitute teachers or guest speakers are present, they are able to refer to and reinforce the posted expectations more consistently.

Develop Activity Procedures

In *Rethinking Classroom Management: Strategies for Prevention, Intervention and Problem Solving*, Belvel and Jordan discuss the importance of establishing “activity procedures” in the classroom (112–113). Activity procedures are detailed written statements of what will occur each time a certain type of activity takes place in the classroom. For example, the social skills used in cooperative groups are quite different from those used to listen to a guest speaker.

Teaching specific activity procedures

- maintains consistent positive behaviour
- provides students with a sense of security
- reminds the teacher and students about what to do
- provides a focus for setting limits
- prompts self-direction and less dependence on the teacher
- increases the time available for learning

Belvel and Jordan also recommend that teachers consider these types of questions when developing activity procedures. Some sample questions are provided below:

1. How will students work?
 - whole groups
 - small groups
 - partners
 - individually
2. How will they communicate?
 - show of hands
 - in writing
 - talk with partner
 - one at a time in group
3. How will they ask for help?
 - raise hand
 - use signal card
 - ask other students

4. Where will they work?
 - at their desk
 - at partner's desk
 - at table
 - moving around
5. How long will they have?
6. What materials will they use? Where are materials stored? How will they be distributed and cleaned up?
7. What should they do when they are finished?
 - begin the next task
 - read silently
 - select an activity
 - visit quietly with partner

5. SOCIAL SKILLS INSTRUCTION

“Education is not preparation for life, education is life itself.”

—John Dewey

Social skills are essential to the effective functioning of any individual, group, or community. All Manitoba students, including those who come to school with appropriate social skills, benefit from social skills instruction and ongoing reinforcement of their performance of social skills.

Current research indicates that

- there is a strong correlation between social adjustment and acceptance or rejection by peers
- social skills are a predictor of future academic and social adjustment
- without intervention, social skill deficits increase with age
- teaching social skills, problem-solving skills, and coping skills enhances resilience

In a safe and caring classroom, students can interact comfortably with peers, and learn and practice social skills. Manitoba students come to school with varying backgrounds and experiences. Many are uncertain about what the social expectations really are, and they need direct assistance to identify and learn social skills. This is as true for high school students as it is for Middle and Early Years students. Students who have behavioural challenges (or who are at risk of developing such difficulties) have a particular need for specific social skills instruction and ongoing coaching to help them connect with peers and feel that they belong to the school and classroom community.

Social skills are also an integral part of learner outcomes across subject areas.



Manitoba Education has developed two sourcebooks on guidance and counselling that cross-reference the K-12 social studies, physical education/health education, and English language arts social skills outcomes. For example,

- Social skills development is addressed in **GLO 4: Personal and Social Management** in *Senior 1 and Senior 2 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education, Citizenship and Youth, 2004).
www.edu.gov.mb.ca/k12/cur/physhlth/9to12.html
- Opportunities for students to develop knowledge, skills, and attitudes that will help them become engaged and responsible citizens are included in **GO 5: Celebrate and Build Community** in *Kindergarten to Grade 8 English Language Arts: Manitoba Curriculum Framework of Outcomes and Standards* (Manitoba Education and Training, 1998).



There are many other ways educators can integrate social skills development within curricular areas. For further information, please see:

<http://www3.edu.gov.mb.ca/cn/index.jsp>



Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach (Manitoba Education, Citizenship and Youth, 2007)

www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/index.html



Manitoba Sourcebook: Guidance Education: Connections to Compulsory Curriculum Areas (Kindergarten to Grade 12) (Manitoba Education, Citizenship and Youth, 2007)

www.edu.gov.mb.ca/k12/docs/support/mb_sourcebook/outcomes/index.html

Skillstreaming Curriculum

Some Manitoba schools use tools such as the skillstreaming curriculum to teach specific skills. Goldstein and McGinnis outline the following specific skills for each of five major skill groups:

Group I. Classroom Survival Skills

1. Listening
2. Asking for Help
3. Saying Thank You
4. Bringing Materials to Class
5. Following Instructions
6. Completing Assignments
7. Contributing to Discussions
8. Offering Help to an Adult
9. Asking a Question
10. Ignoring Distractions
11. Making Corrections
12. Deciding on Something to Do
13. Setting a Goal

Group II. Friendship-Making Skills

14. Introducing Yourself
15. Beginning a Conversation
16. Ending a Conversation
17. Joining In
18. Playing a Game
19. Asking a Favour
20. Offering Help to a Classmate
21. Giving a Compliment
22. Accepting a Compliment
23. Suggesting an Activity
24. Sharing
25. Apologizing

Group III. Skills for Dealing with Feelings

26. Knowing Your Feelings
27. Expressing Your Feelings
28. Recognizing Another's Feelings
29. Showing Understanding of Another's Feelings
30. Expressing Concern for Another
31. Dealing with Your Anger
32. Dealing with Another's Anger
33. Expressing Affection
34. Dealing with Fear
35. Rewarding Yourself

Group IV. Skill Alternatives to Aggression

36. Using Self-control
37. Asking Permission
38. Responding to Teasing
39. Avoiding Trouble
40. Staying Out of Fights
41. Problem Solving
42. Accepting Consequences
43. Dealing with an Accusation
44. Negotiating

Group V. Skills for Dealing with Stress

45. Dealing with Boredom
46. Deciding What Caused a Problem
47. Making a Complaint
48. Answering a Complaint
49. Dealing with Losing
50. Showing Sportsmanship
51. Dealing with Being Left Out
52. Dealing with Embarrassment
53. Reacting to Failure
54. Accepting No
55. Saying No
56. Relaxing
57. Dealing with Group Pressure
58. Dealing with Wanting Something That Isn't Mine
59. Making a Decision
60. Being Honest

Prosocial Skills: From *Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills*, pages 108–109, by Arnold Goldstein and Ellen McGinnis, Champaign, IL: Research Press, 1997.

Another model that some Manitoba schools may use is “Developmental Assets.”

Search Institute has identified **40 Developmental Assets for Adolescents (ages 12 to 18)**, which are building blocks of healthy development that help young people grow up healthy, caring, and responsible. The 20 external assets need to be provided to adolescents by families and community, including schools, and are not listed here. The 20 internal assets from this list (Benson 33) have been included below.

Internal Assets

Internal assets focus on the competencies and passions that young people need in order to make responsible decisions and principled commitments.

Commitment to Learning

21. Achievement motivation – Young person is motivated to do well in school
22. School engagement – Young person is actively engaged in learning
23. Homework – Young person reports doing at least one hour of homework every school day
24. Bonding to school – Young person cares about her or his school
25. Reading for pleasure – Young person reads for pleasure three or more hours per week

Positive Values

26. Caring – Young person places high value on helping other people
27. Equality and social justice – Young person places high value on promoting equality and reducing hunger and poverty
28. Integrity – Young person acts on convictions and stands up for her or his beliefs
29. Honesty – Young person “tells the truth even when it is not easy”
30. Responsibility – Young person accepts and takes personal responsibility
31. Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs

Social Competencies

32. Planning and decision making – Young person knows how to plan ahead and make choices
33. Interpersonal competence – Young person has empathy, sensitivity, and friendship skills
34. Cultural competence – Young person has knowledge of and comfort with people from different cultural/racial/ethnic backgrounds
35. Resistance skills – Young person can resist negative peer pressure and dangerous situations
36. Peaceful conflict resolution – Young person seeks to resolve conflicts nonviolently

Positive Identity

37. Personal power – Young person feels he or she has control over “things that happen to me”
38. Self-esteem – Young person reports having high self-esteem
39. Sense – Young person reports that “my life has a purpose”
40. Positive view of personal future – Young person is optimistic about her or his personal future

Five Steps in Teaching Social Skills

1. Identify/Prioritize School or Classroom Needs

Based on informal and formal data collection (see key element #8 on page 61), identify the specific social skill(s) to be taught. Social skills are best taught one at a time in the environment in which they will be used.

2. Demonstrate Skills

- Work with students to identify the steps involved in demonstrating a skill.
- Record a specific step-by-step description of the skill on chart paper and post it in the classroom for students to refer to.
- Discuss the skill before demonstrating it.
 - Be sure each step is identified and that the steps are presented in the correct sequence, and are clear and unambiguous.
 - Help students to observe the cognitive process involved in carrying out the skill.
- Demonstrate at least two different scenarios using the same skill, always ensuring that the scenarios have positive outcomes.

3. Practice with Role-Play

In role-play, students practice a skill by acting out situations without costumes or scripts. Set the context for role-play and allow students to choose their roles. Give them a minimal amount of planning time to discuss the situation, choose different alternatives or reactions, and plan a basic scenario. At the conclusion, ask students to discuss how they felt and what they learned. The most important part of role-play is the reflection and discussion that follows.

As students participate in role-play, they are able to

- practise communication and social skills in a safe, non-threatening environment
- consider different perspectives and develop empathy by seeing how their decisions might affect others
- solve social problems and explore new ideas

Sample Strategies for Using Role-Play in Social Skills Instruction



- Always have students role-play the positive side of a skill or situation.
- While it may be helpful to discuss negative situations, it is best not to role-play them. The negative role could be inadvertently reinforced if peers find that acting out negative behaviour is funny or entertaining.
- Provide a specific situation.
- Limit the time students have to develop and practise (5 to 10 minutes is usually sufficient).
- Provide tips for students (refer to boxes on the following page).
- During the role-play, observe how students handle the situations represented and consider the following types of questions:
 - Are concepts expressed accurately in language and action?
 - Are any students confused or uncertain about the purpose of the role-play, the situation, or their roles?
- Provide time for reflection and discussion as soon as possible.
 - What issues were clarified?
 - What misconceptions might have been presented?
 - What questions did the role-play raise?
 - What new information is needed?



Tips for Students for Participating in Role-Play

- Face the audience, and speak loudly and clearly.
- Use body language to communicate your message instead of relying on props or costumes.
- Focus on your role-play partners and the message you want to communicate.
- Assess your participation by asking yourself these questions:
 - How am I demonstrating that I understand this role?
 - Are we showing all important aspects of the situation?
 - Are we showing all of the ideas from our planning session?
 - Am I using new skills or concepts correctly?



Tips for Students for Observing Role-Play

- Demonstrate good listening by being quiet and attentive.
- Laugh at appropriate moments.
- Do not laugh at the role-play participants.
- Show support by clapping and using positive words of encouragement when the role-play is finished.
- Reflect on the social skill that is being role-played.
- Consider how you might use this skill in your own life.

4. Teach Self-Monitoring

To help students generalize and transfer the social skills they are learning to their daily lives, it is essential that the teacher teach students how to self-monitor.

When students regularly practise skills and monitor how well they do, they gradually become more independent.

Self-monitoring begins when the social skill has reached an acceptable level with the teacher managing/monitoring it.

1. Identify the social skill to be monitored in measurable terms.
2. Provide students with a form of data collection designed by the teacher (e.g., checklist or self-recording form).



See **Tool 4: Student Skillstreaming Checklist**. The simpler the data collection method, the more accurate the student is likely to be in counting and recording the behaviour.

3. Organize a variety of lessons/scenarios during which students can practise monitoring their use of that social skill.
4. Initially, monitoring may be shared between the teacher and students, with the teacher gradually releasing the ownership to the students themselves.

Tip for Teacher: You may want to randomly check on students' accuracy by looking at the recording document or self-reflection sheet. After the students have practiced self-monitoring several times in class with positive and corrective feedback, you may want to select a social skill that the students are doing well and ask them to practise the skill in a specific situation at home or in a different area of the school, and then have them complete a self-reflection rating scale.



- **Student Skillstreaming Checklist** (pp. 292-295) and **Chapter 9** of *Skillstreaming the Adolescent (Revised Edition): New Strategies and Perspectives for Teaching Pro Social Skills* (Goldstein and McGinnis)



- **Chapter 4: Cooperative Learning Strategies** (pp. 94-98) in *The Tough Kid Book: Practical Classroom Management Strategies* (Jenson et al.)



- **Reflection Sheet** (p. 5.25) in *Towards Inclusion: Tapping Hidden Strengths: Planning for Students who are Alcohol-Affected* (Manitoba Education, Training and Youth)



- *How Does Your Engine Run?: The Alert Program for Self-Regulation* (Williams and Shellenberg)

5. Teach Problem-Solving Approaches

Problems that arise in the classroom can provide opportunities for students to take responsibility for their own behaviour. When students try to solve their problems themselves, they develop confidence and acquire valuable skills that they can use throughout their lives.

Sample Strategies for Teaching Problem-Solving Approaches

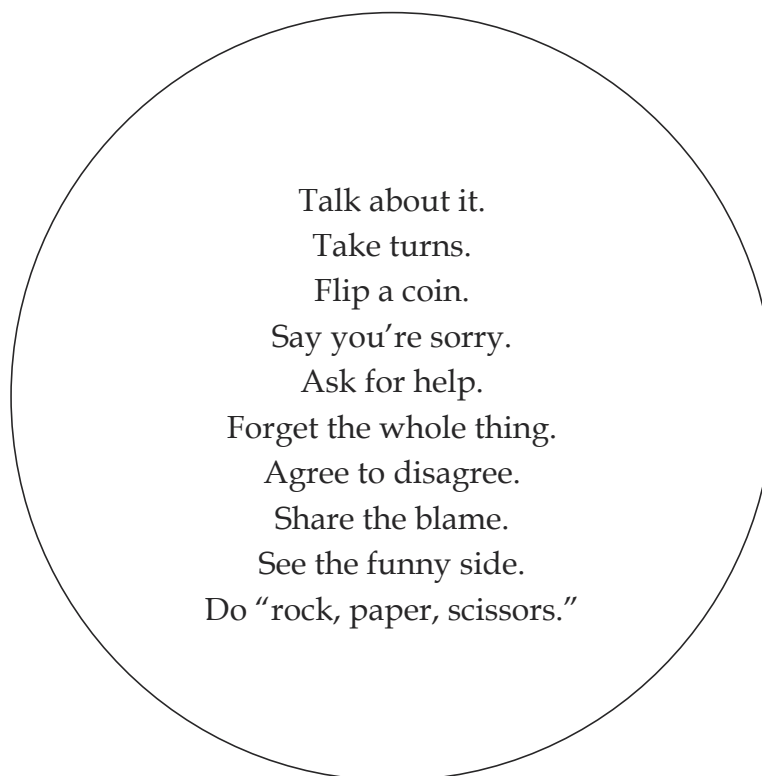


■ Solution Wheel

The Solution Wheel is a strategy that encourages students to take responsibility for their behaviour and find solutions. It is typically used in Early Years, but may be adapted for older students.

Have the class generate a list of solutions that can be used in any number of different conflicts (e.g., apologizing, talking it through, taking time to calm down, using an “I” message, or choosing something else to do). Once the list is generated, mark a star on all suggestions that are respectful and helpful, and work together to select suggestions that everyone can agree on. Students can draw a symbol or picture to represent each solution. Record each of the solutions on the circle and add the symbols. Post the wheel in a visible spot in the classroom.

When a problem arises, ask students to try at least two solutions from the wheel before asking an adult to help solve the problem. Tell school staff, including other teachers, support staff, and lunchroom supervisors, about the Solution Wheel so they can remind students to use it when a problem arises.



Real-Life Situations

Prompt personal problem solving through questioning, modelling, providing helpful language, and reinforcing students' efforts. Use real-life social situations in the classroom to teach social skills through a series of guided questions. For example,

- What do we need to do first?
- What do we need to get before we can start?
- What would happen if you _____?
- Who could we ask?
- Where should we go to _____?
- What would be better, _____ or _____?
- Where did we find _____ last week?
- Where do you need to look for _____?
- Who would be best to help with _____?
- Why would _____ be better than _____?

Problem-Solving Cards or Questions

Use problem-solving cards or questions to help students find new solutions to specific social situations that are causing difficulties in the classroom. Start with easy-to-solve situations. Ask students to answer questions, such as the following:

- What is the difficulty?
- Why could this be a problem?
- What are some possible choices or solutions?
- What are the pros and cons of the choices?
- What might be best and why?
- How could you _____?



Problem-Solving Guide (p. 5.23) and **My Picture Plan** (p. 5.29) in *Towards Inclusion: Tapping Hidden Strengths: Planning for Students who are Alcohol-Affected* (Manitoba Education, Training and Youth, 2001)

Using RID to Reduce Your Anger (p. 5.31) in *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour* (Manitoba Education, Training and Youth, 2001)
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6. POSITIVE REINFORCEMENT

“The way positive reinforcement is carried out is more important than the amount.”

—B.F. Skinner

We all need positive reinforcement. Whether or not we are consciously aware of it, reinforcement is the reason we continue to do many things. Even as adults, we look for positive reinforcement to extend our motivation to do things.



An individual who is trying to lose weight is motivated by the friend who gives a compliment on his or her appearance.

How many of us would continue to work at our jobs if our employer stopped paying us?

Providing Manitoba students with something they value in order to increase a desired behaviour can be as simple as offering a smile or as complex as setting up a token system. Personal recognition lets students know that teachers are interested in them and how they behave, and are concerned about supporting them in making positive changes in their behaviour and learning. Positive reinforcement also helps to build positive relationships by modelling appropriate ways of interacting with others.

Choose Effective Reinforcers

Effective positive reinforcement

- is age-appropriate
- is at the student’s level of functioning
- has administrative and parental support
- is genuine

Even extravagant rewards cannot motivate students to demonstrate skills they have not learned or do not understand.

Positive reinforcement works best when given immediately after the desired behaviour, or as soon as possible. If the desired behaviour increases as a result, then the reinforcement was positive. If not, then reinforcement did not occur. Many teachers set up a monitoring system to measure whether desired behaviours are increasing.

For more information, please see Key Element 8, Gathering Data to Understand Classroom Behaviour.

Watch for unintended consequences. For example, if students engage in negative behaviour to get attention and the teacher's response provides that attention, the negative behaviour will likely increase.

Equal is not always fair.

For some students, the educator will need to approach discipline in a manner that considers the student's exceptional learning needs, including whether

- the student was able to access the information
- the student could understand the policy or rules
- the disciplinary actions used for the majority of the students are appropriate for the student

(Manitoba Education, Citizenship and Youth, 2006a, 18)

Specific reinforcers that work for one student or one group of students may not work for another. Finding appropriate reinforcers requires careful attention and an understanding of individual student needs. Be alert for students' interests. Typical reinforcers include extra recess time, extra computer time, caring for a class pet, or using special art supplies. Ask students, parents, last year's teachers, and other staff what might be an effective reinforcer for a particular student.

Students of any age can complete a checklist of reinforcers to identify the rewards they would like to earn. Alternatively, teachers can create a reinforcement sampler from which students can choose. A sampler menu containing a variety of reinforcers also keeps students motivated.



See **Tool 5: Elementary Reinforcer Menu** and **Tool 7: Secondary Reinforcer Menu** for sample reinforcer menus.



Also see **Section 6: Discipline Strategies and Interventions Support Materials** in *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour* (Manitoba Education, Training and Youth, 2001)

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Always give the reinforcer after the desired behaviour, never before. If the desired behaviour does not occur and the reinforcer has already been given, the result can be conflict and oppositional behaviour.

Effective reinforcers

- are considerate of the age and stage of the student and individual need (i.e., some students are extremely self-conscious and do not want attention drawn to themselves)
- are provided immediately after the behaviour has occurred
- are provided frequently
- are paired with a clear verbal description of the behaviour
- are delivered with enthusiasm
- are varied enough to maintain interest
- are delivered continuously at first, and then more intermittently later on
- can happen on a fixed schedule (e.g., every time a behaviour is observed or every third time a behaviour is observed) or on a variable schedule (e.g., randomly given on the first response, then the fourth, then the second, but averaged to a predetermined number)
- fade out over time – begin combining material rewards or privileges with social reinforcement on a continuous schedule, moving toward an increasingly intermittent schedule; gradually move from artificial to more natural reinforcement

Social Reinforcement

A smile, comment, and/or compliment can go a long way toward increasing or maintaining positive student behaviour. Many students need significant amounts of social reinforcement and positive attention.

Walking around the classroom gives the teacher opportunities to socially reinforce positive behaviour (and to anticipate and proactively handle problems). Being at the door to greet students as they arrive and spending at least half the class time walking among students as they work are perhaps the easiest and most proactive approaches a teacher can take to reinforce positive classroom behaviour.

Build Anticipation

Positive reinforcement builds motivation (and possibly excitement) around an expected behaviour. When students know what reinforcement they can expect if they demonstrate a particular behaviour, the desired behaviour is likely to occur more quickly and more often.

Anticipation strategies come before the behaviour occurs and serve to increase or maintain that behaviour.

- Tell students what types of behaviour you are looking for.
- Tell them what will happen if they demonstrate this behaviour.

- When they demonstrate the behaviour, give them immediate positive feedback and the reinforcer.

Some schools have successfully built anticipation related to positive reinforcement when developing their school-based positive behaviour support and intervention using The Principal's 200 Club and Mystery Motivator strategy (Jenson et al., 2006).



In *The Tough Kid: Principal's Briefcase* by Jenson et al., the authors propose establishing a "Principal's 200 Club," which works on the principle of "Catch Them Being Good." All staff participate in recognizing students by giving them 200 Club Tickets as they are successfully following the expectations/ demonstrating the target behaviour of the school. Students use the tickets to put their names on randomly chosen squares on a 15 x 15 grid. When the grid has a row, column, or diagonal of 15 winning names, the lucky students get to come down to the office to receive the Mystery Motivator.

The Mystery Motivator is, as its name implies, a mystery to all the students up until the winners are declared. It is a large envelope with a question mark drawn on the outside and posted in a very visible, inaccessible spot in the school. Inside the envelope, the positive reinforcement is written, indicating what the winning 15 will receive. It can be as elaborate or as simple as you want to make it. The secret of success for the mystery motivator is when students don't know what it will be. They can't say "Oh, I already have one of those" or "Who wants to have lunch with the principal anyways!" It builds anticipation because of the unknown.

Interdependent Group Contingencies

Interdependent group contingency programs require an entire group of students to reach a designated goal in order to receive reinforcement. There are several advantages to using interdependent group contingencies, making them an appealing option for teachers. They have been found to be cost-effective, time efficient, and easy to implement. In whole-group contingency programs, either none or all of the students meet the goal and receive reinforcement. This makes it less complicated procedurally and, at the same time, allows for more activities to become available for reinforcement. In any type of interdependent contingency program, cooperation and encouragement are more likely to occur because it is in everyone's best interests to meet the goal.



A Manitoba teacher shares these interdependent contingency techniques, which have been used successfully in the classroom:

(1) 30 Days of No Blue Cards = Field Trip or Class Afternoon Party: I had a card chart in the classroom with each person's name. If one of the five classroom rules were violated, a card was flipped under that student's name. Yellow card = warning, red card = 15 minutes after school, and blue card = 30 minutes after school and a call home to parents. I tallied each day that no blue card was flipped on the board, and we continued to do this until 30 days were reached. Then the class got to plan a field trip. We reached 30 days three times throughout the year.

(2) PARTNER POINTS: The students were seated in partner groups, which changed at the beginning of each month. Each partner group was awarded points for a variety of things. The group with the most points at the end of the month received a prize (games, books, gift certificates). I made the prizes very motivating and this technique maintained its usefulness throughout the year! This technique was most beneficial in promoting smooth transitions between subjects, keeping students on task during work time, and keeping the classroom/desks organized. Many of the teachers in our school (who believe in group seating versus rows in the classroom) use this tool with MUCH success.

The PIZZA PARTY was used specifically for homework checks and work completion. I set the number of checks (50), put students into homework groups on the chart, and then summarized the number of homework checks each group had at the end of the set period of time. This system of grouping them on the chart instead of doing it individually encouraged students to help their teammates hand in the work, find it, remind each other that things are due, etc. Any student who got all the checks (even from a different group) were also invited to the pizza party.



The "Good Behaviour Game" is an evidence-based classroom management strategy that rewards youth for not engaging in aggressive and disruptive behaviours. Students are formed into teams, which are proportionately mixed by gender and behaviour. Each team receives a check mark whenever a team member exhibits disruptive behaviour, and a point for every period of time without (or with few) disruptive behaviours. Initially, the team with the most points at the end of each game period and week receives a tangible or activity incentive. Later, teams receive more abstract rewards.

7. FAIR AND PREDICTABLE CONSEQUENCES

“For some educators, discipline means the power of the teacher to control the behavior of their students ... For other educators, discipline means an opportunity to teach students a set of values about how people can live together in a democratic society ... Discipline is perceived as the process of helping students internalize these values and to develop self-control over their drives and feelings.”

—Nicholas Long and William Morse

While the word “consequences” may conjure up negative images that look more like punishment, in actuality there are a full range of consequences available, ranging from those involving only the teacher in the classroom to those involving a school team and the school administrator or even a division-level administrator. The severity of the consequences can also range from minor to very significant.



The student discipline section of *Appropriate Educational Programming in Manitoba: Standards for Student Services* (Manitoba Education, Citizenship and Youth, 2006a) (which is based on the Canadian Charter of Rights and Freedoms and the Human Rights

“School divisions shall:

Provide reasonable accommodation for students who have exceptional learning needs that affect their behaviour, and when disciplining a student, take into consideration the student’s ability to comply and the amount of support required.”

(Manitoba Education, Citizenship and Youth, 2006a)

Code) reminds us that fair is not always equal. In other words, we must take into account the individual abilities and needs of a student when we are deciding on appropriate consequences.

Negative consequences may be necessary when other approaches to problem behaviour are unsuccessful. However, they are not effective when overused.

Establish consequences to inappropriate behaviours ahead of time. For example,

- owing time at recess, lunch, or after school to make up for time lost in class
- withholding a privilege or desired activity
- re-organizing the seating plan
- quietly informing the student that you would like to talk to him or her after class

- Develop consensus among the whole school staff to determine when it is appropriate to send a student to the office. Some schools define this as a bottom-line offence. All offences above the bottom line are handled by the classroom/subject-area teacher, while all those below the bottom line are dealt with by administration due to the severity of the offense.

The most effective consequences are

- immediate (but not disruptive or intensive)
- reasonable (and not embarrassing or frustrating)
- well planned (but flexible)
- practical and easy to implement

Since the goal is to reduce the incidence of a specific problem behaviour, teachers have to monitor the effectiveness of negative consequences and adapt and change them as needed.

Focus on the Behaviour

Disapprove of the behaviour, not the student. Use words and/or actions that focus on the problem behaviour. This approach tells the student that the adult believes he or she is capable of behaving in positive ways. It also reduces power struggles that can create a negative atmosphere in the classroom.

A Manitoba administrator pointed out that taking student behaviour personally is often a difficulty for teachers. Getting “emotionally hooked” sends the message to students that they can push your buttons and disrupt your day if they choose. This shifts control over to the students and weakens your ability to manage the classroom. Instead, de-personalize the student behaviour, view it simply as information, and rely on your classroom management plan.

Sample Strategies for Beginning with Low-Key Responses

Feedback

Both verbal and non-verbal feedback are effective responses to problem behaviour. For example, say the student’s name out loud with an accompanying gesture, such as fingers over lips. Or use just one or two words, such as “Jordan, chair” when a student is rocking back on two chair legs. Teachers need to be aware that their tone of voice can escalate or defuse a situation.

Actions, Not Words

When possible, use actions rather than words. For example, if two students are whispering during a lesson, stop talking and wait patiently for them to stop. Then continue the lesson without a reprimand. If a student is bouncing a ball in the gym while instructions are being given, simply walk over and collect the ball until the instructions are finished. Return the ball when the activity starts. Talking less and acting more can often bring about positive classroom change without paying an excessive amount of attention to problem behaviour. Taking action also communicates that learning and teaching are important and need to be the focus.

Proximity

Send a quiet and effective message about behavioural expectations by moving around the classroom while teaching and stopping for a moment near specific students.

Standing near a student who is engaged in disruptive and/or attention-seeking behaviour is often enough to end the behaviour. This technique communicates, even without eye contact, that the teacher knows what is happening in the classroom and expects positive behaviour.

Get the Activity Moving

Move through transitions quickly and reduce or eliminate down time. Trying to catch and correct inappropriate behaviours during such times is usually futile and misdirected. Just get the next activity underway and cue students to the desired behaviours (Emmer et al. 174-5).

Hurdle Helping

Offer encouragement, support, and assistance to prevent students from becoming frustrated with learning activities. This kind of help can take many forms, from enlisting a peer for support to supplying additional information and hints that will help the student complete the learning task successfully.

Eye Contact

Eye contact lets students know the teacher is aware of what they are doing. Eye contact with a smile that says “thank you” will often stop problem behaviour and allow learning to continue without disruption.

Students' Names

Using students' names intentionally and positively lets them know they are not anonymous.

Be aware that a name can be spoken in any number of ways, with different intonations that communicate different messages.

You may also try including a student's name with the information or instructions being delivered. This technique gets the student's attention and lets him or her know that the teacher has noticed the behaviour.

Gestures

Simple hand or face movements can communicate a message. For example, a nod of the head means "yes," and a smile can communicate "thank you." A teacher of younger students might hold up four fingers to tell a student to keep four chair legs on the floor.

A brief touch on a student's desk or chair is a low-key way of communicating about the need to stop inappropriate behaviour. It is not always necessary to make eye contact, and the touch can be light and quick enough that other students are not likely to notice it.

Gestures can be effectively combined with proximity, eye contact, and using the student's name.

Redirecting

Sometimes simply redirecting a student from one area or activity to another area or activity will stop a problem behaviour. For example, if a student is tapping a pencil in class, you may redirect this behaviour by

- creating a diversion (e.g., "Time for a break, go and get a drink of water.")
- introducing a more appropriate replacement behaviour (e.g., Remind the student to begin the writing task.)
- removing the context that is triggering a problem behaviour (e.g., Invite the student to work with you to determine whether the student is having difficulty beginning the task.)

Pausing and Waiting

A pause can effectively draw students' attention back to the task at hand. If, after four or five seconds, the pause has not helped the students refocus, try other strategies.

Planned Ignoring

Ignoring students who engage in attention-seeking behaviour but are not interfering with teaching or learning usually causes the behaviour to stop. Carry on as if nothing has happened and avoid any indication of annoyance or frustration, which would give the student the attention he or she is seeking.

Planned ignoring of behaviour is challenging, as the inappropriate behaviour often increases before it decreases. Methods of planned ignoring include breaking eye contact, moving to another area of the classroom, and engaging in another activity. Use this strategy for minor inappropriate behaviours that do not compromise the safety or well-being of others.

In some cases, it may be necessary to coach other students on how to support this strategy by either removing themselves as an audience or following the teacher's cue to ignore a certain behaviour.

Sample Strategies to Increase the Level of the Response

If a problem behaviour continues after a teacher has tried one or two low-key responses, an increased level of response may be required.

The following steps can be used to intervene when a student is misbehaving, with minimal disruption to the class:

1. Pause.
2. Slowly turn towards the student. Stand close, make eye contact, and use a quiet voice.
3. Make a verbal request to stop. Use statements rather than questions. Frame the request positively (e.g., "Back to work, please."). Use a neutral tone and avoid lecturing. Generally use less than 10 words, but provide clear direction, kindly and firmly.
4. Make one detailed request at a time.
5. Asking twice is sufficient.
6. Remain unemotional.
7. Give the student time to respond. Counting to 10 (silently) is a good wait time.
8. Say "thank you" to verbally reinforce cooperation.

Offer Limited Choices

Providing reasonable and positive choices puts the responsibility for positive behaviour back on the student. For example, “You can work as part of a group or you can choose to work independently.”

Good choices

- are related to the problem behaviour
- are not seen as punishment
- are not delivered as ultimatums
- are offered in a positive or neutral tone
- allow for consistent follow-through

Providing limited choices

- can make difficult problems easier for students to solve
- respects students’ abilities to make decisions and gives them a sense of ownership
- helps students learn what appropriate choices are

When offering choices:

1. Stop, pause, and turn to or approach the student.
2. If possible, move to a private area where other students cannot hear the conversation.
3. Provide the student with a choice or ask him or her to make a choice. “Decide, please.”
4. Wait for a verbal or nonverbal answer. It may be a response that allows the student to save face.
5. Say “thank you.”

For example, “You must complete this math assignment, but you can choose to do the even-numbered questions or the odd-numbered ones.” Or, “You cannot push people down and take away their toys. But you can choose to apologize now or sit out until you cool off and then apologize.”

Make the choices reasonable, appropriate, and acceptable. For example, young students might have a choice between only two alternatives. “You can visit the math centre or the writing centre. Which would you prefer?” Older students can handle a broader array of choices and are better able to deal with the consequences of their decisions. For example, “Your research project is due in two weeks. What format would you like to use for it?”

Appropriate choices make sense in the context of the problem and do not cause harm.

Don’t offer options that are not equally valued by the student. “You can do your writing assignment now or you can do it at recess,” is an example of choices that may not be valued equally and may result in a power struggle.

Some students may require thinking time before deciding which choice to make. How much time is appropriate depends on the situation and the choices offered.

Ask Questions

Behaviour is more effectively changed when an adult intervenes by asking questions rather than lecturing. Sometimes asking questions encourages students to make judgments, consider consequences, and be accountable for their actions and words. Ultimately, by asking questions students learn to think for themselves and to turn mistakes into learning opportunities.

For example, ask:

- “What do you think the problem is?”
- “Is what you are doing working? Why or why not?”
- “What would happen if ...?”
- “How will you remember to ...?”

Take Time to Talk/Make an Agreement

An informal chat outside of instructional time can lead to an informal agreement. Like a number of other strategies, the informal chat shifts responsibility for the problem behaviour to the student. The adult and student discuss and develop a positive plan of action; both individuals share in the responsibility for implementing the plan. The chat can also help the adult and student to re establish a positive relationship.

To conduct an informal chat,*

- greet the student and create a positive atmosphere (Sit somewhere other than at the teacher’s desk, which can be seen as having positional power.)
- define the problem to ensure a shared understanding
- work with the student to generate alternatives
- jointly agree on an alternative to try and when to begin
- review what has been agreed upon (Ask the student to restate the agreement in his or her own words.)
- indicate to the student that you will check with her or him later to see how things are going
- end the chat with a comment or gesture that communicates a positive tone

* Adapted with permission from Barrie Bennett and Peter Smilanich, *Classroom Management: A Thinking and Caring Approach* (Toronto, ON: Brookation Inc, 1994), 291.

Create a Thinking Space

Sports teams ask for time out to bring players off the field and allow them to catch their breath, discuss a new strategy, or plan and regroup. Some students who misbehave need a time out – that is, a short break from class activities before rejoining the group. The goal is for the student to regain emotional control.

In any classroom, at any given time, students (or even teachers) may need to access a universal, quiet area to regroup or regain emotional control. In establishing this space through a classroom discussion, you can avoid the sense of isolation or singling out of students. It also allows teachers and peers to recognize when a particular student (or teacher) may need additional support.

Look for Logical Consequences

Consequences should be logically connected to the problem behaviour. For example, if students argue over a book or magazine, the item is removed and neither student gets to read it for that day. If the connection between the problem behaviour and the consequence is not obvious, the consequence probably is not logical or appropriate. Note, however, that every behaviour does not have a logical consequence, and consequences cannot solve every problem.

The following guidelines can help to ensure that students understand the consequences and that consequences are not actually “disguised punishment.”

- Plan consequences in advance, if possible.
- Choose consequences that are helpful, not hurtful.
- Focus on the future, not the past.
- Involve students in identifying and choosing logical consequences, and let them decide what consequences will be most helpful.
- Help students make the opportunity–responsibility–consequence connection by asking “what” and “how” questions.

Defuse Power Struggles

Some students who engage in power struggles are intelligent and have well-developed language skills but tend to act in their own interest and have a capacity to manipulate others and generate anger easily. Other students engage in power struggles because they have limited skills for getting what they want or for handling frustration. Power struggles can also be triggered by a lack of sleep, by hunger, or by tensions at home.

Power struggles often involve distracting the person in power by raising irrelevant side issues or by asking why. Respond to such tactics not by arguing but rather by focusing on a solution to the problem, or by giving a firm direction or choice.

Recognize a power struggle for what it is and then, if possible, ignore the student's attempt to engage in one.

A conflict requires at least two people—school staff can avoid power struggles with students by choosing not to take part in that struggle. Staff need to develop disengaging tactics for handling conflict situations in a calm, professional manner.

Sample Strategies for Disengaging from Power Struggles



- *Use a stress-reduction technique before responding to a remark or behaviour.*

Take a deep breath and release slowly. This technique can not only ground you but give you an additional moment to plan an appropriate response.

- *Use a neutral, business-like voice.*

Since people tend to interpret their emotional states from their own behavioural cues, people who speak calmly (no matter how they feel) are more likely to believe that they are calm, even in stressful situations.

- *Keep responses brief.*

Short responses prevent inadvertently rewarding defiant behaviour with too much adult attention (e.g. "I hadn't thought of that.")

Some power struggles are a result of students not being able to control their own frustration and/or anger. In some situations, it may be helpful to use well-timed, supportive techniques that "interrupt" the escalation of student anger and redirect students to activities that will create opportunities to calm down. Removing the audience can also be helpful. Individual student needs must be taken into account in determining de-escalation strategies, and may include the following: doing a quiet activity on their own, taking a break from that situation, providing a movement break, etc.



Further information on defusing power struggles is available through *Working Effectively With Violent and Aggressive States (WEVAS)* or *Non-Violent Crisis Intervention (NVC)* training.

Use Office Referrals

It is sometimes appropriate to ask a student to leave the classroom and go to the office. For this strategy to be effective, all staff in the school must understand the school-wide agreement on

- reasons for sending students to the office
- how this will be done (e.g., teachers phone the office to let the secretary know)

- what will happen when a student arrives at the office (e.g., the student is asked to sit quietly and wait for the teacher to come within 15–20 minutes to help resolve the problem, or the student is asked to complete a problem-solving sheet in a quiet, supervised area)
- the roles and responsibilities of school staff (including classroom teacher, school secretary, administrator)
- follow-up procedures (e.g., the student completes behaviour reflection sheet or the administrator phones the parents)



See **Tool 7: Behaviour Reflection** for a sample tool for students to record reflections on their behaviour.

Use Contracts

A formal contract can be used to require a student to either demonstrate positive behaviour or face a negative consequence such as the loss of privileges (e.g., participating in lunchroom programs or extracurricular activities).

Ideally, a formal contract

- is easy for all those involved to understand
- clearly and concisely identifies acceptable behaviours, unacceptable behaviours, the cueing signals the teacher will use to indicate unacceptable behaviour, and the consequences if the student chooses to engage in unacceptable behaviour
- is sensitive to the needs of the student
- identifies positive reinforcement and negative consequences
- clearly identifies who will monitor whether the contract is being followed and who will implement rewards and consequences
- may involve parents in the development and implementation of the contract terms



See **Tool 8: Behaviour Contract** for a blank sample formal contract.



See the sample behaviour contracts on pages 6.21–6.24 of *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour* (Manitoba Education, Training and Youth, 2001).

www.edu.gov.mb.ca/k12/specedu/documents.html



For more intervention ideas, see *Classroom Management for Secondary Teachers* (5th ed.) (Emmer, Evertson, and Worsham).

8. GATHERING DATA TO UNDERSTAND STUDENT BEHAVIOUR

“Without data, conclusions are only opinions.”

—Manitoba Education, Training and Youth (2001b, 6.8)

To effectively support Manitoba students, school staff must understand the reasons why students behave as they do. When teachers understand the function of the behaviour, they can create appropriate plans to support positive behavioural changes.

In many instances, students in a classroom engage in negative behaviour to obtain something they want or to avoid something they don't want. Each behaviour serves a function, but the functions are different for different students. For example, students in a class may interrupt the teacher repeatedly to avoid an assigned task or because they are seeking the teacher's attention or the attention of their peers.

Collecting data about the functions of problem behaviours and the frequency of these behaviours provides classroom teachers with the information they need to

- decide which behaviour supports and strategies will be most effective in their classroom
- measure the success of the supports and strategies they choose

Many data collection methods used to document individual behaviours can be adapted to document group behaviours. Data collection that provides information regarding the group is important because it is more efficient and less time-consuming than multiple individual assessments. Since 80-85 percent of students will benefit from whole-group supports (Crone and Horner), data collected on the whole group will guide decision making that will be most effective and efficient for all students.

For example, in Manitoba, we often have associated the ABC recording method with planning for individual students, but it can also be used in the context of supporting positive behaviour in the classroom or in the school.

Teachers may choose to consult with available clinical or counselling support for assistance in selecting an appropriate data collection tool and/or support in collecting the data.

Collecting Data in Your Classroom

1. Use existing information that is available (e.g., class profile, pupil file, and teacher observations).
2. Collect additional data (if needed).
3. Identify and record the strengths of the class.
4. Identify and record the problem behaviour(s) of the class in observable terms (i.e., what does it look like? sound like?).
5. Identify and record the predictors/antecedents: places, times where behaviour most often occurs.
6. Identify and record actions/consequences that typically occur after the identified problem behaviour.



See **Tool 9: ABC Chart** for a sample data collection tool.



For additional information see pages 6.3-6.8, 6.17, 6.19 of *Towards Inclusion: Tapping Hidden Strengths* (Manitoba Education, Training and Youth, 2001)
www.edu.gov.mb.ca/k12/specedu/documents.html

Also see **Section 7: Planning for Individual Behaviour Support Materials** of *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour* (Manitoba Education, Training and Youth, 2001)
www.edu.gov.mb.ca/k12/specedu/documents.html

9. PLANNING FOR BEHAVIOURAL CHANGES

“People take time. Dealing with discipline takes time. Children are not fax machines or credit cards. When they misbehave, they tell us that they need help learning a better way. They are telling us that there are basic needs not being met which are motivating the behavior.”

—Allen N. Mendler

A behavioural change planning process helps to identify, monitor, and improve the classroom behaviour of your students, and provides a way for parents and school staff to communicate regularly. In addition, an effective approach to begin problem solving is to collaborate with a trusted colleague in working through a planning process.

The following is a verbal description and a visual representation of a behavioural change planning process that is broken down into six steps.

1. Synthesize and analyze collected data

Once you have gathered the data from your classroom, they need to be analyzed and synthesized. Describe specific behaviours that need to increase or decrease. Prioritize the behaviour(s) that you would like to change. Consider a behaviour that

- is interfering most
- is easiest to change
- would make the most difference in learning or relationships in the classroom

As much as possible, involve students in identifying the areas they need to work on.

2. Select the behaviour you will work on

Describe the behaviour in student-friendly, positive language so that it is observable and measurable by both teacher(s) and students. What will it look/sound like when it is achieved?

Use S.M.A.R.T. terms

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-related

Goal behaviours might include

- moving from one activity to another cooperatively
- using a polite voice when speaking to classmates
- keeping hands and feet away from other students
- having books and supplies ready
- completing assignments on time
- getting down to work upon entry to the classroom

3. Plan to achieve the desired behaviour

- a) Teach the new expectation (see key element #4)
 - What does it look like? What does it sound like?
- b) Plan how you will reinforce the new behaviour (see key element #6)
 - Begin with frequent positive reinforcement
- c) Continue to collect data

4. Implement plan for approximately three weeks

- Continue to collect data throughout this time

5. Synthesize and analyze collected data

- Have your students achieved their behavioural goal?

6. Behaviour Achieved

- a) Celebrate success with your class
- b) Gradually fade the reinforcement schedule (see key element #6)
- c) If desired, select another behavioural goal and repeat the process

or Not Yet Achieved

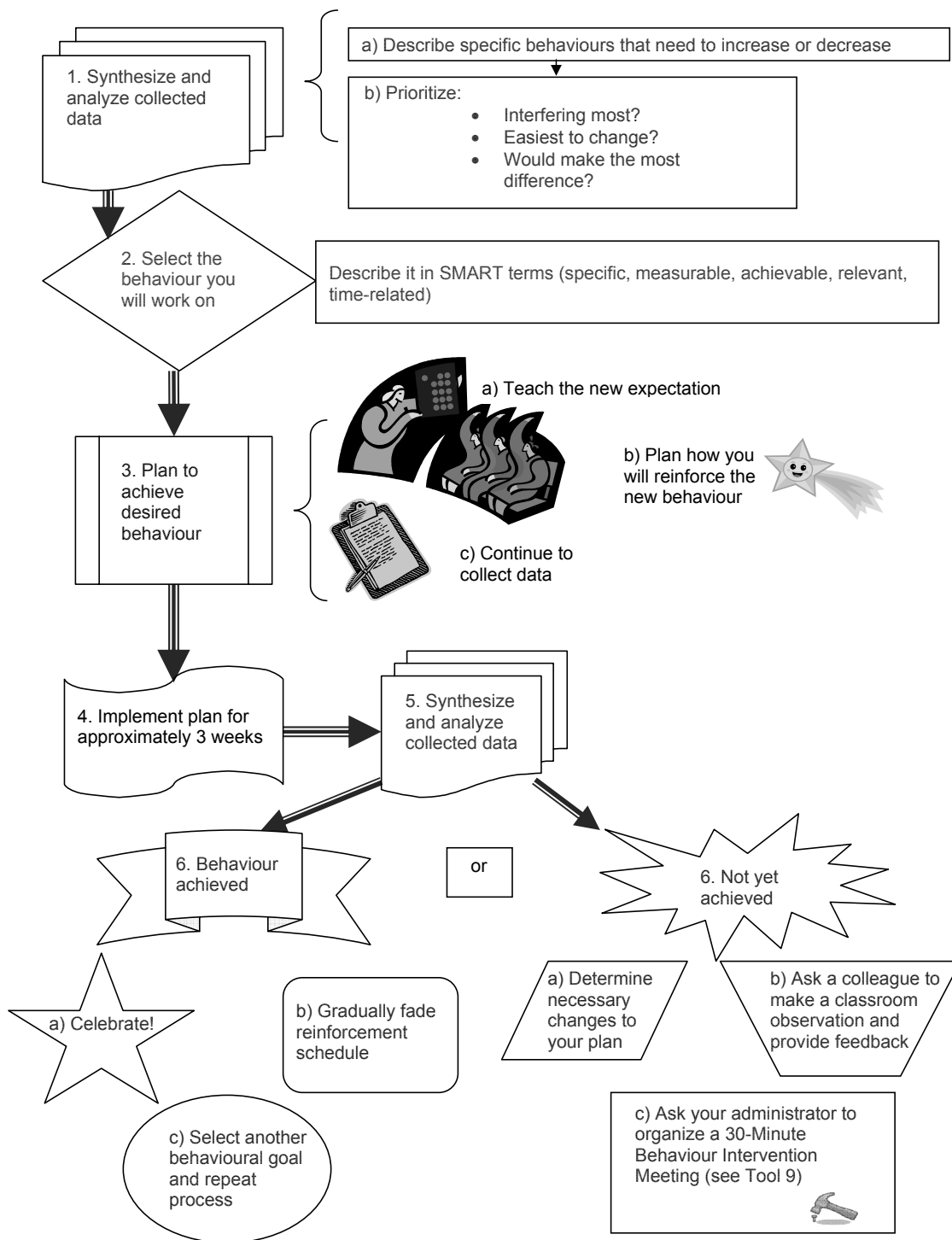
- a) Examine data and plan to determine necessary changes
 - What worked?
 - What did not work?
 - Consider inviting a colleague to examine the data and plan with you
- b) Ask a trusted colleague to make a classroom observation and provide specific feedback related to the behaviour or a specific aspect of the implementation of the plan
- c) Ask your administrator to organize a 30-Minute Behaviour Intervention Meeting



Tool 10: 30-Minute Behaviour Intervention Meeting provides a blank meeting template.

Figure 5

BEHAVIOURAL CHANGE PLANNING PROCESS



Members of professional learning communities can provide additional support to each other as they work together to improve student learning and behaviour. A 30-Minute Behaviour Intervention Meeting format provides an innovative and time-effective strategy for providing this kind of support.

The following pages provide an example of the Behaviour Intervention meeting format.



Tool 10: 30-Minute Behaviour Intervention Meeting provides a blank meeting template.

30-Minute Behaviour Intervention Meeting (Sample)

Problem behaviour: Talking among students is interfering with teacher's instruction and with students' ability to participate in classroom discussion

Students involved: Approximately 16/22 students in Grade 8 social studies classroom

Meeting Participants

Facilitator: Language arts teacher, Grade 7/8

Recorder: Librarian

Others: Counsellor, vice-principal

Step 1: Identify the Problem Behaviour (5 minutes)

1. Have the classroom teacher(s) describe the problem behaviour.
 - By talking to other students while the teacher is talking to the class, some students are compromising instruction and preventing any kind of meaningful group discussion.
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.
 - Planned class discussions were abandoned after less than five minutes in every class this month.
 - Students were told "Be quiet" at least 10 times per 60-minute class.

Step 2: Identify Desired Behaviour (5 minutes)

Existing behaviours to maintain and/or increase:

- Talking with peers in class during group work or when the teacher invites students to talk together

New behaviours to teach and reinforce:

- Demonstrating turn-taking behaviour by using talking stick
- Maintaining quiet and demonstrating attentive listening during teacher instruction and when individual students are addressing the class
- Talking quietly with peers while teacher is quietly talking with one student or a small group of students

(continued)

30-Minute Behaviour Intervention Meeting (Sample) (continued)

Existing behaviours to decrease and/or eliminate:

- Talking with peers while the teacher is instructing or addressing the class
- Talking with peers while another student is talking to the class or asking a question
- Talking with peers during daily announcements on PA system

Step 3 (5 minutes)

Identify positive reinforcements for new, related positive behaviour.

- Explicit opportunities to socialize in class

Identify negative consequences for the unacceptable behaviour.

- Teacher proximity, nonverbal cue

Step 4 (5 minutes)

Identify proactive strategies that would help students learn to behave in a more positive and acceptable manner.

- Providing a visual cue indicating when students must be silent and when they may talk with peers
- Establishing structured times to visit peers
- Setting short times for instruction (e.g., "I will be teaching for 10 minutes. It is important to listen for these 10 minutes.")
- Standing nearby when individual students begin to talk with a peer
- Teaching students expectations for when the teacher is instructing; introduce them through mini lesson, post them, reinforce them
- Using a "talking stick" during group discussions to clearly identify speaker

Step 5 (5 minutes)

Identify at least two ways to determine whether the plan is working and whether student behaviour is improving.

- Asking a colleague to observe classroom activity to determine high-frequency times and duration of student talk during instruction
- Inviting the colleague back for a second observation three weeks later to see whether student talk has decreased during this time, and whether the use of proactive strategies (e.g., use of talking stick) has increased

(continued)

30-Minute Behaviour Intervention Meeting (Sample) (continued)

Step 6 (4 minutes)

Identify actions that other staff members can do to assist and support the teacher and students.

- Visiting the class two times to observe and record data
- Explicitly teaching and reinforcing “what to do when the teacher is instructing” over the next month

Step 7 (1 minute)

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

Date and time of next meeting: 21 days from today’s meeting



For example, if a class goal is to increase the number of students arriving on time, remind students by drawing a clock with the start time on the board. Keep records of arrival times and celebrate when the goal is reached. As students internalize the behaviour, increase the timelines from a day to a week to a month, with corresponding celebrations.

FOR MORE INFORMATION



Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour

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



Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach

The purpose of this document is to support school counsellors in the important work they do in Manitoba schools. Specific information related to scope of activities, areas of service delivery, comprehensive and developmental guidance-related learning outcomes, and curriculum connections is provided, reflecting the breadth and depth of guidance and counselling-related activities in today's schools.



Supporting Inclusive Schools: School-Based Planning and Reporting – A Framework for Developing and Implementing Annual School Plans and Reports

This document provides a framework for educators when working with planning teams, creating school plans, and reporting to the Department, division/district, and community.



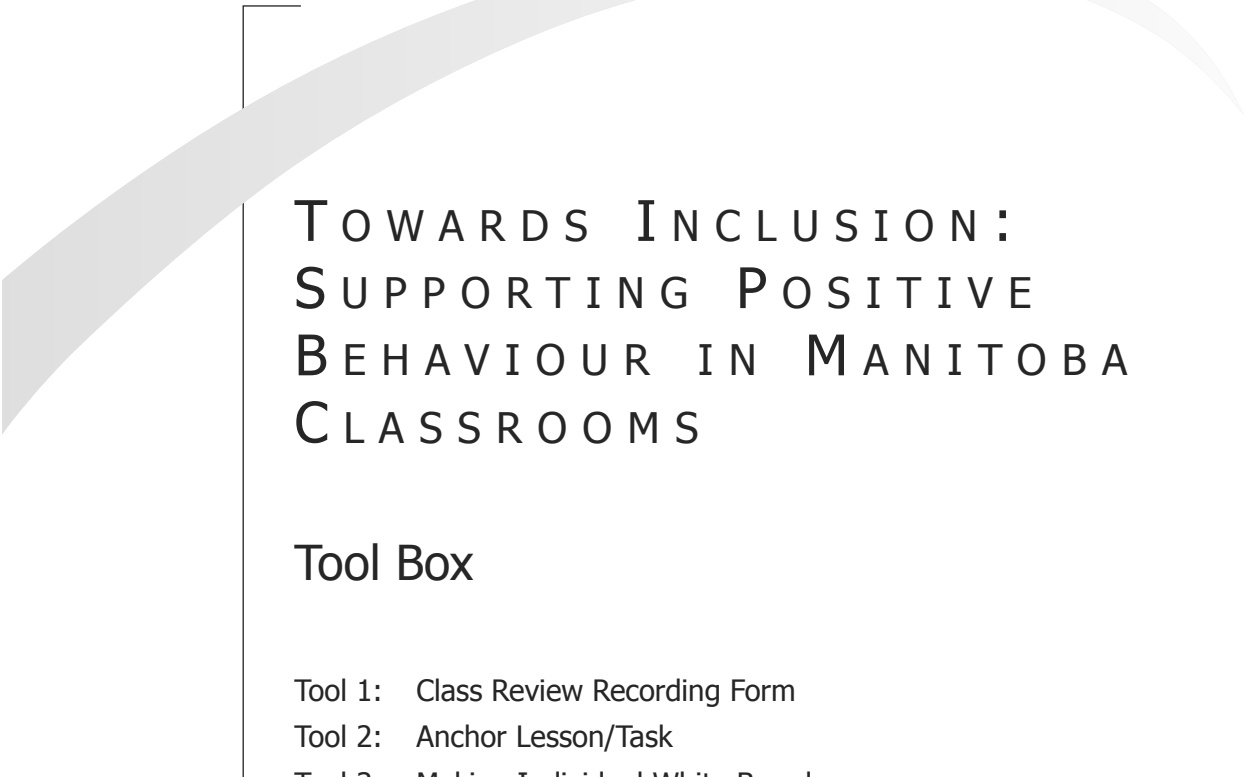
Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying

The purpose of this document is to promote a positive approach to safety and belonging that aligns with school planning systems already in use in Manitoba schools.



Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder

This document is a planning and programming resource for school teams who support students with ASD.



TOWARDS INCLUSION: SUPPORTING POSITIVE BEHAVIOUR IN MANITOBA CLASSROOMS

Tool Box

- Tool 1: Class Review Recording Form
- Tool 2: Anchor Lesson/Task
- Tool 3: Making Individual White Boards
- Tool 4: Student Skillstreaming Checklist
- Tool 5: Elementary Reinforcer Menu with Key
- Tool 6: Secondary Reinforcer Menu with Key
- Tool 7: Behaviour Reflection
- Tool 8: Behaviour Contract
- Tool 9: ABC Chart
- Tool 10: 30-Minute Behaviour Intervention Meeting

Tool 1
Class Review Recording Form

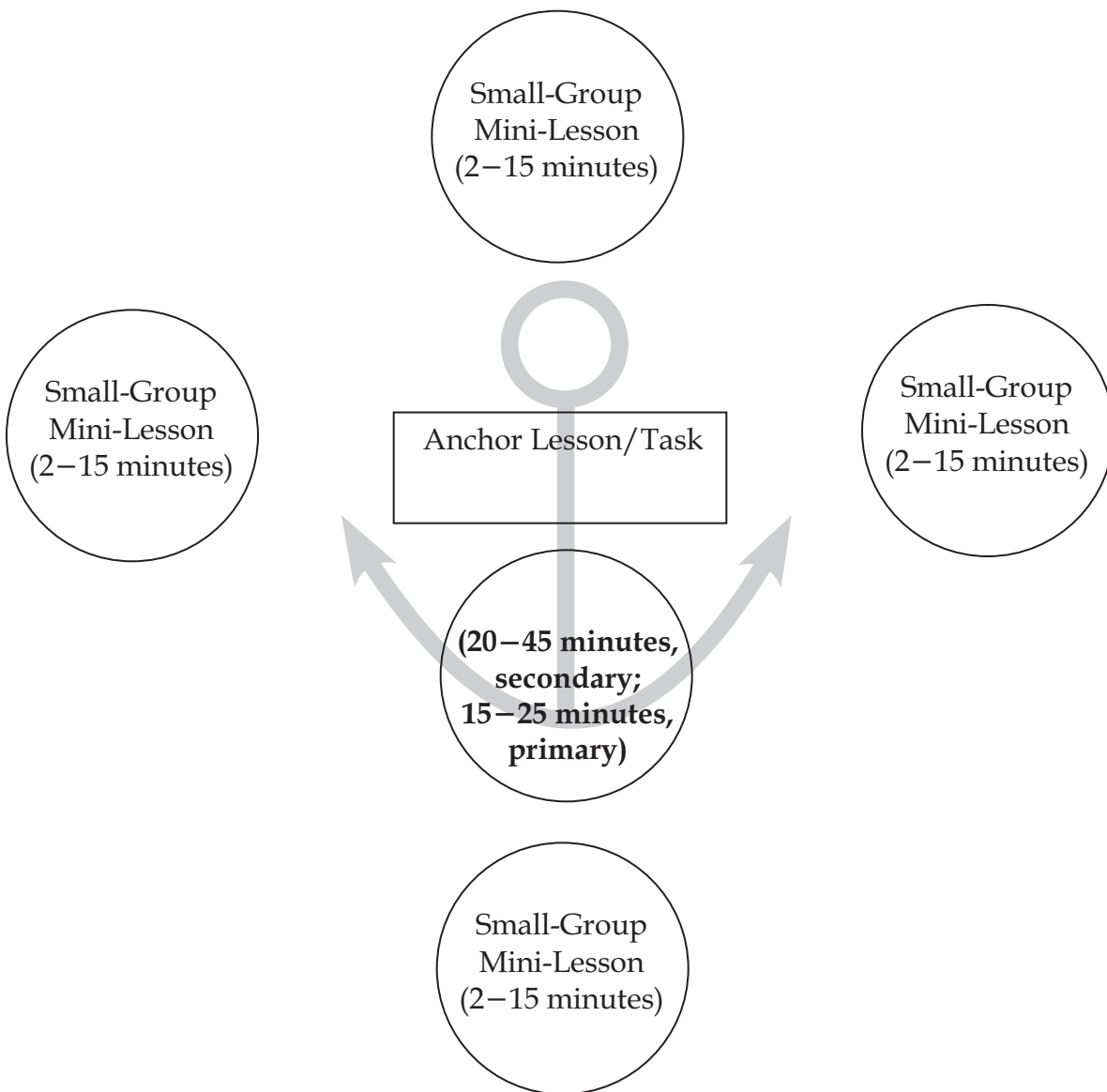
Classroom Strengths	Name of Teacher	Classroom Needs
Goals	Decisions	
Medical	Learning	Social-Emotional
Language		Other

Class Review Recording Form: Reprinted from *Learning in Safe Schools: Creating Classrooms Where All Students Belong* by Faye Brownlie and Judith King (Toronto, ON: Pembroke Publishers, 2000). All rights reserved.

Tool 2 Anchor Lesson/Task

How can I teach a variety of students concurrently, all within the same class period?

Visual Anchor Metaphor for Classroom Planning



"Visual Anchor Metaphor for Classroom Planning" from *Differentiation: From Planning to Practice, Grades 6-12* by Rick Wormeli. Copyright © 2007. Reproduced with permission from Stenhouse Publishers. www.stenhouse.com

Tool 3

Making Individual White Boards

Materials required for one whiteboard:

- 1 plastic page protector
- 1 piece of manila tag
- 1 whiteboard marker per whiteboard/student
- 1 “wiping cloth”

Procedure:

- Insert the manila tag into the page protector.

Uses/options:

- Supports formative assessment processes in the classroom.
- The student can put the whiteboard in his or her binder to be used consistently as a tool to support formative assessment school-wide.

Tool 4 Student Skillstreaming Checklist

Name: _____ Date: _____

Instructions: Based on your observations in various situations, rate your use of the following skills:

Circle 1 if you *almost never* use the skill.

Circle 2 if you *seldom* use the skill.

Circle 3 if you *sometimes* use the skill.

Circle 4 if you *often* use the skill.

Circle 5 if you *almost always* use the skill.

	almost never	seldom	sometimes	often	almost always
1. Do I listen to someone who is talking to me?	1	2	3	4	5
2. Do I start conversations with other people?	1	2	3	4	5
3. Do I talk with other people about things that interest both of us?	1	2	3	4	5
4. Do I ask questions when I need or want to know something?	1	2	3	4	5
5. Do I say "thank you" when someone does something for me?	1	2	3	4	5
6. Do I introduce myself to new people?	1	2	3	4	5
7. Do I introduce people who haven't met before?	1	2	3	4	5
8. Do I tell other people when I like how they are or something they have done?	1	2	3	4	5
9. Do I ask for help when I am having difficulty doing something?	1	2	3	4	5
10. Do I try to join in when others are doing something I'd like to be part of?	1	2	3	4	5
11. Do I clearly explain to others how and why they should do something?	1	2	3	4	5
12. Do I carry out instructions from other people quickly and correctly?	1	2	3	4	5
13. Do I apologize to others when I have done something wrong?	1	2	3	4	5
14. Do I try to convince others that my ideas are better than theirs?	1	2	3	4	5

Tool 4: Student Skillstreaming Checklist (continued)

	1	2	3	4	5
	almost never	seldom	sometimes	often	almost always
15. Do I recognize the feelings I have at different times?	1	2	3	4	5
16. Do I let other sknow what I am feeling and do it in a good way?	1	2	3	4	5
17. Do I understand what other people are feeling?	1	2	3	4	5
18. Do I try to understand, and not get angry, when someone else is angry?	1	2	3	4	5
19. Do I let other sknow when I care about them?	1	2	3	4	5
20. Do I know what makes me afraid and do things so that I don't stay that way?	1	2	3	4	5
21. Do I say and do nice things for myself when I have earned it?	1	2	3	4	5
22. Do I understand when permission is needed to do something and ask the right person for it?	1	2	3	4	5
23. Do I offer to share what I have with others?	1	2	3	4	5
24. Do I help others who might need or want help?	1	2	3	4	5
25. Do I try to make both of us satisfied with the result when someone and I disagree?	1	2	3	4	5
26. Do I control my temper when I feel upset?	1	2	3	4	5
27. Do I stand up for my rights to let other people know what I think or feel?	1	2	3	4	5
28. Do I stay in control when someone teases me?	1	2	3	4	5
29. Do I try to stay out of situations that might get me in trouble?	1	2	3	4	5
30. Do I figure out ways other than fighting to handle difficule situations?	1	2	3	4	5
31. Do I make complaints I have about others in a fair way?	1	2	3	4	5
32. Do I handle complaints made against me in a fair way?	1	2	3	4	5
33. Do I say nice things to others after a game about how they played?	1	2	3	4	5

Tool 4: Student Skillstreaming Checklist (continued)

	almost never	seldom	sometimes	often	almost always
34. Do I do things that help me feel less embarrassed when difficulties happen?	1	2	3	4	5
35. Do I deal positively with being left out of some activity?	1	2	3	4	5
36. Do I let people know when I feel a friend has not been treated fairly?	1	2	3	4	5
37. Do I think choices through before answering when someone is trying to convince me about something?	1	2	3	4	5
38. Do I try to figure out the reasons it happened when I fair at something?	1	2	3	4	5
39. Do I deal with it well when someone says or does one thing but means something else?	1	2	3	4	5
40. Do I deal with it well when someone accuses me of doing something?	1	2	3	4	5
41. Do I plan ahead the best ways to handle it before I have a difficult conversation?	1	2	3	4	5
42. Do I decide what I want to do when others pressure me to do something else?	1	2	3	4	5
43. Do I think of good things to do and then do them when I feel bored?	1	2	3	4	5
44. Do I, when there is a problem, try to find out what caused it?	1	2	3	4	5
45. Do I think about what I would like to do before I start a new task?	1	2	3	4	5
46. Do I think about what I am really able to do before I start a new task?	1	2	3	4	5
47. Do I decide, before doing something, what I need to know and how to find out?	1	2	3	4	5
48. Do I decide which problem is most important and should be handled first?	1	2	3	4	5
49. Do I think about different possibilities and choose the one that is best?	1	2	3	4	5
50. Do I pay full attention to whatever I am working on?	1	2	3	4	5

Tool 4: From *Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills*, pages 292–295, by Arnold Goldstein and Ellen McGinnis, Champaign, IL: Research Press, 1997.

Tool 5

Elementary Reinforcer Menu with Key

Student Name: _____

Instructions:

Ask the student to place a check (✓) next to at least eight items/activities he/she would most like to earn in class. (Read the list to non-readers, and help them mark the items they select.)

- | | | | |
|-------|------------------------|-------|----------------------------------|
| _____ | 1. Blow bubbles | _____ | 13. Video or computer games |
| _____ | 2. Ice cream | _____ | 14. Be in a program or plan |
| _____ | 3. Colouring/drawing | _____ | 15. Extra recess time |
| _____ | 4. Extra P.E. time | _____ | 16. Lollipop/sucker |
| _____ | 5. Play with friends | _____ | 17. Carry messages to the office |
| _____ | 6. Puzzles | _____ | 18. Legos, blocks, or puzzles |
| _____ | 7. Stickers | _____ | 19. Time with a grown-up/mentor |
| _____ | 8. Use tape recorder | _____ | 20. Listen to a story on tape |
| _____ | 9. Cookie | _____ | 21. Story time |
| _____ | 10. Draw on chalkboard | _____ | 22. Send a "good" note home |
| _____ | 11. Computer time | _____ | 23. Soft drink or fruit juice |
| _____ | 12. Pudding | _____ | 24. Popcorn |

Elementary Reinforcer Menu with Key: From *The Tough Kid Tool Box* (pp. 135 and 137) by W.R. Jenson, G. Rhode, and H.K. Reavis. Copyright © 1994. Reprinted with permission from Cambium Learning Group Sopris.

Tool 6

Secondary Reinforcer Menu with Key

Student Name: _____

Instructions:

Write a check (✓) next to at least six items/activities you would most like to earn in class.

- _____ 1. Listening to Top 40 music
- _____ 2. Skipping homework assignment
- _____ 3. Talk to a friend
- _____ 4. Soft drink
- _____ 5. Ticket to a school sporting event
- _____ 6. Watching a movie
- _____ 7. Pizza
- _____ 8. Listen to MP3 player
- _____ 9. Class trip
- _____ 10. Fast-food coupon
- _____ 11. Snack food
- _____ 12. School supplies
- _____ 13. Playing a video or computer game
- _____ 14. Computer time
- _____ 15. Playing basketball or another sport
- _____ 16. Reading a favourite book
- _____ 17. Ticket to a school dance
- _____ 18. Participate in an assembly
- _____ 19. Class party
- _____ 20. Drawing

Tool 7 Behaviour Reflection

Name: _____

Date: _____ Time: _____

Location: _____ Staff Member: _____

1. What was your behaviour?

2. What did you want? (Check at least one.)

- I wanted attention from others.
- I wanted to be in control of the situation.
- I wanted to challenge the teacher's authority.
- I wanted to avoid doing my work.
- I wanted to be sent home.
- I wanted to cause problems because I am miserable inside.
- I wanted to cause others problems because they don't like me.
- I wanted revenge.
- I wanted _____

3. Did you get what you wanted? Yes No

Explain. _____

4. How could you handle this type of situation more positively next time?

5. What do you need to do to fix your current problem? _____

Staff member	Time started
Parent contacted <input type="checkbox"/> Yes <input type="checkbox"/> No	Time ended
Other	No. of minutes

Behaviour Reflection: Adapted with permission from *Managing Escalating Behavior* by Geoff Colvin and George Sugai (Eugene, OR: Behaviour Associates, 1989). All rights reserved.

Tool 8
Behaviour Contract

I, _____ fully understand I must adhere to all school policies as outlined in the Code of Conduct.

I, _____ am having difficulty (full describe behaviour)

I agree to:

- 1. _____
- 2. _____

Failure to meet the terms of this contract will result

in: _____

This contract is in effect from _____ to _____

Signed: _____ (student)

_____ (administrator and/or teacher)

Date: _____

Tool 9 ABC Chart

Student: _____ Room/Class: _____

	Antecedent Conditions or context in which the problem behaviours occur	Behaviour Responses or actions of concern exhibited by the student	Consequences Events and behaviours that follow the occurrence of the problem behaviour	Outcome
	Time, class, subject, person, activity, demand, task	Describe in objective terms how the student behaved	What did staff do in response?	
Date				
Time				
Staff				
Date				
Time				
Staff				
Date				
Time				
Staff				
Date				
Time				
Staff				

Reproduced with permission from *BOATS: Behaviour, Observation, Assessment and Teaching Strategies*, 2nd edition (Edmonton, AB: Special Education Council, The Alberta Teachers' Association, 2007), 86.

Tool 10
30-Minute Behaviour Intervention Meeting

Problem behaviour _____

Students involved _____

Meeting Participants

Facilitator _____

Recorder _____

Others _____

Step 1: Identify the Problem Behaviour (5 minutes)

1. Have the classroom teacher(s) describe the problem behaviour.

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 2: Identify Desired Behaviour (5 minutes)

Existing behaviours to maintain and/or increase:

New behaviours to teach and reinforce:

Existing behaviours to decrease and/or eliminate:

Tool 10: 30-Minute Behaviour Intervention Meeting (continued)

Step 3 (5 minutes)

Identify positive reinforcements for new related positive behaviour.

Identify negative consequences for the unacceptable behaviour.

Step 4 (5 minutes)

Identify proactive strategies that would help students learn to behave in a more positive and acceptable manner.

Step 5 (5 minutes)

Identify at least two ways to determine if the plan is working and student behaviour is improving.

Step 6 (4 minutes)

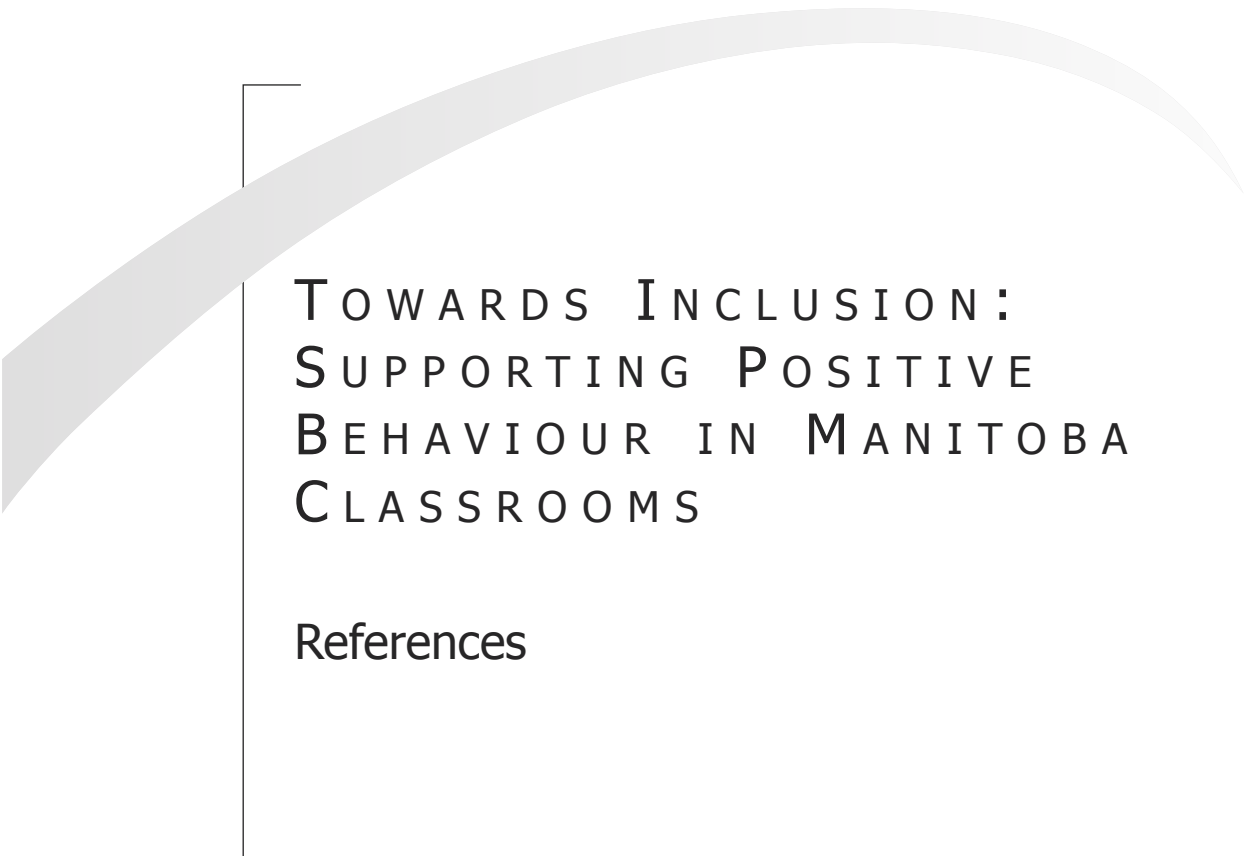
Identify actions that other staff members can do to assist and support the teacher and students.

Step 7 (1 minute)

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

Date and time of next meeting _____

For more detailed information on this process, see *Interventions: Collaborative Planning for Students at Risk* (1993–1997) by Randall Sprick, Marilyn Sprick, and Mickey Garrison (Longmont, CO: Sopris West).



TOWARDS INCLUSION:
SUPPORTING POSITIVE
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