

# TOWARDS INCLUSION: SUPPORTING POSITIVE BEHAVIOUR IN MANITOBA CLASSROOMS

## Tool Box

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**Tool 1**  
**Class Review Recording Form**

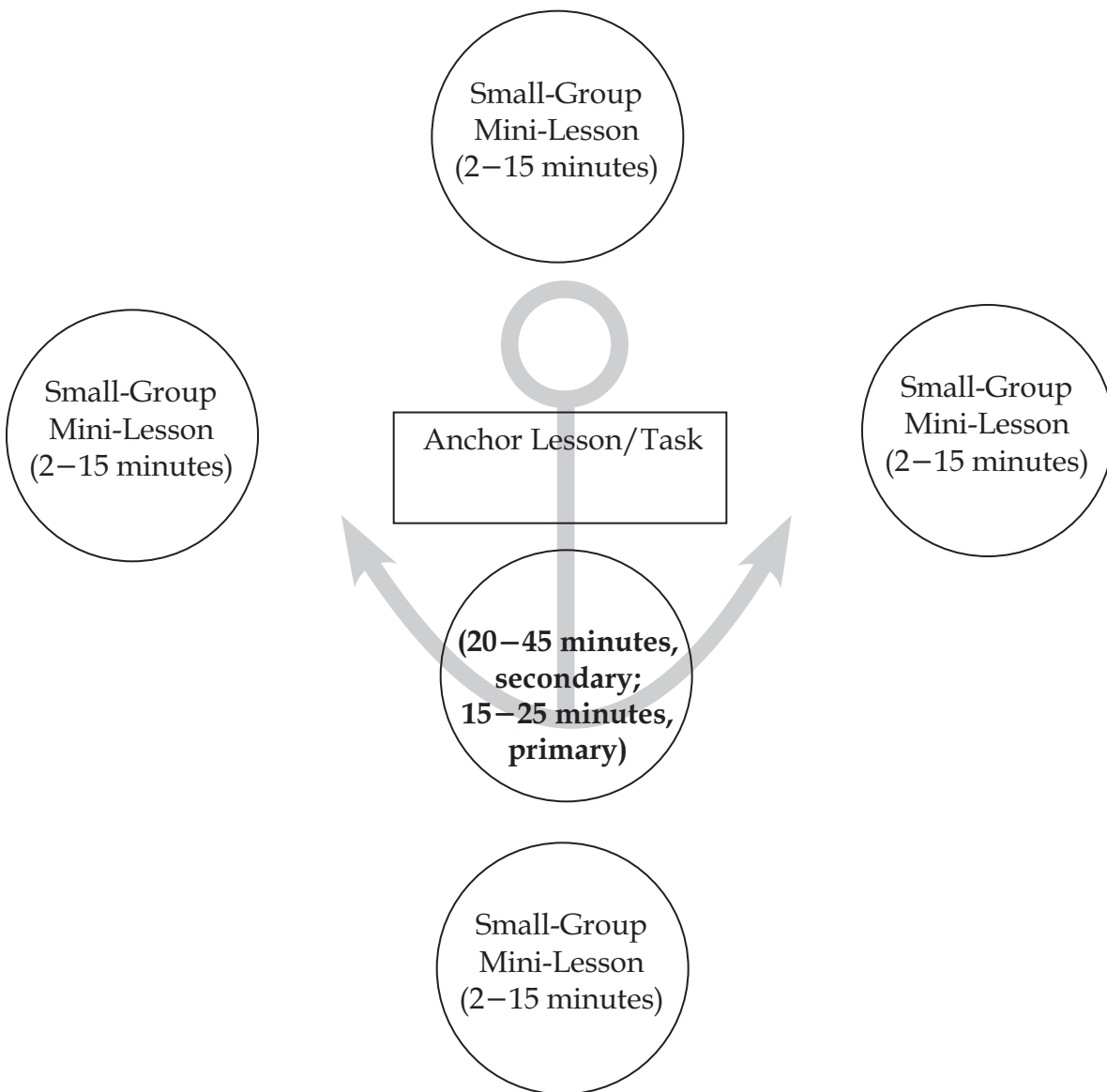
<b>Classroom Strengths</b>	Name of Teacher	<b>Classroom Needs</b>
<b>Goals</b>	<b>Decisions</b>	
<b>Medical</b>	<b>Learning</b>	<b>Social-Emotional</b>
<b>Language</b>		<b>Other</b>

**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](http://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)

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I agree to:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

Failure to meet the terms of this contract will result

in: \_\_\_\_\_

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This contract is in effect from \_\_\_\_\_ to \_\_\_\_\_

Signed: \_\_\_\_\_ (student)

\_\_\_\_\_ (administrator and/or teacher)

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

## Tool 9 ABC Chart

Student: \_\_\_\_\_ Room/Class: \_\_\_\_\_

	<b>Antecedent</b> Conditions or context in which the problem behaviours occur	<b>Behaviour</b> Responses or actions of concern exhibited by the student	<b>Consequences</b> Events and behaviours that follow the occurrence of the problem behaviour	<b>Outcome</b>
	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.

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Identify negative consequences for the unacceptable behaviour.

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### Step 4 (5 minutes)

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

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### Step 5 (5 minutes)

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

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### Step 6 (4 minutes)

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

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### 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).