

## 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**

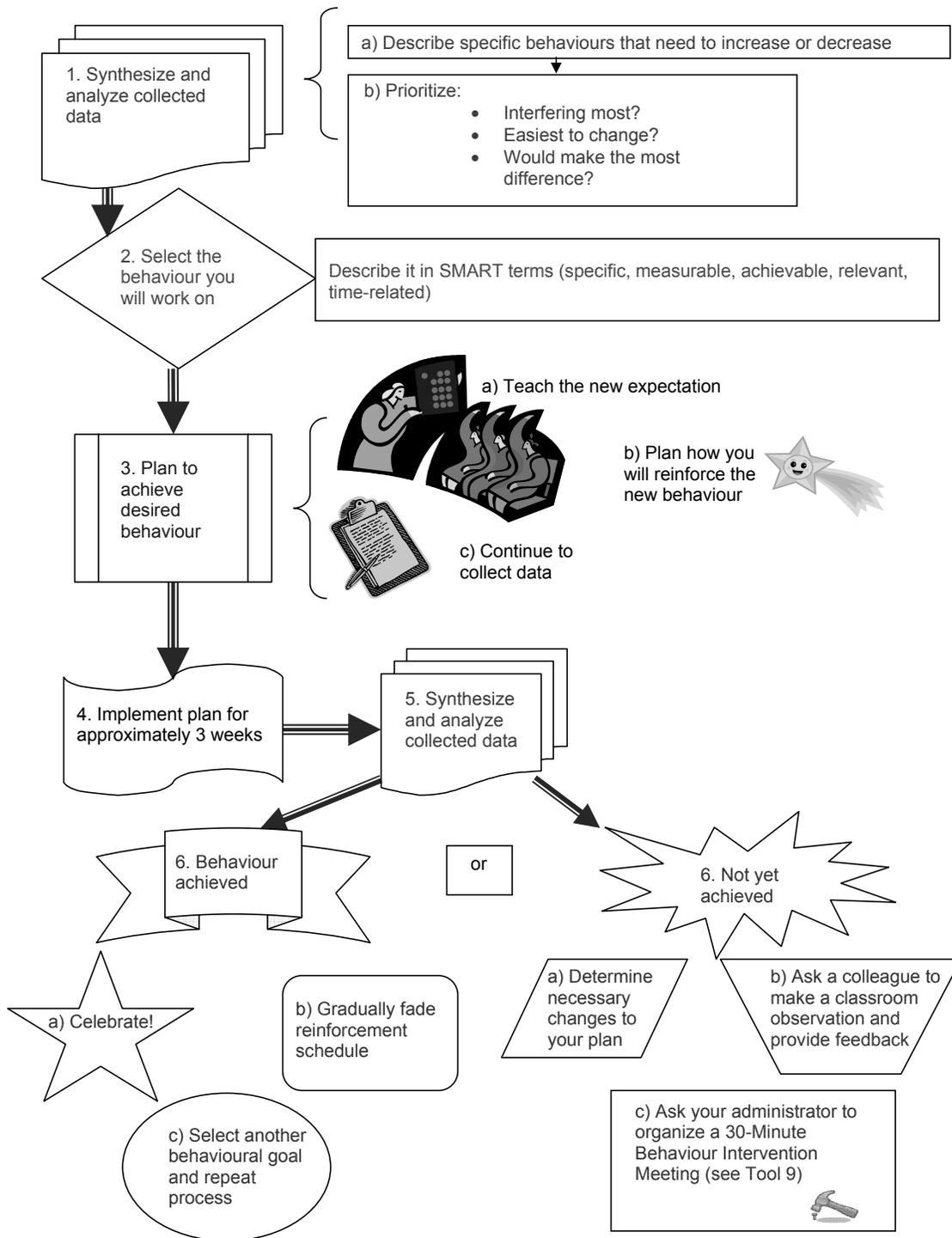
- a) Examine data and plan to determine necessary changes
  - What worked?
  - What did not work?
  - Consider inviting a colleague to examine the data and plan with you
- b) Ask a trusted colleague to make a classroom observation and provide specific feedback related to the behaviour or a specific aspect 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.