

## 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.

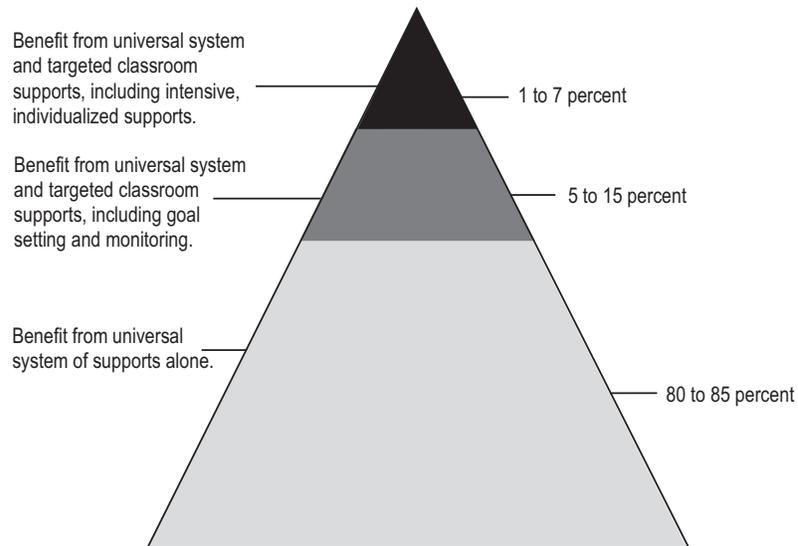
### Purpose

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](http://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](http://www.coe.ufl.edu/Faculty/Scott/terrys/tscott.html)
- [www.safeandcivilschools.com](http://www.safeandcivilschools.com)
- [www.teachermatters.com](http://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.