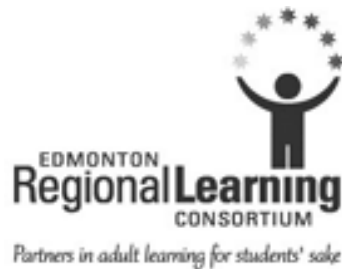


Supporting Positive Behaviour in Alberta Schools

Workshop Facilitator Guide
(Educational Assistants)



Acknowledgements

This facilitator guide has been developed to introduce educational assistants to information and strategies in Alberta Education's *Supporting Positive Behaviour in Alberta Schools* resource. Facilitators are encouraged to adapt and customize this material to meet the varying inservicing needs of different audiences.

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A PDF version of this Guide will be available on the Alberta Education website in April 2009.

For further information about these workshop materials, contact: Edmonton Regional Learning Consortium at 780-444-2497 or info@erlc.ca.

Introduction

What participants should know and be able to do as a result of participating in the workshop to support implementation of the resource *Supporting Positive Behaviour in Alberta Schools*:

1. How to support school-wide positive behaviour support approaches
 - Explain Response to Intervention pyramid model and how it relates to a positive behaviour support approach
2. How to support classroom positive behaviour support approach
 - Enhance positive relationships with students
 - Increase the effectiveness of responses to student behaviour
 - Support classroom routines
3. How to intensify individual behaviour support approaches
 - Gather data to better understand individual students' behaviour
 - Contribute to individual behaviour support plans
 - Support instruction of social skills

Sample Schedule

8:30 a.m.	Introductory activities	15 minutes
8:45 a.m.	(1) Building Positive Relationships	60 minutes
9:45 a.m.	(2) Understanding Student Behaviour	30 minutes
10:15 a.m.	Break	15 minutes
10:30 a.m.	(2) Understanding Student Behaviour (continued)	30 minutes
11:00 a.m.	(3a) Actively Supervising Students <i>or</i> (3b) Low-key Responses to Challenging Behaviours	60 minutes 60 minutes
12:00 p.m.	Lunch	60 minutes
1:00 p.m.	(4) Using Positive Reinforcement	60 minutes
2:00 p.m.	(5) Teaching Social Skills	30 minutes
2:30 p.m.	Break	15 minutes
2:45 p.m.	(5) Teaching Social Skills (continued)	30 minutes
3:15 p.m.	(6) Gathering and Recording Data	60 minutes
4:15 p.m.	Wrap-up: Looking Back, Looking Forward	15 minutes

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Introductory Activity

Activity A: Enabling Labels

Time

Approximately 20 minutes
(one minute per participant)

Grouping

Whole group

Required resources

- Facilitator Tool 1:
Enabling Labels
Template

Briefing

Focusing on positive language can be a powerful strategy for shaping ideas, perceptions and attitudes

Process

1. Place six to ten labels face-up on each table and ask participants to pick a label which describes them.
2. Participants use the label to introduce themselves to the group. For example:

“My name is Karen and I chose the label ‘Advocate.’ A big part of my job as a consultant is to be an advocate for kids, especially kids with behaviour difficulties.”

Wrap-up

Thank participants for sharing something about themselves and comment on how these positive labels set a positive tone for the thinking and planning that we will do today.

Introductory Activity

Activity B: Making a Difference

Time

Approximately 20 minutes

Grouping

Whole group, partners

Required resources

None

Briefing

We all have opportunities to make a positive difference in the lives of the students we work with.

Process

1. Invite participants to think either of a time they made a positive difference in the life of another person or of a time when another person made a real difference in their life.
2. Ask participants to introduce themselves to the person beside them by sharing that story.

Wrap-up

Discuss the importance of always remembering that educational assistants are in a special position to make a real difference in the lives of the students they work with.

Time

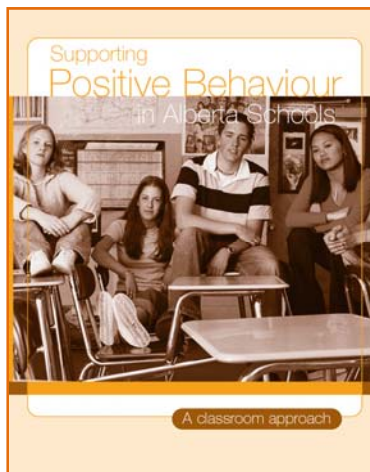
Approximately 60 minutes

Grouping

Individuals, small groups

Required resources

- Chart paper and markers
- Participant Tool 1: Making Connections
- Participant Tool 2: Top Ten Ways to Connect with Students



(Pages 5–7)

Activity 1: Building Positive Relationships

Briefing

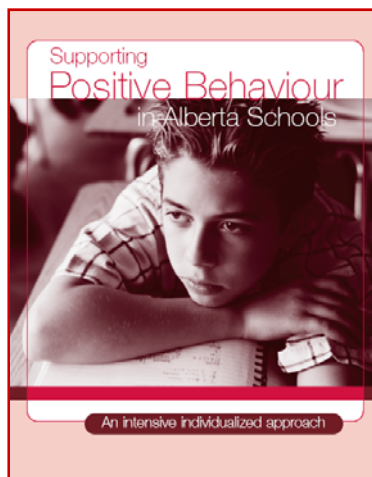
One of the most effective interventions for encouraging positive behavior is to build positive relationships between school staff and students. A significant relationship with at least one adult at school can significantly change the way a student feels about school.

Process

1. Invite participants to think of an individual student they are currently having difficulty connecting with.
(2 minutes)
2. Give participants five minutes to use positive phrases to complete a 3-2-1 for this student:
 - *3 character traits this student has*
 - *2 interests this student has*
 - *1 thing I have in common with this student**(5 minutes)*
3. Invite participants to share the strategy they will use to connect with their student with their small table group.
(3 minutes)
4. Give the small group ten minutes to work collaboratively and complete a Top Ten Ways to Connect with Students list.
(10 minutes)
5. Post completed lists for participants to view at break time.
6. Introduce the power of words by asking participants to think of words they have heard used to describe students with behavioural difficulties. As a group, do a three-minute brainstorm of these words. Record on posted chart paper.
(5 minutes)

Tool 1

Tool 2



(Pages 8, 16–17)

Activity 1: Building Positive Relationships (continued)

7. Introduce the three principles of hopeful and respectful language:
 - People first, then the behaviour or disability.
 - Acknowledge the diversity of students with behaviour disabilities (or other kinds of special education needs).
 - Be objective and nonjudgemental.

(5 minutes)
 8. Have participants revisit the list of descriptive words generated to describe students with behavioural difficulties. Circle all words that are neutral or positive.
 9. How the school communicates with families can also build positive relationships. Ask for a show of hands for how many people are using home–school communication books in their classrooms.
 10. As a group, discuss some of the challenges to this approach.

(5 minutes)
 11. Organize participants into small groups of three or four people and ask them to review information on home–school communication books (pages 16–17 in *An intensive individualized approach*).

(5 minutes)
 12. Distribute a sample home–school communication book template and give groups 10 minutes to review this template and decide:
 - what they like most about the template
 - how they would change the template to better meet the needs of their own students.

(10 minutes)
- ### Wrap-up
13. Do a quick around-the-room scan and ask for ideas about how a home–school communication book could enhance positive relationships between parents and school staff.

(5 minutes)

Activity 1: Building Positive Relationships (continued)

Share the quote:

“Children are more likely to be respectful when important adults in their lives respect them. They are more likely to care about others if they know they are cared about.”

– Alfie Kohn, *Beyond Discipline:
From Compliance to Community*

Activity 2: Understanding Student Behaviour (Part A)

Time

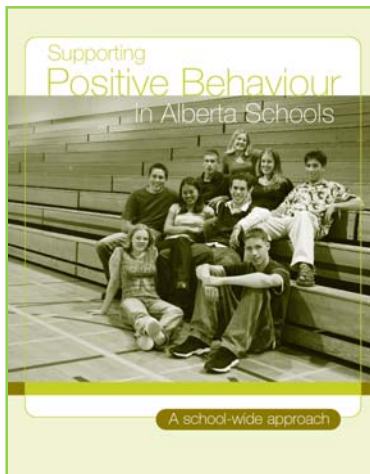
Approximately 30 minutes

Grouping

Whole group, small groups, individuals

Required resources

- Participant Tool 3: Strategies and Supports in a Response to Intervention Model



(Pages 1–2)

Briefing

A Response to Intervention is a three-tiered pyramid-shaped model that represents a continuum of increasingly intense interventions that correspond to the responsiveness of students.

Process

1. Introduce the Responding to Intervention pyramid model by using a PowerPoint slide of the model or referring participants to page 1 of *A school-based approach*. Discuss how the model works.
2. The following pyramid model illustrates how students respond to behavioural expectations in a typical school environment.
 - With solid universal supports, such as clear rules and adequate supervision, approximately 80 to 85 per cent of students generally meet the school's behavioural expectations.
 - This is sometimes referred to as the green zone. When appropriate universal supports are not in place, some students will move to the next tier—the orange zone.
 - Another 5 to 15 per cent of the students have frequent difficulty meeting expectations. These students require additional targeted support or they will be at risk of developing severe behavioural disabilities.
 - Individual students can move in and out of these two tiers or zones over the school year (and throughout school), depending on the supports available and their personal circumstances.

(10 minutes)

Activity 2: Understanding Student Behaviour (Part A) (continued)

- At the top of the pyramid is the one to seven per cent of students who have behavioural disabilities severe enough that they cannot meet behavioural expectations without intensive, individualized interventions. This tier is often referred to as the red zone. Typically, students in this zone will stay in this zone. What we can reduce is the intensity and frequency of their problem behaviours.

3. Discuss the benefits of using this model for program planning.

4. Working in small table groups, brainstorm and record:

- 3 universal strategies for supporting positive behaviour currently in place for all students at your school
- 3 targeted supports for students-at-risk currently in place at your school
- 3 intensive, individualized supports currently in place for students with behaviour disabilities at your school.

Tool 3

Record on Tool 3.

(10 minutes)

Wrap-up

As a whole group, discuss examples of the three levels of supports and strategies generated by the table groups. Record strategies on posted chart paper.

(5 minutes)

Activity 2: Understanding Student Behaviour (Part B)

Time

Approximately 30 minutes

Grouping

Partners, large groups

Required resources

- Participant Tool 4: Understanding Student Behaviour
- Participant Tool 5: Function of Behaviour

Briefing

To support positive behaviour, the most helpful knowledge that school staff can have is that all behaviour has a function and that the same behaviour can have different functions for different students.

Process

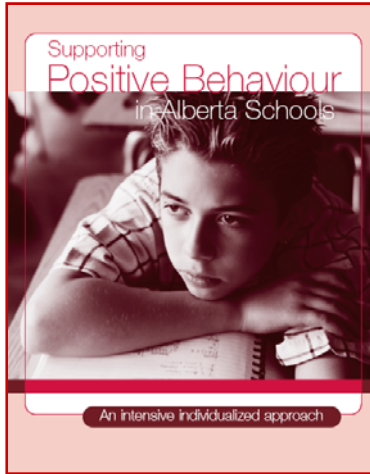
1. Introduce the following quote:

“Always assume that a motivation for a particular behaviour is positive but expressed in a negative way.”

– Richard L. Curwin and Allen N. Mendler,
Discipline with Dignity

2. Invite participants to turn to a partner and share their thoughts on the accuracy of this quote.
(5 minutes)
3. Ask participants to take five minutes to work with a partner and jot down potential motivations for the following two typical problem behaviours.
 - Hitting another student
 - Refusing to complete an assignment*(5 minutes)*
4. As a whole group, go quickly around the room and ask each set of partners to share one motivation for each of the behaviours.
(10 minutes)
5. Note how the proposed reasons for the behaviour fall into two general categories:
 - To obtain something (such as attention, activities, goods or control)
 - To avoid something (such as specific activities or social situations).

Tool 4



(Page 31)

Activity 2: Understanding Student Behaviour (Part B) (continued)

(For a more detailed discussion of these two functions of behaviour, see page 31 in *An intensive individualized approach*.)

Wrap-up

Ask participants to work with a partner. Review the description for each of the four sample functions of behaviour and jot down an example of student behaviour you have dealt with recently that appeared to align with this function. Look over the suggested interventions and star the one you would choose (or add your own).

(10 minutes)

Tool 5

Time

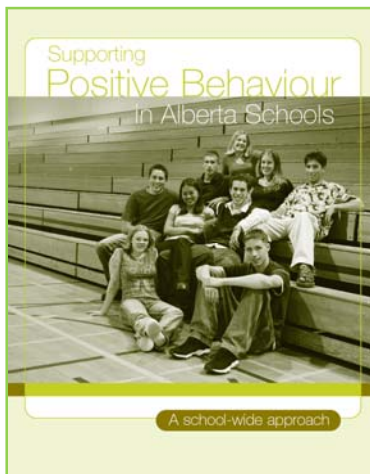
Approximately 60 minutes

Grouping

Small groups

Required resources

- Participant Tool 6: Active Supervision



(Pages 15–20)

Activity 3a: Actively Supervising Students

Briefing

The majority of behavioural difficulties tend to happen during less structured times and in large common areas such as the playground or hallways. Schools can eliminate many of these difficulties through strategic adult supervision of targeted activities and areas.

Process

1. Organize participants into six small groups. Assign each group one aspect of active supervision:
 - moving
 - scanning
 - positive contact
 - positive reinforcement
 - responding with instruction
 - delivering negative consequences.

(5 minutes)
2. Give each group 20 minutes to review the information related to their assigned aspect of supervision and develop a three-minute mini-lesson for modelling and teaching this skill at the next staff meeting. Encourage them to use a creative teaching strategy such as a structured talk, an illustrated cue card, an acronym summarizing key points or a role-play.

(20 minutes)
3. Have each group present their three-minute mini-lesson to the large group. Encourage participants to jot down key points about each aspect of supervision.

(25 minutes)

Tool 6

Wrap-up

Invite participants to identify one aspect of supervision they would like to see their school staff focus on over the next month.

(5 minutes)

Activity 3b: Low-key Responses to Challenging Behaviours

Time

Approximately 60 minutes

Grouping

Individuals, small groups

Required resources

- Chart paper
- Participant Tool 7: Low-key Responses to Challenging Behaviours

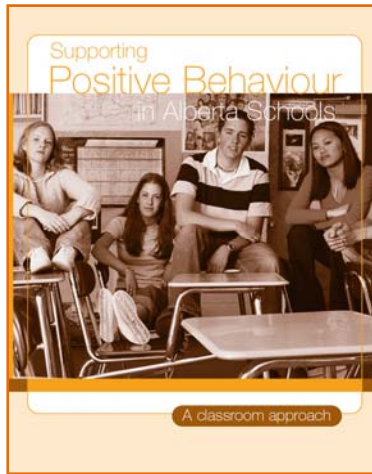
Briefing

A low-key response to a problem behaviour focuses on the behaviour (not the student) and communicates the adult's belief that the student is capable of behaving in positive ways.

Process

1. Introduce the following criteria for effective low-key responses to challenging behaviour:
 - immediate (but not disruptive or intensive)
 - reasonable (and not embarrassing or frustrating)
 - well-planned (but flexible)
 - practical and easy to implement.
2. Organize participants into seven small groups and assign each group two low-key responses from the list below:
 - feedback
 - actions, not words
 - proximity
 - hurdle helping
 - eye contact
 - student's name
 - gestures
 - redirecting
 - pausing and waiting
 - planned ignoring
 - limited choices
 - ask questions
 - informal chat.
3. Give participants three minutes to jot down examples of situations in which they used low-key responses to problem behaviours.
(5 minutes)
4. Give the groups 15 minutes to review information on their assigned low-key response (pages 42–47 in *A classroom approach*) and prepare a two-minute mini-lesson that they might share at a staff meeting. Encourage participants to use creative teaching strategies such as role-plays, demos, acronyms or cue cards.
(15 minutes)

Tool 7



(Pages 42–47)

Activity 3b: Low-key Responses to Challenging Behaviours (continued)

5. Have each small group present their mini-lesson to the large group. Encourage participants to jot down key points about each type of response.
(30 minutes)
6. Discuss how naming the various strategies can allow for more effective sharing of information and increased understanding.

Wrap-up

Ask the group for any additional low-key responses that can be added to the list. Record on chart paper.

(5 minutes)

Time

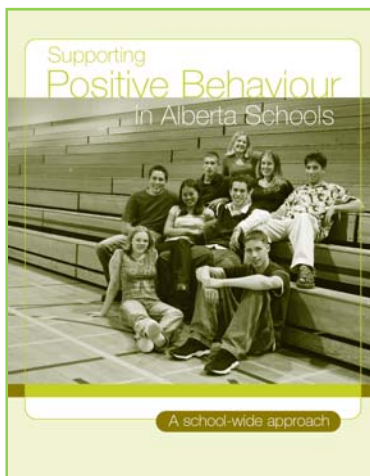
Approximately 60 minutes

Grouping

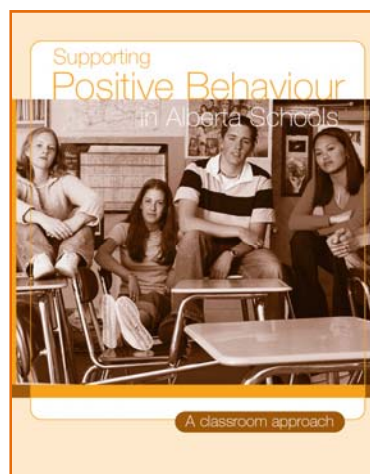
Individuals, partners, small groups

Required resources

- Participant Tool 8: Meaningful Reinforcers
- Tokens or small pieces of paper (5 per participant)



(Pages 41–44)



(Pages 37–39)

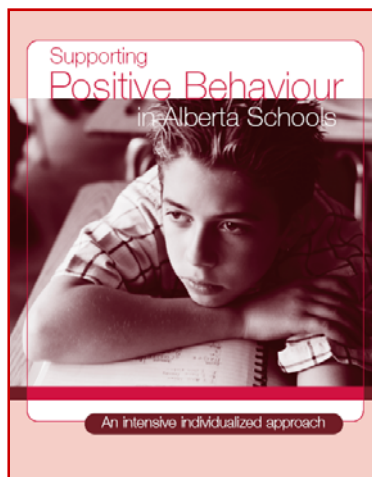
Activity 4: Using Positive Reinforcement

Briefing

When positive reinforcement is used effectively, negative behaviour is reduced or eliminated, and positive behaviour increases and is maintained.

Process

1. Invite participants to think of a time in their own lives in which they changed their behaviour because of positive reinforcement, either from another person, a group or from natural causes. (If no one offers to volunteer, be prepared to share a personal example such as the willingness to try a new activity or the breaking of a bad habit.)
2. Give participants two minutes to share these examples with a partner.
(5 minutes)
3. Working with the small group at their table, ask participants to take five minutes to brainstorm at least three solid reasons why positive reinforcement works.
(5 minutes)
4. Discuss how something that reinforces the behaviour of one student or group of students may have a neutral or negative effect on others. Encourage participants to always consider the developmental level and personal preferences of individuals or specific groups of students when choosing reinforcers.
5. Working in small table groups, ask participants to brainstorm examples of meaningful reinforcers in the following categories:
 - verbal
 - nonverbal
 - privileges
 - tangibles
 - incentives
 - individual preferred activities.*(10 minutes)*



(Pages 10, 57–59)

Activity 4: Using Positive Reinforcement (continued)

6. One of the most effective natural reinforcers is authentic social praise. Ask each table group to develop a cue card with tips for using praise.
(20 minutes)
7. Post cue cards and do a quick round-the-room review of the tips. Tips should include:
 - Describe the positive behaviour.
 - Focus on what the student did right.
 - Give immediately.
 - Vary statements.
 - Provide information to students about their competence or the value of their accomplishment.
 - Attribute success to effort and ability.**(10 minutes)**
8. Discuss the importance of the 4:1 ratio (for every correction students receive for doing something wrong, they should receive at least four positive messages about what they are doing right). Share The Penny Transfer Technique from page 10 in *An intensive individualized approach*. Invite participants to try it out today by choosing a member in their table group to reinforce for the rest of the day.
(10 minutes)

The Penny Transfer Technique

This is a simple strategy for shifting your focus from problem behaviour to positive behaviour.

1. Take five pennies and place them in your left pocket.
2. Identify students who regularly need prompting and reminders. Choose an individual student whose behaviour is interfering with learning.
3. Every time you are able to verbally encourage that student for something he or she does well, transfer a penny to your right pocket. Your goal is to move all five pennies to the right pocket by the end of the day.
4. Repeat this exercise each day for two weeks.
5. After one week, take a few minutes to reflect on how this strategy has affected your behaviour.
 - Are you beginning to automatically notice positive behaviours of more students?
 - Has this changed the behaviour of the student? What kind of data do you need to collect to answer this question?

Activity 4: Using Positive Reinforcement (continued)

Wrap-up

Share the following quote:

“The single most dynamic influence on the brain’s chemistry may be positive feedback, which is essential for the development of a good self-concept ...”

– Robert Sylwester,
Emeritus Professor of Education,
University of Oregon

Activity 5: Teaching Social Skills

Time

Approximately 60 minutes

Grouping

Individuals, whole group, small groups, partners

Required resources

- Chart paper and markers
- Participant Tool 9: What Would Positive Behaviour Look Like in Our Classroom or School?
- Participant Tool 10: Hot Spots in My Classroom or School
- Participant Tool 11: Environmental Classroom Scan
- Participant Tool 12: Developing Effective Classroom Routines

Briefing

Clearly stated behavioural expectations guide student behaviour and create a focus that strengthens staff monitoring and instruction.

Process

1. Introduce the question “What would positive behaviour look like in your classroom or school?” by inviting participants to imagine what students who were demonstrating positive behaviour would be doing, saying and feeling throughout the school day.

(2 minutes)

2. Choose one area of the classroom or school, such as hallways, and invite the large group to brainstorm at least five specific positive behaviours they would like to see students demonstrating in this area of the school. Record responses on posted chart paper. Encourage participants to be as specific as possible. For example:

Hallways

Students will

- *walk on right-hand side of hallway*
- *keep hands and feet to themselves*
- *give everyone enough personal space*
- *admire hallway displays and respect works of others by keeping their hands off*
- *chat quietly with each other in friendly voices*
- *see school staff and say “Hello” and smile.*

(5 minutes)

3. Organize participants into small table groups and assign each group an area of the school or a specific classroom routine to brainstorm what positive behaviour would look like in that area or during that activity. Each group records their ideas on chart paper.

- Playground
- Assemblies in gym

Tool 9

Activity 5: Teaching Social Skills (continued)

- Locker area/boot room
- School bus
- Lunchroom
- (Add specific areas, as suggested by participants)

(10 minutes)

4. Post chart paper for all participants to view.

5. Working with their table group, participants take five minutes to identify the three top “hot spot” areas of their classroom or school where problem behaviour is most likely to occur.

(5 minutes)

6. In a large group, share the results and record hot spots on posted chart paper.

(5 minutes)

7. Choose one typical hot spot and ask the group to suggest solutions for modifying the physical environment to reduce problem behaviour. Record these ideas on chart paper.

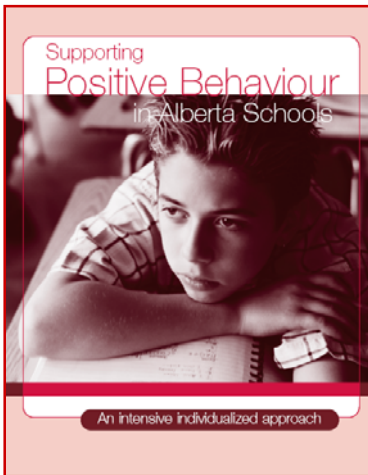
e.g., Hot spot: Outer edge of playground behind portables

Possible solutions: reduce playground boundaries, mark with tape, include perimeter in supervision walkabout

(5 minutes)

8. Distribute a copy of the Environmental Classroom Scan tool to all participants. Working alone or with a partner, participants review the questions and choose three areas in their own classroom that need modification to better support positive behaviour. Mark these items on the scan tool with a star (*). Share these ideas with table group.

(10 minutes)



(Pages 21–26, 97–98)

Tool 10

Tool 11

Activity 5: Teaching Social Skills (continued)

9. Ask participants to choose a positive behaviour that they would like to increase in their classroom for either an individual student or a group of students.
10. Working with a partner or small table group, participants develop a plan of how they might do this. Include:
 - sample checklist of the routine
 - opportunities to practise
 - sample self-talk statement
 - example of constructive feedback.

(15 minutes)

Tool 12

Wrap-up

Invite participants to share their completed plans by posting them on the wall for others to view during the next break.

Time

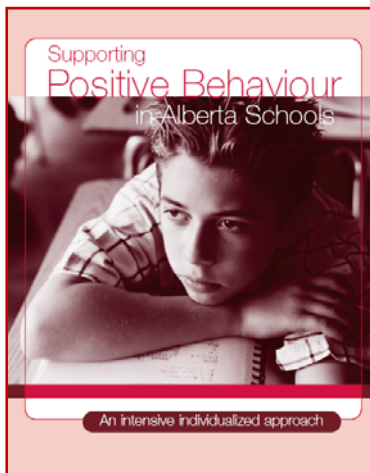
Approximately 60 minutes

Grouping

Individuals, partners, small groups, whole group

Required resources

- Participant Tool 13: Data-gathering Tools
- Participant Tool 14a: What Student Data Can Tell Us (A)
- Participant Tool 14b: What Student Data Can Tell Us (B)



(Pages 39–45, 73–78)

Activity 6: Gathering and Recording Data

Briefing

Gathering and using data about a student's behaviour can help us address the question, "What is making a difference for this student?"

Process

1. Ask participants to think about the following question for two minutes: "Why do we need to gather data about individual student behaviour?"
(5 minutes)
2. After two minutes, ask participants to turn to a partner and discuss this question.
(5 minutes)
3. After two minutes, invite participants to share their answers with the group.

Reasons could include:

- to better understand the purpose and context of specific behaviours
 - to guide the development and implementation of behaviour support programming
 - to know when a behaviour is improving.
- (5 minutes)
4. Organize participants into four small groups and assign each a data-gathering tool described in *An intensive individualized approach*, pages 74–78.
 - Event recording
 - Interval recording
 - Momentary time sampling
 - Duration recording
 5. Give the groups 15 minutes to develop a three-minute presentation on how the tool works and five sample situations in which it might be useful.
(15 minutes)

Activity 6: Gathering and Recording Data (continued)

6. Share three-minute presentations with the whole group.
(15 minutes)
7. Distribute Participant Tools 14a and 14b: What Student Data Can Tell Us. Organize participants into small groups of three to four to examine data and answer related questions.
(10 minutes)

Tools 14A, B

Wrap-up

Review responses to questions about “What Student Data Can Tell Us.”
(5 minutes)

Wrap-up: Looking Back, Looking Forward

Time

Approximately 10 minutes

Grouping

Individuals

Required resources

- Participant Tool 15a:
Reflecting on How I
Support Positive
Behaviour in My School
or
- Participant Tool 15b:
Ticket Out

Briefing

Wrap-up the day's activities by encouraging participants to reflect on how they support positive behaviour in their school or classroom.

Process

- 1a. Give participants five minutes to record their reflections on their role in supporting positive behaviour in their classroom and/or school.
- Three ways I'm currently supporting positive behaviour in my classroom and/or school
 - Three things I am currently doing to support positive behaviour in my classroom and/or school that I would like to build on/improve
 - Are there any behaviour-related classroom or school-wide practices that I do now that I might consider eliminating or discontinuing? If so, why?
 - Three ideas from today's workshop that I would like to incorporate into my current work
 - Two colleagues I can count on (or ask support from) to help me continue to improve my skills in working with students

Tool 15A

or

- 1b. Ask participants to reflect on the day by completing a Ticket Out.

Tool 15B

Wrap-up

Invite participants to share a few ideas from their reflections.

Participant Tools

1. Making Connections
2. Top Ten Ways to Connect with Students
3. Strategies and Supports in a Response to Intervention Model
4. Understanding Student Behaviour
5. Function of Behaviour
6. Active Supervision
7. Low-key Responses to Challenging Behaviours
8. Meaningful Reinforcers
9. What Would Positive Behaviour Look Like in Our Classroom or School?
10. Hot Spots in My Classroom or School
11. Environmental Classroom Scan
12. Developing Effective Classroom Routines
13. Data-gathering Tools
- 14a. What Student Data Can Tell Us (A)
- 14b. What Student Data Can Tell Us (B)
- 15a. Reflecting on How I Support Positive Behaviour in My School
- 15b. Ticket Out

Making Connections

Student's name _____

The quality of the teacher–student relationship is the single most important factor to consider when rethinking classroom management.

– Patricia Sequeira Belvel and Maya Marcia Jordan,
Rethinking Classroom Management

3 character traits this student has

2 interests this student has

1 thing I have in common with this student

Top Ten Ways to Connect with Students

But above all, be strong role models for your students and form positive, caring relationships.

– Mark Boynton and Christine Boynton, *The Educator's Guide to Preventing and Solving Discipline Problems*

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

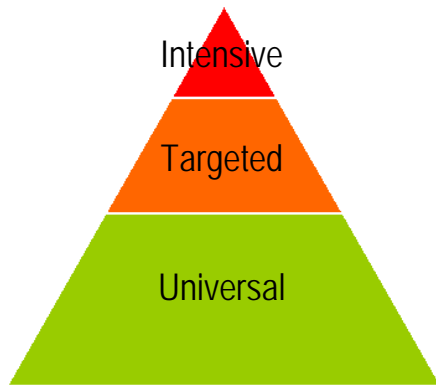
7. _____

8. _____

9. _____

10. _____

Strategies and Supports in a Response to Intervention Model

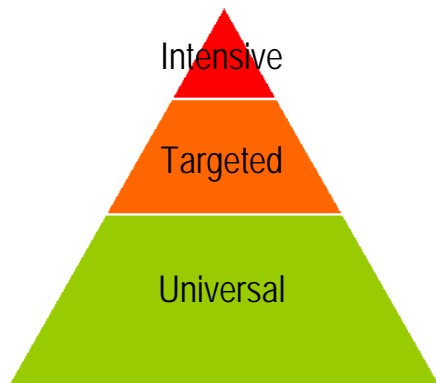


Intensive

Targeted

Universal

Additional strategies I would like to see in my school:



Intensive

Targeted

Universal

Understanding Student Behaviour

Always assume that a motivation for a particular behaviour is positive but expressed in a negative way.

– Richard L. Curwin and Allen N. Mendler,
Discipline with Dignity

Hitting another student	Refusing to complete an assignment
<p><i>Possible functions:</i></p>	<p><i>Possible functions:</i></p>

Function of Behaviour

Function of behaviour	Possible interventions
Escape or avoid unpleasant activities, tasks or persons <i>My example:</i>	<input type="checkbox"/> reinforce student for compliance to instructions <input type="checkbox"/> teach student how to seek help <input type="checkbox"/> teach acceptable alternatives to escape <input type="checkbox"/> reinforce student for absence of problem (e.g., catch them being good) <input type="checkbox"/> initially remove or reduce demands and then gradually increase expectations <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Attention seeking from peers or school staff <i>My example:</i>	<input type="checkbox"/> increase attention for positive behaviours <input type="checkbox"/> ignore problem behaviour <input type="checkbox"/> teach acceptable alternatives for attention <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Access to activities or tangibles <i>My example:</i>	<input type="checkbox"/> deny access to activity or tangible <input type="checkbox"/> teach acceptable alternatives to obtain access (e.g., ask for it politely) <input type="checkbox"/> avoid giving access to material or activity following problem behaviour <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Sensory stimulation <i>My example:</i>	<input type="checkbox"/> interrupt and redirect the student <input type="checkbox"/> use reinforcement when behaviour is not occurring <input type="checkbox"/> increase access to alternative sources of stimulation <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Active Supervision

Moving	Scanning
Positive contact	Positive reinforcement
Responding with instruction	Delivering negative consequences

One aspect of supervision I would like to target at my school over the next month

Low-key Responses to Challenging Behaviours

Feedback	<p>Criteria</p> <ul style="list-style-type: none"><input type="checkbox"/> Immediate (but not disruptive or intensive)<input type="checkbox"/> Reasonable (and not embarrassing or frustrating)<input type="checkbox"/> Well-planned (but flexible)<input type="checkbox"/> Practical and easy to implement
Actions, not words	Proximity
Hurdle helping	Eye contact
Students' names	Gestures

Low-key Responses to Challenging Behaviours (continued)

Redirecting	<p>Criteria</p> <ul style="list-style-type: none"><input type="checkbox"/> Immediate (but not disruptive or intensive)<input type="checkbox"/> Reasonable (and not embarrassing or frustrating)<input type="checkbox"/> Well-planned (but flexible)<input type="checkbox"/> Practical and easy to implement
Pausing and waiting	Planned ignoring
Limited choices	Ask questions
The informal chat	

Meaningful Reinforcers

Verbal	Nonverbal
Privileges	Tangibles
Incentives (e.g., tokens, tickets for a draw)	Individual preferred activities

What Would Positive Behaviour Look Like in Our Classroom or School?

Clearly stated expectations convey to students what teachers want. In addition, they tend to guide student behaviour and strengthen teacher monitoring.

*– Jeff Sprague and Annemieke Golly, *Best Behavior: Building Positive Behavior Support in Schools**

Area _____	Area _____
Area _____	Area _____

Hot Spots in My Classroom or School

Potential solutions

Environmental Classroom Scan*

Use the following questions to assess how the classroom's physical set-up accommodates the needs of students, particularly students with behaviour disabilities.

Storage of outside clothing

- Is there adequate and clearly labelled storage for students' outside clothes, backpacks and lunch bags?
- Is there adequate space for students to remove or put on outer clothes without crowding?
- Is the coat area easy to supervise and located close to the teaching area?

Student desks

- Does the desk arrangement allow all students to:
 - see the teaching area
 - participate in class discussion
 - have adequate space to work independently?
- Are there particular seating spots that accommodate students with major attention difficulties?
- Are student desks the appropriate size and in good repair?

Storage of equipment and materials

- Is there a designated area where students can put their homework books at the beginning of the school day?
- Is there adequate storage for students' personal school supplies?
- Is shelving organized and clutter-free?
- Are storage areas labelled so students can find and return materials independently?
- Is there an area for storing materials and equipment out of sight?
- Are books displayed so students can see the covers and are encouraged to read?

Work areas

- Are areas in the classroom clearly defined?
- Is a private, secluded space available where students can work quietly by themselves or use as a safe place to calm down?

Physical set-up of the classroom

- Do the colours of the room create a calming, harmonious environment?
- Does the furniture arrangement allow for good traffic flow?
- Are the major traffic areas located away from the main work area?
- Do wall displays contribute to a sense of order?

* This tool is reproduced from *Supporting Positive Behaviour in Alberta Schools: An intensive individualized approach*, pages 97–98.

Environmental Classroom Scan (cont'd)

- Are nonessential decorations kept to a minimum?
- Are all areas of the classroom visible to the teacher to permit monitoring and supervision throughout the day?

Sound

- Do the acoustics allow teachers and students to clearly and easily hear one another when speaking at normal conversational volume?
- Are carpeting or chair leg protectors used to muffle the noise of moving chairs and desks?
- Are there clear classroom expectations about talking during activities?
- Is music used to cue transitions and provide a calming background to enhance students' ability to focus on specific tasks?
- Are sounds from the hallway and windows sufficiently muffled?
- Is the school-wide messaging system used at set times during the day so teachers can encourage students to focus on listening?
- Is the sound quality of the intercom clear and at an appropriate volume?
- Is there minimal sound from lights and the heating system?

Lighting

- Are lights in good repair, with minimal humming and flickering?
- Is the lighting adequate for a range of learning activities?

Visual cues

- Are signs and pictures at the students' eye level?
- Is an easy-to-read daily schedule clearly visible?
- Are classroom rules written in positive language and posted for easy reference?
- Are classroom supplies and equipment clearly labelled to establish ownership and facilitate retrieval and storage?
- Are only essential visuals posted?
- Are the visual cues in the classroom student-friendly and consistent with learning?

Developing Effective Classroom Routines

1. Directly teach all routines.	<i>What routine would you like to teach at your school?</i>
2. Practise and reinforce routines frequently.	<i>Create a sample checklist of the routine that you can use to communicate with school staff and students.</i>
3. Generate checklists for specific routines.	<i>How would you create opportunities to practise this routine?</i>
4. Encourage students to use self-talk as they follow the routines.	<i>Write a sample self-talk statement that a student might use to remind and motivate himself or herself to use this routine.</i>
5. Use correction, not consequences, when teaching routines.	<i>Write an example of constructive feedback you might provide about this particular routine.</i>

Data-gathering Tools

Find out what is working. Do more of it.
– Steve de Shazer,
Developer of solution focused brief therapy

Event recording

Interval recording

Momentary time sampling

Duration recording

What Student Data Can Tell Us (A)

Student's name: Danny DonothinEducational Assistant: Mr. Begood

Week One

Problem Behaviours	Monday	Tuesday	Wednesday	Thursday	Friday
Inappropriate language (swearing, rude comments)	<i>No school</i>	###		### ###	### ###
Physical aggression (throwing objects, pushing others)	<i>No school</i>		###	###-### ### 	
Noncompliance (refusal to follow direction of adult)	<i>No school</i>				
Other (specify)	<i>No school</i>				

Week Two

Problem Behaviours	Monday	Tuesday	Wednesday	Thursday	Friday
Inappropriate language (swearing, rude comments)		### 		### ### 	### ###
Physical aggression (throwing objects, pushing others)				###-### ### 	### ###
Noncompliance (refusal to follow direction of adult)					
Other (specify)				<i>Ran away from school 2:30 pm</i>	

What Student Data Can Tell Us (B)

Student: Alex AloneEducational Assistant: Ms. SittogetSetting: Circle time

	Antecedent Time, class, subject, person, activity, demand, task	Behaviour Describe in objective terms how the student behaved	Consequence What did staff do in response?
Date: Monday, May 10 Time: 9:00 am Staff: EA	Class entry Transition to circle time Sitting on carpet	Sat on floor by door Crying Refused to go to circle	Ignored crying Verbal prompt to joint circle 4x Did not go to circle
Date: Tuesday, May 11 Time: 9:30 am Staff: Teacher	Circle time Sitting on carpet	Standing Refused to sit when asked	Ignored standing 2x EA physical prompts Sat in EA lap
Date: Wednesday, May 12 Time: 9:15 am Staff: EA	Circle time Sitting on carpet	Standing Refused to sit when asked	3x EA physical prompts Sat in EA lap
Date: Thursday, May 13 Time: 9:20 am Staff: EA	Circle time Sitting on carpet	Standing Refused to sit when asked	4x EA physical prompts Sat in EA lap

Data Analysis

1. What are the problem behaviours identified?

Reflecting on How I Support Positive Behaviour in My School

Three ways I am currently supporting positive behaviour in my classroom and/or school

Three things I am currently doing to support positive behaviour in my classroom and/or school that I would like to build on/improve

Are there any behaviour-related classroom or school-wide practices that I do now that I might consider eliminating or discontinuing? If so, why?

Three ideas from today's workshop that I would like to incorporate into my current work

Two colleagues I can count on (or ask support from) to help me continue to improve my skills in working with students

Ticket Out

<p>In this session I learned:</p> <ol style="list-style-type: none">1.2.3.	<p>What I will be able to use:</p> <ol style="list-style-type: none">1.2.3.
<p>Questions I still have are:</p> <ol style="list-style-type: none">1.2.3.	<p>To be more effective, I need additional help with:</p> <ol style="list-style-type: none">1.2.3.

Additional comments:

Facilitator Tools

1. Enabling Labels Template
2. Planning Considerations
3. Role of Facilitators
4. Facilitation Skills Self-assessment
5. Personal Facilitation Skills Summary
6. Brainstorming
7. KUDOs Evaluation: *Supporting Positive Behaviour in Alberta Schools*
8. Workshop Evaluation for *Supporting Positive Behaviour in Alberta Schools*
9. Related Reading and Websites

Enabling Labels Template

Cut into separate individual labels.

Enthusiastic	Cautious	Good Natured	Friendly
Accurate	Outspoken	Humourous	Decisive
Adventurous	Insightful	Persuasive	Observant
Tactful	Brave	Inspiring	Cheerful
Stimulating	Kind	Perceptive	Caregiver
Contented	Logical	Loyal	Charming
Sociable	Patient	Self-Reliant	Thorough
Confident	Disciplined	Persistent	Helpful
Happy	Cooperative	Direct	Good Natured
Neighbourly	Careful	Respectful	Optimistic

Planning Considerations

Before the Workshop

Consider the following questions when preparing for the workshop.

1. Who is the audience?

- What are their identified needs regarding review or evaluation of existing programming for students with challenging behavior?
- Why is this topic important for the audience?
- What are their attitudes about this topic, this presentation, and/or the work environment in general?
- What experiences, knowledge, skills and potential contributions do they bring to this event?
- What other professional development sessions have they attended related to this topic?
- Are some members of the audience familiar with *BOATS: Behaviour, Observation, Assessment, Teaching, Strategies* (2008), published by the Special Education Council of the Alberta Teachers' Association? Have they attended BOATS workshops?
- What do the participants hope to gain from this workshop?

2. How is the workshop organized?

- Who is the primary contact person?
- What needs to be communicated with whom prior to the workshop?
- How was the workshop advertized?
- Will participants have copies of the resources?

3. How much time is available?

- Could any other event affect the amount of actual presentation time?
- How much time is needed for lunch and for breaks?

The Sample Schedule on page iii provides the time suggested for each activity. The suggested times are estimates only. Facilitators may need to adapt workshop activities and timelines in order to meet the professional development needs and interests of those with whom they are working.

4. What travel and transportation details should be checked?

- Where is the site?
- What arrangements must be made for travel?
- Will the room be available and set up 45 minutes before the event?
- Who is the contact in case of emergency?

Planning Considerations

Workshop Materials

General Session Materials

- name tags
- session evaluation form
- supplies for each table such as post-it notes and pens
- chart paper and felt pens
- tape or adhesive to attach posters to walls

Audio Visual Materials and Requirements

- data projector with computer connected
- screen

Participant Handouts

- participant handouts
- copies of *Supporting Positive Behaviour in Alberta Schools* for each participant

On-site requirements

- workshop seating in table groupings
- wall space for posting charts
- arrangement of materials and supplies
- food and refreshments

Role of Facilitators

Starting Facilitation

- Introduce yourself.
- Have members introduce themselves by name and perhaps position.
- Conduct an introductory activity to relax the group.
- Clarify the goal and the specific objectives of the session.
- Review the agenda and invite comments; make any changes.
- Specify time frames; appoint a time keeper.
- Take care of all housekeeping items, including refreshment breaks, lunch arrangements and use of facilities .
- Set up a Post-it Parking Lot sheet to keep track of questions or topics for later attention.
- Proceed to the first item on the agenda.
- Explain the process or how you will be handling the agenda.

During Facilitation

- Ensure that all members have opportunities to participate.
- Manage conflicts or differences of opinion.
- Keep the group on topic and park off-topic items.
- Monitor time and maintain an appropriate pace.
- Maintain high energy and a positive tone.
- Help members articulate points.
- Keep track of ideas by making clear notes.
- Check the purpose. Periodically check to see that everyone is still clear about the focus of the conversation by asking:
"Is everyone still clear about what is being discussed?"
- Check the process. Periodically ask members if the approach being used is working by asking:
"We said we would work this issue through as a large group, rather than sub-grouping. Is this approach working or should we try something else?"
- Check the time. Ask members how the pace feels to them by asking:
"Is this session going a little too slow or are you feeling rushed?"
"What can we do to improve the pace?"

Ending Facilitation

- Help the group make clear statements about what has been learned.
- Consider items not discussed at the session, including those placed in the parking lot, and help the group address these.
- Solicit personal feedback from participants.
- Close by thanking participants for the opportunity to facilitate.

Facilitation Skills Self-Assessment¹

Assess your current skill levels by rating yourself, and then summarize both your strengths as well as areas where you need to become more skilled. Rank your current skill level using the 5-point scale:

1 = no skill 2 = a little skill 3 = moderate skill 4 = good skill level 5 = very competent

Level 1

1. Understand the core concepts, values and beliefs of facilitation _____
2. Skilled at active listening, paraphrasing, questioning and summarizing key points _____
3. Able to manage time and maintain a good pace _____
4. Armed with techniques for getting active participation and generating ideas _____
5. Keep clear and accurate notes that reflect what members have said _____
6. Familiar with basic tools like systematic problem solving, brainstorming and force-field analysis. _____

Level 2

1. Knowledge of a wide range of procedural tools essential for structuring group discussions _____
2. Able to design meetings using a broad set of process tools _____
3. Knowledge of the six main decision-making approaches _____
4. Skilled at achieving consensus and gaining closure _____
5. Skilled at using feedback processes. Able to hear and accept personal feedback _____
6. Able to set goals and objectives that are measurable _____
7. Know how to ask good probing questions that challenge own and others' assumptions in a nonthreatening way _____
8. Able to stop the action and check on how things are going _____

1. Adapted from Ingrid Bens, *Facilitating with Ease! Core Skills for Facilitators, Team Leaders, and Members, Managers, Consultants, and Trainers* (New and Revised Edition) (San Francisco, CA: Jossey-Bass, 2005), pp. 38–39.

Facilitation Skills Self-Assessment (continued)

- 9. Know how to use exit surveys to improve performance _____
 - 10. Able to manage meetings in an orderly and effective manner _____
-

Level 3

- 1. Skill and composure at managing conflict between participants _____
 - 2. Ability to make quick and effective interventions _____
 - 3. Able to deal with resistance nondefensively _____
 - 4. Skilled at dealing with personal attacks _____
 - 5. Sufficient process skills in order to redesign meeting processes on the spot _____
 - 6. Able to size up a group and use the right strategies for their developmental stage _____
 - 7. Able to implement survey feedback exercises _____
 - 8. Able to design and conduct interviews and focus groups _____
 - 9. Knowledge of survey design and questionnaire development _____
 - 10. Ability to integrate and consolidate ideas from a mass of information and create coherent summaries _____
-

Level 4

- 1. Able to design and implement process interventions in response to complex organizational issues _____
- 2. Knowledge of how to facilitate process improvement, customer intimacy and other organization development activities _____
- 3. Able to support teams in their forming, storming and performing stages _____

Personal Facilitation Skills Summary

My current skills are (include all the items you ranked as a 4 or 5):

The skills I most need to work on are (those ranked as a 1 or 2):

Brainstorming²

What is it?

A technique for getting bigger and better ideas.

When to use it?

- To generate a free flow of creative ideas not bound by the usual barriers
- To get everyone involved
- To create energy
- To create a shared understanding or build common background information
- To generate a wide range of solutions for a problem

What does it do?

- allows people to explore new ideas and challenge conventional thinking
- lets people put ideas on the table without fear of being corrected or challenged
- separates the creation of ideas from the evaluation of ideas.

How to do brainstorming:

1. Introduce the following guidelines for brainstorming:
 - Let ideas flow freely
 - No debating or evaluating of ideas at this time
 - Build on the ideas of others
 - Think in new ways; break out of old patterns
 - Be creative
 - Everyone participates
 - There are no bad ideas
2. Clarify the topic being brainstormed, then allow a few minutes of quiet while people think about ideas or solutions individually.
3. The actual brainstorming can be structured (move systematically around the group) or be spontaneous (members offer ideas as they come to mind).
4. Ideas are recorded on posted chart paper as they are generated. They're not discussed or elaborated upon.
5. Idea generation ends when each person passes, indicating that all possible ideas have been recorded or, alternatively, you can set a time limit (e.g., ten minutes) or a goal for number of ideas (e.g., 25). Sometimes the most original ideas come to light when people engage in a second round of idea generation.

2. Adapted from Ingrid Bens, *Facilitating with Ease! Core Skills for Facilitators, Team Leaders, and Members, Managers, Consultants, and Trainers* (New and Revised Edition) (San Francisco, CA: Jossey-Bass, 2005), p. 155.

KUDOs Evaluation

Supporting Positive Behaviour in Alberta Schools

Please complete and leave on the table.

Know:

I know enough about positive behaviour supports to improve my practice in the classroom/school setting.

Yes or No

Understand

I understand the following positive behaviour support concepts:

- positive relationships
- functions of behaviour (why students behave the way they do)
- active supervision
- low-key responses
- positive reinforcement
- social skills instruction
- gathering and recording data.

Do

I am able to explain the need for positive behaviour support approach to my colleagues.

Yes or No

Signed _____
(optional)

Workshop Evaluation for *Supporting Positive Behaviour in Alberta Schools*

Your feedback is important to us so we can continuously improve our sessions for you!

Please check the box that reflects your response to the components of this session.
Please provide feedback on this session (please check just one).

	Strongly Agree	Agree	Disagree	Strongly Disagree
The information was presented clearly and effectively.				
The session was well organized.				
The session provided enough information to use in my work with students or other staff.				
The session provided me with strategies to use.				
The lunch was just right (if provided)!				

What do you like most about these sessions?

Is there any way we can approve these sessions?

Thank you for providing feedback. Please leave the form on your table.

Related Reading and Websites

Anderson, C. M. and S. A. Spaulding. "Using positive behaviour support to design effective classrooms." *Beyond Behaviour* 16, Winter (2007), pp. 27–31.

Bens, L. *Facilitation with Ease! Core Skills for Facilitators, Team Leaders and Members, Managers, Consultants and Trainers*. Hoboken, NJ: Jossey-Bass, 2005.

Clonan, S. M. et al. "Use of office discipline referrals in school-wide decision-making: A practical example." *Psychology in the Schools* 44, 1 (2007), pp. 19–27.

Donica-Payne, L., L. Marks and B. L. Bogan. "Using curriculum-based assessment to address the academic and behaviour deficits of students with emotional behaviour disorders." *Beyond Behaviour* 16, 3 (Spring 2007), pp. 3–6.

Maag, J. W. "Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools." *Exceptional Children* 67, 2 (2001), pp. 173–186.

Safran, S. P. and K. Oswald. "Positive behaviour supports: Can schools reshape disciplinary practices?" *Exceptional Children* 69, 3 (2003), pp. 361–373.

Sautner, B. "Rethinking the effectiveness of suspensions." *Reclaiming Children and Youth* 9, 4 (2001), pp.210–214.

Positive Behaviour Interventions and Supports

www.pbis.org

Association for Positive Behaviour Supports

<http://www.apbs.org>

Center for Effective Collaboration and Practice

<http://cecp.air.org/>

The Center for Evidence-Based Practice: Young Children with Challenging Behaviour

<http://challengingbehaviour.fmhi.usf.edu>

The Council for Children with Behavioural Disorders (CCBD)

www.ccbd.net

SchoolBehaviour.com

www.schoolbehaviour.com/index.htm