

Supporting Positive Behaviour in Alberta Schools

Workshop Facilitator Guide
(Teachers and Administrators)



Acknowledgements

This facilitator guide has been developed to introduce school staff to Alberta Education's *Supporting Positive Behaviour in Alberta Schools* resource. Facilitators are encouraged to adapt and customize this material to meet the varying professional development 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 enhance school-wide positive behaviour support approaches
 - Identify key components of an effective school-wide approach to positive behaviour support
 - Explain Response to Intervention pyramid model and how it relates to a positive behaviour support approach
 - Assess the current approach to supporting positive behaviour in a school
 - Develop a school-based action plan
2. How to enhance classroom positive behaviour support approach
 - Enhance positive relationships between teachers, students and parents
 - Increase the effectiveness of responses to student behaviour
 - Review and improve classroom routines that support instruction and learning
3. How to intensify individual behaviour support approaches
 - Gather data to better understand individual students' behaviour
 - Develop individual behaviour support plans
 - Enhance instruction of social skills to support positive behaviour development

Sample Schedule

8:30 a.m.	Introductions: (2) Making a Difference (3) What's the Most Important Element of a Positive Behaviour Approach?	15 minutes 15 minutes
9:00 a.m.	(4) Building Positive Relationships (5) Responding to Intervention Pyramid Model (6) Identifying What Positive Behaviour Would Look Like in Your School	20 minutes 20 minutes 20 minutes
10:00 a.m.	Break	
10:15 a.m.	(7) Modifying the Physical Environment (8) Creating Routines and Teaching Social Skills (9) Active Supervision	20 minutes 20 minutes 25 minutes
11:20 a.m.	(10) Understanding Student Behaviour (11) Reinforcing Positive Behaviour	20 minutes 30 minutes
12:10 p.m.	Lunch	
1:00 p.m.	(12) Low-key Responses to Challenging Behaviours (13) Using Office Referrals	20 minutes 30 minutes
2:00 p.m.	(14) Tools for Gathering Data (15) Gathering Data about Individual Student Behaviour	30 minutes 30 minutes
3:00 p.m.	(16) Developing School Action Plans (17) Developing Individual Behaviour Support Plans	30 minutes 30 minutes
4:00 p.m.	(18) Wrap-up: Planning for Change	15 minutes

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Activity 1: 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.

Activity 2: Making a Difference

Time

Approximately 15 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 teachers are in a special position to make a real difference in the lives of the students they work with.

Activity 3: What's the Most Important Element of a Positive Behaviour Approach?

Time

Approximately 10 minutes

Grouping

Whole group

Required resources

- Coloured sticky dots
- 10 pieces of chart paper with one key element printed on each

Briefing

Research identifies ten key elements of a universal school-wide behaviour support approach. These elements are interrelated and overlapping, and may have differing degrees of importance, depending on the needs, strengths and priorities of a particular school community.

Process

1. Post single pages with each of the ten key elements on the wall.
 - Positive relationships
 - Organization and modification of the environment
 - Differentiated instruction
 - Clear behavioural expectations
 - Social skills instruction
 - Positive reinforcement
 - Fair and predictable consequences
 - Collaborative leadership and teamwork
 - Data collecting to understand student behaviour and make decisions
 - School-wide plans/Individual support plans
2. Distribute three sticky dots to each participant.
3. Participants use the dots to vote on which elements they feel make the most difference. They may use their dots on two or three different elements or use all of their dots on one single element.
4. When participants have returned to their seats, comment on the top three elements, as chosen by the group.

Wrap-up

Remind participants that key elements are summarized on the back cover of the resources. Suggest that participants record their top three elements now, and then at the end of the workshop, reflect back and see if they still feel the same way about their choices.

Activity 4: Building Positive Relationships

Time

Approximately 20 minutes

Grouping

Individuals, small groups

Required resources

- Participant Tool 1: Making Connections
- Participant Tool 2: Top Ten Ways to Connect with Students

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. Give participants three minutes to use positive phrases to complete a 3-2-1 for this student:
 - *3 things I would like to find out about this student*
 - *2 interests this student has*
 - *1 thing I have in common with this student*
3. Invite participants to share the strategy they will use to connect with their student with their small table group.
4. Give the small group five minutes to work collaboratively and complete a Top Ten Ways to Connect with Students list.
5. Post completed lists for participants to view at break time.

Tool 1

Tool 2

Wrap-up

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*

Time

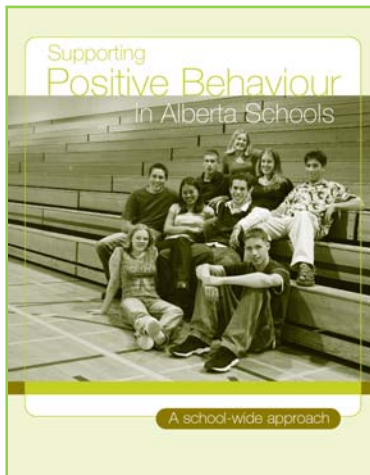
Approximately 20 minutes

Grouping

Whole group, small groups (consider grouping school staff together), individuals

Required resources

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



(Pages 1–2)

Activity 5: Responding to Intervention Pyramid Model

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.

Activity 5: Responding to Intervention Pyramid Model (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 that are currently in place for all students at your school
 - 3 targeted supports for students-at-risk that are currently in place at your school
 - 3 intensive, individualized supports that are currently in place for students with behaviour disabilities at your school.
 5. 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.

Tool 3

Wrap-up

Working individually, or with a partner, identify an additional strategy you would like to see your school implement for each of the three tiers of students. Record strategies on chart paper.

Activity 6: Identifying What Positive Behaviour Would Look Like in Your School

Time

Approximately 15 minutes

Grouping

Whole group, small groups

Required resources

- Chart paper and markers
- Participant Tool 4: What Would Positive Behaviour Look Like in Our School?

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 school?” by inviting participants to imagine what students who were demonstrating positive behaviour would be doing, saying and feeling throughout the school day.
2. Choose one area of the 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.*

3. Organize participants into small table groups and assign each group an area of the school to brainstorm what positive behaviour would look like in that area. Record ideas on chart paper.

- Playground
- Assemblies in gym
- Locker area/boot room
- School bus

Tool 4

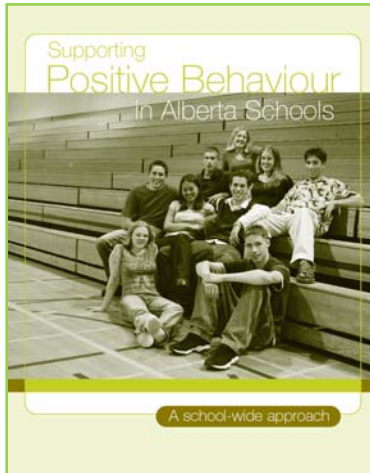
Activity 6: Identifying What Positive Behaviour Would Look Like in Your School (continued)

- Lunchroom
- (Add specific areas, as suggested by participants)

4. Post chart paper for all participants to view.

Wrap-up

- In the larger group, discuss ways to share these behaviour expectations with school staff and with students. Share an example from page 33 of *A school-based approach* of how one school communicated these expectations to students by including this page in their students' handbook.



(Page 33)

Time

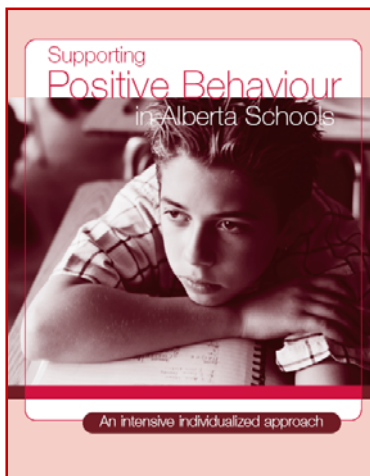
Approximately 15 minutes

Grouping

Individuals, small groups

Required resources

- Chart paper and markers
- Participant Tool 5: Hot Spots in My School
- Participant Tool 6: Environmental Classroom Scan



(Pages 21–26, 97–98)

Activity 7: Modifying the Physical Environment

Briefing

Identify areas of the school where problem behaviour is most likely to occur, and then look for simple ways to restructure the physical environment to make it safer and more orderly for everyone.

Process

1. Working with their table group, participants take five minutes to identify the three top “hot spot” areas of their school where problem behaviour is most likely to occur.
2. In a large group, share the results and record hot spots on posted chart paper.
3. 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

4. Assign each table group a hot spot from the list and ask them to generate at least three ideas for modifying this environment to better support positive behaviour. Ask each group to record their idea on chart paper and post for other participants to see.

Tool 5

Wrap-up

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.

Tool 6

Activity 8: Creating Routines and Teaching Social Skills

Time

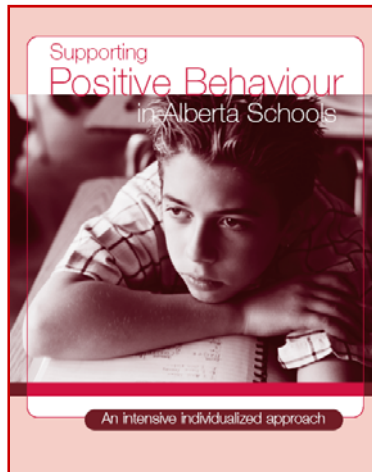
Approximately 20 minutes

Grouping

Partners/small groups

Required resources

- Participant Tool 7:
Developing Effective
Classroom Routines



(Page 26)

Briefing

Teaching a new routine requires clear and concise vocabulary, direct instruction, practice, feedback and monitoring.

Process

1. Ask participants to choose a positive behaviour that they would like to increase in their classroom or school.
2. 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.

Encourage participants to describe the positive behaviour as specifically 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.*

Wrap-up

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

Time

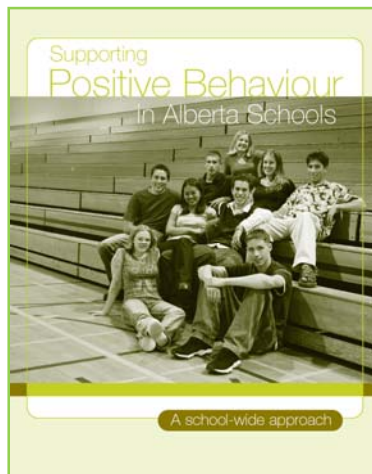
Approximately 30 minutes

Grouping

Small groups

Required resources

- Participant Tool 8: Active Supervision



(Pages 15–20)

Activity 9: Active Supervision

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.
2. Give each group ten minutes to review the information related to their assigned aspect of supervision and develop a two-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.
3. Have each group present their two-minute mini-lesson to the large group.

Wrap-up

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

Encourage participants to take the mini-lesson they did back to their school to share with staff.

Time

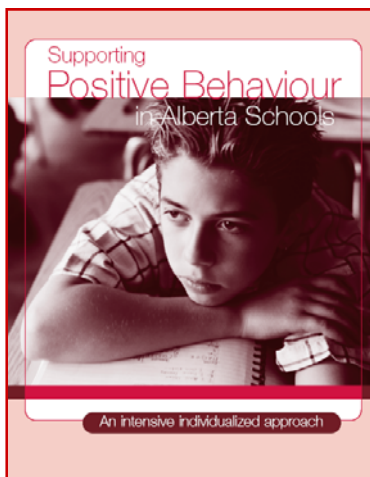
Approximately 25 minutes

Grouping

Partners, large groups

Required resources

- Participant Tool 9: Understanding Student Behaviour
- Participant Tool 10: Function of Behaviour



(Page 31)

Activity 10: Understanding Student 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.”

– Curwin and Mendler

2. Invite participants to turn to a partner and share their thoughts on the accuracy of this quote.
3. Ask participants to take two 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
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. 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)

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

Activity 10: Understanding Student Behaviour (continued)

5. 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).

Tool 10

Wrap-up

Ask participants if there was an example of a problem behaviour that, after discussion with their partner, they had reconsidered what the real function of that behaviour might be? If so, invite participants to share this example with the group.

Activity 11: Reinforcing Positive Behaviour

Time

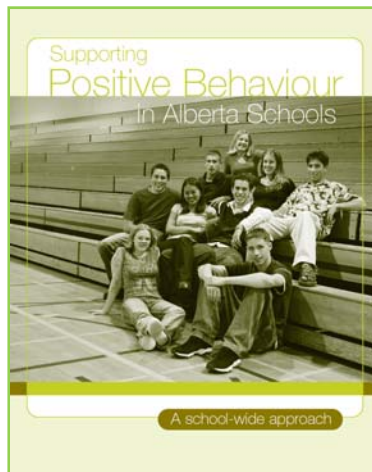
Approximately 30 minutes

Grouping

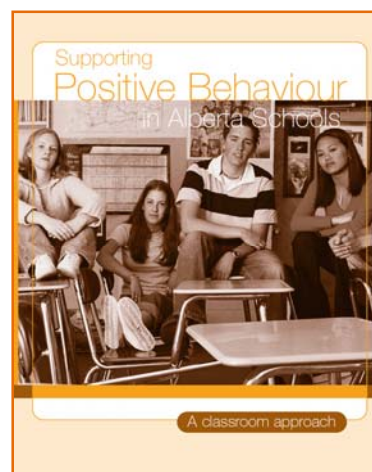
Individuals, partners, small groups

Required resources

- Participant Tool 11: Meaningful Reinforcers



(Pages 41–44)



(Pages 37–39)

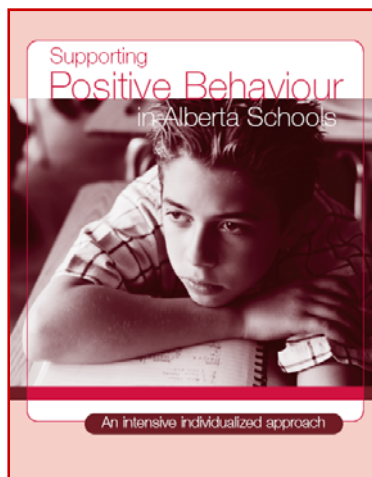
Briefing

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 is ready to volunteer, have a personal example ready to share 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.
3. Working with the small group at their table, ask participants to take three minutes to brainstorm at least three solid reasons why positive reinforcement works.
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.
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.
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.

Tool 11



(Pages 10, 57–59)

Activity 11: Reinforcing Positive Behaviour (continued)

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.

Wrap-up

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 and demonstrate how you've been using it today.

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 12: Low-key Responses to Challenging Behaviours

Time

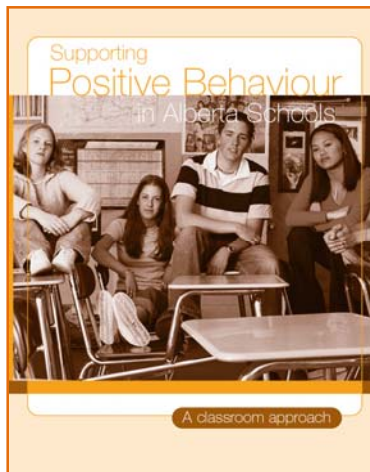
Approximately 20 minutes

Grouping

Individuals, small groups

Required resources

- Chart paper
- Participant Tool 12: Low-key Responses to Challenging Behaviours



(Pages 42–47)

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. Introduce the list of sample low-key responses from pages 42 to 47 in *A classroom approach*, including:
 - 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 two minutes to jot down examples of situations in which they used low-key responses to respond to problem behaviours.
4. Discuss how naming the various strategies can allow for more effective sharing of information and increased understanding.

Activity 12: Low-key Responses to Challenging Behaviours (continued)

5. Working in small table groups, ask participants to consider four scenarios of problem behaviour and choose two low-key responses that could effectively address these behaviours.

Tool 12

Wrap-up

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

Share the quote:

“Small things done consistently in strategic places make change happen.”

– Cile Chavez

Activity 13: Using Office Referrals

Time

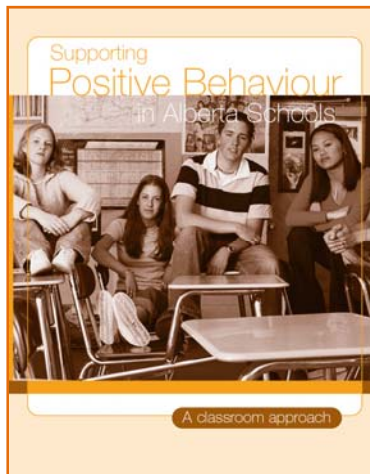
Approximately 30 minutes

Grouping

Individuals, partners, whole group

Required resources

- Participant Tool 13: Using Office Referrals
- Participant Tool 14: Student Referral Form



(Pages 49–50, 53–54)

Briefing

Office referral is a typical strategy for responding to problem behaviour. It can also become a system for collecting data to monitor school-wide behaviour.

Process

1. Ask participants to take three minutes to complete the following statements:
 - In our school, students are typically sent to the office when ...
 - I think students should be sent to the office when ...
 - Students should NOT be sent to the office ...
 - The biggest problem with sending students to the office is ...
 - The biggest advantage of sending students to the office is ...
2. Give participants three minutes to share and discuss their responses with a partner.
3. Pose the question “Is sending students to the office an effective strategy for responding to challenging behaviour?” to the whole group. Brainstorm the criteria that school staff must all agree on, in order for office referrals to be effective. Record on chart paper.

Tool 13

This could include:

- Reasons for sending the student 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)

Activity 13: Using Office Referrals (continued)

- Follow-up procedures (e.g., the student completes behaviour reflection sheet or the administrator phones the parents).
4. Ask participants to use the “Does our school staff have an agreement on office referrals?” tool to rate how their school currently uses office referrals.
 5. Ask for a show of hands of how many participants are in schools in which office referrals do not necessarily involve students physically going to the office. This kind of office referrals system can also provide critical and contextual data for decision making and evaluation. Rather than students going to the office, information about any behaviour incident is documented and reported to the office.
 6. In partners, ask participants to review the sample Student Referral Form by considering what kind of behaviour data would be most helpful in their school context. Check any items they would keep, cross out irrelevant items and add missing items.
 7. Invite participants to share what they found most helpful about the form and how they might adapt, revise or enhance this particular form.

Tool 14

Wrap-up

Discuss the types of questions that could be answered through a data-collecting system such as this sample office referral form.

Activity 14: Tools for Gathering Data

Time

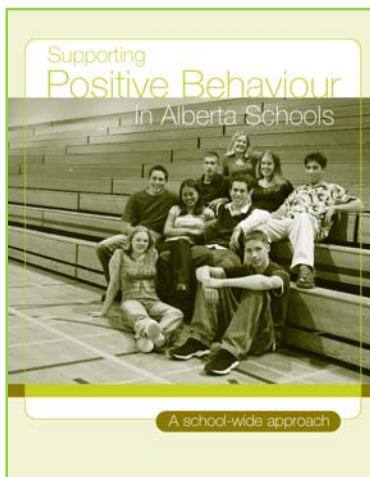
Approximately 30 minutes

Grouping

Individuals, partners, large group, small groups

Required resources

- Chart paper and markers
- Participant Tool 15: A Snapshot of Behaviour in My School
- Participating Tool 16a: School-wide Audit
- Participant Tool 16b: Supporting a Safe and Caring School: What Students Say—Grades 4 to 6
- Participant Tool 16c: Survey on Predicting Problem Behaviour
- Participant Tool 17: Two-minute Summary



(Pages 69–75)

Briefing

A school-wide approach to positive behaviour support builds on clear indicators, benchmarks and measurable goals. Hard data can guide school staff as they determine which areas to target, how well efforts at change are working and how to improve success.

Process

1. Invite participants to take three minutes to complete “A Snapshot of Behaviour in My School.”
 - The top three problem behaviours in my school are ...
 - The top locations in the school where problem behaviour is most likely to occur are ...
 - The most typical times for problem behaviour in our school are ...
 - The most common form of intervention for problem behaviour is ...
 - We collect data about behaviour in our school through ...
2. Give participants two minutes to discuss their responses with a partner.
3. As a large group, discuss potential strategies for gathering reliable information related to the statements above.
4. Brainstorm additional questions that would help create a comprehensive profile of the school culture. Record these ideas on posted chart paper.
5. Organize participants into six groups and assign each group one of the following sample tools:
 - School-wide Audit
 - Student Survey
 - Survey on Predicting Problem Behaviour.

Tool 15

Tools 16A, B, C

Activity 14: Tools for Gathering Data (continued)

Wrap-up

6. Give groups seven minutes to review sample tool, record on chart paper, then report back to the group a two-minute summary of:
 - what they liked about the tool
 - what they didn't like about the tool
 - how they would change the tool
 - why or when they might use this tool.

Activity 15: Gathering Data about Individual Student Behaviour

Time

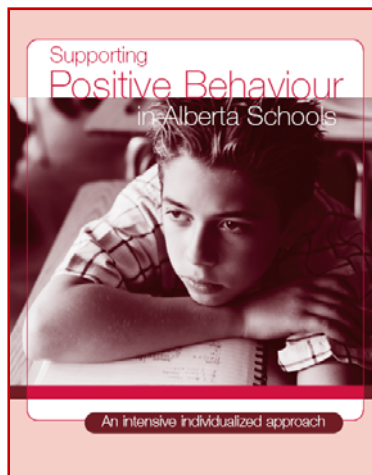
Approximately 30 minutes

Grouping

Individuals, partners, small groups, whole group

Required resources

- Participant Tool 18:
Data-gathering Tools



(Pages 39–45, 73–78)

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 one minute: "Why do we need to gather data about individual student behaviour?"
2. After one minute, ask participants to turn to a partner and discuss this question.
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.
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 seven minutes to develop a one-minute presentation on how the tool works and five sample situations in which it might be useful.

Activity 15: Gathering Data about Individual Student Behaviour (continued)

Wrap-up

Share one-minute presentations with the whole group.

Provide time for participants to discuss which tools might be most useful for their school and why.

Time

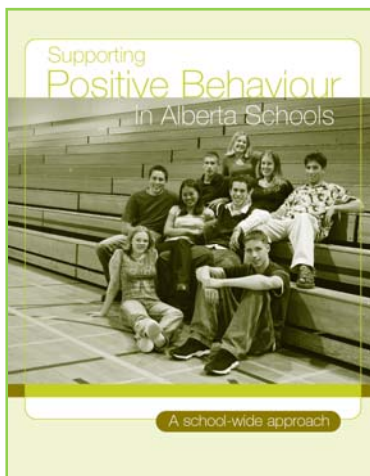
Approximately 30 minutes

Grouping

Small group, partners

Required resources

- Chart paper and markers
- Slide or chart of sample planning cycle
- Participant Tool 19: Next Steps Plan



(Pages 79–92)

Activity 16: Developing School Action Plans

Briefing

Schools need to develop a flexible plan that includes goals, actions and measures.

Process

1. Share a PowerPoint slide of a sample process for planning for school change (or refer participants to the diagram on page 79 of *A school-wide approach*) and discuss the cycle, including:

Step 1: Develop a core team

Step 2: Assess the school's current culture, strengths and needs

Step 3: Build staff consensus

Step 4: Choose a focus

Step 5: Develop action plans

Step 6: Communicate the plan

Step 7: Implement, monitor and evaluate the results of the action plan

2. Organize participants into small groups of four and take five minutes to brainstorm potential areas of focus for their school. Record on chart paper.
3. Do a quick around-the-room of the posted ideas, asking a person from each group to quickly read their list to the group.
4. Working in small groups, ask participants to choose one area of focus and turn into a goal. The groups can use the following criteria to develop meaningful goals.

The goals should:

- be immediately useful
- involve the development of skills that lead to other related and/or more important or complex skills
- help students acquire greater independence and adopt more socially acceptable behaviours
- be stated in positive language.

Activity 16: Developing School Action Plans (continued)

5. Do a quick around-the-room, asking each group to share their sample goal.

Wrap-up

Give partners fifteen minutes to use sample goals to:

- develop related activities related to the goal behaviour on chart paper (see sample about safe play at recess on page 84 of *A school-wide approach*)
or
- develop Next Steps Plan on chart paper (see completed sample in *A school-wide approach*, page 87).

Post developed activities or Next Steps Plans.

Activity 17: Developing Individual Behaviour Support Plans

Time

Approximately 30 minutes

Grouping

Partners, small groups, whole group

Required resources

- Chart paper, markers
- Slide or wall chart of quote
- Facilitator Tool 2: Meet Jojo
- Participant Tool 20: Individual Behaviour Support Plan

Briefing

One to seven per cent of students will require intensive and individualized strategies and supports, in addition to the universal and targeted supports. These strategies need to be documented and communicated in a formal individual behaviour support plan.

Process

1. Share a PowerPoint slide or read the following quote:

“... a behavioural support plan is a document that is designed to change the behaviour of adults with the expectation that if adult behaviour changes, the behaviour of the student will change.”

– Horner and Sugai

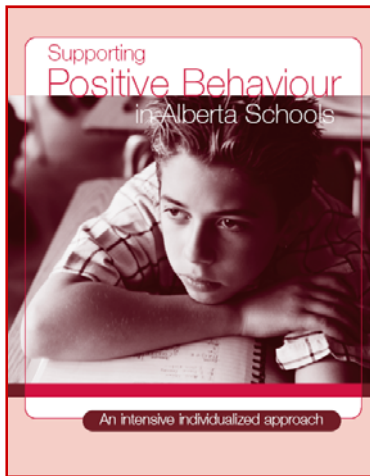
2. Turn to a partner and take one minute to share your reaction to this quote. Do you agree or disagree with this statement?
3. Introduce a hypothetical student to the group by distributing photocopied “Meet Jojo” cards and reading aloud the following information.

Meet JoJo

- First year at Sunshine School in Grade 3/4 classroom
- Tiny for her age but very athletic
- Lives for recess and daily gym class
- Reading is a struggle, early-Grade 1 level word recognition, inconsistent performance
- Writes three- to four-word phrases, with difficulty
- Loves books (the reading corner is her favourite place in the classroom)
- Appears to have few friends in the class
- Annoys other children by poking at them, saying “silly” things
- Recently passing notes containing crude sexual references

Activity 17: Developing Individual Behaviour Support Plans (continued)

- Some reckless and potentially unsafe behaviour on the playground equipment
- Lunchroom supervisors report “showing off” such as throwing food (may soon be suspended from lunchroom program)
- Teacher is concerned that JoJo is in increasingly more conflict with other students in the classroom and on the playground



(Pages 79–86, 103–104)

4. Have participants number off from two to seven and join participants with the same number to complete one section of an Individual Behaviour Support Plan for JoJo.
 2. Antecedent Events
 3. Warning Signs
 4. Immediate Plans to Defuse
 5. Positive Behaviour Supports
 6. Help Peers Learn
 7. Additional Support
 8. Crisis Management Plan.

Tool 20

Participants may use the completed sample on pages 80–81 in *An intensive individualized approach* for reference.

Wrap-up

A reporter from each group shares the group’s suggestions for their section of the plan with the larger group.

Activity 18: Wrap-up: Planning For Change

Time

Approximately 10 minutes

Grouping

Individuals

Required resources

- Participant Tool 21:
Reflecting on How I
Support Positive
Behaviour in My School

Briefing

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

Process

1. Give participants five minutes to record their reflections on their role in supporting positive behaviour in their classroom and/or school.
 - Three aspects of my current practice that support positive behaviour in my classroom and/or school
 - Three aspects of how I am currently supporting 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 classroom and/or school-wide approach to supporting positive behaviour
 - Three colleagues I can collaborate with (or ask support from) to improve the positive behaviour supports in my classroom/school

Tool 21

Wrap-up

Invite participants to share a few ideas from their reflections on each of five points.

Participant Tools

1. Making Connections
2. Top Ten Ways to Connect with Students
3. Strategies and Supports in a Response to Intervention Model
4. What Would Positive Support Look Like in Our School?
5. Hot Spots in My School
6. Environmental Classroom Scan
7. Developing Effective Classroom Routines
8. Active Supervision
9. Understanding Student Behaviour
10. Function of Behaviour
11. Meaningful Reinforcers
12. Low-key Responses to Challenging Behaviours
13. Using Office Referrals
14. Student Referral Form
15. A Snapshot of Behaviour in My School
- 16a. School-wide Audit
- 16b. Supporting a Safe and Caring School: What Students Say—Grades 4 to 6
- 16c. Survey on Predicting Problem Behaviour
17. Two-Minute Survey
18. Data-gathering Tools
19. Next Step Plans
20. Individual Behaviour Support Plan
21. Reflecting on How I Support Positive Behaviour in My School

Making Connections

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

Student's name _____

3 things I would like to find out about this student

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. _____

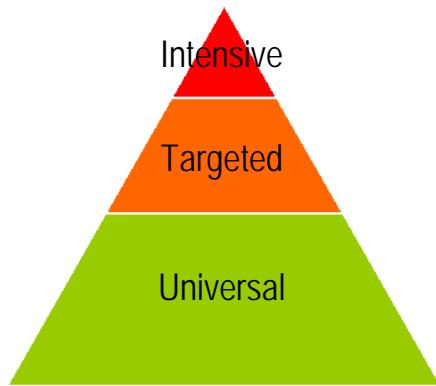
7. _____

8. _____

9. _____

10. _____

Strategies and Supports in a Response to Intervention Model

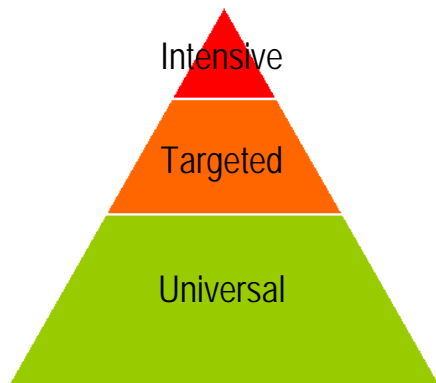


Intensive

Targeted

Universal

Additional strategies I would like to see in my school:



Intensive

Targeted

Universal

What Would Positive Behaviour Look Like in Our 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 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>

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

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
<p>Escape or avoid unpleasant activities, tasks or persons</p> <p><i>My example:</i></p>	<ul style="list-style-type: none"> <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"/> _____
<p>Attention seeking from peers or school staff</p> <p><i>My example:</i></p>	<ul style="list-style-type: none"> <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"/> _____
<p>Access to activities or tangibles</p> <p><i>My example:</i></p>	<ul style="list-style-type: none"> <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"/> _____
<p>Sensory stimulation</p> <p><i>My example:</i></p>	<ul style="list-style-type: none"> <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"/> _____

Meaningful Reinforcers

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

Low-key Responses to Challenging Behaviour

Low-key Responses

- Feedback
- Actions, not words
- Proximity
- Hurdle helping
- Eye contact
- Students' name
- Gestures
- Redirecting
- Pausing and waiting
- Planned ignoring
- Limited choices
- Ask questions
- The informal chat

Scenario 1

A Grade 8 student is a "drummer" and drums with his fingers on everything—the walls walking down the hallway, on his desk, on other people etc. His drumming on his desk during independent work time is becoming increasingly annoying to other students.

Low-key response

1. _____
2. _____

Criteria

- Immediate (but not disruptive or intensive)
- Reasonable (and not embarrassing or frustrating)
- Well-planned (but flexible)
- Practical and easy to implement

Scenario 2

A Grade 5 student has been ignoring the lunchroom supervisor's request to use a quiet voice and stay at her assigned place until the group is ready to go outside. Today there were several pieces of garbage on the floor beside her place. When the supervisor asked the student to clean up the mess on the floor, the student replied, "It's not mine. I'm NOT picking it up."

Low-key response

1. _____
2. _____

Criteria

- Immediate (but not disruptive or intensive)
- Reasonable (and not embarrassing or frustrating)
- Well-planned (but flexible)
- Practical and easy to implement

Low-key Responses to Challenging Behaviour (continued)

Low-key Responses

- Feedback
- Actions, not words
- Proximity
- Hurdle helping
- Eye contact
- Students' name
- Gestures
- Redirecting
- Pausing and waiting
- Planned ignoring
- Limited choices
- Ask questions
- The informal chat

Scenario 3

The teacher has asked her Grade 10 students to take out their math homework and check their responses against the answer key now posted on the whiteboard. One student is chatting on his cell phone at the back of the classroom, muttering about "what a stupid assignment."

Low-key response

1. _____
2. _____

Criteria

- Immediate (but not disruptive or intensive)
- Reasonable (and not embarrassing or frustrating)
- Well-planned (but flexible)
- Practical and easy to implement

Scenario 4

A Grade 2 student is late for the beginning of the school day almost four out of five days a week. She arrives five to ten minutes after class has begun and then takes at least an additional ten minutes trying to find the right materials to begin work.

Low-key response

1. _____
2. _____

Criteria

- Immediate (but not disruptive or intensive)
- Reasonable (and not embarrassing or frustrating)
- Well-planned (but flexible)
- Practical and easy to implement

Using Office Referrals

Complete the following statements:

- In our school, students are typically sent to the office when _____

- I think students should be sent to the office when _____

- Students should NOT be sent to the office _____

- The biggest problem with sending students to the office is _____

- The biggest advantage of sending students to the office is _____

Indicate to what degree your school staff has agreement on office referrals, goals and procedures.

- No _____ Somewhat _____ Yes
- Reasons for sending the student 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). ●—————●

Student Referral Form

1. Student's name _____

2. Division _____

 For Information

3. Supervisor _____

 For Action

4. Date _____

5. Time

A Before 8:00
 B 8:00 – 8:10
 C 8:10 – 8:20
 D 8:20 – 8:30
 E 8:30 – 8:40
 F 8:40 – 8:50
 G 8:50 – 9:00
 H 9:00 – 9:10
 I 9:10 – 9:20
 J 9:20 – 9:30
 K 9:30 – 9:40
 L 9:40 – 9:50
 M Recess
 N 10:25 – 10:35
 O 10:35 – 10:45
 P 10:45 – 10:55
 Q 10:55 – 11:05
 R 11:05 – 11:15
 S 11:15 – 11:25
 T 11:25 – 11:35
 U 11:35 – 11:45
 V Lunch
 W 1:05 – 1:15
 X 1:15 – 1:25
 Y 1:25 – 1:35
 Z 1:35 – 1:45
 AA 1:45 – 1:55
 AB 1:55 – 2:05
 AC 2:05 – 2:15
 AD 2:15 – 2:25
 AE 2:25 – 2:35
 AF After School

6. Location

A Assembly in gym
 B Bus loading
 C Cafeteria
 D Classroom
 E Computer lab
 F Far field
 G Field trip
 H Front entrance
 I Gym change rooms
 J Gym equipment room
 K Gymnasium
 L Hallway A
 M Hallway B
 N Library
 O Lunchroom area
 P Music room
 Q Office
 R On bus
 S Parking lot
 T Playground
 U Side entrance
 AA Student phone
 AB Washrooms
 Other _____

7. Possible function of behaviour

A Obtain peer attention
 B Obtain adult attention
 C Obtain preferred items or events
 D Obtain sensory input
 E Express frustration
 F Avoid nonpreferred events
 G Avoid peer attention
 H Avoid adult attention
 I Avoid tasks
 J Avoid sensory overload

8. Problem behaviour

A Abusive language/inappropriate language
 B Fighting/physical aggression
 C Defiance/disrespect/noncompliance
 D Harassment/teasing/taunting
 E Disruption/calling out
 F Wandering/running off
 G Lates
 H Truancy
 I Vandalism
 J Theft
 K Smoking
 L Alcohol or drug use
 M Rough play
 N Matches/fire
 O Damaging property
 Other _____

9. Others involved

A None
 B Peers
 C Staff
 D Classroom teacher
 E Substitute teacher
 F Teacher assistant
 G Lunchroom supervisor
 H Other _____
 I Unknown
 J Administrator

10. Triggering activity

A Peer interaction
 B Adult interaction
 C Transition – in class
 D Transition – school-wide
 E Unstructured time
 F Seat work
 G Writing assignment
 H Reading assignment
 Other _____

11. Administrative decision

A Written self-reflection
 B Loss of privilege
 C Restitution
 D Contact parents
 E Problem-solving session
 F Office referral
 G Further referrals or supports required
 Other _____

* Letters and numbers facilitate data entry on Excel spreadsheets.

A Snapshot of Behaviour in My School

The top three problem behaviours in my school are

1. _____
2. _____
3. _____

The top locations in the school where problem behaviour is most likely to occur are

The most typical times for problem behaviour in our school are

The most common form of intervention for problem behaviour is

We collect data about behaviour in our school through

School-wide Audit

Name of school _____ Date _____

Current Status			Feature	Priority for Improvement		
In place	Partially in place	Not in place		High	Med	Low
			“School-wide” is defined as involving all students, all staff and all settings			
			1. Identified a small number (e.g., 3–5) of positively and clearly stated behavioural expectations			
			2. Directly taught positive student behaviours			
			3. Scheduled student movement to ensure appropriate numbers of students are in the hallways			
			4. Modified physical features to limit unsupervised settings, problematic traffic patterns, and access to and exit from school grounds			
			5. Active staff supervision throughout school			
			6. Regular and systematic reinforcement of positive behaviour			
			7. Clear definitions of problem behaviour			
			8. Clear definitions for consequences for problem behaviour			
			9. Clear distinctions between office-managed and classroom-managed problem behaviour			

Adapted with permission from George Sugai, Robert H. Horner and Anne W. Todd, “Effective Behavior Support (EBS) Survey: Assessing and Planning Behavior Support in Schools,” *OSEP Technical Assistance on Positive Behavioral Interventions & Support*, August 2003, <http://www.pbis.org/files/ebssurvey.doc> (Accessed September 2007).

School-wide Audit (continued)

Current Status			Feature	Priority for Improvement		
In place	Partially in place	Not in place		High	Med	Low
			"School-wide" is defined as involving all students, all staff and all settings			
			10. Team established for behaviour support planning and problem solving			
			11. Regular opportunities for staff to develop and improve active supervision skills			
			12. Active participation of school administrator on the positive behaviour support team			
			13. Regular feedback to staff about behaviour patterns throughout the school			
			14. Strategies for informing parents about behavioural expectations at school			
			15. Strategies for informing parents about their children's positive and negative behaviour			
			16. Action plan to support school-wide positive behaviour support team			
			17. Direct involvement of all staff in school-wide behaviour interventions			

Supporting a Safe and Caring School: What Students Say—Grades 4 to 6

Purpose

This survey asks you to tell us about some of the things you do in school and some of the things that you see others doing. The results of this survey will be used to help make your school a safer and more caring place.

This survey is anonymous so you should NOT write your name on it.

Are you a male or a female?

Male	Female
------	--------

What grade are you in?

Grade 4	Grade 5	Grade 6
---------	---------	---------

Directions

Please think back over the **past month** and tell us how often you experienced the items described on the following pages.

- When answering the questions, try to think of specific things that you have done or that you have seen other people doing.
- Do not report anything that someone else told you about.
- If you don't know how to answer one of the statements, put your X in the last box, under "don't know."

IMPORTANT: When the question talks about the "adults in your school" it means all of the adults including the teachers, principals, counsellors, secretaries, caretakers, librarians, assistants and volunteers.

Remember to focus on the past month.

This appendix is adapted with permission from The Society for Safe and Caring Schools and Communities, "Supporting a Safe and Caring School: What Students Say—Grade 4 to 6," October 12, 2006, [http://www.sacsc.ca/PDF%20files/Resources/Student%20Survey%20and%20Guidebook/revised%20surveys/SACSC%20student%20survey%20Gr%204-6%20\(oct%202006\).pdf](http://www.sacsc.ca/PDF%20files/Resources/Student%20Survey%20and%20Guidebook/revised%20surveys/SACSC%20student%20survey%20Gr%204-6%20(oct%202006).pdf) (Accessed November 2007).

Supporting a Safe and Caring School: What Students Say—Grades 4 to 6 (continued)

A: The General Nature of My School

<i>How often do you experience the following?</i>		Most of the time	Quite often	Once in a while	Almost never	Never	Don't know
1.	The adults in my school show that they care about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Adults in my school smile and are friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Students in my school smile and are friendly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I see students being bullied by others at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I bully others at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Others bully me at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I feel safe in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Some students stay away from certain places in our school because they don't feel safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	When people in my school do something important, we celebrate it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please write in any other similar things that you think we should know about.

Supporting a Safe and Caring School: What Students Say—Grades 4 to 6 (continued)

B: Behaviour Between People in My School

<i>How often do you experience the following?</i>		Most of the time	Quite often	Once in a while	Almost never	Never	Don't know
10.	Someone teases me, calls me a bad name or picks on me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	I tease other students, call them a bad name or pick on them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	When decisions are being made at school, I can share my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	When I make a mistake or do something wrong, I take responsibility and try to fix it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	When adults in my school make a mistake or do something wrong, they take responsibility and try to fix it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Adults in my school listen to me when I talk to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Adults in my school notice things I have done well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Adults in my school notice when I make mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please write in any other similar things that you think we should know.							

Supporting a Safe and Caring School: What Students Say—Grades 4 to 6 (continued)

C: School Citizenship

<i>How often do you experience the following?</i>		Most of the time	Quite often	Once in a while	Almost never	Never	Don't know
18.	I can share my ideas at school, even if they are different from other people's ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	I am friendly to people that are different than me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	I make fun of people at school because they are different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	People make fun of me at school because I am different from them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	I see other students being made fun of because of their looks, culture, religion, or what they can or can't do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	I see people helping each other at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	I help other people when they need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	I take responsibility for my actions and behaviours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	I stick up for people who are being teased or bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Other students in my school stick up for people who are being teased or bullied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please write in any other similar things that you think we should know.							

Supporting a Safe and Caring School: What Students Say—Grades 4 to 6 (continued)

D: Activities and Programs

<i>How often do you experience the following?</i>		Most of the time	Quite often	Once in a while	Almost never	Never	Don't know
28.	At school, I get to do what I am good at.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	I am doing well in most of my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	When I ask a teacher at my school, I can get help with my schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	I am proud of my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	If people are being mean to me, I know where to go for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	Adults in my school are there for me when I need help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	My parents/guardians are involved in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please write in any other similar things that you think we should know.

Supporting a Safe and Caring School: What Students Say—Grades 4 to 6 (continued)

E: Guidelines and Expectations

<i>How often do you experience the following?</i>		Most of the time	Quite often	Once in a while	Almost never	Never	Don't know
35.	Adults in my school are calm when fixing a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	When I have a problem, the adults in my school help me think about different ways to fix the it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	When I have a problem, the adults in my school listen to my side of the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	If I have a problem with other students, the adults in my school help us to work it out together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	The adults in my school treat me fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	At school, we learn how to get along better with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41.	At school, we learn how to deal with someone who is bullying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	When there is bullying in my school, adults try to stop it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	When students misbehave at school, the adults try to find out why before they give out consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	The punishment for bad behaviour in my school helps students learn better ways to behave.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	The punishment for bad behaviour help;s students to take responsibility for their actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46.	The adults in my school encourage students to take responsibility for their actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please write in any other similar things that you think we should know.							

Thanks so much for your time.

Survey on Predicting Problem Behaviour

School name _____

Date _____

Administrator

Teacher

Support staff

Parent

Use your experience in the school to answer each of the following questions. Your responses will help us to determine what actions to take in order to create a safer and more effective school environment for all students.

1. a. List the most frequent problem behaviours that you observe or respond to while at school.

1. _____

2. _____

3. _____

4. _____

5. _____

b. At what times of the day do you most frequently observe problem behaviours at school?

c. Why do you think problems are more frequent at these times?

d. Can you think of ways to prevent these problems? If so, please note them here.

Survey on Predicting Problem Behaviour (continued)

2. a. Do you see more problem behaviour under specific types of conditions (e.g., before vacations or holidays) or during specific activities (e.g., assemblies or field trips)?

b. Why do you think problems are more frequent under these conditions?

c. Can you think of ways to prevent problems under these conditions? If so, please note them here.

3. a. In what specific school locations do you most frequently observe problem behaviour while at school?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

b. Why do you think problems are more frequent in these locations?

c. Can you think of ways to prevent problems in these locations? If so, please note them here.

Two-minute Summary

What did you like about the tool?

What didn't you like about the tool?

How would you change the tool?

Why or when might you use this tool?

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

Next Steps Plan

As a staff, we agree to take these steps:

Right now
Within the next few months
In the future

See completed sample on page 79 in *Supporting Positive Behaviour in Alberta Schools: A school-wide approach*.

Individual Behaviour Support Plan

Re: _____

Objective of plan

Staff working with _____ will be aware of and committed to using behaviour support procedures to maintain a safe learning environment for _____, other students and staff.

Key understandings about _____ <i>(Functions of problem behaviour)</i>

Plan

1. Staff working with _____ will read and sign this plan.

2. Be aware of **antecedent events**. Problem behaviour is most likely to occur when:

3. Be aware of **warning signs** that problem behaviour may escalate.

4. Immediate **plans to defuse** the situation

- _____
- _____
- _____
- _____

Individual Behaviour Support Plan (continued)

5. **Positive behaviour supports** throughout the school year

- _____
- _____
- _____
- _____

6. Help **peers learn** to:

- _____
- _____
- _____

7. Staff will provide **additional support** by:

- _____
- _____
- _____

Crisis Management Plan. If aggressive or unsafe behaviour occurs in spite of proactive strategies, the school has a plan, with steps to take and staff responses for each level of escalation.

- _____
- _____
- _____

I have read this plan and commit to using these supports when working with _____.

Team members' signatures

Date

Review date

Reflecting on How I Support Positive Behaviour in My School

Three aspects of my current practice that support positive behaviour in my classroom and/or school

Three aspects of how I am currently supporting 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 classroom and/or school-wide approach to supporting positive behaviour

Three colleagues I can collaborate with (or ask support from) to improve the positive behaviour supports in my classroom/school

Facilitator Tools

1. Enabling Labels Template
2. Meet Jojo
3. Planning Considerations
4. Role of Facilitators
5. Facilitation Skills Self-assessment
6. Personal Facilitation Skills Summary
7. Brainstorming
8. KUDOs Evaluation: *Supporting Positive Behaviour in Alberta Schools*
9. Workshop Evaluation for *Supporting Positive Behaviour in Alberta Schools*
10. 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

Meet JoJo

- First year at Sunshine School in Grade 3/4 classroom
 - Tiny for her age but very athletic
 - Lives for recess and daily gym class
 - Reading is a struggle, early-Grade 1 level word recognition, inconsistent performance
 - Writes three- to four-word phrases, with difficulty
 - Loves books (the reading corner is her favourite place in the classroom)
 - Appears to have few friends in the class
 - Annoys other children by poking at them, saying “silly” things
 - Recently passing notes containing crude sexual references
 - Some reckless and potentially unsafe behaviour on the playground equipment
 - Lunchroom supervisors report “showing off” such as throwing food (may soon be suspended from lunchroom program)
 - Teacher is concerned that JoJo is in increasingly more conflict with other students in the classroom and on the playground
-

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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 get started. Yes or No

Understand

I understand the following positive behaviour support concepts:

- | | | |
|--|--|---|
| <input type="checkbox"/> school-wide support | <input type="checkbox"/> reinforcement | <input type="checkbox"/> function of behaviour |
| <input type="checkbox"/> classroom support | <input type="checkbox"/> consequences | <input type="checkbox"/> positive relationships |
| <input type="checkbox"/> individual support | <input type="checkbox"/> data-driven decision-making | <input type="checkbox"/> social skills. |

Do

I am able to explain the need for positive behaviour support approach to my colleagues. Yes or No

I am interested in facilitating sessions on positive behaviour supports. 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