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 inserviceing 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  60 minutes
or
(3b) Low-key Responses to Challenging Behaviours  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**

**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**

**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 20 minutes

**Grouping**
Whole group, partners

**Required resources**
None
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)
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)

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.

(Pages 1–2)
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.

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)

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).
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)
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)

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

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)*
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)
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)*
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)*

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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

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
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)*
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)*

Wrap-up

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

Wrap-up
Review responses to questions about “What Student Data Can Tell Us.”  
*(5 minutes)*
Wrap-up: Looking Back, Looking Forward

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

or

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

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 ____________________________

3 character traits this student has

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2 interests this student has

________________________________________________________________________

________________________________________________________________________

1 thing I have in common with this student

________________________________________________________________________

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
Top Ten Ways to Connect with Students

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

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
Strategies and Supports in a Response to Intervention Model

Intensive

Targeted

Universal

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*

<table>
<thead>
<tr>
<th>Hitting another student</th>
<th>Refusing to complete an assignment</th>
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<tbody>
<tr>
<td><strong>Possible functions:</strong></td>
<td><strong>Possible functions:</strong></td>
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</table>
## Function of Behaviour

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

*Supporting Positive Behaviour in Alberta Schools*

January 2009
Active Supervision

<table>
<thead>
<tr>
<th>Moving</th>
<th>Scanning</th>
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<tbody>
<tr>
<td>Positive contact</td>
<td>Positive reinforcement</td>
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<tr>
<td>Responding with instruction</td>
<td>Delivering negative consequences</td>
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One aspect of supervision I would like to target at my school over the next month
## Low-key Responses to Challenging Behaviours

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<tr>
<th>Feedback</th>
<th>Criteria</th>
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<td>□ Immediate (but not disruptive or intensive)</td>
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<td></td>
<td>□ Reasonable (and not embarrassing or frustrating)</td>
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<td>□ Practical and easy to implement</td>
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<tr>
<th>Actions, not words</th>
<th>Proximity</th>
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<tr>
<td>Hurdle helping</td>
<td>Eye contact</td>
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<thead>
<tr>
<th>Students’ names</th>
<th>Gestures</th>
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Low-key Responses to Challenging Behaviours (continued)

<table>
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<tr>
<th>Redirecting</th>
<th>Criteria</th>
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<tbody>
<tr>
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<tr>
<td></td>
<td>☐ Practical and easy to implement</td>
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<tr>
<th>Pausing and waiting</th>
<th>Planned ignoring</th>
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<tr>
<th>Limited choices</th>
<th>Ask questions</th>
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| The informal chat | |
|-------------------| |
# Meaningful Reinforcers

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<th>Nonverbal</th>
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<tbody>
<tr>
<td>Privileges</td>
<td>Tangibles</td>
</tr>
<tr>
<td>Incentives (e.g., tokens, tickets for a draw)</td>
<td>Individual preferred activities</td>
</tr>
</tbody>
</table>
What Would Positive Behaviour Look Like in Our Classroom or School?

<table>
<thead>
<tr>
<th>Area ____________________________</th>
<th>Area ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*
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

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

<table>
<thead>
<tr>
<th>Event recording</th>
<th>Interval recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Momentary time sampling</td>
<td>Duration recording</td>
</tr>
</tbody>
</table>

*Find out what is working. Do more of it.*
– Steve de Shazer, Developer of solution focused brief therapy
What Student Data Can Tell Us (A)

Student’s name:  Danny Donothin  
Educational Assistant:  Mr. Begood

### Week One

<table>
<thead>
<tr>
<th>Problem Behaviours</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language (swearing, rude comments)</td>
<td>No school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical aggression (throwing objects, pushing others)</td>
<td>No school</td>
<td>III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noncompliance (refusal to follow direction of adult)</td>
<td>No school</td>
<td>II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td>No school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Week Two

<table>
<thead>
<tr>
<th>Problem Behaviours</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language (swearing, rude comments)</td>
<td>III</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical aggression (throwing objects, pushing others)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noncompliance (refusal to follow direction of adult)</td>
<td></td>
<td>II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Ran away from school 2:30 pm</td>
</tr>
</tbody>
</table>

Workshop Facilitator Guide (Educational Assistants)  
Supporting Positive Behaviour in Alberta Schools  
January 2009
Data Analysis
1. What is the most frequent problem behaviour?

2. Hypothesize the potential function of Danny’s behaviour.

3. What do you want Danny to know and be able to do instead?

4. How could you promote this desired behaviour?
What Student Data Can Tell Us (B)

Student: Alex Alone  
Educational Assistant: Ms. Sittgoet

Setting: Circle time

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Staff:</th>
<th>Antecedent</th>
<th>Behaviour</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, May 10</td>
<td>9:00 am</td>
<td>EA</td>
<td>Class entry</td>
<td>Sat on floor by door</td>
<td>Ignored crying</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition to circle time</td>
<td>Crying</td>
<td>Verbal prompt to joint circle 4x</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sitting on carpet</td>
<td>Refused to go to circle</td>
<td>Did not go to circle</td>
</tr>
<tr>
<td>Tuesday, May 11</td>
<td>9:30 am</td>
<td>Teacher</td>
<td>Circle time</td>
<td>Standing</td>
<td>Ignored standing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sitting on carpet</td>
<td>Refused to sit when asked</td>
<td>2x EA physical prompts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sat in EA lap</td>
</tr>
<tr>
<td>Wednesday, May 12</td>
<td>9:15 am</td>
<td>EA</td>
<td>Circle time</td>
<td>Standing</td>
<td>3x EA physical prompts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sitting on carpet</td>
<td>Refused to sit when asked</td>
<td>Sat in EA lap</td>
</tr>
<tr>
<td>Thursday, May 13</td>
<td>9:20 am</td>
<td>EA</td>
<td>Circle time</td>
<td>Standing</td>
<td>4x EA physical prompts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sitting on carpet</td>
<td>Refused to sit when asked</td>
<td>Sat in EA lap</td>
</tr>
</tbody>
</table>

Data Analysis

1. What are the problem behaviours identified?
What Student Data Can Tell Us (B) (continued)

2. What is the frequency of the problem behaviours?

3. Hypothesize possible function(s) of the student’s behaviour.

4. What do you want Alex to know and do instead?

5. How could you promote desired behaviour?
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

<table>
<thead>
<tr>
<th>In this session I learned:</th>
<th>What I will be able to use:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions I still have are:</th>
<th>To be more effective, I need additional help with:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Enthusiastic</th>
<th>Cautious</th>
<th>Good Natured</th>
<th>Friendly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate</td>
<td>Outspoken</td>
<td>Humourous</td>
<td>Decisive</td>
</tr>
<tr>
<td>Adventurous</td>
<td>Insightful</td>
<td>Persuasive</td>
<td>Observant</td>
</tr>
<tr>
<td>Tactful</td>
<td>Brave</td>
<td>Inspiring</td>
<td>Cheerful</td>
</tr>
<tr>
<td>Stimulating</td>
<td>Kind</td>
<td>Perceptive</td>
<td>Caregiver</td>
</tr>
<tr>
<td>Contented</td>
<td>Logical</td>
<td>Loyal</td>
<td>Charming</td>
</tr>
<tr>
<td>Sociable</td>
<td>Patient</td>
<td>Self-Reliant</td>
<td>Thorough</td>
</tr>
<tr>
<td>Confident</td>
<td>Disciplined</td>
<td>Persistent</td>
<td>Helpful</td>
</tr>
<tr>
<td>Happy</td>
<td>Cooperative</td>
<td>Direct</td>
<td>Good Natured</td>
</tr>
<tr>
<td>Neighbourly</td>
<td>Careful</td>
<td>Respectful</td>
<td>Optimistic</td>
</tr>
</tbody>
</table>
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 advertised?
   - 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-Assessment\textsuperscript{1}

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:

\begin{itemize}
\item 1 = no skill
\item 2 = a little skill
\item 3 = moderate skill
\item 4 = good skill level
\item 5 = very competent
\end{itemize}

\textbf{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.

\textbf{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

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):
Brainstorming

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.

---

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).

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information was presented clearly and effectively.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The session was well organized.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The session provided enough information to use in my work with students or other staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The session provided me with strategies to use.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lunch was just right (if provided)!</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you like most about these sessions?

Is there any way we can improve these sessions?

Thank you for providing feedback. Please leave the form on your table.
Related Reading and Websites


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.


Positive Behaviour Interventions and Supports

[www.pbis.org](http://www.pbis.org)

Association for Positive Behaviour Supports

[http://www.apbs.org](http://www.apbs.org)

Center for Effective Collaboration and Practice

[http://cecp.air.org/](http://cecp.air.org/)

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

[http://challengingbehaviour.fmhi.usf.edu](http://challengingbehaviour.fmhi.usf.edu)

The Council for Children with Behavioural Disorders (CCBD)

[www.ccbd.net](http://www.ccbd.net)

SchoolBehaviour.com

[www.schoolbehaviour.com/index.htm](http://www.schoolbehaviour.com/index.htm)