Supporting Behaviour and Social Participation

Strategies that make a difference

Behaviour and Social participation refers to how students are able to engage with others in their learning environments.

To find sample strategies to support students' behaviour and social participation, for specific times or activities throughout the school day, select a topic from the list below.

Specialized

Targeted

Universal

Classroom Activities:
- Classroom celebrations
- Classroom visitors
- Learning classroom routines
- Transitioning between activities

School-wide Activities:
- Assemblies
- Boot rooms
- Bussing
- Extracurricular activities
- Field trips
- Hallways
- Lockers
- Lunch
- Moving between classrooms
- Recess
- Washrooms

Interactions with Others:
- Asking for help
- Disagreeing in an agreeable way
- Emergency procedures
- Making friends
- Responding to adult direction
- Substitute teachers

Self Management:
- Arriving at school on time
- Encouraging independence
- Getting and staying organized
- Grooming and personal hygiene
- Managing anger
- Managing anxiety
- Managing frustration
- Managing personal belongings
- Regular attendance

Government of Alberta

Arriving at school on time

Strategies that make a difference

Arriving at school on time allows students to experience positive interactions with others and participate more fully in learning activities.

Choose the statement below that best describes how this student manages arriving at school on time. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

- ☐ 1. Chronic lateness for class is interfering with learning and participation
- ☐ 2. Is late for class two or more times per week and misses initial instruction and/or learning activities
- ☐ 3. Is usually on time for class
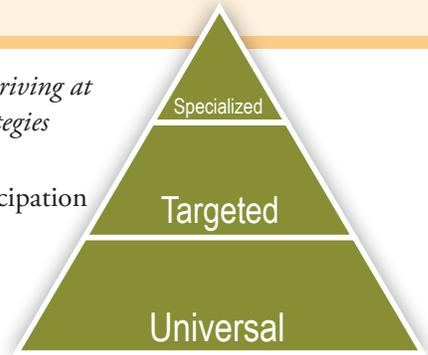
Specialized

Targeted

Universal

Universal Supports benefit all students

- ☐ Work collaboratively with school staff to ensure that there are school-wide expectations for arriving to class on time and that this behaviour is supported and reinforced across the school day.
- ☐ Communicate clear expectations to students about the importance of arriving on time for class by:
  - – discussing the benefits of being on time
  - – reviewing schedules to ensure students understand exactly what constitutes being on time.
- ☐ Develop effective school-wide and **classroom routines** that support arriving to class on time, such as:
  - – coordinated bell schedules (with friendly warning bells that signal three minutes before final bell)
  - – assigned entrances and areas for removing and storing outdoor shoes.
- ☐ Provide motivating activities at the opening of the day or class, such as physical activity, brain teasers, joke of the day, or interesting historical or science facts.
- ☐ Post **visual reminders** of the daily schedule, including timelines. When appropriate, collaborate with students to develop these reminders.
- ☐ Use descriptive feedback to reinforce individuals, groups of students and/or the class as whole when they arrive to class on time.

Targeted Supports benefit students with more specific needs

- ☐ Pair individual students with positive peers who can serve as role models and provide support. Rotate these peers at regular intervals throughout the school year.
- ☐ As part of **active supervision**, provide individual students with increased proximity to ensure they proceed directly to the classroom at the bell.
- ☐ For students who require more structure and reassurance, develop and review **social stories** outlining routines that will support arriving to class on time.
- ☐ If there is a persistent pattern of arriving late to class:
  - talk with the parents (and student if appropriate) to identify potential reasons for why their child is arriving late and to collaborate on identifying strategies to support their child in arriving on time
  - talk with the student to identify if there are concerns at school, such as avoiding situations that may be stressful.
- ☐ Develop **self-monitoring strategies** students can use to keep track of their own progress in arriving to class on time. Some students may benefit from one-week or one-month goal setting for increasing the number of times they arrive to class on time.
- ☐ Develop a systematic approach to **reinforcement**, either at the class or individual level, to encourage students to arrive on time. Reinforcement should encourage moving toward intrinsic motivation (e.g., How does it feel when you …?).

> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

- ☐ In exceptional situations, it may be necessary to provide 1:1 adult support to provide verbal guidance and physical prompting (or assistance, such as maneuvering a wheelchair) to ensure a student arrives safely and on time for class.

For more information and strategies, see:

Supporting Positive Behaviour in Alberta Schools
A school-wide approach

LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Government of Alberta ■

Asking for help

Strategies that make a difference
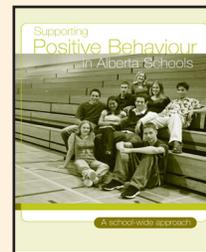
Knowing how and when to ask for help allows students to more actively participate in their own learning.

Choose the statement below that best describes how this student manages asking for help. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires one-to-one support to ask for help or to demonstrate appropriate behaviour when asking for assistance from others

☐ 2. Requires frequent (e.g., more than three times per week) reminders to demonstrate appropriate behaviour when asking for assistance from others

☐ 3. May require occasional (e.g., less than twice per week) reminders but generally demonstrates appropriate behaviour when asking for assistance from others

Specialized

Targeted
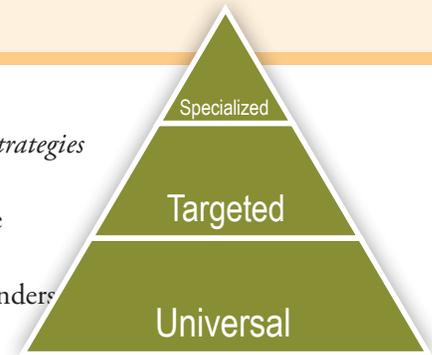
Universal

Universal Supports benefit all students

☐ Talk with the students about the importance of asking questions and asking for help. Discuss how all questions are good questions and explain how asking a question may help other students who might have the same question.

☐ Develop **classroom routines** for asking for help, such as raising hands or going to the teacher's desk at a certain time.

☐ Teach student specific **asking for help strategies**, such as:
  – **Asking for Help note**
  – Ask Three, Then Me
  – **What to Do When I'm Stuck.**

☐ Post **visual reminders** of strategies for asking for help. When appropriate, collaborate with students to develop these visual reminders.

☐ Use descriptive feedback to reinforce individual students when they demonstrate effective strategies for asking for help.

Targeted Supports benefit students with more specific needs

☐ Pair individual students with positive peers who can serve as role models in asking for help and can also provide support by responding to students' basic questions (e.g., "What do we do next? What supplies do I need? Where are they?"). Rotate these peers at regular intervals throughout the school year.

☐ Provide proximity by positioning yourself nearby individual students who may require assistance for certain tasks. This will make it easier for the student to ask for help.

☐ Work with individual students to identify personalized **cues and prompts** that they can use to signal that they need a teacher's help (e.g., putting a coloured cup on the corner of their desk).

☐ For students who over rely on adult assistance, encourage them to try on their own before asking for help. Strategies such as **What to Do When I'm Stuck** or Ask Three, Then Me can be used by students to track their own progress in becoming more self-reliant.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ In exceptional situations, individual students may need 1:1 adult support to facilitate communication so that other adults and students can understand and respond to requests for help from the student.

> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

For more information and strategies, see:

LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Government of Alberta

Assemblies

Strategies that make a difference
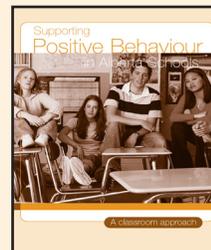
Being able to successfully participate in school assemblies allows students to be more active members of their school community.

Choose the statement below that best describes how this student participates at assemblies. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

- ☐ 1. Requires individual/physical assistance to support appropriate behaviour and/or to ensure student safety during school assemblies
- ☐ 2. Requires frequent (e.g., more than three times per assembly) reminders and support to demonstrate appropriate behaviour during school assemblies
- ☐ 3. May require occasional (e.g., less than twice per assembly) reminders but generally demonstrates appropriate behaviour during school assemblies

Specialized

Targeted

Universal

Universal Supports benefit all students

- ☐ Work collaboratively with school staff to ensure that there is a school-wide commitment that all school assemblies are organized to maximize student engagement and have:
  – clear goals and purposes
  – structures and activities that are engaging and meaningful to all students
  – reasonable timelines (e.g., start and finish on time, less than one hour in duration).
- ☐ Communicate clear expectations about behaviour and participation during school assemblies.
- ☐ Develop effective routines that will support positive behaviour and participation during school assemblies, such as:
  – preview of goals and program schedule with students prior to assemblies
  – class and student seating plans
  – plans for active supervision.
- ☐ Make instructional time available to teach, practise and review routines with students at beginning of school year, including walking to and from the gym, signals for silence and seating arrangements.
- ☐ Preview the purpose and program for each upcoming assembly with students so they have a general idea of what to expect.
- ☐ Post **visual reminders** for behaviour expectations in the learning space where the assembly will take place and in the classroom. Review reminders before going to the space. When appropriate, collaborate with students to develop these visual reminders.
- ☐ Use descriptive feedback to acknowledge positive behaviour demonstrated by individuals, groups of students pand/or the class as a whole.

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Targeted Supports benefit students with more specific needs

- ☐ Pair individual students with positive peers who can serve as role models and offer support during assemblies.
- ☐ Provide proximity by positioning yourself nearby individual students who may require support during the assembly.
- ☐ For students who require more structure and reassurance, develop and review **social stories** about what will typically happen in an assembly.
- ☐ Use a **Check Out/Check In** strategy for students to check in with a school staff member before the assembly to commit to following one or more rules, and to check in after the assembly to report on how the assembly went.
- ☐ If students have difficulty with attention, encourage them to bring an unobtrusive fidget toy or object with them.
- ☐ Work with individual students to develop **self-monitoring strategies** they can use to reflect on and keep track of their own behaviour in assemblies.
- ☐ Set up systematic **reinforcement** strategies for students who are working on improving and maintaining behaviour in assemblies (e.g., one-incident free assembly earns access to the classroom computer during that lunchtime). Reinforcement should encourage moving toward intrinsic motivation (e.g., "How does it feel when you …?").

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

- ☐ For students with intense sensitivities to sound, explore the use of sound-muffling ear plugs that would minimize noise (e.g., loud music, cheering) during activities.
- ☐ For physical safety, individual students may need 1:1 adult support to ensure they travel safely to the assembly and to facilitate social interactions with other students and school staff. This support should be provided as unobtrusively as possible, and, when possible, students should travel at the same time as other students and be seated with the class.
- ☐ Consider a limited-time participation for students who experience intense agitation or anxiety during an assembly. They may benefit from participating in the assembly for a short time (e.g., five minutes) and then gradually increasing the time at each assembly throughout the school year.

For more information and strategies, see:
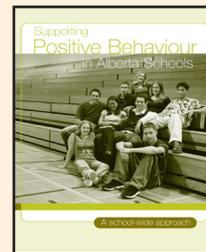
Supporting Positive Behaviour in Alberta Schools
A school-wide approach

LearnAlberta.ca
(Keyword: Positive Behaviour Support)

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Boot rooms

Strategies that make a difference

Being able to maintain appropriate behaviour in boot rooms and locker areas allows students to be more independent and creates opportunities for positive interactions with others.

Choose the statement below that best describes how this student participates in the boot rooms. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires one-to-one assistance to provide physical support (e.g., taking outside clothes off and on, managing backpack, etc.) and/or to facilitate interaction with peers and/or maintain appropriate behaviour

☐ 2. Requires frequent (e.g., more than twice a week) adult prompting to follow basic routines and expectations related to boot room and locker routines and/or to prevent altercations with peers (e.g., crowding other students, pushing, verbal exchanges, knocking down coats of others)

☐ 3. May require occasional (e.g., less than twice a week) reminders but generally follows routines related to boot room and lockers

Specialized

Targeted

Universal

Universal Supports benefit all students

☐ Work collaboratively with school staff to ensure that there are consistent school-wide expectations regarding boot room and locker behaviour, such as:
   – remove outdoor shoes at door and carry to shelf
   – put outdoor shoes on designated shelf with toes out
   – take turns at shelves.

☐ Develop effective routines that will support positive behaviour in boot rooms and locker areas, such as:
   – encouraging students to write their name on outdoor shoes and any other personal belongings they bring to school
   – labelling shelves with students' names
   – limiting number of students who access boot rooms and locker areas at any one time
   – being visible when students are in boot rooms and locker areas to ensure **active supervision**
   – assigning boot room monitors to put stray shoes back on the shelf and rotating this job weekly
   – scheduling and monitoring weekly boot room and locker clean-ups.

☐ Teach student specific **asking for help strategies**, such as:
   – Ask Three, Then Me
   – **What to Do When I'm Stuck**.

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- ☐ Post **visual reminders** of strategies for asking for help. When appropriate, collaborate with students to develop these visual reminders.
- ☐ Use descriptive feedback to reinforce individual students when they demonstrate effective strategies for asking for help.
- ☐ Communicate clear expectations for boot room and locker areas and teach, practise and review routines with students at the beginning of the school year, and several times throughout the school year, particularly at change-of-seasons.
- ☐ Post **visual reminders** for behaviour expectations both in the classroom and in boot room and locker areas and review reminders before going into these areas.
- ☐ Use descriptive feedback to acknowledge positive boot room and locker area behaviour demonstrated by individuals, small groups and/or the class as a whole.

Targeted Supports benefit students with more specific needs

- ☐ Pair individual students with positive peers who can serve as role models and provide support in the boot room. Rotate these peers at regular intervals throughout the school year.
- ☐ Provide proximity by positioning yourself nearby individual students who may require support in boot room and locker areas.
- ☐ For students who require more structure and reassurance, develop and review **social stories** about what they need to do in the boot room and/or at their locker.
- ☐ For students who are easily distracted or agitated, assign a designated space in the boot room that has less traffic. These students might also benefit from being dismissed from class three minutes early (or entering class a few minutes earlier) so they can have access to boot rooms and/or locker areas when a minimal number of other students are present. In these situations, they should be accompanied by a positive peer or supervising staff member.
- ☐ Work with students to organize their locker, including:
  – posting a visual checklist on the inside door
  – organizing the space (e.g., books and materials for morning classes on bottom shelf, boots and materials for afternoon classes on top shelf).
- ☐ For students who have difficulty with a combination lock, provide a one-number combination lock or a key lock with a key bracelet or necklace.
- ☐ Develop **self-monitoring strategies** students can use to reflect on and keep track of their own behaviour in the boot room (e.g., using a quiet voice, taking turns).
- ☐ Set up systematic **reinforcement** strategies for students who are working on improving and maintaining their boot room or locker area behaviour. Reinforcement should encourage moving toward intrinsic motivation (e.g., "How does it feel when you …?").

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ For students who have chronic difficulties in the boot room or locker areas (e.g., agitated with other students, physical altercations, taking others' belongings, anxiety) establish an alternate space for storing personal belongings inside the classroom, such as a cubby or container. Use this alternate space for a limited time (e.g., one week to one month) and then provide support as the student transitions back into the boot room or locker area.

☐ For physical safety or because of a physical disability, an individual student may need 1:1 adult support with boot room and/or locker routines. This support should be provided as unobtrusively as possible, and, when possible, students should take part in these routines at the same time as other students.

For more information and strategies, see:

Supporting Positive Behaviour in Alberta Schools
A classroom approach

LearnAlberta.ca
(Keyword: Positive Behaviour Support)

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Bussing

Strategies that make a difference
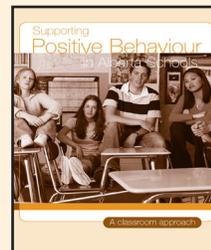
Being able to maintain appropriate behaviour on the bus allows students to be more independent and creates opportunities for positive interactions with others.

Choose the statement below that best describes how this student manages bussing. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires one-to-one assistance to provide physical support (e.g., getting on and off bus, in and out of seat, managing backpack, etc.) and/or to facilitate interaction with peers and/or maintain appropriate behaviour and/or maintain student safety (e.g., staying in seat, not interfering with other students, not distracting driver, etc.)

☐ 2. Requires frequent (e.g., more than twice a week) adult prompting to follow basic routines and expectations related to bus behaviour and/or to prevent altercations with peers (e.g., crowding other students, pushing, verbal exchanges, etc.)

☐ 3. May require occasional (e.g., less than twice a week) reminders but generally follows routines related to bus behaviour and safety
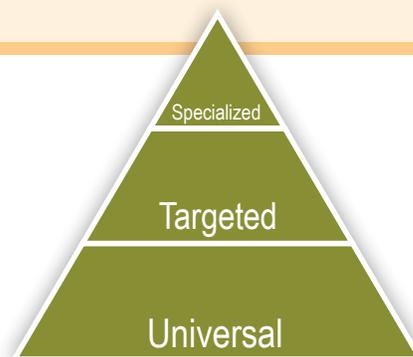
Specialized

Targeted

Universal

Universal Supports benefit all students

☐ Work collaboratively with school staff to ensure that there is a school-wide plan for supporting positive bus behaviour, including:
 – **active supervision** in the bus area at both arrival and departure times
 – agreement on and commitment to communicating clear expectations about bus-riding behaviour
 – effective routines that will support positive behaviour on the bus, such as where to wait for the bus (e.g., in designated areas, forming a line) and regular communication with bus drivers.

☐ Make instructional time in the classroom to explicitly teach, practise and review routines and behaviour expectations with students at beginning of school year, including:
 – walking to and from the bus area
 – choosing a seat
 – storing personal belongings
 – keeping hands and feet to oneself
 – using a quiet voice
 – staying in seat
 – opening and closing window
 – asking the bus driver for help
 – exiting a bus in an emergency.

☐ Develop **visual reminders** for behaviour expectations on the bus in the classroom collaboratively with students, and post near exit doors throughout the building so students have daily reminders.

☐ Use descriptive feedback to acknowledge positive bus behaviour demonstrated by individuals and/or small groups.

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Targeted Supports benefit students with more specific needs

☐ Pair individual students with positive peers who can serve as role models and provide social support waiting for and riding on the bus. This role should be rotated at least several times throughout the year.

☐ Provide proximity by positioning yourself nearby individual students who may require support waiting for the bus.

☐ Some students might benefit from an assigned seat near the front of the bus. Discuss this arrangement with the bus driver so that he or she can encourage the student to adhere to the seating plan.

☐ For students who require more structure and reassurance, develop and review **social stories** about bus rides.

☐ Work with individual or small groups of students to brainstorm ideas for low-key calming activities (e.g., listening to music with earbuds, puzzle books, fidget toys) that could keep them engaged on the bus.

☐ If difficulties on the bus continue, collaborate with the student's parents and, if possible, the bus driver to develop a personalized plan that will support this student's positive and safe bus behaviour.

☐ For students with chronic difficulties on the bus, develop self-monitoring strategies students can use to reflect on and keep track of their own behaviour on the bus.

☐ Set up a systematic approach to **reinforcement** for students who are working on improving and maintaining behaviour on the bus (e.g., one incident-free bus ride earns access to classroom computer during that lunchtime). Reinforcement should encourage moving toward intrinsic motivation (e.g., How does it feel when you have an incident-free bus ride?).

> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ In exceptional cases, individual students may need 1:1 adult support for safety and/or medical reasons. This support should be provided as unobtrusively as possible and adults should look for opportunities to facilitate social interaction with peers and fade nonessential support.

☐ In exceptional circumstances, and with the consultation of an occupational therapist and/or physiotherapist, individual 5-point harnesses, or other safety equipment, may be required to ensure the safety of the student and/or others.

For more information and strategies, see:
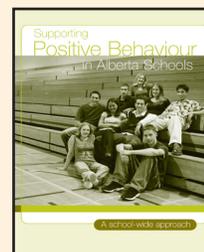
LearnAlberta.ca
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Supporting Positive Behaviour in Alberta Schools
A school-wide approach

Government of Alberta

Classroom celebrations

Strategies that ➤ **make a difference**

Being able to maintain appropriate behaviour during classroom celebrations allows for positive interactions with others.

Choose the statement below that best describes how this student participates in classroom celebrations. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

Specialized

Targeted

Universal

☐ 1. Requires individual support to facilitate interactions with peers and/or support appropriate behaviour and/or ensure student safety during this type of social event

☐ 2. Requires frequent (e.g., more than three times per event) adult supervision to maintain appropriate behaviour during this type of social event

☐ 3. May require occasional (e.g., less than two times per event) reminders but generally demonstrates appropriate behaviour for this type of social event
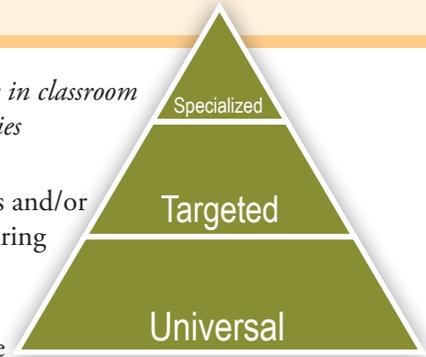
Universal Supports benefit all students

☐ Ensure that all planned classroom celebrations are organized to maximize student engagement and have:
  – clear goals and purposes
  – structures and activities that are engaging and meaningful to students
  – reasonable timelines (e.g., start and finish on time, all activities can be completed with timelines, minimal downtime between activities).

☐ Choose activities thoughtfully to ensure all activities are inclusive and all students can participate and be successful. Consider how competitive activities might affect behaviour and/or tone of celebration.

☐ Communicate clear expectations about behaviour and participation during class celebrations prior to the actual event.

☐ Develop effective routines that support positive behaviour and participation during classroom celebrations, such as:
  – previewing goals and program schedule with students prior to celebration
  – planning for **active supervision**.

☐ Teach, practise and review routines that are unique to the celebration one to three times before the event.

☐ Plan for extra supervision needed, such as parent or community volunteers or buddies from another grade. Assign clear roles and responsibilities to volunteers and provide them with activity schedules, behaviour expectations and tips for supporting individual students.

☐ Preview the purpose and program for each upcoming celebration so students have a general idea of what to expect.

- Post **visual reminders** for behaviour expectations in the learning space where the celebration will take place and review reminders before the event. When appropriate, collaborate with students to develop the behaviour expectations.
- Use descriptive feedback to acknowledge positive behaviour demonstrated by individuals, groups of students and/or the class as a whole.

Targeted Supports benefit students with more specific needs

- Pair individual students with positive peers who can serve as role models and provide support during classroom celebrations.
- Provide proximity by positioning yourself (or a volunteer supervisor) nearby individual students who may require support during the celebration.
- For students who require more structure and reassurance, develop and review **social stories** about what will happen during the celebration.
- Provide calming activities (e.g., puzzles, blockplay) as alternate or free-choice activities for students who are easily overstimulated.
- For individual students who have had difficulties at previous class celebrations, develop **self-monitoring** strategies students can use to reflect on and keep track of their own behaviour during celebrations.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

- For students with intense sensitivities to sound, explore the use of ear plugs to minimize sounds during activities with loud sound, such as band performances or cheering.
- Consider limited-time participation for students who experience intense agitation or anxiety during special events. They may benefit from participating in the event for a short time (e.g., five minutes) and then gradually increasing the time at each event throughout the school year.
- If needed, provide coaching for peers on specific strategies for engaging students who require more support (e.g., how to encourage eye contact, importance of one-step directions, using concrete language, using high-fives and handshakes to acknowledge and encourage effort).
- In exceptional situations, an individual student may need 1:1 adult support to facilitate participation and social interaction with peers. This support should be provided as unobtrusively as possible and should include developing strategies for developing skills for independence.

For more information and strategies, see:
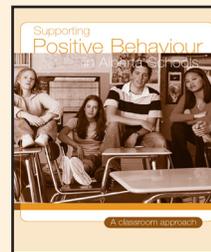
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(Keyword: Positive Behaviour Support)

Classroom visitors

Strategies that make a difference

Being able to demonstrate appropriate behaviour when outside visitors are in the classroom creates opportunities for students to experience positive interactions with others.

Choose the statement below that best describes how this student participates with classroom visitors. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

- ☐ 1. Classroom visitors tend to trigger disruptive or inappropriate behaviour that requires one-to-one supervision to ensure student safety and/or to facilitate appropriate behaviour and social interaction with classroom visitors

- ☐ 2. Requires frequent (e.g., more than three per visit) reminders to demonstrate appropriate behaviour when visitors are in the classroom

- ☐ 3. May require occasional (e.g., less than two per visit) reminders but generally demonstrates positive behaviour when visitors are in the classroom

Specialized

Targeted
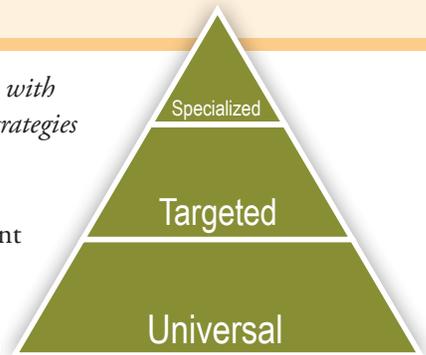
Universal

Universal Supports benefit all students

- ☐ Prior to having visitors in the classroom, communicate clear expectations about behaviour and participation when classroom visitors are present.

- ☐ When possible, prepare students for specific classroom visitors by explaining their role (e.g., "These university students are learning to be teachers and are visiting us to see what kind of things help Grade 3 students learn and be successful."). Also, discuss what type of interactions the class might expect (e.g., "These visitors will be observing how students work and will be writing down what they see so we will just continue with our everyday routines." or "These visitors may be walking around the classroom and they may be asking you to show them your work. Please answer their questions and tell them about the things we do in writer's workshop.").

- ☐ Have the students design name tags for themselves or their desks so visitors can call them by name.

- ☐ Formally introduce classroom visitors to the class and explain their role.

- ☐ Prepare students for class speakers by having the class brainstorm a list of potential questions that can be recorded on chart paper and posted for the students and guest speakers to refer to.

- ☐ Use descriptive feedback to acknowledge positive behaviour of individual students, groups of students and/or the class as a whole.

Targeted Supports benefit students with more specific needs

☐ Pair individual students with positive peers who can serve as role models and offer support when visitors are in the classroom.

☐ Provide proximity by positioning yourself nearby individual students who may require support when visitors are in the classroom.

☐ For students who require more structure and reassurance, develop and review **social stories** about having visitors in the classroom.

☐ Work with individual students to develop low-key **cues or signals** (e.g., touching your forehead to cue "Think about the rules" or pointing to posted sign "Quiet voices") you can use to remind them about behaviour expectations related to having visitors in the classroom.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ In exceptional situations, it may be necessary to provide 1:1 adult support to facilitate social interaction and communication between an individual student and classroom visitors.

For more information and strategies, see:
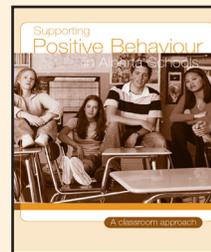
LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Supporting
Positive Behaviour
in Alberta Schools

A classroom approach

Government of Alberta

Disagreeing in an agreeable way

Strategies that make a difference

Knowing how to disagree in an agreeable way allows students to experience positive interactions with others and participate in learning activities.

Choose the statement below that best describes how this student manages disagreeing in an agreeable way. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires one-to-one support to resolve conflicts or demonstrate appropriate behaviour when working with others

☐ 2. Requires frequent (e.g., more than three times per week) reminders to demonstrate appropriate behaviour when resolving conflicts with others

☐ 3. May require occasional (e.g., less than twice per week) reminders to demonstrate appropriate behaviour when resolving conflicts with others

Specialized

Targeted
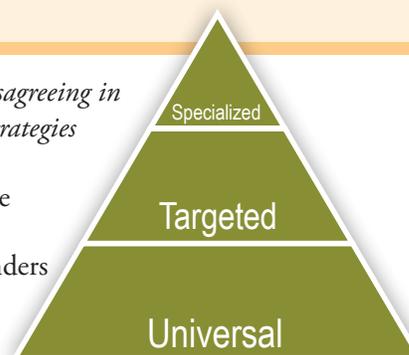
Universal

Universal Supports benefit all students

☐ Use classroom discussion, modelling and **role-play** to teach students the importance of using polite language and pleasant tone of voice when it is necessary to disagree with others.

☐ Work with students to collaboratively develop step-by-step **strategies** for disagreeing in an agreeable way, such as the following.

– Acknowledge the other person's point-of-view or request (e.g., "I understand you want to ….").

– State your position (e.g., "I'd like to ….").

– Offer a rationale (e.g., "I think this is a good idea because ….").

– Ask the other person to consider your position (e.g., "Would you consider …?").

– If necessary, offer a compromise.

– If you cannot reach an agreement, consider if you need to:

– comply to the request with no further comments (e.g., in response to an adult's request)

– agree to disagree and walk away.

☐ Teach, practise and review the strategies and brainstorm typical situations in which it may be appropriate to use a specific strategy.

☐ Post **visual reminders** of the importance of disagreeing in an agreeable way and/or strategies for reaching an agreement. When appropriate, collaborate with students to develop these reminders.

☐ Use descriptive feedback to acknowledge individual students who use positive strategies to voice their disagreement and resolve differences with others.

Targeted Supports benefit students with more specific needs

☐ Work with individual students or small groups of students to brainstorm situations where it might be necessary to disagree with others.

☐ Individually or in small groups, teach, practise and review **strategies** for expressing disagreement positively and proposing compromises.

☐ Develop **self-monitoring strategies** with individual students to reflect on and keep track of how they express disagreement and resolve differences. For some students, it may be necessary to include a systematic approach to **reinforcement** as part of the self-monitoring process.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ In exceptional cases, an individual student may need 1:1 adult support to facilitate communication and social interaction with other school staff and students. This support should be provided as unobtrusively as possible and should include developing strategies for the student to communicate both agreement and disagreement when offered choices.

Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

For more information and strategies, see:
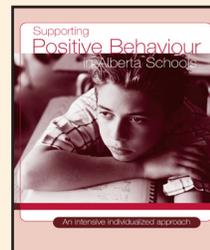
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(Keyword: Positive Behaviour Support)

Emergency procedures

Strategies that make a difference

When students are able to respond appropriately to emergency procedures, anxiety is reduced, independence is fostered and personal safety is ensured.

Choose the statement below that best describes how this student participates in emergency procedures. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

Specialized

Targeted

Universal

☐ 1. Requires one-to-one assistance to ensure student safety during emergency procedures or poses a safety threat to self and/or others during emergency procedures

☐ 2. Requires frequent (e.g., more than three per procedure) adult reminders and redirection to demonstrate and maintain appropriate behaviour during emergency procedures

☐ 3. May require occasional (e.g., less than twice per procedure) reminders to demonstrate appropriate behaviour during emergency procedures, such as fire drills, lockdown practices or emergency evacuations

Universal Supports benefit all students

☐ Work collaboratively with school staff to ensure that there is a school-wide plan for emergency procedures that includes:
  – identification of potential emergency procedures (e.g., fire drills, evacuations, early dismissals for weather conditions, security lockdowns)
  – effective and manageable routines
  – clear roles and responsibilities for staff members and students
  – plans for communicating these expectations to staff and students and opportunities to model and practise routines.

☐ Teach, practise and review routines for various types of emergencies at beginning of school year and revisit, at regular intervals, throughout the school year.

☐ Post **visual reminders** for behaviour expectations during emergency procedures. When appropriate, collaborate with students to develop these visual reminders.

☐ Use descriptive feedback to acknowledge positive behaviour demonstrated by individuals, groups of students and/or the class as a whole when practising emergency procedures.

Targeted Supports benefit students with more specific needs

- ☐ Pair individual students with positive peers who can serve as role models and offer support during emergency procedures.
- ☐ Provide proximity by positioning yourself nearby individual students who may require support during emergency procedures.
- ☐ For students who require more structure and reassurance, develop and review **social stories** about specific emergency procedures.
- ☐ Use **role-play** with individual students or small groups of students who may require explicit modelling and extended practice of routines related to emergency procedures.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

- ☐ In exceptional cases, an individual student may need 1:1 adult support to facilitate participation in practice of emergency procedures and to ensure student safety in the event of an actual emergency. Ensure the adult who has this role is clearly identified and communicated to school staff, including substitute teachers. A back-up adult should also be identified.

For more information and strategies, see:
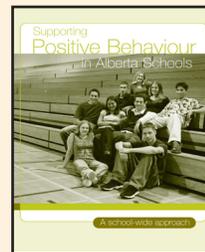
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(Keyword: Positive Behaviour Support)

Encouraging independence

Strategies that ⬤ **make a difference**

Knowing and being able to use variety of strategies that foster independence allows students to enjoy positive interactions with others and actively participate in their school community.

Choose the statement below that best describes how this student handles strategies that encourage independence. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires individual, specific supports in order to increase independence related to daily tasks and activities

☐ 2. Requires frequent (e.g., more than three times per day) reminders and support to attempt tasks independently, solve problems or come up with a solution

☐ 3. May require occasional (e.g., less than twice a day) reminders to attempt tasks independently, solve problems or come up with a solution

Specialized

Targeted
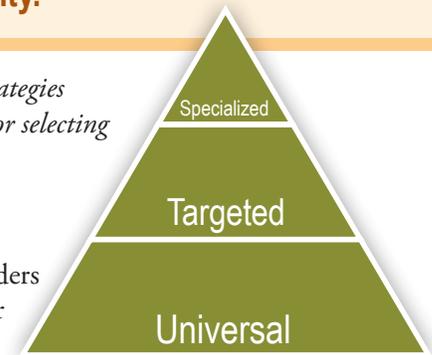
Universal

Universal Supports benefit all students

☐ Help students develop an understanding of what independent behaviour is through class discussion, storybooks, examples from literature and **role-play**.

☐ Develop **classroom routines** that promote and facilitate independence by providing step-by-step procedures for frequent classroom tasks and learning activities.

☐ Teach student specific strategies that support independence, such as:

– **What to Do When I'm Stuck.**

☐ Teach, practise and review these routines and strategies at beginning of school year and at regular intervals throughout the year. Model and practise each strategy. Start with a limited number of steps (e.g., one to three) and gradually add more steps.

☐ Post **visual reminders** of both the importance of taking responsibility for your own learning and the importance of working independently.

☐ Post **visual reminders** of routines and strategies so students can reference them throughout the day. When appropriate, collaborate with students to develop these visual reminders.

☐ Use descriptive feedback to reinforce individual students, groups of students and/or the whole class when they demonstrate independent behaviour in various contexts and situations.

Targeted Supports benefit students with more specific needs

☐ Pair individual students with positive peers who can serve as role models and provide support. Rotate these peers at regular intervals throughout the school year.

☐ Provide proximity by positioning yourself nearby individual students who may require support and encouragement in following specific routines that require independent behaviour.

☐ Work with individual students to develop low-key **cues and prompts** (e.g., pointing to the chart for classroom routines to remind the students what they are supposed to do next or "thumbs up" to encourage students to continue persevering with a task).

☐ Provide personalized visual checklists for routines and place them on the student's desk where he or she can see and use them independently. Some students may wish to carry the checklists with them. These visuals can also include cues for positive **self-talk**, such as "I can do it" or "Keep trying."

☐ Develop **self-monitoring strategies** students can use to reflect on and keep track of routines and tasks they complete on their own.

☐ Set up a systematic approach to **reinforcement** for students who are working on improving their independent work habits. Reinforcement should encourage moving toward intrinsic motivation (e.g., "How does it feel when you …?").

> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ In exceptional cases, an individual student may need 1:1 adult support to facilitate participation in classroom routines, learning activities and social interactions with other students. This support should be provided as unobtrusively as possible. In addition, the adult providing this 1:1 should collaborate with the student's learning team to identify and facilitate as many ways as possible to create opportunities, provide strategies, modify activities and adjust and/or fade support so the student can experience some degree of independence throughout the school day.

For more information and strategies, see:

Supporting Positive Behaviour in Alberta Schools
An intensive individualized approach

LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Extracurricular activities

Strategies that make a difference

Successful participation in extracurricular activities allows students to enjoy positive interactions with others and be active members of their school community, and increases the likelihood of school bonding and successful high school completion.

Choose the statement below that best describes how this student participates in extracurricular activities. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires one-to-one assistance to ensure student safety and/or to facilitate appropriate behaviour and social interaction during extracurricular activities

☐ 2. Requires frequent (e.g., more than three times per event) reminders to participate and/or demonstrate appropriate behaviour during extracurricular activities

☐ 3. May require occasional (e.g., less than twice per event) reminders or encouragement to participate and/or demonstrate appropriate behaviour during extracurricular activities.

Specialized

Targeted

Universal

Universal Supports benefit all students

☐ Work collaboratively with school staff to ensure that all extracurricular activities are organized to maximize student engagement and participation, and:
  – have clear goals and purposes
  – offer structures and activities that are meaningful to students
  – are accessible by all students, including students with disabilities.

☐ Develop a survey or other information-gathering strategy to identify the extracurricular interests and needs of students throughout the school and develop a school-wide plan for developing and supporting activities that will engage and benefit a wide range of students.

☐ Choose activities thoughtfully to ensure all activities are inclusive and all students can participate and be successful. As participation in extracurricular activities is positively linked with successful school completion, consider the needs and interests of students who may be at-risk for early school leaving and/or who would not typically participate in extracurricular activities.

☐ Collaborate with adult supervisors of activities to develop effective routines that support positive behaviour and participation during activities, such as:
  – previewing of goals and program schedule with students prior to activities
  – planning for **active supervision**.

☐ Work with adult supervisors of activities to ensure that clear expectations about behaviour and participation during extracurricular activities are communicated to students. At the beginning of each activity, build in time to teach, practise and review rules and safety guidelines for the activity.

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- [ ] Plan for extra supervision needed, such as parent or community volunteers or buddies from another grade. Assign clear roles and responsibilities to volunteers and provide them with activity schedules, behaviour expectations and tips for supporting individual students.
- [ ] Post **visual reminders** for behaviour expectations in the learning space where activities will take place and review reminders before the event. When appropriate, collaborate with students to develop these visual reminders.
- [ ] Use descriptive feedback to acknowledge positive behaviour demonstrated by individuals and/or groups of students during extracurricular activities.

Targeted Supports benefit students with more specific needs

- [ ] Pair individual students with positive peers who can serve as role models and provide support during extracurricular activities. Rotate these peers at regular intervals throughout the school year.
- [ ] Provide proximity by positioning yourself (or a volunteer supervisor) nearby individual students who may require support during activities.
- [ ] For students who require more structure and reassurance, develop and review **social stories** about what will happen in an extracurricular activity.
- [ ] Complete an **environmental scan** on the activity and identify specific skills that are essential for successful participation (e.g., taking turns, how to be a good sport, putting away equipment). Work with small groups or with individual students and directly teach social skills related to that activity.
- [ ] Work with individual students and extracurricular supervisors to develop low-key **cues and prompts** that supervisors can use to remind students to use coping strategies, such as positive self-talk, taking a deep breath or counting to 10 when frustrated.
- [ ] Provide personalized visual checklists that students can carry with them as a reference and friendly reminder for following routines or using strategies such as positive **self-talk**.
- [ ] Develop **self-monitoring strategies** students can use to keep track of their own behaviour and active participation during extracurricular activities.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

- [ ] For students with intense sensitivities to sound, explore the use of sound-muffling ear plugs that would minimize noise (such as loud music or cheering) during activities.
- [ ] In exceptional cases, an individual student may need 1:1 adult support to facilitate participation in extracurricular activities and social interactions and communication with other students and adults. This support should be provided as unobtrusively as possible. In addition, the adult providing this 1:1 should collaborate with the student's learning team to identify and facilitate as many ways as possible to create opportunities, provide strategies, modify activities and adjust and/or fade support so the student can experience some degree of independence throughout the activity.

Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

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- [ ] Consider limited-time participation for students who experience intense agitation or anxiety during extracurricular activities. They may benefit from participating in the activity for a short time (e.g., five minutes) and then gradually increasing the time throughout the school year.
- [ ] If needed, provide coaching for peers on specific strategies for engaging students who requires more support (e.g., how to encourage eye contact, importance of one-step directions using concrete language, using high-fives and handshakes to acknowledge and encourage effort).

For more information and strategies, see:
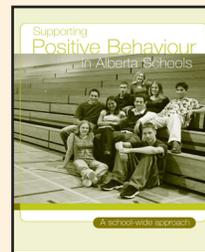
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(Keyword: Positive
Behaviour Support)

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Field trips

Strategies that make a difference

Successful participation in field trips enables students to enjoy positive interactions with others and be engaged in and benefit from a variety of learning activities.

Choose the statement below that best describes how this student participates in field trips. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

Specialized

Targeted

Universal

- ☐ 1. Requires one-to-one assistance to ensure student safety and/or to facilitate appropriate behaviour and social interaction during field trips
- ☐ 2. Requires frequent (e.g., more than three per field trip) reminders and close adult supervision to demonstrate and maintain appropriate behaviour during field trips
- ☐ 3. May require occasional (e.g., less than twice a field trip) reminders to demonstrate appropriate behaviour during field trips but generally demonstrates appropriate behaviour on these outings

Universal Supports benefit all students

- ☐ Ensure that field trips are organized to maximize student engagement and have:
  - clear goals and purposes
  - structures and activities that are engaging and meaningful to students
  - reasonable timelines (e.g., start and finish on time, all activities can be completed within timelines, minimal downtime between activities).
- ☐ Choose activities thoughtfully to ensure all activities are inclusive and all students can participate and be successful.
- ☐ Develop effective routines that will support positive behaviour and participation during field trips, such as:
  - previewing goals and program schedule with students prior to the field trip
  - planning for **active supervision**.
- ☐ Communicate clear expectations about behaviour and participation during field trips prior to the trip.
- ☐ Teach, practise and review routines that are unique to the field trip one to three times before the event.
- ☐ Plan for extra supervision needed, such as parent or community volunteers or buddies from another grade. Assign clear roles and responsibilities to volunteers and provide them with activity schedules, behaviour expectations and tips for supporting individual students during the event.
- ☐ Preview the purpose and program for each upcoming field trip with students so they have a general idea of what to expect.
- ☐ Post **visual reminders** for behaviour expectations on field trips in classroom prior to the trips, review before leaving on the trips. Include these behaviour reminders in any printed material that students will be using during the trips. When appropriate, collaborate with students to develop these visual reminders.
- ☐ Use descriptive feedback to acknowledge positive field trip behaviour demonstrated by individuals, groups of students and/or the class as a whole.

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Targeted Supports benefit students with more specific needs

- [ ] Pair individual students with positive peers who can serve as role models and provide support during a field trip.
- [ ] Provide *proximity* by positioning yourself (or a volunteer supervisor) nearby individual students who may require support during the field trip.
- [ ] For students who require more structure and reassurance, develop and review **social stories** about what will happen during a field trip.
- [ ] Identify low-key calming activities (e.g., playing with a fidget toy, drawing a picture) that students, who are easily overstimulated, can use on as-needed basis during a field trip.
- [ ] Work with individual students to develop low-key **cues and prompts**, such as a hand on your chest to remind them to take a deep breath and calm down.
- [ ] Provide personalized visual checklists of what to do on the field trip that students can carry with them for reference. These visuals can also include cues for **positive self-talk** such as "I can do it" or "Keep trying."

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

- [ ] Provide parents with information on any upcoming field trips so they can help identify potential concerns or safety issues and solutions for addressing these concerns.
- [ ] For students with intense sensitivities to sound, explore the use of sound-muffling ear plugs that would minimize noise (e.g., loud music, cheering, machines) during activities.
- [ ] In exceptional cases, an individual student may need 1:1 adult support to facilitate participation in field trips, including social interactions with peers and other adults. This support should be provided as unobtrusively as possible. In addition, the adult providing this 1:1 should collaborate with the student's learning team to identify and facilitate as many ways as possible to create opportunities, provide strategies, modify activities and adjust and/or fade support so the student can experience some degree of independence throughout the field trip.
- [ ] Consider limited-time participation for students who experience intense agitation or anxiety during new experiences. They may benefit from participating in part of the field trip and then gradually increasing the participation time for each field trip throughout the school year.
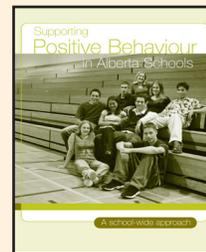
> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

For more information and strategies, see:

LearnAlberta.ca
(Keyword: Positive Behaviour Support)

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# Getting and staying organized

Strategies that make a difference

Developing organizational strategies reduces stress, maximizes time on task and allows students to participate more fully in learning activities.

Choose the statement below that best describes how this student manages getting and staying organized. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires one-to-one assistance to ensure school work is organized and materials are available for use when needed

☐ 2. Requires frequent (i.e., more than three times per day) adult reminders and specific strategies to organize school work and ensure materials are available when needed

☐ 3. Requires occasional (e.g., one to two times a week) reminders and general strategies to help organize school work and ensure materials (e.g., pencil, binder, books) are available when needed
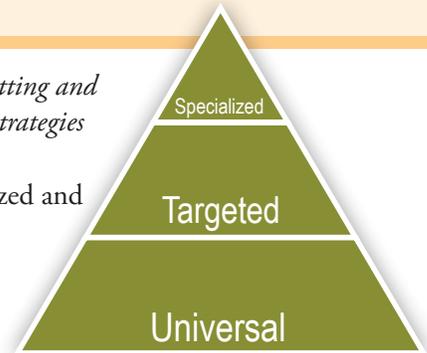
Specialized
Targeted
Universal

Universal Supports benefit all students

☐ Help students develop an understanding of the importance of getting and staying organized through class discussion, brainstorming benefits of being organized and modelling good classroom organization.

☐ Develop **classroom routines** that promote and facilitate getting and staying organized by providing step-by-step procedures for frequent classroom tasks, such as organizing materials and supplies, keeping organized notebooks and binders, recording homework and taking home what you need to complete assignments.

☐ Teach, practise and review these routines and strategies with students at beginning of school year and at regular intervals throughout the year. Model and practise each strategy. Start with one-to-three steps and gradually add more steps.

☐ Post **visual reminders** of the importance of getting and staying organized. When appropriate, collaborate with students to develop these visual reminders.

☐ Model the use of organizational strategies throughout the school day by using think alouds to direct students' attention (e.g., "I want to remind myself to _____ so I will make a note to myself on my to-do list.").

☐ Use descriptive feedback to reinforce individual students, groups of students and/or the whole class when they demonstrate organizational skills.

Targeted Supports benefit students with more specific needs

☐ Pair individual students with positive peers who can serve as role models and provide support for getting and staying organized. Rotate these peers at regular intervals throughout the school year.

☐ Provide proximity by positioning yourself nearby individual students who may require support and encouragement in organizing for certain tasks and activities.

☐ Work with individual students to develop low-key **cues and prompts** to remind the student to get or stay organized.

☐ Provide personalized visual checklists for routines related to getting and staying organized and post them on the students' desks where they can see and use them independently. Some students may wish to carry the checklists with them. When possible, include graphics or actual photos of students.

☐ Encourage the use of **self-talk** as students follow the checklists.

☐ Develop **self-monitoring strategies** students can use to reflect on and keep track of how well they are using their organizational skills and strategies.

☐ Set up a systematic approach to **reinforcement** for students who are working on improving their organizational skills. Reinforcement should encourage moving toward intrinsic motivation (e.g., "How does it feel when …?").

> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ In exceptional cases, an individual student may need 1:1 adult support to facilitate participation in classroom routines, learning activities and social interactions with other students. This support should be provided as unobtrusively as possible. In addition, the adult providing this 1:1 should collaborate with the student's learning team to identify and facilitate how organizational skills and strategies might help this student experience increased levels of participation and independence throughout the school day.

For more information and strategies, see:
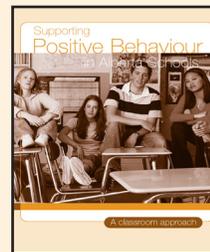
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(Keyword: Positive Behaviour Support)

Grooming and personal hygiene

Strategies that make a difference

Developing strategies that promote good grooming habits increases students' opportunities for positive interactions with others.

Choose the statement below that best describes how this student manages grooming and personal hygiene. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires one-to-one adult assistance to demonstrate appropriate grooming and hygiene practices (e.g., help with feeding, toileting, dressing, etc.)

☐ 2. Requires frequent (e.g., more than three times per week) reminders/assistance daily to demonstrate appropriate grooming and hygiene practices.

☐ 3. May require occasional (e.g., less than twice per week) reminders to demonstrate appropriate grooming and hygiene practices.

Specialized

Targeted

Universal

Universal Supports benefit all students

☐ Help students develop an understanding of the importance of good grooming through class discussion, brainstorming of benefits and describing or illustrating examples and nonexamples of good grooming habits. When providing examples, consider what students at this age level have control over (e.g., they may be able to choose to wash their hands during the school day but they may not have always have access to clean clothes at home).

☐ Develop **classroom routines** that promote and facilitate good grooming habits, such as providing time for hand washing throughout the school day.

☐ Help students develop an understanding of the importance of personal hygiene through class discussion, brainstorming of benefits and describing or illustrating examples and nonexamples of personal hygiene habits, such as frequent hand washing, covering mouth when sneezing or coughing, using tissue to blow nose, refraining from touching nose and mouth, keeping objects out of mouth, covering cuts and sores, and not sharing personal items (e.g., water bottles).

☐ Look for natural opportunities throughout the school year (e.g., at the beginning of cold and flu season) to reinforce good habits related to personal hygiene and discuss the importance of frequent hand washing and covering mouth when coughing or sneezing.

☐ Develop **classroom routines** that promote and facilitate good hygiene, such as having tissues accessible at all times, allowing students to leave the room to wash hands, or building in time to wash down desks or clean water bottles.

☐ Post **visual reminders** with tips for staying healthy through personal hygiene habits, such as hand washing or covering mouth when coughing or sneezing. When appropriate, collaborate with students to develop these visual reminders.

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Targeted Supports benefit students with more specific needs

☐ Provide a supply of combs, toothbrushes or other grooming and/or personal hygiene items that, if needed, individual students can access and keep at school for their own personal use.

☐ If individual students' grooming or personal hygiene is interfering in their relationships with others or posing a health risk, collaborate with parents to develop strategies for developing improved skills related to grooming and/or personal hygiene.

☐ If necessary, work with individual or small groups of students to teach, practise and review specific and targeted skills related to grooming and/or personal hygiene.

☐ Work with individual students to develop low-key **cues and prompts** to provide on-the-spot reminders for targeted hygiene-related behaviours, such as using a tissue or keeping objects away from the mouth.

☐ Develop personalized checklists to reinforce these skills and habits and place them on the student's desk (or other discrete place) where he or she can see and use them independently. Some students may wish to carry the checklists with them. When possible, include graphics or actual photos of students.

> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ In exceptional cases, an individual student may need 1:1 adult support for toileting and/or other aspects of personal care. This support should be provided as unobtrusively and naturally as possible, with minimal interference to learning and social opportunities. In addition, the adult providing this 1:1 support should collaborate with the student's learning team to identify and facilitate as many ways as possible to create opportunities, provide strategies, modify activities and adjust and/or fade support so the student can experience some degree of independence throughout the school day.

☐ In exceptional cases, building modifications may need to be considered to provide privacy to students with medical and/or physical personal care needs.

For more information and strategies, see:
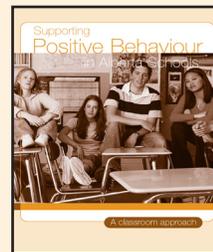
LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Hallways

Strategies that make a difference

Being able to maintain appropriate behaviour in school hallways allows students to experience positive interactions with others.

Choose the statement below that best describes how this student manages in hallways. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

- ☐ 1. Requires one-to-one assistance to provide physical support (e.g., getting from one area of the school to another, managing backpack, etc.) and/or to facilitate interaction with peers and/or maintain appropriate behaviour and/or maintain student safety (e.g., moving safely, not interfering with other students, etc.)

- ☐ 2. Requires frequent (e.g., more than twice a week) adult prompting to follow basic routines and expectations related to hallway behaviour and/or to prevent disrupting the learning of others (e.g., loud in hallway during class time) and/or altercations with peers (e.g., crowding other students, pushing, verbal exchanges, etc.)

- ☐ 3. May require occasional (e.g., less than twice a week) reminders but generally follows routines and expectations related to hallway behaviour and safety (e.g., walking not running, using a quiet voice, hands and feet to self, walking on right side, etc.)

Pyramid: Specialized / Targeted / Universal

Universal Supports benefit all students

- ☐ Work collaboratively with school staff to ensure that there are school-wide expectations for hallway behaviour and that all school staff are committed to using common prompting with students, such as the following.
  - – Walk in the hallways.
  - – Keep to the right side of the hallway and stairwell.
  - – Use a quiet voice.

- ☐ Develop a school-wide plan to support **active supervision** in hallways, including having all teachers present and visible when students are in hallways, particularly at the beginning and end of the school day and during transition times between classes.

- ☐ Develop a school-wide plan for when students can be in halls during instructional times and how to monitor small groups of students working in the hallway.

- ☐ Explore strategies for reducing number of students moving through the hallways at any one time by assigning groups of students to specific entrances and/or hallways.

- ☐ Make time during classroom instruction to teach, practise and review routines related to hallway behaviour. Do this at the beginning of the school year and at regular intervals throughout the year.

- ☐ Post **visual reminders** for hallway behaviour expectations throughout the school building and refer to them regularly. When appropriate, collaborate with students to develop these visual reminders.
- ☐ Use descriptive feedback to acknowledge positive hallway behaviour demonstrated by individuals, groups of students and/or the class as a whole.

Targeted Supports benefit students with more specific needs

- ☐ Pair individual students with positive peers who can serve as role models and supports in the hallways. Rotate these peers at regular intervals throughout the school year.
- ☐ Provide proximity by positioning yourself nearby individual students who may require support in hallways.
- ☐ For students who require more structure and reassurance, develop and review **social stories** about what they need to do when moving through hallways.
- ☐ Some students may require additional time to transition from one location to another, and may benefit from leaving class earlier (or later), when hallways are less congested.
- ☐ For students with chronic difficulties in the hallways, develop self-monitoring strategies they can use to reflect on and keep track of their own behaviour. Work with the student to identify specific and concrete language to describe the behaviour they need to demonstrate (e.g., keep hands and feet to self, walk at least one metre behind the person ahead of you).

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

- ☐ To facilitate mobility or to ensure physical safety, an individual student may need 1:1 adult support. This support should be provided as unobtrusively as possible, and, when possible, this student should travel at the same time as other students and follow the same behaviour expectations as other students.

For more information and strategies, see:

Supporting Positive Behaviour in Alberta Schools

A school-wide approach

LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Government of Alberta

Learning classroom routines

Strategies that make a difference
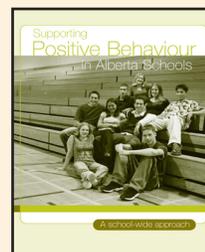
Learning and following classroom routines creates opportunities for students to participate more fully in a variety of learning and social activities.

Choose the statement below that best describes how this student participates in learning classroom routines. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires one-to-one assistance to ensure student safety and/or appropriate behaviour when following classroom routines

☐ 2. Requires frequent (e.g., more than three times per week) adult reminders to follow classroom routines appropriately

☐ 3. May require occasional (e.g., one to two times per week) reminders to follow classroom routines appropriately (e.g., lining up, washroom breaks, transitions)

Specialized

Targeted

Universal

Universal Supports benefit all students

☐ Work with students to develop effective **classroom routines** for typical classroom activities and tasks, such as:
  – coming into class
  – interacting with others
  – requesting teacher attention, permission or assistance
  – accessing supplies or equipment
  – maintaining time on task
  – completing assignments
  – using unstructured time
  – requesting choices or alternatives
  – requesting time to talk to the teacher about something personal
  – knowing what to do in emergencies.

☐ Teach, practise and review classroom routines and review at potentially stressful times of the year (e.g., holidays, exam time). Model and practise what to do for each routine. Start with limited number of steps (e.g., one to three) and gradually add more steps.

☐ Post **visual reminders** of routines for students to reference throughout the day. When appropriate, collaborate with students to develop these visual reminders.

☐ Use descriptive feedback to reinforce individual students, small groups of students and/or the whole class when they follow classroom routines.

Targeted Supports benefit students with more specific needs

☐ Pair individual students with positive peers who can serve as role models and provide support in learning and following classroom routines. Rotate these peers at regular intervals throughout the school year.

☐ Provide proximity by positioning yourself nearby individual students who may require support and encouragement in following certain routines.

☐ Use role-play to model and practise new classroom routines.

☐ Work with individual students to develop low-key **cues and prompts** as friendly reminders to follow classroom routines.

☐ Develop personalized visual checklists for routines and place them on the students' desks where they can see and use them. Some students may wish to carry the checklists with them.

☐ For students with high levels of physical energy, create multiple **opportunities for movement** throughout the school day. This will make it easier for students to focus and follow classroom routines.

☐ Develop **self-monitoring strategies** students can use to reflect on and keep track of their own success in learning and following classroom routines.

☐ Set up a systematic approach to **reinforcement** for students who are working on following classroom routines. Reinforcement should encourage moving toward intrinsic motivation (e.g., "How does it feel when …?").

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ Develop an individual **behaviour support plan** focused on following classroom routines that could include **reinforcement** strategies.

☐ In exceptional cases, an individual student may need 1:1 adult support to facilitate participation in classroom routines and social interaction with other students. This adult support should be provided as unobtrusively as possible.

For more information and strategies, see:

Supporting Positive Behaviour in Alberta Schools
A classroom approach
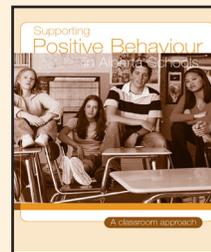
LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Lockers

Strategies that make a difference

Being able to have and use a locker allows students to experience positive interactions with others.

Choose the statement below that best describes how this student participates at the lockers. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires one-to-one assistance to provide physical support (e.g., taking outside clothes off and putting on, managing backpack, etc.) and/or to facilitate interaction with peers and/or maintain appropriate behaviour

☐ 2. Requires frequent (e.g., more than twice a week) adult prompting to follow basic routines and expectations related to boot room and locker routines and/or to prevent altercations with peers (e.g., crowding other students, pushing, verbal exchanges, knocking down coats of others, etc.)

☐ 3. May require occasional (e.g., less than twice a week) reminders but generally follows routines related to boot room and lockers

Specialized

Targeted
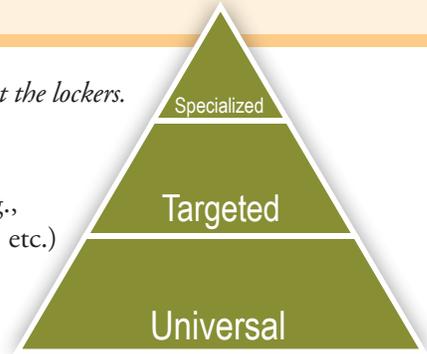
Universal

Universal Supports benefit all students

☐ Work collaboratively with school staff to ensure that there are consistent school-wide expectations regarding locker behaviour.

☐ Develop effective routines that will support positive behaviour in locker areas, such as:
- limiting number of students who access locker areas at any one time
- providing **active supervision** by being visible when students are in locker areas
- scheduling and monitoring weekly or monthly locker clean-ups.

☐ Communicate clear expectations for locker areas and teach, practise and review routines with students at the beginning of the school year, and several times throughout the school year, particularly at change-of-seasons.

☐ Post **visual reminders** for behaviour expectations both in the classroom and in locker areas, and review regularly. When appropriate, collaborate with students to develop these visual reminders.

☐ Use descriptive feedback to acknowledge positive locker area behaviour demonstrated by individuals, small groups and/or the class as whole.

Targeted Supports benefit students with more specific needs

☐ Pair individual students with positive peers who can serve as role models and provide support in the locker area. Rotate these peers at regular intervals throughout the year.

☐ Provide proximity by positioning yourself nearby individual students who may require support in locker areas.

☐ For students who require more structure and reassurance, develop and review **social stories** about what they need to do at their locker.

☐ Work with individual students or small groups of students to organize their locker, including:

– posting a visual checklist on the inside door

– organizing the space (e.g., books and materials for morning classes on bottom shelf, boots and materials for afternoon classes on top shelf).

☐ For students who have difficulty with a combination lock provide a one-number combination lock or a key lock with a key bracelet or necklace.

☐ Develop **self-monitoring strategies** students can use to reflect on and keep track of their own behaviour in the locker area.

☐ Set up a systematic approach to **reinforcement** for students who are working on improving and maintaining their locker area behaviour. Reinforcement should encourage moving toward intrinsic motivation (e.g., "How does it feel when …?").

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ For students who have chronic difficulties in locker areas (e.g., agitated with other students, physical altercations, taking others' belongings, anxiety) establish an alternate space for storing personal belongings inside the classroom, such as a cubby or container. Use this alternate space for a limited time (e.g., one week to one month) and then provide support as students transition back into the locker area.

☐ For physical safety or because of a physical disability, an individual student may need 1:1 adult support with locker routines. This support should be provided as unobtrusively as possible, and, when possible, these students should take part in these routines at the same time as other students.

For more information and strategies, see:

Supporting
Positive Behaviour
in Alberta Schools

A school-wide approach

LearnAlberta.ca
(Keyword: Positive
Behaviour Support)

Lunch

Strategies that make a difference
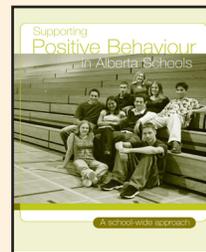
**Being able to maintain behaviour and/or participate in lunchtime routines creates opportunities for students to enjoy positive interactions with peers.**

Choose the statement below that best describes how this student participates at lunchtime. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

- ☐ 1. Requires physical assistance to eat lunch and/or individual support to facilitate eating lunch and interacting with peers and/or to ensure student safety during lunchtime routines and activities
- ☐ 2. Requires frequent (e.g., more than three times per week) adult supervision to maintain appropriate behaviour during lunchtime routines and activities
- ☐ 3. May require occasional (e.g., less than twice per week) reminders but generally demonstrates appropriate behaviour during lunchtime routines and activities

Specialized

Targeted
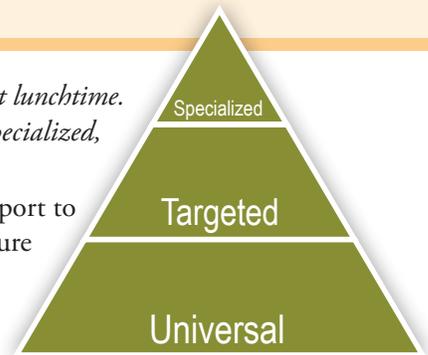
Universal

Universal Supports benefit all students

- ☐ Work collaboratively with school staff to ensure that there are school-wide expectations for lunchtime behaviour and that all school staff are committed to using common prompting with students regarding such practices as seating plans, use of quiet voices and/or cleaning-up routines.
- ☐ Do an **environmental scan** of the current physical space where students will be eating lunch. Ensure there is enough physical space for the number of students staying for lunch, and consider access to sinks, microwaves and garbage cans. Consider alternate groupings and/or seating plans that would maximize comfort for students and be manageable for supervisors.
- ☐ Develop a school-wide plan to support **active supervision** during lunchtimes.
- ☐ Take time at the beginning of the school year to teach, practise and review routines related to lunchtime behaviour.
- ☐ Post **visual reminders** for lunch time behaviour in the area where students will be eating their lunch. When appropriate, collaborate with students to develop these visual reminders.
- ☐ Use descriptive feedback to acknowledge positive lunchtime behaviour demonstrated by individuals, groups of students and/or the class as a whole.

Government of Alberta

Targeted Supports benefit students with more specific needs

☐ Pair individual students with positive peers who can serve as role models and provide support over the lunchtime. Rotate these peers at regular intervals throughout the school year.

☐ Provide proximity by positioning yourself (or lunch time supervisors) nearby individual students who may require support and/or supervision over the lunchtime.

☐ Consider assigned seating for individuals or groups of students that require increased structure and supervision. Label seating clearly.

☐ Consider using plastic placemats to clearly establish personal space boundaries for each student.

☐ For students who require more structure and reassurance, develop and review **social stories** about lunchtime routines.

☐ For students who have difficulty managing the time between when they finish eating and dismissal for outside, work with them to brainstorm a list of calming activities they can do at the lunch table, such as listening to music on earphones, working on puzzles or playing with small toys.

☐ Work with individual students to develop low-key **cues and prompts** that lunchroom supervisors can use as friendly reminders to follow lunchtime rules.

☐ For students with chronic difficulties at lunchtime, develop **self-monitoring strategies** that students can use to reflect on and keep track of their own behaviour during the lunchtime. It may also be motivating to set up a systematic approach to **reinforcement** for students who are working on improving and maintaining positive behaviour over the lunchtime. Reinforcement should encourage moving toward intrinsic motivation (e.g., "How does it feel when you …?").

> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ In exceptional cases, an individual student may need 1:1 adult support for eating. This adult support should be provided as unobtrusively and naturally as possible. In addition, the adult providing this 1:1 support should collaborate with the student's learning team to identify and facilitate as many ways as possible to create opportunities, provide strategies, modify tasks and adjust and/or fade support so that the student can experience some degree of independence at lunchtime.

For more information and strategies, see:

Supporting Positive Behaviour in Alberta Schools
A school-wide approach

LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Government of Alberta

Making Friends

Strategies that make a difference
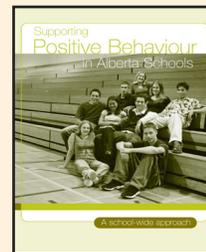
Having strategies to make and maintain friendships gives students the tools they need to enjoy positive interactions with others.

Choose the statement below that best describes how this student handles making friends. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires extensive support from others to initiate or maintain positive interactions and/or relationships with peers

☐ 2. Requires frequent adult encouragement and/or support to interact with peers and/or maintain positive interactions with peers

☐ 3. May require occasional (e.g., less than three times per week) reminders or encouragement but generally has positive interactions with peers (e.g., included in peers' activities and conversations) during both structured and unstructured times throughout the school day

Specialized

Targeted
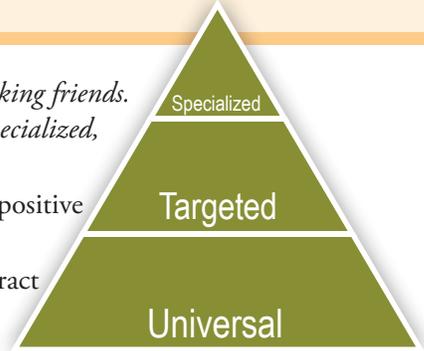
Universal

Universal Supports benefit all students

☐ Help students develop an understanding of how to make and sustain friendships through class discussion, examples from literature and **role-play**. Use graphic organizers such as T-charts to brainstorm what friendship behaviour looks like, sounds like and feels like.

☐ Use the language of friendship and community throughout the school day to encourage students to consider all classmates as friends and to treat one another with kindness and respect.

☐ Develop classroom routines that promote and facilitate friendships by providing multiple opportunities for students to interact and work with one another. Structure for success by providing efficient and inclusive strategies for forming small groups and assigning partners.

☐ Teach, practise and review specific skills for successful social interactions, such as welcoming a new person into the group, asking to join a group, demonstrating active listening, contributing to the group task, inviting a peer to participate, or giving positive feedback.

☐ Post **visual reminders** of strategies related to making and sustaining friendships. When appropriate, collaborate with students to develop these visual reminders.

☐ Use descriptive feedback to reinforce individual students, groups of students and/or the whole class when they demonstrate friendly behaviours.

Government of Alberta

Targeted Supports benefit students with more specific needs

☐ Pair individual students with positive peers who can serve as role models and provide social support. Rotate these peers at regular intervals throughout the school year.

☐ Provide proximity by positioning yourself nearby individual students who may require support and encouragement in working with others.

☐ Work with individual students to develop low-key **cues and prompts** that you can use to remind them to use their friendship skills.

☐ Provide personalized visual checklists for targeted friendship strategies and place them on the students' desks where they can see and use them independently. Some students may wish to carry the checklists with them.

☐ Develop **self-monitoring strategies** for students to reflect on and keep track of how well they get along with others.

☐ Set up a systematic approach to **reinforcement** for students who are working on improving their relationships with others.

> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ Some students may benefit from a structured circle of friends approach in which peers are actively recruited and coached to provide friendship and support.

☐ In exceptional cases, an individual student may need 1:1 adult support to facilitate communication and social interactions with others. This support should be provided as unobtrusively as possible. In addition, the adult providing this 1:1 should collaborate with the student's learning team to identify and facilitate as many ways as possible to create opportunities, provide strategies, modify activities and adjust and/or fade support so the student can experience some degree of independence in relationships with peers throughout the school day.
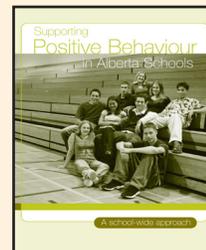
For more information and strategies, see:

LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Managing anger

Strategies that make a difference

Having the tools to manage anger allows students to experience more positive interactions with others and more fully participate in learning activities.

Choose the statement below that best describes how this student manages anger. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

- ☐ 1. Temper outbursts interfere with learning one or more times a week and/or pose a safety threat to self and/or others when having temper outbursts
- ☐ 2. Requires interventions several times a month for temper outbursts or "explosions"
- ☐ 3. May require occasional (e.g., less than once a week) reminders to regulate emotions (e.g., responds to verbal cues, such as "stay calm" or "relax")

Specialized

Targeted
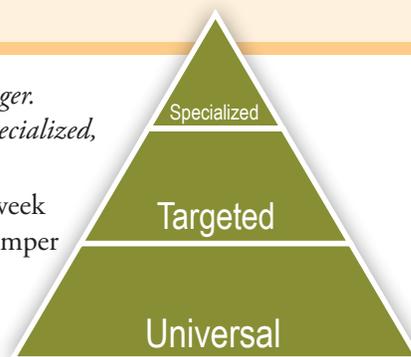
Universal

Universal Supports benefit all students

- ☐ Create an understanding about what anger is through class discussion, examples from literature and brainstorming.
- ☐ Help students use **reframing** to change their perception of situations they might typically associate with feeling angry.
- ☐ Help students to recognize early warning signs of anger, such as a pounding heart, feeling hot and clenching teeth.
- ☐ Teach **anger management strategies** that students can use when they begin to feel angry, such as:
  - – using positive visualization prior to a difficult activity or situation
  - – recognizing stress in their bodies and taking time to calm down
  - – using **self-talk** to calm themselves down (e.g., "I am calm" or counting to 10).
- ☐ Teach, practise and review strategies related to anger management at the beginning of the school year and throughout potentially stressful times of the year (e.g., holidays, exam time).
- ☐ Set up a **safe place** in the classroom where individual students can go to calm down, think about their choices and, if needed, make a plan before rejoining the group. Post visual reminders of strategies students can use to make a plan, in the safe place.
- ☐ Post **visual reminders** of strategies for reframing and managing anger. When appropriate, collaborate with students to develop these visual reminders.
- ☐ Teach and reinforce social **problem-solving** skills.
- ☐ Use descriptive feedback to reinforce individual students when they demonstrate effective strategies for managing anger.

Government of Alberta

Targeted Supports benefit students with more specific needs

☐ Pair individual students with positive peers who can serve as role models and provide support during potential anger-producing situations. Rotate these peers at regular intervals throughout the school year.

☐ Provide proximity by positioning yourself nearby individual students who may require support and encouragement during potential anger-producing situations.

☐ Intersperse activities in which students experience success with activities that typically cause frustration for them in order to help them to regain control of their frustrations.

☐ Work with individual students to develop low-key **cues and prompts** to alert them to anger-producing situations and/or to remind them to use their anger management strategies.

☐ For students with excess physical energy, create multiple **opportunities for movement** throughout the school day. This will help them release frustration and be more able to recognize and manage anger.

☐ Avoid power struggles by **redirecting student behaviour**. Use open-ended questions to **redirect** potential confrontations into productive conversations.

☐ Work with the student to personalize strategies to help alleviate or reduce anger (e.g., when working with others in a small group situation becomes stressful, limit group work for short, structured tasks only).

☐ For students who need structure and reassurance, develop and review **social stories** for managing typical situations that they may find anger-producing.

☐ Practise managing anger through **role-playing** situations that students identify as causing anger.

☐ Develop **self-monitoring** strategies for students to reflect on and keep track of how they manage anger throughout the school day.

☐ Set up a systematic approach to **reinforcement** for students who are working on recognizing and managing their own anger.

> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ Consider time-limited participation for specific activities that trigger intense anger for an individual student. They may benefit from participating in part of the activity and, if possible, gradually increasing their participation time throughout the school year.

☐ Develop an individual **behaviour support plan** focused on managing anger that could include **reinforcement** strategies. Collaborate with the student's family and other community service providers to develop supports and strategies for this student.

For more information and strategies, see:
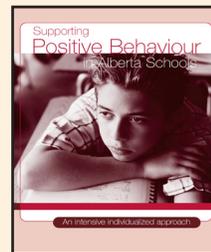
Supporting Positive Behaviour in Alberta Schools
An intensive individualized approach

LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Managing anxiety

Strategies that make a difference

Having the tools to manage anxiety allows students to reduce stress, fully participate in learning activities and experience more positive interactions with others.

Choose the statement below that best describes how this student manages anxiety. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

- ☐ 1. Requires extensive, individual support to ensure student safety and/or to manage anxiety during the school day
- ☐ 2. Requires frequent (e.g., more than three times per week) adult assistance to manage anxiety during the school day
- ☐ 3. May require occasional (e.g., less than twice per week) reminders or encouragement but generally manages anxiety without additional supports

Specialized

Targeted

Universal

Universal Supports benefit all students

- ☐ Create an understanding about what anxiety is through class discussion, brainstorming and examples from literature.
- ☐ Help students use **reframing** to change their perception of situations that may typically cause them anxiety.
- ☐ Teach **anxiety management strategies** that students can use when they begin to feel anxious, such as:
  - – using positive visualization prior to a difficult activity or situation
  - – recognizing stress in their bodies and taking time to calm down
  - – using **self-talk** to calm themselves down (e.g., "I am calm" or counting to 10).
- ☐ Teach, practise and review strategies related to managing anxiety at beginning of school year and throughout potentially stressful times of the year (e.g., holidays, exam time).
- ☐ Set up a **safe place** in the classroom where individual students can go to calm down, think about choices and, if needed, make a plan before rejoining the group.
- ☐ Post **visual reminders** of strategies for reframing and managing anxiety. When appropriate, collaborate with students to develop these visual reminders.
- ☐ Teach and reinforce **problem-solving strategies**.
- ☐ Use descriptive feedback to reinforce individual students when they demonstrate effective strategies for managing anxiety.

Targeted Supports benefit students with more specific needs

☐ Pair individual students with positive peers who can serve as role models and provide support during potential anxiety-producing situations. Rotate these peers at regular intervals throughout the school year.

☐ Provide proximity by positioning yourself nearby individual students who may require support and encouragement during potential anxiety-producing situations.

☐ Intersperse activities in which students experience success with activities that may be anxiety-producing to give students opportunities to calm down and gain control over their anxiety.

☐ Work with individual students to develop low-key **cues and prompts** that you can use to remind them to use their anxiety management strategies.

☐ Create multiple **opportunities for movement** throughout the school day to help students deal with the physical effects of anxiety. Movement can be a stress reliever for many individuals.

☐ Work with individual students to identify potential situations that cause anxiety and put strategies in place to help to alleviate or reduce anxiety.

☐ For students who require increased structure and reassurance, develop and review **social stories** describing how to manage typical situations that may cause them anxiety.

☐ Use **role-play** to practise responses to situations that students identify as anxiety producing.

☐ Develop **self-monitoring strategies** for students to reflect on and keep track of how they manage anxiety throughout the school day.

☐ Set up a systematic approach to **reinforcement** for students who are working on managing their anxiety and related behaviour.

> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ Consider time-limited participation for specific activities that trigger intense anxiety for an individual student. They may benefit from participating in part of the activity and, if possible, gradually increasing the participation time throughout the school year.

☐ Develop an individual **behaviour support plan** focused on managing anxiety that could include **reinforcement strategies**. Collaborate with the student's family and other community service providers to develop supports and strategies for the student.

For more information and strategies, see:
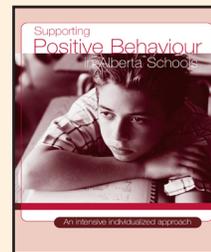
Supporting Positive Behaviour in Alberta Schools
An intensive individualized approach

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Government of Alberta ■

Managing frustration

Strategies that make a difference

Having the tools to manage frustration allows students to experience more positive interactions with others and participate more fully in learning activities.

Choose the statement below that best describes how this student manages frustration. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires one-to-one adult assistance/support to express himself or herself appropriately when frustrated

☐ 2. Requires frequent (e.g., more than three times per week) reminders to demonstrate appropriate behaviour when frustrated

☐ 3. May require occasional (e.g., less than twice per week) reminders to demonstrate appropriate behaviour when frustrated

Specialized

Targeted
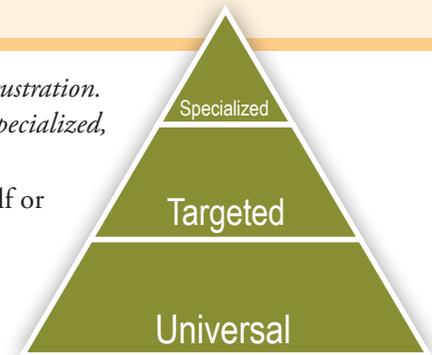
Universal

Universal Supports benefit all students

☐ Create an understanding about what frustration is through class discussion, brainstorming and examples from literature.

☐ Help students use **reframing** to change their perception of situations they typically interpret as frustrating.

☐ Teach student strategies **for asking for help**, such as:
  – Ask Three, Then Me
  – **What to Do When I'm Stuck**.

☐ Teach **frustration-management strategies** that students can use when they begin to feel frustrated, such as:
  – using positive visualization prior to a difficult activity or situation
  – recognizing stress in their bodies and taking time to calm down
  – using **self-talk** to calm themselves down (e.g., "I am calm" or counting to 10)
  – **STAR Strategy (S**top, **T**ake a deep breath **A**nd **R**elax**)**.

☐ Teach, practise and review strategies related to managing frustration at beginning of school year and throughout potentially stressful times of the year (e.g., holidays, exam time).

☐ Set up a **safe place** in the classroom where individual students can go to calm down, think about choices and, if needed, make a plan before rejoining the group.

☐ Post **visual reminders** of strategies for reframing and managing frustration. When appropriate, collaborate with students to develop these visual reminders.

☐ Teach and reinforce social **problem-solving strategies**.

☐ Use descriptive feedback to reinforce individual students when they demonstrate effective strategies to deal with frustration.

Targeted Supports benefit students with more specific needs

☐ Pair individual students with positive peers who can serve as role models and provide support during potentially frustrating situations. Rotate these peers at regular intervals throughout the year.

☐ Provide proximity by positioning yourself nearby individual students who may require support and encouragement during potentially frustrating situations.

☐ Intersperse activities in which students experience success with activities that are frustrating for them in order to help them to regain control of their frustration.

☐ Work with individual students to develop low-key **cues and prompts** that you can use to remind them to use their frustration management strategies.

☐ For students with high levels of physical energy, create multiple **opportunities for movement** throughout the school day. This type of physical release can reduce frustration levels for many individuals.

☐ Work with individual students to identify potential situations that cause frustration and put strategies in place to help to alleviate or reduce frustration.

☐ For students who require increased structure and reassurance, develop and review **social stories** to help them manage typical situations that may cause them frustration.

☐ Practise managing frustration through **role-playing** situations that students identify as frustrating.

☐ Develop **self-monitoring strategies** students can use to reflect on and keep track of how they manage frustration throughout the school day.

☐ Set up a systematic approach to **reinforcement** for students who are working on managing their frustration levels.

> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ Consider time-limited participation for specific activities that trigger intense frustration for an individual student. They may benefit from participating in part of the activity and, if possible, gradually increasing their participation time throughout the school year.

☐ Develop an individual **behaviour support plan** focused on managing frustration that could include **reinforcement strategies**. Collaborate with the student's family and other community service providers to develop strategies and supports for the student.

For more information and strategies, see:
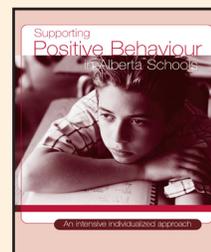
LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Managing personal belongings

Strategies that make a difference

Having the strategies to manage personal belongings reduces stress and allows students to participate more fully in learning activities.

Choose the statement below that best describes how this student manages personal belongings. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

- ☐ 1. Requires one-to-one assistance to ensure belongings are organized and available for use when needed
- ☐ 2. Requires frequent (e.g., more than three times per day) adult reminders to organize and be responsible for personal effects
- ☐ 3. Requires occasional (e.g., one to two times a week) reminders to organize and be responsible for personal effects

Specialized

Targeted

Universal

Universal Supports benefit all students

- ☐ Communicate clear expectations about what personal belongings are appropriate to bring to school, when they might be used and how they might be stored. Establish a routine for how to handle items that are brought to school that are inappropriate.

- ☐ Develop effective **classroom routines** for storing and retrieving personal belongings, such as labelling coat hooks and boot shelves with student names, providing labelled storage bins for extra school supplies or reading books.

- ☐ Model the "everything has a home" strategy of managing personal belongings by designating spaces in the classroom for specific supplies and teaching resources, clearly labelling these areas and prompting their use (e.g., "Please return math cubes to math shelf.").

- ☐ Use the think aloud strategy at teachable moments throughout the school day by providing a verbal explanation and demonstration of how you keep track of your own belongings (e.g., "I need to gather up all the project plans I will review tonight. I'll put them in this special yellow folder so I will remember where they are.").

- ☐ Encourage students to display their names prominently on all personal supplies and items of outdoor clothing. If necessary, make time at the beginning of the school year to do this.

- ☐ Organize desks and lockers with labels and designated places for certain items. If necessary, provide additional storage for extra supplies.

- ☐ Establish a regular time for all students to clean and organize their desks and lockers.

- [ ] Establish classroom and/or school lost and found boxes and have student volunteers do regular sorting (e.g., on a weekly basis) and return labelled items to owners, and organize and display unclaimed items (e.g., found mittens pinned to clotheslines in hallway) for owners to claim.
- [ ] Post **visual reminders** of the importance of taking responsibility for your own personal belongings. When appropriate, collaborate with students to develop these visual reminders.
- [ ] Use descriptive feedback to reinforce individual students, groups of students and/or the whole class when they demonstrate they are organizing and managing their personal belongings.

Targeted Supports benefit students with more specific needs

- [ ] Pair individual students with positive peers who can serve as role models and provide support in managing personal belongings. Rotate these peers at regular intervals throughout the school year.
- [ ] Provide proximity by positioning yourself nearby individual students who may require support and encouragement in managing personal belongings at specific points in the school day.
- [ ] Work with individual students to develop low-key **cues and prompts** that you can use to remind them to organize and keep track of their own belongings.
- [ ] Provide personalized checklists with visuals that individual students can use to ensure they have all their personal belongings when they leave home each day. Collaborate with parents and encourage them to use a similar strategy at home to ensure students bring needed items (e.g., lunch bag, water bottle, homework book, permission slips) to school each day.
- [ ] For students who have chronic difficulties with keeping track of their personal belongings, develop **self-monitoring** strategies students can use to reflect on and track their progress on organizing and keeping track of their personal belongings.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

- [ ] In exceptional cases, an individual student may need 1:1 adult support to facilitate participation in classroom routines. The adult providing this 1:1 should collaborate with the student's learning team to identify and facilitate opportunities for the student to actively be involved in keeping track and making decisions about his or her own personal belongings. This could include such things as having students review personalized checklists before leaving for home and indicating which items they need to take home and which items should remain at school.
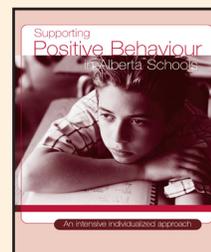
> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

For more information and strategies, see:

LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Supporting Positive Behaviour in Alberta Schools
An intensive individualized approach

Government of Alberta

Moving between classrooms

Strategies that **make a difference**

Being able to maintain behaviour and/or independently move between classrooms reduces stress, maximizes instructional time and creates opportunities to interact with school staff.

Choose the statement below that best describes how this student handles moving between classrooms. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires physical assistance (e.g., assistance with mobility) and/or individual support to ensure student safety and/or to facilitate appropriate behaviour when transitioning to different classrooms within the school

☐ 2. Requires frequent (i.e., more than three times per week) reminders and/or support to demonstrate appropriate behaviour when transitioning to different classrooms within the school

☐ 3. May require occasional (e.g., less than twice per week) reminders but generally demonstrates appropriate behaviour when transitioning to different classrooms within the school

Specialized

Targeted
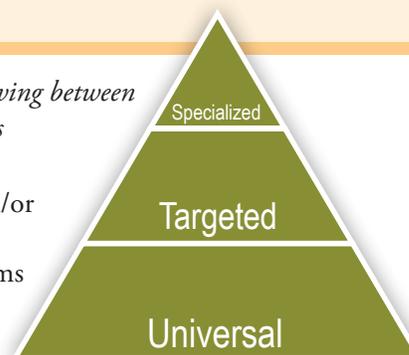
Universal

Universal Supports benefit all students

☐ Work collaboratively with staff to ensure school-wide routines are organized to support safe and efficient movement between classrooms and other areas of the school building.

☐ Work collaboratively with school staff to ensure that there are school-wide expectations for hallway behaviour between classes and that all school staff are committed to using common prompting with students, such as:
   –   walk in the hallways
   –   keep to the right side of the hallway and stairwell
   –   use a quiet voice.

☐ Develop a school-wide plan to support **active supervision** in hallways, including having all school staff present and visible when students are in hallways, particularly during transition times between classes.

☐ Explore strategies for reducing the number of students moving through the hallways at any one time by assigning groups of students to specific entrances and/or hallways or having staggered arrival and dismissal times.

☐ At the beginning of the school year, make time during classroom instruction to teach, practise and review routines for moving between classrooms.

☐ Post **visual reminders** for hallway behaviour expectations throughout the school building and refer to them often. When appropriate, collaborate with students to develop these visual reminders.

☐ Use descriptive feedback to acknowledge positive hallway behaviour demonstrated by individuals, groups of students and/or the class as a whole.

Government of Alberta

Targeted Supports benefit students with more specific needs

☐ Pair individual students with positive peers who can serve as role models and provide support moving through hallways from one class to the next. Rotate these peers at regular intervals throughout the school year.

☐ Provide proximity by positioning yourself nearby individual students who may require support in moving safely between classes.

☐ For students who require more structure and reassurance, develop and review **social stories** about what they need to do when moving through hallways.

☐ Some students may require additional time to transition from one location to another, and may benefit from leaving class earlier (or later) when hallways are less congested.

☐ For students who experience chronic difficulties moving through the hallway between classes, develop **self-monitoring strategies** that students can use to reflect on and keep track of their own hallway behaviour. Work with students to identify specific and concrete language that will describe the behaviour they need to demonstrate (e.g., keep hands and feet to self, walk at least one metre behind the person ahead of you).

☐ Systematically **reinforce** positive hallway behaviours observed.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ To facilitate mobility or to ensure physical safety, an individual student may need 1:1 adult support. This support should be provided as unobtrusively as possible, and, when possible, students should travel at the same time as other students and follow the same behaviour expectations as other students.

For more information and strategies, see:

LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Government of Alberta ■

Recess

Strategies that make a difference

**Being able to maintain behaviour and/or participate during recess ensures personal safety and creates opportunities for students to enjoy positive interactions with peers.**

Choose the statement below that best describes how this student participates at recess. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires one-to-one assistance to provide physical support (e.g., getting from one area of the school to the playground, managing steps and doors, etc.) and/or to facilitate social interaction with peers and/or maintain appropriate behaviour and/or maintain student safety (e.g., moving safely, not interfering with other students, etc.)

☐ 2. Requires frequent (e.g., more than once a week) adult reminders and redirection to play safely, stay within boundaries, follow adult direction and/or interact appropriately with peers (e.g., keeping hands and feet to self, using kind words, including others)

☐ 3. May require occasional (e.g., less than twice a week) reminders to play safely, get along with others and solve problems but generally maintains appropriate behaviour on the playground
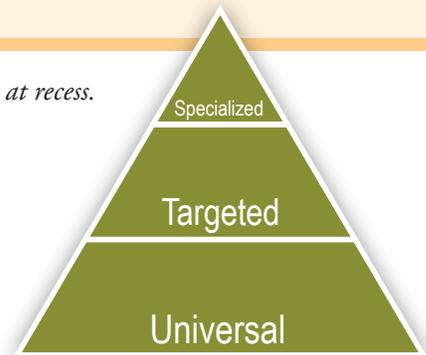
Specialized

Targeted

Universal

Universal Supports benefit all students

☐ Work collaboratively with school staff to ensure that there are school-wide expectations for recess behaviour.

☐ Communicate clear expectations about recess behaviour to school staff, students and their parents.

☐ Develop effective routines that will support positive behaviour and participation during recess, such as:
  – plans for **active supervision** by school staff
  – availability and management of a variety of equipment that encourages active play, such as balls, skipping ropes and hula hoops
  – designated areas for specific activities (e.g., soccer, running, free play) and/or age groups (e.g., younger students have access to swings and sand play, tether ball poles are assigned to division levels)
  – clear boundaries so students are always in sight lines of supervising staff.

☐ Teach, practise and review routines related to recess with students at the beginning of the school year, including safe play on various playground structures (e.g., taking turns on slides, keeping out of the path of swings).

☐ Post **visual reminders** for behaviour expectations for recess in the classroom near the door so they can be referred to as students exit the classroom. When appropriate, collaborate with students to develop these visual reminders.

☐ Use descriptive feedback to acknowledge positive recess behaviour demonstrated by individuals, groups of students and/or the class as a whole.

Government of Alberta

Targeted Supports benefit students with more specific needs

- ☐ Pair individual students with positive peers who can serve as role models and provide support. Rotate these peers at regular intervals throughout the school year.
- ☐ Provide proximity by positioning yourself (or recess supervisor) nearby individual students who may require support and encouragement during recess.
- ☐ Work with individual students to develop low-key **cues and prompts** that you can use as friendly reminders to follow recess rules and/or use personal strategies for taking turns, resolving conflicts and managing frustration.
- ☐ For students who require more structure and reassurance, develop and review **social stories** about a typical recess.
- ☐ Use a **Check out /Check in** strategy for students to check in with a school staff member before recess (to commit to following one to three targeted rules or to brainstorm three things they can do at recess) and to check in after recess and report on how their recess went.
- ☐ Develop personalized visual checklists to reinforce recess expectations. Some students may wish to carry the checklists with them.
- ☐ For students with chronic difficulties at recess, do an **environmental scan** to identify specific social skills that are needed to have successful and positive recesses. Provide targeted coaching to individual and small groups of students in needed skills, such as turn taking and how to resolve conflicts.
- ☐ For students with chronic difficulties at recess, develop **self-monitoring strategies** students can use to reflect on and keep track of their own behaviour during recess.
- ☐ Set up a systematic approach to **reinforcement** for students who are working on improving and maintaining following recess routines. Reinforcement should encourage moving toward intrinsic motivation (e.g., how does it feel when you have a great recess?).

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

- ☐ Develop an individual **behaviour support plan** focused on increasing positive behaviour at recess. The plan could include social skill training, strategies for success and **reinforcement strategies**.
- ☐ In exceptional situations, an individual student may need 1:1 adult support to provide guidance and/or physical support (moving a wheelchair) to ensure student safety and/or to promote positive social interactions.
- ☐ In exceptional situations, it may be appropriate to schedule an alternate recess time/location for a specific time period.

For more information and strategies, see:

LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Government of Alberta

Regular attendance

Strategies that make a difference

Regular attendance at school maximizes students' opportunities to participate more fully in learning activities and form relationships with others, and increases the likelihood of school bonding and successful high school completion.

Choose the statement below that best describes how this student manages regular attendance. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

- ☐ 1. Chronic absence from school (e.g., more than once per week) is interfering with learning and participation and requires support from school and parents
- ☐ 2. Requires frequent (e.g., more than twice per month routinely) intervention to attend school regularly
- ☐ 3. Generally attends school on a regular basis (e.g., absent less than once per month)

Specialized

Targeted

Universal

Universal Supports benefit all students

- ☐ Work collaboratively with school staff to ensure that there are school-wide expectations for regular attendance and identify school incentives to reward regular attendance (e.g., recognition at school assemblies, positive messages home to parents, etc.).
- ☐ Communicate clear expectations with the students about the importance of regular classroom attendance by brainstorming the benefits of coming to school every day.
- ☐ Develop effective classroom routines that will support regular attendance, such as:
  - greeting the students as they enter the school and classroom each day to help them feel welcome and help you notice if they are having any problems
  - developing a relationship with each student by getting to know something about the student that you can talk about with him or her
  - providing motivating activities at the opening of the day or class, such as physical activities, brain teasers, jokes of the day, or interesting historical or science facts
  - surprising students occasionally with unusual learning activities that will increase their desire to come to class to see 'what will happen' each day.
- ☐ Use descriptive feedback to reinforce students when they demonstrate regular attendance.

Targeted Supports benefit students with more specific needs

- ☐ As part of **active supervision**, provide individual or small groups of students with increased proximity to ensure that they proceed directly to classroom at the bell.
- ☐ If there is a pattern of missed school days or missed classes, talk with parents to identify any areas that may need to be supported to ensure improved attendance.
- ☐ Talk with the student to identify if there are concerns at school, such as avoiding situations that may be stressful.
- ☐ Develop **self-monitoring strategies** students can use to keep track of their own progress. Some students may benefit from one-week or one-month goal setting related to increasing the number of days they attend school or a particular class.
- ☐ Develop a systematic approach to **reinforcement**, either at the class or individual level, to encourage students to attend school every day and participate in every class. Reinforcement should encourage moving toward intrinsic motivation (e.g., "How does it feel …?").

Specialized Supports benefits the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

- ☐ Work with the student and his or her family to help develop an individual **behaviour support plan** focused on increasing school attendance. If chronic attendance is significantly affecting the student's learning it may be necessary to access additional community supports. Consider what type of **reinforcement system** could support this plan.
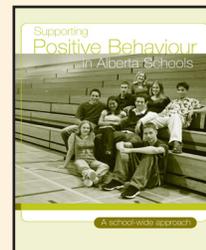
> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

For more information and strategies, see:

LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Government of Alberta

Responding to adult direction

Strategies that make a difference

Being able to respond positively to adult direction ensures students have more positive interactions with others and have more opportunities to participate in learning activities.

Choose the statement below that best describes how this student responds to adult direction. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires one-to-one assistance to ensure student safety and/or to facilitate appropriate behaviour when responding to adult direction

☐ 2. Requires frequent (e.g., more than three times per week) reminders and support to respond appropriately to adult direction

☐ 3. Requires occasional (e.g., less than twice a week) reminders to respond positively to adult direction
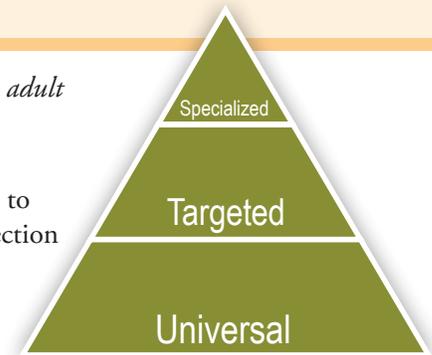
Specialized

Targeted

Universal

Universal Supports benefit all students

☐ Work collaboratively with school staff to ensure that there are school-wide expectations for following adult directions and a commitment for consistent prompting of behaviours, such as:

– stopping and acknowledging (with a nod or 'yes') when an adult speaks to student.

– following through on adult requests right away

– asking for clarification or help in a polite voice

– if necessary, disagreeing in an agreeable way.

☐ Teach classroom expectations related to responding to adults (e.g., use discussion, role-play).

☐ Use **strategies** that increase the likelihood that students will follow directions, such as making eye contact, giving specific requests, giving students time to respond to directions and redirecting behaviour to avoid power struggles.

☐ Post **visual reminders** on the importance of following adult directions and outlining related behaviours. When appropriate, collaborate with students to develop these visual reminders.

☐ Use descriptive feedback to reinforce students when they follow adult directions quickly and cooperatively.

Targeted Supports benefit students with more specific needs

☐ Pair individual students with positive peers who can serve as role models and provide support in responding appropriately to adult direction and requests. Rotate these peers at regular intervals throughout the school year.

☐ Provide proximity by positioning yourself nearby individual students who may require support in following adult directions.

☐ Use positive, limited choices to encourage cooperation (e.g., "Do you want to do your math at the table or on the floor?").

☐ Help students understand their own behaviour (e.g., how they look and sound when responding to adult direction) through verbal descriptions, physical demonstrations, modelling and the use of video feedback.

☐ For students who require increased structure and reassurance, develop and review **social stories** for specific situations when it is essential to follow adult directions (e.g., during an emergency evacuation, fire drill, on a field trip).

☐ Practise following directions through **role-playing** situations.

☐ Work with the student to develop low-key **cues and prompts** that you can use to remind the student to cooperate and follow directions.

☐ Develop **self-monitoring strategies** for students to reflect on and keep track of their own behaviour related to responding positively to adult direction.

☐ Set up a systematic approach to **reinforcement** for students who are working on improving their response to adult direction. Reinforcement should encourage moving toward intrinsic motivation (e.g., "How does it feel when …?").

> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ Work with the student and family to help develop an individual **behaviour support plan** focused on following adult directions. Identify a **reinforcement** system that will be meaningful to the student and manageable for school staff.

For more information and strategies, see:
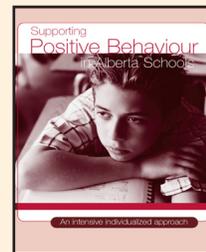
LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Substitute teachers

Strategies that make a difference

Being able to respond positively to substitute teachers allows students to more fully participate in learning and social activities.

Choose the statement below that best describes how this student manages with substitute teachers. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

- [ ] 1. Requires one-to-one assistance to facilitate social interaction and/or appropriate behaviour when substitute teachers are present OR poses a safety threat to self and/or others in situations when an unfamiliar adult is acting as the classroom teacher
- [ ] 2. Requires frequent (e.g., more than three times per school day) reminders to demonstrate appropriate behaviour and to cooperate with substitute teachers who are replacing the regular classroom teacher
- [ ] 3. May require occasional (e.g., once before substitute begins, less than twice during school day) reminders to demonstrate appropriate behaviour when substitute teachers are replacing the regular classroom teacher

Specialized

Targeted

Universal

Universal Supports benefit all students

- [ ] Prior to having substitute teachers to the classroom, communicate clear expectations about behaviour when substitute teachers are taking the place of the regular classroom teacher. Consider introducing the term "guest teachers" to create an understanding that these teachers should be made to feel welcome and be treated as guests of the class. Ask for student volunteers who will be responsible for helping substitute teachers with specific tasks, such as distributing or putting away materials, explaining where materials are stored or using the classroom computer. Post a chart with assigned tasks and student volunteers. If possible, provide the name of another staff member who has agreed to provide assistance, if needed.

- [ ] At the beginning of the school year, develop a substitute teacher plan (that can be used in unplanned absences) that contains class schedules, seating plans, and identifies individual students who can provide reliable assistance. Keep this plan in a file on your desk. Include relevant information about specific students, and if behaviour support plans are in effect include copies in the file. Update this file at regular intervals throughout the school year.

- [ ] For planned absences, develop clear and detailed plans for substitute teachers that include engaging and manageable learning activities that students are familiar with. Identify individual students who have volunteered to provide assistance and include copies of any behaviour plans that are in effect.

☐ Ask the substitute teacher to provide feedback on how well the class cooperated and completed learning activities. On your return, share this feedback with students, and pair with descriptive feedback to acknowledge positive behaviour of individual students, groups of students and/or the class as a whole. If appropriate, celebrate this success with a preferred activity or other reinforcing activity and tell students why you are doing this.

Targeted Supports benefit students with more specific needs

☐ When planning for a substitute teacher, pair individual students with positive peers who can serve as role models and offer support. Consider changing their seating so they are located nearby for the time the substitute teacher is with the class.

☐ For students who require more structure and reassurance, develop and review **social stories** about having a substitute teacher.

☐ Use a **Check out /Check in strategy** for individual students who have experienced difficulty when substitute teachers are in the classroom. Students check in with the classroom teacher (or other school staff member) the day before the substitute arrives and verbally commit to following one to three targeted rules or to three things they can do to be helpful to the substitute teacher. The student then checks in the next day to report on how his or her day with the substitute teacher went.

☐ Develop personalized visual checklists to reinforce behaviour expectations related to substitute teachers. Some students may wish to carry the checklists with them.

☐ For students with chronic difficulties adapting to substitute teachers, develop **self-monitoring strategies** students can use to reflect on and keep track of their own behaviour during the time the substitute teacher is with the class. Consider how a systematic approach to **reinforcement** could support this strategy.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ In exceptional situations, it may be necessary to provide 1:1 adult support to facilitate social interactions and communication between the students and other school staff, including substitute teachers.

For more information and strategies, see:
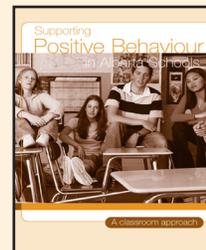
LearnAlberta.ca
(Keyword: Positive Behaviour Support)

Transitioning between activities

Strategies that make a difference

Being able to make successful transitions between activities allows students to participate more fully in learning and social activities.

Choose the statement below that best describes how this student manages transitions between activities. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires one-to-one assistance to provide support for transitioning (e.g., moving from one area to another) and/or to maintain behaviour when transitioning from one learning activity to another in the classroom

☐ 2. Requires frequent (e.g., more than three times per week) reminders and/or supervision to demonstrate appropriate behaviour when moving from one learning activity to another in the classroom

☐ 3. May require occasional (e.g., less than twice per week) reminders but generally demonstrates appropriate behaviour when moving from one learning activity to another in the classroom

Specialized

Targeted

Universal

Universal Supports benefit all students

☐ Develop effective **classroom routines** for smooth transitions between learning activities, including:

– using prearranged signals, such as a chime, piece of recorded music or sign on the board, to provide a friendly reminder that a transition is to begin three to five minutes before the actual transition time

– using a second prearranged signal (e.g., distinct sound like a chime) to indicate a transition will begin.

☐ For younger children, it may be helpful to develop a song or rhyme that advises what needs to happen (e.g., "It's sharing time, it's sharing time, let's make a circle.").

☐ At the beginning of the school year make time during classroom instruction to teach, practise and review routines for transitions between activities. Model what needs to happen during these times and then give students opportunities for guided practice.

☐ Post **visual schedules** to help students anticipate transitions from one activity to the next. When appropriate, collaborate with students to develop these visual schedules and reminders.

☐ Use descriptive feedback to acknowledge positive behaviour during transitions of individuals, groups of students and/or the class as a whole.

Targeted Supports benefit students with more specific needs

- ☐ Pair individual students with positive peers who can serve as role models and provide support during transitions from one learning activity to the next. Rotate these peers at regular intervals throughout the school year.
- ☐ Provide proximity by positioning yourself nearby individual students who may require support when making transitions from one activity to the next.
- ☐ For students who require more structure and reassurance, develop and review **social stories** about what they need to do when making transitions from one activity to the next.
- ☐ Some students may require additional time to transition from one activity to the next, and may benefit from beginning the transition earlier so they can start the next activity at the same time as the other students.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

- ☐ In exceptional cases, an individual student may need 1:1 adult support to facilitate participation in classroom routines and social interactions with other students. This support should be provided as naturally and as unobtrusively as possible.

For more information and strategies, see:
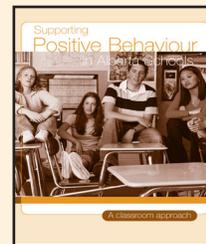
LearnAlberta.ca
(Keyword: Positive
Behaviour Support)

Washrooms

Strategies that make a difference

Being able to maintain appropriate behaviour in school washrooms allows students to experience positive interactions with others.

Choose the statement below that best describes how this student manages washroom routines. This will help you identify a starting point for selecting strategies (e.g., 1=specialized, 2=targeted, 3=universal).

☐ 1. Requires physical assistance (e.g., help with toileting, transferring from wheelchair to toilet, etc.) and/or individual support to ensure student safety and/or to facilitate appropriate behaviour and interaction with peers in the washroom

☐ 2. Requires frequent (e.g., more than three times per week) adult supervision to maintain appropriate behaviour during washroom breaks

☐ 3. May require occasional (e.g., less than twice per week) reminders but generally demonstrates appropriate behaviour during washroom breaks

Specialized

Targeted
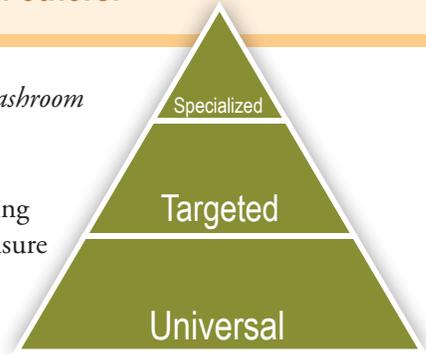
Universal

Universal Supports benefit all students

☐ Work with students to develop effective **classroom routines** and **visual reminders** for using the washrooms, such as the following.

  – For younger students: Incorporate times into the day specifically for washroom breaks, and post a **visual schedule** of these times. In addition, develop a simple system where students may leave the classroom one-at-a-time for a washroom break, on an as-needed basis. Design simple washroom passes that are kept near the door of the classroom so students know if another student is already in the washroom.

  – For older students: Encourage students to use the washroom before, after and between classes. In addition, develop a simple system where students may leave the classroom one-at-a-time for a washroom break, on an as-needed basis. Design simple washroom passes that are kept near the door of the classroom so students know if another student is already in the washroom.

☐ Teach, model and reinforce appropriate washroom behaviour for younger students (e.g., washing hands after using the bathroom, drying hands, walking to and from class).

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Targeted Supports benefit students with more specific needs

☐ For students who request to go to the washroom multiple times throughout the day, consult with parents to identify if this is a medical condition or if the student may be using washroom trips (either consciously or unconsciously) as a strategy for avoiding school work or other non-preferred activities. Collaborate with parents to develop a strategy to resolve this issue so that students are able to go to the washroom when they need to, but they are not using it as an avoidance strategy.

☐ For students who have chronic behavioural difficulties in unsupervised washrooms (e.g., engaging in horseplay, minor vandalism), limit their access to washrooms during breaks when there are multiple students using the washroom. When they request to use the washroom during class time, use the **Check in/Check out** strategy in which the student checks in with a school staff member and commits to following specific washroom behaviour expectations (e.g., turning off taps, no playing with the soap, returning directly to the classroom without disrupting other students). When the student returns from the washroom, the student checks out his or her behaviour by debriefing with the staff member on his or her return and reporting whether or not he or she was able to follow through on his or her behaviour commitment. This strategy should be done privately and not in front of the other students.

☐ Develop personalized visual checklists of behaviour expectations related to washrooms and review with individual students. Some students may wish to carry the checklists with them.

☐ Develop **self-monitoring strategies** students can use to reflect on and keep track of their own behaviour in the washroom and set up a systematic approach to **reinforcement** for students who are working on improving appropriate washroom behaviour. Reinforcement should encourage moving toward intrinsic motivation (e.g., "How does it feel when …?").

> Parents know their children well and can offer insights on how to support their social and emotional well-being. There is strength in collaborating on strategies that could be used at home, at school and in the community.

Specialized Supports benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

☐ A student with a moderate/severe disability may require 1:1 adult support to provide with toileting assistance and/or supervision away from the classroom.

For more information and strategies, see:

Supporting Positive Behaviour in Alberta Schools

A classroom approach

LearnAlberta.ca
(Keyword: Positive Behaviour Support)