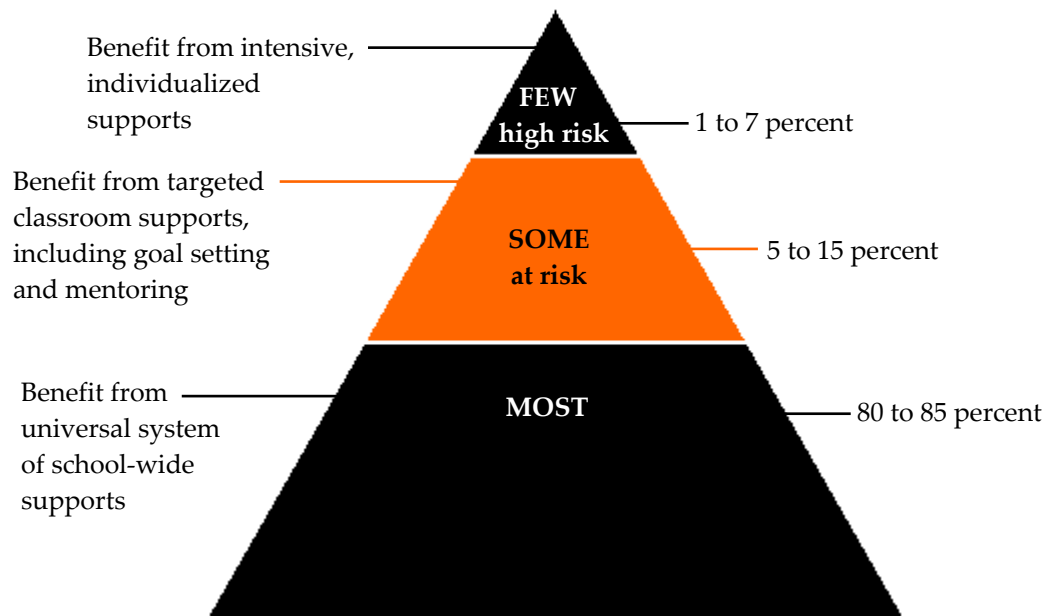# Introduction

Drawing on current research and best practices, this second part of the three-part resource, *Supporting Positive Behaviour in Alberta Schools*, provides information and strategies for systematically teaching, supporting and reinforcing positive behaviour in the classroom.

This proactive approach to classroom management is designed to provide teachers with effective strategies to improve behavioural outcomes in their classrooms. The goal of this approach is to facilitate academic achievement and healthy social development of students in a safe, supportive learning environment.

Behaviour issues in the classroom can interfere with learning, instruction and the overall climate of the classroom. Effective classroom management creates and maintains a predictable learning environment in which students and teachers enjoy positive relationships, students are ready to learn and teachers are able to teach.

The following pyramid model illustrates the behavioural issues in a typical student population. Studies show that 80 to 85 percent of students generally meet the school's behavioural expectations. Another 5 to 15 percent chronically do not meet expectations and are at risk of developing severe behaviour disabilities. One to 7 percent have behaviour disabilities severe enough that they cannot meet behavioural expectations without intensive, individualized interventions.

Benefit from intensive, individualized supports ——— **FEW high risk** ——— 1 to 7 percent

Benefit from targeted classroom supports, including goal setting and mentoring ——— **SOME at risk** ——— 5 to 15 percent

Benefit from universal system of school-wide supports ——— **MOST** ——— 80 to 85 percent

Three-tiered model of positive behaviour support

The three tiers of this model represent a continuum of increasingly intense interventions that correspond to the responsiveness of students.

- All students will benefit from a **universal system** of interventions, and for 80 to 85 percent these supports are sufficient to maintain positive behaviour.

- More **targeted interventions**, such as social skills instruction and behavioural management, will benefit the 5 to 15 percent of students who are at risk of developing serious behaviour problems.

- **Intensive, individualized supports** will benefit the 1 to 7 percent of students who do not respond to universal and/or targeted interventions.

This three-part resource, *Supporting Positive Behaviour in Alberta Schools* is organized around this model. The three sections deal with:

- a **universal** school-wide approach

- a **targeted** classroom management approach

- an **intensive**, individualized approach.

This second part of the resource focuses on the classroom approach. Teachers may also wish to refer to the other two parts of the resource to create a more comprehensive approach to supporting positive behaviour.