

“... the biggest day-to-day repository of constructive power to improve schools is in the hearts, minds and hands of the people who work in them.”

– Kenneth A. Sirotnik,
“Evaluation in the Ecology of Schooling”

Administrative support

When dealing with classroom behavioural issues, teachers need to be able to access the expertise and support of the entire school staff, and especially the school administrator.

Establishing positive working relationships with each teacher in the school can help administrators make responsive and effective administrative decisions that will enhance the capacity and quality of teaching and learning in the classroom.

The role of the principal is to support the teacher’s authority, not replace it. Open communication, knowledge of best practices in classroom management, and respect for diverse teaching styles are key to an administrator’s ability to effectively support teachers in the development and maintenance of strong classroom management practices. When teachers align their classroom management practices with the school-wide approach to positive behaviour supports, the effectiveness of both the in-class and school-wide supports and interventions for students with problem behaviours is enhanced.

School administrators are also in a position to support effective classroom management practices by:

- facilitating schedules to encourage and accommodate collaborative planning and problem solving
- following through on agreed-upon office referral protocols so that individual problem behaviour is dealt with fairly, consistently and in a timely manner
- communicating with teachers about classroom management practices and issues formally and informally
- offering both formal and informal encouragement and positive reinforcement to school staff who demonstrate strong and consistent classroom management

- being available and willing to help individual teachers identify issues and develop solutions for classroom behaviour problems, on an as-needed basis
- making targeted professional development opportunities available for all school staff.



For more information on Alberta's Approach to Collaborative Practices based on wraparound principles visit:

<https://education.alberta.ca/collaborating-to-support-students/collaborative-practices/>

Collegial support

The support of other teachers and school staff can also contribute to the success of a teacher's classroom management planning and follow-through. Colleagues can offer encouragement and advice, and can also collaborate on specific strategies such as providing a safe place for a student from another classroom who requires a short time away from his or her own classroom.

Teachers benefit from regular problem-solving meetings where they can share ideas and solutions. A 30-minute Behaviour Intervention Meeting format provides an innovative and time-effective strategy for providing this kind of support.



Tool 2 is a template for a 30-minute Behaviour Intervention Meeting.

Problem behaviour Students talking is interfering with teacher's instruction and peers participating in classroom discussion

Students involved Approximately 16/22 students in Grade 8 social studies classroom

Meeting participants

Facilitator Language arts teacher, Grade 7/8

Recorder Librarian

Others Counsellor, assistant principal

Step 1: Identify the problem behaviour (5 minutes)

1. Have the classroom teacher(s) describe the problem behaviour.
 - Students talking to other students while the teacher is talking to the class. This is compromising instruction and preventing any kind of meaningful group discussion.
2. Clarify the problem as a group. Identify when, how often, how long, etc. It may be necessary to narrow the scope of the problem.
 - Planned class discussions were abandoned after less than five minutes every class this month.
 - Estimate asking students to "Be quiet" at least 10 times per 60-minute class.

Step 2: Identify desired behaviour (5 minutes)

Existing behaviours to maintain and/or increase:

- Talking with peers in class during group work or times when the teacher invites students to talk together

New behaviours to teach and reinforce:

- Demonstrating turn-taking behaviour by using talking stick
- Maintaining quiet and demonstrating attentive listening during teacher instruction and when individual students are addressing the class
- Talking with peers while teacher is quietly talking with one student or a small group of students

Existing behaviours to decrease and/or eliminate:

- Talking with peers while the teacher is instructing or addressing the class
- Talking with peers while another student is talking to the class or asking a question
- Talking with peers during daily announcements on PA system

Step 3 (5 minutes)

Identify positive reinforcements for new related positive behaviour.

- Explicit opportunities to socialize in class

Identify negative consequences for the unacceptable behaviour.

- Teacher proximity, nonverbal cue

Step 4 (5 minutes)

Identify proactive strategies that would help students learn to behave in a more positive and acceptable manner.

- Visual cue indicating when students must be silent and when they may talk with peers
- Structured times to visit peers
- Set short times for instruction. "I will be teaching for 10 minutes. It is important to listen for these 10 minutes"
- Using proximity when individual students begin to talk with a peer
- Teaching students expectations for when the teacher is instructing; introduce through mini lesson, post them, reinforce them
- Using a "talking stick" during group discussions to clearly identify speaker

Step 5 (5 minutes)

Identify at least two ways to determine if the plan is working and student behaviour is improving.

- Colleague observes in classroom to determine high frequency times and duration of student talk during instruction
- Colleague does a second observation three weeks later to see if student talk has decreased during this time and if use of proactive strategies (e.g., use of talking stick) has increased

Step 6 (4 minutes)

Identify actions that other staff members can do to assist and support the teacher and students.

- *One colleague visits class two times to observe and record data*
- *All teachers explicitly teach and reinforce “what to do when the teacher is instructing” over the next month*

Step 7 (1 minute)

Set a date for a follow-up meeting to evaluate and revise the plan.

Date and time of next meeting 21 days from today's meeting