

Integrated, Systems-wide Primary and Secondary Prevention Program:

James Cameron School

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James Cameron School is a small, independent, non-profit school accredited by the Independent Schools Branch of the Ministry of Education for children with learning disabilities (LD; see Appendix A for Ministry definition of LD). Located in west Maple Ridge, students come from a wide range of areas across Metro Vancouver through to the Fraser Valley. The school currently supports 44 children in grades two through seven with four full time classroom teachers and one part time teacher. The remaining school community is made up of the principal, one administrative office personnel, two full time special education assistants and twelve one to one Orton-Gillingham therapeutic tutors.

The students at James Cameron School work within the prescribed learning outcomes for their grade level as outlined by the British Columbia Ministry of Education. All core subjects are taught through multi-modal instruction, ensuring that students are able to access the necessary information utilizing their strengths while learning tools and techniques to support their specific learning challenges. The students at JCS present a multitude of challenges in addition to their learning disability. These include but are not limited to: Autism Spectrum Disorder, chronic health complications, Attention Deficit Disorder (both inattentive and hyperactivity types), Anxiety Disorder, mild intellectual disabilities, Tourette's syndrome, acquired brain injuries and giftedness. An Individualized Education Plan (IEP) is developed for each child with their support team, including parents and the child themselves as appropriate, outlining their key areas of strength and interest as well as their specific educational, social and emotional needs. These are reviewed throughout the year to ensure the child is making progress and to make adjustments to the child's program as necessary. Within the IEP are the adaptations and accommodations provided for the child to ensure they are able to reach their full potential. Some accommodations are provided universally across the whole school (see Appendix B) while those more specific to the individual child are listed within that child's IEP, along with specific, detailed goals. Class sizes are small, ranging from just four students to a maximum of fourteen, with a minimum of two adults per class. This allows for more one to one attention during instructional time.

Each student receives daily one to one sessions with a qualified Orton-Gillingham therapeutic tutor at their current level and necessary instructional pace. The Orton-Gillingham approach is language based, multi-sensory and sequential where students are explicitly taught reading, handwriting, writing and spelling as one logical body of knowledge. A whole class is scheduled at one time to meet with their personal tutor, removing the pull out support stigma that many students experienced prior to attending James Cameron.

**Key Personnel**

Name	Olive Wagstaff
Position/Title	Principal, James Cameron School
Education/Training	Bachelor of Education
Professional Experience (past 5 years)	Classroom teacher (grade 3-7) Principal Member of provincial ADHD task force

Name	Amy Johnstone
Position/Title	Classroom Teacher, Special Education Specialist
Education/Training	Bachelor of Education, Elementary Generalist with Special Education minor Masters of Education, Special Education including coursework on SWPBS and Functional Behaviour Assessment
Professional Experience (past 5 years)	Year group leader, Classroom teacher (grade 4-6) Special Education classroom teacher, modified programming (grade 6-7) Resource Teacher / Learning Assistance (grade 1-6) Classroom Teacher, Special Education Specialist (grade 3-7)

Name	Helen MacDonald
Position/Title	Head Tutor
Education/Training	Orton-Gillingham training
Professional Experience (past 5 years)	Lead tutor One to one Orton-Gillingham tutor

Name	Heather Blower
Position/Title	Volunteer President of Parent Support Group
Education/Training	Nursing degree
Professional Experience (past 5 years)	Nurse – Lactation Consultant

Name	Gina Wagstaff
Position/Title	Student Support Worker
Education/Training	Counselling degree Training in Home-School Collaboration
Professional Experience (past 5 years)	Mental Health Counsellor Home-School Liaison for JCS Counsellor/Student Support

<b>Additional outside personnel required</b>
SWPBS coach - initial training and ongoing support (boosters, guidance for leadership team)
MindUP trainer - initial training, personalized implementation support and evaluation tools

## **School Mission and Values**

### **Mission Statement**

James Cameron School provides a nurturing environment that believes that all children deserve the opportunity to learn in a way that best matches their individual learning style. We celebrate diversity and the unique potential of each child with careful attention to the intellectual, social, emotional and physical development of children who have learning disabilities. We aim to empower students to realize their full potential and provide them with the tools they need for a lifetime of learning. In a collaborative union with families as partners in their child's educational journey, James Cameron School provides a focus on the whole child to foster self-confidence, self-advocacy, build skills and maximize learning.

### **School Values**

The staff at James Cameron School share a strong set of values that guide our community in providing a welcoming and nurturing environment for staff, students and families. These include:

- Cultivating open, trusting and authentic relationships among all members of the school community,
- Child-centered approach - personalizing learning for the child at their level and utilizing their strengths and interests,
- Emphasis on strengthening self-confidence by creating opportunities for each child to be successful,
- Multi-modal approach to teaching and learning,
- High expectations for staff and students,
- Collaboration with all members of the school community

## **Broad Objectives and Specific Aims**

### **Broad Objectives**

In addition to academic difficulties, individuals with LD can also face compounding social, emotional or behavioural challenges, including bullying, peer rejection, depression, risk taking and minor delinquency (Wiener, & Timmermanis, 2012). Moreover, approximately 30% of school age children with LD meet the diagnostic criteria for comorbid attention deficit hyperactivity disorder (ADHD), making their profiles even more complex (Wiener, & Timmermanis, 2012). In the absence of proactive academic and behavioural supports these students may find it extremely difficult to be successful in school (Menzies, Lane, & Lee, 2009).

With this grant we intend to implement School-wide Positive Behaviour Support (SWPBS), an evidence-based approach, which teaches social competencies and promotes a positive social environment (McIntosh, Bennett, & Price, 2011). Current research has shown that a coordinated, systems-level framework is recommended to prevent and respond to problem behaviour in school settings (Hawken, Adolphson, Macleod, & Schumann, 2009). Furthermore, this method has demonstrated the ability to improve academic and behavioural outcomes, in addition to creating a positive, nurturing school climate (McIntosh et al., 2011). Finally, SWPBS emphasizes the importance of the home-school relationship as research has shown such partnerships can improve student achievement (Muscott et al., 2008).

Given the composition of the students at James Cameron Elementary, it is integral that a collaborative, three-tiered approach is put in place to nurture the development of this at-risk population. This funding will allow us to acquire the additional resources, training and outside supports needed to put SWPBS in place - creating a more positive, nurturing, collaborative school community, and allowing our students to be empowered to reach their full potential. Moreover, by implementing this evidence-based preventative practice we will help staff to develop the proactive strategies required to ensure the behavioural and academic growth of all students.

### **Specific Aims**

- Aim 1. Students will demonstrate age appropriate social skills consistent with our school's values and behavioural expectations.
- Aim 2. Students will demonstrate increasing competence in the areas of reading, writing and mathematics, as per the goals set forth in their IEPs.
- Aim 3. Staff will demonstrate a strong understanding of how to support the social, emotional and behavioural needs of our students by implementing these evidence-based practices with fidelity.
- Aim 4. Families will identify themselves as authentic partners in their child's development and meaningfully contribute to the school community by participating in school initiatives, and the related decision making processes



## **Background and Significance**

### **School-wide Positive Behaviour Support**

As an evidence-based approach, SWPBS follows the recommended best practices as outlined by the Peacock Hill Working Group, which includes the use of systematic, data-based interventions, continuous assessment and monitoring of progress, provision for practice of new skills, treatment matched to problem, multi-component treatment, programming for transfer and maintenance, and commitment to sustained intervention (as cited in Lewis, Jones, Horner, & Sugai, 2010). Sugai and Horner described SWPBS as “a systems-level approach to creating a positive school environment that encourages prosocial interactions and allows effective instruction and learning to take place” (as cited in McIntosh et al., 2011, p. 47). SWPBS has three levels (i.e., three-tiered), starting off with universal support for all students (Tier I), followed by specific support for students at risk (Tier II), and ending with individualized support for students who need intensive intervention (Tier III; Lewis et al., 2010).

The SWPBS approach presents a framework that can be adapted to create a best fit for individual school environments. McIntosh et al. (2011) outline shared features that underlie SWPBS practices, including three to five positively stated expectations that characterize social emotional capabilities as well as the values of prosocial behaviour. Next steps include explicit instruction of the established behavioural expectations, as well as application of the developed acknowledgement system through which students are recognized for exhibiting appropriate prosocial behaviours with verbal praise and tangible recognition. Additionally, Sugai and Horner (2009), summarize the systems necessary for implementation of SWPBS such as a leadership team, coaching from an outside source and ongoing training for staff. Finally, an effective SWPBS model includes collection and evaluation of data, including both quantitative and qualitative information (Sugai & Horner, 2009).

SWPBS can assist with early identification of at-risk students, provide instructional data to assist with evaluation, and build environments to promote prosocial behaviour (Lewis et al., 2010). Moreover, the implementation of SWPBS has many additional positive outcomes for students and teachers, such as increases in academic achievement, greater teacher efficacy and improved staff relationships (McIntosh et al., 2011). Further examples of supplementary outcomes are reductions in problem behaviour (Lassen, Steele, & Sailor, 2006; Nelson, Martella, & Marchand-Martella, 2002), lower levels of exclusionary discipline use (Lassen et al., 2006) and increases in perceptions of school safety (Horner et al, 2009; Nelson et al., 2002).

### **Embedded Universal Practice – Mindfulness**

To further support the aims of SWPBS as a “systems approach to establishing the social culture and behavioural supports needed for all children in a school to achieve both social and academic success” (OSEP Technical Assistance Center on Positive Behavioural Interventions and Supports (PBIS), 2009), mindfulness-based activities have been shown to enhance student learning and support physiological, psychological and social development (Rempel, 2012). Mindfulness is commonly defined as, “paying attention in a particular way: on purpose, in the present moment and non-judgmentally” (Kabat-Zinn, 1994, p.4). A growing body of research is recognizing the benefits of introducing and utilizing a mindfulness practice with children and youth. Emerging evidence suggests that mindfulness training can reduce stress,

improve self-confidence, enhance relationships, build self-esteem, improve socially competent behaviours and increase optimism (Schonert-Reichl, & Lawlor, 2010). Additionally, mindfulness practice can build trust and closeness with peers which leads to healthier peer relationships (Kabat-Zinn, 1994). As mindfulness focuses on universal susceptibilities, is strengths based and cost-effective (Rempel, 2012), incorporating this practice into a universal school prevention program such as SWPBS further strengthens the development of the whole child, including prosocial behaviour.

### **Secondary Prevention – Self-regulation**

While universal prevention strategies are sufficient for most students (80%), some students (15%) may benefit from intensive, targeted, secondary-tier, interventions (Ngieng, & Lucyshyn, 2014). These students are those that have not responded to primary-tier prevention, and are at risk for developing severe problem behaviours due to low academic achievement, poor peer relations, or chaotic home environments (Hawken et al, 2009). Furthermore, these individuals typically require more time and practice to learn new skills related to behavioural expectations. It is important to note that further academic adaptations may also be necessary for students at this level, specifically the students within the learning context of James Cameron School (Hawken et al., 2009).

We have chosen self-regulated learning (SRL) as our secondary prevention as children with LD have been found to have self-regulation deficits that may attribute to them in being viewed by their peers and teachers as dependent (i.e., seeking help with they do not need it) and disruptive (Wiener, & Timmermanis, 2012). It is a theoretically sound strategy that has been used successfully to improve academic and behavioural outcomes for all students, especially those with LD and other high-incidence disabilities (Ness, & Middleton, 2011). Moreover, effective use of SRL strategies are predictive of overall academic achievement and concept mastery, as well as greater success in reading, writing and math (Ness, & Middleton, 2011).

Zimmerman (1990), identified SRL as a social-cognitive model of evaluating cognitive and motivational processes. It is a cyclical process that occurs in three phases: (1) planning (i.e., setting goals, assessing motivation), (2) performance (i.e., assessment of learning, adapting to task demands), and (3) self-evaluation (i.e., self-appraisal, reflection on effectiveness of learning approach; Zimmerman, 1990). Each stage of the cycle can pose a variety of problems for students with LD however, there is evidence that with sufficient training academic and behavioural outcomes can improve, as students develop more effective metacognitive strategies and a greater sense of self-efficacy (Ness, & Middleton, 2011).

### **Home-School Collaboration**

One of the crucial features of SWPBS is the evidence-based practice of involving families in home-school partnerships (Muscott et al., 2008). A great body of research indicates that continuity across the home and school about a child's emotional, social and academic learning is essential in improving academic, social and behavioural outcomes for the child at school (Christenson et al., 2007; Muscott et al., 2008; Cook, 2012). Moreover, Cook (2012) highlights the importance of teachers and parents being well informed and active participants in the implementation of an evidence-based intervention in order to improve educational outcomes for the students who are at risk. The literature also shows that it is the responsibility of the school

to reach out to parents and build the positive relationships needed for them to become engaged in their child's education (Christenson et al., 2007). Schools that are deemed successful in engaging with families will provide parents with access, a voice, and ownership to any action plan involving their children (Christenson et al., 2007).

### **Description of Systems-Wide Approach and Core Components**

#### **Systems-Wide Approach**

In order for implementation to be successful, it is critical that there is commitment from administration and at least 80% of staff to prioritize student conduct for 3 to 5 years prior to executing SWPBS (Sugai, & Horner, 2005). In order to obtain this support, a leadership team was created including the school principal, a classroom teacher/special educator, the head tutor, a member of the parent support group, and a social worker. In addition to garnering support, this team is responsible for meeting bimonthly to discuss implementation of interventions at all three tiers, data-based decision making and evaluation of the programs put in place (Hawken et al., 2009).

Once the team was established, and 80% support was achieved, we conducted the PBS Self-Assessment Survey with our school staff (Appendix C), parents, and students. We assessed behaviour support by evaluating the current status of each system feature for the school-wide systems, non-classroom setting systems, classroom systems, and individual student systems. For certain features of behaviour support that were not in place or were partially in place, we also rated the priority of improvement. We used this information to better understand our school's current situation for providing behaviour support and how we can move forward in supporting our students.

Together as a school, we reviewed and modified, as needed, our school mission statement and school code of conduct to reflect our school values. We wanted to define expectations for our students (McIntosh et al., 2011), which led to our creating a school-wide teaching matrix of school-wide behaviour expectations (see Appendix D). For example, we came up with four expectations: be positive, be understanding, show respect, and take responsibility. Using our matrix of school-wide behaviour expectations, we have created lesson plans to teach specific expected behaviours to students (see Appendix E for a sample lesson plan). We will ensure that one lesson plan is created for each specific expectation in a particular setting. For instance, we will teach students how to show respect (expected behaviour) on the playground (setting).

In regards to the question of when to teach each expectation, we have created a teaching schedule that will provide school staff a timeline for teaching behaviour expectations (see Appendix F). During the first month that we start implementing SWPBS, we plan to introduce one expectation a week. Since we will most likely have four expectations, it will take us about four weeks (i.e., one month) to introduce all the expectations. The reason for stretching out this initial orientation for a month is because our particular student population requires extra time to learn and process. After the initial orientation, we will provide "boosters" to help remind students of the expected behaviours; we will take one expectation and focus on it for one month before we rotate to the second expectation for the next month, and so forth, until the end of the school year. Teachers will provide various activities (e.g., make a short video, write a song/rap, or make a comic strip) that students can pursue as they reflect and demonstrate their

understanding of a specific expectation for a particular month. We will provide monitoring of expected behaviours throughout the year and follow-up with students when they return from long breaks (i.e., after winter break and after spring break).

We have also designed a system for encouraging prosocial behaviours (see Appendix G) and a system for discouraging problem behaviours (see Appendix H). The prosocial behaviours, which are listed in our school-wide teaching matrix as behaviour expectations, will be acknowledged with praise, tickets, draws, and on the bulletin board. Minor and major problem behaviours are defined (see Appendix I) and will be discouraged with the use of our system for discouraging problem behaviours.

We will implement a data collection system to monitor and follow-up with student behaviour and to ensure implementation fidelity and acceptability by staff, students, and parents. We will use the School-wide Evaluation Tool version 2.1 (Sugai, Lewis-Palmer, Todd, & Horner, 2001) to assess and evaluate our school's SWPBS features. To monitor student progress, we will keep track of the number of tickets handed out for prosocial behaviours of students (it's also a way to measure teacher positivity), the number of ODRs, and periodic reading, spelling, written output and math assessments to assess academic achievement. We also want to provide students and parents with satisfaction surveys to understand how they perceive and accept the implemented SWPBS. Furthermore, we will evaluate staff performance and administer student anxiety surveys.

### **Embedded Universal Practice – Mindfulness**

According to the British Columbia Ministry of Education (2011), children with LD, in relation to their peers, are less engaged in tasks, have less confidence in their abilities, take fewer risks, have weaker executive functioning skills and are more easily discouraged. Further challenges can include difficulties sustaining attention, impulse control, self-regulation, anxiety, recognizing social cues and sensory difficulties (British Columbia Ministry of Education, 2011). We will use the MindUP curriculum, embedded within the systems-wide approach of SWPBS to address these challenges by explicitly teaching children and their families' tools and techniques to address the social and emotional development of each student.

MindUP is a comprehensive, classroom-tested, emerging evidence-based curriculum that nurtures greater social and emotional awareness, builds a healthier psychological well-being and promotes academic success (The Hawn Foundation, 2011). Through three daily mindfulness breathing activities, the core practice, and explicitly taught lessons, the MindUP curriculum promotes and develops "mindful attention to oneself and others, tolerance of differences, and the capacity of each member of the community to grow as a human being and a learner" (The Hawn Foundation, 2011, p.7). MindUP pursues objectives that reflect the five-point framework of competencies laid out in the work of the Collaborative for Academic, Social, and Emotional Learning (CASEL) which include self-awareness, self-management, responsible decision making, social awareness and relationship skills (CASEL: Collaborative for Academic, Social, and Emotional Learning, 2013).

To implement MindUP with fidelity school-wide, we will begin by developing a team who is committed to the values of a mindfulness program and would be able to describe the components with precise and careful word choices, being as transparent as possible. Felver,

Doerner, Jones, Kaye and Merrell (2013), recommend that those wishing to integrate mindfulness into their teaching practice seek personal training in mindfulness, so this is a key component for those on the team. Once established, the team will examine the proposed lesson outline presented in the MindUP curriculum to determine fundamental elements and create a teaching schedule (see Appendix J), The Hawn Foundation (2011), provide an implementation checklist, as well as support and evaluation tools (see Appendix K), developed by Dr. Kimberly Schonert-Reichl and a team of psychologists at the University of British Columbia. The MindUP curriculum presents lesson material in small manageable chunks, which will be beneficial to the learning profiles of the students at James Cameron School. Students will then work systematically through the lessons in their classrooms, building their knowledge of the brain and deepening their understanding of what developing a mindfulness practice can do for them academically, socially and emotionally. Linking to our school values on collaboration and the importance of the home-school connection, parents will be informed of the goals, teaching schedule and anticipated outcomes of establishing a whole school mindfulness program. Included with this will be the opportunity for parent workshops, links to mindfulness literature and invitations to participate in whole school mindfulness activities.

### **Secondary Prevention - Self-regulation**

In addition to the universal supports mentioned above, our SWPBS framework includes targeted SRL interventions for those students who do not respond to the primary interventions, are identified by universal screenings, or are at risk for school failure (Hawken et al., 2009). Students will be referred to the school-based leadership team for secondary prevention by their classroom teacher or as a result of ODRs (2 to 5 ODRs per year; McIntosh et al., 2011). Once a referral has been made, the team will work with the classroom teacher to decide if a Functional Assessment Checklist for Teachers and Staff (FACTS; March et al., 2000) is necessary - this will be the case if the function of the behaviour is unclear. Additionally, baseline data will be collected regarding the student's current academic performance and ability to demonstrate readiness to learn, problem-solving and self-monitoring strategies (teacher rating scale and direct observation). Once this baseline data has been gathered, the team will use the information to assist in the development of an individualized, context specific plan (Ness, & Middleton, 2012) that will aim to reduce problem behaviour, as well as improve academic performance and productivity (Menzies et al., 2009). The goals created will be in relation to the student's specific needs as well as the school-wide expectations (i.e., be positive, be understanding, show respect, and take responsibility; Hawken et al., 2009). Following these guidelines an external aid, such as a checklist or daily progress report (Appendix L), will be created (Hawken et al., 2009; Menzies et al., 2009).

The classroom teacher, and relevant tutors will be trained in the key components of the program (including praise, positive interactions, specific feedback and external rewards). When staff are able to implement with fidelity, the student will be taught the expected behaviours during individual training sessions with the mentor. During these sessions the mentor will operationally define the behaviours of concern, as well as the desired behaviours (Menzies et al., 2009). The student will have opportunities to role-play the expected behaviours with constructive feedback, in addition to modeling and coaching from their mentor (Menzies et al., 2009). Moreover, they will be introduced to and have practice using, the external aid that will help them remember their goals and track their achievements (self-monitoring). Over time,

accuracy and productivity strategies will also be taught to assist with self-evaluation. Students will learn to graph accuracy (i.e., % correct) and productivity (i.e., number completed) in order to record and evaluate their performance; a strategy which has been shown to improve accuracy and productivity, as well as time on task (Hawken et al., 2009). When an understanding of these skills has been reached in the training sessions, the student will begin to track their progress in the regular classroom setting, with generous amounts of encouragement, praise and support when the appropriate behaviours are demonstrated. The student, along with their mentor and classroom teacher will agree upon an attainable target (i.e., desired behaviour performed consistently on a certain number of non-consecutive days) whereby the student will earn previously agreed upon reinforcers (based on student interests; Menzies et al., 2009).

Secondly, in a small group, the student will be taught problem-solving strategies to help manage unanticipated problems they may encounter in the classroom setting (i.e., lost pencil, not sure of the instructions, task is difficult). This is a common problem for students with LD and is related to avoiding academic work, procrastination and low persistence during difficult tasks (Ness, & Middleton, 2009). As such, we will be teaching student an effective five-step problem solving approach to address these challenges: (a) identify problem, (b) think of solutions, (c) pick the best one, (d) try it out, and (e) see if it worked (Glago, Mastropiere, & Scruggs, 2009). Glago, Mastropiere, and Scruggs (2009), demonstrated that after introducing this strategy to students with LD, they reported a greater sense of self-efficacy and were able to demonstrate problem solving behaviours consistent with classroom expectations.

Lastly, one of the key features of secondary-tier interventions is that continuous data-based progress monitoring occurs (Hawken et al., 2009; Menzies et al., 2009). As such, throughout this process, data will be collected from the student's DPR or checklist, monthly reading and spelling assessments, teacher observation, ODRs, and IEP progress monitoring. Furthermore, during bimonthly leadership team meetings, the data for each student in this tier will be analyzed, and their program will be adjusted accordingly. For example, if the intervention is successful, students will eventually decrease their use of the external aide, while maintaining high levels of expected behaviour (Menzies et al., 2009; Ness, & Middleton, 2012). It is important to note that even when a student has achieved success at this tier, and is in need of less targeted support, maintenance and follow-up may be required, as well as intermittent reinforcement (Menzies et al., 2009).

### **Home-School Collaboration**

Our school recognizes the importance of creating a respectful and collaborative relationship with families in order to improve outcomes for our students. It is for that reason that we are incorporating a home-school collaboration piece into our SWPBS system.

The New Hampshire Family Engagement Group (2004) describes a family friendly school as one in which all families feel welcomed, respected and valued. Moreover, it is a place where families have opportunities to express their opinions and be heard and their input be put into action. They also describe these schools as a place where families can be truly involved in the decision making processes (Muscott et al., 2008). At James Cameron School, we aspire to become such a school. Accordingly, the framework we will be adopting for our home-school collaboration practices is Epstein's (2002) multi-tiered framework for family engagement. This framework consists of (a) a universal level of family involvement (e.g. newsletters, seminars on

SWPBS and other supports in place), (b) a secondary (targeted) level for parents who need more support (e.g. small group workshops on topics that parents are interested in or need extra support in), and (c) tertiary intensive support which takes place one on one at the families' home with the home-school coordinator (Muscott et al., 2008).

At the universal level the engagement of all families in their children's education will be the focus. Information seminars on our new school goals, our SWPBS, the self-regulation practices and the MindUP practices we will be adopting within our school, will be open to all families. Families will also be given a parent homework sheet (see Appendix M) that they will complete to outline the aims and goals they have for their child at the beginning of the school year. In addition to that, an online two-way communication system will be set up for all families to access and use to keep in touch with the school at all times (i.e., Facebook, school website, class blogs, emails). Also, every student will use their agendas as a home-school communication book through which teachers and parents can exchange thoughts, concerns and information on a daily basis. And finally, a monthly newsletter will be sent out to keep families in the loop on the school's progress. This newsletter will also contain a small information section expanding the knowledge on SWPBS, self-regulation and MindUP (Muscott et al., 2008).

The targeted (secondary) level is for the families who need extra support in order to be engaged in their child's education. Within this tier smaller group training will be provided on SWPBS, self-regulation strategies to use at home and MindUP. We will be providing any extra supports necessary to help these families engage in their children's education (i.e., translators, a trusted mentor from the school staff). Within these seminars skills will be demonstrated and role-played and feedback will be provided throughout the process. Additionally, information on community supports will be provided to families (Muscott et al., 2008).

The final intensive level of family engagement support will be provided to individual families who are disengaged from the school. A highly individualized and respectful approach will be adopted by the home-school coordinator in order to provide families with the support they need to connect to the school (Muscott et al., 2008).

In order to support this framework we will be providing training for our entire staff on their responsibilities towards families. Specifically, their responsibility to meet families at their level with regard to being involved in their child's education. Teachers need to be able to provide the strategies and supports needed in order to (a) expand the repertoire of caregivers' basic skills, (b) have a consistent two-way communication system in place, (c) create an array of volunteering opportunities, (d) demonstrate and teach parents ways to support students' academic learning by providing them with new academic and behavioural content and skills, (e) increasing the influence of families by including them in decision making processes and sharing power over the student's learning experience and goals, and (f) tap into the resources available within the community to provide extra support. This training will be provided by a specialist in home-school collaboration before the commencement of the school year. Follow-up training sessions led by our home-school coordinator will take place 3-5 times throughout the year, to ensure continuity and provide continual support for the staff (Christenson et al., 2007; Muscott et al., 2008).

## **Evaluation and Analysis**

Effective action planning in SWPBS entails ongoing data collection and evaluation (Sugai & Horner 2009, in McIntosh et al, 2012). These processes enable decision making at many levels within the SWPBS framework (i.e. classroom, school, individual), with numerous individuals (administrator, teacher, student, parents), across contexts (home vs. school, general ed. vs. special ed.), and with multiple outcomes (attendance, reading, math, discipline referrals) (Sugai & Horner, 2002). These data should be used as a tool to guide the selection of new practices, assess the effectiveness and quality of implementation of the current practices (system or individual), understand and characterize a situation (i.e. student performance), guide modification of current or development of new practices, and to monitor program or student progress (Sugai & Horner, 2012).

Our action plan will follow the BC PBS evaluation framework and includes the evaluation of (a) the satisfaction with current practices, (b) the fidelity of implementation, and (c) the valued outcomes for students and staff (McIntosh et al., 2011).

### **Satisfaction with Current Practices**

It is important for our school to assess parent and student satisfaction with the SWPBS practices we are implementing, in order to ensure the social validity of our practices. Accordingly, in order to assess family satisfaction with school efforts for family engagement, families will be asked to fill out the ISBE Family Satisfaction Tool (see Appendix N) at the start of the year, after term 1, and at the end of the year (OSEP Technical Assistance Center on Positive Behavioural Interventions and Supports, 2014). Information gathered through this survey will not only help assess our family engagement program, but it will also aid in determining which families may need increased support (i.e. to move into secondary or tertiary support levels). Students will also be filling out a student satisfaction survey (see Appendix O) a month after school starts, at the end of the first term and at the end of the school year (OSEP, 2014). Again we will be using this survey not only assesses student satisfaction, but also to help determine which students may need extra supports in order to meet expectations and feel comfortable and safe within the school.

### **Fidelity of Implementation**

As mentioned earlier, will use the School-wide Evaluation Tool version 2.1 (Sugai, Lewis-Palmer, Todd, & Horner, 2001) to assess and evaluate our school's SWPBS features. This evaluation tool will be conducted before SWPBS is put in place, 6- 12 weeks after implementation begins and at the end of the school year. This tool will help us in (a) assessing the features that are in place, (b) determining annual goals for SW effective behaviour support, (c) evaluating on-going efforts towards behaviour supports at a SW level, (d) designing and revising procedures when needed, and (e) comparing efforts towards SW behaviour support on an annual basis.

Teachers will also be asked to fill out the PBS Staff Satisfaction Survey (see Appendix P) as a form of self-assessment (OSEP, 2014). These surveys will be completed at the end of each term and will enable us to see the extent to which teachers feel they are implementing the



practices in place with fidelity and the level of support they feel they are being provided by the school.

Finally, we will assess implementation fidelity through direct in class observations. These observations will be conducted a minimum of three times and randomly throughout the year by our school principal and when possible (at least once) by the SWPBS coach who aided in the training and implementation of the interventions.

### **Valued Outcomes for Students and Staff**

As mentioned in our outline of the school objectives and aims for our students, we are aiming to see an improvement in student behaviour (i.e. an increase in engagement in appropriate behaviours and a decrease in problem behaviours), an improvement in their academic acquisition, specifically in the areas of spelling, reading, written output and math skills, and a decrease in student anxiety levels.

#### **Measuring academic achievements.**

These measures will include their progress reports (i.e. report cards), the Schonell spelling test (Schonell, 1932), the Schonell reading test (Schonell, 1932) and the BC Ministry Performance Standards for both writing (British Columbia Ministry of Education, 2009) and numeracy (British Columbia Ministry of Education, 2002). The Schonell assessments for reading and spelling will be conducted at the beginning of the year, after the first term and at the end of the year. Students' written output and math skills will be assessed on a monthly basis. Using these standardized tests will enable us to compare and track students' academic achievement throughout the progression of the year in order to adjust, increase or resume intervention practices put in place.

#### **Measuring student behaviour.**

To track student behaviours we will be tracking (a) rate of ODRs per school day per month over the course of the school year to measure rates of inappropriate behaviours, and (b) the number of tickets handed out by the teachers to reward students for appropriate behaviours per day per month across the school year, so as to measure the occurrence of appropriate behaviour. Tracking the number of tickets teachers are handing out for appropriate behaviours will also serve as a measure of implementation fidelity, as teachers will be handing out more tickets when implementing interventions correctly.

#### **MindUP evaluation.**

In order to evaluate the effects and fidelity of the implementation of the MindUP program, we will be using the evaluation tool kit supplied by the Hawn Foundation (2014). We will administer a student satisfaction survey and a teacher satisfaction survey in order to assess implementation fidelity, student and teacher satisfaction, and students' overall well-being. These measures will be used twice a year (i.e. after term 1 and after term 2). To add to that, we will be administering a pre-test/ post-test survey to students in order to measure different aspects of their psychological well-being before and after program implementation.

### **Anticipated Outcomes**

Using this framework we will be able to teach social competencies and promote a positive social environment (McIntosh, Bennett, & Price, 2011), that is able to prevent and respond to problem behaviours (Hawken et al., 2009). Moreover, academic and behavioural outcomes will improve for all students (McIntosh et al., 2011), allowing them to be empowered to reach their full potential. We will know we have reached these objectives because the following will have occurred:

1. Students will demonstrate age appropriate social skills consistent with our school's values and behavioural expectations.
2. Students will demonstrate increasing competence in the areas of reading, writing and mathematics, as per the goals set forth in their IEPs.
3. Staff will demonstrate a strong understanding of how to support the social, emotional and behavioural needs of our students by implementing these evidence-based practices with fidelity.
4. Families will identify themselves as authentic partners in their child's development and meaningfully contribute to the school community by participating in school initiatives, and the related decision making processes

In closing, with the funding provided through this grant, James Cameron School will be better equipped to develop into a nurturing, caring environment that effectively implements evidenced-based practices with fidelity. By cultivating strong home-school connections, the at-risk population of students who attend James Cameron School will have additional protective factors in place, increasing the likelihood of future successes academically, socially and emotionally.

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## Appendix A

The British Columbia Ministry of Education (2011) defines learning disabilities as:

The definition of learning disability has varied over time, across jurisdictions and among disciplines. In 2002, the Ministry of Education adopted the following definition of learning disabilities, consistent with the definition adopted by the Learning Disabilities Association of Canada and the BC Association of School Psychologists.

Learning Disabilities refer to a number of conditions that might affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual disabilities.

Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering or learning. These include, but are not limited to language processing, phonological processing, visual spatial processing, processing speed, memory, attention and executive functions (e.g. planning and decision making).

Learning disabilities vary in severity and may interfere with the acquisition and use of one or more of the following:

- oral language (e.g., listening, speaking, understanding)
- reading (e.g., decoding, phonetic knowledge, word recognition, comprehension)
- written language (e.g., spelling and written expression)
- mathematics (e.g., computation, problem solving)

Learning disabilities may also involve difficulties with organizational skills, social perception, social interaction and perspective taking.

Learning disabilities are life-long. The way in which they are expressed may vary over an individual's lifetime, depending on the interaction between the demands of the environment and the individual's strengths and needs. Learning disabilities are suggested by unexpected academic under-achievement or achievement that is maintained only by unusually high levels of effort and support.

Learning disabilities are due to genetic and/or neurological factors or injury that alters brain function in a manner that affects one or more processes relate to learning. These disorders are not due primarily to hearing and/or vision problems, social-economic factors, cultural or linguistic differences, lack of motivation, inadequate or insufficient instruction, although these factors may further complicate the challenges faced by individuals with learning disabilities. Learning disabilities may co-exist with other disorders such as attention, behavioural or emotional disorders, sensory impairments, or other medical conditions. (p. 6-7)



## Appendix B

**Accommodations provided for students at James Cameron School.  
\*\*\*\*\* has benefitted most from the following checked supports:**

- Predictable daily routines in classroom
- Staff supported homework and planner routines.
- Adequate notice for changes, special events
- Assist in finding classrooms until comfortable
- Predictable daily routines with therapeutic tutor
- Untimed tests
- Several days' notice to prepare for tests
- Adapted format for the majority of tests and assignments.
- Explicit school expectations that are reviewed regularly
- Minimize distractions in the classroom
- Frequent breaks/Daily Physical Activity
- Break up tasks
- Set times for completion
- Frequent check back
- Assignment expectations are explicit and are often presented verbally, visually and concretely.
- Review sheets, for tests
- Repeat instructions
- Small group or individualized instruction
- Model and practice skills
- Preload ideas by discussion before starting on a task
- Link vocabulary and concepts to concrete every day experiences when appropriate
- Use a thesaurus or word bank when appropriate
- Use of visual charts, diagrams and tables
- Teach to check for errors whenever work is finished
- Graphic organizers to structure ideas and information
- Multiple ways to demonstrate comprehension or understanding.
- Multi-sensory instruction in math using manipulatives, mnemonics, charts, guided practice, reciprocal modeling and demonstrations
- Structured, sequential teaching in math with the use of step by step instruction
- Use of grid paper to aid with organization in math.
- Math vocabulary explicitly taught.
- Use of computer or AlphaSmart for written work
- Develop automaticity and fluency in keyboarding
- Supplies available for all subjects in each classroom
- Specific place, with name tag, for binders, texts etc.
- Countdown notice for all longer term assignments, at least 1 week
- Incremental checks for completion when appropriate
- Build independence incrementally

Appendix C

SCHOOL-WIDE SYSTEMS						
Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			School-wide is defined as involving all students, all staff, & all settings.			
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviours are taught directly.			
			3. Expected student behaviours are rewarded regularly.			
			4. Problem behaviours (failure to meet expected student behaviours) are defined clearly.			
			5. Consequences for problem behaviours are defined clearly.			
			6. Distinctions between office vs. classroom managed problem behaviours are clear.			
			7. Options exist to allow classroom instruction to continue when problem behaviour occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behaviour support planning & problem solving.			
			10. School administrator is an active participant on the behaviour support team.			
			11. Data on problem behaviour patterns are collected and summarized within an on-going system.			
			12. Patterns of student problem behaviour are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).			
			13. School has formal strategies for informing families about expected student behaviours at school.			
			14. Booster training activities for students are developed, modified, & conducted based on school data.			
			15. School-wide behaviour support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.			
			16. All staff are involved directly and/or indirectly in school-wide interventions.			
			17. The school team has access to on-going training and support from district personnel.			
			18. The school is required by the district to report on the social climate, discipline level or student behaviour at least annually.			

**NONCLASSROOM SETTING SYSTEMS**

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).			
			1. School-wide expected student behaviours apply to non-classroom settings.			
			2. School-wide expected student behaviours are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviours in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behaviour and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

**CLASSROOM SYSTEMS**

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Classroom settings are defined as instructional settings in which teacher(s) supervise & teach groups of students.			
			1. Expected student behaviour & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviours are defined clearly.			
			3. Expected student behaviour & routines in classrooms are taught directly.			
			4. Expected student behaviours are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviours receive consistent consequences.			
			6. Procedures for expected & problem behaviours are consistent with school-wide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behaviour occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success ( $\geq$ 75% correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

INDIVIDUAL STUDENT SYSTEMS						
Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			Individual student systems are defined as specific supports for students who engage in chronic problem behaviours (1%-7% of enrolment)			
			1. Assessments are conducted regularly to identify students with chronic problem behaviours.			
			2. A simple process exists for teachers to request assistance.			
			3. A behaviour support team responds promptly (within 2 working days) to students who present chronic problem behaviours.			
			4. Behaviour support team includes an individual skilled at conducting functional behaviour assessment.			
			5. Local resources are used to conduct functional assessment-based behaviour support planning.			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behaviour support/positive parenting strategies.			
			8. Behaviour is monitored & feedback provided regularly to the behaviour support team & relevant staff.			

Appendix D

**School-Wide Teaching Matrix**

	<b>Be Positive</b>	<b>Be Understanding</b>	<b>Show Respect</b>	<b>Take Responsibility</b>
<b>All settings</b>	<p>Show perseverance</p> <p>Include others</p> <p>Keep an open mind – try new things!</p> <p>Be flexible (solve problems constructively)</p>	<p>Honour differences (recognize the strengths and challenges of self and others)</p> <p>Express gratitude</p> <p>Encourage and support others</p>	<p>Active listening</p> <p>Use appropriate language (tone, volume, words)</p> <p>Give personal space</p> <p>Treat school materials and property with care</p> <p>Wait your turn</p>	<p>Use materials/ equipment safely</p> <p>Report to an adult when you see something unsafe</p> <p>Keep hands and feet to yourself</p>
<b>Classroom</b>	<p>Celebrate each success</p> <p>Learn from your mistakes</p>	<p>Support peers with their learning</p>	<p>Engage in teamwork (cooperation)</p> <p>Follow directions</p>	<p>Be on time</p> <p>Have necessary materials/ equipment ready</p> <p>Seek help appropriately</p> <p>Keep on task – use self-regulation</p> <p>Finish assignments on time, hand them in</p>
<b>Playground</b>	<p>Show good sportsmanship</p>	<p>Include others</p>	<p>Be cooperative</p>	<p>Stay within school boundaries</p>
<b>Bathroom / Changeroom</b>			<p>Give privacy</p>	<p>Flush the toilet</p> <p>Wash your hands</p> <p>Paper towel into garbage can</p>
<b>Hallways/ Stairs</b>	<p>Greet others with a smile, friendly words and use names</p>		<p>Keep to the right</p> <p>Walking feet</p> <p>Hold the door / Say thank you</p> <p>Single file</p>	<p>Hang up your belongings</p> <p>Keep things tidy</p>
<b>Gym</b>	<p>Encourage others</p> <p>Include others</p> <p>Show good sportsmanship</p>	<p>Celebrate individual and other’s personal bests and achievements</p>	<p>Follow directions</p>	<p>Bring PE strip</p> <p>Be changed and ready on time</p> <p>Follow the rules of the game</p>

Appendix E

<b>Lesson for Teaching the Expected Behaviour</b>	
Step 1: Identify the Expected Behaviour	
Show Respect - Be an Active Listener	
Step 2: Rationale for Teaching the Behaviour	
<p>Active listening involves listening with all senses. Interest can be conveyed to the speaker by using non-verbal messages such as making eye contact, nodding your head, or smiling and using open body language (body turned towards the speaker, arms not crossed, etc.). Active listening also includes thinking about the information the speaker is providing and using verbal verifications such as ‘Yes’ or ‘Mmm hmm’ to encourage the speaker. The active listener should also ask questions, clarify and/or summarize information when the speaker is finished or there is a natural pause. By providing this feedback the person speaking will usually feel more at ease and therefore communicate more easily, openly and honestly.</p> <p><u>Why should we learn to be active listeners?</u></p> <ul style="list-style-type: none"> <li>• better understand assignments and what your teacher expects of you</li> <li>• build better relationships with your peers and adults in the school - everyone wants to be heard and understood</li> <li>• show support for others</li> <li>• work better in a team</li> <li>• resolve problems with peers</li> <li>• answer questions</li> </ul>	
Step 3: Identify a Range of Examples	
Positive Teaching Examples	Negative Teaching Examples
<p>1. The teacher is explaining a new math concept and you show active listening by orienting yourself toward the teacher and showing verbal and non-verbal signs you are listening. [Verbal - asking on topic questions including questions to clarify, repeating what the teacher has said (rephrasing) Non-verbal - smiling, eye contact, posture]</p> <p>2. At recess, a younger student is telling you about something they did on the weekend and you show active listening by looking at the student, smiling, nodding, asking a question about the event or making a statement that shows you heard what they said such as, “It sounds like you had a lot of fun horseback riding with your cousin. I bet it hurt when you were bouncing up and down in the saddle.”</p> <p>3. You are working in a small group on a Social Studies project and are sharing ideas about a short story you read about life in a third world country. You show active listening to your group members by looking at the person sharing, smiling, nodding, asking an on topic question or a question to ask for further</p>	<p>1. At lunch, a classmate is talking to you about why they hate the sandwich their dad packed for them today. You turn to the person behind you and start talking about what game you are going to play when you go outside. How could you show active listening to the person talking to you about their lunch?</p> <p>2. During independent working time, an SEA stops at your desk and asks you if you could share the work you’ve done so far with her. You keep looking at your computer screen and do not take off your headphones. How could you show active listening to the SEA?</p> <p>3. You are walking up the stairs on your way back to your classroom after PE and a tutor asks you to hold the door for them; you can see that their hands are full. You keep walking through the door and it closes behind you. How could you show</p>

<p>information, repeating what they said in your words to show you understand (“So you think that...”).</p> <p>4. During PE time, you and your friends begin by doing the usual warm-up routine. Towards the end of warm-up, the teacher blew the whistle and you know that it’s time to stop what you are doing and listen. You turn towards the teacher and show active listening by stopping what you are doing, turning your body towards the teacher, and looking at them. You listen attentively to the teacher’s instruction about what the next activity is.</p>	<p>active listening to the tutor who asked for your help?</p> <p>4. During a class discussion a classmate shares an answer that you think is wrong. Before they finish, you shout out another idea over top of theirs. Using what you know about active listening, think about how you could have handled this situation differently?</p>
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Step 4: Practice/Role Playing Activities

Present students with scenarios where the teacher acts out how to NOT show active listening in various settings around the school. Students then switch places with the teacher and freeze frame (but come alive when tapped on the shoulder by the teacher). When they come alive, they demonstrate how they should show active listening in that instance. Offer verbal praise and reinforcement of correct verbal/non-verbal signs of active listening. Discuss how all the different demonstrate active listening in various environments around the school.

In pairs/small groups students to choose one of the following ways to show what active listening is (ways to show it) and why it’s important:

- make a short video
- write a song/rap
- make a comic strip
- create an “infomercial” to promote active listening
- make a puppet show for younger students
- ...own idea - clear it with the teacher

Step 5: Prompt Expected Behaviour

Display student created work as reminders of active listening. This could be examples of what they’ve created in Step 4 or together as a class/school come up with an acronym to remember the parts of being an active listener.

Example:

- L = Look interested – get interested
- I = Involve yourself by responding
- S = Stay on target
- T = Test your understanding
- E = Evaluate the message
- N = Neutralize your feelings

Pre-correct before lessons, during group work, before recess, during transition time, etc. Intentionally display inappropriate listening and ask for what you could/should have done differently and why...

Step 6: Assess Student Progress

Give group/class points when active listening is shown in a predetermined setting, i.e.) focus on lesson time or group work time... students earn whole class rewards (extra recess, class party, etc. as chosen from the predetermined menu created with the students).

Teacher to track number of tickets for active listening (teacher to preload other staff members that this is what your class is working on this week/month/etc.

OR have as a whole school goal for the month...so everyone is already looking out for this



Appendix F

Teaching Schedule for School-wide Behavioural Expectations

Time Line	Implementation Plan																														
<p><b>September</b></p> <p><u>Focus</u></p> <p><b>Week 1:</b> Be positive</p> <p><b>Week 2:</b> Be understanding</p> <p><b>Week 3:</b> Show respect</p> <p><b>Week 4:</b> Take responsibility</p>	<p>Each week students will be introduced to a new expectation through school-wide activities. 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<p><b>Remainder of Year</b></p> <p><u>Focus</u></p> <p><b>October:</b> Be positive</p> <p><b>November:</b> Be Understanding</p> <p><b>December:</b> Show respect</p> <p><b>January*:</b> Take responsibility</p> <p><b>February:</b> Be positive</p> <p><b>March:</b> Be understanding</p> <p><b>April*:</b> Show respect</p> <p><b>May:</b> Take responsibility</p> <p><b>June:</b> Celebrate Successes!</p>	<p>Each month students will be re-introduced to the expected behaviours at a school-wide assembly, after which teachers will support learning through class lessons, and by reinforcing the acknowledgement system.</p> <table border="1"> <thead> <tr> <th></th> <th>Students will...</th> <th>Teachers will...</th> <th>Parents will...</th> </tr> </thead> <tbody> <tr> <td><b>All Week</b></td> <td> <ul style="list-style-type: none"> <li>Participate in all activities</li> <li>Demonstrate an increasing awareness of expected behaviours</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Re-introduce expectation at a school-wide assembly</li> <li>Hand out golden tickets when expected behaviours are observed</li> <li>Provide students with encouragement, positive feedback and instructional corrections when necessary</li> <li>Successfully implement and reinforce acknowledgement system</li> <li>Leadership team will meet bimonthly to review data and discuss implementation progress</li> <li>If necessary, staff will refer students to leadership team for more intensive interventions</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Keep updated on school progress and initiatives through newsletters, Facebook and school website.</li> <li>Volunteer to assist with school initiatives</li> <li>Reinforce behaviours at home</li> </ul> </td> </tr> </tbody> </table> <p>*the first week after winter break and spring break will be used as boosters for all behaviours and will resemble a condensed version of the first weeks of school.</p>				Students will...	Teachers will...	Parents will...	<b>All Week</b>	<ul style="list-style-type: none"> <li>Participate in all activities</li> <li>Demonstrate an increasing awareness of expected behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Re-introduce expectation at a school-wide assembly</li> <li>Hand out golden tickets when expected behaviours are observed</li> <li>Provide students with encouragement, positive feedback and instructional corrections when necessary</li> <li>Successfully implement and reinforce acknowledgement system</li> <li>Leadership team will meet bimonthly to review data and discuss implementation progress</li> <li>If necessary, staff will refer students to leadership team for more intensive interventions</li> </ul>	<ul style="list-style-type: none"> <li>Keep updated on school progress and initiatives through newsletters, Facebook and school website.</li> <li>Volunteer to assist with school initiatives</li> <li>Reinforce behaviours at home</li> </ul>
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Appendix G

<b>Acknowledgements</b>				
<b>Consideration</b>	<b>Type of Acknowledgement</b>			
	Praise	Tickets	Draws	Bulletin board
<b>What</b>	Specific, genuine and developmentally appropriate	Golden ticket for appropriate behaviour	Tickets are drawn for a small prize	A displayed tally of # tickets per expectation for public recognition, photos of nominated students on display
<b>When</b>	All day, everyday	All day, everyday	Draws are made before the assembly; at the end of the week	At the end of each month
<b>By whom</b>	All staff	All staff	Principal	Designated staff member on rotation
<b>How often</b>	Small, frequent recognitions	When appropriate prosocial behaviours are demonstrated	Weekly	Monthly
<b>How many</b>	5:1	At least 10 per day for each teacher	3-4 students	5-6 students
<b>Where</b>	All settings	All settings	School gym	Prominent bulletin board in school entrance

Appendix H

**Discouraging Problem Behaviour**

This model serves as a guideline for discouraging problem behaviour. In each instance, teachers will use their professional judgment, based on the circumstances, to determine the level of the behaviour, and appropriate consequences. Remember, error-correction provides opportunities to teach expected behaviours, and when desired behaviours are demonstrated offer praise and encouragement.

<b>Level One - Non-Problem</b>	
Looks like:	<ul style="list-style-type: none"> <li>• Common behaviours that are short in duration, and do not interfere with instruction.</li> <li>• May be typical of age</li> <li>• Usually self-correcting</li> </ul>
Who will respond:	<ul style="list-style-type: none"> <li>• Adult who witnesses or is first responder to the behaviour</li> </ul>
Adults will respond by:	<ol style="list-style-type: none"> <li>1. No reaction (any reaction would interrupt lesson, and detract from positive environment)</li> <li>2. Provide immediate and effective positive reinforcement after displays of desired behavior</li> </ol>

<b>Level Two - Minor Problem</b>	
Looks like:	<ul style="list-style-type: none"> <li>• Minor behaviour, involving one or two children, that runs counter to school-wide or class expectations, but does not seriously interfere with learning</li> <li>• Likely to persist if left unattended</li> <li>• First occurrence</li> </ul>
Who will respond:	<ul style="list-style-type: none"> <li>• Adult who witnesses or is first responder to the behaviour</li> </ul>
Adults will respond by:	<p>Using any of the following:</p> <ol style="list-style-type: none"> <li>1. Proximity Control</li> <li>2. Signal or Non-Verbal Cue</li> <li>3. Ignore problem behaviour - as a prompt, praise another student who is exhibiting expected behaviour</li> </ol> <p>Then:</p> <ol style="list-style-type: none"> <li>1. Provide immediate and effective positive reinforcement after displays of desired behavior.</li> </ol>

<b>Level Three - Moderate or Chronic Problem</b>	
Looks like:	<ul style="list-style-type: none"> <li>• Behaviours that disrupt activities or interfere with learning</li> <li>• A pattern of minor behaviour that constitutes a threat to learning</li> <li>• Minor problem behaviours that a group of students are engaged in</li> </ul>
Who will respond:	<ul style="list-style-type: none"> <li>• Adult who witnesses or is first responder to the behaviour</li> </ul>
Adults will respond by:	<ol style="list-style-type: none"> <li>1. Pull the child(ren) aside, and in a calm voice, describe the behaviour in terms that are clear and direct (this may include pointing out the impact on others)</li> <li>2. Use an instructional correction (i.e., re-direct, re-teach, provide choice, student conferencing) to solicit the expected behaviour</li> <li>3. Set limits by telling student that their behaviour is not meeting school expectations and impose a natural consequence (i.e., restrict privileges, miss recess to complete work)</li> <li>4. Document behaviour (who, what where, when)</li> <li>5. Family is advised of behaviour</li> <li>6. Refer to school based team, to consider for secondary prevention program, if behaviour is chronic</li> <li>7. Provide immediate and effective positive reinforcement after displays of desired behavior in the future</li> </ol>

<b>Level Four - Major Problem</b>	
Looks like:	<ul style="list-style-type: none"> <li>• Any major behaviour, including those causing serious psychological or physical harm to self or others</li> <li>• Student is unable to control their actions, and therefore unable to respond to adult teaching</li> </ul>
Who will respond:	<ul style="list-style-type: none"> <li>• Adult who witnesses or is first responder to the behaviour is responsible for Office Discipline Referral</li> <li>• Principal or other administrator will contact family and determine consequences</li> </ul>
Adults will respond by:	<ol style="list-style-type: none"> <li>1. Report student to office using an Office Discipline Referral</li> <li>2. Refer to school based team for participation in a secondary prevention program (or tertiary intervention, if appropriate)</li> <li>3. Family is contacted for a meeting</li> </ol>

Appendix I

**Major/Minor Behaviour Definitions**

Minor Behaviour	Definition	Examples	Non-Examples
Inappropriate Verbal Language	Any spoken, written, or non-verbal communication that insults, mocks, belittles, or slanders another person will be considered inappropriate	Put-downs, taunts, or slurs of a non-offensive nature, mild oaths not directed at an individual (Offensive communications targeting race, gender, faith, etc...of others.) "Big Dummy"; "All your family is dumb"; "Banana Nose."	Cursing, slandering another person, hostile threats either written, spoken, or non-verbal
Physical Contact/Physical Altercation	Any incidence in which a student engages in inappropriate physical contact with another student.	Silly horseplay, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "Not keeping hands/feet to self."	Shoving match, slapping, or other such low impact incident not severe enough to constitute a fight under JCS school policy.
Defiance/Disrespect/Non-compliance	Brief or low-intensity failure to respond to adult request	Talking back, not following directions, sleeping, refusal to complete assignments, ignoring request of adult	Refusal to comply will established rules, leaving class without permission, verbal defiance/ argumentative; possessing electronic devices, and other items as directed by principal
Disruption	Low-intensity, but inappropriate disruption	Intentional distractions: noises, pranks, annoying statement/questions; breaking line, making messes, throwing paper etc.	Loud talk, yelling, screaming, noise with materials; rough-housing; any behaviour more than nagging
Property Misuse	Low-intensity misuse of property	Breaking pencils/crayons, kicking furniture, mishandling text books/library books, tearing up paper/ assignments/ handouts	Broken windows/damaged property as result of horseplay/aggressive behaviors, etc., tampering with equipment/ impairing its usefulness, tampering with a computer's settings or putting a virus on a computer; writing on desk
Uniform Violation	Student wears clothing that does not fit within the uniform rules/guidelines as established by the school	Summer, Winter and PE uniforms are outlined in JCS school policy documents	
Other	Any other minor problem behavior that does not fall into the above categories.		

Major Behaviour	Definition	Examples	Non-Examples
Abusive Language/ Inappropriate Language	Verbal messages that include swearing, name calling, or use of words in an inappropriate way	Cursing, slandering another person, hostile threats either written, spoken, or non-verbal	Put-downs, taunts, or slurs of a non-offensive nature, mild oaths not directed at an individual
Fighting/Physical Aggression	Actions involving serious physical contact where injury may occur	Hitting, punching, kicking, hair pulling, scratching, choking	Silly horseplay, playful grabbing, pinching, non-aggressive punching or slapping, chasing, shoving. "Not keeping hands/feet to self." Shoving match, slapping, or other such low impact incident not severe enough to constitute a fight under JCS policy
Defiance/Disrespect/ Non-Compliance	Refusal to follow directions, talking back, and/or socially rude interactions communicated in writing, by words or tone of voice	Refusal to comply will established rules, leaving class without permission, verbal defiance/argumentative; possessing electronic devices, and other items as directed by principal	Talking back, not following directions, sleeping, refusal to complete assignments, ignoring request of adult
Lying/Cheating	Student delivers message that is untrue and/or deliberately violates rules	Telling untruths/wrongful accusations, copying, obtaining questions/answers to school assignments/tests	Forged notes from parents, teacher, etc., plagiarism, stealing, aiding someone in stealing
Harassment/Tease/Taunt	Student delivers repeated disrespectful messages (verbal or gesture), to another person that includes threats and intimidation, obscene gestures, pictures, written notes	Bullying, repeated verbal harassment or abuse, gesturing, notes and pictures	Minor offenses such as name calling, put-downs, taunts, slurs of a non-offensive nature, mild oaths not directed at an individual
Disruption	Behavior causing an interruption in a class or school activity	Loud talk, yelling, screaming, noise with materials; rough-housing; any behaviour more than nagging	Intentional distractions: noises, pranks, annoying statement/questions; breaking line, making messes, throwing paper, etc.
Tardy	Student is late to class	Students enters school/classroom after the bell rings (following lunch, recess or change of block) without excuse	Laying out of class; leaving school without permission
Property Damage	Student participates in an activity that results in substantial destruction or disfigurement of property: any damage done to school property that impairs its usefulness	Broken windows/damaged property as result of horseplay/aggressive behaviors, etc., tampering with equipment/ impairing its usefulness, tampering with a computer's settings; writing on desk	Breaking pencils/crayons, kicking furniture, mishandling text books/library books, tearing up paper/ assignments/ handouts
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Appendix J

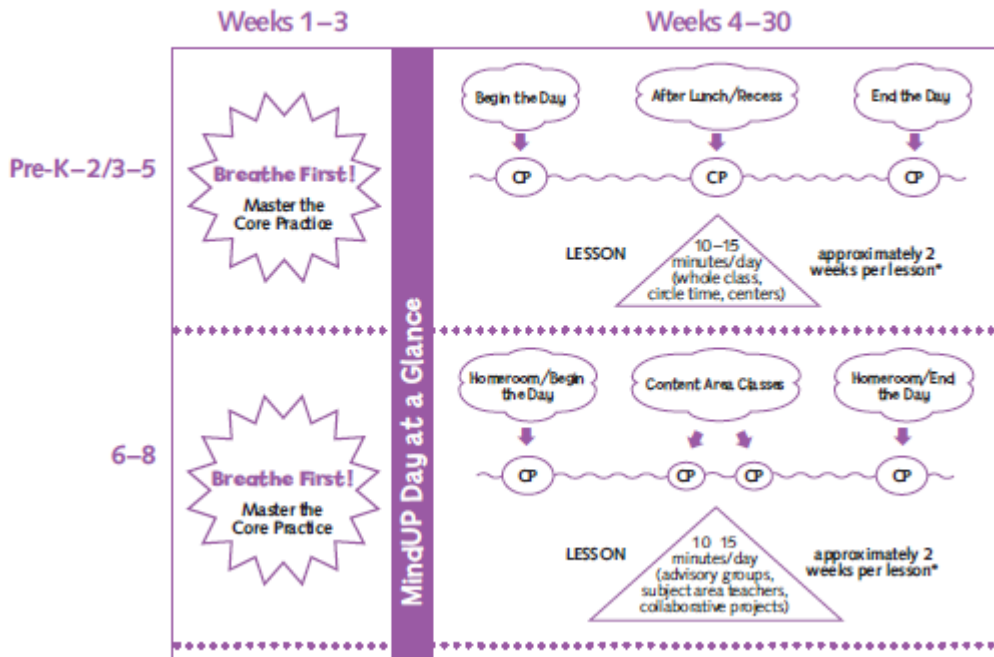
Implementation Charts

Sample MindUP Lesson Chunking for Grades Pre-K-2 and 3-5

Time	Chunk/Content	Lesson page
10-15 min	Linking to Brain Research & Clarify for the Class	2
10-15 min	Getting Ready, MindUP Warm-Up & Discuss	3-4
10-15 min	Leading the Lesson: Engage & Explore	5
10-15 min	Leading the Lesson: Reflect & MindUP in the Real World	6
(variable)	Extend: Journal Writing*	7
10-15 min	Extend: Connecting to Curriculum*	7-8
10-15 min	Extend: Connecting to Curriculum*	7-8
(variable)	Extend: Literature Link (Independent Reading)*	8

\* It is highly recommended that you take advantage of extension links, in order to apply MindUP principles to support and facilitate all kinds of learning.

(The Hawn Foundation, 2011)



(The Hawn Foundation, 2011)

## Appendix K



### *MindUP Training for Schools*

Published by Scholastic, the MindUP Curriculum is an evidence-based social and emotional learning program, rooted in neuroscience and mindful intelligence, which helps children find happiness and success in school and in life. MindUP is not an add-on or separate subject that detracts from instructional time. Rather, MindUP is a series of 15 lessons created by leading neuroscientists, educators, and psychologists, designed to seamlessly integrate into your school's core curriculum. MindUP is offered in three developmentally appropriate levels for children ranging from Pre-K to eighth grade. Our training options will help your school's educators and administrators effectively deliver the MindUP Curriculum to students, creating optimistic classrooms that promote optimal learning.

Optimistic classrooms and schools lead to a vibrant, creative, and caring world. MindUP has been taught to over 1000 teachers and youth workers across the United States, Canada and the UK. Join our family of trained professionals as together we work to provide 21st century learners with the skillsets and social and emotional aptitudes needed to succeed and lead in an interconnected and global economy.

#### WHERE TO START

##### **MindUP Teacher Training**

This daylong foundational workshop at your campus is a prerequisite for all other training options. It includes a comprehensive overview of MindUP and prepares your faculty and administrators to implement the program school-wide. Through interactive lectures, small-group work and experiential activities, participants ground themselves in the science and research associated with the MindUP Curriculum while gaining familiarity with the teaching methodologies and assessments that will ensure success. **Cost:** \$5,000 per school. (An additional fee is applied for more than 50 participants. MindUP Curriculum books must be purchased separately through Scholastic, Inc. for each participant.)

##### **MindUP School Implementation Plan**

Designed to immediately follow the MindUP Teacher Training, this daylong option is for schools that want to optimize program success by creating a school-specific plan for program implementation. Our MindUP Trainer visits your classrooms, discusses implementation strategies with small groups of teachers and administrators, thoroughly reviews with faculty the MindUP Evaluation Toolkit (that provides pre and post program assessment), and mentors your appointed MindUP School Coordinator—a faculty member who acts as the point person for your schools' MindUP implementation process. **Cost:** \$2,000

#### ONGOING SUPPORT

##### **MindUP Parent Workshop**

Experience tells us that the more familiar parents and caretakers are with the MindUP Curriculum, the better reinforced the lessons can be at home, as well as in the classroom. This 2-hour workshop is an opportunity for parents and guardians to gather at your school and learn about MindUP, becoming familiar with common program terms and core practices, while having an

opportunity to ask questions. This workshop is offered in conjunction with any other onsite training option. **Cost:** \$500

##### **MindUP On-site Mentoring**

Offered at least 1 month after the start of the MindUP implementation in your school, our trainer will design a custom-made, onsite, daylong training specific to the needs of your faculty, administrators, students and/or parents. You can schedule up to two MindUP Onsite Mentoring visits per academic year. **Cost:** \$2,500 per visit

##### **MindUP Teacher Consulting**

For teachers who desire ongoing support throughout the year, our MindUP Trainer can work with an individual teacher or a small group of teachers (up to 4 per group) via phone or Skype. This training option allows for personalized coaching and instruction in how to integrate MindUP into any subject matter. Consulting sessions are a minimum of 1 hour. **Cost:** \$125/hour

##### **MindUP Evaluation**

Once instruction in the 15 MindUP lessons is complete, our MindUP Trainer can return to help your team evaluate successes and challenges in integrating MindUP and strategize for continued school-wide impact. This daylong training acts as a supportive formative evaluation. Our trainer visits classrooms, conducts faculty and staff interviews and analyzes data from the MindUP Evaluation Toolkit, providing your school with a written evaluation after the visit. **Cost:** \$2,500

#### FOR MORE INFORMATION

##### **Contact Us**

1.424.253.4296

thehawnfoundation@thehawnfoundation.org



# Evaluation Toolkit

The Hawn Foundation's MindUP Evaluation Toolkit consists of a number of measures and instruments designed by a team of University of British Columbia psychologists, led Dr. Kimberly Schonert-Reichl. The Pre-test/Post-test Survey for the student target audience is comprised of a brief demographics questionnaire, plus four questionnaires designed to measure different aspects of children's psychological wellbeing. Most questions ask children to select ONE response based on a Likert-type scale ranging from 1 (indicating low agreement) to 5 or 6 (indicating high agreement). Children will receive a total score for each subscale on the questionnaire, rather than a total score for the entire survey. There are also measures to be administered to teachers.

The Table of Contents consists of:

***Evaluation Instructions***

*Pre-test Post-test Survey Instructions*

*Pre-test/Post-test Survey Scoring Guide*

*Student Satisfaction Survey Instructions (Primary)*

*Student Satisfaction Survey Instructions (Intermediate)*

*Teacher Implementation Calendar Instructions*

*Teacher Satisfaction Survey Instructions*

***Survey Handouts***

*Pre-test/Post-test Survey*

*Student Satisfaction Survey (Primary)*

*Student Satisfaction Survey (Intermediate)*

*Teacher Satisfaction Survey*

## STUDENT MEASURES

### Demographics Questionnaire

The demographics questionnaire can be used as per your school's needs. For example, it can be useful to calculate how many boys vs. girls per classroom, the number of ESL speakers, or the mean age of students.

### Thoughts and Feelings Questionnaire

The Thoughts and Feelings questionnaire assesses two dimensions of children's wellbeing: Empathy and Perspective-taking. This scale for this questionnaire ranges from 1 (not at all like me) to 5 (always like me), with higher scores indicating higher empathy and perspective taking. These scores must be calculated for each subscale separately. Please read the chart below to calculate totals for each subscale.



**Day-to-Day Experiences Questionnaire**

The Day-to-day Experiences questionnaire measures children’s mindful attention and awareness. The scale for this questionnaire ranges from 1 (almost never) to 6 (almost always). The way this scale was created, lower scores indicate *lower* mindfulness, therefore responses on this scale need to be reverse-scored before calculating a total. To reverse-score items, simply replace the score as selected on the survey by its “opposite” number. For example, recode a “1” as a “6” and so on. The table below shows how numbers are to be recoded. From here, calculate a Total Score for the entire 15-item scale. Higher scores on the reverse-scored scale indicate higher mindful attention and awareness.

**About Me Questionnaire**

The About Me questionnaire assesses two qualities: Optimism and Emotion Control. The scale for this questionnaire ranges from 1 (not at all like me) to 5 (always like me). Like the Day-to-Day Experiences questionnaire, some items must be reverse-scored before calculating a total score.

**My Life Questionnaire**

The My Life questionnaire assesses children’s satisfaction with life, or happiness. The scale for this questionnaire ranges from 1 (disagree a lot) to 5 (agree a lot). Higher scores indicate higher satisfaction with life. Calculate the Total Score by summing responses on the entire 5-item scale.

**One Last Question**

The One Last Question at the end of this survey allows children an opportunity to express what they are thankful for. This section can be scored by categorizing responses (for example, Family, Friends, Physical Activities, Arts and Music, Food, Pets). It may be informative to compare the types of responses on this question across students, and across classrooms.

**TEACHER MEASURES****Teacher Satisfaction Survey**

This Survey is to be completed by the teacher, counsellor, or administrator who delivered the program to the class. The survey consists of three parts. Part 1 asks the program administrator to comment on the training he or she received for MindUP™, Part 2 asks about student engagement, and Part 3 asks the respondent to evaluate the effectiveness of the MindUP™ program.

**Teacher Implementation Calendar**

It is impossible to determine the effectiveness of a program without knowing how much of the program children actually received. The Implementation Calendar was designed so that teachers, counsellors, and administrators delivering the MindUP™ program could keep track their progress, and keep record of what was taught. This information becomes extremely important when evaluating the effectiveness of the program upon its completion.

Appendix L

Generic Daily Progress Report for students receiving secondary-tier interventions. Adapted from Crone, Horner, and Hawken (2004).

**Daily Progress Report**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rating Scale: 3 = Good Day, 2 = Mixed Day, 1 = Will try harder tomorrow

	8:30 – 9:15	9:55 – 10:00	10:15 – 11:00	11:00 – 11:45	12:30 – 1:15	1:15 – 2:00	2:00 – 2:45
<b>Be Positive</b> List Behaviour:	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
<b>Be Understanding</b> List Behaviour:	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
<b>Show Respect</b> List Behaviour:	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
<b>Take Responsibility</b> List Behaviour:	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Teacher Comments: I really like how....

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Parent Signature(s) and Comments:

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Points Possible:	84
Points Received:	_____
% of Points:	_____

## Appendix M

# Parents' Homework

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This is an opportunity for me to see your child through your eyes. The more I know, the better prepared I can be in creating a meaningful and engaging program to fit your child's individual learning style, educational and social needs. Please answer the following questions and complete the information below. Remember this form is from your point of view and will be kept confidential!

CHILD'S NAME: \_\_\_\_\_

1. List five words that best describe your child's character (i.e.: cheerful, perfectionist, competitive etc.).
  
  
  
  
  
  
  
  
  
  
2. What are your child's out-of-school interests, hobbies and commitments?
  
  
  
  
  
  
  
  
  
  
3. What motivates and what upsets your child?
  
  
  
  
  
  
  
  
  
  
4. What particular academic areas, social skills, and/or study skills (i.e., neatness, timeliness, organization etc.) would you like to see developed?
  
  
  
  
  
  
  
  
  
  
5. Is there anything else you would like me to know about your child?

PARENT/GUARDIAN'S SIGNATURE: \_\_\_\_\_

Thank you,

Appendix N

Illinois Statewide Technical Assistance Center (ISTAC) Systematic Information Management for Educational Outcomes (SIMEO) Family/Caregiver Satisfaction Tool (FS-T): FY09			
<b>Time 1/Baseline</b> Collected no later than 30 days from referral and before first meeting	<b>Time 2</b> Collected 3 months after initial meeting or before the school year ends	<b>Time 3</b> Collected 6 months after initial meeting or before the school year ends	<b>Time 4</b> Collected 9 months after initial meeting or before the school year ends

**How to complete this form:**

- Parent or caregiver completes the form
- When completed at baseline, survey is intended to reflect parent or caregiver's experience with a previous team (if any) such as a special education IEP team
- At Time 2,3, & 4 survey is intended to reflect parent or caregiver's experience with the current child and family wraparound team

1) Date tool was completed: \_\_\_\_\_

2) Please identify the period of assessment:

- Time 1/Baseline   
  Time 2   
  Time 3   
  Time 4   
  Time 5   
  Time 6  
 Time 7   
  Time 8   
  Time 9   
  Time 10   
  Discharge

3) Student Name: \_\_\_\_\_ 4) Student ID: \_\_\_\_\_

5) What type of team have you worked with in the past? *(Answer only at baseline)*

- Child and family wrap team                       Other agency led team  
 Special Ed/IEP team                                       Other School Team  
 Other: \_\_\_\_\_

6) What is your relationship with this child?

- biological/adoptive parent                               primary childcare worker  
 foster parent     therapist  
 relative     other: \_\_\_\_\_

**We are interested in your thoughts about this service/process. Please answer each question as honestly as you can.**

To what extent have members on your team provided the following...	not at all	slightly	some-what	a great deal
7) scheduled meetings at convenient times for you to meet?	1	2	3	4
8) returned phone calls in a timely manner?	1	2	3	4
9) included you in decisions about your child and family?	1	2	3	4
10) asked you about the needs and strengths of your entire family?	1	2	3	4
11) treated you with respect?	1	2	3	4
12) improved your family's quality of life overall?	1	2	3	4
13) improved your ability to care for your child?	1	2	3	4

Name of Youth \_\_\_\_\_ /Date \_\_\_\_\_

To what extent have members on your team provided the following...	not at all	slightly	some-what	a great deal
14) eased your worries about the future well-being of your child?	1	2	3	4
15) given you information about your community resources?	1	2	3	4
16) helped you understand your child's strengths?	1	2	3	4
17) helped you understand your child's needs?	1	2	3	4
18) helped you understand your family's strengths?	1	2	3	4
19) helped you understand your family's needs?	1	2	3	4
20) helped you understand how to use strengths and needs to work with your child?	1	2	3	4
21) helped you obtain services for your child and family that you were unable to get before?	1	2	3	4
22) increased your ability to get involved with your child's school?	1	2	3	4

23) If a friend were to ask you about this experience what would you tell him or her?

	very unlikely			very likely
24) How likely would you repeat this process if your family needed assistance in the future	1	2	3	4
25) How likely would you recommend this process to a friend?	1	2	3	4

We appreciate your comments.

Thank you! 😊

**Facilitator Instructions:** Please assist or read to respondent who may need help reading or understanding items.

Appendix O

**PBS STUDENT SATISFACTION SURVEY**

**1=Strongly Disagree    2=Disagree    3=Neutral    4=Agree    5=Strongly Agree**

Survey Statements: Please respond to the following statements indicating your agreement or disagreement with each statement listed below by checking the appropriate box to the right of the corresponding statement.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1. I understand and follow the school expectations.					
2. Students are rewarded/acknowledged for appropriate behavior.					
3. I am expected to follow the expectations at my school.					
4. The expectations for behavior are posted in my classroom.					
5. The expectations for behavior are enforced.					
6. My school has a plan for working with students who do not follow the expectations.					
7. In general, the environment at this school is positive.					
8. Students in this school show respect for each other.					
9. This school is a friendly place.					
10. I feel safe and comfortable in my school.					

Comments:

Appendix P

**PBS STAFF SATISFACTION SURVEY**

1=Strongly Disagree    2=Disagree    3=Neutral    4=Agree    5=Strongly Agree

Survey Statements: Please respond to the following statements indicating your agreement or disagreement with each statement listed below by checking the appropriate box to the right of the corresponding statement.	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1. My school has clearly defined expectations for appropriate behavior.					
2. I have taught the expectations to my students this year.					
3. Student compliance to rules and expectations is reinforced consistently in my school.					
4. The hierarchy of consequences for inappropriate behavior is used consistently.					
5. I find it easy to follow the office referral process.					
6. I am satisfied with the process that is in place to discuss student behavior concerns in my school.					
7. I communicate with parents regarding their child's behavior.					
8. I regularly receive data about behavior concerns across the school.					
9. Staff and students in this school show respect for each other.					
10. I feel safe and comfortable in this school.					
11. The students in my classroom feel safe and comfortable at this school.					
12. The students feel safe and comfortable in non-classroom settings.					
13. Overall, I feel the PBS initiative has had a positive impact on student behavior.					
14. Overall, I feel the PBS initiative has had a positive impact on teacher/staff behavior.					

Comments: