Inclusive Education

Conversation Guide for the video:
Using a Positive Behaviour Approach to Support Learning

A school-wide positive behaviour support approach creates learning environments where all students have the opportunity to develop the skills and attitudes they need to be engaged and successful learners.

Key understandings

- Schools report that when they use a school-wide approach to positive behaviour supports, a safe and caring learning environment flourishes.

- At the core of a positive behaviour support approach are positive relationships, school-wide behavioural expectations, positive reinforcement, fair and predictable consequences and direct and differentiated feedback to students about their behaviour.

- Most students (80 to 85 per cent) demonstrate positive behaviour when they have universal supports such as positive relationships, clear expectations and differentiated instruction.

- There will be a small number of students (5 to 15 per cent) who have difficulty meeting basic behaviour expectations. These students will benefit from targeted supports like goal setting, mentoring and social skills instruction.

- A few students (1 to 7 per cent) have behaviour difficulties that significantly interfere with their learning and relationships with others, or have medical conditions or disabilities that affect their behaviour. These students will need intensive and individualized supports for the long-term, such as individual behavior support plans.

- To implement a positive behaviour approach, schools need to collect relevant data to clarify what, where and when problem behaviours are occurring, as well as who is involved. This will inform planning, as well as monitoring and measuring success over time.

> *"A positive behaviour support approach supports inclusion by creating environments where all students have the skills and attitudes they need to be engaged and successful learners."*
>
> Creating Supportive Classroom Environments, Alberta Education

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Questions for Discussion

- How does this video affirm or challenge what you believe and understand about supporting positive student behaviour?

- Discuss the statement "a positive behaviour approach supports inclusion by creating environments where all students have the skills and attitudes they need to be engaged and successful learners."

- How does the pyramid of intervention model support understanding of school-wide approaches to positive behaviour? In your experience, how have you seen schools and authorities use the pyramid of intervention concept to support positive behaviour?

- How could the information in this video be helpful to your work in the future?

Taking the Pulse at the School and Authority Level

- How is data being used to inform planning around behaviour supports at the classroom and school level?

- What plans are in place to continue and sustain positive behaviour efforts?

- How are stakeholders in the community identified, selected and involved to support positive behaviour initiatives?

Adapted from A Guide to Support Implementation: Essential Conditions, www.essentialconditions.ca

"…a behavioural support plan is a document that is designed to change the behaviour of adults with the expectation that if adult behaviour changes, the behaviour of the student will change."

Horner, R.H., & Sugai, G. Developing positive behavioral support systems. In G. Sugai & T.J. Lewis. (1999). Developing Positive Behavioral Support for Students with Challenging Behaviors (Reston,VA: Council for Children with Behavioral Disorders, a Divison of the Council for Exceptional Children) 15-23.

More Information

- *Supporting Positive Behaviour in Alberta Schools* – This Alberta Education resource, the first of a three-part resource is designed to provide school staff with effective strategies to implement a school-wide behavioural supports approach (must be logged in to Learn Alberta for access).

- *Behaviour and Social Participation* – This Alberta Education resource provides strategies and information to increase students' participation in learning and academic success.

- *Indicators of Inclusive Schools* – This Alberta Education resource offers information and tools that leaders can use to support schools and school systems to reflect on how their schools are demonstrating a commitment to inclusive education.

- *Positive Behaviour Supports for Children* – This online learning resource, developed collaboratively by Family Support for Children with Disabilities, Alberta Education and Mount Royal University, provides positive behaviour support tools, techniques and tips for families and school staff supporting children with disabilities.

Alberta Examples

The following Alberta school authorities are among those who have developed staff resources on positive behaviour supports:

- Red Deer Public Schools—École Oriole Park School outlines strategies for structuring the school environment to foster positive behaviour.

- Rocky View Schools—This webpage outlines a process for determining the level of support for students with social and emotional learning needs.

Learn more about inclusive education: www.alberta.ca/inclusive-education.aspx

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