

POSITIVE BEHAVIOUR INTERVENTION SUPPORTS

Explicitly Teaching Expectations

Students must be explicitly taught expectations. can do this through the use of:

- Social Stories
- Circles Program
- Model Me
- Modeling
- Recording students roleplaying expectations



Ways to Revisit Expectations

- Morning Meeting
- Referring to student-created work
- Talking Circles
- Programs/Universal programming

Key Elements

	Tier 1 - Universal and Non-Negotiable	Tier 2 - Targeted Intervention	Tier 3 - Intensive Intervention
Positive Relationships	- Greet students each morning. - Using supervision as a relationship-building opportunity. - Each day is a new day - All students belong to all teachers. - Home relationships are cooperative and ongoing - Student cultures are respected	- Extra ongoing positive check-ins - Success coach groups - Intentional relationship-building time - Indigenous supports - Peer mentorship	- Social worker - Formal talking circle - Parent team meetings
Modification of the School Environment	- Clean and safe space - Thought is given to strategic seating. - Thought is given to storage of student belongings. - Careful management of visual stimuli	- Calm-down space - Sensory time - Alternative seating	- Modified timetable - Specialized areas and equipment - PCS support
Differentiated Instruction	- Flexible and adjustable groupings for instructional purposes based on analysis of assessment data. - Ongoing formative assessment used to drive instruction. - Incorporating interests and strengths by giving students choice. - Differentiation by product, process, and content. - Collaboration with inclusive education coaches and others to ensure quality programming.		- Speech Intervention - Targeted Intervention based on need
School-Wide Behavioural Expectations	<u>Expectation matrix</u> displayed in every classroom - Specific expectations displayed in each area - First unit in each health class consists of explicitly teaching and modeling expectations (revisit as needed throughout year) <u>GPS awards</u>		

Key Elements Con't

	Tier 1 - Universal and Non-Negotiable	Tier 2 - Targeted Intervention	Tier 3 - Intensive Intervention
Social Skills Instruction	- Staff and teachers recognize that social behaviour needs to be taught: - through multiple examples - where/when the problems occur - with frequent practice opportunities - by providing positive feedback - Staff and Teachers consistently model GPS behaviours.	- Individual/small group instruction - Success coach groups	I-Coach support
Positive Reinforcement	- Staff demonstrate positive reinforcement in many forms, including verbal, nonverbal, privileges, rewards, incentives, or individual preferred activities - Staff communicate frequently and positively with parents <u>GPS Awards</u> - Posting of and promoting positives (social media) - Athletics		
Fair & Predictable Consequences	- Consequences are imposed consistently and within a restorative practice framework - Staff must complete log entries and contact parents for recurring or serious negative behaviours - Staff should address behaviours beginning with the lowest appropriate consequence on the <u>continuum of consequences</u> for negative behaviours, after students have regulated.		- CPS Model - BSP - Parent Meetings - Suspensions - Restorative circles - Reentry plans
Collaborative Leadership	- Every adult is responsible for addressing all student behaviours - Collaborative response model - School-based and division-based mentors for new staff	- Success Coaches - Indigenous Support Worker - I-Coaches	- Divisional Inclusive Education Coordinators - Divisional Social Worker

Expectation Matrix

	Respect for Self	Respect for Others	Respect for Property
Classroom	• I will always try my best • I will ask for help when I need it • I will listen when instructions are being given • I will learn from my mistakes • I will ask permission to leave the classroom	• I keep my hands and body to myself and in control • I will use appropriate language • I will listen to others • I will let others learn in a safe place	• I will clean up after myself • I will leave other people's things alone • I will take care of school property
Playground	• I will play safely • I will listen to the supervisors • I will tell the supervisors if I have a problem	• I will keep my hands and body to myself and in control • I will use appropriate language • I will listen to others • I will let others play in a safe place	• I will clean up after myself • I will take care of school property • I will help keep the school clean
Bathroom	• I will keep myself clean • I will use my time well	• I will leave others alone	• I will clean up after myself • I will take care of school property • I will tell someone if there is a problem
Hallway	• I will walk • I will be quiet • I will use my time well	• I will keep my hands and body to myself and in control • I will leave others alone	• I will take care of school property
Fieldhouse	• I will always try my best • I will ask for help when I need it • I will listen when instructions are being given • I will learn from my mistakes • I will ask to leave the fieldhouse	• I will keep my hands and body to myself and in control • I will use appropriate language • I will listen to others • I will let others learn and play in a safe place	• I will clean up after myself • I will take care of school property

Expectation Matrix (Con't)

	Respect for Self	Respect for Others	Respect for Property
Theatre	• I will stay in my seat • I will be quiet • I will walk on the steps	• I keep my hands and body to myself and in control • I will use appropriate language • I will listen to others • I will let others learn in a safe place	• I will take care of school property • I will keep the armrests still
Library	• I will be quiet	• I keep my hands and body to myself and in control • I will use appropriate language • I will listen to others	• I will clean up after myself • I will take care of library property
Shop/Home Ec	• I will always try my best • I will ask for help when I need it • I will listen when instructions are being given • I will learn from my mistakes	• I keep my hands and body to myself and in control	• I will clean up after myself • I will take care of school property
Atrium	• I will walk • I will be quiet	• I will keep my hands and body to myself and in control • I will use appropriate language • I will listen to others • I will let others learn	• I will take care of school property

GPS Awards

GPS TROJAN AWARD

Students who are showing positive behavior will be recognized by receiving a GPS Trojan Award ticket.

For Elementary students, each classroom will have their own collection box. Once a month during the assembly, one ticket will be drawn from each class. Students will have the chance to choose a prize.

For Jr/Sr High students, there will be two boxes in the office, one for junior high and one for senior high. These will be drawn over morning announcements on the day of the elementary assemblies. There will be 2 draws for junior high and two draws for senior high. They will have an opportunity to choose between a lunch voucher or a prize.

Student of the Month

Each elementary teacher will choose a student of the month award recipient. Parents/Guardians will be contacted that their child will be receiving an award, and will be invited to attend the assembly. These students will be called up to the front during the assembly, presented the award, and will have the opportunity to choose from GPS Swag.

There will be one award each for grade 7, 8, and 9. There will be one award for Sr. High. These students will be called up to the office on the same day as the elementary assemblies and will have the opportunity to choose from GPS Swag.

