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| **BIG IDEAS – STUDENTS WITH BEHAVIOUR DISORDERS** |
| **A widely accepted definition of Behaviour Disorder (BD) is a condition in which a child exhibits one or more of the following characteristics over a long period of time (**$\geq $ **6 months) and to a degree that negatively affects their education: (a) difficulty to learn not due to intellectual, sensory or health factors; (b) difficulty maintaining positive relationships; (c) inappropriate behaviors and/or emotions under normal conditions; (d) mood of unhappiness or depression; and (e) physical symptoms or fears associated with personal or school problems** | **Behavior disorders are influenced by the interaction between the environment and the student, rather than being an inborn characteristic** | **To prevent and treat BD in children, it is essential to build nurturing environments. School environments that are nurturing: (a) reduce toxic social conditions such as criticism and bullying; (b) build positive, constructive and respectful relationships with students; (c) explicitly teach prosociality; and (d) richly increase positive reinforcement for prosocial behaviour.** | **Positive Behavior Inteventions and Support (PBIS), is an empirically supported, school-wide approach to building a positive school culture for all students and teachers.**  | **Evidence-based practices in the classroom with BD students include: (a) creating structure and predictability (b) promoting a positive classroom climate (c) Preventing challenging behavior by using supports such as curricular adaptations and student choice (d) using effective instructional strategies (e) teaching social skills, self-management skills and/or mindfulness skills; and (e) maintaining a high ratio (5 to 1) of positive to negative interactions**  | **Family-school partnership is an important component of support for students with a BD.**  |

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| **BIG QUESTIONS – STUDENTS WITH BEHAVIOUR DISORDERS**  |
| ***What is the B.C. Ministry’s definition of a behaviour disorder?******What might be the B.C. defintions strengths and shortcomings******Who in your school and/or district will you contact to formally confirm or disconfirm that the student has a behaviour disorder?*** | ***Before referring a student for an assessment to determine whether they meet the BC criteria for a behaviouir disorder, what can you do to assess whether their problematic behaviour is due to features of the learning environment, including the qualitys of academic or behaviour supports being implemented in the school?*** ***What other factors in the student’s life may be associated with the problem behaviour of a student that would not warrant a behaviour disorder designation?***  | ***Consider the school in which you teach or in which you have completed or are currently doing a practicum.******What are features of the school environment that are clear indicators of a nurturing environment for students?******What might be interactions and procedures in the school that students may experience as aversive?******What are you doing now to build a nurturing environment fort the students that you teach; what can you do in the future?*** | ***In a PBIS school, there are several components of universal tier 1 supports: (a) 3-5 values-based schoolwide rules; (b) a matrix of behavioural expectation across rules and school settings; (c) explicit instruction by faculty an staff of rules and behavioural expectations; and (d) an acknowledgment system in which faculty and staff positively reinforce adherence to schoolwide rules.*** ***To what extent are these universal supports in place in the school in which you teach or have or are currently completing your practicum?******What are three values-based rules that you would want to teach your students in your classroom?******How will you explicitly teach your students these behavioural expectations?*** | ***What supports will you implement that is likely to occasion the student’s positive engagement learning?******How can mindfulness training help students with BD self-regulate their behaviour in the classroom? What mindfulness practices would you teach?***  | ***Consider the school in which you teach or in which you have completed or are engaged in practicum.******What features and/or activities of the school promote partnership?******What features and/or activities would you add to your school that may enhance family school partnership?******Consider school-home communications for a student a BD. On a continuum (1 to 10), to what extent are communications negative (1) or positive (10)?******What will you do during planning and conduct of an IEP meeting that communicates to the parent(s) attending that you view them as partners in the student’s education and are committed to developing a non-hierarchical relationship?*** |

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| **CURRICULAR COMPETENCIES****What do teachers need to do?**1. **Design a classroom environment that is well structured and predicatable**
	1. Organize the classroom in a manner that matches the mode of instruction (e.g., whole-class lecture, cooperative learning groups, individual seatwork).
	2. Establish routines that help students undertand what to do, increase predictability, and maximize time in instruction.
	3. Engage in active supervision to increase student participation and reduce minor problem behaviour: (a) move around classroom, (b) scan and check student behaviour and (c) interact with students to provide academic support, build rapport, and provide positive and corrective feedback.

***Identify 2 additional things you can do to design a classroom that promotes academic engagement and learning, and include the source(s) you used to identify them****.* 1. **Promote a positive classroom climate**
	1. Develop 3-5 positively stated, easy-to-understand behavioural expectations, with student input to cultivate ownership.
	2. Explicitly teach expectations through instruction, modelling, role play, and feedback
	3. Monitor throughout school day and provide positive and corrective feedback
	4. Develop and implement positive reinforcements systems that strengthen student-teacher relationships, prosocial behavour, academic engagement and intrinsic motivation.

***Identify 2 additional things you can do to promote a positive classroom climate and include the source(s) you used to identify them.***1. **Use effective instructional strategies**
	1. When teaching academic and social skills, use explicit instruction: (a) determine students’ current level of performance; (b) plan and deliver a sequenced set of skills that progresses toward mastery; (c) provide direct instruction, including step-by-step modelling, examples and non-examples, and guided and supported practice
	2. Provide frequent opportunities to respond to lesson content, increasing opportunities for positive teacher-student interactions and for feedback.

***Identify 2 additional effective instructional strategies and include the source(s) you used to identify them.***1. **Use evidence-based supports that occasion desired behaviour and prevent problem behaviour**
	1. Use tasks or activities that are functional from student’s point of view or that are instrinsically motivating due to their content or materials
	2. Give students choices related to classroom work such as choice of task, task sequence, task materials, task length or amount and/or reinforcer for completing task.
	3. Intersperse new or difficult tasks with mastered or easy tasks to increase tolerance of new or difficult tasks
	4. Decrease overall length of tasks, provide frequent breaks or present a portion of task rather than the whole task.
	5. Across daily schedule embed preferred tasks, activities and/or instructional arrangements.

***Identify 3 additional evidence-based supports and identify the source(s) you used to identify them.***1. **Teach social skills**
	1. Teach social skills using explicit instruction that includes modeling, role-play, coaching, feedback, and reinforcement
	2. Promote generalization and maintenance by targeting relevant social skills, presenting a wide range of positive and negative examples and programming “homework” outside of the social skills training setting, in the actual setting where the social skills need to be demonstrated (e.g. hallway, playground, math class).

***Find an article on social skills training that includes components above of an effective social skills training program.***1. **Collaborate with school-based team members and with student’s family to develop and implement evidence-based secondary prevention or tertiary intervention strategies.**
	1. Demonstrates attitudes and skills necessary for successful collaboration

***Find an article on collaboration by a school-based team to address problem behaviour in a student with BD. Identify 3 features of successful collaboration among team members to understand and improve student behavior.*** | **CONTENT AREAS****What do teachers need to know?**1. **Characteristics of students with behaviour disorders**
	1. Conduct disorders
	2. Anxiety disorders
	3. Attention Deficit/Hyperactivity Disorder (ADHD)
	4. Juvenile Delinquency
	5. Depression
	6. Eating disorder (e.g., anorexia, bulimia)
	7. Social withdrawal

***Research the prevalence of students with behaviour disorders in Canada and report what you found.***1. **B.C. Ministry of Education’s definition of behaviour disorder**
	1. How Ministry designates a child as having a moderate or severe behaviour disorder.

***Go into the B.C. Ministry of Education’s website and identify how the Ministry defines moderate and severe behaviour disorders.***1. **Negative academic, social & employment outcomes if BD is not treated**
	1. Outcomes for students with behaviour disorders if they are not effectively educated and the behaviour disorder is not effectively treated.

***Identify 3 specific negative life outcome for students with behaviour disorder if the disorder is not successfully treated, and include the source from which you located this information.***1. **Response to Intervention (RTI) as an alternative method of assessment and intervention that minimizes behaviour disorder designations**
	1. Aim of RTI is not to identify students with BD but to help students achieve a proficient level of progress academically and socially.
	2. Evidence-based interventions at the secondary and/or tertiary level are implemented with ongoing monitoring of student response to intervention

***Find in the literature an example of Response to Intervention (RTI) for a student with significant reading deficits. How did the educators identify the student as needed additional support. What supports were provided? What was the outcome for the student?***1. **Universal positive behaviour supports implemented in the classroom and school to prevent problem behaviour**
	1. 3-5 values school-wide rules
	2. Behavioral expectations matrix
	3. Explicit instruction of behavioral expectations
	4. Acknowledgement system
	5. Instructional consequences for problem behavior rather than punishment (e.g., reminders, additional practice).

***Find literature on School-Wide Positive Behaviour Support (SWPBS), which also is referred to as Positive Behaviour Interventions and Supports (PBIS) and identify 3 guidelines for generating 3-5 school-wide rules.***1. **Social Emotional Learning (SEL)**
	1. The five core SEL competencies: self-regulation, self-awareness, social awareness, relationship skills, and responsible decision-making
	2. Teaching SEL skills explicitly
	3. Complementary nature of SEL and PBIS
		1. SEL provides curriculum with explicit SEL goals
		2. PBIS provides instructional methods and school-wide support system that contributes to generalization and maintenance of SEL skills.

***Locate an article on explicit instruction and identify 5 features of explicit instruction***1. **Knowledge about home-school collaboration**
	1. Understand that family involvement in their child’s education and support is significantly correlated with positive student outcomes including academic perseverance and motivation, positive attitude toward schoolwork, and avoidance of high risk behavoiurs.
	2. Recognize common barriers to parent involvement and collaboration
		1. Logistical factors such as transportation, school meeting times conflicting with parent work hours
		2. Tendency of schools to blame parents for child’s problem behaviour
		3. Families feeling unwelcome in school
		4. Imbalance of power in which decisions at meetings are made by school professionals with little to no input from parents
		5. Teachers not having training in collaboration with parents
		6. Absence of administrative support for home-school collaboration
	3. Understand components of *Four A Framework* for building family-school partnerships (i.e., Approach, Attitudes, Atmosphere, and Actions)

***Consider an elementary or high school in which you have taught as a teacher, teaching assistant or practicum student. Across the four As of Approach, Atmosphere, Attitudes and Actions, identify at least 3 practices in the identified school that are examples of one or more of the four As, or that are non-examples of one or more of the four As.*** |

**Resources:**

Association for Positive Behavior Support: <https://pbis.org>

Comprehensive, Integrated Three-Tiered (ci3t) Model of Prevention <http://www.ci3t.org/>

Collaborative, Academic, Social, and Emotional Learning (CASEL): <http://www.casel.org>

Council for Exceptional Children <https://www.cec.sped.org/>

Institute of Education Sciences Practice Guides: <https://ies.ed.gov/ncee/wwc/practiceguides>

What Works Clearinghouse (Behavior) <https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Behavior>

Videos Related to Positive Behavior Interventions and Supports (PBIS)

<https://www.youtube.com/watch?v=URR7A33ArTY>

<https://www.youtube.com/watch?v=NPdao1JrW8g>

<https://vimeo.com/14613918>