

Peace River School Division Behaviour Continuum of Supports

Tier One Universal Behavior Supports	Tier Two Classroom Behaviour Supports	Tier Three Targeted Behavior Supports	Tier Four Individualized Intensive Behaviour Supports
<p>The school should develop a positive behaviour support system based on mandates given by the Ministerial Order (2019) TQS expectations: Teaching Quality Standards</p> <ul style="list-style-type: none"> Communicate high expectations for students Foster effective relationships Act consistently with fairness, respect and integrity Demonstrate empathy and a genuine caring for others Build staff capacity to support student success in an inclusive, welcoming, caring, respectful and safe learning environment Differentiate instruction that considers student diversity 	<p>In addition to the universal supports, the classroom teacher will develop a positive behaviour support system based on the mandate given by the Ministerial Order (2019) TQS expectations: Teaching Quality Standards</p> <ul style="list-style-type: none"> Use appropriate universal and targeted strategies and supports to address students' strengths, behaviour challenges and areas for growth Recognize and respond to specific behaviour needs of individual or small groups of students <p>Examples:</p> <ul style="list-style-type: none"> Collaborative Response Accommodations 	<p>Targeted behaviour supports are ideally delivered in the classroom with involvement from outside supports</p> <ul style="list-style-type: none"> Target intervention and develop programming to meet student needs Consider completing a Functional Behaviour Assessment Develop and implement a BSP based upon data collected Collaborate with PCS and implement recommendations Discuss behaviours at CR meeting based on behaviour data that has been collected 	<p>Most intensive with internal and external support. This tier could include students with complex needs such as emotional/behavioural and academic</p> <ul style="list-style-type: none"> Crisis management plan has been created and implemented as part of the BSP. Please refer to ministerial order (2019) Collaboration with outside services such as AMHS, CFS, Psychologist, PCS, Divisional Team Student has been discussed at school support team level and behaviour data is available Student has been discussed at the Divisional Student Supports level

	<ul style="list-style-type: none"> Collaborative Problem Solving Model- Dr. Ross Greene 		
Support Providers			
<ul style="list-style-type: none"> School Team: May include but not limited to Teachers, Administrators, parents, EAs, other staff in school 	<ul style="list-style-type: none"> School Team: May include but not limited to Teachers, Administrators, parents, EAs, other staff in school 	<ul style="list-style-type: none"> Classroom Teacher School Administrators School based I-Coach Divisional Intervention Coordinators Peace Collaborative Services Support Team Parents 	<ul style="list-style-type: none"> Classroom Teacher School Administrators School based I-Coach Divisional I-Coaches Peace Collaborative Services Support Team AHS Parents
Tier Checklists			
The School Team will implement a school wide Positive Behaviour Plan which will include the following	The teacher will implement class wide Positive Behaviour Plan which will include the following:	If there are concerns about a student in Tier 3, the School Learning Team will:	If there are concerns about a student in Tier 4, the Divisional Learning Team will:
<ul style="list-style-type: none"> Build positive relationships Strategically arrange the school environment Implement consistent school wide behaviour expectations Prioritize positive reinforcement Establish fair and predictable consequences Identify the needs of the school community using data driven decision making Implement differentiated instruction 	<ul style="list-style-type: none"> Explicit teaching of classroom routines, procedures and behaviours Intensify efforts to build positive relationships Modify the classroom environment Reevaluate the effectiveness of positive reinforcement Collect and monitor data using ALSUP checklist to determine unsolved problems and lagging skills Implement class wide social skills 	<ul style="list-style-type: none"> Consider organizing the implementation of a Functional Behavioral Assessment by qualified personnel Create a BSP based upon data collected Refer to PCS to ensure appropriate programming in consultation with the Divisional Intervention Coordinator Ensure notes will be available from CR meeting about behaviours 	<ul style="list-style-type: none"> Support school personnel when a team meeting has been arranged to determine next steps Support the development and implementation of Crisis Management Plan Support the School Team and parents, ensuring parents are included in the communication and planning

	<p>instruction</p> <ul style="list-style-type: none"> □ Document behavior data through PowerSchool log entries □ Implement Tier 2 behaviour strategies □ Discuss the student in the next CR Meeting □ Complete Tier 2-3 Referral <p>Supporting Behaviour in Alberta Schools: A Classroom Approach</p>	<ul style="list-style-type: none"> □ Review monitoring data that is documented in PowerSchool log entries □ Complete Tier 3-4 Referral □ <p>Supporting Positive Behaviour in Alberta Schools: An intensive individualized approach</p>	
<p>Supporting Positive Behaviour in Alberta Schools: A school-wide approach</p> <p>Go to Tier 2 if student requires further behaviour supports</p>	<p>Go to Tier 3 if student requires further behaviour supports</p>	<p>Go to Tier 4 if Tier 3 accommodations and strategies have been exhausted and implemented for a reasonable amount of time. Data must be reviewed to determine if a student requires individualized intensive intervention</p>	

Resources

Alberta Education. (2019) Guidelines for time-out in Alberta schools.

Alberta Education. (2019). *Standards for seclusion and physical restraint in Alberta schools*.

Alberta Education. (2008). *Supporting positive behaviour in Alberta schools: a classroom approach*. Edmonton, Alberta: Learning and Teaching Resources Branch.

Alberta Education. (2008). *Supporting positive behaviour in Alberta schools: a school-wide approach*. Edmonton, Alberta: Learning and Teaching Resources Branch.

Alberta Education. (2008). *Supporting positive behaviour in Alberta schools: an intensive individualized approach*. Edmonton, Alberta: Learning and Teaching Resources Branch.

Alberta Education. (2018). *Teaching quality standard*. Edmonton, Alberta: Office of the Registrar

Positive Behavioural Interventions and Supports, <https://pbis.org/>

Reithaug, D. (2012). *A guide for conducting the FBA and developing the BIP*. West Vancouver, BC: Stirling Head Enterprises INC.

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