



### WHAT IS IT?

A set of strategies that encourage appropriate behaviour by instructing what is expected, communicating positive examples, giving specific feedback, and motivating students with reinforcers designed to promote a growth mindset and inclusion.

Strategies are chosen by the school team, added to the school's discipline flowchart, and supported through professional development.

### STRATEGIES TO ENCOURAGE APPROPRIATE BEHAVIOUR

#### Teach Behaviour Routines

#### Preventative Prompts

#### Specific Positive Feedback

#### Individual Reinforcers

#### Group Contingencies



### WHAT DOES IT LOOK LIKE?

A written plan/schedule for teaching and practising expectations, rules or procedures.

Prompt expected behaviour just prior to when it is needed. "Before we transition to group work, remember showing respect looks like..."

"Sally, Awesome! You are showing listening to the speaker by leaning in, that's being respectful."

Tokens, table points.

After tokens are earned among the group, everyone gets a 5-10 minute social reward.



### WHY?

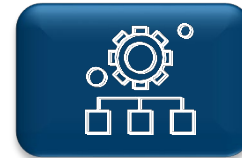
Ensures all students have a clear understanding of expected behaviours and teaches new social-emotional competencies.

Prevents inappropriate behaviour by setting the environment and students up for success.

Gives feedback about performance. Builds relationships. Helps establish a 4:1 acknowledgement to corrections ratio.

Individual acknowledgement systems remind adults to focus on student skills they want to see and to use Specific Positive Feedback.

Keeps a focus on growth mindset. Uses the benefits of social rewards to emphasise desired behaviours and build relationships.



### HOW?

Teach behaviour like academics. Install new skills and engage in ongoing intentional practice. Teach the identified rules and procedures in the teaching matrix.

Pleasantly prompt expected behaviours just prior to the time when students will be required to demonstrate the behaviour.

Identify the student/group. Include terms of acknowledgement. Describe rule being recognised. Link to school-wide expectation.

Use the same school-wide acknowledgement token in classrooms. School team guides the recommended frequency.

Identify collective goals for frequent group rewards/celebration. Layer larger/less-frequent rewards on top for bigger celebrations.



### TIPS?

Work collectively to create lesson plans all staff can use. Follow the same design in lesson planning as you do with academics. Consider social-emotional skills and behavioural skills.

Write an aligned target behaviour on the board next to the academic objective for the lesson.

Use self-reflection to build 4:1 ratio consistently. Be authentic and genuine in tone. "I really like how you..." Delivered positively.

Once earned, reinforcers are not taken away. Layer tangible and social rewards. Do not use shaming response cost systems.

Seek student input on a menu of 5-10 minute group rewards in advance. Everyone is included in group celebrations. Deliver reward as quickly as possible.