

Behaviour Management Systems

Training & Support Systems
to Enhance Desirable
Behaviour in Schools

.

Background

- Responds to a need expressed by individuals and Boards throughout the province.
- Written by *educators for the use of educators in school settings*.
- Developed by the Ontario Education Services Corporation.
- Funded by the Ontario Ministry of Education.

Mission

- *To provide leadership, training and support in the effective management of behaviour in schools.*

Belief

- *Systematic, needs-based behaviour management leads to constructive, supportive responses*

Vision

- Safer, more secure learning environments.
- Fewer serious conflicts.
- Less need for disciplinary actions including *fewer suspensions and expulsions*.
- Less need for physical interventions.
- Teams of behaviour “specialists”.
- Enhanced teaching/learning experiences.

Theoretical Framework

- Ecological view of behaviour.
- Paradigm Shift: *behaviour meets needs – it's not personal.*
- Reduce Risk factors: *ensure school and staff are not risks or exacerbating.*
- Increase Safety factors: *ensure school and staff are included and pro-active.*

Legislative Compliance

- Education Act and Regulations
- Ontario Human Rights Commission
- Occupational Health & Safety Act
- Child and Family Services Act
- Labour Relations Act

Educational Context

- Provides forms and structures for linking behaviour management to IEP's and Individual Safety Plans through the use of Functional Behaviour Assessments, Safety Audits, Behaviour Logs and effective consultation/collaboration.

Program Emphases

- Taking an ecological view of students and seeing that behaviour stems from needs.
- Planning and acting to increase protective factors and reduce or eliminate risk factors.
- Being aware of “early warning signs” and using effective, non-physical interventions.
- Use of defensive techniques, coupled with effective, non-physical interventions.
- As a last resort, the safe use of containment techniques.
- Regular debriefing for students and staff.

Comprehensive Approach to Behaviour management

- Planning Phase
- *Minimize risk factors, max protective factors, ecological approach to behaviours*
- Information Gathering Phase
- *Note early warning signs & triggers*
- Action Phase
- *Focus on appropriate responses to behaviours*
- Review/Debriefing Phase
- *Non judgemental ,needs focus, re-establish relationships*
- *Explore precipitating factors, ensure safety*

Certification: Trainers

- 21 hours of curriculum
- Written test
- Demonstration of physical capability
- Yearly re-certification (6 hours)
- Class sizes range from 4 to 8
- Instruction delivered locally

Certification: Practitioners

- 8 hours of curriculum
- Written test
- Demonstration of physical competence
- Yearly re-certification (3 hours)
- Optimum class size of 20
- Delivered by “in-house” Trainers

On-going Support Systems

- Interactive web-site: chat room - ready access to Instructors, Trainers and Practitioners across the province; e-mail connections; course materials; notices and data base maintenance.
- Telephone hotline: allows rapid contact with someone at the Master Trainer level

Cost Effective Features

- Train the Trainer Model
- Delivered locally (saves on travel/hotels)
- Minimal materials costs (cost recovery)
- Lower training fees for Trainers and Practitioners
- Incremental Savings

Additional Benefits of Multiple Trainers

- Trainers form their own support group.
- *Practitioners have much easier access to Trainers*
- Training can be accomplished quickly.
- Board has many resource people for in-servicing and consultations on behaviour management.
- ***No disruption of program for students.***
- Great flexibility of scheduling.

Why Boards Choose Behaviour Management Systems?

- Created by educators
- Developed by O.E.S.C.
- Funded by the Ministry of Education
- Focused on Understanding & Prevention
- Supports Educational Protocols
- Compliant with Relevant Legislation
- Promotes Team/Systems Approach
- Promotes Learning Community Concept
- Cost Effective