

Positive Behaviour Intervention & Supports (PBIS): Yukon Edition

A newsletter about PBIS in the Yukon: resources, information, tips and school implementation updates. Please feel free to share this newsletter with school staff, parents, school council, and community members

Training Update:

It has now been a little over a year since the start of PBIS training for Yukon schools. With the help of two experts from British Columbia, Don Chapman and Nicci Beninger, 2 waves making up 25 schools attended 4 full days of New School Team training in Whitehorse (with 3 other schools receiving on-site training). Over the 4 visits to the Yukon, Don and Nicci were able to share their expertise in the field through knowledge, examples, resources and school visits; they also offered to be available for support and discussion with any school teams as well as Alison, the PBIS Coach for the territory, on an ongoing basis. Thank you to Don and Nicci for their expertise and support over the past year.



All schools have and will continue to receive individualized PBIS support to help ensure that the strategies and interventions within the PBIS framework fit within the unique context of each school community. Additional training opportunities on topics and specific strategies within the PBIS framework will be developed to support implementation and ongoing learning in the field of supporting positive behaviour in schools.

For PBIS support of any kind, please email Alison Borden (PBIS Coach) at alison.borden@gov.yk.ca

"Wave 1" Schools (initial training Feb/May 2016)

Christ the King Elementary
Elijah Smith Elementary
Eliza Van Bibber
Ghùch Tlâ Community School
Grey Mountain Primary
Holy Family Elementary
Jack Hulland Elementary
Robert Service School
St. Elias Community School
Takhini Elementary
Tantalus School
Teslin Community School
Whitehorse Elementary

"Wave 2" Schools (initial training Nov 2016/Jan 2017)

Del Van Gorder
Ecole Emilie-Tremblay
F.H. Collins Secondary
Golden Horn Elementary
Hidden Valley Elementary
Johnson Elementary
J.V. Clark
Porter Creek Secondary
Ross River
Selkirk Elementary
Vanier Catholic Secondary
Watson Lake Secondary

Schools that are receiving on-site training

Chief Zzeh Gittlit
Nelna Bessie John
Kluane Lake

School Updates!



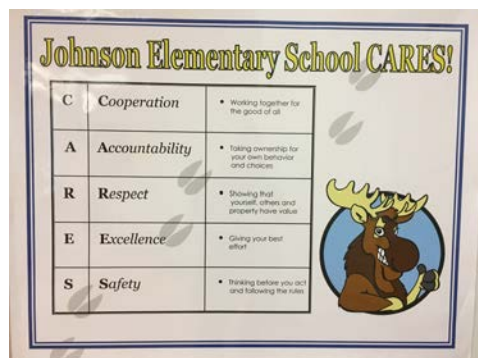
Many schools have made great strides in the PBIS implementation process. Every school is working at a different pace but all are making progress towards achieving their goals. In order to support schools connecting with each other and recognizing and supporting the progress that everyone is making, it is beneficial to learn about and highlight the successes that various schools have had. Each newsletter will highlight the efforts of various schools who are working on implementation of the PBIS approach.

Grey Mountain Primary: GMP has done a great job of making PBIS work in their unique setting of a small Kindergarten to Grade 3 school. The highlight of their PBIS initiative is their monthly assemblies that celebrate and showcase the monthly character trait theme (that are in addition to their school-wide values of respect, responsibility and reaching for our best). The staff work together to incorporate many styles of teaching to engage students in understanding and demonstrating the monthly theme. Values taught this year have included: Respect, Gratitude, Peace, Generosity, Cooperation and Kindness. Great job GMP on your enthusiasm and creativity with teaching important social values!



a whole school cooperation activity at the assembly

Johnson Elementary School: At Johnson Elementary they have had a PBIS approach in place at their school for a number of years, where they teach the students that at J.E.S, everyone C.A.R.E.S. (Cooperation, Accountability, Respect, Excellence, Safety). They have a yearly character trait theme (2016-2017 is



Perseverance), and some monthly focuses such as “Best Driver Ever” (focus on hallway behaviour), “Pink Shirt/Make Nice” (focus on kindness, anti-bullying), “Give a Smile, Get a Smile” (Cooperation & the power of a smile), and Bus Safety. The school has done a great job of making school wide expectations and values visible in the building, with student’s contributing each month with artwork, posters and signs relating to JES C.A.R.E.S. As with all initiatives, JES continues to work on sustainability and is finding components of PBIS to improve, revise and revisit since attending the PBIS team training this year. JES is a great example of how PBIS can be sustained and supported to create a positive school climate over the years!

Del Van Gorder: In Faro, Del Van Gorder has embraced the PBIS approach in their school and have been working collaboratively with the school community to determine the school’s values and expectations. In February a successful evening was spent sharing PBIS with parents and co-constructing a list of values for the school. The same activity will occur with staff and also with some student representatives, to ensure all voices involved in student education are heard. Taking the time to gather everyone’s ideas, and sharing the information about the approach with parents is likely to lead to great buy-in and collaboration within the school community to support the teaching of the values, and the acknowledgement of student growth and success in the area of social responsibility!



co-constructing 3-5 school values with parents

Effectively Responding to Inappropriate Behaviour

“When it comes to discipline, it does not make sense for educators to use the criminal justice model first, before employing what they were professionally prepared to use – teaching and mentoring approaches.” – Forest Gathercoal, 2004

Even when school-wide practices are implemented consistently, social learning errors will still be made by some students. Commonly the failure to use expected behaviour is for one of two reasons: “can’t do” or “won’t do”. It is important to first determine which is a possible reason for the problem behaviour.

Can’t Do: There is an absence of knowledge or insufficient understanding of when to use the expected behavior. The student may not know the behaviour well enough to use it routinely or at appropriate times (i.e. a skill acquisition deficit)

Won’t Do: The student knows the expected behaviour but there is a failure to perform the expected behavior at acceptable levels or in the correct circumstance. They are likely not sufficiently motivated or invested in using the appropriate behavior even when they understand what is expected. When the learner is not motivated, it is often the result of not knowing the skill well enough to perform it easily, or not understanding why it is important. (i.e. a performance deficit)

If there is an increase in problem behaviour in the learning environment, here are some questions to ask yourself:

1. Have I/we taught the expectations for this routine, and do the students need a booster lesson?
2. Do the students have the skills needed to do what is expected?
3. Is there something I/we can change to prevent problems in the first place (for example, seating change, schedule change)?
4. Do the students need a reminder of expected behaviour before difficult situations?
5. Is there a disconnect between what is expected and the student's culture or previous experiences?
6. Are students being reinforced for problem behavior (for example, are they getting attention for misbehaviour, or escaping academic work)?
7. Are students regularly experiencing acknowledgement (positive comments and encouragement) when they do engage in expected behaviour regularly?



Did you know?

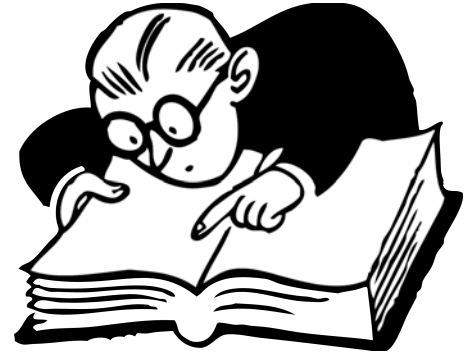
Repetition is key to learning new skills!

- ▶ For a child to *learn something new*, it needs to be repeated an average of 8 times
- ▶ For a child to *unlearn* an old behaviour and replace it with a new behaviour, the new behaviour must be repeated on average 28 times

(Harry Wong)

Terminology Review

In society there are words that are used often. Over time the meaning of the words can change depending on our experience with the words. When discussing behaviour, there are a few terms that often leave an unsettling feeling for individuals. Rather than erasing these words from our vocabulary, it is important to learn and begin to use the words with their correct meaning so that there is consistent understanding and communication among all.



Praise and acknowledgement are sometimes used as synonyms but they actually vary in meaning. It is important to know the difference, as each can have a very different impact on the individual the comment is directed at.

Praise

- Evaluative, includes judgement; words include: great, excellent, pretty, smart, talented, I like...
 - Using phrases such as “I like” encourages a young person to behave in order to please an adult
- Can be superficial
- Emphasizes the outcome or final product
- Can make a person lose their sense of internal motivation/become dependent on external motivation if used frequently
- Teaches that what other people think about what you are doing is more important than what you think

Acknowledgement

- Descriptive, not evaluative
 - affirms and fosters self-satisfaction in a young person through positive recognition
- Requires that you spend time looking at the world through the student’s eyes (what benefit is the action to them and their community/surroundings)
- Focuses on the process and effort of the action, as much as the outcome
- Describes feeling as well as outcomes (“it can be frustrating to wait while the teacher is talking, but your politeness and respect is very appreciated!”)

LET’S WORK ON THIS TOGETHER!

We want all schools to feel supported throughout all stages of PBIS – from exploration to full implementation and sustainability! If you have any questions, concerns, ideas or just want to discuss the PBIS approach, Alison is ready to visit your school, talk on the phone or converse over email!