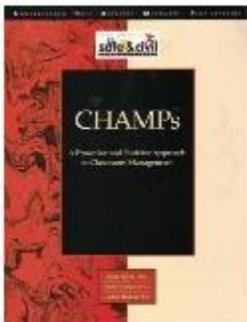


Positive Behaviour Supports at Lou MacNarin School

2014 - 2015

Our objective is to be systematic in our approach to dealing with child with challenging behaviors that affect their learning and the learning of others. We want to provide opportunities for all of our children to be successful - behaviorally, socially and academically. We want to encourage our students to make choices that are pro-social. Typically developing children will develop these skills "naturally" by watching, trying, getting feedback and adjusting their behaviors to meet expectations. Other children don't acquire social norms by watching. They need to be explicitly taught the skills necessary to navigate the social world of school.

Tier 1



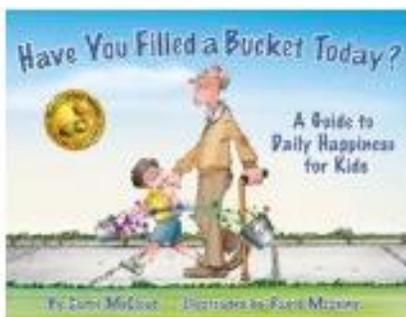
We are using Randy Sprick's **CHAMPS** Program which is research based and used school wide. Students are taught what our expectations are and have lots of opportunities to practice and get feedback on how they are doing. Expectations are posted in the school and on the playgrounds.

CHAMPS - A positive and proactive approach to classroom management.

[More Information](#)



If It Hurts It's Wrong - Children are able to use white slips to report hurtful behavior in a variety of locations around the school. They can indicate who, when, where, and what happened, either to themselves or to someone else. These slips are collected and reviewed by the If It Hurts Committee and interventions and supports put in place to build the skills of our students.



Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids by Carol McLeod. We have implemented a **Bucket Filling** Program as a way to encourage positive reinforcement to support the **If It Hurts It's Wrong** program. Children are encouraged to make pro social choices and contribute to a positive learning environment.

[More Bucket Filling information.](#)





The Way to A, as a grade level intervention for grades Kindergarten and Grade one. We are teaching our children how to be bucket fillers by making **A** choices. They may report when someone is a bucket dipper and making a **B** choice.

Children are provided with the opportunity to view videos from the **Model Me Kids**([More Information](#)) series, helping them to get the perspectives of others and help them understand how their behavior affects themselves and others and why some children behave in different ways. They have time to role play and practice the skills that they are working on, getting feedback as they practice.

In order to support academic learning and behavior, our early years classes use **Picture Exchange Communication System** cards to create visual schedules and communication bridges for students with lagging skills in language, social skills and restricted interests. We also use these for social stories to pre-teach and revisit social skills.

Playground PALS- Our Guidance Counselor works with a group of student leaders to model and support expected behaviors on the playground during unstructured times - snack recess and lunch recess.

Student Leadership - Student leaders volunteer help organize and monitor activities for grades 3 - 5 on the playground under the supervision of a teacher. These students also assist in the cafeteria during lunch recess for K - 2.

DINO Bus - this program is presented to all students to review safety on our school busses. [More information on DINO Bus](#)