

5. CLASSROOM BEHAVIOURAL STRATEGIES AND INTERVENTIONS

This section will

- examine classroom techniques for addressing behavioural issues
- explain the process and strategies for working with behavioural concerns
- provide examples of the positive strategies and resources available to address behaviour

Before anything else, getting ready is the secret of success.

This section will focus on classroom strategies and interventions that address the discipline/behavioural challenges of students who are alcohol-affected. It is important to remember that these students have permanent neurological damage that will make changing behaviour difficult. Some of the behaviour management strategies used with other students may not be successful for the child who is alcohol-affected.

Unique and individual interventions are more important than any prescribed behaviour program. Some examples of useful interventions include building relationships, adapting the environment, managing sensory stimulation, changing communication strategies, providing prompts and cues, using a teach, review, and reteach process, and developing social skills.

The classroom teacher needs to ensure acceptance for all students in the classroom. Teachers' actions that can promote acceptance include

- choosing learning materials to represent all groups of students
- ensuring that all students can participate in extra activities
- valuing, respecting, and talking about differences
- celebrating cultural and ethnic differences
- ensuring that learning activities are designed for a variety of abilities
- ensuring that all students are protected from name-calling or other forms of abusive language
- modelling acceptance

Setting the Stage

This subsection will provide suggestions for how a teacher can prepare the groundwork for working with a student who is alcohol-affected. This preparation can assist in preventing behavioural difficulties.

Developing Classroom Rules

Well-defined rules in the classroom can prevent many behavioural difficulties. When students are involved in the development of the rules, they are more likely to adhere to them and understand why they have been put into place.

Students who are alcohol-affected do better in classrooms that are structured, predictable, and consistent.

Classroom rules should be limited in number (usually five or less) and stated in positive terms. Once the rules have been developed and taught, they should be applied consistently. Most students, and especially those who are alcohol-affected, will perform better in classrooms that are structured, predictable, and consistent.

Teaching Classroom Rules

Creating the rules is only the beginning. Once agreed upon, the rules should be taught to the students and posted in the classroom in both print and visual formats. The rules should be explained using clear, concise language. As well, they should be explained through the use of specific examples and role-playing. These concrete activities are very beneficial for the student who is alcohol-affected. As well, the teacher should teach that rules may be different in special areas (e.g., the lunchroom, hallway, school bus, or playground).

A rule should also be explained according to “what it is” and “what it is not.” Each rule should be explained in detail to ensure that students understand what is included in the rule. The first week of a new school year is an effective time to develop and teach the rules. The classroom rules should also be shared with parents at the start of the year, and reviewed frequently throughout the year.

Students who are alcohol-affected may need additional instruction and reminders to be sure the rules are understood and remembered. Teachers should remind the student of the rules at key times, and in a variety of contexts, during the day. Students’ behaviours should be acknowledged and reinforced when the rules are followed appropriately.

Positive Classroom Discipline

Teachers need to build a classroom environment where positive interactions are the norm and punitive consequences are minimized. Research indicates that coercive or punitive environments actually promote antisocial behaviour.

Example of Classroom Rules*

- Keep your hands and feet to yourself except for something nice.
- Do your job.
- Respect yourself and others.
- Act safely.
- Take care of the environment and the things in it.



For more information, see *Preventing Antisocial Behaviour in the Schools* (Mayer, G. Roy, 1995).

Teaching rules:

1. Teach
 2. Review
 3. Reteach
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It is important that teachers provide immediate, frequent, and positive feedback. The value of a positive versus a punitive procedure is summarized in the following chart.

Comparison of Punitive Methods and Positive Classroom Discipline*	
<p>Management Strategies Punitive Procedures</p> <ul style="list-style-type: none"> • rapidly stop behaviour • provide immediate relief (reinforcement) to the teacher • teach the student and peers what not to do • decrease positive self-statements (self-concept) • decrease positive attitudes toward school and school work • cause withdrawal (tardiness, truancy, dropping out) • cause aggression (against property and others) • teach students to respond in a punitive manner • can harm student-teacher relationships 	<p>Positive Classroom Management Strategies</p> <ul style="list-style-type: none"> • slowly stop behaviour • provide no immediate relief to the teacher • teach the student and peers what to do • increase positive self-statements (self-concept) • increase positive attitudes toward school and schoolwork • promote enhanced participation • decrease likelihood of aggression • teach students to recognize the positive • can enhance student-teacher relationships

Positive feedback should occur three times as frequently as negative feedback.

Effective feedback should be immediate and follow the demonstration of an appropriate behaviour, the use of a routine, or the successful completion of teacher instructions. Research has shown that positive reinforcement can lead to improved behaviour. A good general rule is that positive feedback should occur three times as frequently as negative feedback. The positive feedback does not always have to be verbal – it can also include praise, hugs, smiles, handshakes, nods, and eye contact.

* From “Preventing Antisocial Behaviour in the Schools” by G.R. Mayer and B. Sulzer-Azcroff. *Journal of Applied Behaviour Analysis* 28. Reprinted by permission.

As well, the use of positive reinforcers can have a positive influence on behaviours. Remember, because students who are alcohol-affected have difficulty with cause and effect, this approach may not always be successful. A reinforcer is an object or event that is given to the student for



For additional information on the use of positive reinforcers, see *Classroom Management: A California Resource Guide* (Mayer, G. Roy, 2000).

performing a desirable behaviour. Reinforcers need to be carefully chosen to ensure they can be delivered with relatively little effort or planning. Teachers need to have a wide variety of reinforcers available because they will not all work equally well with each student. A good way to choose reinforcers is to involve the student in the selection process. As the student's behaviour improves, the teacher should gradually move away from external rewards and replace them with intrinsic rewards. A list of possible positive consequences is included at the end of this section.

Consequences may not always work with students who are alcohol-affected. However, their use is appropriate in specific situations. All of the students will face consequences in their daily lives as adults. Therefore, they will need to learn to deal with the consequences in the same way that other students do. The consequences should be carefully selected, pre-determined, consistently applied, and used expeditiously.

It may be important to remember that these children may learn best when the consequences are "real" and immediate rather than convenient and delayed. For example, it might be more useful to require a child to finish up his or her work during 'choice time' rather than impose a detention (Jones, 2000).

Teaching Classroom Routines

Classrooms with structured routines and clear procedures are recommended for students who are alcohol-affected. Teachers should establish routines for students and set expectations regarding classroom procedures (e.g., getting down to work, arrivals, departures, completing assignments, keeping occupied after work is finished, and transitioning from one assignment or subject area to the next).

Most students learn routines and procedures quickly. Students who are alcohol-affected may need additional instruction. For these students, teachers may wish to consider the following five-step process.

1. Explain. The teacher explains the routine and the reasons for its use. It is explained in easy to understand language using short, concise sentences. Key messages are repeated.

2. Demonstrate and Model. If the routine is complicated, the teacher breaks it down into smaller steps. A visual or written chart supports the verbal instruction. Once the routine is explained in detail, the teacher demonstrates or models the task, using the student's visual or written plan. The teacher then asks the students to repeat the step. Occasionally, parts of the routine will need to be adapted in order to increase independence.

5 Steps in Teaching Classroom Routines

- 1. Explain**
- 2. Demonstrate and Model**
- 3. Rehearse/
Guided Practice**
- 4. Perform
Independently**
- 5. Review/Reteach**

3. Rehearse/Guided Practice. As students practise the routine, corrective feedback is provided by the teacher. Advanced students can role-play the steps or act as a “buddy” to a student who is alcohol-affected. The teacher uses subtle prompts to help students who forget steps. If the routine is to be used in several areas of the school, practices are arranged in the different locations.

4. Perform Independently. The student performs the routine during the course of the regular school day. Students who are alcohol-affected are given cues as to when the strategy should be used. Praise and encouragement are given for successful completion of the routine.

5. Review/Reteach. The teacher periodically reviews the routine and reteaches it. For students with memory problems, cue cards (which outline the steps of the routine, and can be taped to notebooks or on desks) may be useful.

Some key routines that need to be taught to students who are alcohol-affected include procedures for

- using a locker
- entering a classroom
- getting ready to work
- problem solving
- asking for help
- completing assignments
- checking completed work
- turning in projects on time
- leaving the room
- using an agenda book
- handling the lunch room
- controlling anger
- transitioning to the next class
- using a computer
- keeping occupied
- writing a book report

“External Brain”

Some students who are alcohol-affected will require the assistance of an “external brain” to help them make decisions, remember rules and routines, and problem solve. The role of the “external brain” may be filled by a classroom peer, senior student, volunteer, or paraprofessional.

Some students will require routines for everything.

Teachers should only focus on two or three routines at any one time. Examples of routines with visual prompts are included at the end of this section.

Classroom Meetings

Classroom meetings are a useful way to promote a positive classroom atmosphere. They encourage effective communication between the teacher and the students, and provide a good opportunity for the teacher to remind students of individual differences and to involve special students in all classroom activities. The meetings should be held on a regular basis. The teacher and students should work together to establish ground rules for the meetings.

Meeting ground rules might include:

- Students must show mutual respect.
- Only one student speaks at a time.
- Students help each other.
- Issues (e.g., resolving conflicts, planning special activities or events, sharing information, reviewing classroom rules) are addressed.

Part of the ground rules should also involve deciding how the outcomes of the meeting will be recorded (e.g., minutes, board summary).

For a student who is alcohol-affected, the above rules may require oral and visual explanation, demonstrating, role-playing, and positive reinforcement.

Home-School Communication

Maintaining close contact between the school and the home can prevent misunderstandings. One of the ways is to use a “communication book” to review the day’s events and share information. The book should be designed carefully to ensure that it is easy to use and understand.

A home-school communication book has several benefits for the student. It can

- assist with organizational skills
- improve self-esteem
- assist with homework/assignment reminders
- help with self-monitoring
- involve students in the communication process

The student’s parents should meet with the in-school team to plan for the use of the communication book. The planning should address the following questions:

- How will the book travel back and forth?
- What type of information will be documented by the school? by the home?
- Who will write in the book at the school?

The front of the communication book should list the staff who are involved with the student and the school’s key contact person. The school may wish to develop a pre-formatted, duplicated sheet to use in the book (to keep the communication structured and limited to a reasonable length). Whenever possible, students should help to prepare the communications between home and school. For students who are alcohol-affected, a form with visuals can be useful. For Middle and Senior Years students, it may be possible to modify the existing school agenda book to serve as a communication tool.

Home-school communication books can create challenges for both parents and the school. These include

- transporting the book back and forth
- maintaining positive communication
- developing responsibility for monitoring
- ensuring it is age-appropriate

- ensuring the book is utilized by several teachers in a day

When writing in a communication book, parents and teachers should

- keep comments as positive as possible
- keep communications short and to the point
- respond to each other’s questions and comments (this ensures the book is being read on a daily basis)
- ask each other for suggestions and ideas
- have the student contribute to the book when possible
- record reminders of upcoming dates and events

Teachers should ask parents for suggestions on what works at home.

Home-School Communication Book*	
<p>Teachers and families may decide that a home-school communication system needs to be implemented. Information recorded by the teacher and family should be valuable information to use in instruction, management of behaviour, or personal care of the student. Teachers and parents can work together to make a brief list of key questions that should be answered, and agree on the frequency that they need to be answered and how the communication will travel back and forth. The form should be designed specifically for the student. The following example is adapted from an individualized communication book for a Grade 3 student:</p>	
Daily Comment Log Date: _____	
From Home: _____ (signed)	
Are there any recent developments or upcoming events that the school should be aware of?	
(circle) Yes / No	
Comments or Concerns: _____ _____ _____ _____	
From School: _____ (signed)	
Participation in today's classroom activities	
Activity	Comment
Circle	
Music/Art	
Language Arts	
Math	
P.E.	
Socials/Science	
Other:	
Concerns: _____ _____	

* From *Teaching Students with Autism: A Resource Guide for Schools* by Autism Society of British Columbia. Reprinted by permission.

Classroom Strategies

This subsection will provide strategies for addressing behavioural concerns of students who are alcohol-affected.

Teaching Social Skills

The goal of social skills instruction is to teach socially acceptable behaviours that will help students be accepted by their classroom peers and teachers, and provide life-long skills.

Students who are alcohol-affected often require extra attention in the development of social skills. Social skills can be taught to the entire classroom, to individual students, or to small groups of students.

Several examples of social skills are included in the chart below.

Academic Survival Skills	Peer Relationship Skills
<ul style="list-style-type: none">• complies with teacher's requests• follows directions• requests help when needed• greets the teacher• provides appreciative feedback• nods to communicate understanding• demonstrates listening skills• develops play repertoire (Early Years)• problem solves	<ul style="list-style-type: none">• introduces self by name• shares with others• asks permission• takes turns• invites others to participate• assists others• cares for physical appearance• gets attention appropriately• has conversation skills• displays control• negotiates• gives and receives compliments• respects personal space• displays empathy toward others• identifies and expresses emotions in self and others• uses appropriate language

All of the above skills can be measured or rated by teachers using rating scales or observation. Once a teacher has identified skills that need to be taught, he or she can begin to develop appropriate instructional strategies on a formal or informal basis.

Once taught, the skills need to be prompted and reinforced in many settings to be used effectively.

Teaching Social Skills

1. Identify the skill to focus on
2. Teach, review, reteach
3. Model and role-play
4. Provide feedback and reminders
5. Transfer and generalize to other locations

Some students will require individual interventions to address their social skills. Individual skills that require attention should be identified and prioritized by the teacher. The teacher then uses a structured teaching process with the student. The skills need to be taught, reviewed, and retaught until they can be generalized to the settings, times, and situations. Based on the work of Ellen McGinnis and Arnold Goldstein in their *Skillstreaming* books, a four-step process is recommended.

1. modelling
2. role-playing
3. performance feedback
4. transfer training

Teaching Social Stories

Social stories are used to help students with disabilities develop social skills. The concept of social stories was first developed by Carol Gray, a consultant for Jenison Public Schools in Jenison, Michigan. Social stories can be used to teach new social skills, routines, behaviours, and transitions.

Social stories present appropriate social behaviours in the form of a story. The stories are designed to include the answers to questions about acting appropriately in social situations (usually who, what, when, where, and why). Some social stories include visuals to help students understand the social situations.



For additional information on social skills instruction, see:

- "Second Step" program (The Committee for Children, Seattle, WA)
- "Skills for Growing Lion's-Quest Program" (Lion's-Quest Canada)
- *The Tough Kid Social Skills Book* (Sheridan, Susan, and Tom Oling, 1995)
- *Skillstreaming in Early Childhood: Teaching Prosocial Skills to the Preschool and Kindergarten Child* (McGinnis, Ellen, and Arnold Goldstein, 1990)
- *Skillstreaming the Elementary School Child: New Strategies and Perspectives for Teaching Prosocial Skills*, Revised Edition (McGinnis, Ellen, and Arnold Goldstein, 1997)
- *School Success: A Self-Concept Approach to Teaching, Learning, and Educational Practice*. 3rd ed. (Purkey, W.W., and J. M. Novak, 1996)
- *Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills*, Revised Edition (McGinnis, Ellen, and Arnold Goldstein, 1997)



For additional information on social stories, please see *Writing Social Stories with Carol Gray* and/or *The New Social Stories: Illustrated Edition* (Gray, Carol, 1994). These materials are available from "Future Horizons."

Social stories are often read to or with a student prior to a specific social situation (e.g., the lunchroom, recess, or bus ride). They can also be used to teach routines (e.g., asking for help, responding to anger, completing a task). Social stories appear to be a promising method for teaching social behaviours.

Self-Calming Procedures

When students who are alcohol-affected become disruptive or overstimulated in the classroom, the teacher may need to provide a space for them to calm down. This space can be selected by the student and might include a carrel, special corner of the

room, or an area removed from the general classroom. The students will need to be told when they need to move to their calming space. These placements should be short in duration (5-10 minutes). At the end of the calming time, the teacher should welcome the student back to the main classroom area.

The calming space might receive a special name (e.g., Student office, Sharon's space). For younger students the area should be in the classroom; for older students an area outside the classroom may be considered (e.g., the school lounge, resource area, or guidance room). This area should contain items to help the student calm down, such as calming music. The main benefit of a calming area is that the students can use the space and time to regain control. As much as possible, students should be encouraged to enter their calming space on their own.

If more intrusive forms of calming are being considered, parents, guardians, the school administration, and the school psychologist should be involved in developing a formal plan for the intervention. The plan will require parental involvement, parental permission, specific procedures, staff training, and a systematic method of record keeping.

A Social Story About Lunch Time *

Before lunch I am usually in the playground.
A dinner lady tells me when it is time to go and have lunch.
I get my lunch box and then I walk to the hall.
When I go into the hall for lunch there are lots of people there. Usually it is not just my class. A grown up usually shows me where to sit.
There are lots of children in the hall who are eating their lunch. Children often like to talk while they are eating.
There are lots of children in the hall who are talking at the same time.
If the children get too noisy a grown up asks them to talk quietly.
Sometimes children forget to close their mouths when they are eating.
I will try to stay calm and quiet if I see children opening their mouths when they are eating.
I will try to eat my own lunch and not worry about the way the other children are eating their lunch.

* Reprinted from the Xplanatory Research Seminars. Available online at <www.thegraycenter.org>. Reprinted by permission.

Personal Safety Programs

Students who are alcohol-affected can be very vulnerable to abuse. It is therefore important for the student to be involved in existing or specially designed school safety programs, such as *Feeling Yes, Feeling No* (National Film Board). If an existing program is being used, an individual follow-up to the program should be planned.

Group Programs

There are several programs that can be used to address behavioural concerns. These programs can be used with students who are alcohol-affected and the general student population.

There are also many strategies and interventions that can be used by the classroom teacher and paraprofessional in the classroom. The chart below shows a selection of strategies or areas being addressed in many schools across Manitoba.



Personal Safety Programs: One program that can be used for students who are alcohol-affected is the **Circles Program** (James Stanfield Publishing Company), which helps students establish appropriate boundaries when dealing with others. Another effective program is **The Friendship Circles Program**, found in *Tough Kids and Substance Abuse* (Jones et al, 2000 — see p. 5.35).

Conflict Resolution Skills	Anger Management	Stress Management
<ul style="list-style-type: none"> • playground conflict manager • talk-it-out corners • mediation programs 	<ul style="list-style-type: none"> • Lions-Quest • RID • Empathy • Second Step 	<ul style="list-style-type: none"> • relaxation techniques • deep breathing • walking • exercise • positive talking • How Does Your Engine Run?
After School Programs	Community Service	Support Groups
<ul style="list-style-type: none"> • academic enrichment • recreation • friendship centres 	<ul style="list-style-type: none"> • personal development • senior centre • daycare • hospital • group home 	<ul style="list-style-type: none"> • relationships • women's issues • drinking/drug issues • family
Bullying Prevention		
<ul style="list-style-type: none"> • victimization • bullying • vulnerability • awareness 		

Addressing a Problem

- 1. Speak slowly**
- 2. Speak calmly**
- 3. Use short concise phrases**
- 4. Avoid blame**
- 5. Review/reteach**
- 6. Build relationships**

Resolving Behavioural Incidents

Teachers and administrators are often called upon to resolve behavioural incidents involving students who are alcohol-affected. The following suggestions may be useful to reduce the escalation of behavioural incidents.

Review the incident as soon as possible. Try to deal with the incident as quickly as possible once the student has calmed down.

Actively listen. Take time for the student to tell you his or her side of the story. Paraphrase and use eye contact to demonstrate that you are listening. Note that students who are alcohol-affected may shut down when confronted by an authority figure. Sometimes, a walk around the school with the student can help him or her to relax and begin talking. The teacher or administrator may encourage the student to draw his or her story.

Use non-threatening questions. Ask questions that focus on “how” and “what” instead of “why.” Students who are alcohol-affected may not remember, understand, or be able to articulate what happened, or may have acted impulsively. Open-ended questions may be most useful. Questions should be asked in a calm, quiet tone using slow, short, concise phrases. A simple problem-solving procedure using graphics or pictures may be helpful (see p. 5.23).

Try not to blame. Focus on teaching the right behaviour or a replacement behaviour. For example, ask “How can we avoid this problem the next time?” or “What behaviour would have worked better than hitting?” Consider using role-play, modeling, and rehearsing to teach a new behaviour. Present new ideas in a concrete way, one at a time. Remember that ideas may need to be reinforced and re-taught several times.

Show personal interest in the student. End the review of the incident with a positive comment or a personal question. Follow up with the student and other classroom teachers in order to reinforce the new skill that is desired.

**Is it unfair to treat students differently?
No. It is unprofessional to treat them the same.**

Special Consequences

Most schools have developed a code of conduct that addresses student behaviour. Often these codes of conduct outline the consequences of particular behaviours (e.g., a suspension for hitting or fighting). However, students who are alcohol-affected may need consequences to be modified in order to meet their needs. Consider the following suggestions when handling exceptions to the code of conduct:

- Every effort should be made to include proactive prevention and exemplary supervision strategies to avoid the need for a major consequence.
- The student's support team should discuss with the administration and staff exceptions that might be required. The communication of special circumstances can prevent issues from arising at a later time.
- An Individual Education Plan documents the plan to address the behavioural difficulties that have been addressed by the planning team.
- Suspension and expulsion for students who are alcohol-affected should be limited to exceptional circumstances.

Explaining Differences to Students

It is sometimes necessary to explain to students that each is a unique human being. Teachers must address students' individual needs. For example, a teacher may ask a student with a vision or hearing problem to sit in the front of the classroom. In the same way, teachers need to address behavioural problems based on each student's needs. (For example, that is why two students who are in a fight may sometimes be treated differently). Often, the students will see that it makes sense to treat students in unique ways.

Student-Specific Interventions

The strategies below should be student specific and include a specific strategy for evaluation.

Classroom Settings

Strategies for Easing Frustration with Directions

- use concrete language (stay away from generalizations)
- keep directions short and to the point
- rephrase instructions, breaking them down into small steps
- use visual cues
- use pictures to illustrate steps in a process
- use sign prompts (e.g., red traffic light or stop sign)
- print task-related steps on a chart using short, concise sentences

Strategies for Reducing Stimulation

- use preferential seating or create a low-distraction seating area
- keep the student's desk uncluttered
- designate a special classroom space where the student can go for quiet time
- adapt the classroom to reduce stimulation (e.g., use velcro covers for bulletin boards)
- use study carrels or work stations in the corner of the room
- use earphones with relaxing music

Strategies for Reinforcing Routine and Structure

- make the student aware of his or her timetable
- post timetables (with pictures) to show daily routines
- prepare students for transitions or changes
- make special arrangements for recess and lunch time, if necessary
- use a "buddy system" for bus travel
- establish rules that are easy to follow and understand
- establish a routine for everything

Day 1

Gym



ELA



Lunch



Science



Social Studies



GOOD BEHAVIOUR RULES

1. Listen to the teacher



2. Work quietly



3. Put my hand up to speak, and wait for my teacher.



4. Take turns and share.



5. Keep your hands and feet to yourself.



Strategies for Dealing with Overactivity

- provide squeeze balls to students
- send the student on a “school walkabout” (with an assistant)
- arrange for physical time in the gymnasium
- use a rocking chair or floor cushions
- precede focused activity with movement
- build breaks into the schedule
- use a signal to tell students to return to their tasks

Strategies for Transitions

- use visual, colour-coded, or written plans
- use social stories
- pre-warn the student of transitions
- use the same substitute teacher whenever possible
- provide early release from classrooms
- use consistent rules and consequences between classroom teachers and specialists
- ensure ongoing communication among team members

Strategies for Handling Outbursts and Tantrums

- anticipate and identify warning signs
- remove students from the classroom
- debrief the student after the incident – focus on what could have been done differently
- teach the correct behaviour (don’t blame)
- teach a routine for preventing an outburst
- invite the student to help solve future problems
- avoid power struggles and put-downs
- determine the cause of the outburst

Strategies for Dealing with Peer Problems

- teach disability awareness to all children
- use the “Circle of Friends” strategy
- involve all students in special activities
- teach students how to make and keep friends
- ensure that staff members model acceptance and accept differences
- set up recess and noon-hour activities that result in success
- involve students in a social skills instructional group

Non-Classroom Settings

Students who are alcohol-affected often experience difficulty adjusting to non-classroom school settings such as the playground, school bus, lunch room, gymnasium, and library. For a student to be successful in non-classroom settings, extra planning and supports may be required. In addition, special training may be necessary for the support personnel working in these areas (e.g., the bus driver, lunchroom supervisor, library technician).

Strategies for Addressing Playground/Recess Challenges

- consider an alternate recess time
- structure recess activities (e.g., arrange specific activities, teach games, assign specific equipment, designate specific areas)
- consider alternatives to recess (e.g., use of computer room, games room, gymnasium activity)
- ask a student to act as a buddy or helper during recess
- provide clear choices to the student (keep them limited in number)
- assign a paraprofessional to a small number of students to participate in a closely supervised activity on the playground or in the school
- involve students who are alcohol-affected in helping younger students
- prepare students for recess by reviewing expectations and procedures
- develop a plan for handling emergency situations that occur on the playground
- make sure the student is ready for the transition to recess and back into school

Strategies for Addressing Lunch Hour Concerns

- provide information and training to students about lunch room expectations and procedures
- post lunch room rules in print and visual formats
- provide training to lunch room supervisors
- consider an alternate lunch setting for a small number of students
- develop a plan with the school administration for handling emergency situations
- teach a lunch hour routine
- arrange activities for students to fill the remainder of the lunch break (e.g., extracurricular activities, intramurals, clubs, videos)
- assign seating in the lunchroom with appropriate peers
- develop a safety plan



Strategies for School Bus Planning

- provide training to the bus driver on strategies for working with students who are alcohol-affected
- provide classroom and on-bus training to students
- use a bus seating plan, placing students who are alcohol-affected with appropriate peers
- post bus rules
- install a video camera on the bus
- use “bus patrols” to assist with student behaviour on the bus
- install seat belts or harnesses for selected students
- provide the bus driver with incident forms for reporting serious incidents
- for students with severe difficulties, it may be necessary for a bus monitor or an educational assistant to ride on the bus with the student
- teach and reteach routines and expectations
- use social stories to prepare students for the bus ride



For additional information on planning for behavioural difficulties at the divisional, school, and classroom level, see *From Challenges to Possibilities: Planning for Behaviour* (Manitoba Education, Training and Youth 2001).

A reminder: Working with students who are alcohol-affected is an ongoing process that involves planning, organizing, providing structure, developing routines, and cueing students. Strategies and procedures will need to be adjusted and revised as the year progresses. Teachers should take the time to celebrate even small successes.

This section has focused on strategies and interventions that can be used in the classroom. Effective planning at the classroom and individual student level can prevent small problems from developing into major behavioural concerns. The next section will focus on planning for behavioural difficulties using Individual Education Plans.

NOTES

Section 5 Support Materials

- Recess & Choice Time Plan
- Problem Solving Guide
- Reflection Sheet
- List of Positive Consequences for Individual Students
- My Picture Plan
- Using RID to Reduce Your Anger
- Stress Control
- The Friendship Circles Program

Recess & Choice Time Plan

<p>Who will I play with?</p> 						
<p>Look at the person</p> <p>look</p> 	<p>Use his name and ask him if he wants to play</p> <p>_____ do you want to play with me?</p> 					
<p>What will you do?</p>						
 <p>classroom game</p>	 <p>computer</p>	 <p>ball games</p>	 <p>jump rope</p>	 <p>climbing structure</p>	 <p>sled</p>	 <p>tag</p>
<p>Ask your friend what she wants to play ?</p> 						

PROBLEM-SOLVING GUIDE

1. WHAT IS MY PROBLEM?

2. HOW BIG A PROBLEM IS IT?



LITTLE



MEDIUM SIZED

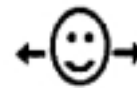


BIG

3. DO I NEED HELP TO SOLVE IT?



YES

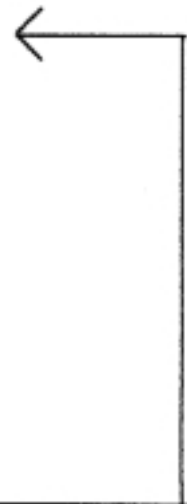


NO

4. IS SOMEONE ELSE INVOLVED? HOW ARE THEY FEELING?



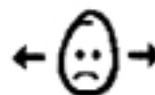
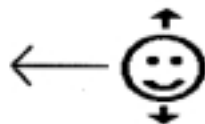
5. WHICH IS THE BEST SOLUTION?





6. DID IT WORK?

YES

NO



Reflection Sheet

	AM/PM	Monday	Tuesday	Wednesday	Thursday	Friday
1. Raised my hand to get the teacher's attention 	Morning					
	Afternoon					
2. Kept still and quiet while the teacher was talking 	Morning					
	Afternoon					

DATE: _____

List of Positive Consequences for Individual Students *

Enlarge this list and have students circle or highlight reinforcers that are meaningful for them.

Activities for students:




- be a group leader
- be a hall monitor
- be a teacher's assistant for __ minutes (in own class / in another class)
- be a tutor in class, or with a younger student
- be dismissed 5 minutes early from class
- be excused from homework for one night
- be the teacher for a specified period
- be in a class play
- chew gum at lunch
- choose a gym game for the class
- choose a story for the teacher to read
- colour or draw
- create a picture or story on the chalkboard
- create or select an indoor recess game
- decorate the classroom
- demonstrate a hobby to the class
- do puzzles for __ minutes
- draw cartoons for __ minutes
- earn a field trip for the class
- earn more recess time for the class
- earn a movie for the class
- go for a swim
- go to lunch 3 minutes early
- have a free period of creative activity
- have 15 minutes of computer time
- have 5 minutes of free time
- have 10 minutes of free time in the library
- have 15 minutes of playing a sport (outdoors or indoors)
- have 15 minutes of story time
- have 5 minutes to discuss something with the teacher
- have 15 minutes with a favourite person
- have 30 minutes of music in the classroom
- have extra gym time for __ minutes
- have extra recess for __ minutes
- have free time to use specific equipment
- have free time to use supplies (magic markers, art supplies ...)
- have lunch with a teacher
- have the class try to make you laugh within 30 seconds
- help another teacher for __ minutes
- help teach a 15 minute lesson
- help the custodian
- help the librarian
- help the teacher make a visual aid to use with a group of students
- help run the school store, before or after school, for __ minutes
- lead class pantomimes
- listen to music for __ minutes while working
- listen to tapes on a Walkman for __ minutes
- make a phone call home to describe successes
- make a videotape over __ days
- make paper airplanes
- participate in crafts, activities
- participate in an assembly
- pass out supplies
- pick out a class activity
- play a game
- play an instrument
- play with friends
- play video games for __ minutes
- play with your best friend for __ minutes
- read a comic book, or a magazine for __ minutes
- read a story to the kindergarten class
- read to a friend or the principal
- serve as a messenger for the office
- sit at a teacher's desk for a specified period
- sit by a friend
- sit where you want to for 10 minutes
- take pictures of your peers
- teach the class for __ minutes
- tell ghost stories with no lights on
- tutor another student
- use a tape recorder for __ minutes
- use a stopwatch to _____
- visit the principal (planned visit) for __ minutes
- visit the school library (individual or group)
- watch a video in another classroom
- wear a hat for 1 period
- work with clay
- work as a lunchroom server
- write on the chalkboard with coloured chalk

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My Picture Plan*

My Picture Plan

1. Take 5 deep breaths.

① ② ③ ④ ⑤
2. Move away from the problem.

3. Draw a picture of what I need.

4. Talk to someone about my picture.


My Picture Plan

1. Move away from the problem.

2. Use peaceful imagery.

3. Use a problem-solving process.


My Picture Plan

[Empty space for student input]

[Empty space for student input]

[Empty space for student input]

[Empty space for student input]

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Using RID to Reduce Your Anger *

RID is a three-part process for a skill that you can use to help manage your anger. You can also apply the RID process in situations involving such emotions as frustration and disappointment. Look for ways to apply this process to a whole range of anger-provoking or stressful situations in your life.

Recognize your anger signals and accept that you are angry.

Anger signals might include sweaty palms, gritted teeth, shaking hands, impatient attitude, upset stomach, flushed face, tight muscles, or a headache.

Identify a positive way to think about the situation.

Depending on the situation, you might say to yourself

- ▶ I'm not going to get upset about this.
- ▶ I know I can work this out without getting mad.
- ▶ I can stay calm in this situation.
- ▶ I will not take this personally.
- ▶ This is a challenge, and I enjoy a challenge.

Do something constructive to calm down.

Constructive things to calm down right away might include counting to 10, taking a deep breath, asking for time to calm down, or leaving the scene. Constructive things to calm down when there is more time might include talking about your feelings with someone not involved, listening to music, getting some exercise or doing something else physical, writing a letter to the person explaining how angry you are and then destroying the letter, helping someone else, watching a funny movie, spending time on your favorite hobby, doing something creative, or spending time with a pet.

Remember these tips when dealing with anger:

- ▶ When you're angry, accept it. Anger is normal.
- ▶ Stop and stay calm. Tell yourself that you are in control and can handle the situation. You have control over your thoughts, so think calmly and positively about the situation. Your thoughts determine how you feel and react to the situation.
- ▶ Decide whether the situation is one that you can change. If you can change it, determine how. If you can't change it, let it go.
- ▶ Act in ways that will make you and the situation better.

Lions-Quest *Working Toward Peace*
Second Edition, 1995

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Stress Control



Talk About It

with someone you trust

- ◊ a friend
- ◊ peer mediators
- ◊ an adult: parents, teachers, principal, etc



Do Something Physical

exercise hard



Make a Plan

- ◊ name all the things that are bothering you and
- ◊ make a plan to deal with each of them

* From *A Collection of Strategies For Teachers of Students with FAS/E* by the Coalition on Alcohol and Pregnancy Education Committee. Reprinted by permission.

The Friendship Circles Program *

Purpose:

The Friendship Circles Program is designed to help children with FAS, FAE and ARND develop concrete safety skills. It develops an intimacy scale of people in the student's life and will help the student in establishing appropriate boundaries when dealing with others. The exercise uses the colours red for stop, yellow for caution and green for go to help the student judge boundaries.



Materials:

Green, yellow and red Bristol boards, 22"x 28"
 Scissors
 Camera and photos of people in the student's circle of friends and acquaintances.
 Glue stick.

Method:

1. Have the student cut three different sized circles from Bristol board or large construction paper. The largest circle should be red, the next largest yellow and the smallest green. Be sure that the differences in size leave enough room to paste pictures inside each colour. Recommended sizes are:
 1. Red circle 22"
 2. Yellow circle 16"
 3. Green circle 10"
2. Have the student glue the green circle in the centre of the yellow circle. Glue the yellow circle in the circle in the centre of the red circle.
3. Using photos of people actually in the student's life as well as photos from magazines for the less intimate circles, have the student paste them into the area where they belong. Put pictures of people who may touch the student intimately, such as their mother, in the centre green circle. Put pictures of people who may touch the student with permission such as doctors, relatives or special friends in the yellow circle. Put pictures of people the student might meet at school or in his or her community such as the teacher, where a handshake or pat on the back is appropriate.

Assessment:

This program can be used as an assessment tool as well as a learning device. By noting where people are placed by the student, you can quickly assess the degree of touching the student feels is appropriate. You may wish to use this program more than once to see if the student needs help with intimacy issues or to see if the student makes any progress to normalization of intimacy.

* From *Tough Kids and Substance Abuse* by the Addictions Foundation of Manitoba. Reprinted by permission.

