



BEHAVIOURAL PROTOCOL
Living Document
Revised May, 2014

This protocol has been created to assist in programming for students with behavioural concerns.

Student _____

Grade _____

Teacher _____

Strengths

Behavioural Concerns

As there are many underlying causes for behavioural difficulties, please describe observable behaviour and avoid using labels. For example, “The student hit a classmate 4 times this week during recess.” versus “The student is angry and violent.” For more information please refer to the [Using Words with Dignity](#) document published by the Saskatchewan Ministry of Education.

Tier One School Based Classroom Interventions

Steps	Comments
<p>1. Teacher reflects on current classroom management practices.</p> <p>Suggested Resource: Best Practice Classroom Management Checklist</p>	<p>What important information was gained? What did you decide to try? What was the outcome?</p>
<p>2. Teacher incorporates Heavy Work Activities into daily activities.</p>	
<p>3. Teacher has a conversation with the student about his/her behaviours.</p> <p>Suggested Resource: Collaborative Problem Solving</p>	
<p>4. Teacher has a conversation with the student's parent(s)/guardian(s).</p> <ul style="list-style-type: none"> • Teacher may raise the possibility of a medical evaluation to rule out physically based causes for the student's difficulties. This may include, but is not limited to, a hearing or visual assessment, or a complete physical assessment. • If the student is currently taking medication(s), the teacher may raise the possibility of collecting observational data and sharing it with the prescribing doctor. A Release of Confidential Information form is required before sharing any information with a student's doctor. • The following form may be used to collect data for doctors: ADHD Monitoring System 	
<p>5. Teacher meets with the school-based team to brainstorm strategies/interventions including assistive technology . People at this meeting may</p>	

include the EST, EA, principal, vice principal, and parent(s).	
6. Other? <ul style="list-style-type: none"> • Strategies from the Behaviour Protocol Tool box • SRPSD Strategies and Resources page 	

When trying new interventions, behaviours may get worse before they get better. If concerns persist after 4-6 weeks, proceed to Tier Two.

Tier Two School Based Individual Student Plan	
Steps	Comments: What information was gained? What did you try? What was the outcome?
1. File Review. Things to explore... <ul style="list-style-type: none"> ○ History of behaviour problems? ○ Attendance issues? ○ Assessment reports? ○ Checklists? (e.g., Conner's, Vanderbilt) ○ Diagnoses? ○ Previously suggested strategies? 	
2. School based team meets to create an Individual Student Behaviour Plan. <ul style="list-style-type: none"> • People at this meeting may include an EST, teacher, EA, principal, vice principal, and parents. • The possibility of a referral to a school social worker could be discussed at this point. • Student Support Services Consultants (e.g., Educational Psychologists, Speech Language Pathologists) are available for information or consultation at this stage without making formal referrals. • Consider Tiered Classification of Resources for Assistive Technology Examples of Individual Student Behaviour Plans include:	

<p>Functional Behavioural Assessment Positive Behaviour Plan</p> <p>Further suggestions for interventions are provided below.</p>	
<p>3. Other?</p> <ul style="list-style-type: none"> • Strategies from the Behaviour Protocol Tool box • SRPSD Strategies and Resources page 	

If concerns persist after 4-6 weeks, proceed to Tier Three.

Tier Three: School Based Consultation with Division Wide Staff	
Steps	Comments: What important information was gained? What did you decide to try? What was the outcome?
<p>1. Consultation with the Educational Psychologist to:</p> <ul style="list-style-type: none"> ○ Review Tier One and Tier Two interventions ○ Provide input into the student behaviour plan ○ Discuss further steps (e.g., referrals) ○ Once assistive technology has been trialed, consult with Student Support Services Consultants (e.g., Educational Psychologists, Speech Language Pathologists) regarding potential tech aid requests. 	