Saskatchewan Rivers Public School Division
Excellence for Every Learner

BEHAVIOURAL PROTOCOL
Living Document
Revised September 2016

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** What important information was gained? What did you decide to try? What was the outcome?
1. Teacher reflects on current classroom management practices. Suggested Resources: Best Practice Classroom Management Checklist www.zonesofregulation.com	
2. Teacher incorporates Heavy Work Activities into daily activities.	
3. Teacher has a conversation with the student about his/her behaviours. Suggested Resource: Collaborative Problem Solving	
4. Teacher has a conversation with the student's parent(s)/guardian(s). • 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	
5. Teacher meets with the school-based team to brainstorm strategies/interventions including assistive technology . People at this meeting may	

include the EST, EA, principal, vice principal, and parent(s).	
6. Other? • 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… o History of behaviour problems? o Attendance issues? o Assessment reports? o Checklists? (e.g., Conner's, Vanderbilt) o Diagnoses? o Previously suggested strategies?	
2. School based team meets to create an Individual Student Behaviour Plan. • 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:	

[Functional Behavioural Assessment](#) [Positive Behaviour Plan](#) Further suggestions for interventions are provided below.	

3. Other?
  • 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?

1. Consultation with the Educational Psychologist to:
  o Review Tier One and Tier Two interventions
  o Provide input into the student behaviour plan
  o Discuss further steps (e.g., referrals)
  o Once assistive technology has been trialed, consult with Student Support Services Consultants (e.g., Educational Psychologists, Speech Language Pathologists) regarding potential [tech aid requests.](#)	