Teaching behavioral expectations to all students in the same manner that any academic subject would be taught, including a reward system for positive behavior.

**Universal (All Students)**

**Targeted/Secondary Intervention**

A small group of students will require more intensive intervention in order to consistently follow behavioral expectations.

**Managing Difficulties**

- Interrupt harm being caused
- Enable people to resolve differences in caring and respectful ways
- Build social-emotional capacity through empathy and responding to harm

**SAMPLE STRATEGIES:**

- Parent/student conference, reflective behavior journaling, behavior contract, small group social skills, emotion management instruction.

**SAMPLE STRATEGIES:**

- Positive behavior expectations are clearly defined, modeled, and taught, with an opportunity for all students to practice the skills, in all school environments, (e.g. classroom, hallways, cafeteria, etc.). A school-wide system for acknowledging and rewarding positive behavior is implemented, (e.g. “caught being good”).

**SAMPLE STRATEGIES:**

- Individualized positive behavior support plans, individual counseling with focus on emotion management and empathy building, crisis intervention, threat assessment, restitution

**Tier 3**

- Restorative Practices
- Restorative Group Conferences
- Circles

**Tier 2**

- Restorative Conversations
- Restorative Dialogue
- Problem Solving Circles
- Hallway Conferences

**Tier 1**

- Relational Practices
- Regular Check-Ins
- Routines

**School-Wide Prevention Practices**

- Develop healthy relationships
- Identify common values and guidelines
- Develop social/emotional understanding/skills
- Promote and strengthen sense of belonging and ownership
How are the models aligned?

- Both are school-wide models focused on changing school environments to create the conditions needed for learning.
- Both are aligned with the Three-Tiered Framework of Response to Intervention and Instruction (RTI²): universal, selected, and targeted/ intensive support.
- Both are effective strategies to lower discipline referrals by changing adult response to student misconduct.
- Both engage students, teachers, parents/guardians and administrators in the process.
- Both avoid labeling students.
- Both support student achievement and reinforces positive behavior.

RESTORATIVE JUSTICE PRACTICES

- Five Rs:
  - Relationships
  - Respect
  - Responsibility
  - Repair
  - Reintegration

Encourages personal reflection, accountability and healing for both students and adult.

Utilizes a variety of strategies, which include: peer mediation, community circles and conference circles.

Helps to repair harm caused by student misconduct, allowing students to remain in school and reintegrate into the school community.

A process for including student, parent and community voice in Restorative Justice approaches.

Utilizes the collective wisdom (skill) of the school community to solve problems.

Practices help building relational trust and community within the school between students and staff.

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION & SUPPORT

- Three Bs:
  - Be Safe
  - Be Respectful
  - Be Responsible

Utilizes a systematic and team approach for data collection.

Problem-solving model to provide age-appropriate interventions and resources.

A school-wide framework for equity through universal norms for behaviour that are taught and positively reinforced.

Norms such as respect and responsibility helps to eliminate favouritism, inequity, and the expression of unconscious bias.

Alternatives are provided for students who need targeted tiered intervention to address their challenges.

Shifts adult focus from punishing and excluding to teaching and rewarding positive student behaviour.

SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION & SUPPORT

Utilizes a systematic and team approach for data collection.