TRAIN-THE-TRAINER MANUAL

Training School Staff to Implement

DYNAMIC CLASSROOM MANAGEMENT

Dr. Alan Edmunds
Gail Edmunds

2012
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Overview of Dynamic Classroom Management</td>
<td>5</td>
</tr>
<tr>
<td>Training Resources</td>
<td>6</td>
</tr>
<tr>
<td>Delivery of In-Service to School Staff</td>
<td>10</td>
</tr>
<tr>
<td>Providing Support for DCM Implementation</td>
<td>14</td>
</tr>
<tr>
<td>Collecting Follow-up Data</td>
<td>15</td>
</tr>
<tr>
<td>Appendices</td>
<td>17</td>
</tr>
</tbody>
</table>
INTRODUCTION

This Manual was designed to be a resource for the educators who will be responsible for the delivery of behaviour management training to administrators, teachers, and school staff. This training focuses on a particular behaviour management approach called Dynamic Classroom Management (DCM). Details of this approach as well as all necessary training resources, including this Manual, can be found on The Behaviour Management Network website (http://www.edu.uwo.ca/dynamic-classroom-management/).

BACKGROUND INFORMATION

The Behaviour Management Network, a joint venture by Western University and the Thames Valley District School Board, was designed to facilitate the implementation of a proven behaviour management approach in Ontario schools. The development of the Network was funded by the Knowledge Network for Applied Education Research (KNAER), an Ontario Ministry of Education initiative. The goals of this project were as follows:

- to mobilize proven research knowledge published by Dr. Alan Edmunds, including knowledge gained from research conducted in Ontario schools, in an effort to build a province-wide capacity for effective behaviour and classroom management;

- to develop a comprehensive package of training and resource materials that will allow all Ontario schools (both elementary and secondary) to implement the DCM approach as developed by Dr. Edmunds; and

- to make all DCM materials available via a website—The Behaviour Management Network.

Why is a behaviour management approach needed in Ontario schools?

Effective classroom management approaches are in great demand as there is ample research evidence (see website) that:

1) student misbehaviour is one of the most serious problems facing schools;

2) no other educational factor undermines student learning and achievement as much as poorly managed classrooms and the problematic behaviours that result from students feeling disconnected; and,
classroom management problems are the major cause of teacher burn out and job dissatisfaction—teachers repeatedly rank discipline as the first or second most serious problem they face in schools.

What does Dynamic Classroom Management look like?

Schools that implement the DCM approach provide structures that model, encourage, and support desired behaviours. There is an emphasis on the use of proactive teacher-student discourses to establish classroom rules, rewards, and consequences. All rules are posted. Administrators, teachers, and all other adults in the school (e.g., secretaries, custodians, and supply teachers) are aware of the classroom rules as well as the rules of non-teaching spaces (e.g., hallways, yard, and gym). Everyone works together to provide a united approach. Common language regarding behavioural expectations is utilized consistently.

What are the outcomes of Dynamic Classroom Management?

- demonstrable improvements in student behaviours
- demonstrable reductions in referrals to the principal’s office
- heightened student engagement in developing and following school rules
- overall enhancement of the tone of classrooms and schools

HOW TO USE THIS MANUAL

The focus of this Manual is on how to educate school staff about DCM and how to prepare them for school-wide implementation of the approach. Perhaps, most importantly, it provides a template for the delivery of the DCM training in-service—a professional development day for all adults in the school. The content of the in-service is provided in detail with explicit instructions on how and when each DCM resource should be utilized. It is critical that trainers follow these instructions as each one was carefully formulated based on the results of previous training sessions in a variety of schools.

It is recommended that DCM trainers read this Manual in its entirety before delivering their first in-service. They should also become familiar with all of the DCM resources (available on The Behaviour Management Network website) as they will significantly enhance the in-service presentation. If trainers have any questions regarding any aspect of the DCM approach, they should contact:

Dr. Alan Edmunds 519-661-2111 (extension 88622)
Faculty of Education aedmunds@uwo.ca
Western University
OVERVIEW OF DYNAMIC CLASSROOM MANAGEMENT

TRAINING

↓
 Trainer accesses training resources on website

↓
 Trainer delivers one-day in-service to all school staff

IMPLEMENTATION

↓
 School assembly to briefly introduce the idea of DCM to all students

↓
 Teacher and students in each classroom develop classroom rules as well as rewards and consequences

↓
 Wall of Rules is posted in each classroom

↓
 Administrators visit each classroom for presentation of rules by students and a copy of the rules/rewards/consequences for each class is kept in office

↓
 Rules/rewards/consequences for non-teaching spaces are determined by staff in consultation with students

↓
 Parents are informed about the new approach

EVALUATION

↓
 Discussed at every staff meeting

↓
 Five week and five month follow-up
TRAINING RESOURCES

- **Website** (information site with downloadable resources)
  

  The website—**The Behaviour Management Network**—contains all of the information and resources that educators need in order to learn about the Dynamic Classroom Management approach and put it into practice. The content includes:

  - **Home Page (General Introduction)**
  - **Student Behaviour Page (Overview of Behaviour Issues)**
  - **DCM Page (Overview of the DCM Approach)**
  - **Resources Page (Print Materials and Videos)**
  - **Testimonials Page (Feedback from DCM Users)**
  - **Contact Page (For More Information and Support)**

- **Train-the-Trainer Manual** (how to conduct a DCM in-service for school personnel)

  This manual—**Training School Staff to Implement Dynamic Classroom Management**—is designed as the primary resource for individuals who will become the DCM Trainers for their Board or their school. It focuses on how to educate school staff about DCM and how to prepare them for a school-wide implementation of the approach.

- **DCM Overview Video** (real examples of DCM implementation)

  The **Dynamic Classroom Management Overview Video** (approximately 15 minutes in length) offers an overview of DCM and how it is implemented in the school setting. The video begins with information about the development and design of the DCM approach, including the theory and principles behind it. It then shows how the approach is put into action in a school—from the training of staff, to the introduction of “The Big Five”, to the involvement of students in developing classroom rules, rewards, and consequences. The video also addresses the importance of monitoring the effectiveness of DCM on a regular basis.
Training Videos (actual footage of the delivery of a DCM in-service)

These videos provide lengthy footage of Dr. Alan Edmunds delivering a one-day DCM in-service to staff at an elementary school. It is to be used as a guide by DCM Trainers during their preparation for training delivery. The videos are segmented as follows:

Part I Welcome and Introduction

Part II School Analysis

- What is the biggest behaviour problem in the school?
- What is the biggest behaviour problem in your classroom?
- Why don’t students follow the rules?
- What behaviour problems should be handled by the administration?
- What prosocial behaviour should be rewarded?
- What prosocial behaviour should not be rewarded?
- What is the most effective rule in your classroom?

Part III Student Behaviour

- Why is a behaviour management approach needed?
- What do educators need to know about problem behaviour?
- Why do students do what they do?
- What should discipline look like?
- What are the behaviour issues in non-teaching spaces?

Part IV Dynamic Classroom Management

- What is the rationale behind DCM?
- How does DCM work?
- How does a school plan for the implementation of DCM?

Part V Program Fidelity

Power Point Slides (presentation aids for a DCM in-service)

The DCM PowerPoint slides are designed to be used by DCM Trainers in the delivery of the in-service for school staff. They are the same slides used by Dr. Edmunds during the in-service that is featured on the Training Videos. The slides are grouped as follows:

- PPT - School Analysis
- PPT - Student Behaviour
- PPT - DCM
- PPT - Program Fidelity

- **Training Handouts** (presentation aids for DCM in-service)

  The following handouts are necessary for the DCM in-service:

  - Annette’s Classroom
  - Dynamic Classroom Management Flowchart
  - What To Do On First Day of Implementation
  - Addressing Common Behaviour Problems
  - Non-Teaching Spaces

- **Data Collection Tools** (determining the effectiveness of DCM)

  The following tools enable school personnel to collect data on the effectiveness of the DCM implementation in their school:

  - School Analysis Part I (teachers and administrators)
  - School Analysis Part II (teachers and administrators)
  - How Are We Doing In Our Classroom (teachers with students)
  - How Are We Doing In Our School (administrators)

- **DCM Testimonials** (feedback from students and school personnel)

  During the recent implementation of DCM at an Ontario elementary school, feedback was collected from administrators, teachers, and students. This feedback included the following testimonials (each one is labelled according to time period, the individual providing the testimonial, and the topic discussed):

  **Clip 1**  Training Day/Administrator/Potential Impact of DCM
  **Clip 2**  Training Day/Administrator/Why Other Schools Should Participate
  **Clip 3**  Training Day/Administrator/Importance of Program Fidelity
  **Clip 4**  Training Day/Student Teacher/Effects of Problematic Student Behaviour
  **Clip 5**  Training Day/Teacher/Feelings about Upcoming DCM Implementation
Clip 6  Training Day/Teacher/Predicted Effect of DCM on School
Clip 7  Training Day/Teacher/DCM Approach and Regular Teacher Practices
Clip 8  Training Day/Teacher/Predicted Effect of DCM on Non-Teaching Spaces
Clip 9  Training Day/Teacher/Benefits of Including all Adults in the School
Clip 10 Implementation/Administrator/Change in Students’ Response to Rules
Clip 11 Implementation/Custodian/Effect of DCM on School Staff
Clip 12 Implementation/Custodian/Effect of DCM on Student Behaviour
Clip 13 Implementation/Secretary/Effect of DCM on Office
Clip 14 Implementation/Secretary/Presenting Wall of Rules to Administrators
Clip 15 Follow-up/Administrator/Effect of DCM on Administrator’s Time
Clip 16 Follow-up/Administrator/Primary Student’s Response to DCM
Clip 17 Follow-up/Administrator/Grade Seven Student’s Response to DCM
Clip 18 Follow-up/Student/Behaviour Changes in Classroom and School
Clip 19 Follow-up/Teacher/Behaviour Changes in French Immersion Classroom
DELIVERY OF IN-SERVICE TO SCHOOL STAFF

If a school is interested in implementing the DCM approach, it is best that the DCM Trainer(s) first meet with the school administrators to inform them about the approach and to discuss training and implementation requirements. It would be helpful if the administrators accessed The Behaviour Management Network website before the meeting so that they have a general idea about what is about to take place in their school. They should know that:

- DCM training will take place during a one-day in-service;
- all adults in the school (e.g., administrators, teachers, office staff, learning support personnel, librarian, custodians) must attend the in-service;
- DCM implementation will begin shortly after the in-service with a brief school-wide assembly designed to introduce the approach to students;
- the DCM trainer(s) will be in the school for the first three days of implementation to provide support;
- a Family Night should be held soon after implementation begins to inform parents about DCM; and
- there will be follow-up by the DCM Trainer(s) throughout the school year.

After the meeting with administrators, it is recommended that the DCM trainer(s) attend a school staff meeting—attended by all adults in the school—to inform everyone about the upcoming DCM Training. A short presentation followed by a question and answer period goes a long way towards making everyone feel that they are a part of this approach from the very start.

The one-day DCM in-service is designed to proceed according to the following agenda:

<table>
<thead>
<tr>
<th>TIME</th>
<th>AGENDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:00</td>
<td>Welcome and Introduction</td>
</tr>
<tr>
<td>8:00-9:00</td>
<td>School Analysis</td>
</tr>
<tr>
<td>9:00-10:30</td>
<td>Student Behaviour</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>Break</td>
</tr>
<tr>
<td>10:45-12:00</td>
<td>Student Behaviour (cont’d)</td>
</tr>
<tr>
<td>12:00-12:40</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:40-2:00</td>
<td>DCM Implementation</td>
</tr>
<tr>
<td>2:00-2:15</td>
<td>Break</td>
</tr>
<tr>
<td>2:15-3:30</td>
<td>Program Fidelity</td>
</tr>
<tr>
<td>3:30-4:00</td>
<td>Questions &amp; Answers</td>
</tr>
</tbody>
</table>
WELCOME AND INTRODUCTION

Instructions:
1) Welcome participants to in-service.
2) Introduce visitors.
3) Explain the importance of having all adults in the school in attendance. Include Testimonial Clip 9 if desired.
4) Briefly talk about the importance of addressing problematic student behaviour. Include Testimonial Clip 2 if desired.
5) Review agenda for the day.

Resources:
- Training Video - Part I - Welcome and Introduction
- Testimonial - Clip 2 (Why Schools Should Participate)
- Testimonial - Clip 9 (Benefits of Including all Adults in the School)

SCHOOL ANALYSIS

Instructions:
1) Distribute the data collection tool—School Analysis Part I—to each participant.
2) Explain to participants that this activity is necessary to determine what is currently happening in their school in terms of student behaviour. Impress upon participants the importance of answering the questions with honesty so that areas of concern can be addressed. It may be helpful to have the school administrators express their support of this exercise.
3) Ask participants to complete the School Analysis individually. Inform them that they do not have to write their name on the handout.
4) Once the participants have completed the School Analysis, ask them to share their written responses. Discuss each question as a large group. PowerPoint slides—PPT - School Analysis—can be used to guide this discussion.
5) Collect all completed handouts. This is very important as the responses are the baseline data that set up School Analysis Part II (see page 15).

Resources:
- Training Video - Part II - School Analysis
- PowerPoint Presentation - PPT - School Analysis
- Data Collection Tool - School Analysis Part I
STUDENT BEHAVIOUR

Instructions:

1) Use PowerPoint slides—PPT - Student Behaviour—to inform participants about behaviour issues. In preparation for this presentation, it will be helpful to view how Dr. Edmunds delivers this material (Training Video - Part III - Student Behaviour).
2) At the appropriate time in this section of the in-service, divide the participants into small groups.
3) Distribute handouts—Addressing Common Behaviour Problems and Non-Teaching Spaces—amongst the small groups.
4) Assign each small group to one task—either one particular non-teaching space or the behaviour problem handout. For example, one group may have to consider the behaviour in the hallways, another may have to consider the behaviour on the yard, and another may have to consider the common behaviour problems across the school.
5) Ask each group to complete the handout they have been assigned. Once all groups are finished, ask participants to share their responses with the large group. Identify common themes.

Resources:
- The Behaviour Management Network website - Student Behaviour Page
- Training Video - Part III - Student Behaviour
- PowerPoint Presentation - PPT - Student Behaviour
- Handout - Addressing Common Behaviour Problems
- Handout - Non-Teaching Spaces

DYNAMIC CLASSROOM MANAGEMENT

Instructions:

1) Introduce participants to DCM using the DCM Overview Video. The video can be used any time during the training (e.g., early in the training day or any time during Part IV).
2) Use PowerPoint slides—PPT - DCM—to inform participants about Dynamic Classroom Management. In preparation for this presentation, it will be helpful to view how Dr. Edmunds delivers this material (Training Video - Part IV - Dynamic Classroom Management).
3) Distribute handout—What To Do On First Day Of Implementation—to all participants.
4) Review the key points on this handout and answer any questions that arise.
5) Ask the principal of the school to lead a discussion on the activities that will occur during the first days of implementation.

Resources:
- The Behaviour Management Network website - *Dynamic Classroom Management Page*
- DCM Overview Video
- Training Video - *Part IV - Dynamic Classroom Management*
- PowerPoint Presentation - *PPT - DCM*
- Handout - *Annette’s Classroom*
- Handout - *What To Do On First Day Of Implementation*
- Testimonial - *Clip 1 (Potential Impact of DCM)*
- Testimonial - *Clip 6 (Predicted Effect of DCM on School)*
- Testimonial - *Clip 7 (DCM Approach and Regular Teacher Practices)*
- Testimonial - *Clip 8 (Predicted Effect of DCM on Non-Teaching Spaces)*
- Testimonial - *Clip 10 (Change in Students’ Response to Rules)*
- Testimonial - *Clip 11 (Effect of DCM on School Staff)*
- Testimonial - *Clip 12 (Effect of DCM on Student Behaviour)*
- Testimonial - *Clip 13 (Effect of DCM on Office)*
- Testimonial - *Clip 14 (Presenting Wall of Rules to Administrators)*
- Testimonial - *Clip 15 (Effect of DCM on Administrator’s Time)*
- Testimonial - *Clip 16 (Primary Student’s Response to DCM)*
- Testimonial - *Clip 17 (Grade Seven Student’s Response to DCM)*
- Testimonial - *Clip 18 (Behaviour Changes in Classroom and School)*
- Testimonial - *Clip 19 (Behaviour Changes in French Immersion Classroom)*

**PROGRAM FIDELITY**

Instructions:
1) Use PowerPoint slides—*PPT - Program Fidelity*—to inform participants about program fidelity issues. In preparation for this presentation, it will be helpful to view how Dr. Edmunds delivers this material (Training Video - *Part V - Program Fidelity*).
2) When explaining the importance of program fidelity, include Testimonial *Clip 3* if desired.

Resources:
- Training Video - *Part V - Program Fidelity*
- PowerPoint Presentation - *PPT - Program Fidelity*
- Testimonial - *Clip 3 (Importance of Program Fidelity)*
PROVIDING SUPPORT FOR DCM IMPLEMENTATION

Once trainers have delivered the one-day DCM in-service to school staff, it is important that they continue to support the staff during the early stages of implementation. Ideally, trainers should spend the first three days of implementation in the school observing the process in action, both inside and outside the classroom.

While school personnel should organize and deliver the school-wide assembly themselves (it is up to these individuals how they want to introduce DCM to their students), trainers should be present to encourage the staff and to observe the students’ responses. When teachers and students return to their classrooms to begin discussing rules, rewards, and consequences, trainers should be available to any teachers who request their help. There may also be administrators, teachers, and/or school staff who have specific questions they need answered. Being available in the staffroom during breaks is one of the best opportunities to see how things are going. Talking with teachers after students have left for the day is also helpful.

It is important to speak with students as well. They are usually very enthusiastic about having the opportunity to develop school rules and quite willing to share their views on this behaviour management approach (see student testimonials). Engaging them in informal conversations during recess and lunch can be an excellent source of feedback on how things are going. In addition, spending time in the main office to observe what happens when students are sent to the office is quite revealing about how the process of implementation is unfolding in a school.

After the DCM approach is up and running, trainers can continue to support school staff in several ways:

• attending a Family Night to explain the DCM approach to parents and other family members;
• offering to attend staff meetings to assist with any DCM issues;
• offering to assist any new staff members who were not present for the DCM training in-service and/or the initial DCM implementation;
• checking in with school administrators to see how things are going; and,
• being available to all adults in the school by phone or email.
COLLECTING FOLLOW-UP DATA

During the period when Dr. Edmunds was researching and refining the DCM approach, he designed and tested several data collection tools. These tools were developed for the primary purpose of collecting feedback from school personnel on the effectiveness of DCM implementation. They include:

- *School Analysis Part I (teachers and administrators)*
- *School Analysis Part II (teachers and administrators)*
- *How Are We Doing In Our Classroom (teachers with students)*
- *How Are We Doing In Our School (administrators)*

As discussed in the section titled “Delivery of In-service to School Staff”, the “School Analysis Part I” is conducted at the very beginning of the in-service to determine the types of positive and negative behaviours that are occurring in the school. The results generated by the analysis are considered baseline data—information gathered before a program begins so that it can be used later to provide a comparison for assessing program effectiveness. In this case, at certain times after the DCM implementation has started (e.g., 5 weeks and 5 months), administrators, teachers, and students are asked to indicate how their classroom/school is doing in terms of the same positive and negative behaviours identified during the initial “School Analysis”.

Because every school is unique, the three remaining data collection tools (see above) must be modified before they are used in any given school. Each one has spaces where the baseline positive and negative behaviours derived from Part I need to be filled in. “School Analysis Part II” also has a space where any additional behavioural issues that were identified during the in-service can be included. See Appendix I for an example of the first page of the “School Analysis II” used in one Ontario school.

Each of the three data collection tools should be utilized in the following manner:

**Step 1**  Inform teachers/administrators of the purpose of collecting the data. Explain that this is not an attempt to evaluate their teaching/administrative skills, rather it is an effort to obtain feedback on whether or not the DCM approach is making a difference in their classroom/school. This valuable feedback can then be considered when making modifications to the DCM approach to increase its effectiveness.

**Step 2**  Inform teachers/administrators that they do not have to put their name or any classroom identification on the completed forms. Ensuring confidentiality will
reassure those completing the forms that their individual responses will not be shared with others nor will their opinions affect their jobs in any way.

Step 3 Distribute the data collection tool to all teachers/administrators. Provide an envelope for the completed form. Envelopes should be left at an identified location (e.g., main office) for pick up.

Step 4 The information from each data collection tool should be summarized and dated. See Appendix II for a summary of the feedback collected via the first section of “School Analysis II” at one Ontario school.

Step 5 The feedback summaries should be shared with all school personnel. This is best done at a staff meeting so there is an opportunity for discussion.
Appendix I
Example - School Analysis Part II

When we first met, you completed a School Analysis. You listed the following actions/issues as contributing to behaviour problems in your school. For each action/issue, please indicate whether things have gotten . . . .

<table>
<thead>
<tr>
<th>Much Better = MB</th>
<th>Better = B</th>
<th>No Change = NC</th>
<th>Worse = W</th>
<th>Much Worse = MW</th>
</tr>
</thead>
</table>

**Negative Student Behaviours**

1) Disrespect
2) Profanity/inappropriate language
3) Hands on/inappropriate contact
4) Apathy/poor attitude
5) Inattentive
6) Disruptive during teaching time
7) Arguing/putting others down
8) Bullying
9) Poor attendance
10) Leaving class without permission
11) Unruly when entering and exiting class
12) Unruly in hallways
13) Unruly while eating lunch
14) Unruly in yard
15) Unable to resolve conflicts

**Positive Student Behaviours**

1) Listening/paying attention
2) Talking at appropriate levels
3) Following teacher’s instructions
4) Working hard/doing best work
5) Being honest
6) Having a good attitude
7) Demonstrating good manners
8) Being respectful
9) Being kind
10) Treating others the way you want to be treated
11) Helping other students
12) Following class/school rules

**Other Issues/Factors**

1) Ignoring negative student behaviour
2) Rules not the same throughout school
3) Lack of knowledge/understanding of rules
4) Inconsistent rule enforcement
5) Lack of effective consequences
6) Some staff members are poor role models
7) Lack of consequences if sent to office
8) Lack of communication - office and classrooms
Appendix II

Example - School Analysis Part II
Follow-up Results

NOTE: % indicates the portion of MB & B responses for each particular behaviour or issue

<table>
<thead>
<tr>
<th>Negative Student Behaviours</th>
<th>MB</th>
<th>B</th>
<th>NC</th>
<th>W</th>
<th>MW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Disrespect</td>
<td>1</td>
<td>17</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Profanity/inappropriate language</td>
<td>2</td>
<td>12</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Hands on/inappropriate contact</td>
<td>3</td>
<td>14</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Apathy/poor attitude</td>
<td>3</td>
<td>13</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Inattentive</td>
<td>2</td>
<td>7</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Disruptive during teaching time</td>
<td>4</td>
<td>13</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Arguing/putting others down</td>
<td>2</td>
<td>15</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) Bullying</td>
<td>1</td>
<td>16</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) Poor attendance</td>
<td>1</td>
<td>4</td>
<td>18</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10) Leaving class without permission</td>
<td>2</td>
<td>9</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11) Unruly when entering and exiting class</td>
<td>3</td>
<td>11</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12) Unruly in hallways</td>
<td>3</td>
<td>11</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13) Unruly while eating lunch</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14) Unruly in yard</td>
<td>3</td>
<td>12</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15) Unable to resolve conflicts</td>
<td>2</td>
<td>16</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Student Behaviours</th>
<th>MB</th>
<th>B</th>
<th>NC</th>
<th>W</th>
<th>MW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Listening/paying attention</td>
<td>3</td>
<td>13</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2) Talking at appropriate levels</td>
<td>2</td>
<td>11</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Following teacher’s instructions</td>
<td>2</td>
<td>15</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Working hard/doing best work</td>
<td>1</td>
<td>13</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Being honest</td>
<td>3</td>
<td>13</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Having a good attitude</td>
<td>2</td>
<td>12</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Demonstrating good manners</td>
<td>4</td>
<td>12</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) Being respectful</td>
<td>2</td>
<td>14</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) Being kind</td>
<td>2</td>
<td>16</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) Treating others the way you want to be treated</td>
<td>3</td>
<td>14</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11) Helping other students</td>
<td>4</td>
<td>14</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12) Following class/school rules</td>
<td>3</td>
<td>17</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Issues/Factors</th>
<th>MB</th>
<th>B</th>
<th>NC</th>
<th>W</th>
<th>MW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Ignoring negative student behaviour</td>
<td>2</td>
<td>18</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Rules not the same throughout school</td>
<td>4</td>
<td>16</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Lack of knowledge/understanding of rules</td>
<td>5</td>
<td>17</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Inconsistent rule enforcement</td>
<td>2</td>
<td>17</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Lack of effective consequences</td>
<td>3</td>
<td>15</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Some staff members are poor role models</td>
<td>3</td>
<td>12</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Lack of consequences if sent to office</td>
<td>2</td>
<td>12</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) Lack of communication - office and classrooms</td>
<td>2</td>
<td>12</td>
<td>9</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>