High Level Design:

Commission Scolaire de Montréal (CSDM) Benevolent Behaviours Initiative

ETEC 650: Fundamentals of Instructional Design

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Objectives:

Overall Course Objective:

At the end of this course, learners will be able to identify and interact using research based "positive and caring intervention approaches" (CSDM, 2015) in order to reduce the frequency and severity of incidences of verbal and physical abuse by students and staff. Note – For each terminal objective, unless stated otherwise, CSDM staff are to engage in said objective after the completion of the learning intervention at all times as consistency is necessary for success in modeling behaviours.

Terminal and Enabling Objectives

1. At the end of this course, the learner will be able to interact with students and staff in a "holistic and positive" (CSDM, 2015) manner.
   a. Show Enthusiasm with Students
      i. Engage with Students
         1. Greet Students as they Arrive at School
            a. Smile when Greeting Students
            b. Greet Students using their Names
               i. Learn Students Names if Unknown
         2. Show Interest in Students
            a. Ask About their Day
            b. Ask About their Interests
            c. Ask About their Friends
            d. Ask About their Families
         3. Laugh When Appropriate
         4. Find the Right Tone
            a. Match the Tone of the Situation in Order to Build Trust
   b. Engage and Show Respect with Coworkers
      i. Greet Each Other Daily
      ii. Learn the Names of Coworkers

1. Show Interest in Coworkers
    a. Ask About their Day
    b. Ask About their Interests
    c. Ask About their Families
    iii. Settle Differences with Respect
        1. If a Heated Disagreement Erupts, Resolve in Private, away from Students
    iv. Refrain from Gossip
    v. Find the Right Tone
        a. Match the Tone of the Situation in Order to Build Trust
2. At the end of this course, the learner will be able to identify and create clear rules and expectations guidelines for students and staff.
    a. Communicate and Promote New Vision and Mission
        i. Develop Vision and Mission for CSDM
    b. Communicate a School-Wide Code of Conduct
        i. Develop School-Wide Code of Conduct
    c. Communicate a Classroom Code of Conduct
        i. Assign Responsibilities to Students
    d. Communicate a Code of Conduct for Staff
        i. Present Staff Code of Conduct to Students
3. At the end of this course, learners will be able to supervise students using research-based skills.
    a. Connect with Students Through Eye-Contact
    b. Maintain Visibility with All Students in Every Setting
4. At the end of this course, learners will be able to communicate with students using research-based coaching skills.
    a. Praise Students Four Times for Each Reprimand
    b. Willfully Ignore Minor Transgressions
        i. Quietly Reinforce Rules and Expectations Directly with Student

5. At the end of this course, learners will be able to select appropriate consequences as a tool to teach proper behaviours.

    a. Enforce Rules with Consequences

        i. Apply Holistic and Positive Consequences

        ii. Consider the pros and cons of the Intended Consequence before Implementation

        iii. Choose Appropriate, Proportional Consequences in Direct Connection with Transgressions

Instructional Strategies Best Adapted

To Problem:

Modeling

Engaging the Special Education Technicians and CSDM star staff as role models will give those learners requiring more assistance and a greater chance of success. These staff members can become resources for others and sources of inspiration.

To Learners:

Show and Tell

This might sound elementary, however, given the constraints placed on the length of the digital tool to be produced, it will be necessary for clear strategies to be shown quickly and effectively in order to augment the message the CSDM intends to tell its learners.

Cooperative Learning

Encouraging groups of learners to coalesce, becoming a 'best practices support group' could be an effective method for learners to reinforce each other's learning during and after the learning intervention.

Alternative Scenarios

As part of teaching the theory of benevolent behaviours, expose learners to case studies representing those they may

actually see during the course of their workday and ask them to parse out the consequences of choosing a benevolent behaviours approach or a reactionary approach to a student's behaviour.

Content:

Prior Knowledge Activation

This can be a very effective strategy for those CSDM staff with their own non-research based techniques in group management. Teaching the new Benevolent Behaviours Strategy with the help of examples that can be related to their own lives will make the learning of these new techniques more complete and improve synthesis.

Context:

Cooperative Learning

The best support for staff to implement the Benevolent Behaviours Strategies supported by the CSDM is to have individual staff members support each other. This can be accomplished with regular follow up meetings in small groups to see how everyone is doing in regards to this initiative, and to provide a space for staff to express challenges and find solutions. It could even be as easy as having a 30 to 60 minute session at the beginning of a regularly scheduled Professional Development Day to get staff to open up and work together.

Evaluation Approach Strategies Best Adapted

An evaluation approach focusing on the results (Level 4) of the learning intervention is best applied in this case. Considering the CSDM is aiming to change the culture of the schools, interviews with students, parents and CSDM staff at the 3, 6 and 12 month marks after implementation of the Benevolent Behaviours strategy will give management an idea as to the progression of the endeavor. It is suggested the CSDM also compares the frequency and type of violent and verbal abuse on CSDM property, buses and crosswalks, pre and post implementation at similar 3, 6

and 12 month intervals. Having qualitative data regarding the perceived shift in culture in the form of interviews and quantitative data detailing the change in frequency of incidents (if any) will provide the CSDM with the most complete picture regarding the efficacy of the Benevolent Behaviours Initiative.