

Storyboard and Supplemental Material:

Commission Scolaire de Montréal (CSDM) Benevolent Behaviours Initiative

ETEC 650: Fundamentals of Instructional Design

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Enclosed in this package are the storyboard and supplemental materials for the CSDM Benevolent Behaviours Initiative, as sponsored by Peace Grant Makers, CSDM and Concordia University. The purpose of this package is to reduce incidences of verbal and physical abuse by students and staff through 'positive and caring intervention approaches' in school. This includes building and maintaining trusting relationships between students as well as staff. As this project has progressed, the following realities have become more evident: the prior scope encompassing all members of the CSDM staff is unrealistic; the format of an e-learning module or video limits what can conceivably be delivered and evaluated in twenty minutes; a refined focus on subject matter must be developed; evaluation/reflection strategies require adjustment; objectives and their involvement in the package require revision.

With that said, the following measures were taken to address these issues:


1. The target audience for this package has been revised to include the teaching staff at the high school level. As the aggressive acts are most prevalent at this level, providing teaching staff who are the most important in directing student behaviours with the soft skills necessary to shape and role model appropriate behaviours is very important and are addressed in this module.
2. The purpose of this e-learning module is to cover Objective 1 only. As this is the most important objective of the five considered in the High Level Design, it must be the one addressed in the module itself. All others will be addressed in a short supplementary reading package to be printed by staff upon completion of the module.
3. Given the time available to address the subject matter, this module has been developed to include the following aspects for each topic: a brief

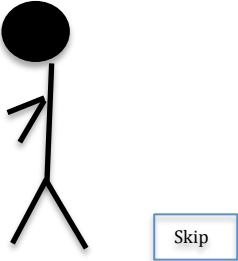
description of the material, a video example, and a follow up question taking the material a step further, forcing the learners to consider the reasons these actions are necessary. An 'expert opinion' follows to provide a response and guidance for the learners.

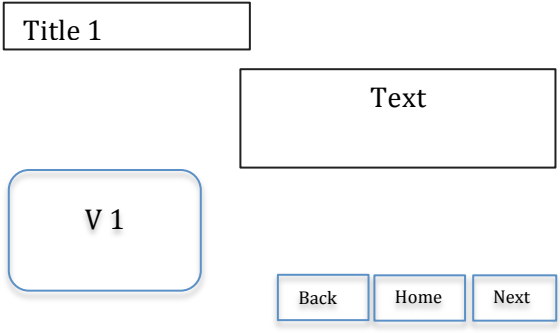
4. The instructional strategies that have been used in this package include: modeling, show and tell, alternative scenarios and prior knowledge activation. These strategies will be addressed as detailed above in item number 3.

This project will provide the CSDM with a caring and supportive educational atmosphere for students to learn and grow, thereby reducing the incidence of bullying and verbal abuse. It will accomplish this task by providing high school teaching staff with basic training outlining the vision of the CSDM in its effort to support students through benevolent, caring interactions by staff.

1	Title Screen	
On-screen Layout	On-screen Elements	
<p>Benevolent Behaviours Initiative</p> <div style="border: 1px solid black; width: 280px; height: 50px; margin: 10px auto; text-align: center; padding: 5px;">Objective</div> <div style="display: flex; justify-content: space-around; margin: 10px 0;"> <div style="border: 1px solid black; padding: 2px 10px;">L 1</div> <div style="border: 1px solid black; padding: 2px 10px;">L 2</div> </div> <div style="border: 1px solid black; padding: 2px 10px; margin: 10px auto; width: 50px; text-align: center;">Next</div>	<p>Graphics/Video:</p> <p>L1 - CSDM Logo</p> <p>L2 - Peace Grant Makers Logo</p> <p>Text:</p> <p>Benevolent Behaviours Initiative</p> <p>Objective</p> <p>After completion of this course, you will be able to:</p> <ol style="list-style-type: none"> Interact with students and staff in a “holistic and positive” manner <p>Sponsors:</p> <p>Narration:</p> <p>Welcome to the CSDM Benevolent Behaviours Initiative.</p> <p>When you complete this course, it is our intention you will be able to interact with students and staff in a holistic and positive manner. Please click next to continue.</p>	
<p>Background: White</p> <p>Buttons/Interactions:</p> <p>Next - Clicking Next will take to next slide - Table of Contents</p>		
Programming Notes		
<p>Slide fades in and out</p> <p>Narration starts as soon as this slide opens</p> <p>Must click Next to go to the first slide of the course</p> <p>Total Slide Time: 30 seconds</p>		

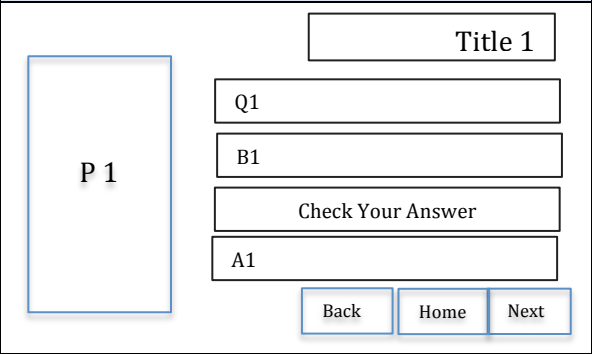
2	Preface	
On-screen Layout	On-screen Elements	
<p style="text-align: center;">Preface</p> <div style="text-align: right; margin-right: 50px;">  </div>	<p>Graphics/Video: NONE</p> <p>Text: (Preface)</p> <p>All too often we quickly react to a student or coworker's actions without considering how they are feeling.</p> <p>A student's day can easily end up like this...</p> <p>Music/Narration: NONE</p>	
<p>Background: White</p> <p>Buttons/Interactions:</p> <p>Skip: when clicked takes viewer to the next slide. (appears with text)</p> <p>NOTE - screen will automatically go to next slide if no action taken</p>		
Programming Notes		
<p>Screen fades to white, text fades in, lasts for 10 seconds.</p> <p>Fade to white</p> <p style="text-align: center;">Total Slide Time: 15 seconds</p>		

3 Benevolent Behaviours Intro Video	
On-screen Layout	On-screen Elements
	<p>Graphics/Video: Child (Jimmy) walking through a typical morning.</p> <ol style="list-style-type: none"> Child puts on green headphones, walks to kitchen at home. A parent ‘squawks’ something to the child. Child’s headphones turn light orange. Child leaves house, walks down street. Child meets a crossing guard who ‘squawks’ something to the child. Child’s headphones turn dark, reddish orange. Child keeps walking to schoolyard. Child meets other children with orange headphones who ‘squawk’ to child, child’s headphones turn red. Child violently ‘squawks’ back. Other children run away, laughing. Teacher (Mr. Pemberton) enters screen, ‘squawks’ to child, and leaves. Child is alone, headphones turn blue. Child sits down and cries. (Fade to White) <p>Text:</p> <ol style="list-style-type: none"> The teacher-student relationship accounts for 40% of the influence in directing behaviours. <p>Reference: Boynton, M & Boynton, C. (2009). Prevenir et regler les problemes de discipline. Montreal, Canada: Cheneliere Education.</p> <ol style="list-style-type: none"> We can do better <p>Music/Narration: Soft Hip Hop beat in background starts once the headphones are put on by the child.</p>
<p>Background: White</p> <p>Buttons/Interactions:</p> <p>After 3 seconds, a Skip button on bottom right of screen will appear.</p> <p>Skip: when clicked takes viewer to the next slide.</p> <p>NOTE - screen will automatically go to next slide if no action taken</p>	
Programming Notes	
<p>When the characters, Jimmy and Mr. Pemberton are respectively seen for the first time, their names are shown on the bottom of the screen.</p> <p>At each number as listed in the video description, there is a fade to a new scene/screen.</p> <p>At end, video fades to from crying child to “We can do better,” 5 seconds wait, then fade to white.</p> <p style="text-align: center;">Total Slide Time: 45 seconds.</p>	

4 Holistic & Positive Interactions (Screen 2)	
On-screen Layout	On-screen Elements
 <p>Background: White</p> <p>Buttons/Interactions:</p> <p>V1 - Play button on centre of screen allows video to play</p> <p>Back - Click Back to go back 1 slide</p> <p>Home - Click Home to go back to Table of Contents</p> <p>Next - Click Next to go to next page</p>	<p>Graphics/Video:</p> <p>V1 - Video of a Jimmy walking into class and politely greeting his teacher, Mr. Pemberton who replies using Jimmy's name. (20 seconds)</p> <p>Title 1: Holistic & Positive Interactions #1</p> <p>Text:</p> <ol style="list-style-type: none"> 1. You are the best role model 2. Try the following: <ul style="list-style-type: none"> - Greet students and staff each day - Learn and use their names - Make eye contact <p>Reference: Gaudreau, N. (2011). La gestion des problèmes de comportement en classe inclusive: Pratiques efficaces. Education Et Francophonie, XXXIX(2, automne 2011), 122-144.</p> <p>Music/Narration:</p> <p>Your presence matters! (1) Modeling how you would like to be treated by taking an active interest in the students and staff around you can go a long way in making the atmosphere in class, in the schoolyard, on the bus and in the lunch room more calm and welcoming.</p> <p>(2) Try the following:</p> <ul style="list-style-type: none"> - Greet students and staff each day - Learn and use their names - Make eye contact <p>Click the play button below to see our teacher, Mr Pemberton and our student, Jimmy greet each other in the morning. Don't forget: you can try this with your coworkers too!</p>
Programming Notes	
<p>Video plays in the viewer on screen, no jump to another slide necessary.</p> <p>Text box is invisible at time the slide opens.</p> <p>Narration begins immediately.</p> <p>At (1) in the narration, Text 1. appears.</p> <p>At (2) in the narration, Text 2. appears.</p> <p>Total Slide Time: 1 minute, 30 seconds</p>	

5 Check your Understanding - Holistic & Positive Interactions #1 (Screen 3)

On-screen Layout On-screen Elements



Graphics/Video:
 Photo of Mr. Pemberton and students (including Jimmy) laughing together, engaged in conversation.
Title 1: Check your Understanding - Holistic & Positive Interactions #1
Text:

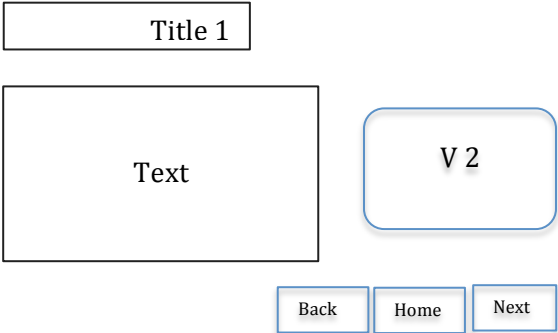
Background: White

Buttons/Interactions:
A1: Not visible when slide begins
B1: Open Text Box for Learners to Type in
Check Your Answer: when clicking this button, the Expert Answer, A1 will appear.
Back - Click Back to go back 1 slide
Home - Click Home to go back to Table of Contents
Next - Click Next to go to next page

Q1: Why does your presence matter in modeling appropriate behaviours for students?
 A1: Being a calm and involved presence in the lives of students and coworkers, helps to build trust and camaraderie and reduces the likelihood of a conflict occurring. Also, modeling these behaviours gives your students someone to look up to and use as an example when they are in an uncomfortable situation.
Music/Narration:
 Please read the question below and type your answer in the box provided. Click "Check Your Answer" to review your answer. When finished, click next to continue

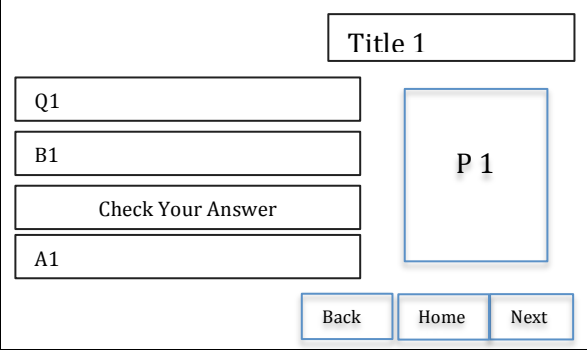
Programming Notes

Narration begins at the opening of the slide.
 Total Slide Time: 2 minutes

6	Holistic & Positive Interactions (Screen 4)	
On-screen Layout	On-screen Elements	
	<p>Graphics/Video:</p> <p>V2: Video of Jimmy and Mr. Pemberton continuing their interaction, checking in with each other. (30 seconds)</p> <p>Title 1: Holistic & Positive Interactions #2</p> <p>Text:</p> <p>(1) Build Trust</p> <ul style="list-style-type: none"> - (2) ask about their day, family or weekend - (3) listen to their answer <p>Reference: Adapté de MELS, Relevé de littérature, plan d'action pour prévenir et traiter la violence à l'école 2008-2011</p> <p>Music/Narration:</p> <p>(1) Asking questions and listening is a great way to build trust. It seems obvious, but asking a student or coworker about their day, family or weekend (2) and listening to them (3) is an effective way in building camaraderie. Also, in the event of a conflict, this relationship and trust can be relied on in quickly and effectively disarming a conflict, providing staff an opportunity to demonstrate and teach proper behaviours.</p> <p>Click the play button on the video to see Mr. Pemberton and Jimmy catch up after the weekend.</p>	
<p>Background: White</p> <p>Buttons/Interactions:</p> <p>V2 - Play button on centre of screen allows video to play</p> <p>Back - Click Back to go back 1 slide</p> <p>Home - Click Home to go back to Table of Contents</p> <p>Next - Click Next to go to next page</p>	<p>Programming Notes</p> <p>Narration starts as slide opens. Text box is invisible at opening of slide. Each line appears as the corresponding number eg. (1), is reached in the narration. Video plays in the viewer on screen, no jump to another slide necessary. References in smaller, italicized, grey text underneath the block of text appear after narration has completed. Total Slide Time: 1 minute, 30 seconds</p>	

7 Check your Understanding - Holistic & Positive Interactions #2 (Screen 5)

On-screen Layout On-screen Elements



Graphics/Video:
 P1: Photo of Mr. Pemberton and another teacher shaking hands.

Title 1: Check your Understanding - Holistic & Positive Interactions #2

Text:
 Q1: What are some ways you can build trust with students and colleagues? Why is trust important?

A1: Asking questions about a student or colleague’s weekend, family or day, then listening to their answer and making eye contact goes a long way in building trust. Having familiar, trusting relationships is important as these relationships can be relied upon during a conflict to mitigate its effects or can even prevent one from ever occurring.

Music/Narration: NONE

Background: White

Buttons/Interactions:

A1: Not visible when slide begins

B1: Open Text Box for Learners to Type in

Check Your Answer: when clicking this button, the Expert Answer, A1 will appear.

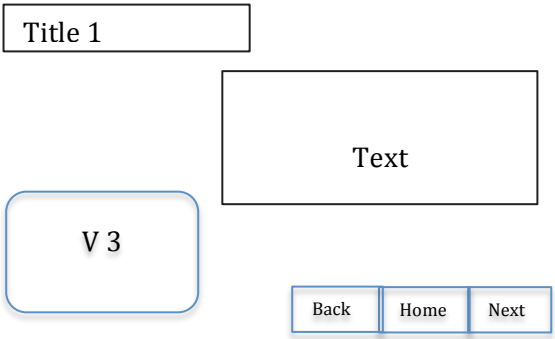
Back – Click Back to go back 1 slide

Home – Click Home to go back to Table of Contents

Next – Click Next to go to next page

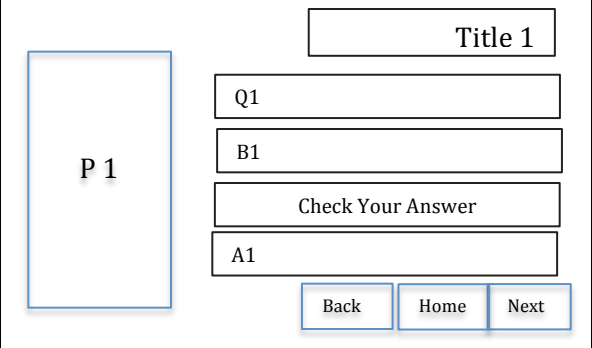
Programming Notes

Total Slide Time: 2 minutes

8 Holistic & Positive Interactions (Screen 6)	
On-screen Layout	On-screen Elements
 <p>Background: White</p> <p>Buttons/Interactions:</p> <p>V1 - Play button on centre of screen allows video to play</p> <p>Back - Click Back to go back 1 slide</p> <p>Home - Click Home to go back to Table of Contents</p> <p>Next - Click Next to go to next page</p>	<p>Graphics/Video:</p> <p>V3: Jimmy and Mr. Pemberton continuing their chat, Jimmy makes a joke about the book they are reading for class, Mr. Pemberton laughs, compliments him on his wit. (30 seconds)</p> <p>Title 1: Holistic & Positive Interactions #3</p> <p>Text:</p> <p>(1) Finding the Right Tone</p> <ul style="list-style-type: none"> - (2) remain calm - (3) laugh - (4) engage with students <p>Reference: Gaudreau, N. (2011). La gestion des problèmes de comportement en classe inclusive: Pratiques efficaces. Education Et Francophonie, XXXIX(2, automne 2011), 122-144.</p> <p>Music/Narration:</p> <p>Background sounds of a lunch room with students talking, laughing.</p> <p>Over this background noise, the narrator speaks: (1) Try to match the tone of the situation and remain calm (2) at all times when interacting with students and fellow staff. This includes laughing! (3) Be yourself, if students or staff make a joke, don't be afraid to laugh and engage (4) in the conversation. Remember: taking the time to get to know and be comfortable with students goes a long way in building a comfortable atmosphere. Using an appropriate tone when interacting with students shows you are trustworthy. Click the play button on the video to see Jimmy and Mr. Pemberton talk about the book they are reading for class.</p>
Programming Notes	
<p>Background sounds play automatically on opening of this slide, cease upon click to play the video. Background sounds resume once video is finished.</p> <p>Text box is invisible at opening of slide. Each line appears as the corresponding number eg. (1), is reached in the narration.</p> <p>Total Slide Time: 1 minute, 30 seconds</p>	

9 Check your Understanding - Holistic & Positive Interactions #3 (Screen 7)

On-screen Layout | **On-screen Elements**



Graphics/Video:
 Photo of Mr. Pemberton and Jimmy speaking.
Title 1: Check your Understanding - Holistic & Positive Interactions #3
Text:
 Q1: Why is finding the right tone important?

Background: White

Buttons/Interactions:

A1: Not visible when slide begins

B1: Open Text Box for Learners to Type in

Check Your Answer: when clicking this button, the Expert Answer, A1 will appear.

Back - Click Back to go back 1 slide

Home - Click Home to go back to Table of Contents

Next - Click Next to go to next page

A1: Finding the right tone assists in building a trusting relationship with students and staff. Mirroring another person’s tone and body language is a subtle way to show you are listening to him/her. This skill is important in being able to communicate at all times.

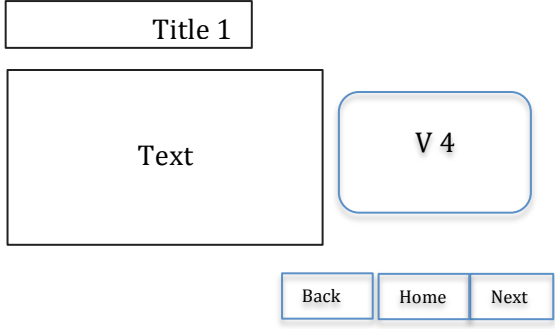
Music/Narration: NONE

Programing Notes

Total Slide Time: 2 minutes

10 Holistic & Positive Interactions (Screen 8)

On-screen Layout On-screen Elements

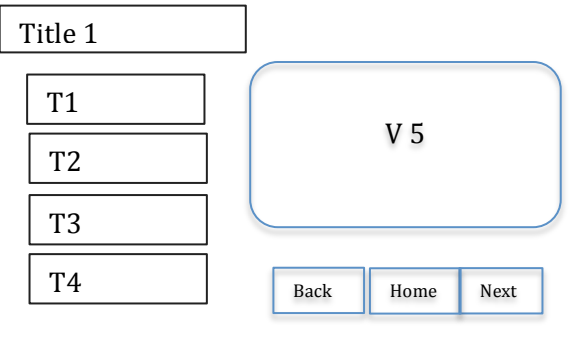
	<p>Graphics/Video:</p> <p>V4: Jimmy in argument with another student in hallway. Mr. Pemberton intervenes, calming the situation and finding a solution. Both students walk away together satisfied. Mr. Pemberton knowingly crosses arms and smiles into the camera. (1 minute)</p> <p>Title 1: Holistic & Positive Interactions #4</p> <p>Text:</p> <p>Settle Differences with Respect</p> <ul style="list-style-type: none"> - (1) Match the Tone - (2) Remain Calm - (3) Find a Solution - (4) Teach Appropriate Behaviours <p>Reference: Adapté de MELS, Relevé de littérature, plan d'action pour prévenir et traiter la violence à l'école 2008-2011</p>
<p>Background: White</p> <p>Buttons/Interactions:</p> <p>V1 - Play button on centre of screen allows video to play</p> <p>Back - Click Back to go back 1 slide</p> <p>Home - Click Home to go back to Table of Contents</p> <p>Next - Click Next to go to next page</p>	<p>Music/Narration: If a conflict erupts, try to match the tone (1) with the aim to reduce the tension on conflict. Remain calm (2). Try to find a solution (3) to the conflict that can work to repair the relationship. Your relationship with students should give you the tools to understand where they are coming from, making it easier to diffuse the situation and support the students to act appropriately (4) in the future. If necessary, move to a quieter location for further debriefing and/or implementation of a consequence. NOTE: consequences must clearly be connected to the harm produced, be appropriate for the situation and be proportional.</p>

Programming Notes

References in smaller, italicized, grey text underneath the block of text]
 Text box is invisible at opening of slide. Each line appears as the corresponding number eg. (1), is reached in the narration.
 Total Slide Time: 2 minutes

12 Review - Holistic & Positive Interactions (Screen 10)

On-screen Layout On-screen Elements



Graphics/Video:
 V5: Videos V1, V2, V3, V4 cut together to show a day's interaction between Jimmy and Mr. Pemberton (2 minutes)
Title 1:
 Holistic & Positive Interactions -Review
 T1: Be a Role Model
 T2: Build Trust
 T3: Find the Right Tone
 T4: Settle Differences with Respect

Background: White

Buttons/Interactions:

Back - Click Back to go back 1 slide

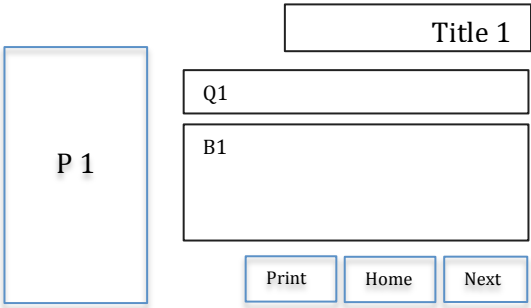
Home - Click Home to go back to Table of Contents

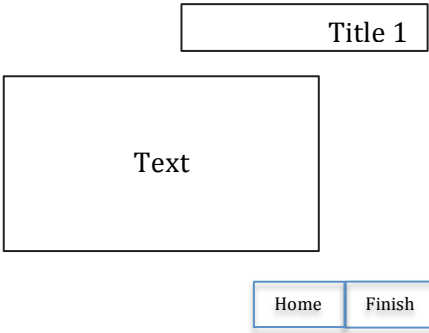
Next - Click Next to go to next page

Music/Narration:
 To review, remember the following: (T1), It's important to role model appropriate behaviours by greeting students each day, learning and using their names and making eye contact so these behaviours are regularly on display for students to emulate. (T2) Taking the opportunity to ask about your students' and coworkers' lives builds relationships and can prevent conflict as it is an effective tool in building trust. (T3) Try to match the tone of the people you are speaking to, whether you are intervening in a situation or checking in after the weekend. Also, don't forget to laugh. Mirroring students and coworkers tone and body language and can make an intervention much more seamless and makes you appear more trustworthy. Settle Differences with Respect (T4), rely on the relationships you have built to understand students and colleagues in order to calmly diffuse a conflict and find a mutually satisfactory resolution.

Programming Notes

T1, T2, T3, T4 are not visible as slide opens
 Narration starts immediately as slide opens, as does the video. At T1 in narration script, T1 appears, at T2, T2 appears and so on. T1 will correspond to each of the points in the text and the corresponding points in the videos.
 Total Slide Time: 1 minute, 30 seconds

13 Reflect on Your Learning (Holistic & Positive Interactions Screen 11)	
On-screen Layout	On-screen Elements
 <p>The screenshot shows a slide layout with a white background. On the left is a vertical box labeled 'P 1'. To its right is a horizontal box labeled 'Title 1'. Below the title box is a smaller box labeled 'Q1', and below that is a larger box labeled 'B1'. At the bottom right are three buttons: 'Print', 'Home', and 'Next'.</p>	<p>Graphics/Video:</p> <p>P1 – Mr. Pemberton sitting at his desk, writing.</p> <p>Title 1: Holistic & Positive Interactions - Reflection</p> <p>Text:</p> <p>Q1 – What can you do to promote benevolent behaviours in your students?</p> <p>Music/Narration:</p> <p>Please take a couple minutes to reflect on what you have learned today. How might the lessons as shown by Mr. Pemberton and Jimmy be applied in your work day? What can you do to promote benevolent behaviours in your students?</p> <p>When you are finished, click the print button to print your response for your review later, home to go back to the table of contents or next for the last slide.</p>
<p>Background: White</p> <p>Buttons/Interactions:</p> <p>B1 - Text box open for responses to be entered</p> <p>Print - prints current page</p> <p>Home - Click Home to go back to Table of Contents</p> <p>Next - Click Next to go to next page</p>	
Programming Notes	
<p>Narration starts at opening of slide.</p> <p>Total Slide Time: 2 minutes</p>	

14	Check your Understanding (Holistic & Positive Interactions Screen 12)	
On-screen Layout	On-screen Elements	
	<p>Graphics/Video:</p> <p>Text:</p> <p>More Information:</p> <p>Nancy Gaudreau - La gestion des problèmes de comportement en classe inclusive: pratiques efficaces</p> <p>Qu'est-ce que la technique ARASS</p> <p>Claire Beaumont – Miser sur le pouvoir d'action du personnel éducative</p> <p>Supplemental Material - Click Here</p>	
<p>Background: White</p> <p>Buttons/Interactions:</p> <p>Home – Click Home to go back to Table of Contents</p> <p>Finish – closes the program</p> <p>The blue links each when clicked will open the related PDF and is available to read or print. (these were included in the CSDM documentation package).</p>	<p>Music/Narration:</p> <p>Congratulations! You have completed the Holistic & Positive Interactions Module! For more information, click the links below for printable PDFs, click home to go back and review the material again or click finish to close the program.</p>	
Programming Notes		
<p>See next pages for the Supplemental Material to be included.</p> <p>Total Slide Time: 30 seconds</p>		

Supplemental Material

In order to build a self-reinforcing, positive attitude that will improve the working lives of staff and equip students with important life skills, a research based approach such as the one outlined by Boynton and Boynton (2009), where the “teacher-student relationship” accounts for 40% of the influence in directing behaviours, “clear rules and expectations” account for 25%, “coaching skills” account for 25% and “consequences” account for the remaining 10% is being implemented in this initiative.

An example of this would be a classroom where the teacher knows all of his or her student’s names, is in regular contact with each and every student regardless of his or her performance. This teacher spends little time reprimanding students for their behaviours as the class as a whole understands the expectations of the teacher and the school and are capable of making appropriate decisions, thereby eliminating or at least reducing the need for punishment. Outside of the classroom, all other CSDM staff from bus drivers to principals will also reinforce this positive, relationship-based attitude, thereby reducing the stress placed on students as they begin to trust the adults in their life to act positively and with respect.

The research shows that the principles of fear and compliance are not only ineffective, but are actually causing some of the aggressive behaviours, dragging students and staff into a downward spiral of fear, resistance, mistrust and aggression. However, cultivating prosocial behaviours, incorporating a holistic and positive approach and regularly being in contact with students and their parents when possible can nip these aggressive acts in the bud and prevent the culture of fear from ever taking root.

The following 4 items should be considered for the success of this initiative.

1. Maintenance of Positive, High Quality Relationships with Students

This can be accomplished by all staff actively being involved in the following: “smiling, greeting students, knowing the names of students, showing interest in them as people, feeling free to laugh and engage with students, being enthusiastic” and above all, modeling the behaviours they wish students to engage in. The actions listed are the basics of building positive, high quality relationships with anyone, whether it is a student, coworker or family member. These actions and their effectiveness in reducing aggression in class and in the schoolyard are supported by research (Commission Scolaire de Montreal, 2015). Please see the additional materials by Beaumont and Gaudreau for more information.

2. Clear Rules and Expectations

This sort of management skill is important in case there is a need for a consequence or a direct intervention. If all students are aware of how they are expected to comport themselves, instilling a consequence is much more simple as they will likely expect it. This can be achieved by giving students responsibilities by involving them in the school and having them become stakeholders themselves. In addition, staff must remain vigilant and ensure they are visible to all students equally by walking around the classroom, hallways and school yards and making eye contact with students to be sure they are aware of his or her presence. Developing and implementing codes of conduct, visions and mission statements for every school, classroom, as well as for staff is very important. Communicating these materials to all stakeholders including students, staff and parents is even more important.

3. Supervisory and Coaching Skills

Providing students with the tools and behaviours they can use instead of those they are currently using is very important and can be accomplished by using four positive reinforcements for every negative reinforcement. This requires staff engage in 'willful ignorance' when the situation allows for it so they can discreetly remind students of the rules and expectations instead of engaging in an immediate and disproportionate consequence. Being visible to all students and regularly making eye contact are considered effective ways to supervise students.

4. Consequences

When necessary to implement, consequences must remain holistic and positive and must take into account the pros and cons of the specific consequence, whether it is detention, a suspension or some other form of consequence. These consequences must be proportional in connection with the transgression and implemented immediately. For example, a week-long suspension for a minor offense such as wearing a baseball cap indoors is not appropriate regardless of the frequency of the transgression.

References

Beaumont, C. (2014). Miser sur le pouvoir d'action du personnel educative.

Retrieved from <http://www.peacegrantmakers.ca/project/share02/en/>

Boynton, M & Boynton, C. (2009). Prevenir et regler les problemes de discipline.

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from <http://www.peacegrantmakers.ca/project/share02/en/>

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