IMPLEMENTING CFS FRAMEWORK IN EASTERN CARIBBEAN SCHOOLS

A Guide for CFS teams

UNICEF
unite for children

CHILD FRIENDLY SCHOOLS
Implementing CFS in Caribbean School
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Overview of Manual

Since 2007, many schools in the Eastern Caribbean have embraced the Child Friendly Schools (CFS) framework. This manual pulls together the emerging regional best practices and offers guidelines for the effective implementation of the Child Friendly School. Contained in the manual are tools, assessments, case studies and reflections. However the manual is not meant to serve as a rigid blueprint but rather it is designed to be a source of guidance and inspiration for educators as they establish and implement CFS in their schools. To accomplish this goal, the manual is divided into sections which represent the critical areas of focus in Child Friendly Schools.

- Defining Child Friendly Schools
- Making Individual Schools More Child Friendly
- Implementing Positive Behaviour Management
- Implementing Health and Family Life Education
- Implementing Parental and Community Involvement
- Implementing Student Participation
- Setting Up Child Friendly Classrooms
- Training for Child Friendly School Teams
Implementing CFS in Caribbean School

Making our schools more student-friendly quality education is education that works for every child and enables all children to achieve their full potential. (UNICEF)
CHILD FRIENDLY SCHOOLS

Section Contributed by: Melena Fontaine
Defining Child Friendly Schools:

Child Friendly Schools is a framework which seeks to help schools and educational systems progressively move towards the implementation of quality standards. These standards are aimed at addressing all the elements that influence the well-being and rights of children as learners. The basic goal of CFS is to create positive, safe, healthy learning environments where all children reach their full potential.

**UNICEF HAS IDENTIFIED THESE THREE GUIDING PRINCIPLES:**

1. Child-centredness - All decision making is done in the best interest of the child
2. Inclusiveness - All children have a right to quality education.
3. Democratic Participation – Children and other educational stakeholders should have a say in the educational process.

**RETHINKING QUALITY EDUCATION**

Traditionally quality education has been seen primarily through the lens of the teaching/learning process and academic excellence. The Child-Friendly Schools framework embraces a broader understanding of quality education by focusing on the needs of the whole child. This approach essentially spans five areas:

1. The learner’s health, wellbeing and readiness to learn
2. The safety, protection, gender-sensitiveness, and adequacy of the resources and infrastructure of the school environment
3. The relevance of curricula content and materials for the acquisition of literacy, numeracy and life skills
4. The teaching/learning process
5. The outcomes that are linked to national goals for education and positive participation in society

**TIPS: FACTORS TO CONSIDER WHEN EVALUATING QUALITY EDUCATION**

- How well boys and girls are prepared to start and continue school;
- How well they are received by schools and teachers prepared to meet their needs and uphold their rights;
- How far their general health and well-being are addressed as an integral part of promoting learning;
- How safe the schools are as places for learning and how completely they provide an overall gender-sensitive environment that is conducive to learning;
- The extent to which schools and teachers respect the rights of children and operate in the best interest of children;
- The extent to which child-centred teaching methods are embraced as good practice and standard methodology by teachers and the school;
- How far child participation is encouraged as standard practice in classroom interaction as well as in broader operation and management of the school;
- The extent to which effort and resources are invested in stimulating classrooms that support active learning for all;
- The availability of adequate environmentally sustainable facilities, services and supplies that support the needs of the whole child and also of all children;
- The use of pedagogy that challenges and dismantles discrimination based on gender, ethnicity or social background
CHARACTERISTICS OF CHILD FRIENDLY SCHOOLS IN THE EASTERN CARIBBEAN
CFS is not a rigid recipe or blueprint. However, there are several characteristics that make child friendly schools readily recognizable to anyone entering these schools.

POSITIVE BEHAVIOURAL MANAGEMENT PRACTICES
Positive approaches to discipline are used in Child Friendly Schools. Expectations are displayed in all settings and positive behaviours are acknowledged. Clear consequences exist for inappropriate behaviour and assessments are conducted for students with chronic behavioural challenges.

STUDENT PARTICIPATION
Systems are put in place to encourage and facilitate students’ active participation in school life.

HEALTHY LIFESTYLES
Children are encouraged to balance school work with play and other physical activities. They are also encouraged to adopt healthy eating habits.

LIFE SKILLS-BASED HEALTH AND FAMILY LIFE EDUCATION (HFLE)
HFLE is taught regularly using an interactive, developmentally appropriate approach.

PARENTAL INVOLVEMENT
An action plan is developed to encourage greater parental involvement.

CASE STUDY (BARBADOS)
WORKMANS’ PRIMARY SCHOOL – A STUDENT FRIENDLY ENVIRONMENT
Schools across the region are united in their quest to provide quality education for all students in safe and positive environments. Teachers at Workman’s Primary School in Barbados are no exception.

Recognizing that there was more that they could do to meet the academic and psycho-social needs of their students, staff at this rural school heartedly embraced the Child Friendly Schools Framework. They have not been disappointed. Several benefits have been realized at the school since the implementation of CFS. There was a time when students entering the school were greeted by plain exterior walls. These walls now

Rolling out CFS at the Country Level
CFS implementation is mainly country specific, culturally responsive and depends on the resources available. However, there are some basic processes that must be implemented to ensure that schools embrace the principles of CFS and that it becomes part of their education system and not just another project. For this reason it is recommended that the local Ministry of Education lead the CFS roll out and implementation process. The template below provides a guide for developing a country level action plan for the CFS roll-out process.
Step 1
ORIENTATION and BUY-IN

ORIENTATION FOR ALL STAFF OF THE MINISTRY OF EDUCATION (1 DAY)
This orientation exercise is important to begin the process of getting buy-in from the staff of the Ministry of Education; to discuss with them how CFS fits in with the mission and vision of the education system and how it fits into the function of each and every department within the education system.

This is particularly important for the section that provides supervision and support. This step should lead to the establishment of a CFS monitoring team and a core planning team (e.g. CFS Focal Point, District Education Officers) at the Ministry’s level. Figure 1.0 gives an indication of what the main roles of the CFS core and monitoring team could be.

TIPS: OBJECTIVES OF TRAINING

- Establish their CFS school-based team
- Obtain buy-in for the process from all school staff
- Conduct needs assessment/baseline surveys
- Use the information from the needs assessment as they prepare their action plan
- Develop their expectations/matrices/lesson plans
- Teach their expectations
- Establish their school-wide reward and consequence system based on the expectations

Step 2: CONTINUOUS TRAINING
The initial training introduces briefly all areas of focus but the positive behaviour management component is explored in detail. It is important to provide space and time for detailed training in the other areas of focus. Continuous training will therefore be needed for schools to address the following (time spent can be determined based on what already exist):

- Behavior strategies/support at the school-wide, classroom and individual levels
- Behavior assessment and behavior improvement plans
- Student support teams and the referral process

Signage at the Ministry of Education, Antigua & Barbados
Implementing CFS in Caribbean School

- Student participation
- Differentiated instruction to support the needs of diverse learners
- The student-centred classroom
- The Inclusive Classroom
- Gender awareness
- Life Skills-based HFLE and how it is linked to the CFS process
- Parental community involvement

For all training, focus should be given to evidence-based strategies/processes. Once training is completed, schools should be encouraged to implement the process with consideration given to implementation fidelity, creativity, innovation.

**Step 3**
**SUPPORTING IMPLEMENTATION AT SCHOOLS**

As schools begin the process, they will need support and monitoring from the staff of the Ministry of Education. Be prepared to have the team of persons who will provide that school-based support. They should attend the training during the national training so that they are familiar with the process and what is expected of the schools.

**Step 4**
**MONITORING AND SUPERVISION**

Constant monitoring and supervision is needed. Find time to celebrate (at school or national level, e.g. - School or national CFS launch, CFS day, CFS awards ceremony, CFS exchange and sharing visits).

**Step 5**
**COMMUNICATIONS CAMPAIGN**

Advocacy is important. Go public. It is better to go public when the process has started and you are beginning to experience success which you can talk about. Select spokespersons very carefully. You want the right message to go out. Keep it simple.

Speech and Language therapy with Therapist Sharaka Bentham, Barbados during the Ministry of Education Summer School-July 2012

Brochure, produced by The Ministry of Education Antigua & Barbuda as part of its public awareness
Step 6:
EDUCATION STRATEGIC PLAN
Work on getting CFS principles to be embedded within your Education National Strategic Plan, budget, and in discussions on issues around teen mothers, support for students with challenges, juveniles and continuing education, streaming which is discriminatory, and policies to deliver life-skills based education, on student participation and on education in humanitarian crisis such as disastrous hurricanes and earthquakes.

EXPECTED OUTCOMES FOR THE CFS PROCESS:
Be very clear with your expected outcomes which should all be measureable.

The following is an example of the expected outcomes:

Results Statement:
100% of all ECE, primary and secondary schools engage in the implementation of CFS principles by 20....

Paper outcomes:
context evidence of putting new policies and procedures in place to guide implementation and sustain CFS in all schools, hence:

◆ Reviewed and rewritten codes of conduct and discipline policies to reflect school-wide positive behavior management
◆ Policy on crisis management in all schools including education in humanitarian crisis such as disastrous hurricanes and earthquakes.
◆ Policy on special education needs
◆ Policy to deliver life-skills based education
◆ Policy on student participation
◆ Policy on the continuing education of juveniles
◆ Policy on continuing education of teen mothers
◆ Policy on ethical conduct and child protection for school staff.

Process outcomes:
evidence of implementation including training, supervision, parent involvement and other support needed by the schools.

Performance outcomes:
evidence obtained from data collection to show, after the second year of implementation

◆ Improvement in EBS Surveys, SET scores by 80%
◆ A decrease in office discipline referral/suspension/drop out/repetition by 90%
◆ Increase in the number of students who are reading and performing math at or above grade level on National Assessment by 80%.
◆ Increase in the number of students who complete at least 5 CXCs at the end of secondary school.
◆ Increase the number of students who complete secondary schools after 5 years of entry.

Step 7: EVALUATION:
Engage in both formative and summative evaluation as you implement. What you evaluate is country specific. However, the entire process should be reviewed within a particular period (3 – 5 years) and should reflect your expected outcomes.

Step 8: FINANCIAL SUPPORT:
UNICEF has provided a commitment to countries within its operation. You should use that commitment as well as funds available from the Ministry of Education as guidance for your initial planning.

There are other national, regional and international funding agencies that will support the work of CFS. Research is needed to find out what is available to your country. Development of proposals by you may be necessary. However, your Planning and Development Unit or other such department can support in this area.

Below you will find sample formats for the National Implementation Plan and detailed budget. You may also want to include a Time Line sheet which will help you in monitoring the implementation of your activities.
## Implementing CFS in Caribbean School

### Figure 1: National Implementation Plan

<table>
<thead>
<tr>
<th>TASK</th>
<th>VERIFIABLE INDICATOR</th>
<th>MEANS OF VERIFICATION</th>
<th>TIME FRAME</th>
<th>WHO</th>
<th>ASSUMPTIONS / RISKS</th>
<th>BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To establish effective CFS Ministry of Education (MoE) monitoring teams in all school districts</td>
<td>Provide MoE monitoring team with the monitoring tools. e.g. SW Benchmarks of Quality Form. Provide training to the monitoring team based on expressed needs.</td>
<td>Teams established and district reports reflect CFS agenda and summary from monitoring tools.</td>
<td>Sept 2010 ongoing.</td>
<td>CFS Coordinator CFS Focal Point</td>
<td>Monitoring teams will include the District Education Officer and support personnel in each district. The MoE team will be expected to monitor the CFS process during school visits and provide support.</td>
<td>Human Resource Mileage to schools.</td>
</tr>
<tr>
<td>2. To provide training to facilitate effective and efficient implementation of action plans in all CFS schools.</td>
<td>1. The development and implementation of action plans. 2. Defining and assessing problem behaviors and behavior management strategies. (Problem-Solving Model, FBA, BIP) 3. The establishment of student councils and student participation in the decision-making process. 4. Development of data collection and dissemination system. 5. The establishment of a School student support Team and Referral Process 6. Etc. etc. etc.</td>
<td>Training completed with participation by all selected schools. Where necessary, processes are implemented (e.g. student councils &amp; Child Study Teams) and are fully functional</td>
<td>By December 2010.</td>
<td>CFS Focal Point CFS Coordinator Child Fund Caribbean Programme Manager</td>
<td>The training will provide staff of CFS schools with the knowledge and skills to effectively and efficiently implement their school plans.</td>
<td>Cost of Training (Travel, perdiem, materials) Series of 8 (or more) workshops.</td>
</tr>
</tbody>
</table>

### Figure 2: Detailed Budget Format Sample

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COST DETAILS</th>
<th>UNIT COST</th>
<th>TOTAL $</th>
<th>TOTAL $US</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>$550.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meals for 50 persons @$35.00 x 2 days</td>
<td>$3,500.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Venue</td>
<td>$500.00</td>
<td>$4,550.00</td>
<td>$1,693.00</td>
<td></td>
</tr>
</tbody>
</table>

To train the 40 coordinators identified from task #1.
Implementing CFS in Caribbean School

Making School More Student-friendly
INDIVIDUAL SCHOOLS MORE STUDENT-FRIENDLY
Making Individual Schools More Student-Friendly

Now that we have explored how CFS can be rolled out at the country level, let’s look closely at the process of rolling it out in individual schools.

**Step 1: Orientation and Buy-In**
Provide school(s) with an orientation to CFS. A clear rationale for implementation should be shared along with information on the basic components of CFS. Linkages should be established between CFS and the mission and vision of schools.

All key areas of focus for CFS should be explored (Life Skills Based Health and Family Life Education, Parental Involvement, Student Involvement, Inclusive Learning Ready Classrooms, Positive Behaviour Management).

A two or three day training is the best format for this orientation. Those who attend the orientation are expected to return to their schools and share what they have learnt with the other members of staff to create interest in the implementation of CFS.

**Step 2: Establish Commitment**
Once the information on CFS is shared with staff, it must be determined whether a minimum of 80% of staff members share the belief that a CFS is required to improve teaching and learning processes and student behaviour at the school.

**Step 3: Select a CFS School Team**
CFS is a team based approach. Once schools decide to implement CFS, a school based team is created to lead the planning and implementation process. The CFS team will be responsible for conducting an initial needs assessment and guiding subsequent school wide CFS implementation. Data collection and analysis will be an important role of the team.

The team should be representative of the school community. It should include representatives from administration (Principal, Deputy Principal, Senior Teacher, Year Head, Subject Coordinators), teachers from each department of the school, specialist teachers, guidance counselors and a parent representative.

The size of the group is dependent on the school’s enrollment. School teams can range in size from four to about 8 persons.

Implementing CFS requires planning and time. It is recommended that teams schedule monthly meetings for the school year. In the initial stages it may be necessary to meet more frequently to make decisions, develop materials, train staff and coordinate efforts.

**ROLES OF THE TEAM:**
- Conduct initial school wide needs assessment.
- Develop the CFS action plan
- Conduct monthly meetings to assess, plan, evaluate progress, problem solve and make decisions
- Maintain communication between staff and administration
- Collect and use data to make decisions
- Participate in on-going training and staff development
- Assist with CFS training for school staff and parents
Step 4: Conduct a comprehensive needs assessment
CFS has several areas of focus. A comprehensive needs assessment can help schools to identify which areas are priority for their individual school environments. Teaching and non-teaching staff, students and parents should be given an opportunity to participate in the needs assessment.

The surveys to be administered in the initial needs assessment process are:

- The School Wide Evaluation Tool (SET)
- The School Safety Survey
- The Effective Behaviour Survey (EBS)

These surveys can be found at the end of this chapter.

Step 5: Create a CFS Action Plan
Once the needs assessment is complete, a CFS action plan should be created with the involvement of all stakeholders. The objective for developing a school wide CFS action plan is to create a written, systematic plan for improving current discipline, academic achievement and the climate of the school. The action plan should identify a sequence of activities, resources, people and schedule needed to achieve the school’s goals. The plan should include short-term and long term goals to cover a period of 3-5 years.

As the team determines its CFS action plan individual roles should be assigned. Subgroups of the CFS team can be formed to address the different areas that the action plan will be addressing (e.g. Parental Involvement, Behaviour Management). Other members of staff can be coopted to assist these subgroups.

Step 6: Communicate the plan
Once the plan is finalized, meet with all stakeholders to share the action plan. Outline the goals, next steps and how they can support the process.

Step 7: Implement the plan
The plan should be implemented under the leadership of the principal and CFS team with the full involvement of all stakeholders. Strive for consistency and sustainability. Many schools begin their efforts with a public launch. The start-up checklist at the end of this chapter can be used to help you begin your implementation.

Step 8: Evaluate your efforts
Use assessments, checklists, observation and behaviour data to monitor and evaluate implementation in an on-going manner. The surveys which are used for the initial needs assessment can be conducted yearly to measure progress. Checklists are also included in the following chapters to facilitate less time consuming, on-going assessment of the various areas of focus.

TIPS: AVOIDING PITFALLS
Schools are busy environments. It is crucial to establish a schedule for monthly team meetings for the entire school year. In the initial stages it will be necessary for the team to meet more frequently to plan. A clear agenda should be set to ensure productive and efficient meetings.
A few teachers and the Principal from Paix Bouche Primary School in Dominica were introduced to CFS at a national training workshop.

After the workshop the principal and her team of teachers were so inspired that they immediately sensitized the other teachers and began taking steps to make the school more child friendly.

For the first year of implementation the school decided to focus on implementing positive behavioural management techniques, engaging parents, creating opportunities for meaningful participation and encouraging healthy lifestyles. Interventions included:

- The introduction of school wide expectations-the 5 Bee Attitudes
- Routines have been developed for various school settings
- A reward system has been established to acknowledge appropriate behaviour
- Parents were sensitized
- A school meals service was introduced
- A students’ council was formed
- Litter prevention emphasized

Students have reported positive changes as a result of the implementation of these CFS practices. An 11 year old student shared that “before the students never use to be kind. They were just disrespectful to their teachers and each other. Now that we have the five Bees, I find that they are doing differently. They are behaving better.”

**Factors that Contribute to Successful CFS Implementation**

**ADMINISTRATIVE LEADERSHIP**

The principal’s involvement is critical to the success of CFS. The first task of administration is to sensitize staff and obtain buy in. To do so it is recommended that principals provide an overview of CFS and its associated benefits. However, their role does not end there. Once the school determines that at least 80% of staff is willing to implement CFS, the principal is responsible for supporting the process by:

- Ensuring that CFS remains a priority for the school
Ensuring that sufficient time and resources are allotted to make CFS successful

Modeling CFS practices in their interactions with staff, students and parents

Providing ongoing professional development for all staff

Facilitate planning and implementation by providing time for CFS team to meet

Being an enthusiastic spokesperson for the program by setting it as an agenda item at staff meetings and letting it be known to others that CFS is the guiding framework for all aspects of the school

Ensuring sure that new members are added to the team over time so as to prevent burn out and keep ideas fresh.

“The principal’s involvement helps me greatly, his presence is always there. He’s always in view, although he gives us space to lead. He shares his views and advises on matters of policy.”

Ingrid Prescod, Team Leader at All Saint’s Primary School, Barbados

**ONGOING WHOLE STAFF DEVELOPMENT**

Providing ongoing staff development can create greater staff buy in, accountability and positive changes in teacher beliefs. Training in the following areas is recommended.

1. Positive Behaviour Management – School Wide Systems
2. Positive Behaviour Management – Classroom Systems
3. Behaviour Assessment and Behaviour Improvement Plans
4. Student Support Teams and the Referral Process
5. Student Participation
6. Differentiated Instruction
7. Gender Awareness
8. Life-skills based Health and Family Life Education
9. Parental and Community Involvement

Encourage teachers to identify areas they will like to receive training. Once each training session is complete, encourage staff to implement the process with consistency and creativity. Follow up on the workshops to determine how the sessions have helped staff and to pinpoint areas in need of additional support.

**EMPHASIZING THE IMPROVEMENT OF TEACHING AND LEARNING IN THE CLASSROOM**

The classroom is the heart of the implementation of CFS. While the school represents the overall environment, the classroom is where students spend most of their time and where most instruction takes place. It is for those reasons that improving teaching and learning in the classroom must be a key area of focus.

**MOBILIZING RESOURCES**

Get to know your staff and parents. Encourage them to use their knowledge and skills to assist with the implementation. For example, parents with writing skills can be asked to write articles about positive discipline in the home.
◆ **MONITORING**
Monitor the implementation of CFS to assess whether you are meeting your desired outcomes. Monitoring can also help schools to identify challenges and successes. In the case of challenges, a problem solving model can be used to create solutions.

◆ **CELEBRATIONS**
Communicate and celebrate successes as they come. Remember to award staff, students and parents for their efforts. This encourages and motivates them to continue to give of their best.

**AVOIDING PITFALLS**
Consistency is necessary, in order for CFS to be implemented successfully. There must be:

<table>
<thead>
<tr>
<th>Consistency in:</th>
<th>Consistency by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations</td>
<td>Administrators</td>
</tr>
<tr>
<td>Training</td>
<td>School staff</td>
</tr>
<tr>
<td>Involvement</td>
<td>Families</td>
</tr>
<tr>
<td>Interpretation</td>
<td>Teachers</td>
</tr>
<tr>
<td>Implementation</td>
<td>Students</td>
</tr>
<tr>
<td>Accountability</td>
<td>Coaches</td>
</tr>
</tbody>
</table>

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*Teachers at Mount Tabor Primary in Barbados performing a skit to sensitize students during their CFS launch.*
Some persons may be anxious about change and find it difficult to embrace the practices associated with setting up Child Friendly Schools. Common sources of resistance are long standing beliefs, myths about CFS and fear of change. As schools prepare to implement CFS it may be helpful to identify some of the reasons why individuals may resist CFS implementation. Once schools have identified the possible sources of resistance, they can then identify some strategies for overcoming resistance.

The following strategies may help to bring staff on board:

- Show the anticipated benefits of implementing CFS
- Show how CFS contributes to the development of the school’s vision and mission
- Solicit feedback from all stakeholders
- Show evidence of success from similar schools
- Invite everyone to participate in developing the CFS action plan
- Debunk myths associated with CFS to build a clearer understanding of what CFS is all about
- Engage in ongoing communication with all stakeholders. Consider having spot meetings, a bulletin board, CFS corner, newsletter or CFS memos to facilitate ongoing contact and visibility.
- Make adoption as easy and attractive as possible
- Engage in ongoing professional development
- Select a representative CFS team
## CFS Start up Checklist

<table>
<thead>
<tr>
<th>Activity</th>
<th>Action Steps</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish Commitment</td>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◗ Administrator Involvement</td>
<td>b.</td>
<td></td>
<td></td>
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<tr>
<td>◗ CFS one of top 3 school goals</td>
<td>c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◗ 80% of faculty on board</td>
<td>d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◗ 3-5 year timeline</td>
<td>e.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Establish Team</td>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◗ Representative</td>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◗ Administrator Involvement</td>
<td>c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◗ Effective team operating procedures</td>
<td>d.</td>
<td></td>
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<tr>
<td>◗ Assign roles</td>
<td>e.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>◗ Scheduled monthly meeting dates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>◗ Plan for communicating with staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment completed</td>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(adapted from http://mmiblsi.cenmi.org)
<table>
<thead>
<tr>
<th>Activity Task Analysis</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>All stakeholders involved</td>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>Priorities Clarified</td>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>Action plan developed</td>
<td>d.</td>
<td></td>
</tr>
<tr>
<td>Action Plan presented to stakeholders</td>
<td>e.</td>
<td></td>
</tr>
<tr>
<td>5. CFS Launch</td>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>Parents &amp; Community invited</td>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>Activities to sensitize students, teaching and non-teaching staff and parents about CFS</td>
<td>c.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d.</td>
<td></td>
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<tr>
<td></td>
<td>e.</td>
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</table>
Implementing CFS in Caribbean School

The School-wide Evaluation Tool (SET) is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET results are used to:

1. assess features that are in place
2. determine annual goals for school-wide effective behavior support
3. evaluate on-going efforts toward school-wide behavior support
4. design and revise procedures as needed, and
5. compare efforts toward school-wide effective behavior support from year to year.

Information necessary for this assessment tool is gathered through multiple sources including review of permanent products, observations, and staff (minimum of 10) and student (minimum of 15) interviews or surveys.

There are multiple steps for gathering all of the necessary information. The first step is to identify someone at the school as the contact person. This person will be asked to collect each of the available products listed below and to identify a time for the SET data collector to preview the products and set up observations and interview/survey opportunities. Once the process for collecting the necessary data is established, reviewing the data and scoring the SET averages takes two to three hours.

### PRODUCTS TO COLLECT

1. ✓ Discipline handbook
2. ✓ School improvement plan goals
3. ✓ Annual Action Plan for meeting school-wide behavior support goals
4. ✓ Social skills instructional materials/ implementation time line
5. ✓ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
6. ✓ Office discipline referral form(s)
7. ✓ Other related information

### USING SET RESULTS

The results of the SET will provide schools with a measure of the proportion of features that are:

1: Not targeted or started
2: In the planning phase, and
3: In the implementation/ maintenance phases of development toward a systems approach to school-wide effective behavior support. The SET is designed to provide trend lines of improvement and sustainability over time.
IMPLEMENTATION GUIDE

School: ................................................................. Date: ........................................

A. Identify school contact person & give overview of SET page with the list of products needed.
B. Ask when they may be able to have the products gathered. Approximate date: __________
C. Get names, phone #’s, email address & record below.

Name _________________________________ Phone ____________________

Email ______________________________________________________________

PRODUCTS TO COLLECT

1. ______ Discipline handbook
2. ______ School improvement plan goals
3. ______ Annual Action Plan for meeting school-wide behavior support goals
4. ______ Social skills instructional materials/ implementation time line
5. ______ Behavioral incident summaries or reports (e.g., office referrals, suspensions, expulsions)
6. ______ Office discipline referral form(s)
7. ______ Other related information

A. Confirm meeting date with the contact person for conducting an administrator interview, taking a tour of the school while conducting student & staff interviews, & for reviewing the products.
   Meeting date & time: __________________________

A. Conduct administrator interview.
B. Tour school to conduct observations of posted school rules & randomly selected staff (minimum of 10) and student (minimum of 15) interviews.
C. Review products & score SET.

A. Summarize surveys & complete SET scoring.
B. Update school graph.
C. Meet with team to review results.
   Meeting date & time: __________________________
### SCORING Guide

**School:** ............................................................ **Date:** ................................

<table>
<thead>
<tr>
<th>Pre: ..........</th>
<th>Post: ..........</th>
<th>SET data collector: ..............................................................</th>
</tr>
</thead>
</table>

#### D. System for Responding to Behavioral Violations

1. Is there a documented system for dealing with and reporting specific behavioral violations?  
   
   (0 = no; 1 = states to document; but not how; 2 = yes)  
   
   | Discipline handbook, Instructional materials | P |
   | Other ______________ | | |

2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed?  
   
   (0 = 0-50%; 1 = 51-89%; 2 = 90-100%)  
   
   | Interviews | Other ______________ | I |

3. Is the documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations?  
   
   (0 = 0-3; 1 = 4-5; 2 = 6-7)  
   
   | Walls | Other ______________ | O |

4. Do 90% of staff asked agree with administration on the procedure for handling extreme emergencies (stranger in building with a weapon)?  
   
   (0 = 0-50%; 1 = 51-89%; 2 = 90-100%)  
   
   | Interviews | Other ______________ | I |

#### E. Monitoring & Decision-Making

1. Does the discipline referral form list (a) student/grade, (b) date, (c) time, (d) referring staff, (e) problem behavior, (f) location, (g) persons involved, (h) probable motivation, & (i) administrative decision?  
   
   (0=0-3 items; 1= 4-6 items; 2= 7-9 items)  
   
   | Referral form | (circle items present on the referral form) | P |
   | Other ______________ | | |

2. Can the administrator clearly define a system for collecting & summarizing discipline referrals (computer software, data entry time)?  
   
   (0=no; 1= referrals are collected; 2= yes)  
   
   | Interview | Other ______________ | I |

3. Does the administrator report that the team provides discipline data summary reports to the staff at least three times/year?  
   
   (0= no; 1= 1-2 times/yr.; 2= 3 or more times/yr)  
   
   | Interview | Other ______________ | I |

4. Do 90% of team members asked report that discipline data is used for making decisions in designing, implementing, and revising school-wide effective behavior support efforts?  
   
   (0= 0-50%; 1 = 51-89%; 2 = 90-100%)  
   
   | Interviews | Other ______________ | I |

#### F. Management

1. Does the school improvement plan list improving behavior support systems as one of the top 3 school improvement plan goals?  
   
   (0 = no; 1= 4th or lower priority; 2 = 1st- 3rd priority)  
   
   | School Improvement Plan, Interview | Other ______________ | P |

2. Can 90% of staff asked report that there is a school-wide team established to address behavior support systems in the school?  
   
   (0= 0-50%; 1 = 51-89%; 2 = 90-100%)  
   
   | Interviews | Other ______________ | I |

3. Does the administrator report that team membership includes representation of all staff?  
   
   (0= no; 2= yes)  
   
   | Interview | Other ______________ | I |

4. Can 90% of team members asked identify the team leader?  
   
   (0= 0-50%; 1 = 51-89%; 2 = 90-100%)  
   
   | Interviews | Other ______________ | I |

5. Is the administrator an active member of the school-wide behavior support team?  
   
   (0= no; 1= yes, but not consistently; 2 = yes)  
   
   | Interview | Other ______________ | I |

### Summary Scores:

<table>
<thead>
<tr>
<th>A = /4</th>
<th>B = /10</th>
<th>C = /6</th>
<th>D = /8</th>
<th>E = /8</th>
<th>F = /16</th>
<th>G = /4</th>
<th>Mean = /7</th>
</tr>
</thead>
</table>

---
ADMINISTRATOR INTERVIEW GUIDE

LET’S TALK ABOUT YOUR DISCIPLINE SYSTEM
1) Do you collect and summarize office discipline referral information?  Yes  No  If no, skip to #4.
2) What system do you use for collecting and summarizing office discipline referrals? (E2)
   a) What data do you collect? ________________
   b) Who collects and enters the data? ________________
3) What do you do with the office discipline referral information? (E3)
   a) Who looks at the data? ________________
   b) How often do you share it with other staff? ________________
4) What type of problems do you expect teachers to refer to the office rather than handling in the classroom/ specific setting? (D2)
5) What is the procedure for handling extreme emergencies in the building (i.e. stranger with a gun)? (D4)

LET’S TALK ABOUT YOUR SCHOOL EXPECTATIONS OR A MOTTO
6) Do you have school expectations or a motto?  Yes  No  If no, skip to # 10.
7) How many are there? ________________
8) What are the expectations/motto? (B4, B5)
9) What are they called? (B4, B5)
10) Do you acknowledge students for doing well socially?  Yes  No  If no, skip to # 12.
11) What are the social acknowledgements/ activities/ routines called (student of month, positive referral, letter home, stickers, high 5’s)? (C2, C3)

DO YOU HAVE A TEAM THAT ADDRESSES SCHOOL-WIDE DISCIPLINE?
IF NO, SKIP TO # 19
12) Has the team taught/reviewed the school-wide program with staff this year? (B3)  Yes  No
13) Is your school-wide team representative of your school staff? (F3)  Yes  No
14) Are you on the team? (F5)  Yes  No
15) How often does the team meet? (F6) __________
16) Do you attend team meetings consistently? (F5)  Yes  No
17) Who is your team leader/facilitator? (F4) ________________
18) Does the team provide updates to faculty on activities & data summaries? (E3, F7)  Yes  No
   If yes, how often? ________________
19) Do you have an out-of-school liaison in the district to support you on positive behavior support systems development? (G2)  Yes  No
   If yes, who? ________________
20) What are your top 3 school improvement goals? (F1)
21) Does the school budget contain an allocated amount of money for building and maintaining school-wide behavioral support? (G1)  Yes  No
INTERVIEWS GUIDE FOR STAFF

In addition to the administrator interview questions there are questions for Behavior Support Team members, staff and students. Interviews can be completed during the school tour. Randomly select students and staff as you walk through the school. Use this page as a reference for all other interview questions. Use the interview and observation form to record student, staff, and team member responses.

STAFF INTERVIEW QUESTIONS

_Interview a minimum of 10 staff_

1) What are the _________________ (school expectations, high 5’s, 3 bee’s)?

   (Define what the acronym means)  (B5)

2) Have you taught the school rules/behavioral expectations this year?  (B2)

3) Have you given out any _________________ since ________________?  
   (rewards for appropriate behavior)  (2 months ago)  (C3)

4) What types of student problems do you or would you refer to the office?  (D2)

5) What is the procedure for dealing with a stranger with a gun?  (D4)

6) Is there a school-wide team that addresses behavioral support in your building?

7) Are you on the team?

TEAM MEMBER INTERVIEW QUESTIONS

1) Does your team use discipline data to make decisions?  (E4)

2) Has your team taught/reviewed the school-wide program with staff this year?  (B3)

3) Who is the team leader/facilitator?  (F4)

STUDENT INTERVIEW QUESTIONS

_Interview a minimum of 15 students_

1) What are the _________________ (school rules, high 5’s, 3 bee’s)?

   (Define what the acronym means.)  (B4)

2) Have you received a _________________ since ________________?  
   (reward for appropriate behavior)  (2 months ago)  (C2)
### Figure 4 (cont’d)

#### INTERVIEW AND OBSERVATION FORM

<table>
<thead>
<tr>
<th></th>
<th>Staff questions (Interview a minimum of 10 staff members)</th>
<th>Team member questions</th>
<th>Student questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have you taught the school rules/behavior/expected to students this year?</td>
<td>What is the procedure for dealing with a stranger with a gun?</td>
<td>Are you on the team?</td>
</tr>
<tr>
<td></td>
<td>Have you given out any rules since ? (2 mos.)</td>
<td>Is there a team in your school to address school-wide behavior support systems?</td>
<td>Does your team use discipline data to make decisions?</td>
</tr>
<tr>
<td></td>
<td>What types of student problems do you refer to the office?</td>
<td>Are you on the team?</td>
<td>Has your team taught/reviewed SW program this year?</td>
</tr>
<tr>
<td></td>
<td>What are the school expectations?</td>
<td>Who is the team leader/facilitator?</td>
<td>What are the school expectations?</td>
</tr>
<tr>
<td></td>
<td>Record the # of expectations Known.</td>
<td></td>
<td>Record the # known</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Have you received a reward since ?</td>
</tr>
<tr>
<td>1</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
<td>1 Y N</td>
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<tr>
<td>2</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
<td>2 Y N</td>
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<td>3</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
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<td>15</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
<td>15 Y N</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
</tr>
</tbody>
</table>

### Location

<table>
<thead>
<tr>
<th></th>
<th>Front hall/office</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Cafeteria</th>
<th>Library</th>
<th>Other setting (gym, lab)</th>
<th>Hall 1</th>
<th>Hall 2</th>
<th>Hall 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are rules &amp; expectations posted?</td>
<td>Y N Y N Y N</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
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<td>Y N Y N</td>
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<td>Y N Y N</td>
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<tr>
<td>Is the documented crisis plan readily available?</td>
<td>Y N Y N Y N</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
<td>Y N Y N</td>
<td>X X X</td>
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</tbody>
</table>
School Safety Survey

ESSENTIAL QUESTIONS FOR SCHOOL SAFETY PLANNING

Please take a few minutes to complete the attached survey. Please place a check (X) next to the item that best reflects your opinion for each question. Your responses will be valuable in determining training and support needs related to school safety and violence prevention.

School Name:...................................................    Date:................................................................
City, Town, or Community:....................................................................................................................

YOUR ROLE
Administrator: .......... Related Service Provider: ..........
Teacher: ............ Parent: ..........
Classified: ............ Student: ............
Special Education Teacher: ............ Other: ............

Section One: Assessment of Risk Factors for School Safety and Violence!

<table>
<thead>
<tr>
<th>Indicate the extent to which these factors exist in your school and neighborhood:!</th>
<th>not at all</th>
<th>minimally</th>
<th>moderately</th>
<th>extensively</th>
<th>don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Illegal weapons.</td>
<td></td>
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<tr>
<td>2. Vandalism.</td>
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<tr>
<td>3. High student mobility (i.e. frequent changes in school enrollment).</td>
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<tr>
<td>4. Graffiti.</td>
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<tr>
<td>5. Gang activity.</td>
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<tr>
<td>6. Truancy</td>
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<tr>
<td>7. Student suspensions and/or expulsions</td>
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<tr>
<td>8. Students adjudicated by the court.</td>
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<tr>
<td>9. Parents withdrawing students from school because of safety concerns.</td>
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<tr>
<td>10. Child abuse in the home.</td>
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<tr>
<td>11. Trespassing on school grounds.</td>
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<tr>
<td>13. Crimes (e.g. theft, extortion, hazing).</td>
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<tr>
<td>15. Fights, conflict, and assault.</td>
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<tr>
<td>17. Deteriorating condition of the physical facilities in the school.</td>
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</tbody>
</table>

Figure 5
### Section Two: Assessment of Response Plans for School Safety and Violence

<table>
<thead>
<tr>
<th>Indicate the extent to which these factors exist in your school and neighborhood:</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Opportunity for extracurricular programs and sports activities.</td>
<td></td>
</tr>
<tr>
<td>19. Professional development and staff training.</td>
<td></td>
</tr>
<tr>
<td>20. Crisis and emergency response plans.</td>
<td></td>
</tr>
<tr>
<td>21. Consistently implemented school-wide discipline plans</td>
<td></td>
</tr>
<tr>
<td>22. Student support services in school (e.g. counseling, monitoring, support team systems)</td>
<td></td>
</tr>
<tr>
<td>23. Parent involvement in our school (e.g. efforts to enhance school safety, student support).</td>
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</tr>
<tr>
<td>25. Supervision of students across all settings.</td>
<td></td>
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<tr>
<td>26. Suicide prevention/response plans.</td>
<td></td>
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<tr>
<td>27. Student participation and involvement in academic activities.</td>
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<tr>
<td>29. Acceptance of diversity.</td>
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</tr>
<tr>
<td>30. Response to conflict and problem solving.</td>
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<tr>
<td>31. Collaboration with community resources.</td>
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</tr>
<tr>
<td>32. High expectations for student learning and productivity.</td>
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</tr>
<tr>
<td>33. Effective student - teacher relationships.</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 5 (cont’d)*
Section Three:
Your Comments on School Safety and Violence.

1. What is the most pressing safety need in your school?

2. What school safety activities does your school do best?

3. What topics are most important for training and staff development?

4. What are the biggest barriers to improved school safety measures?
5. What other comments do you have regarding school safety? .......................................................... 
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6. What other factors not included in this survey do you believe affect school safety? 
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### EFFECTIVE BEHAVIOUR SUPPORT SURVEY (EBS)
#### ASSESSING AND PLANNING BEHAVIOR SUPPORT IN SCHOOLS

*Sugai, Horner & Todd, 2000*
*Educational and Community Supports*
*University of Oregon*

Name of school: ................................................................. Date: ...........................................
District: .............................................................................. State: ...........................................
Person Completing the Survey: .............................................................................................................

<table>
<thead>
<tr>
<th>Administrator</th>
<th>Special Educator</th>
<th>Parent/Family member</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Educator</td>
<td>Counselor</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>Teacher Assistant</td>
<td>Community member</td>
<td>Other</td>
</tr>
</tbody>
</table>

1. Complete the survey independently.

2. Schedule 20-30 minutes to complete the survey.

3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

   To assess behavior support, first evaluate the status of each system feature (i.e. in place, partially in place, not in place) (left hand side of survey). Next, examine each feature:

   a. “What is the current status of this feature (i.e. in place, partially in place, not in place)?”

   b. For those features rated as partially in place or not in place, “What is the priority for improvement for this feature (i.e., high, medium, low)?”

4. Return your completed survey to ....................................................... by ....................................

---

**Figure 6**

---
Implementing CFS in Caribbean School

I will be the very best I can be.
Figure 7
SCHOOL-WIDE SYSTEMS

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partial in Place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not in Place</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School-wide** is defined as involving all students, all staff, & all settings.

<table>
<thead>
<tr>
<th></th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Med</td>
</tr>
</tbody>
</table>

1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.

2. Expected student behaviors are taught directly.

3. Expected student behaviors are rewarded regularly.

4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.

5. Consequences for problem behaviors are defined clearly.

6. Distinctions between office v. classroom managed problem behaviors are clear.

7. Options exist to allow classroom instruction to continue when problem behavior occurs.

8. Procedures are in place to address emergency/dangerous situations.

9. A team exists for behavior support planning & problem solving.

10. School administrator is an active participant on the behavior support team.

11. Data on problem behavior patterns are collected and summarized within an on-going system.

12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).

13. School has formal strategies for informing families about expected student behaviors at school.

14. Booster training activities for students are
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>School has formal strategies for informing families about expected student behaviors at school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Booster training activities for students are developed, modified, &amp; conducted based on school data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.</td>
<td></td>
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</tr>
<tr>
<td>16.</td>
<td>All staff are involved directly and/or indirectly in school-wide interventions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>The school team has access to on-going training and support from district personnel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>The school is required by the district to report on the social climate, discipline level or student behavior at least annually.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name of School ____________________________________________ Date ______________
Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).

<table>
<thead>
<tr>
<th>Feature</th>
<th>Current Status</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School-wide expected student behaviors apply to non-classroom settings.</td>
<td>In Place</td>
<td>High</td>
</tr>
<tr>
<td>2. School-wide expected student behaviors are taught in non-classroom settings.</td>
<td>Partial in Place</td>
<td>Med</td>
</tr>
<tr>
<td>3. Supervisors actively supervise (move, scan, &amp; interact) students in non-classroom settings.</td>
<td>Not in Place</td>
<td>Low</td>
</tr>
<tr>
<td>4. Rewards exist for meeting expected student behaviors in non-classroom settings.</td>
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<tr>
<td>5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to &amp; exit from school grounds.</td>
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<tr>
<td>7. Staff receives regular opportunities for developing and improving active supervision skills.</td>
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</tr>
<tr>
<td>8. Status of student behavior and management practices are evaluated quarterly from data.</td>
<td></td>
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</tr>
<tr>
<td>9. All staff are involved directly or indirectly in management of non-classroom settings.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Figure 8 (Cont’d)

**CLASSROOM SYSTEMS**

<table>
<thead>
<tr>
<th>Current Status</th>
<th>In Place</th>
<th>Partial in Place</th>
<th>Not in Place</th>
<th>Feature</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom settings</strong></td>
<td></td>
<td></td>
<td></td>
<td>are defined as instructional settings in which teacher(s) supervise &amp; teach groups of students.</td>
<td></td>
</tr>
<tr>
<td>1. Expected student behavior &amp; routines in classrooms are stated positively &amp; defined clearly.</td>
<td></td>
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</tr>
<tr>
<td>2. Problem behaviors are defined clearly.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3. Expected student behavior &amp; routines in classrooms are taught directly.</td>
<td></td>
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</tr>
<tr>
<td>4. Expected student behaviors are acknowledged regularly (positively reinforced) (&gt;4 positives to 1 negative).</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Problem behaviors receive consistent consequences.</td>
<td></td>
<td></td>
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<tr>
<td>6. Procedures for expected &amp; problem behaviors are consistent with school-wide procedures.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Instruction &amp; curriculum materials are matched to student ability (math, reading, language).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Students experience high rates of academic success (&gt; 75% correct).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10. Teachers have regular opportunities for access to assistance &amp; recommendations (observation, instruction, &amp; coaching).</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>11. Transitions between instructional &amp; non-instructional activities are efficient &amp; orderly.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Name of School ___________________________ Date _______________
**Figure 9**

**INDIVIDUAL STUDENT SYSTEMS**

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td><strong>Individual student systems</strong> are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment)</td>
<td>High</td>
</tr>
<tr>
<td>Partial in Place</td>
<td>1. Assessments are conducted regularly to identify students with chronic problem behaviors.</td>
<td>Med</td>
</tr>
<tr>
<td>Not in Place</td>
<td>2. A simple process exists for teachers to request assistance.</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Significant family &amp;/or community members are involved when appropriate &amp; possible.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Behavior is monitored &amp; feedback provided regularly to the behavior support team &amp; relevant staff.</td>
<td></td>
</tr>
</tbody>
</table>

Name of School _________________________________  Date ___________________
Implementing CFS in Caribbean School supports children's growing capacities.
IMPLEMENTING
Implementing CFS in Caribbean School

POSITIVE BEHAVIOUR MANAGEMENT PRACTICES AT CFS SCHOOLS
Introduction

The CFS principles of child centredness and inclusiveness encourage schools to make decisions which help students to achieve their full potential in safe, learning ready environments.

This approach is especially relevant as behaviour problems have posed an ongoing challenge to the safety and productivity of some schools in the region. In some cases, students come to school without the necessary social skills to relate positively to their peers or teachers. These students are often unable to meet the school’s behavioral expectations. Their inappropriate behavior interferes with learning and instruction and has a negative impact on school climate.

Schools often lack the structures to adequately support students these students. As a result many of them end up being excluded from instruction. School wide positive behaviour management (SWPBM) offers a better way by providing a continuum of support for all students.

There are a few keys messages associated with School Wide Positive Behavior Management:

- Students are NOT born bad
- Punishment may stop the behaviour but it does not teach better ways of behaving
- Improvement requires an increased emphasis on proactive approaches which directly teach more socially acceptable behaviours, provide regular practice in the natural environment and are followed by frequent positive reinforcement.

A WHOLE SCHOOL APPROACH TO BEHAVIOUR MANAGEMENT

Traditional methods of behavior management have relied heavily on punitive approaches to managing behavior. School Wide Positive Behavior Management takes a different approach. It can be thought of as a broad, generic term that describes a set of strategies or procedures designed to improve behavioral success by employing non-punitive, proactive, systematic techniques which are implemented throughout the school.

This approach to behaviour management acknowledges that effective behaviour management requires the commitment and support of the school staff, parents and students. These educational stakeholders unite around the common goal to manage behaviour in ways that are respectful, proactive and effective.

The focus is on establishing a positive school climate where the behavioral expectations are clearly defined, directly taught, consistently recognized and actively monitored (Sprague & Horner, 2006).

School wide positive behaviour management uses a three tiered approach to ensure that all learners are supported. The first tier is the Universal Level which provides interventions for all students. Research shows that 80 to 85 percent of students will respond positively to this level of intervention. The second tier is the Secondary Level. This level provides interventions for select students who are experiencing difficulty following the expectations despite being exposed to the universal expectations. 5 to 15 percent of the student population is in need of the interventions at this level. The final tier is the Tertiary Level which caters to the 1 to 7 percent of students who have not responded to the school-based universal and secondary levels of intervention. The figure A describes the 3 tiers in more detail.
Implementing CFS in Caribbean School

**BENEFITS OF SCHOOL WIDE POSITIVE BEHAVIOUR MANAGEMENT**

- Sustained use of these practices can alter the trajectory of at risk children toward destructive outcomes, and prevent the onset of risk behaviour in typically developing children.

- Effective and sustained implementation will create a more responsive school climate that supports academic achievement and social development. (Horner, Sugai, Todd, & Lewis-Palmer, in press; Walker et al, 1996)

**HOW TO IMPLEMENT A SCHOOL WIDE POSITIVE BEHAVIOUR MANAGEMENT PLAN CORE COMPONENTS**

There are a few essential components for implementing the universal level of school wide positive behavior management. Although each school may take a unique approach to how the components are emphasized and integrated, all components are essential for successful implementation.

**STEP 1: A POSITIVE BEHAVIOUR MANAGEMENT TEAM**

In most instances, the CFS team functions as the Positive Behaviour Management Team. However, where necessary this team can be a sub-group of the larger CFS team.

The team will be responsible for guiding the implementation of school wide behavior management practices.

**AVOIDING PITFALLS**

*Communication is vital to the success of CFS. Keeping the entire staff updated and getting their feedback increases the likelihood that staff will buy into the process and support implementation efforts.*
STEP 2: NEEDS ASSESSMENT
The initial needs assessment is conducted by the CFS team to gather information on current school-wide behavior management systems and to identify priority areas for improvement. The information from the surveys constitutes the school's baseline data. The data is summarized by the team and presented to all members of staff. The information is then analyzed and used by the PBM team to determine school-wide behavior management goals.

The needs assessment surveys are conducted annually to monitor and evaluate the school's on-going efforts, design or revise procedures and to compare outcomes from year to year.

STEP 3: DEVELOP SCHOOL WIDE EXPECTATIONS
Once the staff has identified areas for improvement, they should select three to five behavioral expectations to guide behavior for all members of the school. All staff should agree on the chosen expectations.

DEVELOPING EXPECTATIONS:
The selected expectations should be positively stated, memorable, concise and clear. They should also be applicable to all settings. Here are some examples:

In addition to clearly communicating what behavior is expected, these expectations create a focus which supports staff's efforts to monitor student behavior.
STEP 4: AN EDUCATIONAL APPROACH TO TEACHING BEHAVIOUR

Schools are in the business of teaching academics. Schools which implement SWPBM recognize that it is also important to teach behaviour. Here are some guidelines for providing direct instruction on behaviour.

1. Teach behaviours as you would teach academics
   - Create lessons plans for teaching the expectations
   - Give a rationale for why the behaviour is being taught
   - Use a variety of instructional activities (role plays, demonstrations, modeling, songs)
   - Give examples and non-examples
   - Use a t-chart to show what the behaviour looks like an sounds like
   - Allow for guided practice of the behaviour
   - Take students to the various areas around the school for instruction on appropriate behaviour (e.g. serving area, canteen, bathrooms, computer lab, playing field)

2. Schedule time to teach the behaviour at the beginning of the term. Provide refresher lessons over the course of the school year (once per week).

3. Keep lessons brief (5-15 minutes)

Example of the Behaviour Matrix

<table>
<thead>
<tr>
<th>Setting</th>
<th>All Settings</th>
<th>Corridors</th>
<th>Playground</th>
<th>Lunch Areas</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus/Walk</th>
<th>Bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect Yourself</td>
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<tr>
<td></td>
<td>Be Prepared</td>
<td>Use quiet</td>
<td>Play safe</td>
<td>Eat all your food</td>
<td>Study, read, compute</td>
<td>Stand in one spot</td>
<td>Move gracefully</td>
<td>Wash your hands</td>
</tr>
<tr>
<td></td>
<td>Be on task</td>
<td>voice</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Give your best effort</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Respect Others</td>
<td></td>
<td></td>
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<tr>
<td>Respect Property</td>
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</tbody>
</table>

4. Adults should model the expected behaviours

5. Determine how teachers will provide booster trainings for student who do not immediately learn the expectations

TOOLS FOR TEACHING EXPECTATIONS: THE LESSON PLAN TEMPLATE

1. Identify the expectation to be taught.
2. Identify the setting.
3. Define the expectation
4. Identify examples of the appropriate behaviour
5. Identify examples of inappropriate behaviour
6. Identify the instructional activities which teachers can use to teach this expectation
7. Determine how you will check for understanding

THE MATRIX

Once the behavioural expectations are created, a behaviour matrix is developed. The matrix clarifies each expectation and acts as a teaching and reinforcement tool. It is created by identifying the main settings in the schools and then pinpointing what the expectations look like in each area.

Once the behavioural expectations are clearly identified and taught, the school must consistently communicate these expectations to students, staff and parents.
Jingle

GO GREEN

I try to sit and listen to the teacher
    I really, really do
But my friend is always talking to me
    My naughty friend named Sue

She never stays on GREEN
For sometime throughout the day
Teacher says “Sue move to YELLOW,
    You may NOT go out and play!”

She tries her very best
To get me on YELLOW or BLUE
But I know she is only being mean
Going GREEN is much more cool

So everyday I try and try
To keep my peg on GREEN
So teacher will see that I deserve
To be on the GREEN TEAM

Written by C.N. Worrell 2010  
CFS Team Member at Chalky Mount Primary School, Barbados
Creative way to teach the expectations:

**CELEBRITY PANEL DISCUSSIONS**

To build a firm understanding of the terms in your expectations (respectful, responsible, caring, safe, proud etc.) invite a “Celebrity Panel” to the classroom to discuss the meaning of the terms. Ask a variety of people to join the panel such as parents, teachers, police officers, doctors or local business owners.

Have the panel share about the meaning of the chosen expectation. Invite them to tell stories that illustrate the importance of following the expectation. Follow the panel discussion with a question and answer session with the students. Then have students write or draw about what the expectation means to them. Create a binder with the students’ work.

**SIGNAGE**

Erect signage to prominently display the school’s expectations. These posters ensure that everyone entering the compound knows the behavioural expectations of that school.

They serve as reminders of appropriate behaviour for all staff, students and visitors.

Creating signage is also a great way to involve students.

---

Signage on the corridor of a school to guide traffic flow, Dominica

Students following footprints, Workman’s Primary School, Barbados
STEP 5: DESIGN SYSTEMS FOR POSITIVE ACKNOWLEDGEMENT AND REINFORCEMENT

When used correctly positive reinforcement can serve to increase appropriate behaviour and decrease negative behaviour.

Effective school-wide reinforcement systems:

- Are inclusive of all students
- Use valued rewards-ask students to generate ideas
- Publicly recognize appropriate behaviour
- Acknowledge staff, parents and community partners for their efforts
- Monitor the effect of reinforcement and adjust frequency of reinforcement as needed
- Are consistently enforced at home and at school

Establish a continuum of rewards involving:

1. Free and Frequent Rewards

   Examples:
   - Positive Teacher Attention
   - Verbal recognition
   - Caught being good tickets
   - Student allowed “golden time” with activity of choice
   - Teacher’s assistant for the day
   - Positive Notes to students and parents
   - Positive phone calls to parents

2. Weekly/Monthly Rewards

   Examples:
   - Lottery Drawings and Redeemable Coupons
   - Certificates
   - Plaques
   - Medals

- Posting the child’s picture
- Lucky dips
- Student of the week/month
- Principal Promise- when a certain behaviour target is reached the principal agrees to perform a funny task (e.g. playing cricket with students, singing a song)
- CFS Prince/Princess
- Lunch with teacher/principal
- Positive Referral to the Principal’s Office for special acknowledgement
- Visit to school shop on monthly shopping day
- Celebration assemblies

3. Quarterly/Termly/Yearly Rewards

   Examples
   - Tours
   - Celebration parties
The Grand Bay Primary School was once considered one of the most difficult schools on the island. Many of the students struggled with low self-esteem and behavioural problems.

When the principal and staff were introduced to CFS they readily embraced it because they saw it as a way to make a positive difference in the lives of the children. One of their first priorities was to improve the behaviour and self-esteem of students.

One of the strategies they implemented to reach their goals was a reward system. This system took the form of the Principals’ 200 Club. All members of staff including ancillary staff, school meals workers, gardeners, vendors and bus drivers take part in the reward system. To become a member of the Principals’ 200 Club students have to be caught engaging in expected behaviours by an adult. Everyday tickets are given to a few persons who work with the students. These mystery persons observe the students and give tickets to those who are exhibiting positive behaviour in line with the school’s CFS expectations.

The school expectations are: Be Responsible, Be Respectful, Be Kind, Be Ready to Learn and Be Cooperative.

Students who receive tickets write their names on the back of them and place their ticket on a board that is displayed at the school’s entrance. When a row is filled, those students are rewarded at a special assembly.

Teachers and students alike are reporting positive changes as a result of this reward system. Grade 5 teacher, Ms. Carette noted that students are “behaving better on the playground and at lunchtime. Before we used to have at least five fights a week especially at lunch, but now we are not seeing fights anymore. Everyone wants their name on the board.”

A 13 year old student remarked that “before CFS the students liked to fight. Now everyone just likes to play and get along.”
STEP 6: ENSURE CLEAR CONSEQUENCES FOR DEALING WITH PROBLEM BEHAVIOUR

Identify problem behaviours and determine which behaviours will be handled by teachers and which ones will be handled by administration. (See sample Office Managed vs. Classroom Managed Form)

### Teacher Managed Behaviours
- Tardiness
- Inappropriate language
- Being unprepared for class
- Eating in class
- Talking while teacher is instructing
- Non-compliance with staff direction
- Inappropriate language
- Cheating
- Failure to follow classroom rules

### Office Managed Behaviour
- Harassment/Bullying
- Threats of bringing weapon to school
- Fighting
- Theft
- Gambling
- Property damage/Vandalism
- Possession of alcohol or drugs
- Intimidation/Verbal Threats
- Chronic violation of teacher managed behaviours

Consequences for violation of expectations must be clear. They must be consistently applied, immediate where possible, and should be incremental to address the varied levels of misconduct.

**Examples of Consequences:**
- The “Look” (negative facial expressions)
- Negative signals (outstretched open palm indicating “stop”)
- Verbal reprimand
- Verbal warning
- Written warning
- Time out
- Change seat
- Completion of a “Think Sheet”
- Withdrawal of privileges within the classroom
- Conference with student
- Behaviour Contracts
- Daily Report Card
- Detention
- Notation on conduct card (colour coded card for younger students)
- Contacting Parent (by phone or letter)
- Parent conference
- Teacher Assistance Team Intervention
- Referral to support services
- Referral to counsellor/psychologist/psychiatrist/social worker
- Referral to At Risk Programme
- Referral to Check in/Check Out programme
- Suspension – Out of School/In School Suspension
## Examples of Teacher Managed Consequences

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Conference</strong></td>
<td>Teacher discusses behavioural infractions and expectations. Can be used to provide direct instruction in expected behaviour.</td>
</tr>
<tr>
<td><strong>Parent Conference</strong></td>
<td>Teacher communicates with parent about student’s behaviour</td>
</tr>
<tr>
<td><strong>Time out</strong></td>
<td>Short time away from group and other reinforcement. During this time student reflects on his or her behavior and what would be more appropriate next time.</td>
</tr>
<tr>
<td><strong>Think Sheets</strong></td>
<td>Used to help students to reflect on negative behaviour and identify more appropriate behaviour</td>
</tr>
<tr>
<td><strong>Removal of Privileges</strong></td>
<td>Students lose desired activities or other privilege.</td>
</tr>
<tr>
<td></td>
<td>Example: Goes to play time five minutes after classmates</td>
</tr>
<tr>
<td><strong>Behaviour Contract</strong></td>
<td>Teacher, student and parent(s) sign a contract indicating student goals for improved behaviour, rewards for appropriate behaviour and consequences for inappropriate behaviour</td>
</tr>
<tr>
<td><strong>Home/School Behaviour Plan</strong></td>
<td>Teacher and parents agree on expected behaviour, acknowledgement of appropriate behaviour and consequences for problem behaviours</td>
</tr>
</tbody>
</table>
TOOLS FOR MANAGING BEHAVIOUR IN THE EASTERN CARIBBEAN SCHOOL

Example of a Think Sheet
(Source: http://www.nevada.k12.no.us/Bryan_School/Homepage/School%20Profile.htm)

Example of behaviour contract toolS for Managing behaviour in the eaStern caribbean School
EXAMPLE OF BEHAVIOUR CONTRACT
FOR OLDER STUDENTS

Behavior Expectations:
1: ............................................................................................................................................................
2: ............................................................................................................................................................
3: ............................................................................................................................................................

Privileges for meeting the conditions of the contract:
1: ............................................................................................................................................................
2: ............................................................................................................................................................

Consequences/Restrictions for failing to meet the conditions of the contract:
1: ............................................................................................................................................................
2: ............................................................................................................................................................

I understand that I must meet all Behavior Expectations listed above in order to earn both of my privileges each day. Failure to meet the Behavior Expectations listed above will result in my earning of both consequences/restrictions listed above.

Child’s Signature  Teacher’s Signature  Parent’s Signature

Source: http://www.freebehaviorcontracts.com/
**OBSERVATIONAL BEHAVIOUR CHECK LIST**

![Positive Behaviour](image)

**Positive Behaviour**

**REWARD**

<table>
<thead>
<tr>
<th>Positive Behaviour</th>
<th>I was disobedient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not calling out other student names</td>
<td>Calling out names</td>
</tr>
<tr>
<td>Not talking out of turn</td>
<td>Getting to class late</td>
</tr>
<tr>
<td>Sitting in your chair without rocking it</td>
<td>Being on the corridor</td>
</tr>
<tr>
<td>Not moving without permission</td>
<td>Receiving a detention, suspension, etc</td>
</tr>
<tr>
<td>Completing class work</td>
<td>Using abusive language</td>
</tr>
<tr>
<td>Keeping the class tidy</td>
<td>Walking around in class without permission</td>
</tr>
<tr>
<td>Other</td>
<td>Forgetting books consistently</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL POINTS RECEIVED</th>
<th>TOTAL POINTS DEDUCTED</th>
</tr>
</thead>
</table>

Source: Astrid Alleyne - Grantley Adams Memorial School, Barbados
STEP 7: Data based decision making
Data based decision making is interwoven throughout the implementation of positive behaviour management. Data is valuable for the initial design of the behaviour plan as well as for the ongoing assessment of practices, systems and strategies.

Data management is based on the premise that schools will be most effective in the prevention of problem behavior and maintenance of a positive climate for learning if they have access to regular, accurate information about the behavior of students. Schools regularly collect information on academic achievement however data on behavior is often not collected.

A school wide approach to data management builds on clear indicators, benchmarks and measureable goals. Concrete data helps staff to determine which areas to target, how well their efforts are progressing and how to improve success.

Basic Guidelines for Data Collection
1. Data collection should be manageable so as not to consume too much time
2. Provide the summaries of the data to facilitate decision making
3. Share and discuss data with the entire school staff each month

Initial Needs Assessment
The initial needs assessment helps schools to gather information about the school’s climate and school’s behavioural strengths and needs. It also provides a baseline against which future results can be compared.

The needs assessment is conducted by the CFS team before implementing CFS practices. Ideally at least 3 methods of data collections should be used. Schools should use a process that involves the perspectives of all members of the school community: principals, other members of administration, teaching and non-teaching staff, students and parents. Methods of data collection include:

- School wide audits – School Wide Evaluation Tool (SET)
- Surveys – Effective Behaviour Survey (EBS)
- Analysis of existing records (attendance, suspensions, office referrals)
- Focus groups
- Structured discussions
- Brainstorming session

The assessment tools are administered at the end of each year to monitor progress.

Ongoing Monitoring through Data Collection
The initial needs assessment helps schools to determine their areas of focus for improving student behaviour. Once schools begin implementation, they can use data to measure their progress. This process allows school to be poised to address challenges and recognize successes. They continuously ask themselves “How are we doing?”, “What differences are we making?”, “Is our school more child friendly?”, “How can we improve on what we have done?” A key aspect of monitoring is the comparison of early measures of data to current measures. By so doing, they are able to modify or eliminate what is not working as well as communicate and celebrate successes.

Remember to seek feedback from students and parents. In addition to informal school-based monitoring and evaluation, it is beneficial to invite outside individuals to conduct regular evaluations of the process.

Office Referral Forms
The use of an office referral form is a tool that can be used for ongoing data collection. When a teacher refers a student to the office, they complete and submit the office referral form. This form helps schools identify student discipline patterns, the effects of school-wide and classroom interventions and staff training needs. Office referral forms are particularly useful because it can provide information about individual students, the whole school or a particular classroom. By collecting and recording data teachers are creating written documentation of their interventions and student responses. This will be useful in the
event that the student is referred for external services or in those cases where legal proceedings occur.

The following data can be collected from the office referral form: see appendix

- Total number of office discipline referrals
- Referrals per student
- Average daily/monthly referrals
- Location where infraction occurred
- Common times of behaviour problems
- Percentage of students with a particularly number of referrals

**TIPS: GAINING BUY IN FOR OFFICE REFERRAL FORMS**

In order to increase buy in and use of office referral forms, make it manageable and easy to complete quickly. Ensure that all staff know the purpose and understand the system for collecting and reporting this data.
SAMPLE OFFICE REFERRAL FORM

Student:.................................  Class/form:......................
Referring Staff:......................  Date:..............................  Time:.........................

Location:  
- Classroom
- Hallway
- Bathroom
- Playground
- Library/Computer Lab
- Canteen/ School Meals Area
- Bus
- Other:.................................

Behaviour:  
- Disruption
- Tardiness
- Vulgar Language
- Academic Dishonesty
- Non-compliance with Directions
- Possession of Contraband
- Skipping Class/Detention
- Bullying
- Threats/Intimidation
- Physical Aggression
- Theft
- Arson

Staff Intervention:.................................................................

Administrative Action:  
- Student Conference
- Team Intervention
- In-school Suspension
- Out-of-school Suspension
- Parent Call/Conference
- Detention
- Other

Additional Comments:........................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

Administrative Signature:.............................................

Date:..................................
GAINING SUPPORT FOR DATA COLLECTION
Schools can increase the likelihood of data collection by developing a data collection plan which details a regularly cycle of data collection that is simple and easy to use. Developing a plan ensures that data collection becomes a part of current school practices. For example a school may decide that:

- Office referrals will be recorded every day
- Feedback will be given to staff once a month
- Data will be summarized and communicated to staff each term

Another way to make data collection manageable and acceptable to staff is to focus on a few key outcomes. Prioritize and establish specific, measureable targets for those priorities. By doing a few things well, you can increase staff motivation and willingness to continue.

Start small by improving current data collection and then begin to expand that system to include new sources of data.

Remember to report data to the whole school community regularly. Document, post and celebrate when goals are achieved. Post charts and pictures to show progress and generate interest and enthusiasm. Use varied methods of communication (e.g. posters, newsletters, e-mails, fliers, bulletin boards).
EXAMPLES OF DATA COLLECTION TOOLS:
MINOR INCIDENT REPORT

Used by teachers in classroom and non-classroom areas to record and monitor classroom managed behaviour.

Minor Incident Report

Student Name:........................................................................................................................

Grade:.................. Time:..................

Location: □ Lunch □ Recess □ Hallway □ Restroom
□ Library □ Bus Area Other

Behavior: □ Rough Play □ Defiance □ Running
□ Excessive Noise □ Profanity □ Tardy
□ Excessive Talking □ Name Calling (Profane Name)
□ Teasing Others (Intent to Embarrass)
□ Property Misuse □ Other

Action: □ Verbal Warning □ Student Conference
□ Timeout (In-Class) □ Detention

Comments:

(Source: mybehaviourresource.com)
“But will it work?” This was the question that hovered in the mind of Octavia Alfred, former Principal of the Castle Bruce Primary School in Dominica, when she was first introduced to CFS. However, upon receiving training in CFS she and her staff decided to give positive behaviour management techniques a try. Her first step was to sensitize staff and students. Their assessment revealed that most of the children in their area have low academic achievement. Ms. Alfred described the school community as “rowdy” and noted that the school had difficulty with the behaviour of students.

With these challenges in mind, the following expectations were selected to motivate students:

Be respectful    Be Responsible    Be Polite
Be Safe    Be Successful

Students go over the expectations every day during the last period before lunch and each class teacher frequently reviews what each expectations means in the various settings.

Daily routines are an essential aspect of Positive Behaviour Management at the school. Students have received direct instruction in classroom procedures. Staff have also introduced organized games during the lunch period to create a more orderly playground. Teachers with the assistance of monitors and prefects also engage in active supervision during break and lunch time.

Ms. Alfred shared that one of the most significant changes has been the introduction of a reward system. “We have implemented a school store. When students behave well, they get points for their behaviour. They can then use these points to purchase items from the store.”

Ms. Alfred noted that the introduction of positive behaviour management practices has brought positive changes to the behaviour of teachers. Using herself as an example, she remarked “In the past if students misbehaved they might just get some licks on their butts but…I realized that I have been reducing the amount of licks that I have been giving. I have been talking and listening more to students.”

Children’s behaviour has also improved. “For example, they don’t litter; they don’t shout in the rowdy manner like they used to; break and lunch times are much more peaceful now; they look out for each other; everybody is a police now.”
Implementing CFS in Caribbean School
LIFE SKILLS BASED HEALTH AND FAMILY LIFE EDUCATION
Life Skills Based Health and Family Life Education

The Child Friendly Schools framework provides a natural home for the delivery of Health and Family Life Education. They both share a strength based view of children and seek to create learning spaces that are healthy, safe and protective. They both share the worthy goal of providing all children with the support and skills to experience success at school and beyond.

LIFE SKILLS BASED HEALTH AND FAMILY LIFE EDUCATION

Skills based Health and Family Life Education is a comprehensive life skills based curriculum. Its primary objective is to help children and adolescents to acquire and utilize the knowledge, skills and attitudes needed to adopt healthy lifestyles and successful navigate the challenges of living.

Life-skills form the foundation of the curriculum. Life skills can be thought of as a group of cognitive, personal and interpersonal skills that enhance the ability of youth to manage challenges and maximize their opportunities. There are three main categories of life skills:

- Emotional/Coping Skills
- Communication/Interpersonal Skills
- Decision-Making/Critical Thinking

LIFE SKILLS-BASED HFLE ENCOMPASSES FOUR SIGNIFICANT THEMES:

1. Sexuality and Sexual Health:
   This seeks to increase children’s knowledge of and competence in assertiveness, healthy self-management, and coping skills especially as relates to the prevention and reduction of the incidence of HIV/AIDS.

2. Self and Interpersonal Relationships:
   This theme aims to develop children’s understanding of the different forms of violence in their relationship in the home, school and community. It also seeks to build their conflict resolution, mediation and anger management skills.

3. Eating and Fitness:
   This area of the curriculum promotes

<table>
<thead>
<tr>
<th>Emotional/Coping Skills</th>
<th>Communication/Interpersonal Skills</th>
<th>Decision-Making/Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Self-Awareness</td>
<td>✓ Communication</td>
<td>✓ Critical Thinking</td>
</tr>
<tr>
<td>✓ Healthy self-management</td>
<td>✓ Interpersonal Skills</td>
<td>✓ Creative Thinking</td>
</tr>
<tr>
<td>✓ Coping with emotions</td>
<td>✓ Assertiveness</td>
<td>✓ Problem Solving</td>
</tr>
<tr>
<td></td>
<td>✓ Negotiation</td>
<td>✓ Decision Making</td>
</tr>
<tr>
<td></td>
<td>✓ Refusal</td>
<td></td>
</tr>
</tbody>
</table>

The following table outlines the main areas covered by these life skills
Implementing CFS in Caribbean School

Regional Mandate for HFLE
Children and youth in the region and around the world are faced with many challenging situations. These difficulties include the HIV/AIDS epidemic, violence, substance abuse, early sexual initiation and health concerns. Emotional and behavioural concerns rank high among the health conditions that affect this population. These challenges bring with them many adverse long and short term consequences. In particular, many of the challenges facing youth impact negatively on learning and school completion.

An intervention is clearly needed to help youth to navigate the potentially threatening situations they face. Studies have demonstrated that competence in the use of life skills may reduce the chances of young people engaging in aggressive and anti-social behaviours, substance use, and related risks, including early and unprotected sexual intercourse (UNICEF 2000, World Health Organization, 2003). There are several other benefits associated with the teaching of life skills. For example, the teaching of life skills:

- Helps children seek out positive opportunities
- Reduces violence
- Improves teacher and student relationships
- Improves school attendance
- Helps children and adolescents become more responsible, healthy and resilient
- Improves academic performance

The Ministers of Education of the Caribbean Community (CARICOM) recognised that a comprehensive life skills based health education programme would be very beneficial to the development of the region’s children and youth. In 1994 they passed a resolution to support the development of a comprehensive approach to Health and Family Life Education.

The Delivery of HFLE
Despite the benefits of teaching HFLE, there have been some challenges with the delivery of the curriculum. Some of these problems are associated with the scheduling of HFLE class time and disruptions. The fact that HFLE is not a part of the Ministry of Education’s criteria for assessing schools and students is another challenge. One of the most significant barriers is that most teachers have not taken any health education classes during pre-service teacher training.

Quality delivery of HFLE requires that

- principals value HFLE
- HFLE is timetabled,
- there is adequate classroom support for teachers,
- teachers are properly trained to deliver HFLE.

Teaching Life Skills
The approach to the teaching and learning of life skills is student-centred, interactive and participatory. Activities such as mini-stories, roles plays, debates, case studies, discussion and personal reflection are used to build on students’ own experience and encourage them to take an active role in their social and emotional development.

The Delivery of HFLE Across the Curriculum
HFLE related content is directly included in Science, Social Studies, Physical Education, Morals and Values Education and Religious Instruction. However, HFLE can be integrated at strategic points across all subject areas.

Here are some guidelines for integrating the teaching of HFLE across the curriculum:
1. **Identify the desired outcomes:**
   What do you want students to know and do? Determine what life skill you will be teaching.

2. **Identify assessment methods:**
   Determine how you will assess that knowledge and skill acquisition.

3. **Design the lesson:**
   Design activities for students which are aligned with academic content standards, and that include behavioral rehearsal of social skills. Be sure to use a participatory learning approach.

---

**INTEGRATING HFLE**

Here is an example of how one of the HFLE themes- Self and Interpersonal Skills – can be integrated into your curriculum.

**Possible Objectives:**

1. Explain what is meant by the term diversity

2. Demonstrate an understanding of the harm caused by making judgments about people based on appearances / first impressions.

3. Demonstrate a positive attitude toward persons of different groupings.

**Music:**
- Creating jingles, rhymes, songs inspired by different cultures.
- Listening to music from different cultures

**Mathematics:**
- Constructing charts, graphs to show the different populations around the world.

---

**ENCOURAGING HEALTHY LIFESTYLES AT THE LODGE SCHOOL (BARBADOS)**

The Lodge School is one of the 13 secondary schools in Barbados which is implementing Child Friendly School Practices. In Barbados the programme is known as the Schools’ Positive Behaviour Management (SPBMP). As part of its activities the school decided to focus on healthy eating and fitness. Under the direction of the SPBMP team leader, who is also head of the Home Economics Department, the students conducted a nutrition programme for staff, their peers and the community.

The programme was conducted over a period of three weeks and concluded with a Health Fair.

**Activities included**

1. Giving out Nutritional Information
2. Inviting food specialist in to encourage students to eat healthy and the setting up of booths (Cereal, Juices,)
3. Health booths with the Heart and Stroke foundation as well as the Diabetic Association of Barbados
4. Students preparing and presenting healthy nutritional dishes for sampling
5. A poster display
6. Exercise sessions for males and females (Zumba and strength training for boys)
7. A Health lecture on proper nutrition.

---

*Zumba at the Lodge School's Health Fair*
Implementing CFS in Caribbean School

- Principal values teaching of HFLE
- HFLE is timetabled
- HFLE class disruptions are minimized
- Teachers receive adequate resources and support to deliver HFLE
- Teachers receive training to help them to effectively deliver HFLE

**HFLE Teaching Methods**

- Interactive
- Non-traditional (less chalk and talk)
  - Role Play
    - Case Studies
    - Problem Solving
    - Self-Reflection
    - Journaling
- Mini-Stories
- Discussion
- Stimulus materials

- Thematic
  - Self and Interpersonal Relationships
  - Sex and Sexuality
  - Eating and Fitness
  - Managing the Environment

- Participatory
- Age appropriate
- Culturally Relevant
- Integrated into the general curriculum

---

**ENSURING SCHOOL WIDE DELIVERY OF HFLE CHECK LIST**

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*Checklist for Delivery of Health and Family Life Education*
Implementing CFS in Caribbean School
PARENTAL AND COMMUNITY INVOLVEMENT
THE IMPORTANCE OF PARENTAL AND COMMUNITY INVOLVEMENT

Schools are most effective when they develop positive relationships with parents and the community. The Child Friendly School framework recognizes the significant roles that parents play in children’s present and future success. As such they encourage high levels of parental involvement.

Participating schools assess their level of parental involvement and create a plan for supporting strong parental involvement. A key area of focus has been increasing the involvement of fathers and “father figures.”

The term ‘parental involvement’ is used to describe participation by a child’s parent or guardian. Traditionally this has been thought to mean participation in the school’s Parent Teacher Association or fundraising activities. However, meaningful parental participation goes beyond these conventional roles.

Research has shown several benefits of parental involvement. DuFour & Eaker (1998), note that schools realize higher levels of student achievement and greater public support when they view parents as partners and engage them in decision-making processes. In addition when parents are involved:

- Students achieve more regardless of socio-economic status or parent’s educational level.
- Students have higher grades, better attendance and complete homework more consistently
- Students have more positive attitudes
- Schools are better able to meet the diverse needs of students
- Parents are more satisfied with the school
- Teachers report improved morale

DEVELOPING A PARENTAL INVOLVEMENT ACTION PLAN

STEP 1. Conduct a needs assessment
What is your vision for parental involvement at your school? Identify the areas where you would like parents to be more involved. Remember to identify strengths as well as weaknesses. Prioritize the areas for improvement.

STEP 2. Conduct a mapping of parents
Parents have many resources which can be shared with the school for mutual benefit. An audit of the parental resources should be conducted so that parents can be encouraged to participate in an area that best matches their interests, time and skills.

STEP 3. Define roles that they can be involved
One of the biggest hurdles to parental

Students achieve more regardless of socio-economic status or parent’s educational level.

Students have higher grades, better attendance and complete homework more consistently

Students have more positive attitudes

Schools are better able to meet the diverse needs of students

Parents are more satisfied with the school

Teachers report improved morale

UNICEF 2012, Source: Lisa McClean-Trotman
STEP 4. Gaining teacher and staff buy-in
Research shows that the beliefs, perceptions and attitudes of staff can adversely impact parental involvement. For example, teachers may misunderstand the communication style of parents or have misconceptions about their abilities.

Teachers and non-teaching staff should be sensitized about what parental involvement is, its benefits, how they can map out parent’s interests and involve them. All staff (including gardener, maids, teachers, school meals workers) should be provided with training on interpersonal communication to facilitate effective and respectful communication with parents. Remember to reward staff for their efforts to improve parental involvement. The figure below outlines a sensitization exercise that can be used with staff.

STEP 5. Gaining parental buy-in
While it is desirable to have 100% of parents involved, this is not realistic. As you begin your efforts to increase parental involvement celebrate the victories along the way, however small.

It helps to know your parents and the ways that they can be involved. Care should be taken to ensure that your efforts are gender sensitive so that they appeal to both genders.

Embrace the CFS principle of democratic participation and consult with parents on what they would like to see improved and the steps they see as necessary for these improvements. These suggestions should be shared with staff and followed through. There should be a Parent Representative on the CFS team with reporting responsibilities to PTA or parent body.

Communication is essential. Find ways to share information and successes regularly in a variety of formats. Some suggestions include:

- Fliers
- Newsletters
- Letters
- Parent notes from teachers

- Notes “From the Principal's Desk”
- School website
- Weekly updates
- Notice board
- PTA/Parent Forum
- Facebook
- E-mail
- Telephone calls

It is important to find ways to allow parents to communicate regularly with the school as well.

- Suggestion boxes
- Surveys
- Feedback forms
- School evaluation forms

TIPS: PARENTS AS ADVOCATES FOR CHILD FRIENDLY SCHOOLS

Parents can be powerful agents of change especially among other parents. This potential can be harnessed by giving parents opportunities to share their experiences and CFS success stories with other parents and the general public.

In Barbados, parents have been embraced as part of the public education activities which seek to build greater awareness of the benefits of positive discipline. A parent at Erdiston Special School has been especially helpful in reaching out to parents of children with special needs. This parent initially relied heavily on corporal punishment to discipline her daughter. Finding this method ineffective, she decided accept the recommendation of her child’s principal to try a positive approach to discipline. Having experienced success with these practices she now encourages other parents to adopt more positive approaches to discipline.
Implementing CFS in Caribbean School

STEP 6. Monitoring and evaluation of your efforts
Monitor and evaluate your efforts to ensure that you are meeting your goals. The parental action plan can be monitored with:

- Feedback forms
- Observations
- Record forms – no. of students who bring in homework late

Below are some indicators to guide you assessment of how well you are doing.

<table>
<thead>
<tr>
<th>Examples of Activities</th>
<th>Monitoring Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects</td>
<td>No. of new parents involved</td>
</tr>
<tr>
<td>Check-in Check out – Parents check homework/Sign off that it has been done</td>
<td>No. of parents signing off on homework</td>
</tr>
<tr>
<td>Class reps systems; PTA; Parent councils with clear Terms of Reference</td>
<td>No. of meetings with administration &amp; class Representatives</td>
</tr>
<tr>
<td>Family week; Father &amp; Son Day/Night; Mother &amp; Daughter Day/Night; Family Devotions</td>
<td>No. of parents attending parent activities each term</td>
</tr>
<tr>
<td>Parental contracts; Home Matrix</td>
<td>Parents following through on contracts</td>
</tr>
<tr>
<td>Pro-actively directing parents to where they can get help through school resource database</td>
<td>Parents using home matrix</td>
</tr>
<tr>
<td></td>
<td>No. Parents assessing appropriate resources</td>
</tr>
</tbody>
</table>

Source: L. McClean-Trotman, UNICEF 2012
Involving dads at Milton Lynch Primary School in Barbados

Schools in Barbados have embraced the hosting of a Family Week as a means of reaching out to parents.

Milton Lynch, the only public primary boys school on the island, held a “Bring your Dads to School Day” as part of their Family Week.

The fathers who came helped students with lessons, painted murals with the students, played games like football, chess and dominoes. They also gave motivational talks to the boys.

The school was pleased with the response as they were able to reach more fathers than they usually do at the PTA meetings. The parents were also pleased with the response and have asked for the event to be held annually.

Tips for Teachers: Building Positive Relationships with Parent

- Meet with parents at the beginning of the school year.
- Parents are often contacted when there is a problem. Begin to share good news with parents more frequently. Some schools use positive parent notes to inform parents about improvement in their child’s behaviour and academic performance. Letters, e-mails and phone calls can also be used.
- Discuss the class expectations with parents and encourage them to have similar expectations at home.
- Share resources to help parents to implement positive discipline at home (handouts, fact sheets, newsletters)
- When there is a disciplinary or academic problem, discuss the issue with parents in a supportive manner at a time that is convenient for them.

Source: Lisa McClean-Trotman, UNICEF 2012
Implementing CFS in Caribbean School

Creating a Strategy for Parental Involvement at Freeman Primary School

The principal and staff at the Freeman Primary School in Antigua and Barbuda have developed a strategy for getting parents more involved.

The key to their approach was the development of a parental involvement action plan which identified parents who had flexible schedules and who were willing to share their skills and experiences with the students.

The parental involvement plan also included a proposal to publicly recognize those parents who have been involved in the school. As a result, parents were awarded for their participation at the school’s annual graduation.

The action plan has brought some success to their efforts to involve parents. The principal shared that “parents have come in and told stories; some have done spelling with the children; some have come to teach them mathematics and healthy habits. Parents have also been volunteering to accompany their children on school field trips.”

Supporting Learning at Home – Parent Education Sessions

Parents are often described as children’s first teachers. This role does not end when a child starts its formal education. Research shows that children are more likely to succeed in school if their parents or caregivers take an active part in their education. Unfortunately many parents are not sure how to help their children academically.

Schools who embrace the Child Friendly Schools framework have hosted parent workshops to expose parents to the skills and knowledge needed to help their children more effectively. One such school is Christ Church Girls’ School in Barbados. The CFS team there has exposed parents to workshops on parenting and teaching children to read.

Teachers at the St. Elizabeth Primary School, also in Barbados have hosted evening sessions to teach parents the concepts being covered in Mathematics.

Making Parental Involvement Fun!

Parents sometimes shy away from formal, lecture based parental activities. CFS schools have been finding creative and interesting ways to involve parents so they feel like part of the school community. For example, staff at the Erdiston Special School in Barbados hosted a Family Edu-tainment Evening. The evening blended fun activities with the sharing of information. There was a brief discussion entitled “Bridging the Gap between Home and School”. This was followed by karaoke and light refreshments which were prepared and served by staff.
## INVOLVING PARENTS BEYOND TRADITIONAL ROLES

Joyce Epstein has offered the following comprehensive framework to guide schools in their efforts to meaningfully involve parents. Examples are given for each mode of involvement.

<table>
<thead>
<tr>
<th>Mode of Involvement</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parenting</td>
<td>Schools help families develop parenting skills and knowledge of child development</td>
<td>Parent Education Programmes</td>
</tr>
<tr>
<td>Communication</td>
<td>Schools and families communicate about child’s progress.</td>
<td>Newsletters, Fliers, Parent Teacher Meetings, School Website, Progress report, Phone calls</td>
</tr>
<tr>
<td>Partnering in child’s learning</td>
<td>Families assist with learning activities at home</td>
<td>Check in / Check out Programmes; Seminars to teach parents how to support learning</td>
</tr>
<tr>
<td>Volunteering</td>
<td>Families support students by sharing their skills and time</td>
<td>Teaching a skill to students, Using skills to help school, Specific Projects, Volunteer in a class</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Families are included as participants in school governance</td>
<td>Parent Councils, PTA, Surveys, Class Representative</td>
</tr>
<tr>
<td>Collaborating with the community</td>
<td>Schools coordinate resources and services for families</td>
<td>Resource Fair for Parents, Seminars</td>
</tr>
</tbody>
</table>

Below are some creative examples of what schools have been doing to create a parent-friendly atmosphere.

- Hosting a “Bring your Family to School” week
- Hosting a Family/Teacher Meet and Greet
- Family Devotions
- Social activities: Movie nights, Tours
- Father/Child Day
- Inviting parents to work with their children to beautify the school environment

- Host PTAs in the community
- Mother/Child Day
- Family School Projects (e.g. Family Collage; Family Tree)
- Parenting workshops
- Inviting parents to CFS events (launch, booster trainings, Celebrations/Award ceremonies)
- Parent representative on the CFS team
- Establishing a Parent’s Council
- Check in/Check Out Programme
- Parent-O-Rama: Fair where booths are set up with information on parent education and social services
Community Involvement in CFS Schools

It takes a village to raise a child is an old proverb which is still very relevant. In addition to the role that families and educators play, the broader community also has a responsibility to contribute to the development of quality education for all students.

**TIPS**

**FAMILY AND COMMUNITY INVOLVEMENT: WHAT THE RESEARCH SAYS**

Many benefits are experienced when schools, parents, families and communities work together to support learning. In particular, students tend to be more motivated, to earn higher grades, stay in school longer and value life-long learning (Barton, 2003). These findings are true for students at both the primary and secondary levels, regardless of their parent’s education, family income or background (Jeynes, 2003).

**OPPORTUNITIES FOR COLLABORATION**

Some ways that community groups can collaborate with schools include but are not limited to:

- Providing Funding
- Services from Social Agencies
- Increasing the schools’ visibility in the community
- Supporting learning
- Assistance with furthering the goals of CFS
- Embracing positive behaviour management in their interactions with students

**Examples of community involvement opportunities:**

1. Tie in expectations and rewards to other programmes which students attend (e.g. Scouts, Cricket, 4-H)
2. Community members offer their products/services as part of the reward system (e.g. local restaurant may offer a free meal, Movie Theatre may offer free tickets)
3. Assistance with Mentoring programme
4. Assistance with the teaching of expectations
5. Host events to further public knowledge of CFS
6. Social agencies can offer small groups for students in the areas like anger management, conflict resolution, coping with loss and bully prevention
7. Community Magazines, Newspapers, Radio Stations, News Stations can publicize CFS events and activities at schools. They can also highlight students, staff and parents.
8. Providing funding

**STRATEGIES TO IMPROVE COMMUNITY INVOLVEMENT:**

1. Develop an outreach programme to sensitize members of the community about CFS and the opportunities for involvement.
2. Explore the local community that surrounds your school and determine the needs of the students and families who live there.
3. Survey members of the community to determine interests, skills and ideas for collaboration.
4. Coordinate community resources and services for students and their families
5. Seek out and use community resources and programmes that can strengthen school goals
6. Select a coordinator to act as a liaison between families and schools and coordinate family activities
7. Develop partnerships with local businesses and service groups to provide support services to families and advance learning
8. Enlist community volunteers such as civic groups, service clubs, religious
### Parental Involvement Checklist

*Muscott & Mann, 2004*  
Adapted from Epstein (2003) and Fullen (1991)

<table>
<thead>
<tr>
<th>STATUS:</th>
<th>TASK:</th>
<th>PRIORITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In place (IP)</td>
<td>1. There is a process for assessing how welcomed, valued, and satisfied parents feel with the school.</td>
<td>High</td>
</tr>
<tr>
<td>Partially in place (PP)</td>
<td>2. There is a plan for addressing ways to help families feel welcomed and valued.</td>
<td>Medium</td>
</tr>
<tr>
<td>Not in place (NP)</td>
<td>3. There is a plan for training all staff to work collaboratively and respectfully with families.</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>4. Plans for addressing ways to help families feel welcomed and valued address diverse families including those with students with special needs.</td>
<td></td>
</tr>
</tbody>
</table>

#### Parent Involvement in Learning Activities at Home

<table>
<thead>
<tr>
<th>TASK:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. There is a process for assessing parents’ opinions about their own involvement in learning activities at home.</td>
<td></td>
</tr>
<tr>
<td>6. There is a plan or set of activities for helping families to support their child’s learning at home.</td>
<td></td>
</tr>
<tr>
<td>7. The plan includes activities for helping diverse families to support their child’s learning.</td>
<td></td>
</tr>
<tr>
<td>8. There is a process for advising parents about the topics in each subject area.</td>
<td></td>
</tr>
</tbody>
</table>

#### Communication with Parents/Families

<table>
<thead>
<tr>
<th>TASK:</th>
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</thead>
<tbody>
<tr>
<td>9. There is a process for assessing parents’ opinions about how well schools communicate with them.</td>
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<tr>
<td>10. There is a plan for communicating with families in varied and helpful ways.</td>
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</tbody>
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#### Parent/Family Involvement at School (Volunteering, Assisting)

<table>
<thead>
<tr>
<th>TASK:</th>
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<tbody>
<tr>
<td>11. There is a process for assessing parents’ opinions about how they can support schools through their involvement at school.</td>
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<tr>
<td>12. There is a plan for how parents can be involved in supporting learning at school through volunteering and assisting.</td>
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<tr>
<td>13. There are opportunities for volunteering and assisting in the classroom throughout the school.</td>
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#### Parent/Family Involvement in Decision-Making

<table>
<thead>
<tr>
<th>TASK:</th>
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<tbody>
<tr>
<td>14. There is a process for assessing parents’ opinions about the extent to which they are encouraged to participate in decision-making committees and activities</td>
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<tr>
<td>15. There is a plan for encouraging and supporting parent participation in decision-making committees and activities.</td>
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<tr>
<td>16. There is a process for assessing parents’ views about the extent to which they can provide input to school personnel about matters of importance</td>
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<tr>
<td>17. There is a plan for gathering and incorporating parents’ input about matters of importance including discipline</td>
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<tr>
<td>18. The plan for gathering and incorporating parents’ input about matters of importance addresses how diverse families can be given a voice</td>
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</tr>
</tbody>
</table>
BUILDING A RELATIONSHIP WITH THE COMMUNITY

1. Send thank you notes to those businesses who contribute to CFS
2. Highlight community businesses in the school newsletter
3. Include brochures, thank you notes, pictures of CFS events on the bulletin boards of community

Director of Parents’ Education for Development in Barbados (PAREDOS) facilitating a session on positive discipline for parents

Members of the community expose students to healthy food choices. Christ Church Girls’ School, Barbados

A Social Worker addresses parents and staff on how to bridge the gap between school and the community- Erdiston Special School Barbados
The child-friendly school model has emerged as UNICEF’s signature means to promote quality education for every girl & boy. For and as UNICEF’s friendly model school, CFS has implemented.
Implementing CFS in Caribbean Schools

82 groups, seniors' groups, and law enforcement participation at child-friendly schools

IMPLEMENTING
PARTICIPATION AT CHILD FRIENDLY SCHOOLS
The Importance of Student Participation

Democratic participation is a guiding principle for CFS. Schools implementing CFS actively seek to involve all educational stakeholders— including students.

**DEFINING STUDENT PARTICIPATION**
Student participation is the process of involving students in meaningful ways both in and beyond the classroom. This process recognizes that students can create a positive impact on their own learning and development.

**WHY INVOLVE STUDENTS?**
There are several reasons to involve students. First, by involving students we are better able to understand their unique perspective. Students are experts on their particular environments. Including their voices helps us to make decisions that cater to their individual needs.

Article 12 of the UN Convention of the Rights of the Child provides us with another reason to encourage student participation. This article affirms that children have a right to express themselves and notes that all children and young people have the right to express their views when adults are making decisions that affect them, and to have those opinions taken into account.

Students are faced with many situations which place them at risk for harm. High levels of student participation is associated with decreased incidences of social problems, reduced involvement in risky behavior such as drug use, and decreased juvenile delinquency.

Finally, student participation is very benefits to students, teachers and families. In particular, students who are involved:

- Develop leadership and interpersonal skills
- Gain confidence and self-esteem
- Are more likely to complete school
- Gain a sense of civic responsibility
- Develop valuable public speaking skills
- Tend to experience academic success

**STRATEGIES FOR INVOLVING STUDENTS:**
1. **Assess Student Participation at your School**
If due care is not taken, student participation can be a mere token or decoration. Schools that meaningfully involve students embrace:

- Clear objectives and roles for student participation
- Transparent power relations and decision making structures
- Early involvement of students
- Equal respect between adults and students
- The establishment of clear expectation from the start
- Voluntary participation
- Adults who respect the views and experience of youth

To begin to move towards more meaningful participation it is first necessary to assess the state of student participation at your school. Realistic objectives and goals must be set and a plan developed for achieving them must be developed. Use these questions to guide your assessment:

- What are the current meaningful forms of student participation at your school?
- What is the common source of dissatisfaction about the state of student participation?
- What are the barriers to student participation?
- How can we overcome these barriers?
What are the possible courses of actions to improve participation?
What are youth willing to do to improve their school?

2. Find suitable activities in which students can be meaningfully involved
Schools implementing CFS have found creative ways to increase student participation in school processes. While student participation activities have often been associated with secondary schools, it is important to note that younger students can also be active participants at their schools.

The key is to vary the level of participation to reflect the student’s evolving capacity. Younger children often participate in activities like selecting classroom expectations and keeping the class tidy. However, with adult guidance they can also participate in other meaningful activities like school surveys, student councils and extra-curricular activities. Here are some strategies for involving primary and secondary students.

**Involving Primary Students**

- Prefects
- Class Monitors
- Yard Police (students assist with supervision at lunch and break)
- Student Council
- Community Projects
- Leadership workshops
- Expression Board (Teachers pose question on board and invite response from students)
- Peer Tutors
- Litter Wardens
- Extra-curricular Activities
- Leading Devotions at Assembly
- School Newspaper
- Working in the School Shop
- Forming a book club
- Homework support group

**IN INVOLVING STUDENTS AT ROOSEVELT DOUGLAS PRIMARY**

Lunch time and break time are much safer at Roosevelt Douglas Primary in Dominica. This is a result of installing students as “Yard Police” to monitor the school gates during the morning, monitor the taps and bathrooms during break and lunch time and monitor the play areas to make sure that students are playing safely. In addition to keeping the school safe, this leadership initiative has positively impacted the selected students. One student shared “I am doing better at school and at home because I recognize that I have to be an example to others.” Another student admitted that they “used to swear a lot, litter a lot and…didn’t use to participate much in school.” However, since becoming a Yard Police, they are more involved in school and they don’t engage in those negative behaviours because they want to set a good example.
3. Establish traditions that relate to leadership
Beyond their efforts to involve individual students in meaningful activities, schools can begin to shape a culture of student participation by establishing traditions which relate to leadership. Below are a few examples of traditions that some schools have found helpful:

- Hosting a Leadership Day
- Hosting a Leadership Week
- Leadership Recognition Programme
- Providing Leadership Training for students and staff
- Leadership luncheon/breakfast
- Debates
- Exchange visits to other schools
- Student and Staff surveys

STEPS FOR CREATING AN ACTION PLAN FOR STUDENT COUNCILS
Many schools have created or revived student councils to lead their student participation efforts. Here are some simple steps to creating student councils.

4. Assess the level of student participation at your school.
Use Hart’s Ladder of Student Involvement to assess your level of student participation.

5. Identify Student Advisor
It is essential to select a teacher to guide and support student participation at the school. The student advisor should be chosen carefully. The person chosen should have the disposition and skills to work with young people in a collaborative manner. Creativity, strong leadership skills and a strength-based view of children are also important characteristics for this individual. Where possible, this advisor should participate in training to prepare them for this role. This individual guides students by providing information on policy, advising on the student council’s proposed initiatives and provides leadership training. They also provide support for the decision making process and facilitate contact with students and school administration.

6. Identify core group of interested students
Identify a core group of students who are interested in setting up a Students’ Council. This group should be representative of the wider student body. The student advisor and these students then collaborate to assess the state of student participation and the school and develop a proposal for the operation guidelines for the council.

7. Sensitize staff, parents, students
There can be many myths and fears about involving students. It is important to sensitize all staff, students and parents to dispel any misconceptions and obtain their support.

8. Involve the student body
The core group of students will be representing the wider student body. As such it will be important to solicit their input from the early stages of formation. They should be informed about the objectives of the student council, its roles and the procedures for election of representatives. The student body should be given the opportunity to nominate their peers who they think have the necessary skills and characteristics. Once the council is elected, they should continue to involve the wider student body in their efforts and communicate with them regularly.
9. **Involve Parents**
Parents can be an excellent resource for Student Councils. They can provide support to Student Councils through all the stages of the process. This may take the form of training, mentorship, assisting with project implementation or even transportation. Members of the councils should meet with parents to determine how they can support the council.

10. **Provide Leadership Training**
It must not be assumed that students have all the skills to function effectively as a council. Schools should facilitate the development of leadership skills by exposing students to ongoing organized training sessions. The following areas should be addressed:

- Team Building
- Communication Skills
- Conflict Resolution
- Decision Making
- Ethics
- Project planning and implementation

11. **Provide space and time for core student leadership team to meet**
Structure will be essential to the efficient functioning of the Students’ Council. Establishing a regular meeting time and space for Student Council meetings is a priority. Time should also be scheduled—whether monthly, bimonthly or quarterly—for the council to meet with the student body and with school administration.

12. **Develop a workplan**
The Student Council must have a written vision, mission and plan to achieve their goals. This serves to guide their efforts and provides a basis for ongoing monitoring and evaluation. The workplan should be developed in a collaborative way which takes the broader school programme and suggestions from students into account. School administration and the Students’ Council must work together to discuss and agree on the workplan. Start small and focus on gaining experience as an organization.

**TIPS: AVOIDING PITFALLS**

*It is important for adults to avoid taking control of student projects or activities in an effort to do things “right” or quickly.*

*There are many myths which can disrupt student participation efforts and hinder staff buy in. These myths can be addressed by*

- Sensitizing all members of staff about the importance and benefits of student involvement
- Providing leadership training for staff and students
- Addressing concrete issues that are of special concern to students and teachers
- Integrating student leadership development into the curriculum
- Clear terms of reference for student led organisations
Youth for Change was created at Bocage Secondary School in St. Lucia to give students an opportunity to create positive student-led changes. The team comprises 30 students who operated under the guidance of a student advisor. The students noted that although the advisor doesn’t tell them what to do, she is there to guide them and make sure they do things correctly and make good decisions. The team attended a leadership workshop to improve their skills.

After assessing the needs of their school, the team decided to focus on improving the school’s physical environment. Their main objective was to improve the image of the school the public’s eye. The group raised funds to purchase sanitary bins and paint for the bathrooms. They also created anti-littering posters and placed garbage bins around the school compound.
Implementing CFS in Caribbean School
Implementing CFS in Caribbean School

Setting up child-centered classrooms
Implementing CFS in Caribbean School

Setting up child-centered classrooms
Setting Up Child Centered Classrooms

Child Centered Classrooms are child-centered spaces. In a student-centred classroom the focus is students’ learning needs, abilities, interests and learning styles, with the teacher as facilitator of learning. Teachers cater to the individual needs of all students and actively involve them in their learning. This approach to teaching acknowledges the students’ experiences and voices as central to their learning. Student-centred classrooms help students to develop self-discipline by providing opportunities for learners to express their thoughts and feelings, participate in decision-making and to take responsibility for their behaviour and learning.

*When setting up child centered classrooms it is important to consider:*

1. The Physical Classroom
2. The teacher-student relationship
3. Instructional Methods

1. **THE PHYSICAL CLASSROOM**

The physical set up of the classroom affects the quality of teaching and learning. A positive attitude towards learning can be fostered by warm, non-threatening spaces. In particular, a well-organized classroom:

- Establishes a climate conducive to learning
- Prevents behaviour problems before they occur
- Can improve student academic and behavioural outcomes (Walker, Colvin & Ramsey, 1991)
- Creates an enjoyable learning environment for teachers and students
- Furthers the instructional goals of teachers

2. **HERE ARE SOME STRATEGIES FOR CREATING A POSITIVE PHYSICAL CLASSROOM:**

- Determine how the room can the best serve the needs of your students
- Determine how the room can provide areas for students to experience and participate in developmentally appropriate activities
- Ensure that the physical set up reflects the interests and age of the students who learn there
- Arrange desks to ensure visibility, ease of movement and minimizing of distractions
- Make the environment comfortable (well lit, airy, spacious)
- Use bulletin boards to display students’ work, charts and celebrations
- Display class expectations
- Create reading corners
- Create learning centers
- Create subject corners

3. **THE TEACHER-Student RELATIONSHIP**

Most of us can probably remember a time when we gave of our best at school because our teacher believed in us. One of the most powerful tools for creating a positive learning climate is a positive teacher-student relationship. Positive student-teacher relationships are characterized by mutual respect and caring.
Implementing CFS in Caribbean School

TIPS: STRATEGIES FOR BUILDING POSITIVE RELATIONSHIPS IN THE CLASSROOM

- Communicate positive expectations for all students
- Get to know students interests and personalities
- Send personal letters to students before the term starts
- Recognize improvements in behaviour and academics
- Use a suggestion box to allow students to share ideas and concerns
- Celebrate successes and special occasions (e.g. birthdays)
- Encourage a team effort between home and school
- Use positive discipline
- Create a suggestion box where students can put “Tell me More Questions” about subjects of interest to them
- Use circle time to discuss things students feelings about things that happen in their classroom, school and community
- Use circle time to teach and practice problem solving for relational issues in the classroom (e.g. How will we handle it when a student steals another’s lunch)
- Encourage journaling-Provide weekly quotes for reflection
- Correct students in a constructive way
- Build a sense of community in your classroom
- Demonstrate caring
- Speak calmly and clearly
- Manage your stress

4. INSTRUCTIONAL METHODS
Child friendly schools actively cater to the learning needs of all students by matching instructional methods to children’s learning styles, interests and abilities.

Traditional instructional methods rely heavily on passive approaches to learning such as lectures, reading and demonstrations. These methods are rarely tailored to individual student needs. In child friendly classes, the teacher seeks to facilitate learning using a variety of instructional activities which encourage students to be active participants in the learning process.
**TIPS: HERE ARE SOME SIMPLE STRATEGIES FOR TEACHING DIVERSE LEARNERS**

- Be prepared and well organized
- Get to know students’ learning styles
- Use aids to help students process information (e.g. story webs, word webs, flow charts)
- Use varied learning activities (e.g. Discussion, Case Studies, Videos, Computers, Smart Board)
- Give students many opportunities to respond to instruction
- Use peer tutors
- Use group activities
- Create challenging activities for students who complete work quickly
- Use visuals, examples and manipulatives
- Provide opportunities for practice
- Give clear directions
- Modify or adapt assignments
- Tell students exactly what they will be doing before the lesson begins
- Specify expectations
- Give frequent feedback
- Relate learning to real life situations and student interest
- Reflect on your teaching style. Think critically about what is working and make changes when necessary

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**PEER LEARNING AT FOND ASSAU PRIMARY SCHOOL: ST. LUCIA**

Teachers at Fond Assau Primary School in St. Lucia have been implementing a non-traditional approach to teaching and learning. As part of their CFS implementation process they are encouraging more self-directed learning through the introduction of peer learning.

The principal explained, “We have a time when the students play teacher. They vote who they want to be teacher. It may not necessarily be the smartest child in the class. The child is then responsible for preparing the lesson. The teacher acts as facilitator and guides them as they teach and assists when necessary.”

The initiative has given the students more confidence. It has also helped them to improve academically. A grade 6 student shared “It makes me feel confident in myself that I can help others to learn something that I am good at.”

Another student noted that her peers help her to learn when she is having difficulty. She goes to her peers when she gets a math problem that she doesn’t understand and they help her. She proudly shared that she now learns as well as the other students because of this initiative.
STUDENT-CENTRED CLASSROOM CHECKLIST

WALLS
------- Classroom expectations are posted
------- Students’ work is displayed
------- Displays are at the students’ eye level
------- Students can see the instructional board
------- Class schedules are posted
------- There is material-free wall space to minimize clutter
------- Are bright and neat
------- Are motivational posters are displayed

INSTRUCTION
------- There is designated quiet space
------- Differentiated instruction is practiced
------- All students are provided with opportunities to experience success
------- Students are given many opportunities to respond to instruction
------- Varied learning activities used to cater to different learning styles (e.g. Discussion, brainstorming, experiments, peer to peer learning)

PHYSICAL ARRANGEMENT
------- Desk arrangement is varied to meet instructional goals and activities
------- Students’ desks and chairs appropriate for their size
------- Teacher and students can see each other
------- Teacher and students can move through the classroom with ease
------- Frequently used materials are easily accessible to students
------- There are clearly defined learning centers

TEACHER-STUDENT RELATIONSHIP
------- Teacher engages students in conversation to show interest in what they have to say
------- Positive Discipline is practiced
------- Teacher know students’ interests and personalities
------- Teacher models appropriate and expected behaviour
------- Teacher develops meaningful connections with parents through regular and varied communication (letters, notes, phone calls, conferences)
Positive Discipline in the Classroom

**Duration:** 220 minutes

**Purpose:**
(i) To expose participants to the principles of Positive Behaviour Management in Classrooms

(ii) To share strategies for effectively integrating Positive Behaviour Management practices in the classroom

**SESSION OUTCOMES:**
By the end of this session participants will be able to:

1. State the principles of Positive Discipline
2. Identify the weaknesses of traditional forms of discipline
3. Identify the benefits of using positive discipline in the classroom
4. Describe at least 3 positive discipline strategies
5. Use positive discipline strategies to manage behaviour in their classes
6. Develop positive behaviour management tools

**MATERIALS:**
- Projector, lap top, DVD, positive behaviour management pre-test/post-test, Bristol board, flip chart paper, markers, scenarios

**SESSION DETAILS (DAY ONE)**

- Positive Behaviour Management pre-test distributed and completed as participants arrive

- Warm up and Overview (10 mins)

- Think/Pair/Share (5 mins)
  - What are the most challenging problems in your classroom?
  - How do you currently manage them?

- Power point presentation (15 Minutes)
  - Presentation explores the concept of positive behaviour management, characteristics of positive discipline and its benefits.

- Group Activity (15 mins)
  - Classroom Management Scenarios distributed. Questions posed to explore personal response to misbehaviour. What are the long and short term effects of reactive or punitive approaches to discipline?

- Power point (5 mins)
  - Implementing Positive Behaviour Management in the Classroom

- Group Activity (15 mins) - Assessing Behaviour Management
Think about common infractions in your classroom.
How do you currently manage behaviour in your classroom?
What is working?
What is not working?
What is missing?

- Group Feedback (10 mins)
- Power point presentation (5 mins)
- Developing expectations
- Activity in Pairs (10 mins)
  - What behavioural challenges do you experience in your classrooms?
  - What behaviours do expect from your students?
  - Develop 3-5 expectations to guide behaviour in your classroom
- Power point presentation (10 mins)
  - Posting and teaching the expectations
- Activity (20 mins)
  - What are some procedures/routines which could be taught to increase positive behaviour in your classroom?
  - Use the template to design a lesson plan to teach one of these procedures/routines.
- Group Feedback (15 min)
  - Share a snapshot of the lesson through a 3 min role play
- Powerpoint (10 mins)
  - Using behaviour charts to help students to monitor and manage their behaviour
- Activity (60 mins)
  - Create a Behaviour Chart to Support Appropriate Behaviour in your classroom
- Group Feedback (15 mins)
  - Sharing of behaviour charts
- Wrap up and conclusion (5 mins)
Positive Discipline in the Classroom

SESSION DETAILS (DAY TWO)

Duration: 130 minutes

Purpose: (i) To expose participants to the principles of Positive Behaviour Management in Classrooms

(ii) To share strategies for effectively integrating Positive Behaviour Management practices in the classroom

◆ Warm up and Overview (10 mins)
  ✦ Warm up
  ✦ Review of yesterday’s session by participants
  ✦ Overview of today’s session.

◆ Power point Presentation (10 mins)
  ✦ Acknowledging appropriate behaviour
  ✦ Developing a comprehensive system for acknowledging positive behaviour

◆ Demonstration: Appropriate acknowledgement (5 mins)

◆ DVD Presentation and Discussion (15 mins)
  ✦ CFS DVD to show how some schools are creating acknowledgement systems

◆ Power point presentation (10 mins)
  ✦ Responding to problem behaviours

◆ Activity (30 mins)
  ✦ Scenarios: Each group is given a scenario and asked to show how they would respond to problem behaviours using positive behaviour management strategies

◆ Activity (30 mins)
  ✦ Develop a classroom behaviour plan which outlines:
    • Class expectations
    • Consequences for misbehaviour
    • Acknowledgements for appropriate behaviour
    • The behaviour management tools which will be used to support appropriate behaviour

◆ Group Feedback (15 mins)

◆ Wrap up and Conclusion (5 mins)
Student-Centred Classrooms

**Duration:** 225 minutes

**Purpose:**
(i) To expose participants to the concept of Student-Centred Classrooms
(ii) To share strategies for effectively integrating student centred practices in the classroom

**SESSION OUTCOMES:**
By the end of this session participants will be able to:
1. Explain the concept of “Student-Centred Classrooms”
2. Identify the components of a Student-Centred Classroom
3. Implement aspects of Student-Centred Classrooms
4. Vary instruction to meet the diverse needs and interest of students.

**MATERIALS:**
Projector, lap top, Student centred classroom pre-test/post-test, Bristol board, flip chart paper, markers, post-it notes, copies of cartoon, copies of information processing tools, action plan worksheets

**SESSION DETAILS**
- **Student Centred Classroom pre-test distributed and completed as participants arrive**
- **Think/Pair/Share (5 mins)**
  - What is a student centred classroom?
  - Brainstorm and write on post it notes. Stick on Bristol board.
- **Power point presentation (15 Minutes)**
  - Presentation explores the concept of student-centred classrooms, their characteristics as well as common myths about student-centred classrooms
  - Components of student-centred classrooms – Building Positive Relationships
- **Group Activity (10 mins)**
  - Identify a teacher who was important to you when you were at school.
  - Describe the relationship between that teacher and the class.
  - What strategies did the teacher use to build positive teacher-student relationships in the classroom?
  - What strategies can you use to build positive relationships with your students
- **Powerpoint presentation (10 mins)**
  - Components of student-centred classrooms – Setting up the Physical Classroom
- **Activity (20 mins)**
  - Design a motivational poster for your classroom.
Implementing CFS in Caribbean School

Present to other participants.

Powerpoint (10 mins)
- Components of student-centred classrooms – Ambience

Activity (5 mins)
- Examine the cartoon.
- Identify 4 things that are contributing to the negative ambience in this classroom.
- Identify the steps which are necessary to create a positive ambience in this classroom.

Powerpoint presentation (15 mins)
- Instruction in the student-centred classroom
  - Learning styles
  - Differentiated instruction
  - Information processing strategies

Group Activity (30 mins)
- Each group selects an information processing tool (e.g. Mind Map, Subject Cubes, Think Dots)
- Each group is asked to describe who they would use the tool with, what subject they would use it in and demonstrate how they would use it.

Group Feedback (15 mins)

Powerpoint presentation and Discussion (10 mins)
- Gendered Teaching in the Student-Centred Classrooms

Group Work (45 mins)
Each group prepares an action plan for implementing student-centred practices more consistently in their classroom.
- Complete Student Centred Classroom Assessment
- What good practices are already in place in your classroom?
- How can you build on these?
- What practices are priority areas for improvement?
- What simple steps can be taken make your classroom more student-centred?
- What are the barriers to making your classroom more student-centred?
- What can be put in place to overcome these challenges?

Group feedback (15 minutes)

Conclusion and Wrap up discussions (10 minutes)
- Completion and collection of post-test
The CFS model can be viewed as a package solution and a holistic instrument for pulling together a comprehensive range of interventions in quality education.
## Monitoring Tool for Primary Schools

### I. SCHOOL LEADERSHIP AND MANAGEMENT

<table>
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<tr>
<th>Yes</th>
<th>No</th>
<th>Remarks on Progress/Frequency*</th>
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<tbody>
<tr>
<td>• The Parent-Teacher Association is functioning effectively</td>
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<td>• The Principal assesses school strengths &amp; identifies areas for improvement</td>
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<td>• School learning improvement/development plans (SIPs/SDPs) are being utilised</td>
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<td>• School Education Management Information System (EMIS) is in use</td>
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<td>• EMIS information is submitted in a timely manner to the Ministry</td>
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<td>• The Principal promotes teachers’ well-being &amp; positive morale</td>
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<td>• Regular training for teachers and education managers conducted</td>
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<td>• Students participate in school leadership and decision-making through Student Councils based on clear guidelines</td>
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<td>• Student leaders chosen democratically by students</td>
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### II. STAFF PROFESSIONAL DEVELOPMENT

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<tr>
<th>Yes</th>
<th>No</th>
<th>Remarks on Progress/Frequency*</th>
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<tr>
<td>• Teachers are sensitised about relevant educational policies</td>
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<td>• Induction and mentoring of new teachers is practised in a systematic way</td>
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<td>• Members of the Management Team informally assess the knowledge and skills of the teaching staff</td>
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<td>• Teachers’ knowledge/skill deficits are addressed through either school-based or external training opportunities</td>
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<td>• Regular structured school-based staff development is conducted by resource persons</td>
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<td>• The school has a fair system for allocating opportunities to participate in external staff development</td>
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<td>• Teachers involved in external training return and provide school-based training to other teachers</td>
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<tr>
<td>• The staff has been exposed to student-centred teaching strategies</td>
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<td>• The staff has been sensitized to techniques for ensuring an equitable education for both genders</td>
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III. POSITIVE BEHAVIOUR MANAGEMENT

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<th></th>
<th>Yes</th>
<th>No</th>
<th>Remarks on Progress/Frequency*</th>
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<tbody>
<tr>
<td>1.</td>
<td>The school has implemented a positive behaviour management strategy</td>
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<td>2.</td>
<td>The school monitors the positive behaviour management strategy</td>
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<td>3.</td>
<td>Teachers have been notified of the policy in the Education Act as it relates to the use of corporal punishment in schools</td>
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<td>4.</td>
<td>Teachers do not discipline students using fear, threats, humiliation or violence</td>
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<tr>
<td>5.</td>
<td>Teachers monitor pupil interaction in class, on the playground &amp; other areas</td>
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<td>6.</td>
<td>The school provides confidential guidance &amp; counselling services</td>
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<td>7.</td>
<td>Teachers reinforce positive behaviour with praise, rewards, smiles, positive comments</td>
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<td>8.</td>
<td>Teachers correct inappropriate behaviour, explaining why it is wrong, and offer alternative choices to guide future behaviour</td>
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<tr>
<td>9.</td>
<td>Teacher actively listens to the learner, interacts and helps pupils overcome problems</td>
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</table>

IV. CHILD CENTRED EDUCATION

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Remarks on Progress/Frequency*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student-Centred Teaching and Learning Methods</td>
<td></td>
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<tr>
<td>2.</td>
<td>Lessons are planned systematically with the learning objectives/expected outcomes clearly articulated</td>
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<tr>
<td>3.</td>
<td>Teachers use a range of teaching / learning methods, responding to individual needs &amp; differences</td>
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<tr>
<td>4.</td>
<td>Teachers encourage pupils to think, make decisions, ask questions, and express their opinions</td>
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<tr>
<td>5.</td>
<td>Teachers promote active, cooperative learning and facilitate learning through group activities</td>
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<tr>
<td>6.</td>
<td>Teachers allow students to ask questions in class</td>
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<tr>
<td>7.</td>
<td>Student-Centred Classrooms</td>
<td></td>
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<tr>
<td>8.</td>
<td>All children have individual access to textbooks &amp; reading materials on a daily basis</td>
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<tr>
<td>9.</td>
<td>A range of locally-made teaching aides are used</td>
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<tr>
<td>10.</td>
<td>Classroom organisation facilitates active learning: flexible seating, activity corners</td>
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<td>11.</td>
<td>Classroom displays are comprehensive inclusive of expectations, student’s work and teaching aids</td>
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<tr>
<td>12.</td>
<td>Teachers are encouraged to develop various learning spaces in the classrooms</td>
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<tr>
<td>13.</td>
<td>Continuous Student Assessment</td>
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<tr>
<td>14.</td>
<td>Teachers give students the learning objectives of each subject at the beginning of each term/semester</td>
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<td>15.</td>
<td>Teachers develop &amp; implement an Assessment Principles linked to learning outcomes</td>
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<tr>
<td>• Teachers use a range of assessment methods to assess children’s learning progress</td>
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<tr>
<td>• Teachers utilise assessment to improve instruction &amp; enhance learning</td>
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<tr>
<td>• Teachers provide feedback to students and report student learning outcomes to parents at regular intervals</td>
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<tr>
<td><strong>Maximum Learning Time</strong></td>
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<tr>
<td>• Classes are taught for the prescribed number of hours per week</td>
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<tr>
<td>• The timetable is displayed in all classrooms and adhered to</td>
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<tr>
<td>• Teacher attendance and punctuality is monitored and recorded</td>
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<tr>
<td>• Systems are in place to ensure that students are actively engaged in learning activities when a teacher is absent</td>
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<tr>
<td>• Systems are in place to ensure students who are absent from school are aware of the activities taking place in class</td>
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<tr>
<td><strong>Reading with Meaning</strong></td>
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<tr>
<td>• Teachers engage all children in reading activities with emphasis on ‘meaning’ and enjoyment</td>
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<tr>
<td>• School/classroom library facilitates diverse learning activities</td>
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<tr>
<td><strong>Creativity and Self-Expression</strong></td>
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<tr>
<td>a) Teachers provide a range of activities during lessons to facilitate the development of students’ creativity and self-expression</td>
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<tr>
<td>b) The school offers co-curricular activities &amp; clubs (for e.g. brownies, Scouts sports, 4H etc)</td>
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<tr>
<td>c) Students’ creative work is displayed</td>
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<tr>
<td><strong>Local Relevance</strong></td>
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<tr>
<td>• School works with the community to ensure education is locally relevant for all students so parents are aware of the school’s expectations</td>
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<tr>
<td>• School integrate aspects of local culture, history, culture, language, dance, songs, stories into curriculum</td>
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<tr>
<td>• Culture displays &amp; school cultural days are promoted</td>
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<table>
<thead>
<tr>
<th>V. EFFECTIVE SCHOOL/COMMUNITY /PARENT</th>
<th>Yes</th>
<th>No</th>
<th>Remarks on Progress/Frequency*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• There is a sound school-community partnership visible</td>
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<tr>
<td>• Parents participate in school management at the board level</td>
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<tr>
<td>• Partnerships with agencies and private sector are in place</td>
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<tr>
<td>• Parents are aware of the learning outcomes of each subject his/her child is taking</td>
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<tr>
<td>• Opportunities are provided for parents to be aware of their children social and academic strengths and challenges</td>
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</tbody>
</table>

* * Please indicate note on progress; frequency; or, where not applicable, N/A
<table>
<thead>
<tr>
<th>VI. PASTORAL /SPIRITUAL CARE</th>
<th>Yes</th>
<th>No</th>
<th>Remarks on Progress/Frequency*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual care is provided to students</td>
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<tr>
<td>School networks with partners (Faith-based organisations, NGOs, other agencies) to provide spiritual care to students</td>
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<tr>
<td>Student guidance and counselling have a moral foundation</td>
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<tr>
<td>VII. INCLUSIVE, CHILD-SEEKING, NON-DISCRIMINATORY PRACTICES</td>
<td>Yes</td>
<td>No</td>
<td>Remarks on Progress/Frequency*</td>
</tr>
<tr>
<td>• Promotes parental awareness of major education policies</td>
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<tr>
<td>• Strives to include all children</td>
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<tr>
<td>• Identifies and includes out-of-school children</td>
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<tr>
<td>• Identifies and includes children with disabilities</td>
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<tr>
<td>• Monitors and records attendance &amp; grade progression</td>
<td></td>
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<tr>
<td>• Strives to reduce repetition</td>
<td></td>
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<tr>
<td>• Ensures elimination of negative stereotypes</td>
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<tr>
<td>IX. GENDER-SENSITIVE, FRIENDLY ENVIRONMENT</td>
<td>Yes</td>
<td>No</td>
<td>Remarks on Progress/Frequency*</td>
</tr>
<tr>
<td>• Sensitises school and community on gender issues</td>
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<tr>
<td>• Monitors gender-difference in education</td>
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<tr>
<td>• Ensures gender-sensitive pedagogy</td>
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<tr>
<td>• Works to empower students, especially boys</td>
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<tr>
<td>• Implements strategies to protect students from violence</td>
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<tr>
<td>• Ensures needs of girls and boys are met</td>
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<tr>
<td>• Promotes gender equality in leadership at all levels</td>
<td></td>
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<tr>
<td>IX. HEALTHY AND HEALTH PROMOTING PRACTICES</td>
<td>Yes</td>
<td>No</td>
<td>Remarks on Progress/Frequency*</td>
</tr>
<tr>
<td>• Supports access to essential health services</td>
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<tr>
<td>• Teaches Health and Family Life Education throughout all levels of the school</td>
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<tr>
<td>• Promotes student nutrition e.g. breakfast / school meal exists</td>
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<td>• Provides water, sanitation facilities e.g. toilets</td>
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<tr>
<td>• Teaches sport &amp; physical education</td>
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<tr>
<td>X. SAFE, PROTECTIVE, NURTURING ENVIRONMENT</td>
<td>Yes</td>
<td>No</td>
<td>Remarks on Progress/Frequency*</td>
</tr>
<tr>
<td>• Develops child safety &amp; protection strategy</td>
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<tr>
<td>• Implements Child Safety and Protection Strategy (including emergency drills and policies on violence and abuse prevention)</td>
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<tr>
<td>• Enforces code of conduct for teachers and students</td>
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<tr>
<td>• Ensures protection of children from violence (name-calling, teasing, bullying, public ridicule etc.)</td>
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</table>
### Implementing CFS in Caribbean School

- Has programme and activities to build students' self-esteem
- Ensures all aspect of the schools' environment is clean, sanitary and attractive (classrooms, yard etc)
- Provides a sufficient quantity of accessible, private, clean, well-maintained separate sanitation facilities for boys, girls, physically disabled children and teachers, which are used daily

**Additional observations:**

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Name of School: ________________________________________________________________
Name of Principal: ____________________________________________________________

Date: _____________________________ Signature of Person

* Please indicate note on progress; frequency; or, where not applicable, 'N/A'
* Please indicate frequency, i.e. whether: daily, weekly, monthly, termly, yearly; or, 'N/A' if not applicable or a note on progress
A child-friendly school ensures every child an environment that is physically safe, emotionally secure and psychologically enabling.