

Behavioural Emotional Support Team (B.E.S.T.)

Presentation to the Board
January 23, 2018



B.E.S.T. Team Purpose and Practice

In order to better meet the needs of both our students and staff, the district has revised the existing framework for emotional and behavioural support services in the elementary years. Through a coordinated team approach, the goal is to build capacity within all members of a student's support team, including school staff and caregivers. This may involve observations, modeling, co-teaching, and consultation. The team is then able to coauthor a plan to address the social, emotional, and behavioural needs of the child to improve their functioning both inside and outside of the school community.



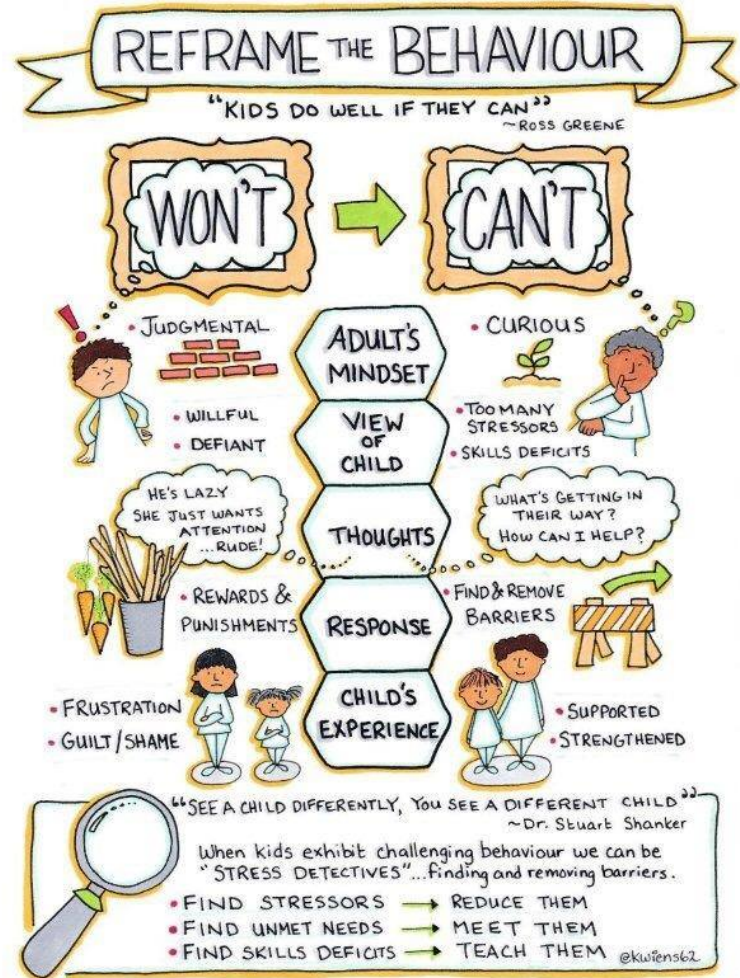
Challenging behavior is just a signal,
the fever, the means by which the
kid is communicating that he or she
is having difficulty meeting an
expectation.

— *Ross W. Greene* —

AZ QUOTES

BEHIND EVERY
CHALLENGING BEHAVIOUR
IS AN UNSOLVED PROBLEM
OR A LAGGING SKILL
(OR BOTH).

- DR. ROSS GREENE



STRESS BEHAVIOUR VS. MISBEHAVIOUR

- DR. STUART SHANKER

What is
Stress
Behaviour?

Modern science is showing that there is a HUGE difference between misbehaviour and stress behaviour.

It's critical for teachers to understand this distinction because if we treat them in the same way, it can be worse for our students—and is very hard on everyone!

Misbehaviour

The key to *misbehaviour* is that the child *could* have acted differently: that she was *aware* that she shouldn't have done something, and was perfectly capable of acting differently.

Stress behaviour

The key to *stress behaviour* is that the child is *not* fully aware of what she is doing, or why: she has *limited* capacity to act differently.

Stress behaviour is caused by too high a stress-load. The big challenge in doing Self-Reg is figuring out why the child's stress is so high.

Three step process

*"Dysregulated children in school
will not learn": Dr Bruce Perry*

1. **Regulate** (you & them)
2. **Relate**
3. **Reason**



Simple
Consistent
Open



Children learn how to regulate their emotions through "co-regulation."

The better we can soothe them when they are agitated, or support them when they are low, the better they "absorb" how to do this for themselves.

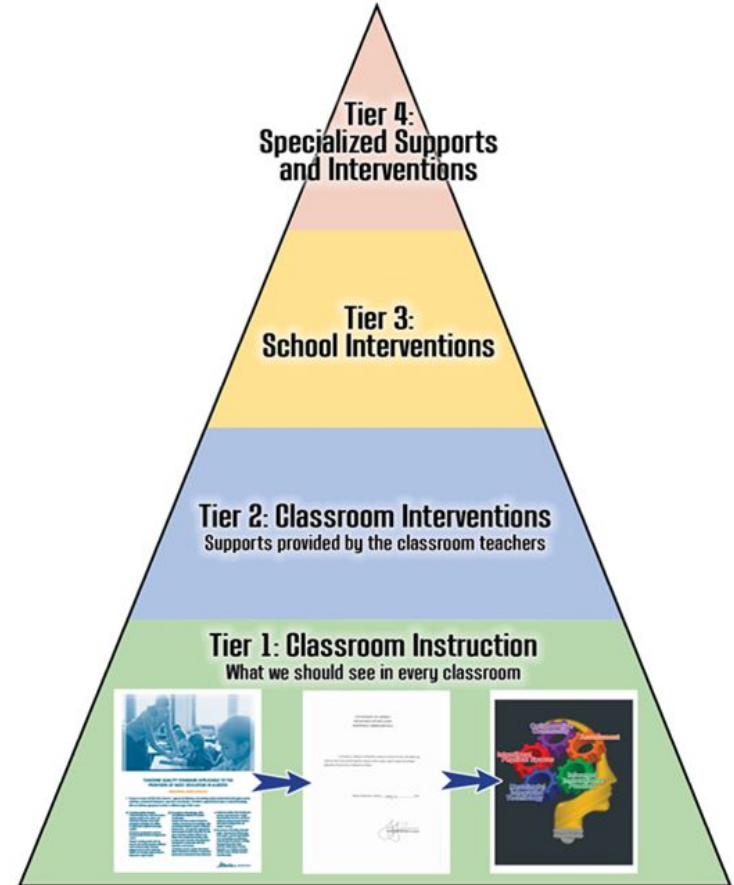
DR. STUART SHANKER
www.self-reg.ca



Change in Model

- Moving to a team approach has allowed us to build capacity in teachers, educational assistants, and families to address challenging behaviours with consistency.
- Our approach is intensive and on-site to allow the team to observe, collect data, model strategies, and coauthor a plan with the classroom teacher that will best meet the student's needs.
- We have observed significant buy-in from school staff to make changes in practice to support their most challenging students through this intensive approach .

- The differentiation of roles in the district through the introduction of optimal learning coaches, classroom support teachers, and the collaborative response model has allowed us to target the students most in need of this service.





Team Roles

Teacher

- Collaborate with the school-based team to identify and implement appropriate individualized supports to address the student's social, emotional, and behavioural needs within an inclusive classroom.
- Support the classroom teacher in communicating the student's program goals and chosen strategies to the school-based team, and in using education assistant support most effectively.
- Model a variety of classroom strategies and interventions to assist the school-based team in identifying what will work best for them; coaching is provided as the team begins to implement the plan independently.
- Facilitate relationship building opportunities between the classroom teacher and student so that the student becomes part of the plan and feels supported by the school-based team.



Team Roles

Educational Assistant

- Collaborate with the school-based team to identify and implement appropriate individualized supports to address the student's social, emotional, and behavioural needs within an inclusive classroom
- Model the chosen strategies and interventions in order to increase the education assistant's understanding and comfort level with the support plan.
- Support the education assistant in carrying out the program goals and chosen strategies as directed by the classroom teacher.
- Facilitate relationship building opportunities between the education assistant and student so that the student becomes part of the plan and feels supported by the school-based team.



Team Roles

Family Enhancement Facilitator

- Collaborate with the school-based team and caregiver(s) to ensure that the selected strategies and supports are consistent between environments.
- Identify potential barriers to accessing community supports and assist the caregiver(s) in navigating the appropriate systems.
- Support the caregiver(s) in carrying out the joint goals and chosen strategies as agreed upon with the team.
- Facilitate relationship building opportunities between the school and home so that they may work collaboratively in the best interest of the student.
- Engage in direct intervention work with individual students as needed to address social, emotional, and behavioural needs.



Feedback

“The focus on building sustained capacity and having the team IN our school and STAYING for a period of time allowed them to develop the relationships to speak into the practice of admin, EA's and teachers. Having Nick to connect with the parent was a valuable part of this process.”

“The team has a high skill set and members have valuable and unique experiences working with behavioral difficulties. Additionally, I appreciate the strength based and solution focused approach used by the team. The ability for team members to work elbow to elbow with the teacher and EA is valuable.”

“In my opinion the B.E.S.T program so far has been incredible. The support and understanding the team provided to both myself and the kiddo was genuine, encouraging and amazing!”

“The biggest challenge for me personally was letting someone step in and help. I was so used to struggling with the situations daily all by myself and having someone come in and instruct me to do something differently was hard. I am now absolutely blown away by the progress we have made with this kiddo and the transformation I have gone through personally.”

A Child's Behavior is an Iceberg

What you see:



Feeling loved
Feeling satisfied
Feeling confused
Feeling detached
Feeling secure
Feeling sad
Feeling connected
Feeling angry
Feeling joyful
Am I safe? Am I loved?
Can I do things for myself?
Am I capable? Am I nourished?
Do I belong? Am I respected? Do I
have power? Am I secure? Am I included?
Are my thoughts valued? Am I understood? Do I matter?

(What's really going on)

www.KellyBartlett.net

When little people
are overwhelmed by
big emotions, it's our job
to share our calm,
not to join their chaos.

-l.r. knost

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