



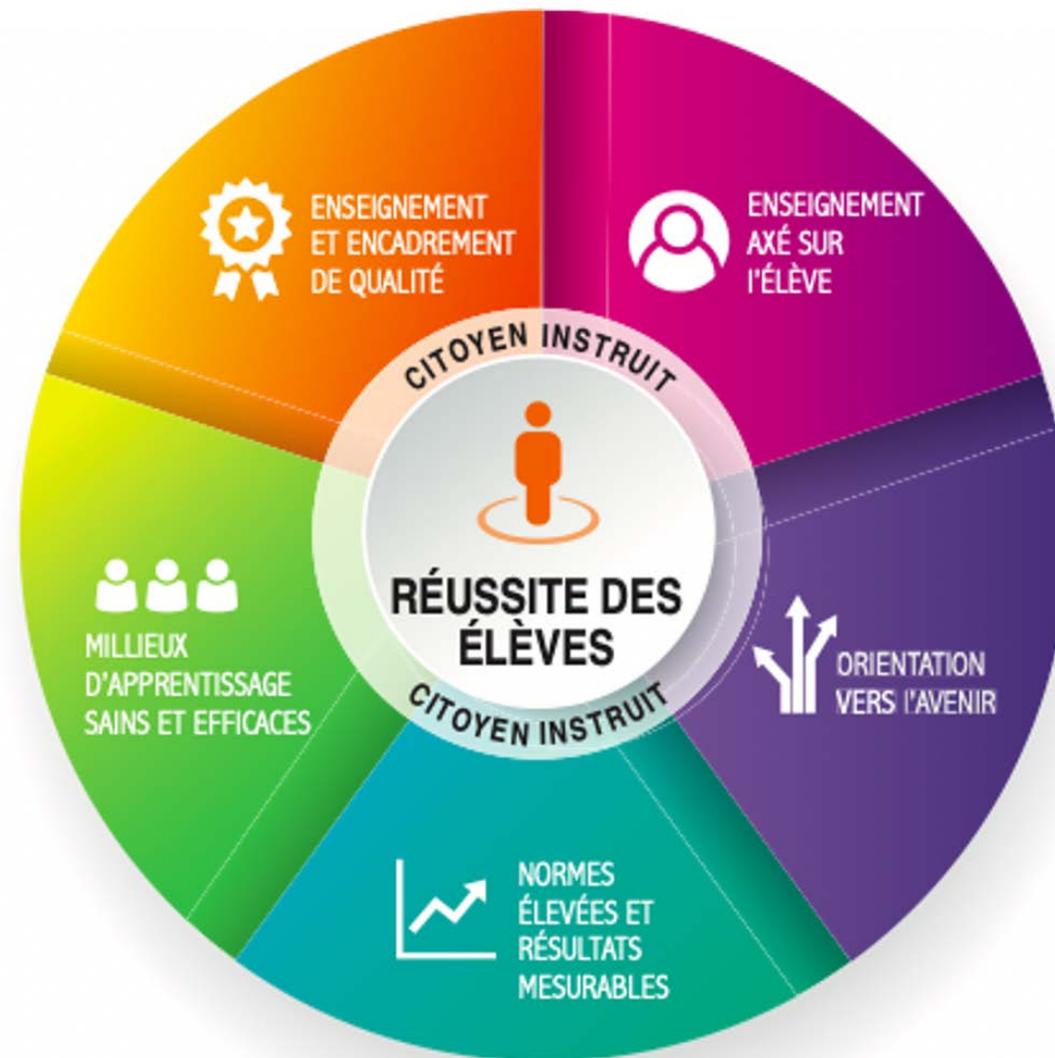
POSITIVE  
SUPPORT FOR  
SOCIAL AND  
EMOTIONAL  
LEARNING

*Open House*

*September 23rd 2021*



# BC MINISTRY OF EDUCATION CONCEPTUAL FRAMEWORK



# CSF VALUES



## VALUES

STUDENTS AT THE CENTRE

COLLABORATION

INCLUSION

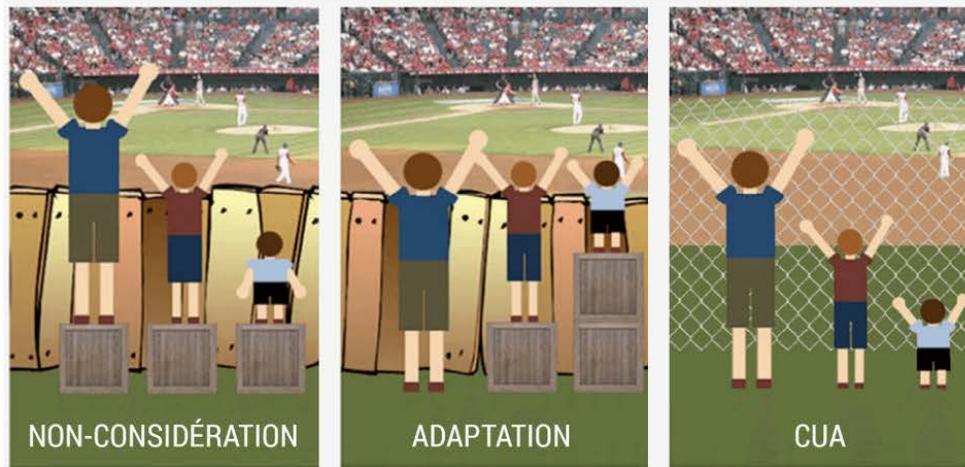
CARE

EQUITY

# WHAT IS INCLUSION?

- Inclusion education in CSF schools allow each person to find their place and to thrive.
- Students with diverse needs are fully included in a safe and responsive school environment.
- Aboriginal students are welcomed into an inclusive and culturally appropriate school environment that supports their academic success.
- Diverse students are welcomed into an inclusive school environment that supports their academic success.

# WHAT DOES INCLUSION LOOK LIKE?



NON-CONSIDÉRATION

Not considered

ADAPTATION

Adaptation

CUA

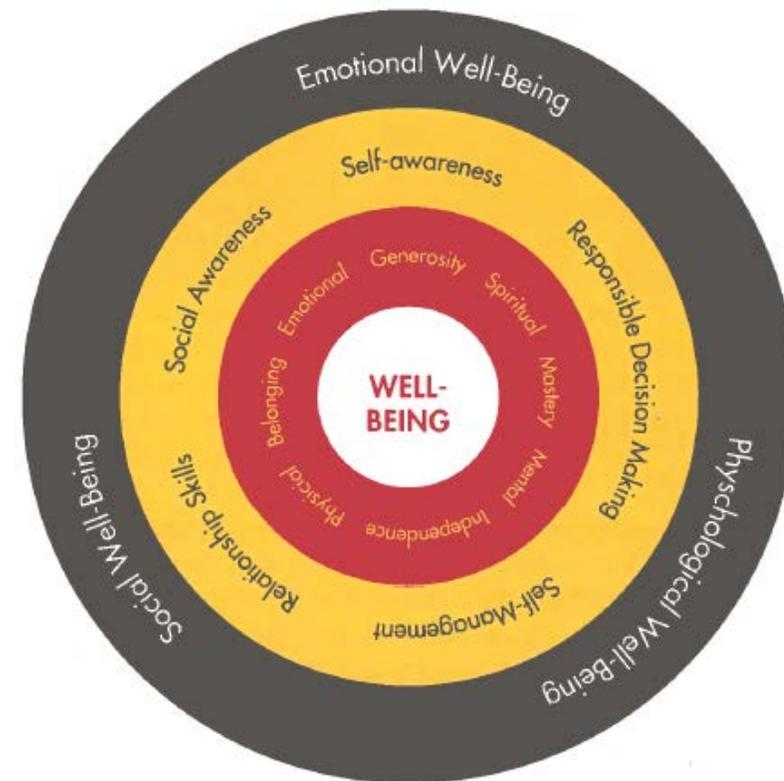
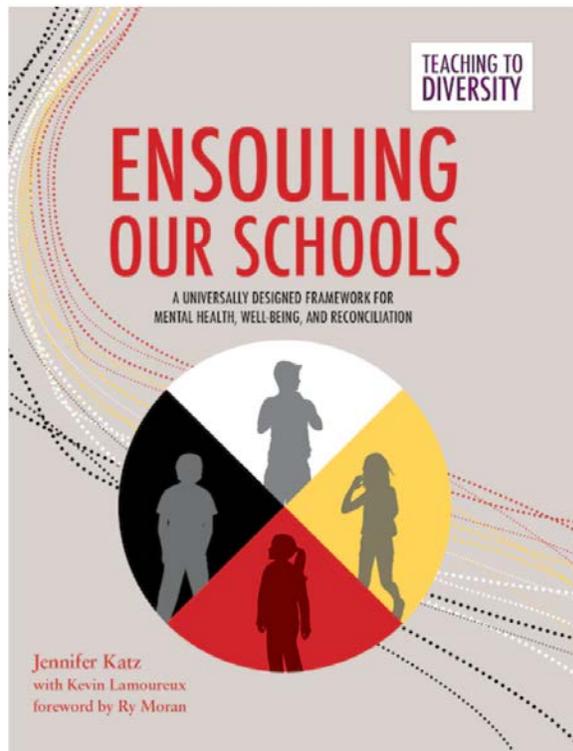
UDL

UNIVERSAL DESIGN FOR  
LEARNING (UDL)

## SOME INFORMATION ABOUT UDL

- Framework based on research
- Promotes social-emotional well-being and success for all students
- Allows for the needs of all students to be met
- Encourages students to use and develop different strategies to progress
- Analogy of the difficulty of learning to read for behaviour support

# UDL AND SOCIAL-EMOTIONAL DEVELOPMENT



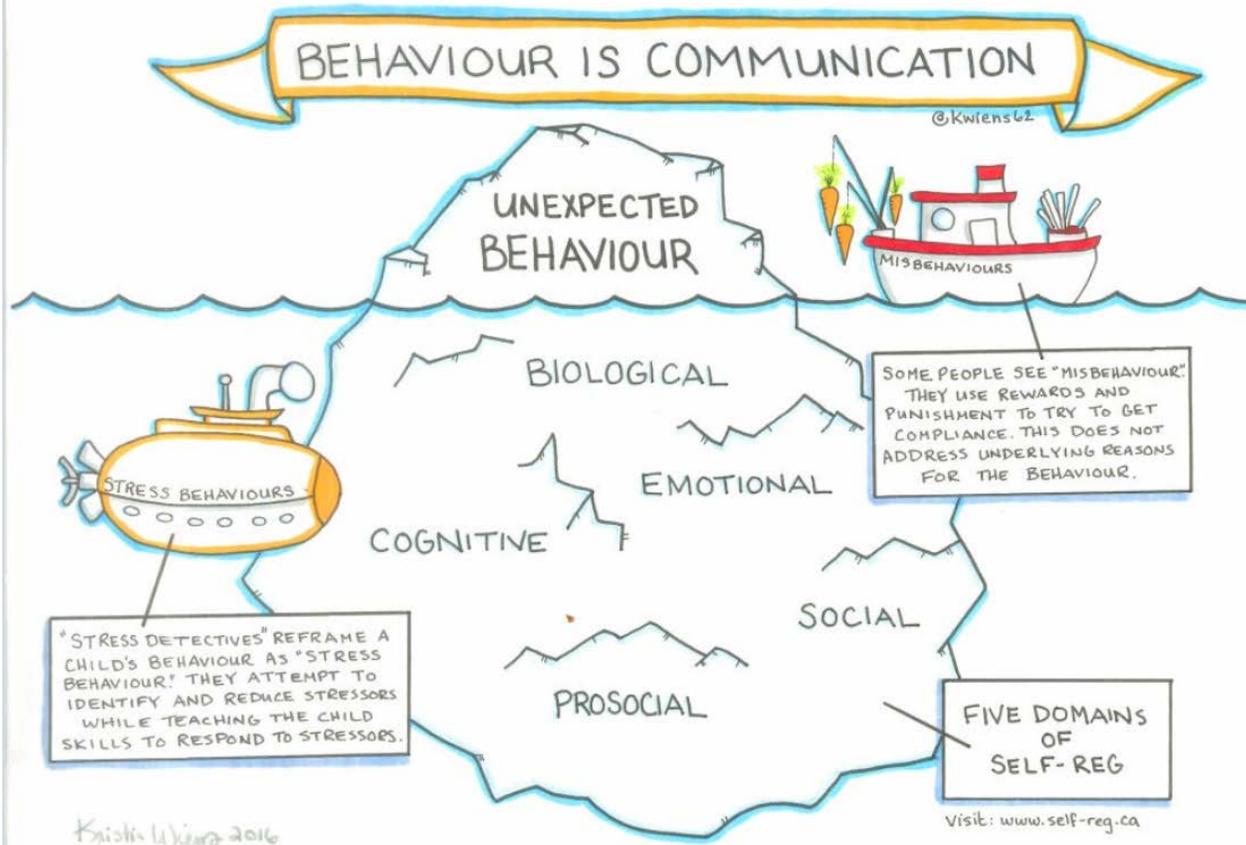


## HOW CAN WE ACHIEVE THIS?

- By changing the way we view behavior and how we respond to it
- By drawing on psychological research

CSF and École des Sept-sommets educational professionals base much of their intervention on Dr. Ross Greene's Collaborative Problem Solving (CPS) model.

# COLLABORATIVE PROBLEM SOLVING MODEL



- A different vision of behavior
- Moving from power and control to collaboration and problem-solving
- Rather than imposing, we collaborate to find a solution that will suit all parties
- Behaviour is communication

# REFRAME BEHAVIOUR

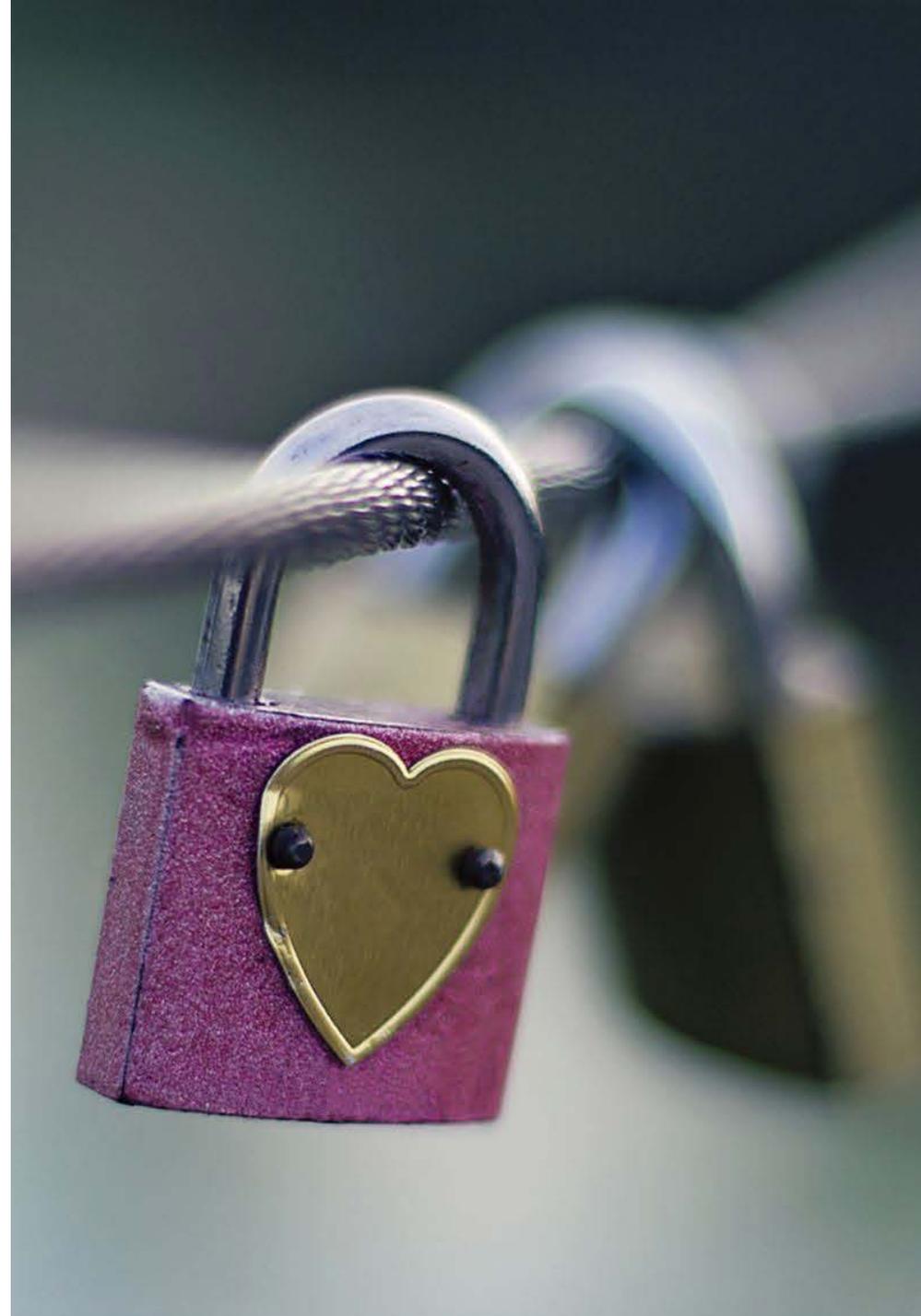
# REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"  
~ ROSS GREENE



## KEY IDEAS

- Kids do well if they can
- Emphasis is on problems (and solving them) rather than on behaviors
- Understanding comes before helping
- Behavior *communicates* that the child doesn't have the skills to meet certain demands and expectations





## HOW ABOUT OUR SCHOOL?

- Develop the new code of conduct during the 2021-2022 school year
- Continue to inform school families
  - Presentation #2 in December
  - Presentation #3 in March
  - Presentation #4 in June
  - We welcome your questions or thoughts!
  - Consistency between partners and developing a common vision between families and school
- Training and coaching for school staff



## RESOURCES

- CSF wellbeing team website <https://bienveillance.csf.bc.ca/>
- Lives in the Balance (Ross Greene) <https://livesinthebalance.org>