



# NISKA

NEWS

Volume 4, Number 10

September 2001

## Congratulations Mirror Theatre

Mirror Theatre, under the artistic direction of Dr. Joe Norris of the Department of Secondary Education, University of Alberta, received the Edmonton Youth Investment Award for Community Organizations Promoting Youth. Mayor Bill Smith presented the group with a certificate and a plaque in a ceremony at City Hall on June 16.

Mirror Theatre is an interactive theatre company that works with children and youth in school settings to help them deal with issues such as violence and bullying in schools; body image; sexuality; drug and alcohol use; inclusion/exclusion; and risk taking.

The cast consists of undergraduate and graduate students from the University of Alberta and interested community members. They explore the topics by relating them to their own lives and translating their insights into thought-provoking scenes.

Over the past seven years Mirror Theatre has written performance workshops and worked with the ATA's Safe and Caring Schools Project creating video scenarios for the *Toward a Safe and Caring Community* workshop series.

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## Grants Supporting Inclusive School Cultures

Grants to a maximum of \$2,000 are available to locals, school staffs and teachers who undertake projects that support the principles of diversity, equity and human rights in schools and/or the profession. Projects may focus on education or communication and should advance knowledge, develop skills and/or foster inclusive attitudes among students, teachers and the community.

An inclusive school culture builds a positive learning community that educates all children well by promoting systematic and sustainable school/family/community partnerships and is characterized by traditional values of co-operation, trust, caring, sharing, respect and responsibility. It fosters and supports the intellectual, social, physical, emotional and spiritual development of each child.

Grant applications will be considered for innovative projects that advance the mission of public education, reflect values and the principles of diversity, equity and human rights and that have ongoing impact on students and/or teachers. Preference will be given to projects that involve stakeholders in planning.

Watch the September school and local mailings for the grant guidelines, application form and additional information about the purpose of the grant. Deadlines for applications are November 13, 2001, for projects undertaken during the 2001–02 school year and April 26, 2002, for the 2002–03 school year.

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# Safe and Caring Schools and Effective Behavior Support

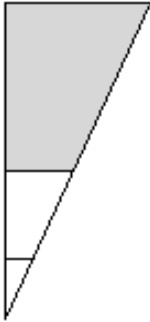
## How Resources from the Safe and Caring Schools Initiative and its Partners Integrate with the Effective Behavior Supports

Effective Behavior Support is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. This program is part of Alberta Learning's Safe and Caring Schools Initiative Phase II.

### Effective Behavior Support

### Partners in Safe and Caring Schools

#### Primary Prevention



**Schoolwide Prevention**  
**Students without Serious Problem Behavior 80% to 90%**

- schoolwide data
- clear expectations
- teach expectations
- facilitate success planned and implemented by all adults in school
- rules, routines and physical arrangements

**The ATA's Safe and Caring Schools Project**

- \*Supporting a Safe and Caring School
- \*Toward a Safe and Caring Curriculum
- \*Supporting a Safe and Caring Profession
- \*Toward a Safe and Caring Community

**Alberta Home and School Council's Association**

**Alberta School Boards' Association**

**Alberta Community Development**

**College of Alberta School Superintendents**

#### Secondary Prevention



**Targeted Prevention**  
**Students At-Risk for Problem Behavior 5% to 15%**

- pre-correction
- effective instruction
- functional assessment
- effective interventions
- individuals or small groups
- key teachers and specialists

**Alberta Learning**

- \*Early Literacy
- \*Early Intervention

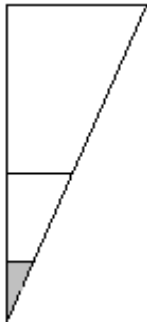
**Alberta Association of School Resource Officers**

**Children's Services**

- \*Task Force on Children At-Risk
- \*Alberta Children's Forum

**Student Health Initiative**

#### Tertiary Prevention



**Intensive Services**  
**Students with Chronic/Intense Problem Behavior 1% to 7%**

- special education
- effective instruction
- alternative placement
- wraparound planning
- crises management plans

**Alberta Youth Initiative - Children's Mental Health, Student Initiative (SHI), Protection of Children Involved in Prostitution and Partnership on Fetal Alcohol Syndrome**

**Universities**

- \*Tri-Faculty Research Project on Learning Disruptive Behavior in Alberta Schools

**Alberta Health and Wellness**

**Children's Services**

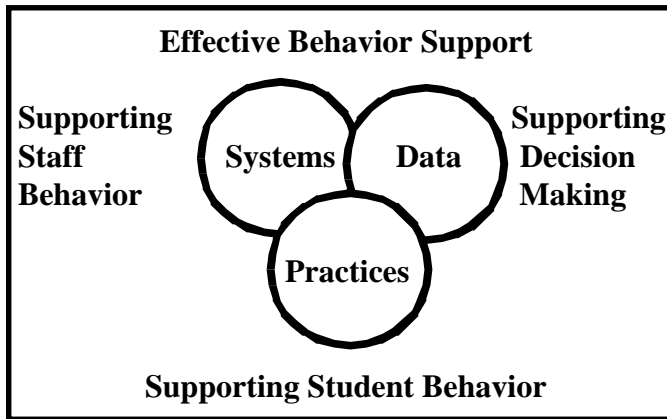
**Justice and the Attorney General**

**AADAC**

**Office for the Prevention of Family Violence**

EBS information adapted from *School-wide Systems of Positive Behavior*, Terrance Scott, Ph.D, March 2000

## How the ATA's Safe and Caring Schools Project Integrates with the Effective Behavior Support Process



According to Gottfredson and Lipsky *Reviews of over 800 studies involving children with the most challenging behaviors say that...*

### *Ineffective Interventions*

- ✗ repeatedly sending problem students to see someone
- ✗ sending problem students to talk with psychotherapists
- ✗ reacting without facilitating success

### *Effective Interventions*

#### ✓ *Teach Specific Social Skills*

The ATA's Safe and Caring Schools Project teaches knowledge, skills and attitudes while meeting the Alberta curriculum outcomes. Toward a Safe and Caring Curriculum emphasizes character growth together with social-skill development.

#### ✓ *Use Behavior-based Interventions*

The ATA's Safe and Caring Schools Project promotes effective use of logical consequences while modeling and reinforcing respectful and responsible behavior.

#### ✓ *Implement Effective Academic Instruction*

All curriculum resources focus on academic success while building strong social skills and character. This is fundamental to achievement and significantly reduces behavior problems. The K to Grade 6 curriculum resource is literature based and effectively enhances reading and comprehension.

**EBS information adapted from School-wide Systems of Positive Behavior, Terrance Scott, Ph.D., March 2000**

### The ATA's Safe and Caring Schools Project Program Areas



#### **Toward a Safe and Caring School**

Builds a positive school culture emphasizing research-based practices represented in the common attributes of a safe and caring school.



#### **Toward a Safe and Caring Curriculum**

Includes resources to help teachers integrate safe and caring topics with Alberta curriculum outcomes.



#### **Supporting a Safe and Caring Profession**

Provides professional development resources and activities for teachers such as workshops and inservices.



#### **Toward a Safe and Caring Community**

Offers a workshop series to help parents, teachers and other adults model and reinforce pro-social behavior outside school.

*If you have any comments about the SACS Project you would like to share, please let us know. We can be reached by e-mail at [sacs@teachers.ab.ca](mailto:sacs@teachers.ab.ca) or by mail at The ATA's SACS Project, 11010-142 Street, Edmonton, AB T5N 2R1.*

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## **Lig & Bittle Prove to Be a “Perfeckt Phitt” with the ATA’s Safe and Caring Schools Project**

After receiving rave reviews at the Edmonton Fringe Festival’s family stage, Concrete Theatre brings *Lig & Bittle* to Edmonton and area schools. Lig who is big and Bittle who is little, go in search of the land of “Perfeckt Phitt.” They believe “Perfeckt Phitt” is a place where they won’t feel different anymore, a place where they will fit in. The play is for children from Kindergarten to Grade 3. It celebrates the diversity and differences in us all. Barb Maheu, program manager for the ATA’s Safe and Caring Schools Project, gave *Lig & Bittle* “Three Thumbs up! The acting is engaging, energetic and expressive.”



There are many ways to work *Lig & Bittle* into the Alberta curriculum using *SACS Resources for Integration K to Grade 3*. For example, a Kindergarten teacher can introduce the term *diversity* by reminding the students of Lig and Bittle’s uniqueness. This Kindergarten lesson from Topic 3, “Respecting Diversity and Preventing Prejudice” (page 8) asks the teacher to review unique characteristics and give the students

several scenerios as illustrated in the following sample exercise.

- ◆ *We can have different colored hair: stand up if you have blond hair. Stand up if you have dark curly hair.*
- ◆ *We can have different hobbies: Stand up if you collect hockey cards. Stand up if you like to play computer games.*
- ◆ *We can live in different houses: Stand up if you live in an apartment. Stand up if you live in a mobile home.*
- ◆ *We can eat different foods: Stand up if you like pizza. Stand up if you like hamburgers.*

*Lig & Bittle* is especially useful in the discussion of Topic 3, at all levels from Kindergarten to Grade 3. Also check out lessons in Topic 4, “Managing Anger and Dealing with Bullying.”

For information about booking *Lig & Bittle* to come to your school, call Concrete Theatre at 439-3905.

## **WOULD YOU LIKE TO BORROW NISKA**

The Project has developed an adult-sized Niska suit, which can be borrowed without charge from the SACS office. Schools wishing to borrow the suit for special events should make a reservation at least three weeks in advance. Schools are responsible for paying the shipping charges to and from Barnett House and for carrying out minor sanitary procedures. Schools are also liable if the suit is lost or damaged.



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*Niska News is a newsletter produced by the ATA’s Safe and Caring Schools (SACS) Project for school and community members. The goal of the SACS Project is to encourage practices that model and reinforce socially responsible and respectful behaviors so that learning and teaching can take place in a safe and caring environment. Achieving this goal requires the involvement of not just parents and teachers but also all the important adults in a young person’s life. This newsletter is designed to provide timely, up-to-date information about the project. For more information, contact the SACS office by phoning 447-9487 (in Edmonton) or 1-800-232-7208 (from elsewhere in Alberta). Copying and distributing Niska News is permitted as long as the source is credited. The newsletter is available online through the SACS Project website at <[www.teachers.ab.ca/safe/index.html](http://www.teachers.ab.ca/safe/index.html)>.*

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