

Guide to Supporting Student Behaviour Using a Student-Centred and Strengths-Based Approach

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DIVISION SCOLAIRE

LOUIS RIEL

SCHOOL DIVISION

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Foundational Elements to Student-Centred and Strengths-based Behaviour Support

When supporting and responding to student behaviour, a student's unique needs, developmental stage and age will be considered when providing opportunities for learning and growth that maintain a student's dignity and promote positive relationships. Pedagogy, practices, and strategies to support student behaviour will:

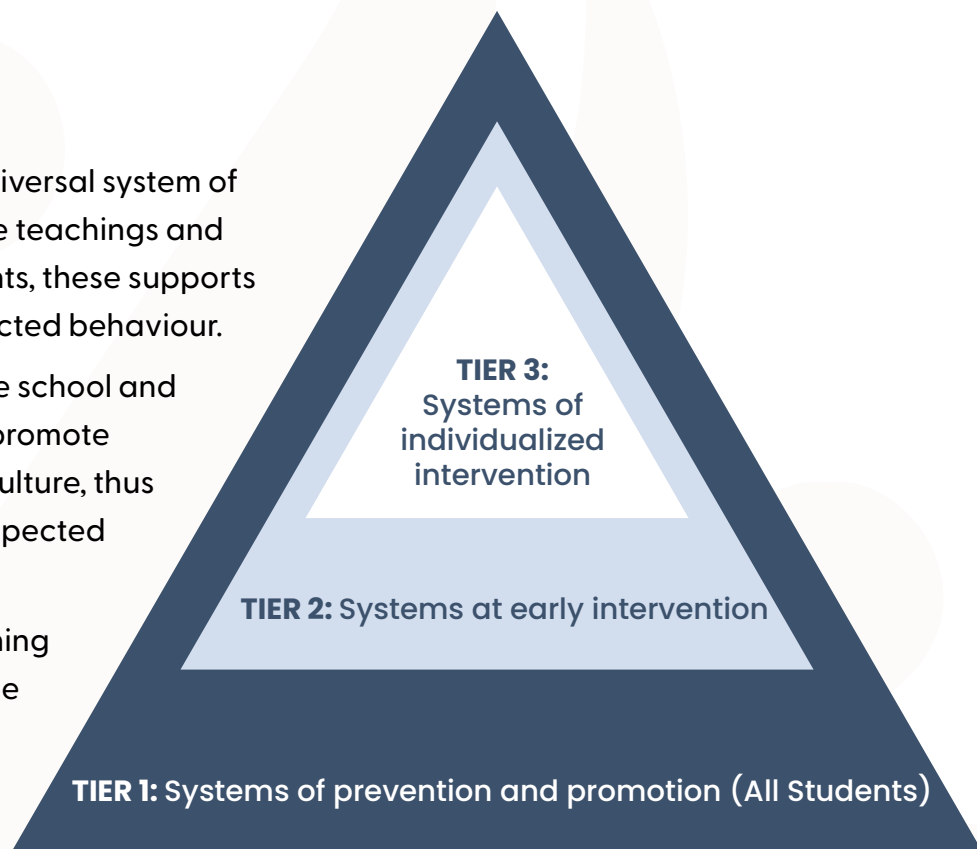
- be informed by current educational and behavioural research
- be culturally responsive, anti-oppressive, anti-racist, trauma-informed
- comply with provincial legislation and policy directives as outlined in [Policy JK – Supporting Student Behaviour](#)
- ensure appropriate educational programming as per [Policy JBA](#)
- be developed collaboratively with the appropriate school staff, parents/guardians/caregivers and community support personnel
- employ a whole school approach to creating positive, supportive, safe, culturally responsive, and intellectually engaging classroom settings in which all students can be successful
- systematically teach social and emotional skills using developmentally appropriate supports and learning opportunities
- reflect an understanding of the underlying factors of student engagement and create the conditions for student emotional, academic and intellectual engagement
- reflect an understanding of the risk and resiliency factors and lived experiences that can affect student behaviour

Three Tiered Model of Student-Centred and Strengths-based Behaviour Support

The three tiers of this model represent a continuum of increasingly intensive and individualized interventions that correspond to a student's behavioural needs and their responsiveness to interventions.

Tier 1:

- All students benefit from a universal system of developmentally appropriate teachings and interventions; for most students, these supports are enough to maintain expected behaviour.
- These supports include whole school and classroom approaches that promote positive school climate and culture, thus creating the conditions for expected behaviour.
- These supports include teaching students strategies to manage conflict, solve problems, and regulate emotions, as well as implementing well-developed and inclusive teaching and classroom management strategies.



Tier 2:

- More targeted, early interventions will benefit the students whose needs are not fully met by Tier 1 strategies.
- These supports may include direct instruction and behavioural intervention strategies to support regulation and stress responses.

Tier 3:

- Individualized supports will benefit the students whose needs are not fully met by Tier 1 & Tier 2 strategies.
- A comprehensive network of school and community supports may be required.
- Supports are guided by a Student-Specific Plan (see [Policy JBA – Appropriate Educational Programming](#)).

Student-Centred and Strengths-based Behaviour Intervention and Response Strategies

[Safe and caring schools: Provincial code of conduct–Behaviour intervention and response using a student-centred and strengths-based approach \(Manitoba Education and Early Childhood Learning 2025\)](#) references and describes the supports and interventions below. These strategies foster student learning about how to be responsible, respectful, and safe.

- Discussion with a Trusted Adult
- Parental/Caregiver Involvement
- Formal Meeting
- Restoring Community/Restitution
- Positive Behaviour Agreement
- Student Services Referral
- Outside Agency/Community Involvement
- Concerning/Serious Behaviour Protocol ([see p.6](#))
- Police Notification

In Louis Riel School Division (LRSD), suspension, expulsion, and student services placements (managed moves) may be used as part of the process to plan student-centred behaviour interventions and response strategies. LRSD employs these exclusionary practices bearing in mind provincial direction – namely, that exclusionary practices should:

- only be exercised with caution
- be commensurate with the least restrictive environment
- not be punitive
- include planning to minimize feelings of alienation and address those that arise

The School Principal:

- maintains the authority to determine which course of action is appropriate
- must ensure interventions are consistent with Policy JK – Supporting Student Behaviour
- will consider the frequency and severity of the behaviour, the student’s age and state of development, and the student’s degree of social-emotional and mental wellness

The response to behaviour must consider the student’s diverse learning needs and abilities, including the student’s ability to access the information, the student’s understanding of the policy or rules, and whether the response used for the majority of students is appropriate for the individual student. Reasonable accommodation is required for students with diverse needs that affect their behaviour. Supports and interventions may be applied, changed, and adapted as appropriate to the school and divisional context, and they do not need to be applied in the order they appear in this document. School staff will ensure that all students impacted by others’ behaviour are offered appropriate supports and interventions.

Responding to Worrisome, Concerning, and Serious Behaviour

Our core understanding of student behaviour is that a student's specific behaviours are predictable and understandable when we examine the student's previous experiences, diagnoses, skills, and the context (situational demands) in which the behaviour occurs. When a student exhibits concerning or serious behaviours, we understand that they behave this way because they are lacking specific skills and have difficulty coping with the demands of the situation. The purpose of adult intervention is to decrease or stop the worrisome, concerning, or serious behaviour and to teach or create the conditions for expected behaviours.

A process has been developed to guide school principals and school teams in determining the most appropriate responses to behaviour which includes data collection, evaluation of data, and planning ([see flow chart](#)).

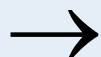
Gathering historical, personal, and contextual information when determining the seriousness of behaviour provides useful information to develop plans for the student's success. Additional information about risk and resiliency factors or mental health status is also gathered, if required. Divisional support processes such as the Consultation Team Meeting and the Individual Student Support Team Meeting are used to assist with planning.

The School Support Team may require time to gather information about a student, or contextual information about an incident, to develop an appropriate intervention plan. When such time is necessary, strategies to maintain the student's attachment to school need to be implemented to minimize disruption to schooling and maintain important student-adult relationships.

Whenever possible, intervention plans are developed collaboratively with input from the appropriate School Support Team members, parents/guardians/caregivers, and the student. Once the student returns to school, the plan needs to be monitored regularly during scheduled follow-up meetings. The plan is adjusted as necessary.

A Shift in Practice

From conventional



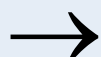
to evidence-informed best practices

From prescribed suspension practices



to seeking to understand the student behaviour and developing plans to support changes in behaviour

From adults planning in isolation



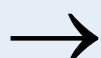
to involving the student's perspective in developing plans (e.g., using Collaborative Problem Solving)

From isolated problem



to collaborating with divisional and community services

From suspension as punishment



to strategies to maintain student's attachment to school while plans are being developed

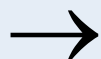
From identifying the student's level of risk (future prediction of behaviour)



to identifying dispositional and contextual factors that may have contributed to the student's behaviour, such as:

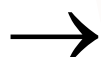
- risk and resiliency factors
- possible mental health factors

From answering the question: Is the student safe to return to school? (violence prediction)



to determining student needs and developing a plan to address these needs in order to increase the likelihood of a successful return to school (prevention or risk reduction)

From assessment as an event conducted by an expert person with a formal report as the product and end point (linear process)



to assessment as a collaborative and ongoing process, where all members of the School Support Team share information and contribute to the development of a plan, followed with ongoing evaluation and adjustment of the plan (recursive/ongoing process)

Responding to Worrisome, Concerning and Serious Behaviour (Flow Chart)

All incidents of concerning and serious behaviour are to be reported immediately to the Principal.

The Principal gathers the initial information and initiates the consultation process (see: Concerning Behaviour Student and Witness Question Guides).

Within 24 hours, the Principal shall inform senior administration or consult with Divisional supports as follows:

Types of Behaviour	Contact/Consult	Activate
Worrisome	Director of School and Classroom Supports (or designate) as needed	School Psychologist School Social Worker
Concerning	Assistant Superintendent Emergency Services (if deemed necessary)	Director of School and Classroom Supports (or designate)
Serious	Assistant Superintendent Emergency Services (if deemed necessary)	Director of School and Classroom Supports (or designate)

School Principal arranges a Consultation Team Meeting within 1 week of the incident with the following personnel:

- School support team (Vice Principal, Student Services teacher)
- School-based Psychologist and Social Worker
- Director of School and Classroom Supports (or designate)

Team Response Planning will be conducted by the Principal, Clinicians and Student Services teacher(s) as necessary to:

- Identify student needs
- Identify risk/protective factors
- Identify mental health needs
- Develop a Response and Support Plan

Principal (or designate) will:

- Arrange for an educational continuance plan
- Maintain contact with the family to inform them of and update them about the process

Decision made for no further assessment

- School team and school-based clinicians make recommendations and plan as needed

School Psychologist and School Social Worker share reports and recommendations with:

- Assistant Superintendent
- School Principal
- Director of School and Classroom Supports

Collaborative decision made regarding school return.

Assistant Superintendent, Principal, and Clinicians meet with Guardian(s) and student to **share the Report and Recommendations. Parent/Student will receive a copy of the report from the clinicians on the day the report is reviewed.**

Principal, School Support team, and school-based Clinicians to collaboratively **develop details of a Support Plan.**

Principal to arrange a meeting with parents and student and invite relevant school and divisional staff and clinicians. Director of School and Classroom Supports (or designate) may also be invited.

Follow-up:

- Set date for a review meeting
- Adjust plan as needed

Responding to Worrisome, Concerning, and Serious Behaviour - Overview of Supports & Interventions

When supporting and responding to student behaviour, a student’s unique needs, developmental stage and age will be considered when providing opportunities for learning and growth that maintain a student’s dignity and promote positive relationships. The table below is illustrative, not prescriptive.

TYPES OF BEHAVIOUR	RESPONSE BY SCHOOL PRINCIPAL	PRINCIPAL’S COMMUNICATION TO PARENTS RE: PROCESS	TYPE OF ASSESSMENT	TYPE OF DOCUMENTATIONS	SUPPORTS AND INTERVENTIONS TO CONSIDER
Worrisome Behaviour may include but is not limited to: <ul style="list-style-type: none">• Preoccupation with weapons, violence, discrimination• Inappropriate comments, drawings, writings, social media posts• Unresolved conflict• Testing/pushing limits• Unusual changes in behaviour• Non-targeted threats• Suicidal ideation• Possession of or being under the influence of alcohol, cannabis, or an illicit drug	Contact/Consult: <ul style="list-style-type: none">• Director of School and Classroom Supports (or designate)	Inform parents/guardians/ caregivers of worrisome behaviour	No assessment required if behaviour does not express lasting intent and requires minimal support	<ul style="list-style-type: none">• Incident noted in Clinician, Student Services and Administration contact notes in Clevr• Student Profile filled out in Clevr	<ul style="list-style-type: none">• Mediation/conflict resolution if conflict exists• Restorative practices• Safety Plan<ul style="list-style-type: none">• Check for weapons• Alternative entry/exit• Supervision during unstructured or critical times (recess, lunch hours, bathrooms, change room)• Limit access to areas of the school• Communication plan with parents/guardians /caregivers to share relevant information• Offer culturally responsive supports• Connect with community supports• Continued clinical support• Ensure safety, address needs of targeted student(s)• Student specific programming• Adult response planning• Staff debriefing <p><i>Always monitor effectiveness of interventions and adjust plans as necessary</i></p>
	Activate: <ul style="list-style-type: none">• School Support Team (school psychologist, school social worker, OT)• Arrange for a team meeting		Consult report or Assessment of Concerning Behaviour if behaviour is substantive and indicates a desire to harm someone beyond the immediate incident	<ul style="list-style-type: none">• Consultation report to be placed in pupil support file and shared with School Principal, guardian and student	
Concerning Behaviour may include but is not limited to: <ul style="list-style-type: none">• Verbal or written threats to kill, hurt others, or cause others to be harmed• Disturbing/hateful comments, drawings, writings, social media posts, actions• Threats to destroy school (bomb, fire)• Possession of a weapon on school property• Destroying property• Fire setting at school• Physical assault in the school or community• Access to weapons in the context of the concerning behaviour• Communicating plans/intentions of targeted violence• Inappropriate sexualized behaviour	Contact/Consult: <ul style="list-style-type: none">• Superintendents’ Office• Director of School and Classroom Supports (or designate)• Emergency Services or External Agencies, if deemed necessary	<ul style="list-style-type: none">• Inform parents/ guardians/caregivers of concerning behaviour• Inform guardians of assessment/consultation• Inform parents/ guardians/caregivers of targeted student, if applicable• Intervention Letter	Assessment of Concerning Behaviour, if required, to create a safety plan	<ul style="list-style-type: none">• Consultation report to be placed in pupil support file and shared with Assistant Superintendent, Director of School and Classroom Supports, School Principal, guardian, and student• Serious Incident Report (for Manitoba Education) to be filled out by School Principal or Superintendents’ Office, if necessary• Serious Injury Report (for Manitoba Advocate for Children & Youth) to be completed by school social worker or school psychologist, if necessary.	
	Activate: <ul style="list-style-type: none">• School Social Worker and School Psychologist• Arrange for a team meeting				
Urgent and Serious Behaviour may include but is not limited to: <ul style="list-style-type: none">• Assault with weapon• Openly carrying a weapon• Physical assault in the school or community causing serious bodily harm• Sexual exploitation of peers• Sexual assault	Contact/Consult: <ul style="list-style-type: none">• If situation is life-threatening, call 911• CFS• Superintendents’ Office	<ul style="list-style-type: none">• Initiate lockdown or hold and secure, as necessary• Inform parents/ guardians/caregivers of urgent and serious behaviour• Inform guardians of assessment/consultation• Inform parents/ guardians /caregivers of targeted student, if applicable• Intervention Letter	Assessment of Concerning Behaviour	<ul style="list-style-type: none">• Consultation report to be placed in pupil support file and shared with Assistant Superintendent, Director of School and Classroom Supports, School Principal, guardian, and student• Serious Incident Report (for Manitoba Education) to be filled out by School Principal or Superintendents’ Office, if necessary• Serious Injury Report (for Manitoba Advocate for Children & Youth) to be completed by school social worker or school psychologist, if necessary.	
	Activate: <ul style="list-style-type: none">• Director of School and Classroom Supports (or designate)• School Social Worker and School Psychologist• Arrange for a team meeting				

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