

Managing Aggressive Student Behaviours: *A System Education Leader's Learning Lab*

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Agenda

- Connection to Research
- Grounded in *Being*
- Case Study Conversations
- Pulling It All Together



Connection to Research

- Learning Labs are used in various educational settings, including schools, universities, professional development programs, and corporate training, to enhance learning outcomes and provide a dynamic and immersive learning experience.
- Each Learning Lab includes relevant research related to the lab topic.

Application

- Stories of practice case studies demonstrate the application of concepts within a school authority.
- Practical application and reflective exercises help solidify understanding of the material and allow participants to apply their learning to their own context.
- Learning Lab topics can be applied to a variety of school authority contexts.

Learning

Lab

Study

- Each Learning Lab allows participants to deepen their understanding of a specific topic and reflect on related case studies from practice.
- Interactive and hands-on elements keep participants actively engaged in their learning process.
- The focus on real-world application aids in developing practical skills that can be directly applied in professional or personal contexts.

Synthesis

- Synthesis questions, which are designed to allow participants to synthesize their learning and consider applications to their own context or professional growth as a system education leader, accompany stories of practice case studies.
- When Learning Labs are done in a collaborative setting, sharing diverse ideas and experiences can contribute to system education leaders' learning.

Learning Lab Overview

Introduction

- The purpose of this Learning Lab is to strengthen excellence in system education leaders' professional practice as it relates to managing challenging and aggressive student behaviours within their school authority.
- Participants will explore system education leadership strategies to support schools, empower staff, and ensure consistent, compassionate approaches to aggressive behaviours that prioritize both students' and staff's safety and well-being.
- This Learning Lab has been designed to align with the following Professional Practice Standards:



Learning Outcomes

As a result of participating in this session, participants will have the opportunity to:

- analyze case studies to deepen their understanding of system education leaders' roles in managing aggressive student behaviours.
- engage in collaborative conversations that surface diverse perspectives and promising practices.
- identify strategies and systemic conditions that support safe, consistent, and compassionate responses to aggression.
- reflect on their own leadership practices and consider how to strengthen supports within their school authorities.
- leave with practical insights and shared strategies that can be adapted to their local contexts.



Guiding Questions

- What strategies can system education leaders implement to address and manage challenging and aggressive student behaviours at the system level?
- What are the successes and challenges system education leaders experience in addressing and managing challenging and aggressive student behaviours, and how can these be leveraged to achieve optimum learning for all students?



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- Thank you to **all the participants** in this Learning Lab for engaging with vulnerability, courage, and a shared belief that every student and every adult deserves to learn and work in a place where they feel safe, respected, and supported.



Disclaimer

- The case studies and examples presented in this Learning Lab are entirely fictional and were created for professional learning purposes only. Any resemblance to actual persons, students, staff members, schools, or school divisions, past or present, is purely coincidental.
- The names of individuals, schools, and communities used throughout are fictional and do not represent any real people or organizations.
- These scenarios are designed to support reflection, dialogue, and professional growth among Alberta system education leaders and should not be interpreted as depictions of real events or circumstances.



Connection to Research



Connection to Research - Alberta Education

Annotated Bibliography

- Alberta Education Policies, Legislation, and Resources
- ATA and CASS Research and Resources
- Relevant Research
- Reflective questions



Grounded in *Being*



Kids do well if they can.

(Greene, 2016, p. 17)



Kids DO well if they can.

“Kids <u>DO</u> well if they can.” (Greene, 2016, p. 17)	Initial Response What comes up for you when you hear this phrase?	Connection to System Supports What supports exist in our system to help students who can’t yet do this well? Where are the gaps or growth opportunities?

Grounded in *Being*

Kids *READ* well
if they can.



Grounded in *Being*

Kids *WRITE* well
if they can.



Grounded in *Being*

Kids *DO MATH* well
if they can.



Grounded in *Being*

Kids ***SPEAK*** well
if they can.



Grounded in *Being*

**Kids ORGANIZE
THEIR MATERIALS
well if they can.**



Grounded in *Being*

Kids *SOLVE*
PROBLEMS well
if they can.



Grounded in *Being*

Kids *SOCIALIZE* well
if they can.



Grounded in *Being*

**Kids COPE WITH
TRANSITIONS well
if they can.**



Grounded in *Being*

Kids *COPE WITH PAST
TRAUMA* **well if they
can.**



Grounded in *Being*

Kids **BEHAVE** well
if they can.



Grounded in *Being* - Table Group Debrief

- How has this activity influenced or reinforced your understanding of the phrase “kids do well if they can”?
- Which of your initial responses surprised you the most?
- What assumptions or beliefs about student ability, behaviour, or motivation did you notice in your own reactions?
- How do your current system practices and supports reflect or conflict with this belief?
- What changes might occur in our schools or systems if we consistently operated from this mindset?
- What is one action you could take as a system education leader to align your practice or policies with this philosophy?



Case Study Conversations



Case Study Conversations

- Choose one of the four case studies to read and discuss.
- Each case study includes:
 - Background Information
 - Incident Overview
 - System-Level Learning
 - Successes
 - Challenges
 - Synthesis Questions
- Be prepared to share the highlights of your conversation with the larger group.



Case Study Conversations

Pine Valley Middle School

(pgs 14-17)

- Schedule change and inconsistent supports trigger Grade 8 student with ASD causing dysregulation, crisis response, and parent concerns.

Prairie Ridge Elementary School (pgs 18-22)

- A Grade 4 student's escalating aggressive behaviour injures teacher, evacuates class, and escalates to community complaints.

Prairie Valley High School

(pgs 23-26)

- A weekend cyberbullying conflict spills into school fight resulting in injuries, police involvement, misinformation spread.

Willow Creek School (pgs 27-30)

- Adult power struggle escalates behaviour and unsafe restraint prompts complaint and review.

Case Study Conversations

- After you have read the case study, use the synthesis questions as discussion prompts.
- Consider the following questions as well:
 - How would your school authority respond if a similar situation happened?
 - What proactive structures, supports, or practices might have prevented this escalation?
 - What are the policy or legal implications of this case?
 - How do you rebuild safety and trust with students, staff, and families following such an incident?



Case Study Conversations - Sharing

- Provide a brief overview of the case study.
- Share the highlights of your conversation. Consider sharing your group's thoughts about the synthesis questions and the overarching questions.
 - *How would your school authority respond if a similar situation happened?*
 - *What proactive structures, supports, or practices might have prevented this escalation?*
 - *What are the policy or legal implications of this case?*
 - *How do you rebuild safety and trust with students, staff, and families following such an incident?*



Pulling It All Together



Pulling It All Together

- The questions on page 31 are provided to connect your learning to your own context and your role as a system education leader.
 - Beliefs and Mindsets
 - Leadership and Accountability
 - Coherence and Communication
 - Wellness and Capacity-Building
 - Learning and System Improvement
- Take some time now to respond individually to the reflective questions on page 32. If there are questions on page 31 that resonate with you, feel free to take this time to reflect on those.



*What is one action
you will commit to as a
result of participating
in this Learning Lab?*

*How can CASS
continue to support
your work in this
area?*

Thank You!

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References

Greene, R. W. (2016). *Lost and found: Helping behaviorally challenged students (and while you're at it, all the others)*. Jossey-Bass.