

# St Rita's School Behaviour Support Plan

## The Vision and Mission

In the spirit of our Vision for Learning at St Rita's, as a community built on Knowledge, Truth and Love – we come together each day to *Know More, Do More and Be More*.

*St. Rita's Catholic Primary School is a community of faith:*

*~ living and teaching Gospel values,*

*~ teaching, challenging and transforming students,*

*~ developing excellence in individuals and healthy relationships,*

*~ providing safety, support and a sense of belonging*

*~ looking to the future in hope*

This inspiring and educative vision underpins the learning experiences in our community and will empower all members of our community to contribute positively through our Beliefs, Values and Actions.

Our Mission is to ensure that:

- St Rita's is a worshipping community committed to the teaching and living out of Gospel values promoting equity and excellence for all.
- St Rita's is committed to providing quality Learning and Teaching Programs that develop successful learners to be confident and creative, active and informed citizens.
- St Rita's strives to provide an environment where individual student needs are addressed in order to provide education for life.
- St Rita's seeks to provide an open and safe environment where our sense of belonging is nurtured.
- St Rita's endeavours to foster a vision for future growth and professional development for all our community.

## Our School Context

St Rita's Catholic Primary School is a welcoming and vibrant community where respectful and positive relationships are fostered. Committed to providing quality programs and an engaging curriculum, our school strives to provide an environment where individual student needs are addressed in order to provide education for life. Our school wide pedagogy is to 'Know More, Do More and Be More'.

Our school is located in the Redlands bayside suburb of Victoria Point in a pleasing physical

environment of landscaped grounds and modern learning and teaching spaces. St Rita's is a well-resourced school providing optimal conditions for learning. Through extensive technology resources our teachers implement an engaging curriculum using contemporary learning strategies.

Student well-being is a priority and is promoted by implementing a co-ordinated and targeted range of programs that promote social and emotional learning, personal safety and protective behaviours, and personal development. Parent partnership within the school community is welcome and greatly strengthens our continuous improvements for learning and student achievement.

Our St Rita's spirituality is richly expressed through the writings of St. Augustine - it is one of warmth and of love. Augustine greatly valued relationships with others and community. He reached out to people and touched them; he was in turn beloved and appreciated by them. Fittingly the spirituality reflected in his writings is based on love of neighbour and on community – *“Honour God in each other”*.

## **Consultation Process**

St Rita's School has been implementing a school-wide approach to behaviour support since 2011. Our school program, PB4L (Positive Behaviour for Learning) is the result of the completion of PB4L training by the school's PB4L team. This team includes school leadership, teaching and school officer staff, parent representatives and external consultants. All staff have participated in extensive professional learning and have contributed to the development of this plan.

The process for implementing PB4L is evidence based with regular data collection and analysis to identify trends, emerging issues and interests. Our PB4L is an integral component of induction for new staff and reviewed on an annual basis.

## **Our Beliefs**

Our beliefs about student behaviour, discipline and learning unify us and direct our action – the decisions we make, the practices we choose and how we interact with others. The following beliefs reflect current literature in positive behaviour supports.

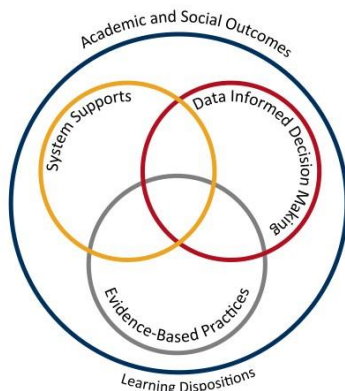
- Schools play a vital role in promoting the intellectual, physical, social, emotional, moral and spiritual and aesthetic development and wellbeing of young Australians (Melbourne Declaration)
- Every day at school, students have the opportunities to learn and practice social skills and develop General Capabilities through the curriculum (ACARA)
- Behaviour is learned, therefore responsible behaviour can be taught.
- Student discipline is best achieved through instruction rather than punishment
- Student behaviour can be taught using the same strategies used to teach academics
- Misbehaviour presents the student with an opportunity to learn, the educator with an opportunity to teach
- For behaviour change to occur, we must use positive approaches that strengthen teacher-student relationships.
- Student discipline is a collaborative effort. In partnership with parents and carers, we are committed to each and every student's success.

- Efforts to support all students to become successful learners, confident and creative individuals and active and informed citizens require ongoing teaching, encouragement and correction.
- Students need and want high standards for their behaviour. Maintaining high expectations does not require “get tough” or punitive approaches.
- An integrated system of school wide, classroom support and individual student supports can play a central role improving behavioural outcomes and developing learning disposition for the students we serve as well as contribute to the sense of efficacy and job satisfaction of our staff.
- Strategies for students with chronic or intense behaviours are more effective within the context of school-wide commitment to the social and academic development of all students.

## Our Approach - Positive Behaviour 4 Learning

### What is Positive Behaviour 4 Learning?

PB4Learning is about people, practices and processes – it is not a program but the way we do work. A focus on learning, capability building, wise and thorough use of data, and identifying and spreading good evidence-based practice are all integrated into the PB4Learning strategy.



Adapted from *School-wide Positive Behaviour Support: implementers' blueprint and Self Assessment*, by OSEP Center On positive Behavioral Interventions and Supports, 2004, Eugene OR: Lewis

### Theoretical and conceptual characteristics

The theoretical and conceptual understandings of PB4Learning are firmly linked to *Behavioural Theory* and *Applied Behavioural Analysis* (Carr et al., 2002).

This perspective emphasises that observable behaviour is an important indicator of what individuals have learned and how they operate in their environment. Behaviour is learned and rule governed, environmental factors are influential in determining whether a behaviour is likely to occur and new and alternative pro-social behaviours can be taught (Sugai & Horner, 2002; Sugai et al., 2008).

### Continuum of support and key features

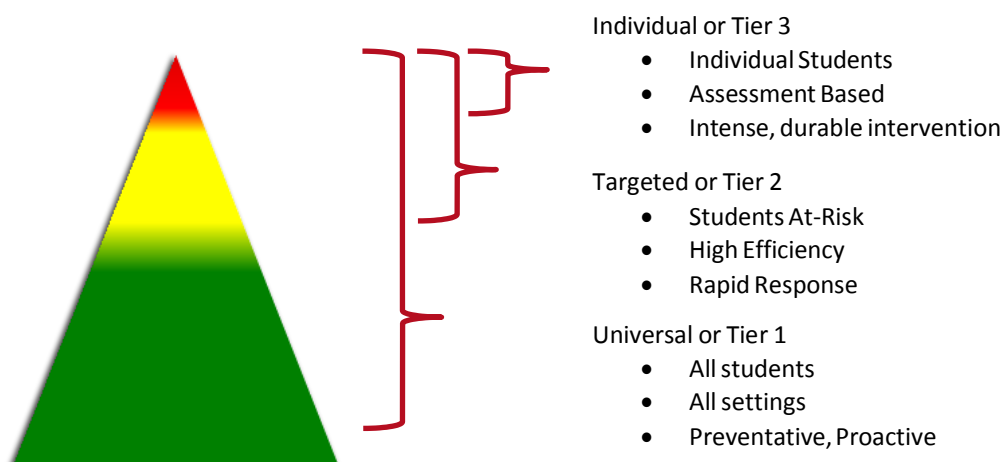
An important component of PB4Learning is the adoption of a continuum of behavioural supports that, like academic instruction, acknowledges that students will need differing levels of behavioural interventions and supports to be successful at school. Within the continuum there are three levels of support.

The first level focuses on Universal behavioural and academic supports for all students. Here the focus is on prevention of problem behaviours, providing early intervention for those at risk and creating positive learning environments across all settings in the school.

Research has shown that approximately 80-85% of students will respond to proactive universal supports, display the desired appropriate behaviours, and have few behaviour problems (Horner & Sugai, 2005; Lewis, Newcomer, Trussell & Ritcher, 2006).

The second level focuses on students who continue to display problem behaviour even with the universal supports in place. Through the use of data, students are identified early before problem behaviours become intense or chronic. They may receive targeted supports such as small group social skill instruction, academic supports and self-management strategies (Sailor et al., 2013).

Finally the tertiary level of support is intensive or individualised. These students will require highly individualised behaviour support programs based on a comprehensive behavioural assessment, which at times, will include mental health professionals and family and community services.



By building a connected continuum, everyone in the school is aware of how each level of support is connected to the universal systems i.e. every targeted and individualised intervention uses the universal set of behavioural expectations to increase the likelihood of maintenance and generalisation to other context.

## Universal supports

*A relentless focus on learning for all students*

### Clarity: Our Expectations

School-wide expectations encourage consistent and appropriate behaviours. They establish an effective use of a common language and understandings for all staff, students and parents across all settings. Agreed upon community expectations promote consistency across the staff and school community and help develop similar tolerance levels.

At St Rita's we teach and monitor four universal school expectations that all students and community members follow:

At St Rita's School with Knowledge, Truth and Love we:

**S**how

**T**hat we:

**R**espect Everyone

**I**nspire learning

**T**ake Care of Property and Environment

**A**ct Safe, Be Safe

We explicitly teach students the expected behaviours relevant to the contexts in the school community.

Our school-wide matrix determines the social skills and behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about discipline.

[St Rita's Community Expectations Matrix](#)

In addition to our school-wide expectations our affective curriculum is informed by the General Capabilities in the Australian Curriculum. The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

They complement the key learning outcomes of the *Early Years Learning Framework* (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators. ([www.acara.edu.au](http://www.acara.edu.au))

Personal and social capability, Ethical understanding and Intercultural understanding focus on ways of being, behaving and learning to live with others while Critical and Creative thinking is fundamental in students becoming successful learners. The ACARA learning continuum for each capability describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at particular stages of schooling.

[ACARA General Capabilities](#)

### **Focus: Teaching expected behaviour**

Effective instruction requires more than providing the rule—it requires instruction, practice, feedback, re-teaching, and encouragement (Sprague & Golly, 2005). Instruction takes place each day, throughout the day, all year long.

With older students we have found strong positive results when staff:

*Remind* = Regularly remind students of behaviours, procedures and routines

*Supervise* = Monitor student performance or compliance in all settings

*Feedback* = Provide feedback, non contingent and contingent

In addition direct teaching may be done using some or a combination of the following:

- Beginning of school year – setting up class expectations
- Focussed lessons throughout the year – as required and periodic re-enforcement
- Assemblies followed by class/year level practice
- New student orientation when needed
- Student buddies may serve as orientation role models for newly enrolled students

General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas.

Currently, St Rita's utilises material from a range of social skill programs including "You Can Do It"; "Bounce Back"; "How full is your Bucket"; "Bully Blocker" activities; "Socially Speaking". In addition a range of strategies and games have been developed to explicitly teach targeted social and emotional skills and behaviours.

### **Feedback: Encouraging Expected Behaviour**

It is important to follow desired behaviours with consequences that are reinforcing to most students such as specific positive feedback along with other forms of reinforcement. Our systems encourage and motivate students, both as they are learning the expected behaviours and then to maintain those skills and dispositions

as students become more fluent with their use. Specifically our encouragement system utilises effective, specific positive feedback, adult attention both contingent and non-contingent and a tangible reinforcement system. Our aim is to create a positive school climate and build rapport and relationships helping students to learn.

Some examples are:

- Specific positive feedback through ARK Program
- 3 metre rule: greet any person that passes by within three metres with a smile and hello.
- Tangible systems such as “Gotcha”, Class DoJo, Precinct Assembly Awards focussing on St Rita Expectations.
- Instructional Feedback – Praise, Task, Process and Self – Appraisal.

These components enable staff to effectively recognise and encourage students when they display expected behaviours and contribute to the creation of a positive school environment.

### **Targeted Supports**

Targeted interventions play a key role in supporting students at risk of academic and social problems and may prevent the need for more intensive interventions (Sailor et.al., 2009). These students consistently have trouble with low level but disruptive behaviours that are detrimental to instruction and interfere with their own learning. Targeted inventions should be timely and responsive and use similar strategies and social curriculum across a group of students.

Students are identified proactively, either through discipline data, attendance data, and teacher nomination or through a screening process. Our targeted supports have systems in place to monitor student progress, make modifications, and gradually decrease support as student behaviour and engagement improves.

Targeted intervention at St Rita’s Catholic Primary School include the ARK Program

- The ARK (Awesome Rita Kids) Program

The program builds on the school-wide expectations by providing students with frequent feedback and reinforcement from their teacher/s, a respected ARK facilitator and the student’s parents for demonstrating appropriate behaviour and academic engagement. The ultimate goal is to move the student to self-management.

## **Individualised Interventions.**

Successful outcomes for student's whose behaviour has not responded to universal or targeted supports are dependant our ability to intervene as early as possible with appropriate evidence-based interventions. A function-based approach is an essential feature of Positive Behaviour 4 Learning.

Functional Behavioural Assessment (FBA) is a collection of methods for obtaining information about the antecedents (things that student experiences before the behaviour of interest), behaviours (what the student does) and consequences (what the student experiences after the behaviour of interest). The purpose is to identify the reason (function) for the behaviour and to use the information to develop strategies that will support positive student performance while reducing the behaviours that interfere with the student's successful functioning at school (Witt et al., 2000). The FBA together with the function-based intervention procedures provide the bulk of the information needed to develop an effective and long lasting Behaviour Intervention Plan that eliminates problem behaviours, increases desirable behaviours and changes settings so that desirable behaviours are more likely to occur.

Interventions linked to the function or purpose of the behaviour, have proven to be more effective than interventions that simply increase reinforcement for "appropriate" behaviour and penalties for problem behaviour (Umbreit et al, 2007).

FBA is a flexible process that can be adapted to many situations. The complexity of the process will be informed by the complexity of the situation. The FBA process and the development of an individual plan may include:

1. The collection of background information through student files and interviews with relevant stakeholders including the student and their parents
2. Observations in the classroom
3. Collaborative meetings to share information and plan effective intervention strategies
4. Teaching replacement behaviours
5. Creating routines and environments to facilitate success
6. Monitoring and evaluating the effectiveness of the behaviour plan.



## Responding to inappropriate Behaviours

*The best defence is always a great offence*

Even with our positive approach to teaching and supporting appropriate behaviour, some problem behaviour will still occur. For some students, they do not know how to perform the expected behaviour or don't know it well enough to routinely use it at the appropriate times. For other students, they are not sufficiently motivated or invested in using the appropriate behaviour even when they understand what is expected.

The process of responding to problem behaviour is much like an error analysis, which is commonly used for academic work. Students who have a "skills deficit" will need more explicit instruction and practice while students who have a "performance deficit" need more prompts and cues to highlight the need for the replacement behaviour in context and may need more intense reinforcement when they use the replacement behaviour.

### A continuum of Responses

To correct behavioural "errors", we have a system in place that enables staff to efficiently and effectively respond to a range of inappropriate behaviours, from relatively minor ones, to chronic persistent minor behaviours and to more serious and major problems. This continuum thinking begins with clarity between those behaviours that can and should be managed by staff, within the context of the classroom and non-classroom settings and those that are serious enough to warrant an office referral. The definitions of teacher managed behaviours (minors) and office managed behaviours (majors) have been included in Appendix A.

Although the Teacher is the key problem solver when addressing minor behaviours, they can and should collaborate with and share creative strategies with families and colleagues.

Teachers typically address minor behaviours using best practices that include correction and re-teaching. Appendix B includes a brief summary of practices that may be utilised. As with all strategies to address inappropriate behaviour, they should be done privately and with instructional demeanour.

If the inappropriate behaviour persists or intensifies, staff may cease using correctional strategies and utilise crisis prevention strategies with the intent of preventing the behaviour from escalating beyond what can be appropriately managed in the instructional environment. A number of our staff have been trained in Non-violent Crisis Intervention and these protocols inform our system.

Crisis prevention strategies may include giving a student time away from their regular program in a separate area in the classroom, in another supervised classroom or in the office. The intent of the ‘time away’ is for a student to regain control of their own behaviour.

For “Office managed” behaviours, the behaviour is more serious or chronic disruption, concerns for safety for the student or others, or is a potentially illegal behaviour. This will typically result in actions taken by the School Leadership that may include more intensive teaching, restitution activities, strategies to help the student handle future situations or parent/carer conferences.

### **Learning-based consequences**

Effective consequences result in greater learning and often involve learning tasks or opportunities directly related to the inappropriate behaviour. Role play or practice, reflecting on the behaviour and the alternative, arranging a situation for the student to demonstrate a skill and making amends for behaviour that impacted others are all powerful learning-based consequences. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behaviour and be part of the solution. Even though consequences for inappropriate behaviour are intended to be educational, they may also be mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behaviour. Consequences are best when they are selected to fit the individual, the specific behaviour and setting, the frequency and severity of the behaviour. Fairness means that every one gets what they need in order to be successful and meet the expectations.

### **Monitoring inappropriate behaviour**

Our monitoring system for both major and minor behaviours assist us in making decisions about when to engage other supports to address the problem. Typical consideration would include:

- The student is losing instructional time because of his/her behaviour.
- The behaviour is occurring frequently, requiring substantial teacher time
- The intensity of the behaviour draws attention of those close-by causing disruption to activities.
- The student is not responding to universal supports

Figure 1 describes our Universal response and decision-making processes.

### **Targeted and Individualised Supports as a response to Problem behaviour**

Our evidence-based practices for targeted and individualised support have been described in the previous text. Throughout the decision making process, data is used

to guide us to ask the “right” questions. The right question, asked at the appropriate time can deepen the dialog from the concerns about an issue, to precision in identifying the problems or challenges faced and the opportunities for growth or improvement (Newton et.al, 2009)

Figure 2 describes are Targeted and Individualised response and decision-making processes.

### **KTL Process - KTL Process**

The KTL process provides teachers and students with a guideline to the level of support – whether the inappropriate behaviour is managed at classroom/playground level or requires further intervention at the school leadership level. These behaviours may be recorded on the School Behaviour Support Data base as minor or major incidents.

### **Suspensions**

In circumstances of major incidents, an in school or out of school suspension may be a considered consequence. A decision to invoke a suspension is made at the Principal and/or Assistant Principal discretion. It includes parent notification and an agreed to re-entry process. At St Rita’s, students who have been suspended or who are at risk of suspension would be candidates for a comprehensive functional behaviour assessment to inform an individualised behaviour support plan.

### **Exclusions**

An exclusion is only considered and recommended according to BCE guidelines whereby “students will not normally be excluded unless a clearly documented range of strategies has been tried and unless the cause of the behaviour has attempted to be identified and addressed, for example through a Functional Behaviour Assessment”. This process is reflected in the example flowchart in this plan for Targeted and Individualised Responses (Figure 2).

### **Appeals**

Appeals to decisions regarding short term (3 days or less) or long term suspension (more than three days) may be made in writing to the School Principal for short term and the Area Supervisor for long term. An appeal for exclusion may be made in writing to the Executive Director.

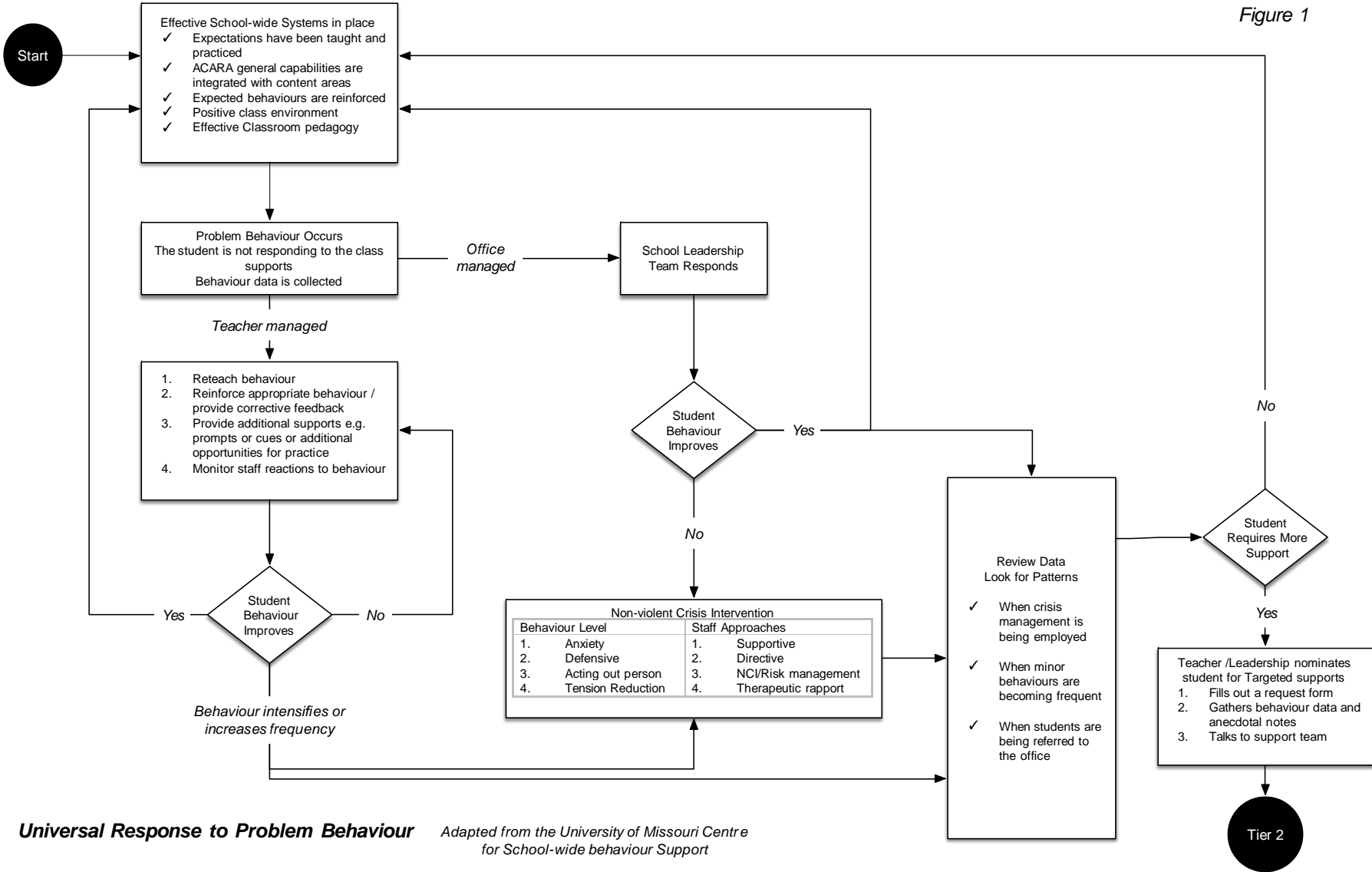
### **Professional Learning**

Professional Learning for PB4L includes:

- Non-violent Crisis Intervention training for staff where there is evident need to support critical behaviours.
- Positive Behaviour 4 Learning School Coaches network days X 2 each year
- Participation in the Positive Behaviour 4 Learning Initiative with BCEO staff
- Maintaining school capacity to do FBA and design individual plans by ensuring there are always two staff trained

- Maintaining a currency in effective pedagogy by participating in initiatives like Design Thinking, Visible Learning or the 3D approach. Staff that have effective pedagogy will have engaged students.

Figure 1



**Universal Response to Problem Behaviour** Adapted from the University of Missouri Centre for School-wide behaviour Support

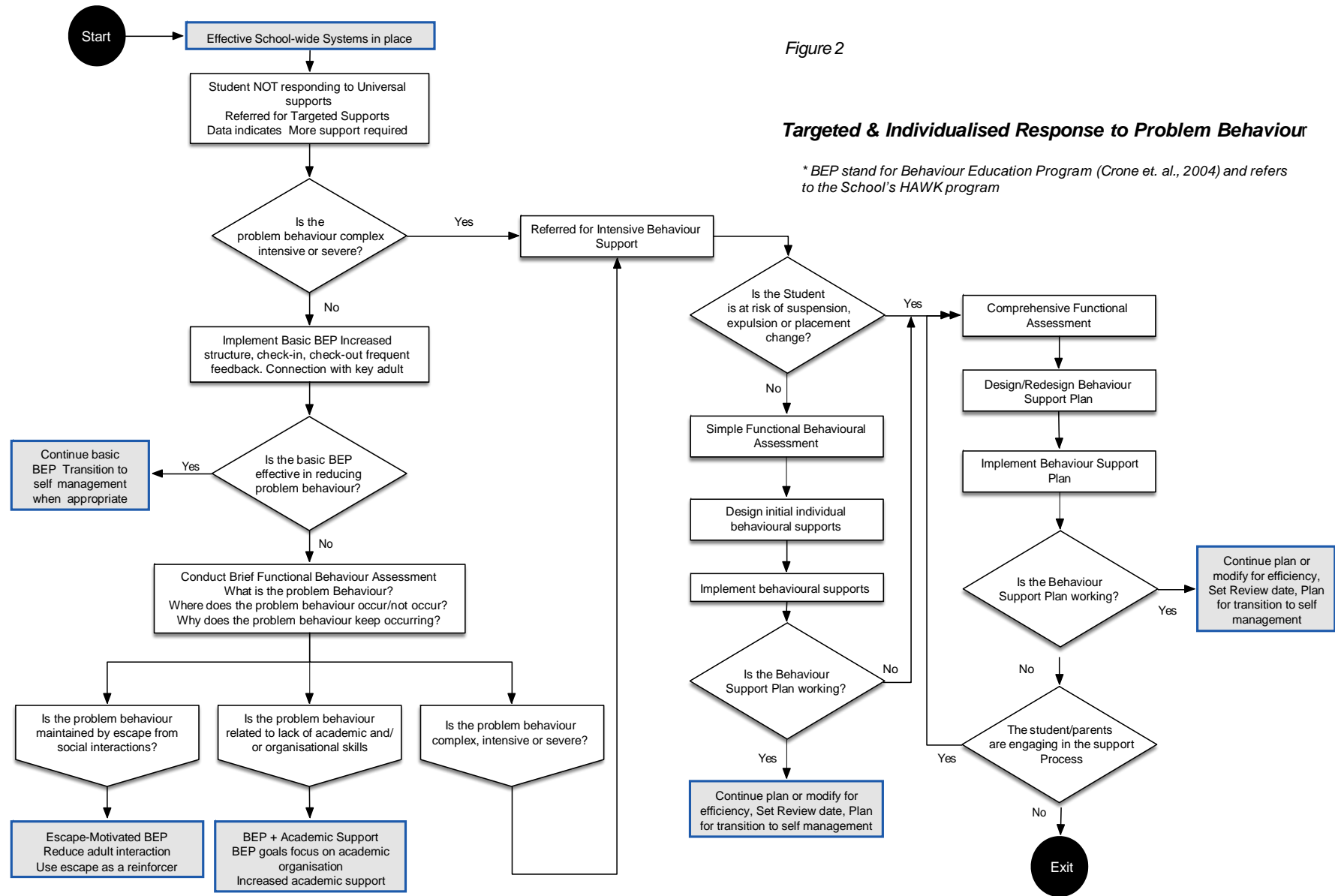


Figure 2

**Targeted & Individualised Response to Problem Behaviour**

\* BEP stand for Behaviour Education Program (Crone et. al., 2004) and refers to the School's HAWK program

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## **Relevant Brisbane Catholic Education Policies**

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Brisbane Catholic Education (2008) *Code of conduct*. Brisbane: Brisbane Catholic Education.

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## Behaviour Definitions

### Minor Behaviours

	Descriptor	Definition	Example/Non-Example
1	Inappropriate verbal language	Student engages in low intensity instance of inappropriate language	Calling someone an “idiot”, swearing if they kick their toe
2	Physical contact	Student engages in non-serious, but inappropriate contact	Pushing in the tuckshop line
3	Defiance/non-compliance	Student engages in brief or low intensity failure to respond to adult requests	
4	Minor Disruption	Student engages in low intensity, but inappropriate disruption	Calling out, talking to a peer in class
5	Uniform violation – Minor	Students wears clothing that is near but not within the school’s dress code	Wrong socks, wrong shorts for sport
6	Technology Violation - Minor	Student engages in non-serious but inappropriate (as defined by the school) use of mobile phone, mp3 player, camera and/or computer	
7	Property misuse	Student engages in low intensity misuse of property	Using equipment contrary to its design or purpose
8	Late	Students arrive late to class	Tardy late to class not late to school as this is often beyond the control of a primary school student
9	Out of Bounds	Student is in an area within the school grounds that has been designated “off limits” at that particular time	
10	Lying/Cheating	Student engages in “White Lies”	
11	Teasing	Isolated inappropriate comments (ongoing teasing would fit under bullying)	

## Major Behaviours

	Descriptor	Definition	Example/Non-Example
1	Verbal Aggression	Language directed at others in a demeaning or aggressive manner	Swearing, aggressive stance, language directed to hurt or show disrespect, intimidating body language, intimidating tone of voice
2	Physical Aggression	Actions involving serious physical contact where injury might occur	Hitting, punching, hitting with an object, kicking, pulling hair, scratching etc.
3	Harassment/Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes	Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters
4	Defiance/non-compliance – Major	Refusing request of a teacher or supervisor, talking back in an angry and/or rude manner to staff, ignoring/walking away from staff, running away	
5	Major Disruption	Persistent behaviour causing an interruption in a class or an activity	Sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour
6	Major Dress Code Violation	Student wears clothing that does not fit within the dress code of the school	“Gang” undershirts, offensive T-shirts etc.
7	Property Damage/Vandalism	Student participates in an activity that results in substantial destruction or disfigurement of property	Throwing a computer, graffiti of school buildings, arson
8	Skip Class/Truancy	Students leaves class/school without permission or stays out of class/school without permission	
9	Theft	Student is in possession of, having passed on, or being responsible for removing someone else’s property	

## Major Behaviours (cont'd)

	Descriptor	Definition	Example/Non-Example
10	Forgery/Plagiarism	Student has signed a person's name without that person's permission (forgery). Plagiarism is submitting someone else's work as your own. It occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its original source.	
11	Major Technology Violation	Student engages in inappropriate (as defined by school) use of cell phone, music/video players, camera, and/or computer.	Accessing inappropriate websites, using someone else's log in details, inappropriate additions to Facebook (written and images)
12	Use/possession of Alcohol	Student is in possession or is using alcohol	
13	Use/possession of Other Drugs	Student is in possession of or is using illegal drugs/substances or imitations or is using prescription drugs contrary to their doctor's directions	
14	Misuse of Legal Drugs	Inappropriate use or distribution of legal drugs/medications	Intentionally overdosing of ADHD medications. Sharing around an inhaler to get a "Buzz"
15	Use/possession of Tobacco	Student is in possession of or is using tobacco either at school or on the way to and from or at any time they are in school uniform	
16	Use/possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm	

### Major Behaviours (cont'd)

	Descriptor	Definition	Example/Non-Example
17	Use/possession of combustibles	Student is in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid)	
18	Bomb Threat/False Alarm	Student delivers a false message of possible explosive materials being on-school site, near school site, and/or pending explosion with the intent to disrupt school	The intent is one of a "prank" to disrupt the school day and/or Emergency Services

## Strategies to Manage Minor Behaviour

Technique	Explanation
<b>Proximity</b>	Every teacher knows how effective it is to stand near a child who is having difficulty. This technique is the strategic placement/movement by the teacher in order to encourage positive behaviour. The teacher is a source of support and strength and helps the student to control his impulses by her proximity.
<b>Signal Non-verbal Cue</b>	Teachers have a variety of signals that communicate to the student what is expected. These non-verbal techniques include such things as eye contact, hand gestures, a card system, picture cues, etc. Such simple cues suggest that the teacher is aware of the student's behaviour and is prepared to intervene if the behaviour continues. This works best when the teacher has a relationship with the student(s) and the non-verbal cues have already been taught to the group.
<b>Ignore/Attend/Praise</b>	This technique is based on the power of praise or specific positive feedback. The teacher praises an appropriately behaving student in proximity to the inappropriately behaving student. The praise serves as an indirect prompt for the misbehaving student and reinforcement for the one behaving appropriately. When the student exhibits the appropriate behaviour, attention and praise is then provided.
<b>Restitution</b>	"Involves having the student compensate for any damage that is a result of his or her actions. Restitution is required to repair any damage done, restore the environment to its original condition, or make amends to persons who were affected by the behaviour". (p.453 Scheuermann & Hall, 2012)
<b>Re-Direct</b>	This strategy employs a very brief, clearly and privately stated verbal reminder of the expected behaviour. A re-direct includes a specific restatement of the schoolwide, non-classroom or classroom rule/procedure. A re-direct emphasis the "what" of the behaviour instead of the "why".
<b>Re-teach</b>	Re-teaching builds on the re-direct above and re-teaches the specific expectation in question and reminds of the procedures or routine for doing so. It capitalises on the teachable moment to review the expectation more thoroughly yet briefly. As in all instruction, you label the skill, teach and show, and give the student the immediate opportunity to practice demonstrating the behaviour. Once the student uses the appropriate behaviour, specific positive feedback should follow.

### Strategies to Manage Minor Behaviour cont.

<p><b>Provide Choice</b></p>	<p>Providing choice can be used when re-directs or re-teaching have not worked. This is the statement of two alternatives – the preferred or desired behaviour or a less preferred choice. When options are paired in this way, students will often make the preferred choice. Pause after providing the choice, and when the student chooses wisely, provide praise.</p>
<p><b>Student Conference</b></p>	<p>This is a lengthier re-teaching or problem solving opportunity when behaviour is more frequent or intense. The behaviour of concern is discussed, the desired behaviour is taught, and a plan is made to ensure the behaviour is used in the future. A student conference might include practice.</p>

(From the Missouri SW-PBS Team Workbook)