

ACTIVITY: DIFFERENTIATING BETWEEN MINOR AND MAJOR PROBLEM BEHAVIOURS

You can use this activity as a PB4L–SW team only or with the rest of the school staff. By completing the activity as a team on your own, you can develop a draft list of minor and major behaviours to present to the rest of the staff for discussion. By using the activity with the whole staff, divided into groups of 5–6, you can discuss similarities and differences between the resulting draft lists and come to a consensus as a school community. Either way, the activity will provide opportunities for staff to participate with you in this step in developing a continuum.

1. Take your school's list of defined problem behaviours (see the preceding section) and cut it up into individual behaviours.
2. Use a chart, like the one below, drawn up on a large sheet of paper. As a PB4L–SW team (or in staff groups), decide whether each behaviour is major or minor and place it on the chart according to the consensus.
3. Use the completed chart (or charts) as the basis for discussion, working with the whole staff or, for example, in year-level or departmental groups. Aim to arrive at a final set of minor and major behaviours that staff are agreed on and committed to.
4. Now complete the first three columns (Behaviour, Definition, Example) in the template for a continuum in section 7.9. (Or, if you created a version of the continuum during the previous step, check and refine that version.)

MINOR problem behaviours (managed when and where they occur)	MAJOR problem behaviours (requiring a more significant response)