

KEY MESSAGES FOR LEADERS

Or, more accurately ... how did we get (and keep) this going?



Ko wai au?

Positive Behaviour

for Learning School-wide

Mihimihi

Merivale School

• dream • innovate • achieve

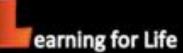




Merivale School





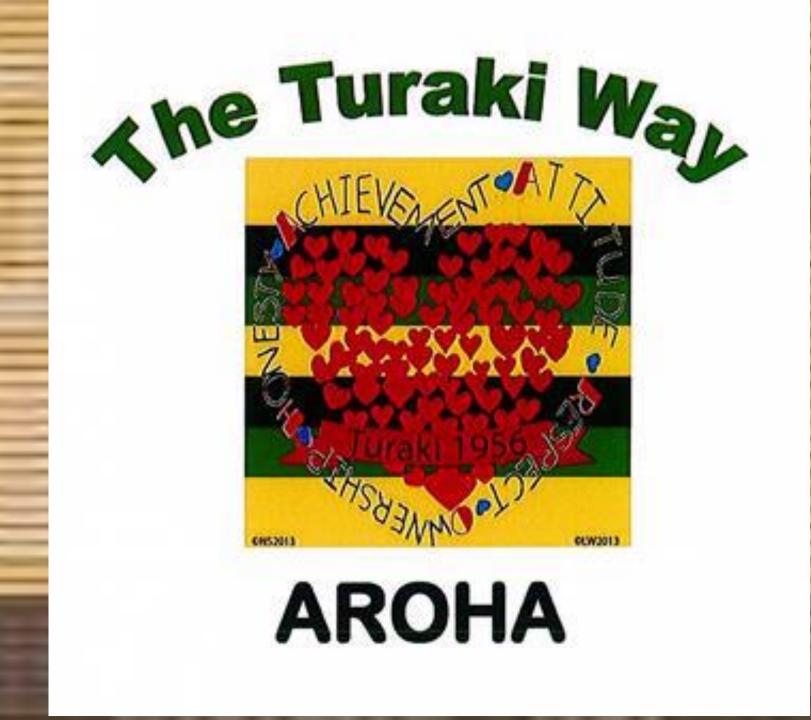




#that's how we roll 0800 ValeWay (825392)











Today is about

Positive Behaviour

for Learning School-wide

YOU



Getting started

Positive 😽 Behaviour

for Learning School-wide

On your marks ...

Get set ...





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Universals

Showing AROHA at school

Attitude:

How do you show a positive attitude at school?

Respect:

How do you show respect towards your friends?

How do you show respect towards the teachers?

Ownership:

How do you show ownership in the classroom?

Honesty:

How_do you show honesty in the classroom?

Achievement:

How do you show achievement in the classroom?





WORKSHOP ACTIVITY 1:

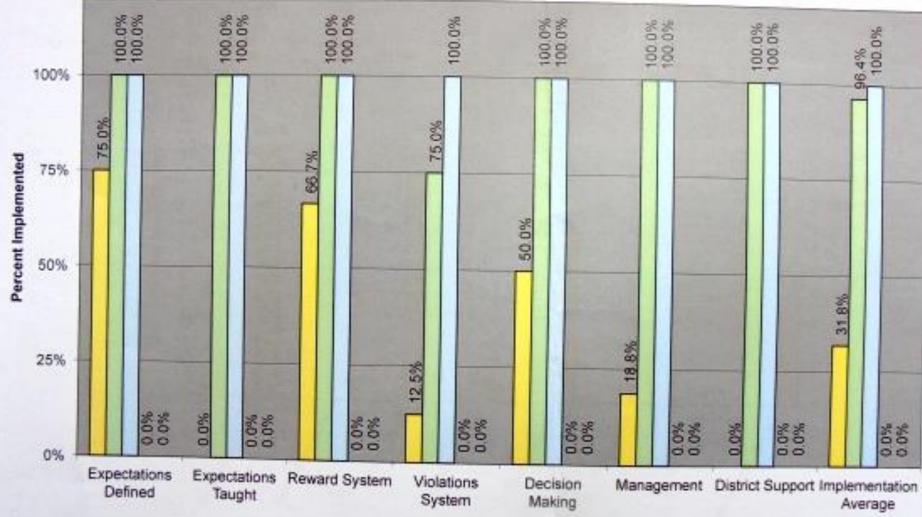
Share ideas for getting staff, BOT and community on board



Measures of Fidelity

SET School Evaluation Tool

Turaki School SET Features and Implementation Scores

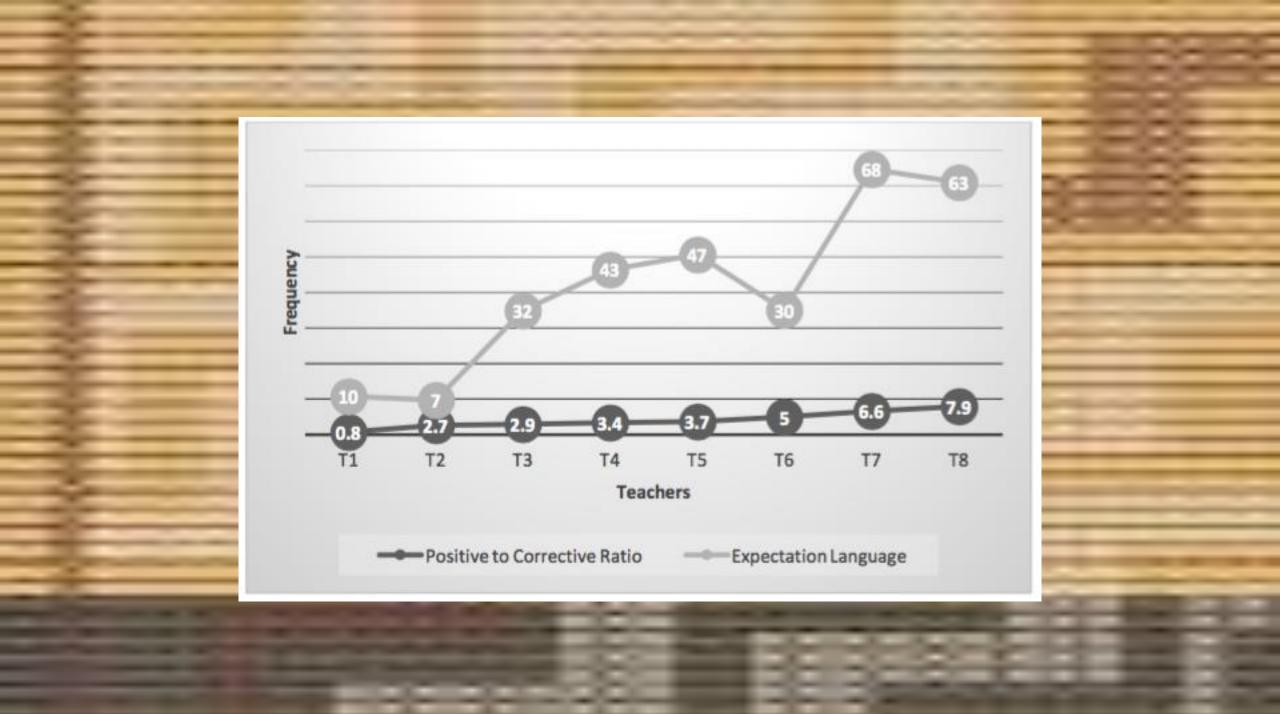


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100.0% 17.6% 100.0% 100.0% 100% 83.3% Percent Implemented 75% 62.53 50.0% 50% 33.0% 8% 25% 0%0 0.0% 0.0% 0 0% Expectations Reward System Taught Decision Management District Support Implementation Expectations Violations Defined System Making Average

□1st Year □2nd Year □3rd Year ■4th Year

■5th Year



POSITIVE BEHAVIOUR FOR LEARNING

Classroom Assessment Tool

Acknowledgements to : Florida's Behavior Support Project Missouri PBS



AAA

Positive # Behaviour

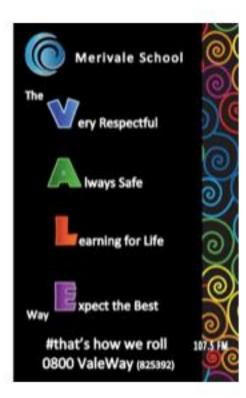
WORKSHOP ACTIVITY 2:

What activities or actions have you found that motivate staff – and keep them on board?



Alignment of PB4L-SW

Developing Interagency Support



PB4L-SW

What is PB4L-SW at Merivale School?

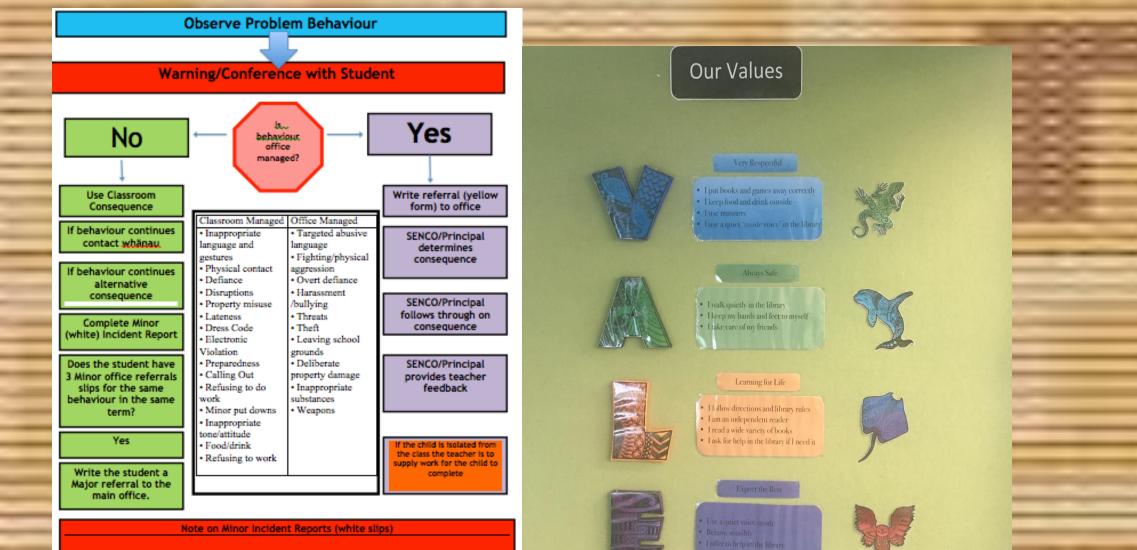


Consistent Approach

Ensuring all staff have the supports needed for consistency







- Issue slip only when student does not respond to pre-correction, re-direction or verbal warning and behaviour continues after contact with whänau.
- Once written send at end of the day to the office
- Take concrete action to correct behaviour (eg. complete behaviour reflection writing, seat change etc.)

WORKSHOP ACTIVITY 3: What have you done that has worked really well at Tier 1?

What have you tried that bombed out?





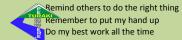
Tier II

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We've got this, or Are we there yet?





	MON	TUE	WED	THUR	FRI		MON	TUE	WED	THUR
DATE						DATE				
Before lunch						Before lunch				
After lunch						After lunch				

	MON	TUE	WED	THUR	FRI		MON	TUE	WED	THUR
DATE						DATE				
Before						Before				
lunch						lunch				
After						After				
lunch						lunch				

	MON	TUE	WED	THUR	FRI		MON	TUE	WED	THUR
DATE						DATE				
Before						Before				
lunch						lunch				
After						After				
lunch						lunch				

	MON	TUE	WED	THUR	FRI		MON	TUE	WED	THUR
DATE						DATE				
Before						Before				
lunch						lunch				
After						After				
lunch						lunch				

50 sticker reward - 20 minutes free time + 1 friend who has not had a time out in Term 3 Time Out - sticker counting starts again

50 stickers - Mrs Simpson will ring my Mum to let her know I am taking responsibility for my behaviour If 50 stickers before Friday week 7 - Mrs Simpson will buy McDonalds for lunch



CHECK IN CHECK OUT POINT SHEET



Points Possible 48
Points Received
%of Points
Goal Met

2 - Great Job!

- 1 So, so
- 0 Doesn't meet goal

Name:	_	_		_		_
D						

Date: __/__/___

GOALS:

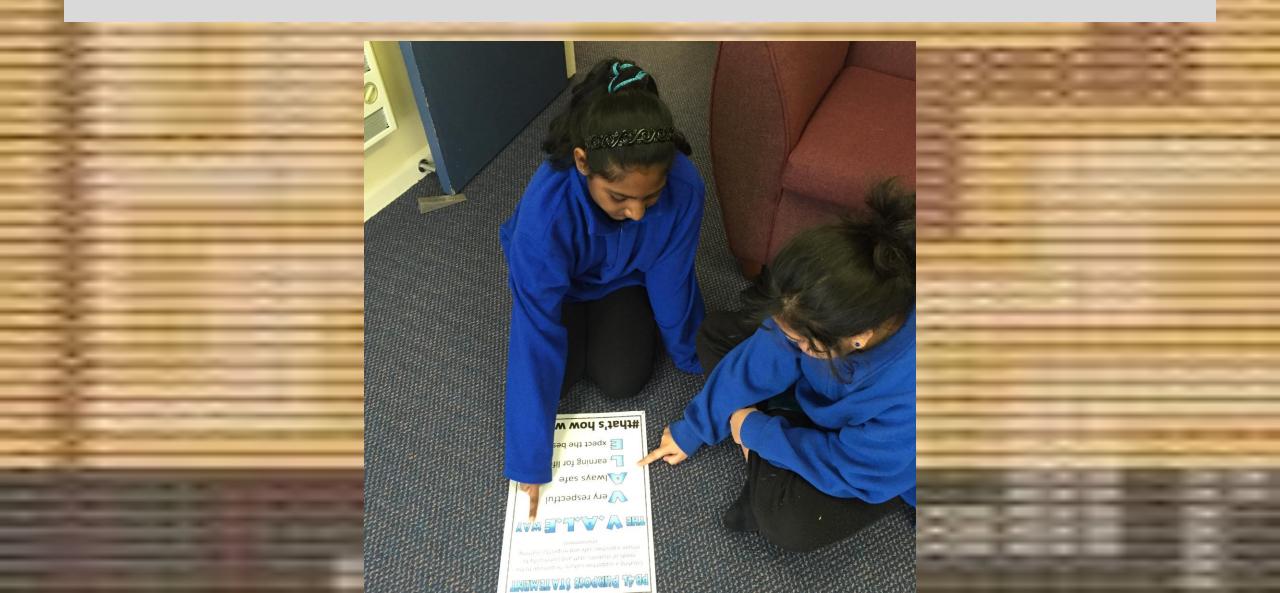
Target	9-11		Playtime		11.15-12.30			Lunch Play			Lunch Eating			1.15-2.45				
Behaviors																		
Very Respectful																		
I use good and positive																		
words	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
I listen when the teacher	_	_	-	_	_	-	_	_	-	_	_	-	_	_	-	_	_	-
is speaking																		
Always Safe																		
I keep my hands and																		
feet to myself	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
	-		•	-		•	-		•	-		•	-		v	-		•
Learning for																		
Life																		
I work to complete all	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
tasks the teacher asks of	~	•	•	~	•	•	~	•	•	-		•	-	•	•	~		•
me																		
I use good words to																		
solve problems																		
Expect the Best																		
I do my best work all			•			•			•			•			•			•
the time	2	1	0	2	1	U	2	1	U	2	1	0	2	1	0	2	1	U
I model the right																		
behaviours																		

Parent Signature:

Social Instructional Academic Groups



New Comers Club



WORKSHOP ACTIVITY 4: What interventions have you used that has worked really well at Tier II? WHY did they work? HOW did you support them?





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Conclusion

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Closing thoughts



