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ACADEMY FOR
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DENMARK

Dalgas Avenue 12 | 8000 Aarhus C | Denmark
Phone: +45 86 72 60 60 | www.aarhusacademy.dk

AAGE School-Wide Positive Behaviour Support Handbook 2017 - 2018

AAGE SWPBS HANDBOOK

Aarhus Academy of Global Education

School-Wide Behavioural Expectations

Aarhus Academy for Global Education Mission Statement

AAGE provides a high quality international education, which enables students to become socially responsible citizens, enthusiastic inquirers and lifelong learners in a challenging and nurturing environment.

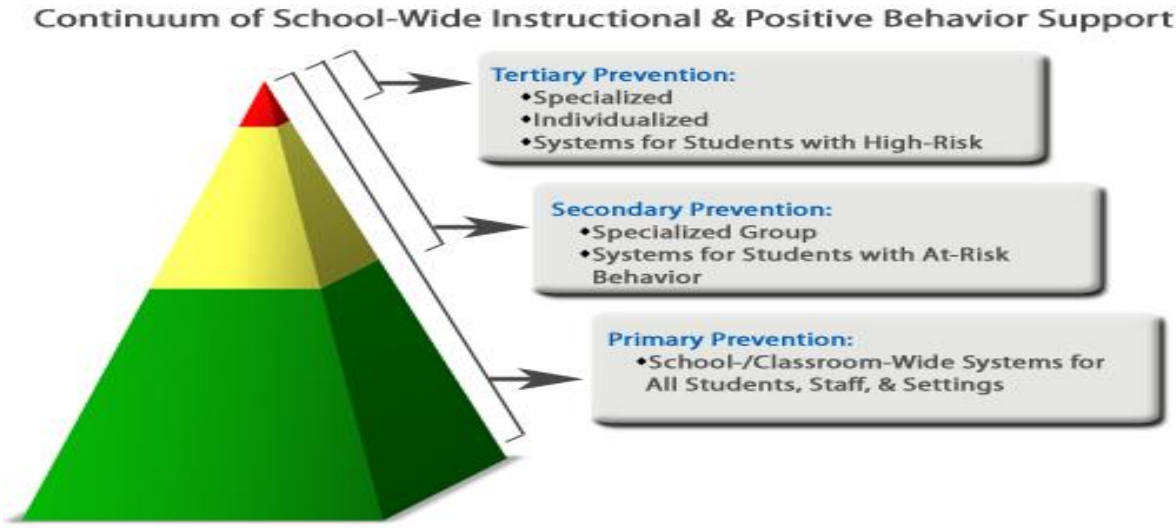
A Guide for Teaching School Wide Behavioural Expectations

School-Wide Positive Behaviour Support is a systems approach to establishing the social, cultural and behavioural supports needed for all children in a school to achieve both social and academic success.

School-wide positive behaviour support (SWPBS) is implemented via:

- Clearly defined outcomes
- Research validated practices
- Supportive Administration Systems
- Use of information for problem solving

Research supports the use of school-wide positive behavior support programs in schools as an effective and practical method to teach social skills to students while increasing academic performance and decreasing student discipline problems (Lewis, Sugai, & Colvin, 1998; Luiselli, Putnam, Handler, & Feinberg, 2005). These types of programs are intended as preventative interventions meant to reach *all students*. This intervention strategy is a primary prevention tool intended to impact the school-wide and classroom-wide systems for all students and staff, across all school settings.



(*Graphic from U.S. National Technical Assistance Center on Positive Behavioral Interventions and Supports, 2012)*

Features of School-Wide Positive Behaviour Support

- Establish regular, predictable, positive learning & teaching environments
- Train adults & peers to serve as positive role models
- Teach and model behavioural expectations
- Create systems for providing regular positive feedback.
- Improve social competence.
- Further develop environments that support academic success.

Purpose of the Handbook

International schools strive to meet the needs of families from a variety of cultures and backgrounds. Families have different expectations of school depending on their prior experience, as do teachers. The purpose of this handbook is to provide the teaching staff and students of AAGE with a uniform approach to behaviour. Goals, behavioural expectations, teacher and staff responsibilities, strategies for acknowledgment, procedures for handling infractions of behavioural expectations and specific routines are all clearly defined to align staff and student expectations and promote the positive behaviours we want to see at AAGE.

Current Policies/Practices in Place

This behaviour policy takes into consideration the unique student population at AAGE, as well as the IB Learner Profile and attitudes. We strive to integrate IB philosophy and ideology in order to help our students authentically develop the IB Learner Profile attributes. Students in both the PYP and MYP programme have been active partners in creating Essential Agreements across individual classroom and whole school settings. These Essential Agreements provide a set of behavioural norms and expectations that all students have agreed to follow. In the classroom, this means that, rather than teachers imposing rules, everyone works collaboratively to establish an agreement of how the class will function and what expectations are in place. Each component of our School Wide Positive Behaviour Support Programme takes into consideration the unique developmental needs of our students and is therefore differentiated by programme. The Learner Profile acts as the factor that ties together the programme across all levels at AAGE. This policy will be reviewed and updated over time to reflect current programming.

IB Learner Profile

Inquirers- We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable- We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers- We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators- We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled- We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded- We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring- We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers- We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced- We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective- We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

AAGE Behavioural Expectations- PYP 1/3

The Early Years/PYP1-3 behavioural programme is currently under review in order to ensure developmental appropriateness. In this process, a number of programmes are being considered for implementation. Making a thoughtful decision about structured programming across PYP1-3 is an important priority going forward. Likewise, ensuring that appropriate training of teaching staff and teaching assistants involved with the Early Years Programme is essential to maintaining expectations across settings. While this process is underway, all PYP1-3 teachers will continue to work with students on practising and identifying Learner Profile attributes, as well as with focusing on Essential Agreements across settings. PYP1-3/Early Years Essential Agreements are

created collaboratively by PYP students and teachers; these agreements are revisited throughout the year. It is also important to ensure that for PYP1-3 students, there are clear and reasonable expectations and that appropriate personnel can intervene regarding repeated or ongoing behaviours. Providing our young students with verbal coaching and feedback regarding their behaviour is an important facet. Teaching staff and assistants will support students by: (1) giving them a prompt/reminder, (2) asking if they need help or assistance, and (3) providing them with a break and a chance to re-set in order to meet expectations and follow the essential agreements.

AAGE Behavioural Expectations- PYP 4-8

PYP4-8 Essential Agreements are created collaboratively by PYP students and teachers; these agreements are revisited throughout the year. It is also recommended that PYP4-8 students take part in determining consequences for each Essential Agreement if it is not followed. Along with the Essential Agreements, the PYP behavioural programme currently provides a focus on the Learner Profile as well as the RCR (Responsible, Caring, Respectful) programme. Likewise, providing our young students with verbal coaching and feedback regarding their behaviour is an important facet at this level. Teaching staff and assistants will support students by: (1) giving them a prompt/reminder, (2) asking if they need help or assistance, and (3) providing them with a break and a chance to re-set in order to meet expectations and follow the Essential Agreements.

R Responsible

What is my responsibility?

C Caring

Am I showing empathy?

R Respectful

Am I respecting myself, others, and the world around me?

<u>Responsible</u>

As an IB PYP Key Concept, AAGE works to help students develop as responsible members of our school community. We strive to help our students understand that people make choices based on their understandings and the actions they take as a result do make a difference. We strive for our students to grow into the practice of asking themselves, "What is my responsibility?" The Responsible component of our SWPBS aims to helps students meet these behavioural expectations across settings.

<u>Caring</u>

One of the IB Learner Profile attributes, caring, is essential for all AAGE students and on of the main pillars of our SWPBS. We strive to help develop students who show empathy, compassion, and respect towards the needs and feelings of others. Students learn to have a personal commitment to make a positive difference to the lives of others and to the environment.

<u>Respectful</u>

One of the IB Attitudes, respectful, is essential to a peaceful school community. We encourage students to find practical ways to respect themselves, others, their school, and the world around them. Students learn to self-evaluate and reflect on their choices and behaviours.

AAGE Behavioural Expectations- MYP

The MYP behavioural programme currently provides a focus on the Learner Profile as well as the ATL Affective and Collaboration skills. The Affective skills focus specifically on the question, "How can students manage their own state of mind?" This is categorized into five main areas: mindfulness, perseverance, emotional management, self-motivation, and resilience. The Collaboration skills post the question, "How can students collaborate?" This challenges students to develop such behaviours as: practice empathy, take responsibility for one's own actions, manage and resolve conflict, amoung others. MYP Essential Agreements are created collaboratively by MYP students and teachers; these agreements are revisited throughout the year. MYP has collated programme-wide agreements to create 5 MYP-Wide Essential Agreements to be observed in all rooms/general and public areas/on field trips/outside lessons, and across all other applicable settings.

Acknowledgment System

The acknowledgment system is an important feature in the AAGE behavioural expectations system. The behavioural expectation system focuses on acknowledging students who demonstrate the Learner Profile behaviours and positively reinforcing those behaviours that we want and expect to see developing in students. This programme works in conjunction with school-wide and classroom goals and essential agreements.

Step 1: Specific verbal or gestural positive feedback

When you observe students demonstrating the **Learner Profile** or being **R**esponsible, **Caring** or **R**espectful, the staff member is expected to acknowledge them by giving specific positive verbal feedback such as:

"Thanks for lining up quickly & quietly" (Responsible)

"Thank you for staying in with Andy today" (Caring)

"Great walking quietly in the hallway" (Respectful)

Remember to use gestures for children who don't have English as their first language. Thumbs up, high 5's, smiles, quiet winks and nods depending on age.

Step 2: Social Recognition

In the PYP, staff will set and model expectations for complying with Essential Agreements. Likewise, PYP teaching on a daily basis will highlight the Learner Profile and will touch on how students can achieve the Learner Profile attributes. PYP classroom teachers will take time each week to hold "Appreciation Circles," where they will recognize students who have displayed particular attributes of the Learner Profile that week. This is first modelled by the teacher, but has the ultimate goal of students providing each other with real-time, authentic, positive feedback on their behaviour.

In the MYP, staff will set and model expectations for complying with Essential Agreements. MYP teaching on a daily basis will highlight the Learner Profile and will touch on how students can achieve the Learner Profile attributes. MYP teachers will be instructed to acknowledge

students who exhibit 'exceptional for them' **Learner Profile** behaviours by giving them specific positive feedback along with a "Excellence Recognition" or a "Learner Profile Recognition. These will be awarded periodically for outstanding contributions and demonstrations. All MYP teachers will have copies of the appropriate forms on which they will be able to recognize students. When a student is recognized, it should be clear to that student why they are receiving the recognition.

Step 3: School-Wide/Community Recognition
School-wide, there is a Learner Profile tree which is maintained in a public area, on a wall or bulletin board, where students are recognized publically for their positive behaviours. This does not only reinforce positive student behaviours, but it is also a community-wide, visible recognition of the Learner Profile and how our students display the Learner Profile each and every day. This level of community recognition will continue to be reflected on as we work to determine its effectiveness.

Teacher and Staff Responsibilities

- Teachers and staff will consistently teach, model and practice each of the behavioural expectations, essential agreements, and the Learner Profile throughout the year.

- Teachers and staff will acknowledge student behaviours that meet the Learner Profile expectations.

- Teachers and staff will follow procedures the appropriate procedures for behavioural infractions.

Responding to Infractions of Behavioural Expectations

AAGE will maintain a level system for handling infractions of behavioural expectations. Outlined below is the level system along with the instructions for handling such behaviours:

Level 1 Behaviours:

- Violation of essential agreements in any school-related setting: classroom, playground, lunchroom, bathroom, hallway, ASA, field trip

Level 2 Behaviours:

- Inappropriate language in any dialect
- Physical aggression (pushing, shoving, pinching etc.)
- Rough play where both participants are not in agreement
- Lying, cheating, academic dishonesty
- Defiance, disrespect, challenges to authority, non-compliance
- Harassment, teasing, taunting (physical or verbal)
- Disruption, excessive talking, note passing
- Late to or not prepared for class repeatedly
- Inappropriate use of technology

- Any repetitive behaviours where the student is not following the essential agreements for a sustained period of time

Level 3 Behaviours

- Abusive language (threat of physical harm, offensive racial/sexual comments)
- Fighting (defined as actions that leave marks or require first aid)
- Forgery, plagiarism or theft
- Intentional Property Damage
- Truancy
- Endangering the safety of self or others
- Inappropriate sexual behaviour

Level 4 Behaviours

- Arson
- Use, possession of alcohol
- Inappropriate use or possession of drugs
- Use, possession of tobacco and tobacco-related products
- Use, possession of weapons

Required Response to Behavioural Infractions

Step 1: **Level 1** behaviours are to be handled by the teacher that witnesses the behaviour. The child will be respectfully removed from the situation and calmly asked what was happening for them. These behaviours are always to be addressed immediately and the homeroom teacher is always informed. This "verbal warning" is the first step of response. If the behaviour continues, the homeroom teacher should be informed and if deemed necessary, the student may be required to complete a "Reflection Sheet" with the classroom teacher or with the appropriate coordinator. If a specific behaviour is disrupting class or circumstances make it not possible (e.g. when out of the school), then reflection will be filled in at earliest possible opportunity together with appropriate coordinator.

Step 2: If a behaviour or set of behaviours persist over time, the homeroom teacher will consult with their coordinator and the parents may be called in for a meeting with them (PYP) or advise them that they are meeting with their son/daughter for the purpose of goal setting (MYP). For MYP, following the meeting, the homeroom teacher will follow-up with parents to inform them of the behavioural goals that their son/daughter have prioritised in the meeting.

The students' behaviour in both PYP and MYP is to be monitored and incidents recorded on the behavioural goal sheet. After two weeks, parents should be contacted again to provide feedback on their son/daughters progress. All parent contacts should be documented in the agreed upon documentation system, Managebac, the Cloud or other. If recorded in Managebac, incidents are meant to be "Teacher Read Only" at this point, and parent contacts should also be documented.

Step 3: If Level 1 behaviours have not improved after 4 weeks, the homeroom teacher will schedule a follow-up meeting with the School Counsellor and the Coordinator. You will be provided with additional recommendations and if necessary, intervention with the Head of School, or an Individual Development Plan (IDP) may be recommended for that student.

Level 2 behaviours should be referred to the office either immediately or within that school day at the teachers' discretion. Teachers will complete a 'Student of Immediate Concern' form within the day that the incident occurred and forward it to the Head of School. The student will meet with the Head of School as soon as possible to discuss the incident. On the day of the incident, a teacher or staff member witnessing the incident should communicate the details to homeroom teacher, who will be responsible for contacting the parents. All parent contact or attempts at parent contact should be documented in the agreed-upon documentation system.

NB: If students are fighting, minimise the risk to other students and send a responsible student to get help if you are alone. Once the situation is stable, the Head of School or an appropriate administrator will see students involved.

Level 3 behaviours should be referred to the office immediately. Teachers will complete a 'Student of Immediate Concern' form to accompany the student. Consequences for students who engage in level 3 behaviours may include removal from the classroom or school for a period of time, at the discretion of the Deputy Head of School and the Head of School. The Head of School will notify parents and this level of intervention will involve the creation of a contract or plan to put measures into place for improvement. All contacts should be documented in the agreed upon documentation system, Managebac, the Cloud or other.

Level 4 behaviours should be referred to the office immediately. Teachers will complete a 'Student of Immediate Concern' form to accompany the student. Consequences for students who engage in level 4 behaviours may include removal from school for a period of time or possible expulsion from school, at the discretion of the Deputy Head of School and the Head of School. The Head of School will notify parents and this level of intervention will involve the creation of a contract or plan to put measures into place for improvement. All contacts should be documented in the agreed upon documentation system, Managebac, the Cloud or other.

AAGE Statement on Bullying and Cyber-Bullying

Bullying is defined as unwanted, deliberate behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes, but is not limited to, actions such as: making threats, spreading rumours, attacking someone physically or verbally, ridicule and excluding someone from a group on purpose. Bullying can be both covert and overt. The definition of bullying applies to all stakeholders of the school community.

Cyber-bullying is bullying that takes place using electronic technology. Electronic technology incorporates not just hardware but also software. Electronic technology includes

devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.
Examples of cyber-bullying include: hurtful text messages or emails, rumours sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. Cyber-bullying is not limited to the school building but extends to into the greater community. This is because acts of cyber bullying can stem from different environments, but still have significant consequences at school.

A simple acronym that can be used for identifying bullying and cyber-bullying behaviour; is the act:
R – Repeated (not a once-off comment)?
O– Overpowering (used to diminish someone)?
P – Planned (purposeful or intended)?

Our philosophy
All members of AAGE are responsible to take affirmative action and create a supportive and inclusive environment. We want a secure and safe learning environment and as such respond to a framework of rules and policies where we can feel confident to express ourselves, where everyone feels safe.

AAGE believes that consequences need to be fair, balanced and based on a proper investigation. Accusation of bullying behaviour is also a serious matter and everyone in the school community has a responsibility to judge carefully before taking action. All aspects must be viewed before a conclusion can be reached. Our philosophy for action in bullying cases can be summarised as: Firm, Fair, and Consistent.

AAGE School-Wide Positive Behaviour Support Handbook
2014 – 2015

Index and Supporting Documents

General Lesson Format for Teaching School RCR Behaviours.

When introducing behavioural expectations, follow four basic steps:

Step 1: Assess prior knowledge of RCR for specific setting

Step 2: Identify RCR behaviours for specific setting

Step 3: Model RCR behaviours for specific setting

Responsible

Caring

Respectful

Step 4: Review expectations of RCR for specific setting

Lesson 1

Playground Expectations

Responsible	**Caring**	**Respectful**
Follow playground procedures	Use positive talk	Listen for instructions
Follow game rules	Help those that need it	Share equipment
Inform teacher of unsafe behaviour	Use good sportsmanship	Take turns
Line up when called		Respect others boundaries and abilities
Put equipment away when finished		
Take in everything you took out (jackets etc.)		

<u>Procedure for Playground</u>

Students must be aware of which adult is on duty, and follow the boundaries that the adults set.

Attire:

- Appropriate clothes must be worn.
- Shoes at all times, rain gear when needed, & snow gear when needed.

Playing frame:

- Students should be safe while playing on the structure.
- Ropes and other items cannot be attached to the frame to create new structures.
- Sand toys are permitted on the frame, as long as they are not dropped from the structure.
- If a student needs help climbing the structure, the adult must closely supervise the child.
- Students may use the slide responsibly. The may only go up the slide if there is not a child waiting to go down at the top. If an adult supervises closely, a student may go

down the slide depending on their individual ability.

Football cage:

- A maximum of 12 students are allowed in the cage at a time, unless the supervising staff says otherwise.
- If a ball is kicked over the boundaries, it must be retrieved by either the student, or staff (depending on the location of the ball).

General:

- Students must be responsible when playing with sand. It should not be thrown or kicked, and not brought outside of the sand boundaries.
- Logs must be left in the storage pile, and not used in games.
- Students should not play behind the shed, away from sight.
- The bricks should be left where they are, and are not to me moved or played with.
- All bikes and tricycles are to be used **only** by students in PYP 1, 2 and 3. They must be put back into the shed at the end of playtime.
- Students should not be eating while playing. They are welcome to sit at the outside table to finish snack. Students and staff must dispose of all wrappers, mugs, water bottled etc.

Basketball hoop:

- Students must be respectful of school equipment and resources.
- Any basketball that is thrown out of bounds should be retrieved.
- Students are not allowed to hang from the basketball rim, “No Dunking”

Table tennis:

- Students must be respectful of school equipment and resources.
- Balls and paddles should be played with only for table tennis.
- The table and equipment must be returned to its original place after being used.

Lesson 2

Lunchroom Expectations

Responsible	**Caring**	**Respectful**
Use table manners	Give thanks/ show gratitude for food	Inside voices
Listen for & respond to teacher instructions	Help those that need it	Respect personal space & preferences
Clean up after yourself		Wait your turn
		Make polite requests

Lunch Procedures

- Children should come into the lunchroom quietly and find a seat while they wait to be called up.
- The teacher on duty will call tables to line up. They are responsible for the students during this time.
- When students have been called up, they may line up, and wait to be served.
- When has a child approaches the serving table, they should take their own plate, fork, knife, and napkin. They will hold out their plate for the staff member serving the lunch. Once they are served, they will return to their seat and eat.
- Students should sit and eat for at least 15 minutes.
- Once a child has finished, they should throw out their own plate and utensils.
- The teacher on duty will dismiss students to go outside.
- The teachers on duty must divide themselves between supervising outside play and supervising the children eating.
- At the end of the meal it is the MYP students' responsibility to sweep and clean the tables. The staff member who served the lunch will dispose of the leftover food and trash bags.

Lesson 3

Bathroom Expectations

Responsible	**Caring**	**Respectful**
Use facilities for their intended use only	Help those that need it	Respect Privacy
Flush the toilet	Let an adult know if something is needed	Use inside voices
1,2,3, hand wash procedure		Observe personal space

<u>Bathroom Procedure PYP1 & PYP2</u>

Students should inform an adult before they go to the bathroom

Students should use the 1,2,3 procedure

1. turn on the water
2. Squirt soap, lather, rinse
3. One paper towel to dry hands, put in trash

Walk quietly back to the classroom.

<u>Bathroom Procedures- PYP3-MYP5</u>

Students are to enter the bathroom one at a time to use the toilet.

When using the toilet, the following general guidelines should be followed.

Students should:
1. Close the door.
2. Flush the toilet when finished.
3. Wash hands with warm water and soap.
4. Dry hands and place the used paper in the trash/rubbish bin.

Any student who is waiting to use the bathroom should queue or line-up in the hallway outside of the bathroom.

Students may enter the bathroom together if forming a queue or line to wash hands. A teacher should supervise hand washing with multiple students.

Lesson 4

Hallway Expectations

Responsible **Caring** **Respectful**

Walking Feet	Hands, feet to self	Indoor voices
Go directly to your destination	Help those that need it	Respect others personal space
Stay with your class		

<u>Hallway Procedure</u>

Walk in the hallway

If you need to talk use a quiet voice

Stay with your class and go directly to your destination

Line up and wait quietly

Respect other's belongings

Place bags and personal belonging's in the recommended ASA area

Lesson 5

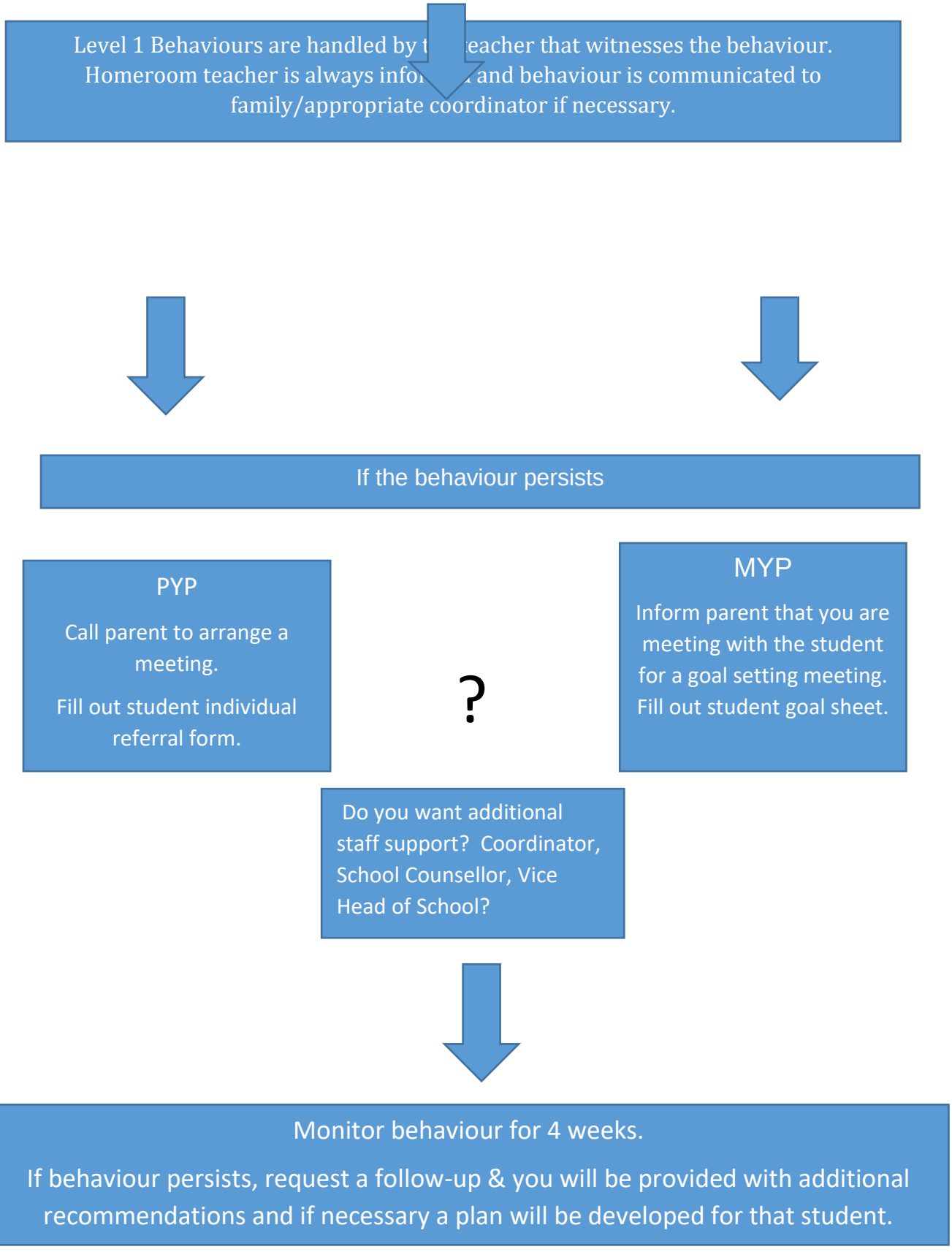
ASA Expectations

Responsible	Caring	Respectful
Go directly to your activity	Tidy your space when you are finished	Indoor voices
Walking feet	Help those who need it	Respect personal and school space
Listen for & respond to teacher instructions	Be supportive of peers who are trying new things	

ASA Procedure

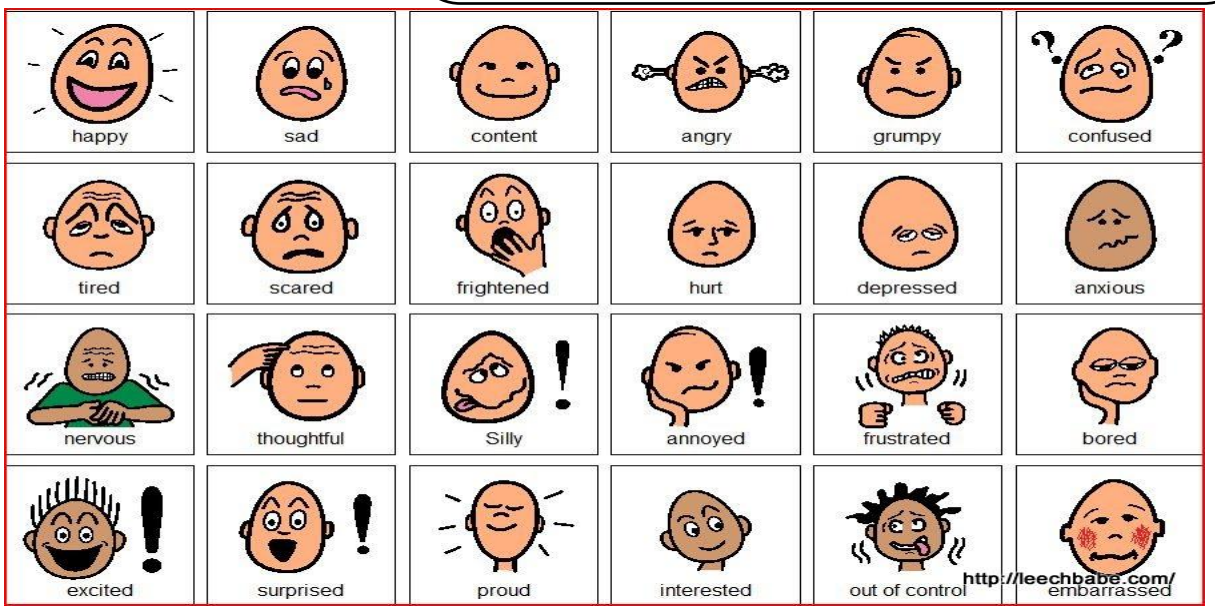
In corridors, bathrooms and playground the same expectations apply.

AAGE Level 1 Behaviour Form Flow Chart



PYP Reflection Time Think Sheet

1. Circle how you feel:



2. I made a choice that was:

- ☐ NOT Respectful
- ☐ NOT Caring
- ☐ NOT Responsible

3. I could have:
   - ☐ Been more respectful
   - ☐ Been more caring
   - ☐ Be more responsible

4. Do I need to apologize?
   - ☐ Yes
   - ☐ No

5. In the future, what I will do differently to be more successful is:

PYP Reflection Time Think Sheet

1. I feel:
   - ☐ Sad
   - ☐ Alone
   - ☐ Angry
   - ☐ Foolish
   - ☐ Embarrassed
   - ☐ Silly
   - ☐ Other:

   _____

2. I made a choice that was:
   - ☐ NOT respectful
   - ☐ NOT caring
   - ☐ NOT responsible

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3. I could have:
   - ☐ Been more respectful
   - ☐ Been more caring
   - ☐ Be more responsible

4. Do I need to apologize?
   - ☐ Yes
   - ☐ No

5. In the future, what I will do differently to be more successful is:

_____

_____

PYP Reflection Time Think Sheet

Name:_____ Date:_____

1. What expectation did I not meet?

   _____

   _____

   _____

2. Why was my behaviour a problem?

   _____

   _____

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_____

3. To be more successful, what will I do differently next time?

_____

_____

_____

4. Do I need to apologize?
   - ☐ Yes If Yes, to whom? _____
   - ☐ No

5. Did I apologize?
   - ☐ Yes
   - ☐ No

Student Signature: _____

Teacher Signature: _____

MYP Reflection Time Think Sheet

Name:_____ Date:_____

1. What expectation did I not meet?

_____

_____

_____

2. Why was my behaviour a problem?

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_____

_____

_____

3. To be more successful, what will I do differently next time?

_____

_____

_____

4. Do I need to apologize?
   - ☐ Yes If Yes, to whom? _____
   - ☐ No

5. Did I apologize?
   - ☐ Yes
   - ☐ No

Student Signature: _____ Teacher Signature: _____

MYP Behaviour Reflection & Contract

What were you doing or thinking to be given this reflection sheet?

_____

_____

What would the teacher say you were doing?

_____

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_____

Which of your needs were you trying to meet through your behaviour?

_____

Is what you were doing or thinking …

• Effective in meeting your needs? Yes / No

• Respectful of the needs of others? Yes / No

• Taking you in the direction you want to go? Yes / No

Are there better choices you could have made for your behaviour? Yes / No

List three things you could choose to do or think to improve your behaviour.

1. _____

2. _____

3. _____

Do you need help with this plan? Yes / No

If “yes”, who could help you?

_____

Your Plan for Improving Your Behaviour

List three things you will commit to doing or thinking to improve your behaviour:

1. _____

2. _____

3. _____

For how long will you commit to this plan? _____

We agree this is a helpful plan for improving the situation.

Student: _____ Date: _____

Teacher: _____ Date: _____

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Student of Immediate Concern
Academic / Behavioural / Personal/Social Emotional *Please Bold/Indicate which type of need the student has.*
Date:
Teacher Name:
Student Name:
Class:
Description of current needs or incident prompting this referral:

Description of strategies or supports that have been attempted already tried OR are currently in place:
Description of parent involvement so far. For example, meetings already held, ongoing communication between family and teacher, etc. Please include date of most recent parent contact, if known.
Any other important information?

Resources:

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