**Not interrupting in class (whole class, group work, shouting out for help when working independently)**

**Introductory sentence:** make it personal (not always needed)

My name is

**Descriptive sentence(s):** *describe the behaviour*

Sometimes I

**Perspective sentence(s)** : *present other’s people point of view / feelings and acknowledge the child’s own feeling*

Other people may think / other people may feel

**Directive sentence(s):** *provide instructions in a positive manner on what could be done instead*

I will try / or I will if they find the word try not clear

**Affirmative sentence(s):** *enhance the meaning of the previous sentence*

I will do my best to…

This will….. Or this will mean

**Asking for toys / a turn of something and not snatching from another child**

**Introductory sentence:** make it personal (not always needed)

My name is

**Descriptive sentence(s):** *describe the behaviour*

Sometimes I

**Perspective sentence(s)** : *present other’s people point of view / feelings and acknowledge the child’s own feeling*

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**When I feel angry, I should not hurt others**

**Introductory sentence:** make it personal (not always needed)

My name is

**Descriptive sentence(s):** *describe the behaviour*

Sometimes I

**Perspective sentence(s)** : *present other’s people point of view / feelings and acknowledge the child’s own feeling*

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**My mum is having a baby (I am the only child)**

**Introductory sentence:** make it personal (not always needed)

My name is

**Descriptive sentence(s):** *describe the behaviour*

Sometimes I

**Perspective sentence(s)** : *present other’s people point of view / feelings and acknowledge the child’s own feeling*

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I will do my best to…

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**Starting High school**

**Introductory sentence:** make it personal (not always needed)

My name is

**Descriptive sentence(s):** *describe the behaviour*

Sometimes I

**Perspective sentence(s)** : *present other’s people point of view / feelings and acknowledge the child’s own feeling*

Other people may think / other people may feel

**Directive sentence(s):** *provide instructions in a positive manner on what could be done instead*

I will try / or I will if they find the word try not clear

**Affirmative sentence(s):** *enhance the meaning of the previous sentence*

I will do my best to…

This will….. Or this will mean

**Not getting upset when I have made a mistake / I don’t get full marks**

**Introductory sentence:** make it personal (not always needed)

My name is

**Descriptive sentence(s):** *describe the behaviour*

Sometimes I

**Perspective sentence(s)** : *present other’s people point of view / feelings and acknowledge the child’s own feeling*

Other people may think / other people may feel

**Directive sentence(s):** *provide instructions in a positive manner on what could be done instead*

I will try / or I will if they find the word try not clear

**Affirmative sentence(s):** *enhance the meaning of the previous sentence*

I will do my best to…

This will….. Or this will mean

**When my friend plays with others (I have been included / invited but I want them all to myself)**

**Introductory sentence:** make it personal (not always needed)

My name is

**Descriptive sentence(s):** *describe the behaviour*

Sometimes I

**Perspective sentence(s)** : *present other’s people point of view / feelings and acknowledge the child’s own feeling*

Other people may think / other people may feel

**Directive sentence(s):** *provide instructions in a positive manner on what could be done instead*

I will try / or I will if they find the word try not clear

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Identifies a specific goal

Story contains 1 issue

Enough descriptive and perspective sentences to ensure there is sufficient information about the situation

There is not an overloaded of unnecessary detail.

*Clear directions given on what the positive / alternative behaviour is given*

One directive sentence (may not even be necessary)

No negative behaviour or directly criticising the pupil

*Language is suggestive (I will try) and not directive (I must)*

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