



## PARENT / WHĀNAU INFORMATION ON "POSITIVE BEHAVIOUR FOR LEARNING" (Known as PB4L)

### What is PB4L?

Behaviour is a form of communication. Unfortunately, some students learn that problem behaviour is the best way for them to get their needs met.

Quote from: Chris Borgmeier

PB4L is a school process for teaching social and behavioural skills so that the focus can be on teaching and learning.

In essence, PB4L is a framework, or an approach, that:

- Teaches behaviour as we do academics.
- Provides a broad range of systemic and individualised strategies for achieving the important social and learning outcomes, while preventing problem behaviours with students.
- Is a compilation of research-validated and effective practices, interventions, and "system change" strategies that:

- Improves the social behavioural climate of schools.
- Increases proactive/positive/preventive management while decreasing reactive management.
- Improves support for students, including at risk and students with emotional behavioural difficulties.
- Acknowledges the 80% of students who "always do the right thing at the right time"!

## Why PB4L?

*Why not just "get tough" with problem behaviour?*

Research indicates the use of adverse consequences can inhibit the occurrence of problem behaviour in students who already are relatively successful at school. These procedures tend to be the least effective for students with the most severe problem behaviours.

The science of human behaviour has taught us that students are not born with bad behaviour, and they do not learn better ways of behaving when given adverse consequences for their problem behaviours.

Successfully addressing problem behaviour requires an increased emphasis on proactive approaches in which expected and more socially acceptable behaviours are directly taught, regularly practiced in the natural environment, and followed by frequent positive reinforcement.

### *What we know:*

Behaviour is learned!

Students do not learn better ways of behaving when given adverse consequences!

To learn better ways of behaving, students must be directly taught the replacement behaviours!

To retain new behaviours, student must be given specific, positive feedback and opportunities to practice in a variety of settings!

## How do we use this knowledge, and relate it to our school?



From this, the Board and staff agreed that, to achieve the school's vision, our students needed to know and implement PB4L through:

The expectations - M.A.C., W.I.T.S. and O.4.L.:

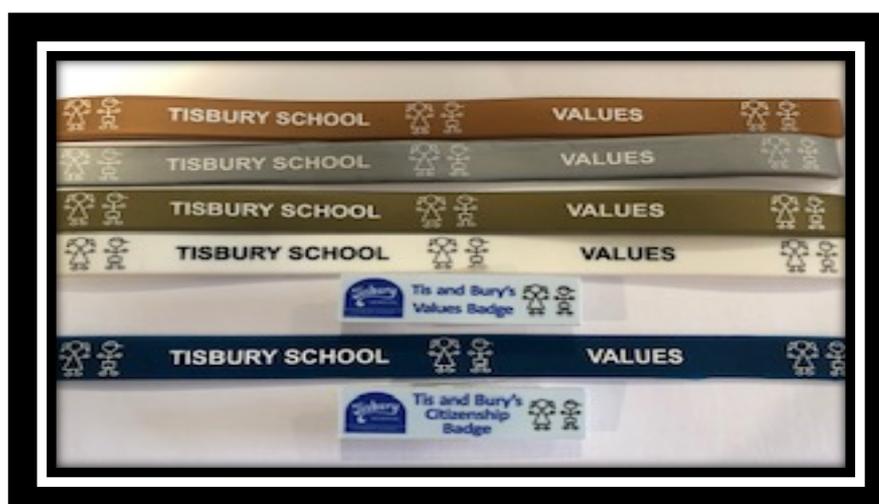
- Are life-long skills that will enable our students to be confident and resourceful in their future.
- They form the framework for the PB4L behaviour management approach.

Everything ties together:  
School: Vision + Values + Key Competencies + Behaviour Management

## How PB4L Works?

- ✓ The school wide expectations are taught via the Second Step Programme. Each Monday the explicit lesson is taught, then reinforced over the remainder of the week.
- ✓ The school wide expectations, using "Show 5" are displayed in each room, and are referred to, to reinforce positive behaviour.
- ✓ School Wide Behaviour Expectations Rewards Students:  
Who **ALWAYS** do the right thing at the right time!

+ Behaviours acknowledged to parents/whānau: Possible Ways: Face to Face, texting, emailing, thumbs up after school.																									
+ Behaviours acknowledge to students:																									
✓ Friday Fun:	All students who earn three green cards a week to receive Friday Fun.																								
✓ Values Cards:	<p>Individualised: Students earn individual green values cards that are focused, primarily, on <u>in class positive behaviours</u>.</p> <p>Green Values Cards are handed out at the end of each day or at discretion of staff.</p> <p><b>Celebrating student positive behaviour by receiving:</b>                      25 green citizenship cards = bronze certificate and name on wall.                      50 green citizenship cards = silver certificate and name moved along wall.                      75 green citizenship cards = gold certificate and name moved along wall.                      100 green citizenship cards = Principal's certificate and name moved along wall.                      Points are collated for the time students are at Tisbury School.                      Once they have 100 green cards, they start again at Bronze.</p>																								
Values Citizen Rewards	<p>Individualised: Students will be presented with a "Tis and Bury" reward when they have gained:</p> <table border="0"> <tr> <td>100 Green Citizenship cards</td> <td>=</td> <td>Certificate and name on wall</td> </tr> <tr> <td>200 Green Citizenship cards</td> <td>=</td> <td>Bronze Silicone Band/Cert</td> </tr> <tr> <td>300 Green Citizenship cards</td> <td>=</td> <td>Silver Silicone Band/Cert</td> </tr> <tr> <td>400 Green Citizenship cards</td> <td>=</td> <td>Gold Silicone Band/Cert</td> </tr> <tr> <td>500 Green Citizenship cards</td> <td>=</td> <td>White Silicone Band/Cert</td> </tr> <tr> <td>600 Green Citizenship cards</td> <td>=</td> <td>Values Badge/Cert</td> </tr> <tr> <td>700 Green Citizenship cards</td> <td>=</td> <td>Blue Silicone Band/Cert</td> </tr> <tr> <td>800 Green Citizenship cards</td> <td>=</td> <td>Citizenship Badge/Cert</td> </tr> </table> <p>Highest Green Cards attained after the 800 will get a school citizenship trophy.</p>	100 Green Citizenship cards	=	Certificate and name on wall	200 Green Citizenship cards	=	Bronze Silicone Band/Cert	300 Green Citizenship cards	=	Silver Silicone Band/Cert	400 Green Citizenship cards	=	Gold Silicone Band/Cert	500 Green Citizenship cards	=	White Silicone Band/Cert	600 Green Citizenship cards	=	Values Badge/Cert	700 Green Citizenship cards	=	Blue Silicone Band/Cert	800 Green Citizenship cards	=	Citizenship Badge/Cert
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### Inappropriate Behaviour: Approached in tiers of severity:

<p>Tier One (80%) of students generally operate in this tier:</p>	<p>Teachers use a variety of redirection strategies, positive praise, quiet words on the side, extrinsic rewards (stickers), with final step:</p> <ul style="list-style-type: none"> <li>- Student asked to go to "chill out space" in classroom. They are taught to use an appropriate way to calm down and then are refocused to task at hand. Student can be asked to visit a buddy classroom to help refocus themselves.</li> <li>- If in the playground, student may be asked to sit at picnic table outside staffroom for 5min.</li> </ul>
<p>Tier Two (15%) of students can fall in and out of this tier at any time. The idea is to get them behaving in Tier one.</p>	<p>Teachers have tried a variety of approaches in tier 1, student continues to display inappropriate behaviour then:</p> <p>Students asked to go to: "Chill Out Space" in buddy classroom or sit on lily pad in administration area. Students and staff member have a conversation and staff enter information on the school's student management system to monitor any trends or patterns. Parents/whānau will be contacted if a continuing trends emerges for a conversation.</p>
<p>Tier Three (5%)</p>	<p>This tier is the severe behaviour tier - students will be referred to outside agencies (RTL/LS/Family Doctor for referral to CAFs).</p> <p>Students can have an individual behaviour plan developed in consultation with parents/whānau and/or support agencies.</p> <p>Student could be stood down or excluded from school.</p>

Please note: PB4L breaks inappropriate behaviour into two categories:

Staff Managed  
Tiers One/two

or

Senior Management Managed  
Tiers two/three

AT ALL TIMES THE AIM IS TO FOCUS ON THE POSITIVE.

"For a child to unlearn an old behaviour and replace it with a new behaviour, you need to repeat the new behaviour, on average, twenty-eight times.  
Twenty of those times are used to eliminate the old behaviour and eight of those times are used to learn the new behaviour."

Harry Wong

The following diagrams share an overview of the PB4L tiers and their definitions and strategies.

# Tisbury School's POSITIVE BEHAVIOUR RECOGNITION

Tisbury School's  
Behaviour  
Tiers

Each Tier has  
Examples  
Of Behaviours –  
All behaviours can be in all  
Tiers – the aim is to keep  
Students in Tier 1 –  
Think about how we act :  
De-escalate vs Escalate

(5%)  
Tier 3

**Severe Behaviours  
require a lot more +  
reinforcement through  
in/extrinsic ways:**  
 ✓ Individual Behaviour  
Plan  
 ✓ More Physical  
Activity  
 ✓ More Oral Praise  
 ✓ Individual Barometer  
 ✓ Parent Involvement

**(15%) Tier Two : Moderate Behaviours  
require + reinforcement through  
in/extrinsic ways:**

✓ Individual Sticker Charts / Reward / Incentive  
Programme  
 ✓ Positive Reinforcement : 4 to 1  
 ✓ Celebrating all positive achievements  
 ✓ Diversion / Redirection  
 ✓ In class groupings  
 ✓ Barometer for behaviour  
 ✓ 101 Ways to Praise Chart  
 ✓ Role Play positive behaviours

**(80%) Tier One : Lowest Level of Behaviours  
relate to + reinforcement primarily through intrinsic ways:**

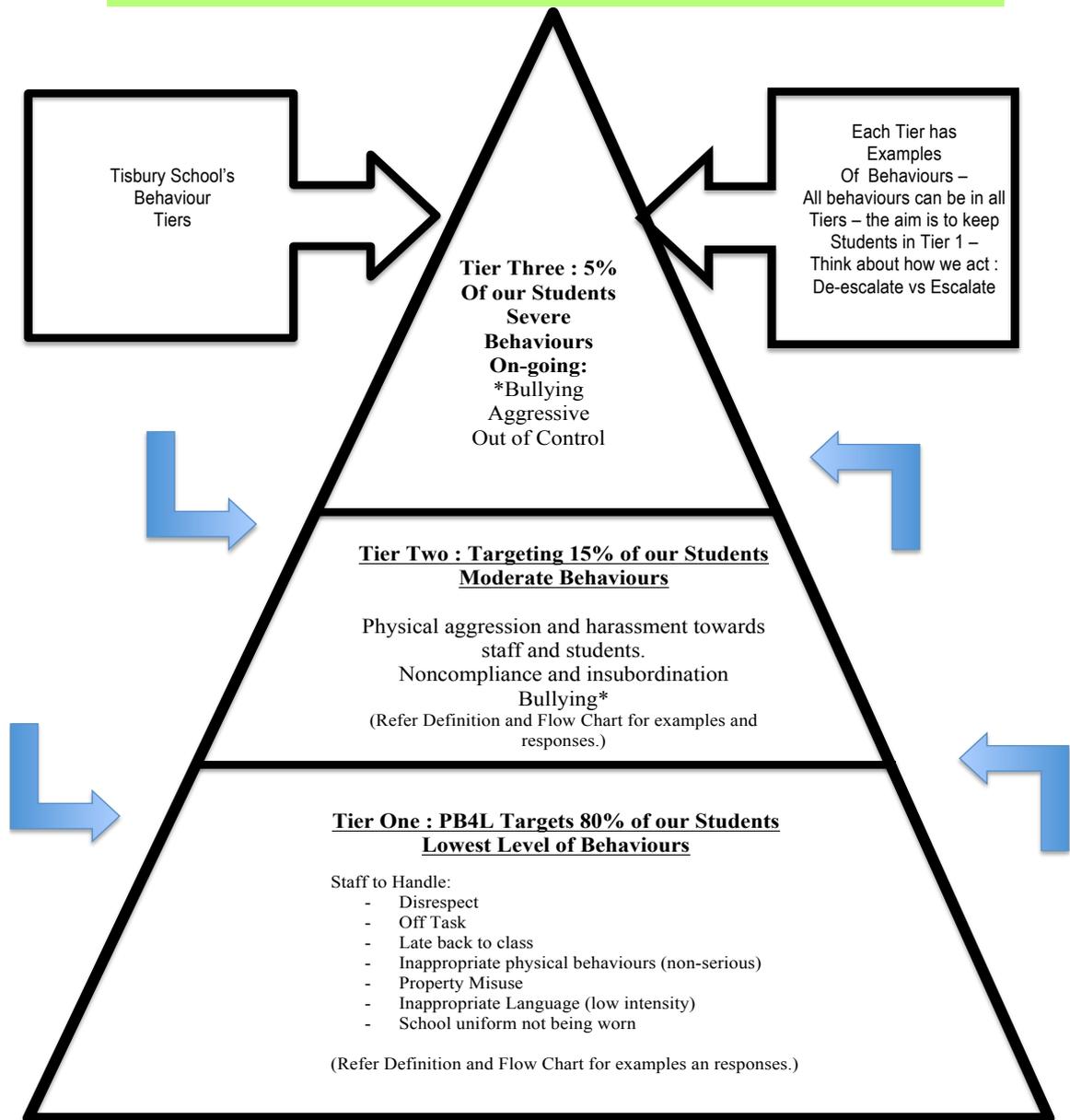
✓ Positive Praise  
 ✓ Visit Principal for Positive Reinforcement  
 ✓ Fill Buckets with Positive Reinforcement  
 ✓ Praise Efforts – be specific  
 ✓ Have an interest in students out of school activities  
 ✓ Redirect/Divert attention  
 ✓ Have conversations  
 ✓ Use something of the 101 things to praise kids chart.  
 ✓ Display work for effort and achievement – Celebration Cabinet

**Extrinsic ways**  
 ✓ Award school house points – values cards handed out (refer rewards chart)  
 ✓ Share efforts with parents – text a note home  
 ✓ Duffy Caught Being Good – School Certificates  
 ✓ Schoolwide Rewards Systems:  
 Friday Fun : Green Values Cards : Values Bronze/Silver/Gold Bands/Values and Citizenship  
 Badges/Highest number of green cards trophy

**STAFF AS ROLE MODELS USING:**

Staff in classrooms when the bell rings  
 Diversion - Positive Voice - Saying Hello Everyday - Having a Calm Voice - Being Seen - Using 2 x 10!  
 Moving, Scanning, Interacting, Praising (4 positive to 1 negative)  
 LESS TIME ON BEHAVIOUR ... MORE TIME ON LEARNING ☺☺☺

## 5. Tisbury School's BEHAVIOURS DEFINED



\*Bullying – **ongoing**, deliberate, harmful, targeting and intimidating behaviours from one person to another.  
Related website for further information and helpful  
[bullying.about.com](http://bullying.about.com)

Reviewed: December 2015

## Contacting Parents regarding behaviour!

The teaching staff's aim is to have more positive contact with parents/ whānau rather than negative. It is envisaged that communication will be through texting, emailing, phoning or one to one face contact at the school gate.

If staff need to contact you due to your child's inappropriate behaviour, the same means of communication can be used. The quick text, email, phone call or it will require a set face to face meeting with the teacher or the senior management team - depending on the severity/trend or "out of the norm" behaviour.

All parents/whānau of any student who may be hurt or injured due to another student's inappropriate behaviour will be contacted directly by phone.

It is the staff's intention to stop inappropriate behaviours getting to the "big" issues and we thank parents/whānau for working with us to get the most positive results.

Staff also appreciate that behaviour management at home can/will be different to how school works with it. School works within the bounds of the health and safety and vulnerable child's acts and has to take into consideration the safety of all - students and staff. Therefore, we have to work together to get students working, playing, and living in a positive way to ensure all students can reach their full potential in their learning.

If a child doesn't know how to read, we teach.  
If a child doesn't know how to swim, we teach.  
If a child doesn't know how to multiply, we teach.  
If a child doesn't know how to behave, we ... traditionally ... punish?

John Herner.

A fundamental framework of PB4L is the teaching of appropriate behaviours.

To learn better ways of behaving, students must be directly taught the replacement behaviour. To retain the behaviour, students must be given specific, positive feedback and opportunities to practise - this is why we have a reward system.

Staff collect information from the school's student management system to identify inappropriate behaviours that trend and that can be changed through teaching a positive behaviour. Trends and information are discussed, as a whole staff, teachers, teacher aide, administration and lessons plans are developed to assist in the appropriate behaviour being taught.

A crucial teaching time is through the school's daily meet and greet time. These teachings are then reinforced throughout the day through classroom expectations and playground interactions.

"Simply put, if the staff expect students to achieve and behave appropriately, they will. Conversely, if staff expect students to under-achieve and behave inappropriately, they will."  
Geoff Colvin

PB4L is a learning framework for all staff. 2015 was our first year of training and concentrated on school wide systems - which we are consistently reviewing and adjusting to ensure we are reinforcing the positive.

2019 staff further develop their PB4L skills with a continued focus on in-class behaviour with professional development around how to work with Tier 2 behaviours in a positive way.

Sitting alongside this information booklet is the school's Severe Behaviour Behaviour Guidelines and information around what is bullying and how to help a child who is being bullied. They are separate documents and can be found on the school's web page under the PB4L tab.

## Finally!

As with anything in a school, we are dealing with humans, and small ones at that - children! Sometimes it is necessary to use our discretion, as we do this in our capacity as professionals. Along with you, we have the very best interests at heart for all of our students as they grow and develop into being the best they can. Nevertheless, there are always consequences for actions. The next two pages outline consequences for minor, major and serious behaviours. Once the consequence is finished, with positive reinforcement is implemented.

Presented by: Tisbury School PB4L Team/Staff:  
Andrea Joyce : Principal  
Anita Cunningham : Team Leader  
Jacqui Ferris : School SENCO  
Resource Teacher of Learning and Behaviour

# 15.Minor Incidents

Staff to Handle	Definition and Example
<i>Off Task</i>	Students not working towards given expectations: <ul style="list-style-type: none"> <li>- not prepared for learning after Meet and Greet</li> <li>- not on task after breaks</li> <li>- non-completion of tasks</li> <li>- disrupting others when set a task.</li> </ul>
<i>Disrespect</i>	Students do not respect themselves, others and property, and do not following the school's expectations of MAC, WITS, O4L: <ul style="list-style-type: none"> <li>- calling out</li> <li>- making noises</li> <li>- yelling</li> <li>- arguing (talking back)</li> <li>- talking over top of others</li> <li>- breaking equipment</li> <li>- excluding others</li> <li>- using body to intimidate others</li> <li>- annoying other students</li> <li>- using inappropriate language (not directed at other students/staff).</li> </ul>
<i>Late Back to Class</i>	Students arrive at class after break times: <ul style="list-style-type: none"> <li>- not in class within a reasonable amount of time after breaks (eg. 5 minutes).</li> </ul>
<i>Inappropriate Physical Behaviours</i>	Students engage in non-serious but inappropriate physical contact: <ul style="list-style-type: none"> <li>- play fighting</li> <li>- pushing</li> <li>- shoving</li> <li>- bumping into others without causing harm</li> <li>- unnecessary touching</li> <li>- threatening physical behaviours (eg. kicks chairs of other students/pull chairs away from other students).</li> </ul>
<i>Property Misuse</i>	Students misuse property in minor ways by destroying: <ul style="list-style-type: none"> <li>- work books</li> <li>- library books</li> <li>- desks</li> <li>- draws</li> <li>- drawing on walls</li> <li>- pens, pencils, rubbers, rulers</li> <li>- iPads (break or inappropriate usage)</li> <li>- playing in toilet areas.</li> </ul>
<i>Inappropriate Language</i>	Students engage in low intensity of inappropriate language: <ul style="list-style-type: none"> <li>- language is not directed at students/staff directly, severity is very dependent on context</li> <li>- 'shut up' / 'name calling'.</li> </ul>
<b>Consequences: Warning System</b>	
<b>1<sup>st</sup> Step:</b> Deliberate redirection: <ul style="list-style-type: none"> <li>- say child's name</li> <li>- remind of expectation</li> <li>- run around tennis court</li> <li>- go find something...</li> </ul>	
<b>2<sup>nd</sup> Step:</b> name on piece of paper.	
<b>3<sup>rd</sup> Step:</b> spoken to again, dot by name, 5 mins on lily pad.	
<b>4<sup>th</sup> Step:</b> spoken to again, 2 dots by name, sent to buddy class for 10 min <ul style="list-style-type: none"> <li>- must take a card to give to buddy class teacher.</li> </ul>	
<b>5<sup>th</sup> Step:</b> Back to class to re-join.	
<b>6<sup>th</sup> Step:</b> If behaviour continues then send child to the Principal. Teacher to phone Principal and advise that the student is coming and why. Record as a minor on etap. Student loses next break.	
<b>Buddy Classes:</b> Kingswell – Mataura Waituna – Oreti Oreti – Awarua Awarua - Waituna Mataura – Kingswell	

# 16. Major Incidents

Senior Management (Majors)	Examples (not limited to) and Definitions		
<p>Deliberate acts of physical aggression and harassment towards staff and/or students</p> <p>Bullying chart asking “Is it Bullying?” displayed in each classroom.</p>	<ul style="list-style-type: none"> <li>• Physically hurting others</li> <li>• An instigator of an event that results in a major behaviour</li> <li>• Fighting</li> <li>• Hitting</li> <li>• Spitting</li> <li>• Biting</li> <li>• Threatening</li> <li>• Misuse of technology</li> <li>• Cyber bullying</li> <li>• Verbal abuse towards students/staff (eg. using swear words)</li> <li>• Throwing furniture</li> <li>• Destroying school property</li> <li>• Harassment</li> <li>• Any behaviour that is ongoing and can be defined as bullying</li> <li>• Bullying can happen anywhere, at any time. It can happen in person or online, and it can be obvious or hidden. It is on-going, not a one-off situation. Bullying comes in the form of:               <ul style="list-style-type: none"> <li>- physical eg. hitting, kicking, taking belongings</li> <li>- verbal eg. name calling, insults; racist, sexist, sexuality and gender</li> <li>- social relational eg. spreading nasty stories, excluding from groups, making threats, stand-over tactics</li> <li>- cyberbullying eg. posting negative comments on social media, publishing or sending inappropriate messages or images</li> <li>- digital eg. sending mean or intimidating texts.</li> </ul> </li> </ul>		
<p>Non-compliance</p> <p>Insubordination</p> <p>Gross misconduct</p>	<ul style="list-style-type: none"> <li>• Not following expectations:               <ul style="list-style-type: none"> <li>- blatant defiance and disrespect</li> <li>- not adhering to staff requests</li> <li>- leaving school grounds without permission                   <ul style="list-style-type: none"> <li>- If you are unsure where they are, search school grounds. If they have left school grounds then phone parents and then phone the police. To adhere to our Health and Safety Guidelines, we must phone the police</li> </ul> </li> <li>- disturbing other students learning by having to evacuate other students from classroom when a student is non-compliant.</li> </ul> </li> </ul>		
<p><b>Consequences – Floating 5 Week Period</b>  <i>Indicate on mark book what step the child is on</i>  <b>AT ALL STAGES WHĀNAU WILL BE CONTACTED</b></p>			
<p>1<sup>st</sup> Incident</p> <p><b>Playground:</b> Out of playground for two playtime sessions – eg. <i>if the incident happened at morning tea then the student is out for the following lunch, next day morning tea and back in the playground at lunchtime.</i></p> <p><b>Classroom:</b> Out of classroom - 1 day in buddy room.</p>	<p>2<sup>nd</sup> Incident</p> <p><b>Playground OR Classroom:</b> Two days out of class and playground: - 1 day in office - 1 day in buddy room.</p> <p>3<sup>rd</sup> Incident</p> <p><b>Playground OR Classroom:</b> Three days out of class and playground: - 2 days in office - 1 day in buddy room</p>	<p>4<sup>th</sup> Incident</p> <p><b>Playground OR Classroom:</b> Formal stand down for 1 day.</p> <p><i>Incident Report written up by teacher(s) involved and handed to Principal.</i></p> <p><i>If decision to stand down is made Principal to write letter and give to parents and send a record to MOE.</i></p> <p>On return: - 2 days in office - 1 day in buddy room</p>	<p><b>Straight Stand Down</b></p> <p>When a student loses control and causes serious harm to others/or is out of control, yelling, screaming and cannot be brought under control. Parents called immediately and a 2 day stand down will be implemented.</p>
<p><b>After 2<sup>nd</sup> Stand Down:</b> Discussion held around exclusion.</p> <p>On returning from a stand down, the family, student, teacher and Principal must work together to develop a behaviour plan.</p> <p>IRF funding to be applied for to support the plans implementation.</p> <p>Other avenues for support:  <ul style="list-style-type: none"> <li>- Referral to RTLB</li> <li>- Child placed on the Special Needs Register for additional support</li> <li>- Restorative practice can occur if both parties agree that it is the right course of action in extreme cases the Principal can include the Police Youth Officer.</li> </ul> </p> <p><b>If Senior Management are not on site:</b> If there is an incident and the child is not de-escalating, a teacher will phone family/whānau to come to school and take the child home. Parents will be provided with an incident report when the senior management are able to convene a meeting either the following day, or as soon as practicable.</p>			

**Procedures for Responding to “Senior Management Handled” (Major) Behaviours  
Anywhere in the School**

First and foremost – Staff and student safety must come first:

- Phone Principal or send for help.
- Remove other students to a safe environment.
- Do not physically restrain a student unless:
  - Under section 139AC of the Education Act (updated) Amendment Act 2017 – a teacher or authorized staff member can use physical restraint if they reasonably believe the safety of the student or of any other person is at serious or imminent risk, and the physical restraint must be reasonable and proportionate in the circumstances. Situations may include:
  - breaking up a fight
  - stopping a student from moving with a weapon
  - stopping a student who is throwing furniture close to others who could get injured.

Physical restraint is a serious intervention and it is a legal requirement that any physical restraint be reported to the MOE and the School Board. Refer to Support Document 8: Guidelines for Registered Schools in New Zealand on the use of Physical Restraint – August 2017 for guidelines and reporting forms in the appendix, and also School Severe Behaviour Document 8. Formal reports are to be sent to:

[physical.restraint@education.govt.nz](mailto:physical.restraint@education.govt.nz)

That must include:

- Incident report
- Information for MOE/Employer report
- Staff reflection form
- Debriefing form for staff involved
- Debriefing form for parents or caregivers.

Full updated guidelines are available on the Education website or Support Document 8 as noted above.

- Follow the de-escalation procedures in the guide, page 8.
- Parents to be called if the situation continues – Senior Management only to make this call. ***In extreme cases Police can be called to assist with the situation.***
- A conversation with the student and parents is to occur when the student has calmed down. Incident is recorded on etap.
- Remember – it is only the Principal who is legally allowed to implement stand-down or exclusion procedures. If Principal is off-site, call on cell phone.

Behaviours that fall within the ‘Senior Management to Handle (Major)’ bracket may require interventions through support agencies. They will require an Independent Behaviour Management Plan to be put in place and monitored.

**Buddy Classes:**  
Kingswell – Mataura  
Waituna – Oreti  
Oreti – Awarua  
Awarua - Waituna  
Mataura – Kingswell

## ☆ Magic Affirmations ☆

You've done it! ☆ What a Job! Nice effort! Thank you! That was hard work! Good thinking! ☺ What a manager! You're capable! ☺ Neat planning! Exceptional teamwork! Outstanding cooperation! This is a work of art! ✍ I'm inspired! Superb timing! 🕒 Hot dog! Great idea! Wow! You thought of that! Looking good! ✨ Impressive! You can take pride in this! How considerate! ♥ That was kind! You're appreciated! What a creation! Such strength! You have integrity! Massive! You're great! One of a kind! That took a lot of practice! ☺ You care! ♥ What an accomplishment! This is interesting! You're a success! ➔ That was difficult! You're confident! ☺ What a winner! I respect you! ✨ You've got what it takes! Quality work! Good listening! What an imagination! You can make a difference! ☆ Your opinions matter! Awesome! You're a good friend! You make me smile! ✨ I like being with you! You made that fun! You're good at that! ✨ Super talent! How helpful! ♥ Can you teach me? You are so special!! There's nobody like you! ☺ I like you!! I love you ♥ You're absolutely the best!!!

# 101 Ways to Praise a Child

Wow · Way to go · You're special · Outstanding · Excellent · Great · Good · Neat · Well done · Remarkable · I knew you could do it · I'm proud of you · Super Star ★ · Nice work · Looking good · You're on top of it · You're catching on · Now you've got it · How smart · Good job · That's incredible · Hot dog · Remarkable job · You're Beautiful · You're a winner · You make me happy · Hip, Hip Hooray · You're important · Magnificent · Beautiful · Fantastic · You're on target · You're on your way · How nice · You're Spectacular · You're Darling · Super · Super job · Beautiful work · Good for you · Nothing can stop you now · Dynamite · You're fantastic · Awesome · You're precious · Fantastic job · You've discovered the secret · Bingo · Great discovery · You are responsible · You are exciting · You are fun · You're a real trooper · Marvelous · Terrific · You're growing up · Outstanding performance · You tried hard · You figured it out · What a good listener · You're a treasure · You mean a lot to me · You're a good friend · That's correct · A big hug · What an imagination · You learned it right · You're incredible · Now you're flying · Bravo · Beautiful · I like you · I respect you · You're Sensational · Phenomenal · A+ job · Hooray for you · You're unique · You care · Creative job · You belong · You brighten my day · Super work · That's the best · You made my day · Say I love you! · Beautiful sharing · You mean the world to me · You're important · You've got a friend · You're a joy · You make me laugh · You're A-OK-my buddy · I trust you · You're perfect · You're wonderful · A big kiss · Exceptional performance · p.s. Remember, a smile is worth 1000 Words!