



Positive Behaviour Support (PBS)



Be the best you can be

What is Positive Behaviour Support?

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 drive, we teach.

If a child doesn't know how to behave, weteach?.....punish?

Why can't we finish the last sentence as automatically

as we do the others? — Tom Herner, 1998.

Positive Behaviour Support (PBS) is a whole-school framework that focuses on teaching students how to behave appropriately, and rewarding them when they do so.

Mission Statement:

The fundamental PBS philosophy is that positive social behaviour is learned and therefore can be taught. Students can be taught socially acceptable ways of behaving just as one would teach any academic subject. Teaching self-discipline employs the very same instructional concepts used to facilitate academic learning.

PBS places a major focus on prevention and the following key elements help create a safe, positive and productive learning environment:

- Clearly defined and taught behaviour expectations.
- Consistent and frequent acknowledgement of appropriate behaviour.
- Constructively and specifically addressing problem behaviour.
- Effective use of behaviour data to assess and inform decision making.

At Broome Senior High School, we achieve this by teaching, encouraging and rewarding students for exhibiting our three Positive Behaviour Matrix expectations:

- Show Respect
- Be Supportive
- Build Community

PBS operates on a Multi-Tiered System of Supports (MTSS) to assist students.

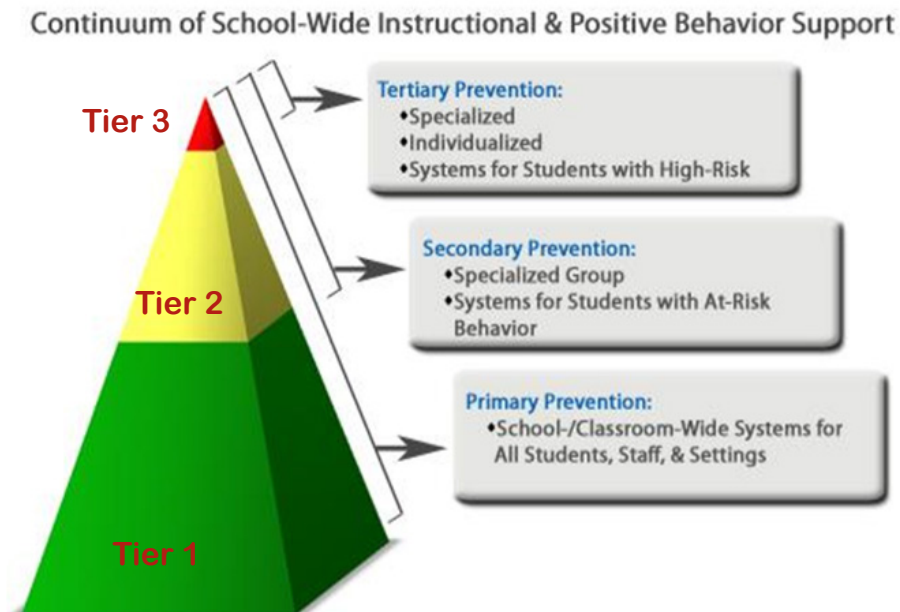
Multi-Tiered System of Supports (MTSS)

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

The framework of MTSS is a “way of doing business” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.

A Multi-Tiered System of Supports helps schools to organize resources through alignment of academic standards and behavioural expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed proficiency (www.cde.state.co.us/mtss/whatismtss).

It is likely that in most of your classes you will have students in each of the 3 tiers. Many of the practices, systems and strategies that work for the Tier 1 students in your class are certain to be inappropriate for your Tier 3 students. Assuming a “one size fits all” approach is going to be effective is certain to result in avoidable undesirable outcomes.



Tier 1 Universal / All – School-wide practices and systems for preventing the development and occurrences of academic and behaviour problems through the use of evidence-based practices and high-quality instruction. Typically, 80% or more of students will be successful with Tier 1 supports only.

Tier 2 Targeted / Group – More specialized, intensive practices and systems for supporting students who have demonstrated risk for future failure and/or whose academic progress or unexpected behaviours have been documented as unresponsive to Tier 1 practices and systems. Typically, 10-15% of students will be successful with the additions of Tier 2 supports.

Tier 3 Intensive / Individualized – Highly specialized, individualized practices and systems for supporting students who have demonstrated high risk for future failure and/or whose academic progress or unexpected behaviours have been documented as unresponsive to Tier 1 and Tier 2 practices and systems. Typically, 3-5% of students will require individualized supports to be successful.

All stakeholders in our School community have responsibilities and expectations

Responsibilities and expectations of students

- Acknowledge, understand and follow the school's expectation and guidelines for Good Standing:
Attendance, Behaviour, Uniform, and Work Ethic.
- Uphold our three *PBS Matrix expectations*:
Show Respect, Be Supportive, Build Community
- Communicate any concerns with staff and/or parents.

Responsibilities and expectations of school staff:

- Encourage, teach and support the correct behaviour using *Matrix expectations*.
- Educate students to make correct choices about their behaviour.
- Communicate and work with parents to support student learning and the school's expectations.

Responsibilities and expectations of parents:

- Encourage positive student behaviour and support our three *PBS Matrix expectations*.
- Contact the school with any concerns or issues that may arise.
- Support students in accepting and fulfilling any consequences, interventions or plans that may be put in place.



Broome Senior High School Positive Behaviour

Galwara Mabu Liyan SHOW RESPECT

Ma BE S

Class Time

Murrgurla
Buru

Wait outside the class in an orderly manner
Follow directions the first time
Actively listen and participate
Value your property and that of others
Hats, headphones and phones away

I
Mod
Be
Atte

Break Time

Yibu Buru

Put rubbish in the bin
Line up at the canteen
Respect others

Be kind
Notify ac
A

All the Time

Jarrinygun
Buru

Use polite positive language
Accept feedback calmly
Wear your uniform with pride
Use all electronic devices safely and responsibly

Thir
Listen
Partic
A
E

Be you

Senior High School Behaviour Matrix

Walyjan Yagarragan

SUPPORTIVE

Lead by example
Model positive behaviour
Be supportive of others
Attend school every day

Be kind to yourself and others
Report adults of unsafe conditions
Always be inclusive

Think before you speak
Listen and try to understand
Participate in school events
Accept differences
Encourage others

Waranyjarrigun Yagarmabulanjin

BUILD COMMUNITY

Be honest
Make good choices
Give your best effort
Allow others the right to learn

Stay on school grounds
Think before you act
Use facilities with care

Positively represent the school
Act responsibly
Be punctual
Model school values

our best

Staff Role

As a teacher at Broome Senior High School, your work with students is essential in making PBS run smoothly, and improving the behavioural standards of students at the school.

The following roles are key to the success of PBS, and it is essential that you are completing the following:

- Know and understand the expectations listed on the behaviour matrix.
- Use the language of the matrix to remind, teach, re-direct, encourage and reinforce expected behaviour.
- Use 'Pre-corrects' to actively prompt expected behaviour before undesirable behaviour occurs.
- Our school uses a commercial app (VIVO) to recognise and reward positive student behaviour. It is essential that all staff award VIVO points every day to promote and acknowledge desired behaviours. VIVO points are also referred to as VIVO "miles".
- Deliver PBS lessons during Form Period. The effectiveness of these lessons is directly proportional to the level of importance placed on them by you and the enthusiasm with which they are presented.
- Know the PBS team members so that you can ask for help as required. You can also ask your HOLA for advice.
- All PBS lesson packages are provided for you and distributed by email. Your feedback helps to improve these lessons.
- Prominently display the current PBS Focus for the week on your whiteboard under the appropriate Matrix expectations.

Repetition is the key to learning new skills

For a child to learn something new, it needs to be repeated on average eight times.

For a child to unlearn an old behaviour and replace it with a new behaviour, the new behaviour must be repeated on average 28 times. — Harry K Wong, educational author.

Guidelines for teaching positive behaviours

- Teach behaviours as you would teach academics or any other skill. Repeat this process as often as it takes for students to learn new behaviours.
- Plan to teach the expectations over the first 2-3 weeks of school.
- Lessons will need to be repeated and reviewed throughout the year.
- If problems arise in certain situations, re-teach the expectation.
- Provide lessons when a new student arrives in class or when large numbers of students are having difficulty with the expectation.
- Keep lessons brief (5-15 minutes typically). Providing frequent, brief lessons is more effective than providing a few long lessons.
- Teach lessons in a location best suited to the context of the topic.
- Ideally the staff responsible for supervising students in a specific setting should be involved in teaching the expected behaviours.
- All teachers must be committed to this process.

PBS lessons: What is a behaviour lesson?

PBS lessons need to be short and focussed on one key point.

Teachers will deliver whole school, and year group lessons that have been prepared for you by the PBS Team.

The time that these lessons should be delivered is specified for you. Eg: during form classes and/or activity periods.

- They may be either a lesson or a focus. A focus involves a discussion or review of the lesson previously taught.
- These lessons can be repeated at point of need if the class is displaying undesirable behaviour.
- All teachers need to look at the lesson even if they will not be teaching it, so that we can all reinforce the content of the lesson with students for the week.
- All lessons follow the same format.

Where are they found?

- They are found on the share drive *S:\AdminShared\All Staff\PBS\Lessons*.
- They are in folders Show Respect, Be Supportive, Build Community.
- Individual lessons are also in folders with links/copies of any videos required.

Do I have to stick to the exact lesson?

- You can modify the lesson to suit your students but a version of the lesson must be taught.

How do I know what to teach?

- An email will be sent out to you prior to the day with a copy of the lesson.
- Even if you are not teaching the lesson, please review the lesson so that you know how to remind, reinforce and direct all students for the week.

How are lessons organised?

- Each focus for teaching behaviour improvement is based on a 3-week cycle. (ie: 3 Foci per Term)
- Behaviour data is analysed each week to determine areas requiring improvement.
- Foci may be extended or re-visited throughout the year as required.
- This is illustrated in the table below.

Learning Area/subject/class specific lessons

You will also need to deliver PBS lessons specifically tailored to your Learning Area or class. When developing lessons teachers should utilise preferred teaching practices that:

- **‘tell’** the students what is expected
- **‘show’** them what the skill looks like
- **‘practise’** the skills through role plays and in context situations

By teach we mean show, as in *model*, *demonstrate* or *role play*. Students should be shown examples of desirable behaviour.

NB: Only adults are to demonstrate non examples of behaviour.

Have students get up and practise what you have shown them. Lessons should be fun and engaging. Give lots of encouragement and positive feedback.

Acknowledge & encourage expected behaviour

Educational research highlights the importance of giving students specific feedback about their academic work. Without specific feedback, students would not be able to discern the ‘right’ answer from the ‘wrong’ answer. Giving positive performance feedback is equally important to help students learn the social behaviour skills expected in school and for life.

Encouragement Guidelines

These relate to how to give encouragement:

- **Clear and Specific:** Simply describe the skill observed to make the feedback clear and specific. Do not add any references to past mistakes the student has made or wishes for future behaviour.
- **Sincere and appropriate for student’s age:** A genuine response to the desired behaviour that is appropriate for the situation and the individual.
- **Private:** Know your students well enough to differentiate how you give feedback to students. Some students will like to be publicly recognised while other students will not find public encouragement reinforcing at all.
- **Genuine:** Staff need to find their own style to communicate sincere encouragement. This is especially important when working with older students.
- **Ratio:** A 4:1 ratio of positive to negative interactions with students should be maintained.

Rewards for positive behaviour

We use VIVO Points as our acknowledgement system. We award points when we see the desired behaviour.

- VIVO points are to be used fast and frequently. They can be awarded via the app on your phone or through the network.
- When you hand them out you **MUST** state for what behavioural expectation from the matrix they were addressing. E.g. Thanks for showing respect by putting up your hand.
- Just choose a few behavioural expectations that you will use. E.g. when students answer a question in class say “Thanks for being engaged in your learning”.
- There is a video demonstrating strategies to use for handing out VIVO points (to be developed and placed on the shared drive).

What do students do with them?

- Students use their accrued VIVO points to redeem prizes in the online VIVO Shop.
- Prizes include sporting equipment, food or vouchers.
- VIVO points can also be used in competitions between classes or Form Groups.

Why is it important that you award VIVO points daily?

- The students are regularly being acknowledged for good behaviour and that behaviour is being reinforced across the school.
- The students have chances to win prizes awarded regularly.
- Frequent awarding of Vivo points by all staff is an essential strategy in maintaining the focus and momentum of the program.
- You are supporting the other teachers and students as this is a **WHOLE** school initiative.

When behaviour problems arise

Remember:

“Punishment focuses on what not to do, does not teach expected behaviours, can damage relationships, impedes learning, and leads to students dropping out of school. Some educators feel these punitive and exclusionary practices have served them well to eliminate the irritating and unnecessary intrusions to their teaching agendas. Many believe that students know the right way to behave, that their behaviour is a performance deficit, and that they have the skills but are merely choosing defiance or insubordination. They therefore assume that punishment will bring a halt to the problem behaviour and the student will behave appropriately.

In reality, punishments satisfy the punisher but have little lasting effect on the punished (Losen, 2011). These exclusionary approaches are in direct conflict with school missions to help all students achieve their fullest potential. Our punitive policies fail the very students they target (U.S. Department of Education, 2014).” — Missouri PBS Handbook, P11.

If problems arise in a lesson your first step is self-reflection, rather than focussing on the undesirable student behaviour. Use the following checklist as a guide. Discuss the situation with a colleague or your HOLA.

- If you are unable to resolve a behaviour issue within the classroom, the Response Referral Process flowchart is to be utilised.
- The resolution should be achieved at the Learning Area level wherever possible.
- Relationships need to be preserved.
- Restorative Practices techniques should be utilised as appropriate.
- The aim is to avoid punitive strategies.
- Expected behaviours need to be re-taught and reviewed as required.



Broome Senior High School PBS Response and Recovery

STEP 01

QUALITY TEACHING PRACTICES

- Culturally responsive environment
- Active Supervision
- Consistency
- Calm immediate responses
- Specific brief responses
- Quiet Respectful contact
- Refocus class if needed
- 4:1 Positive feedback: Corrective feedback
- Classroom expectations displayed
- Encourage expected behaviour
- Discourage inappropriate behaviour
- Provide opportunities to respond
- Differentiated curriculum
- High expectations for all students
- Trauma-responsive teaching and environment

INDIRECT TEACHING/LEARNING STRATEGIES

- Proximity Control
- Strategic placement/movement
- Signal/non-verbal
- Planned Ignore

DIRECT TEACHING/LEARNING STRATEGIES

- Re-Teach (Tell, Show, Practice, Feedback)
- Redirect
- Reteach
- Provide choice

STEP 02

TEACHER

- Culturally responsive approach
- Attempt to resolve conflict
- Consider: buddy class or informal contract
- If Buddy Class is the chosen option - Direct student to Buddy Class with a request to complete Buddy Reflection form and return to you prior to end of period
- Staff member to actively seek resolution using restorative reflection
- Contact parents/caregivers - Resolution to be discussed
- Complete behaviour report in Compass
- Is my teacher-student relationship trauma-responsive?

“Be you”

Senior High School and Referral Pathway

STEP 03

HOLA

- HOLA processes Behaviour Report and negotiates resolution with students, teacher and BMiS staff
- If necessary BMiS staff to meet with student, HOLA and/or teacher to discuss resolution
- HOLA to implement any consequences
- A culture of continuous improvement and academic optimism for Aboriginal students.
- Engage cultural support staff as appropriate.

STEP 04

BMiS

- BMiS staff and Deputy Principals will respond to referrals from HOLAs related to ongoing behaviour unable to be resolved at a Learning Area level
- BMiS staff and Deputy Principals will respond to major behaviour and critical incidents
- Engage Cultural Support Staff as appropriate

Major and Minors

Minor (Classroom)	
<i>In-class disruptions</i>	<ul style="list-style-type: none"> • Sustained and disorderly behavior that prevents instruction by the staff member from continuing. • Speaking out of turn repeatedly • Student engages in inappropriate or language considered offensive.
<i>Dress Code</i>	<ul style="list-style-type: none"> • Student attends class with clothing that does not fit within the school dress code.
<i>Truancy First Offence</i>	<ul style="list-style-type: none"> • Student is seen out of their set class for no apparent reason.
<i>Inappropriate Display of Affection</i>	<ul style="list-style-type: none"> • Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures or contact of a sexual nature towards another student.
<i>Out of bounds areas</i>	<ul style="list-style-type: none"> • Students is in an area that is outside of school boundaries (please see Out of bounds areas document for further information)
<i>Lying/Cheating</i>	<ul style="list-style-type: none"> • Student is not forthcoming or honest about information regarding a fight, lost items etc • 'Yarn carrying' between students (Not needed I feel)
<i>Punctuality</i>	<ul style="list-style-type: none"> • Student is late to class with no acceptable reason or note from Student Services
<i>Unprepared for school</i>	<ul style="list-style-type: none"> • Student does not have the equipment expected for them in that class.

Major (HOLA, SS, BMIS)	
<i>Threatening staff and students</i>	Verbal abuse and /or physical intimidation directed at staff or other students
<i>Arson/ Combustibles</i>	Student plans and/or participates in malicious burning of property.
<i>Bomb Threat</i>	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
<i>Ongoing Open Defiance and refusal to follow all instructions</i>	<p>Refusal to follow directions, accept "no" for an answer, or accept a consequence when reasonable efforts have been made to de-escalate and enable the student to cooperate.</p> <p>A pattern of frequent or increasingly complex behavior that is resistant to the use of staff-managed interventions. Assistance has been sought and multiple efforts attempted.</p>

Major (HOLA, SS, BMiS)	
<i>Chronic Truancy</i>	Repeated lesson absences and / or full day absences without parental and / or school approval resulting in student becoming at educational risk
<i>Bullying and Harassment</i>	<p>Student delivers disrespectful messages* (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes.</p> <p>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</p>
<i>Physical Aggression (Fighting / Assault)</i>	Fighting involves the mutual exchange of physical contact such as shoving and hitting with or without injury. Assault is when one student or group of students may be inflicting bodily harm to another student or staff member. Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
<i>Significant Theft</i>	The taking of another person's or school's property without permission.
<i>Gang Affiliation</i>	Student uses gesture, dress, and/or speech to display affiliation with a gang.
<i>Vandalism</i>	Intentionally causing damage to or defacing school property or the property of others.
<i>Technology Violation</i>	All online services including email, online document storage, Intranet and Internet access, must be used responsibly and in accordance with Broome Senior High School policy.
<i>Possession of Alcohol/ Drugs/Tobacco/ Weapons</i>	Being in possession of or using any form of alcohol, drugs, or tobacco. Includes all mood-altering substances or imitation of that have not been medically prescribed for the student.
<i>Motor Vehicle Violation</i>	Inappropriate use of motor vehicle on school grounds – i.e not following speed limit and / or adhering to school policy
<i>Leaving school grounds without permission</i>	Leaving the school grounds, building, classroom or assigned area without obtaining prior approval of staff.

PBS/BMIS Flowchart and Checklist

PBS Strategies / Expectations / Routines: Have I:	
Practiced a Culturally Responsive approach	
Established and displayed clear classroom expectations	
Welcomed my students into class, followed a routine (eg marked the roll first)?	
Used reinforcement strategies for correct behaviour? (VIVO points)	
Re-directed / reminded student of expected behaviour?	
Used a PBS lesson to re-teach expected behaviour?	
Remained calm and employed a planned response to challenges?	
Followed up where necessary?	
Modelled the behaviour I expect to see from my students?	
Tried to build rapport with my students?	
Provided timely feedback to students and caregivers?	
Tried other strategies such as verbal judo, CMS strategies, 1:1 discussion, modify learning program, in-class isolation, seating plan?	
Checked to see if there is a pattern to the behaviour?	
Considered whether your response to undesirable behaviour is fair and reasonable and whether you are consistent?	
Implemented appropriate low level consequences, eg detention etc?	
Planned lessons to suit the time of day?	
Considered presenting information through a variety of formats?	
Sought assistance or advice from your colleagues or HOLA?	
Trauma-responsive teaching and environment	
Level 1 Classroom Teacher (to be completed prior to moving to Level 2)	
Culturally responsive approach	
Discussion regarding rules & expectations	
Caregiver phone call or email	
Buddy referral	
Enter a Behaviour Report	
Letter of Concern to caregiver	
Detention	
Student interview with caregiver	
Is my teacher-student relationship trauma-responsive?	

PBS/BMIS Flowchart and Checklist cont.

Level 2 HOLA intervention (to be completed prior to moving to Level 3)	
Restorative processes between teachers and students	
Discussion regarding rules & expectations	
Detention	
Subject Withdrawal	
Student interview with caregiver & teacher	
Behaviour contract	
Enter / complete Behaviour Report	
Engage Cultural Support Staff as appropriate	
Is the intervention trauma-responsive?	
Level 3 Behaviour Coordinator / Deputy Principal	
Engage Cultural Support Staff as appropriate	
Confirm all steps on checklist have been covered as appropriate	
In-School Withdrawal	
Caregiver contact / interview with student	
Suspended suspension	
Suspension	
RFS meeting with Caregiver, student, teacher & support staff as appropriate	
Green sheet monitoring / rewards	
Interagency support / intervention	
Pre-exclusion case conference	
Appendix A "Notification of Risk of Exclusion"	
Recommendation for Exclusion	
Is the process trauma-responsive?	

PBS Team members



Mat Burt
Principal



Emma Twining
*Deputy
Principal*



Farley Murton
*HOLA
Technologies*



Doug Beeton
*Year 7
Leader/IT/Art*



Bec Kevin
*Year 8
Leader/H&PE*



**Callum
Blackstock**
Maths



Shane Vujcich
Maths



Clare Stack
*Aboriginal Edu-
cation Assistant*



Sam Alexeeff
*Year 11 Leader/
VET*



Lisa Coon
*BMIS
Coordinator
Y7/9/11*



**Natasha
Kenworthy**
English



Chris Cole
Science



Jess Cox
*School
Psychologist*

How to add and remove a class to your class list.

User search

Forward [View results](#)

Reward a tutor group [View results](#)

Your lists [View results](#)

[TMA7 G.1](#)

[SMAH.1](#)

Click
"view all"

Search Results

Full Name	Gender	Members	Add to my lists	Source	Details
TMA7 G.1	Jacobi Poytho	1	<input type="checkbox"/>	Import	<input type="checkbox"/>
TMA7 G.1	Marina Christopher	1	<input type="checkbox"/>	Import	<input type="checkbox"/>
TMA7 G.1	Pippo Chyolad	21	<input type="checkbox"/>	Import	<input type="checkbox"/>
TMA7 G.1	Pippo Chyolad	18	<input type="checkbox"/>	Import	<input type="checkbox"/>
TMA7 G.1	Emmet Maroon	19	<input type="checkbox"/>	Import	<input type="checkbox"/>
TMA7 G.1	Bethany Lindon	17	<input type="checkbox"/>	Import	<input type="checkbox"/>
TMA7 G.1	Emmet Maroon	23	<input type="checkbox"/>	Import	<input type="checkbox"/>
TMA7 G.1	Vilma Mar	26	<input type="checkbox"/>	Import	<input type="checkbox"/>
TMA7 G.1	Chris Mar	22	<input type="checkbox"/>	Import	<input type="checkbox"/>
TMA7 G.1	James Blackbird	21	<input type="checkbox"/>	Import	<input type="checkbox"/>
TMA7 G.1	James Blackbird	19	<input type="checkbox"/>	Import	<input type="checkbox"/>
TMA7 G.1	James Blackbird	22	<input type="checkbox"/>	Import	<input type="checkbox"/>
TMA7 G.1	James Blackbird	21	<input type="checkbox"/>	Import	<input type="checkbox"/>

Select to
add a class.

Select to
delete a
class

How to add and remove a student from your class.

User search

Click
"Your List"

[View results](#)

Your lists [View results](#)

[TMA7 G.1](#)

[SMAH.1](#)

Lists

Create and manage your own lists of students in order to assign to already made, or create new lists that already exist.

Your Lists

Create a new list

Name	Members	Options
TMA7 G.1	25	Edit members
SMAH.1	24	Edit members Delete Copy

Select Edit
Members

How to update student's passwords.

Click
"Reset Password"

[Barrett-Lennard](#)
[View details](#)

Select the student's
name that you would
like to change the
password for.

Please user select
the first name only

Personal Details

Name	Mr Tray-Bernard Lennard	Year	11
Gender	Male	Group	11/10
Username	myusername	Status	Active
UPE	3456789	Notes	View notes
Admin Role	No role for external	Last login	2014-01-15 14:45

ADD USER

Add

Type in the
student you
would like to add.

Current list members

<input type="checkbox"/> Student	Votes	Year group	Details
<input type="checkbox"/> April Bader Class 11	88	T	Details
<input type="checkbox"/> Gemma Williams	188	T	Details
<input type="checkbox"/> Johny Johnson	39	T	Details
<input type="checkbox"/> Gemma Williams	79	T	Details
<input type="checkbox"/> Gemma Williams	94	T	Details
<input type="checkbox"/> Gemma Williams	80	T	Details
<input type="checkbox"/> Gemma Williams	81	T	Details
<input type="checkbox"/> Gemma Williams	31	T	Details
<input type="checkbox"/> Gemma Williams	61	T	Details
<input type="checkbox"/> Gemma Williams	38	T	Details
<input type="checkbox"/> Gemma Williams	83	T	Details
<input type="checkbox"/> Gemma Williams	123	T	Details

How many Vivos
the students
currently have.

User search

Forward [View results](#)

Reward a tutor group [View results](#)

Your lists [View results](#)

[TMA7 G.1](#)

[SMAH.1](#)

Type in the name of the student
you would like to change the
password and select "view user".
This will take you to the above
page.



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