

TEACHER INFO

Thank you so much for purchasing this resource! This packet was born many years ago, as I supported some of the high need students in my classroom. Throughout the years, I have had students on the Autism Spectrum, with ADHD, ADD, ID, and more. With the right support, I believe that EVERY student can be successful. In this packet, I've included many interventions and resources to use in the general or special education classroom.

Everything in this packet is positive and focuses on supporting, NOT pushing the student. Even when a consequence is involved, they can remain positive and kind.

As we speak with students, we must remain encouraging and keep a growth mindset. Saying things like, "Today was a hard day for both of us! What can we do tomorrow to make it better?" is far more effective than, "You better have a good day tomorrow."

This packet doesn't include clip-charts, but there are TONS of other ideas and resources to use in your classroom. Though I have used them in the past, I have found that other strategies are more effective...especially for more challenging students. Many of the tools included in this packet could be added to your current classroom behavior plan. I've chosen to include interventions, plans, and ideas that have been especially effective with challenging students. © Often, having a public behavior system can make situations worse. A small infraction becomes a "melt-down" after the student has to move their clip. I hope you find these resources helpful to you in creating an effective, positive, and loving classroom community. ©

If you have any questions about this packet, or would like to speak with another teacher about the students in your class, I'd love to hear from you! Email me at anytime! haleymoconnor@gmail.com

TEACHER PAGES

I've included lots of pages with teacher information. I hope they are helpful to you! I tried to include as much info as possible on the choices I've made in this packet, as well as things I've learned in my own classroom. Understanding the rationale behind the pages included will enable you to use them more effectively!

EACHER QUESTIO			UNDESIRABLE BEHAVIOR	POSSIBL FUNCTIO		
vork they are avoiding?	UNDESIRABLE	POSSIBLE	To geing), /och	task is Frustrating or co destred feacher atten/k		DESIRABLE BEHAVIO
When do I notice the student smiling? How co	BEHAVIOR	FUNCTION	Tearing Work	 attention difficulties autside stressors 	shouting out answers	raising hand to speak
ncrease those situations?	DERAVIOK				hurting others	using words to express Prustration
lave I taught the child what being	Shouting Out Answers	 lack of impulse control destred teacher attention 	Distanting Others	 desired teacher attentik task is frustrating or co 	waking around the classroom	staying in one area (not necessarily
ind/respectful/calm locks like?		desire to impress peers	Distracting Others (Dancing, Yelling)	 desired peer acceptors attention difficulties 		keeping hands to self
oes the child have coping skills when they're	Hurting Others	 Inability to communicate Arustration underdeveloped social skills 	, , , , , , , , , , , , , , , , , , , ,	outside stressors	not completing assignments	finishing work in a timely manner
deep breaths, counting to 10, taking a walk, dr	Hur hig officers	 desired teacher/peer attention lack of modeling conflict resolution 		 task is frustrating or co 		using Furniture correctly
Icture, etc.)		Insecure about ability	—) upping Acound The	- Ioac & Hoarding of Co	in the classroom	waking safely
Ann+	Do Work or	 desired teacher attention 5 	CONSEQ		in the classical	
		task is frustrating desired peer attention	CONSEQ	ULINCES		complying
CONSEQUENCE	20	cutside stressors ottention difficulties our	Much like in The real world choices. In my classroom, I tri	l There are consequences " ied to use natural	tó off into space	completing work
 Some of the reflection sheets or consect suggested might involve writing or drawing. It's very 	juences I've		sequences as often as possib hat with them about possible or		ting things back	putting things where they belong
that writing is NOT the consequence. We never we	anderina, or		ing the same punishment (sitting	a such as the success she if		DEDODT
students to think that writing is a punishment. In: saving "GO WRITE" we might choose to sav "writ	CONICEC	NUCKICCC	consider how the behavior on nake it up to them? Consider	how the behavior affe	INCIDENT	KFD()KI
saying "GO WRITE" we might choose to say "writ way to express what werre thinking or Feeling. I to tell me about the choice you made." If writing	5 CONSEG	QUENCES	can they make it up to you? Co UF they don't make sense, th			
for a student. I would recommend NOT forcing th	For the first few years on parents to follow through with	s of my teaching, I relied heavly In consequences, I would send	ome examples!	De da ciriceir de	te: Tim	1ei
Instead let them draw and go over it with you. It just as effective as conversation pieces as they	them home with a note that they	were ton redt or throwed their	Behavior	Natural Consequ	stailed Description of Incident:	
promots.	think about how frustrating that		t made a mess	Clean it up		
Please never ever make reading a conse child is misbehaving, we should never say "GO RE/		(the teacher) a note that sold they reded me to give them a		writing an opology or maki better		
reading, if a child is misbehaving, they should lose	consequence. There was no way	y for me to give the child a logical	volation unch (TE the student	Completing work instead of		
of reading. We want our students to know that ri- writing is FUN and it's sad when we don't get to.	consequence, and it took away f this the same for parents! Of cou	From our time together. Libeleve urse, parent communication is KEY	ble and it's not an issue of	ecess.consider morning	etaled Description of Teacher Response-	
The only time my students lose recess is	and we should always keep pare possible. I tried to deliver conser	ents in the loop, But as often as	the driv sort of	center time, or sending hor note to parents to have the		
behavior happened AT recess. If they're being unkind at recess, it's totally akay to have them sit	parents know about it.	querces arscribbi anajasnei	chons/	complete it)		
with you about what they were doing and what t	Important \ula muct ownkin \ulaV	quences, our language is incredibly they are receiving the		Stiting out until they can be Practice WALKING down th		
be doing. I believe the same thing about lunch tim	consequence, and not just explain					
					tocted? Wr	10?
UNT ABOUT CAFET	ime to teach the expect	ited behavior. Inguage Consequence			CE Macted? When	no?
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TEACHER (GLOSSARY
ABC Chart (Antecedent, Behavior, Consequence)	A format of documenting undesirable behavior
Behavior	The action a student performs; can be negative or positive
BIP (Behavior Intervention Plan)	A plan set in place to support a student with behavior needs
Defiance	Purposefully upsetting an adult by refusing to follow directions
Desirable Behavior	The behavior we want a child to exhibit
Function	The reason a child exhibits a behavior
Outside Stressors	Factors outside of school that can affect a child such as family situation, hunger, exhaustion
Reinforcer	Something a child is motivated by
Task	Anything a teacher asks a child to do including cleaning up, discussing a book, or completing an activity
Trigger	The action, task, or transition that precedes a behavior
Undesirable Behavior	A classroom behavior that is distracting, aggressive or noncompliant

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UNDESIRABLE BEHAVIOR	DESIRABLE BEHAVIOR
shouting out answers	raising hand to speak
hurting others	using words to express frustration
walking around the classroom	staying in one area (not necessarily sitting)
touching others on the carpet	keeping hands to self
not completing assignments	finishing work in a timely manner
climbing on furniture	using furniture correctly
running in the classroom	walking safely
telling the teacher "no"	complying
staring off into space	completing work
not putting things back	putting things where they belong
not returning things	returning things on time
leaving the area without permission	asking before leaving the classroom
fidgeting instead of working	completing tasks
using the restroom excessively	staying in class as long as possible
using unkind words to other students	using respectful words
swearing	using appropriate words
throwing things	holding/moving things correctly
hiding # Hdey O'Canar 2017	being in assigned area

UNDESIRABLE BEHAVIOR	POSSIBLE FUNCTION
Shouting Out Answers	lack of impulse controldesired teacher attentiondesire to impress peers
Hurting Others	 inability to communicate frustration underdeveloped social skills desired teacher/peer attention lack of modeling conflict resolution
Refusing to Do Work or Follow Directions	 insecure about ability desired teacher attention task is frustrating desired peer attention outside stressors attention difficulties
Fidgeting, Wandering, or Chatting Instead of Working	 attention difficulties stressors (hungry, trouble at home, peer relationships) task is frustrating seat is distracting (peers, stimuli)
Using the Restroom Excessively	 avoiding task (too difficult, frustrating, or easy) needs more breaks needs more movement anxiety (stomach issues)
Disorganization (Losing Materials, Not Returning Things, Missing Assignments)	 lack of modeling needs more reminders needs visual reminders anxiety outside stressors (hungry, tired) attention difficulties

UNDESIRABLE BEHAVIOR	POSSIBLE FUNCTION
Bothering Peers	 desired peer attention desired peer acceptance attention difficulties
Staring Off Into Space	 attention difficulties anxiety outside stressors task is frustrating or confusing
Running Away Or Hiding	 anxiety about transitions anxiety about leaving safety (teacher, classroom, peers) desired teacher attention desired peer attention
Aggressive (Hitting, Throwing, Slamming Doors)	 desired peer attention desired teacher attention lack of impulse control inability to express emotions
Being Over-Emotional	 desired peer attention desired teacher attention lack of impulse control inability to express emotions anxiety
Being Dishonest (Lying, Stealing)	 lack of resources at home desired peer acceptance desired teacher attention outside stressors desired thrill or adrenaline rush

UNDESIRABLE BEHAVIOR	POSSIBLE FUNCTION
Tearing Work	 task is frustrating or confusing desired teacher attention attention difficulties outside stressors
Distracting Others (Dancing, Yelling)	 desired teacher attention task is frustrating or confusing desired peer acceptance attention difficulties outside stressors
Running Around The Classroom	 task is frustrating or confusing over-stimulated needs more breaks needs more movement
Running From Classroom	 anxiety over-stimulated desired teacher attention desired adult attention (coach, admin, counselor) lack of impulse control unable to express frustration
Refusing To Transition	 anxiety unable to express frustration task is easy and they don't want a more challenging task

TEACHER QUESTIONS

- Does the child have the skills they need to do the work they are avoiding?
- When do I notice the student smiling? How can I increase those situations?
- Have I taught the child what being kind/respectful/calm looks like?
- Does the child have coping skills when they're upset? (deep breaths, counting to 10, taking a walk, drawing a picture, etc.)
- What could I do proactively to prevent the behavior?
- What can I change in my routine or classroom setup to support them?
- What are some of their favorite things? How could I use them as reinforcers?
- Are the behaviors happening at the same time or place? How could I support the student more during those times?



WHAT ABOUT DEFIANČE?

While creating this resource, I didn't include a ton of resources on defiance. I chose not to add it as a possible function, because it typically stems from something else. Each year, I have a student who does things out of defiance. However, when I really spend time with them, I find out there is something behind it. For many students, they are acting out for attention or out of stress. I have found a lot more success focusing on OTHER functions...ones that I can help them with!

When a student chooses to defy you (blatantly saying no, refusing to work, running out of the classroom), consider what else might be happening or why they might be behaving that way. They might not tell you what motivates them...they'll choose to pretend nothing does. BUT every child has SOMETHING that motivates them. Don't be afraid to try new things or change the reinforcer frequently. e Haley O'Cannar 2017

CONSEQUENCES

Much like in the real world, there are consequences because of our choices. In my classroom, I tried to use natural consequences as often as possible. When a student misbehaves, I chat with them about possible consequences. Instead of having the same punishment (sitting out, moving your clip, lonely lunch), consider how the behavior affects other students. How can they make it up to them? Consider how the behavior affects YOU. How can they make it up to you? Consequences should be logical...if they don't make sense, they won't be as effective. Here are some examples!

Behavior	Natural Consequence
Student made a mess	Clean it up
Student used unkind words	Writing an apology or making it better
Not completing work (IF the student is capable and it's not an issue of not knowing the material and they don't have any sort of modifications)	Completing work instead of a desired activity (NOT recessconsider morning work, center time, or sending home with a note to parents to have them complete it)
Being unsafe at recess	Sitting out until they can be safe
Running down the hallway	Practice WALKING down the hallway several times
Throwing food at lunch	Help the custodian clean the cafeteria floor
Breaks crayons	Loses the privilege of crayons and can only use a pencil



CONSEQUENCES

For the first few years of my teaching, I relied heavily on parents to follow through with consequences. I would send them home with a note that they were "on red" or "moved their clip" and expected the parent to address it. However, I started to think about how frustrating that would be if the roles were reversed. What if they sent me (the teacher) a note that said they wouldn't clean their room and needed me to give them a consequence. There was no way for me to give the child a logical consequence, and it took away from our time together. I believe it's the same for parents! Of course, parent communication is KEY, and we should always keep parents in the loop. But as often as possible, I tried to deliver consequences at school and just let parents know about it.

When delivering consequences, our language is incredibly important. We must explain WHY they are receiving the consequence, and not just explain that we are upset with them. Use this time to teach the expected behavior.

Behavior	My Language	Consequence	
Student throws something	"Throwing things is not safe. You won't be able to use these tools until you can use them safely."	Student loses privilege until they can explain how to use them safely. If it happens again, they completely lose the tool and must use a less desirable replacement.	
Student consistently interrupts teaching time	"When you interrupt me, your friends lose their learning time and it's not fair to them. You're going to have to miss some of your free time to make up for that."	Other students get 2-3 minutes of free time and student must sit at the back table with the teacher.	

Haley O'Connor 201

CONSEQUENCES

Some of the reflection sheets or consequences I've suggested might involve writing or drawing. It's very important that writing is NOT the consequence. We never want our students to think that writing is a punishment. Instead of saying "GO WRITE!," we might choose to say "writing is one way to express what we're thinking or feeling. I need for you to tell me about the choice you made." If writing is a challenge for a student, I would recommend NOT forcing them to write. Instead, let them draw and go over it with you. The forms are just as effective as conversation pieces as they are writing prompts.

Please never ever make reading a consequence. If a child is misbehaving, we should never say "GO READ!" During reading, if a child is misbehaving, they should lose the privilege of reading. We want our students to know that reading and writing is FUN and it's sad when we don't get to.

The only time my students lose recess is if the behavior happened AT recess. If they're being unsafe or unkind at recess, it's totally okay to have them sit out and talk with you about what they were doing and what they SHOULD be doing. I believe the same thing about lunch time. If you need for the student to miss out on "their time," I recommend setting up 4-5 minutes and let other students do preferred activities (pull out play-doh, turn on Just Dance, etc.). That way they aren't missing out on instruction or time they NEED (like lunch and recess), but they are still missing out on a preferred activity.

PLANNED IGNORANCE

For some behaviors, the best course of action is to ignore. If a student is consistently doing things for attention, make a plan to ignore it. Often, the behavior gets worse before it gets better, but it does eventually work. If you ignore the behavior, your other students likely will too. Some behaviors can't be ignored...these include anything aggressive or dangerous. However, if the behavior isn't dangerous, try to ignore it for a few days and see if that helps. Examples include a student who consistently shouts out answers on the carpet. Choose to ignore it over and over....as soon as they raise their hand (or do the desirable behavior), give them attention and call on them. They will quickly learn how to get your attention. If you constantly redirect them, they're getting the attention they crave, and the undesirable behavior will continue.

Several years ago I had a student who would shout out the opposite of whatever I said. If I told him to get a blue crayon, he'd yell, "I'M GONNA USE RED!" The behavior was obviously just to get my attention. Once I started ignoring him, he got louder and more intense. But once I consistently ignored him for several days he realized he wouldn't get what he wanted and the behavior lessened.

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WHAT ABOUT SAFETY?

As teachers, our number one job is keeping all of our students safe. Though it doesn't happen often, occasionally we do get students in our room who pose a risk to others. If you have a student who is truly aggressive (seeking to HURT you or students), speak with your administrators about a "room clear" plan. You'll work with them to teach your other students how to exit the classroom quickly when a student is becoming violent.

A "room clear" can also be effective for students who do extreme things for attention. Examples include turning desks over, throwing things, cussing, threatening, etc. Removing the students' audience (their peers) often helps to deescalate the situation.

If a student consistently hurts others, work with your administrator on a CONSISTENT plan to support your student but also keep other students safe. I recommend having an immediate consequence (ex. removal from the classroom). Our classrooms should be SAFE for everyone, and I would often tell aggressive students, "you are not being safe right now. You can come back into our class when you are ready to be safe."

Anytime a student puts their hands on you, or another student, you MUST document it. If a parent ever comes and wants to know what happened, you need to be able to give details about what happened and how you handled it. I've included a sample form in case your school doesn't have one.

VIII

INCIDEN	T REPORT
Student Name:	
Date:	Time:
Detailed Description of Incident:	
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Detailed Description of Teacher Res	
Was Parent Contacted?	Who?
Parent Contact Notes:	
Follow Up Needed:	

ABC DATA FORMS

ABC (Antecedent, Behavior, Consequence) forms have been around for many years. The purpose of the form is to track student behavior, and use the information to make decisions about the child. In my district, before I can request a formal evaluation by a behavior specialist, or refer a child to Behavior RTI, I must have completed several ABC charts.

<u>Antecedents</u> are the behaviors that come BEFORE the behavior. For many students, their behaviors come directly after the same type of situation (transition, asking to do work, being told "no"). <u>Behavior</u> is the student's actions. It's important that we keep these specific and unemotional. <u>Consequences</u> are what happens AFTER. Sometimes, the consequence is what the student is seeking (removal from the situation, teacher attention, other students' laughing.)

After completing several, take time to reflect on what the data shows. If a behavior is happening over and over after the same antecedent, how can we prepare the student for what happens next? If the same consequences are always given, how can we change our response to them?

To make data collection easier, fill in the charts with their frequent behaviors, or use the ones I have completed for you. That way you just need to circle or highlight, instead of writing it down.

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students around staring)

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DATA TRACKING FORMS

If you choose not to use ABC charts, I've included other tracking forms. For a frequency count, I recommend having a counselor or another teacher come in for a set period of time. Fill in the behaviors prior to the visit, and they should tally it as it happens. This works best for behaviors that occur over and over (off task, shouting out) in a short period of time.

BEHAVI Student Name:	OR TRA	CKING		BEH/ Student Nam		TRACKIN	IG	
Date Time Be	fore During	After		Date	Time	Behavior Notes		
	Student Names Date: Time Period:	QUEN	CY COI			Student Name: Date: Time Period:		
	BEHA	VIOR	TALLIES	TOTAL		BEHAVIOR Getting Out Of Seat	TALLIES	TOTAL
					-	Inappropriately Shouting Out		
						Saying "No" Or Refusing To Do Work		
						Refusing To Transition (Hiding, Running Way)		
						Running In The Classroom		
						Throwing Things		
						Refusing to Share		
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Date	Time	Behavior Notes

BEHAVIOR TRACKING

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MMM									
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DATA TRACKING

Student Name:

Date:

Time Period:

BEHAVIOR	TALLIES	TOTAL
Getting Out Of Seat Inappropriately		
Shouting Out		
Saying "No" Or Refusing To Do Work		
Refusing To Transition (Hiding, Running Way)		
Running In The Classroom		
Throwing Things		
Refusing to Share		
Crying		
Distracting Others		

FREQUEN Student Name:	VCY COU	
Date: Time Period:		
BEHAVIOR	TALLIES	TOTAL
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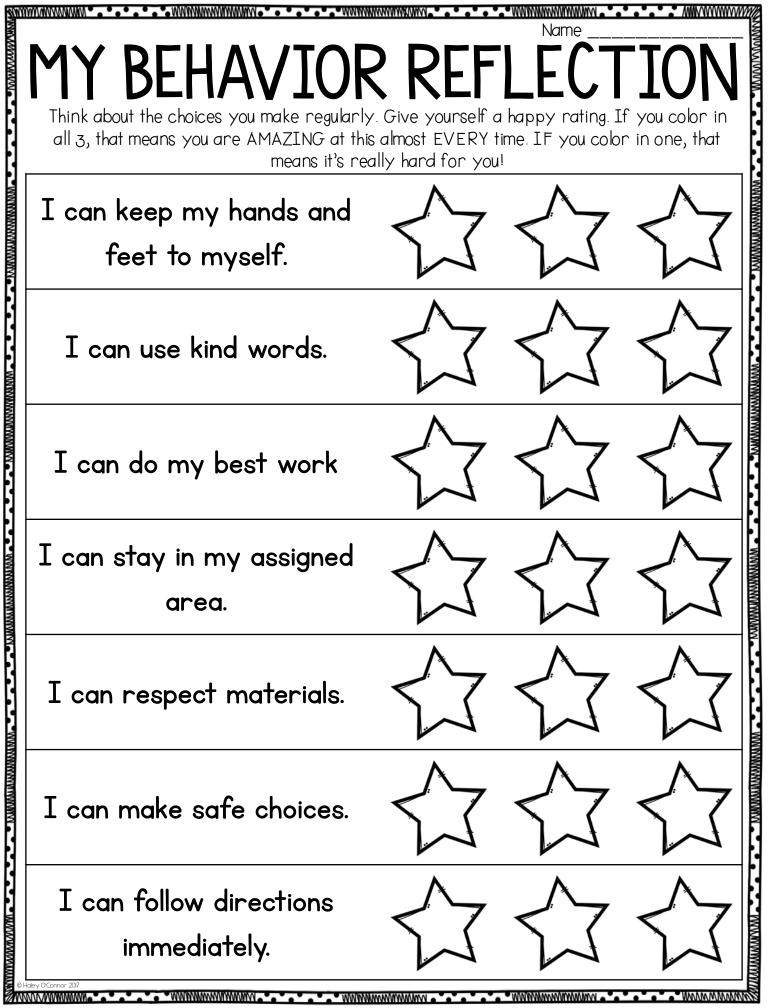
REFLECTION SHEETS

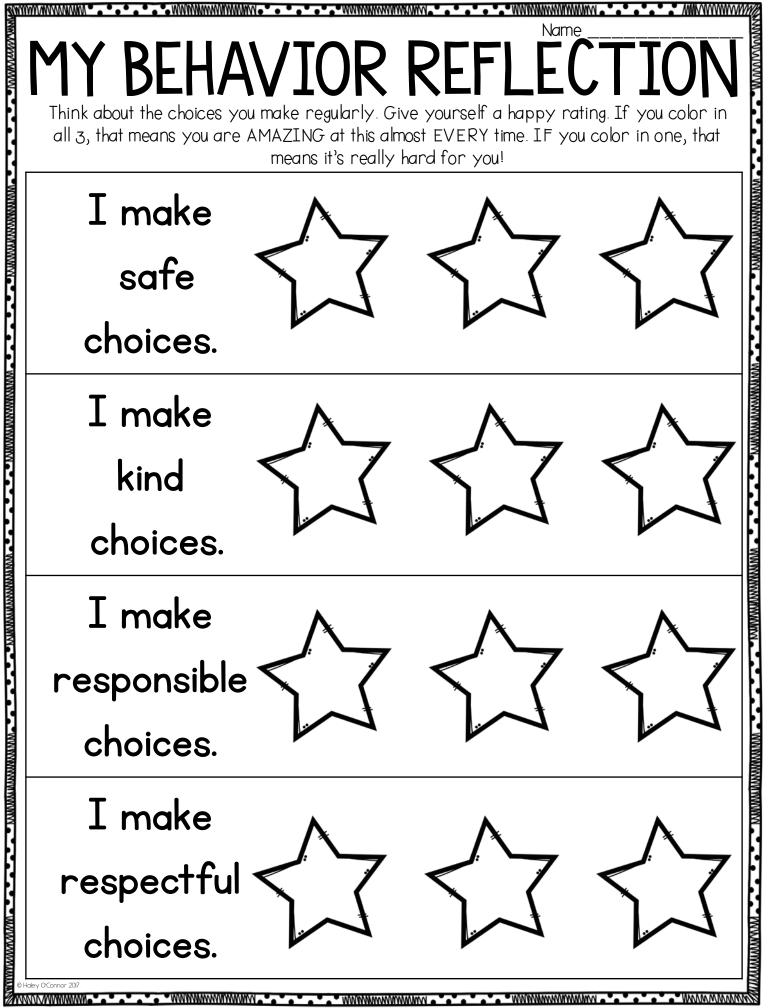
These sheets are ideal for having students reflect on their behavior. For our more challenging students, they should complete these activities with you. These discussions build your relationship with the student and provide important insight into how they view themselves. I've also included some sheets for students to fill out AFTER they have made an inappropriate choice. The purpose of these is for reflection and discussion, NOT punishment.

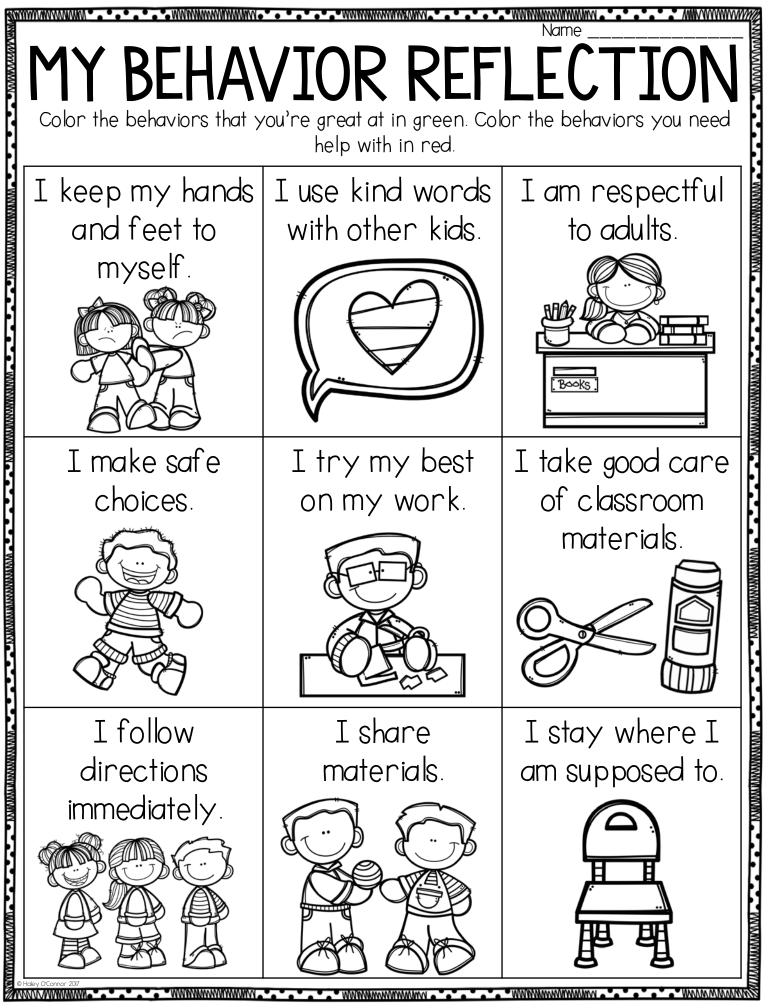
In my classroom, I would ask the student to fill it out and take a few minutes to think about what happened. Then they would bring it to me, and we would discuss it and how to improve. During this time, I'm reminding the student that I care deeply about them, and want them to make great choices. If they are used as a consequence (GO FILL OUT A THINK SHEET! I'M SO UPSET WITH YOU RIGHT NOW!), they will completely lose their impact and students will see them as the same as time-out or moving their clip. If students fill them out and throw them away, they will also be ineffective, and it likely just wasted instructional time with them.

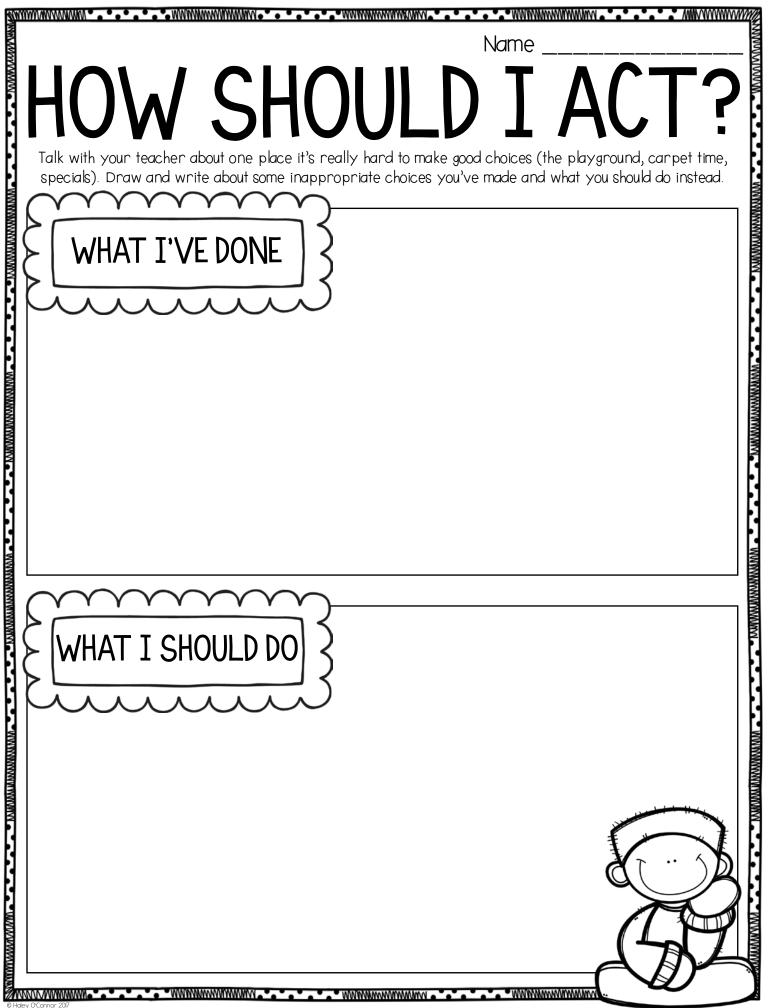
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HOW SHOULI	rop and think			w can I fix it?	WHAT CAN I DO NEX THINK SHEET Date What was I needing or feeling?		OGY NOTE
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	I use safe hands and feet.	$\sum_{i=1}^{n}$	\sum	$\sum_{i=1}^{n}$
WWWWWW	I use kind and respectful words to other kids.	\sum	\sum	$\sum_{i=1}^{n}$
	I use kind and respectful words to adults.	\sum	\sum	\sum
	I stay focused on my work and finish it.	\sum	\sum	$\langle \rangle$
	When my teacher is talking, I listen.	\sum	$\sum_{i=1}^{n}$	\sum
	I do my very best on my work.	$\sum_{i=1}^{n}$	$\sum_{i=1}^{n}$	$\sum_{i=1}^{n}$
	I respect our classroom materials.	$\sum_{i=1}^{n}$		$\sum_{i=1}^{n}$







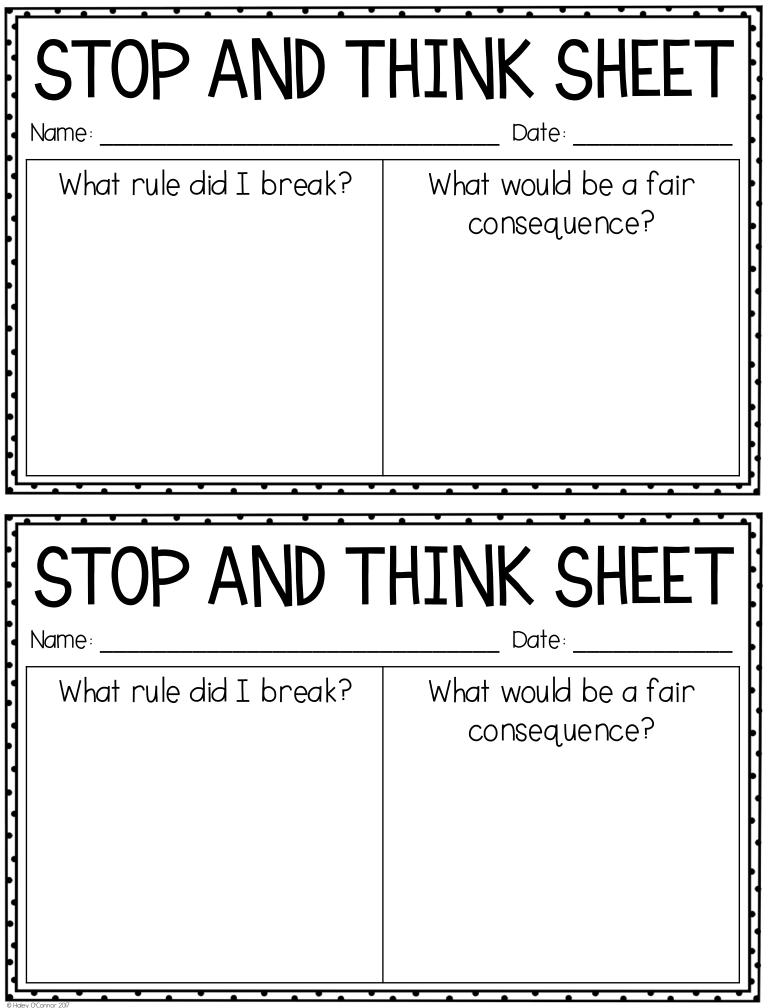




		HINK SHEET
WWWWWWWWWWWWWW	What happened?	What was I needing or feeling?
	What could I do next time?	How can I fix it?

	STOP AND T	
WWWWWWWWWWWWW	Name: What happened?	Date: What was I needing or feeling?
	Why is this not a good choice?	What should I do next time?
	How can I fix it?	What would be a fair consequence?

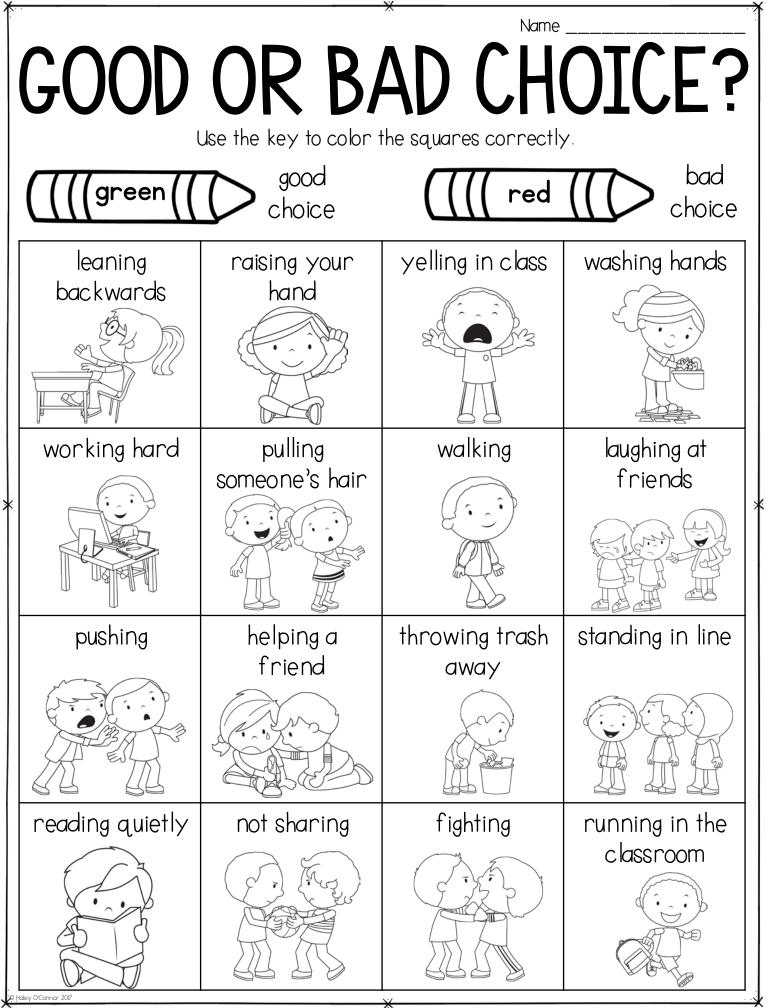
STOP AND T	HINK SHEET Date:
What rule did I break?	Why did I make that choice?
What can I do in the future?	What should happen now?

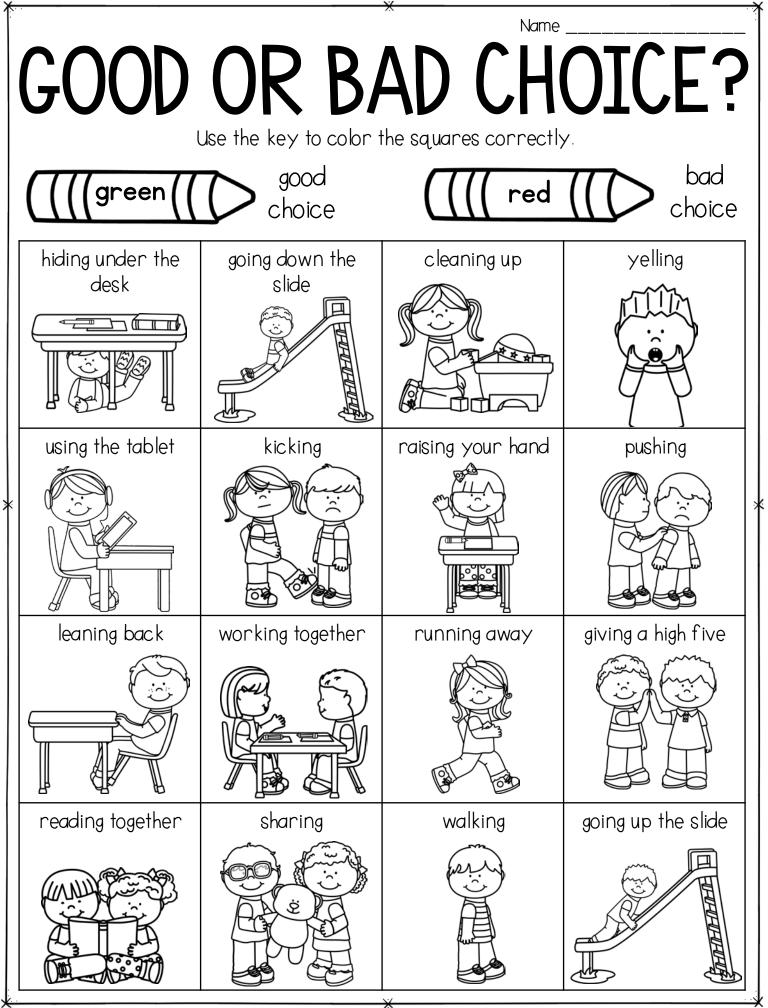


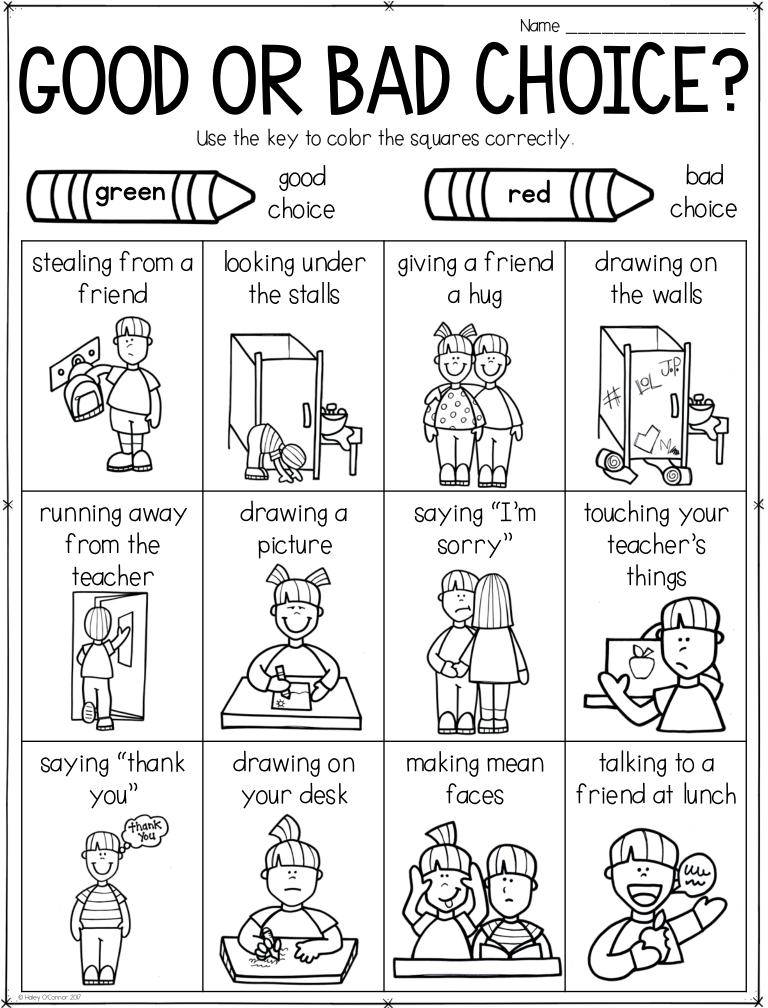
APOLOGY NOTE
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Next time I will
I will make it better by
Love

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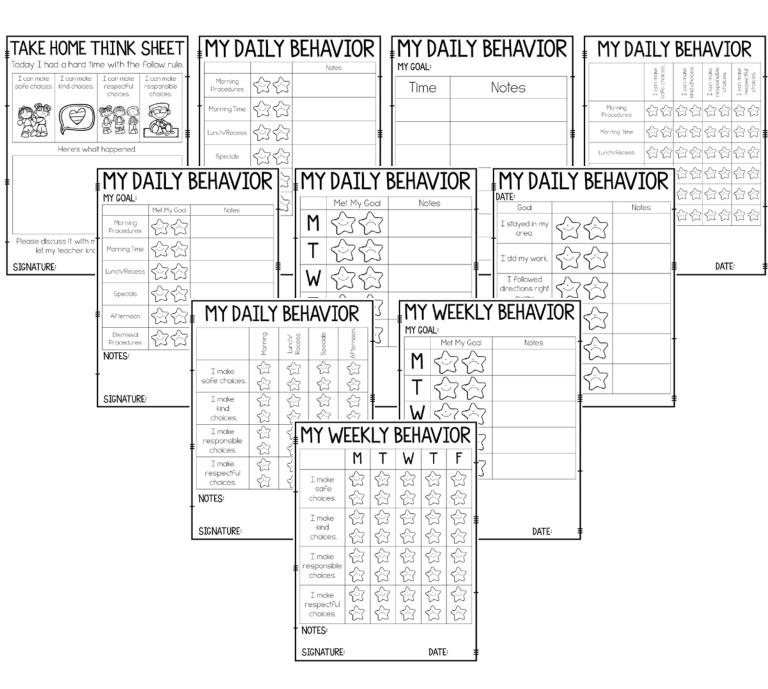


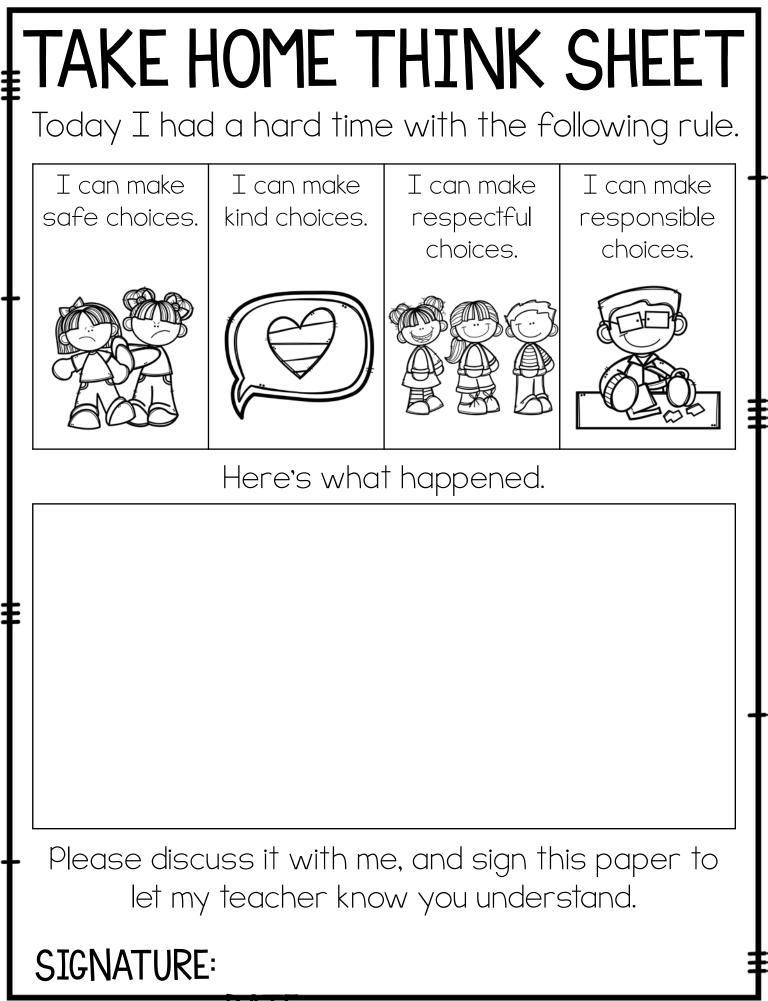




PARENT COMMUNICATION

For students with chronic behavior problems, it's a good idea to try to have parents involved. Depending on the specific family situation, you can decide how much they should be involved. I included sheets to send home for parents to stay updated on their child's behavior. This is especially helpful for parents who are overly permissive, and do not believe their child is being disruptive. Be specific and unemotional. Instead of "they were being rude," say "they spoke harshly to another student and called them stupid."





MY GOAL:	ILY BEHAVIOR
Time	Notes
SIGNATURE:	

MY DAILY BEHAVIOR DATE: Goal Notes I stayed in my area. I did my work. I followed directions right away. I used safe hands. I used kind words. I was respectful. SIGNATURE:

MY GOAL: Met My Goal Notes

	Met My Goal	Notes	
Morning Procedures			
Morning Time			
Lunch/Recess			1111
Specials			
 Afternoon			
Dismissal Procedures			-

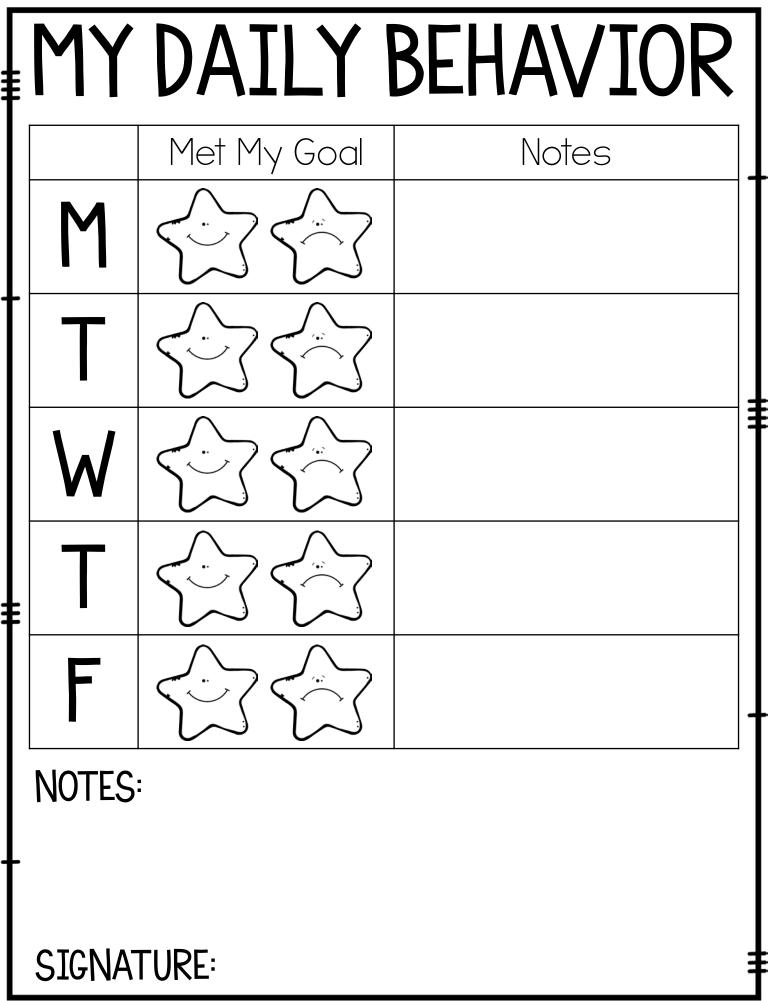
NOTES:



MY DAILY BEHAVIOR

	Notes
Morning Procedures	
Morning Time	
Lunch/Recess	
Specials	
Afternoon	
Dismissal Procedures	-

NOTES:



MYW	EEK	LY	BEH	AV]	IOR	
	Μ	Τ	W	Τ	F	-
I make safe						
choices.						
I make						1111
kind choices.						
I make						
responsible choices.						
I make						-
respectful choices.						
- NOTES:	1	1	1	1	1	I

NOTES:

SIGNATURE:

F	MYDA	ILY	BEH	AVI	OR
		Morning	Lunch/ Recess	Specials	Afternoon
	I make safe choices.				
	I make kind choices.				
	I make responsible choices.				
	I make respectful choices.				

NOTES:

SIGNATURE:

MY DAILY BEHAVIOR I can make kind choices. responsible choices. safe choices. I can make respectful choices. I can make - can make Morning Procedures Morning Time Lunch/Recess . Specials Afternoon Dismissal Procedures

NOTES:

SIGNATURE:

Haley O'Connor 2017

GOAL SETTING

For students who consistently misbehave, work with them to set one or two classroom goals. Instead of expecting them to master ALL of them at once, focus on one that's most important. It's far easier to be consistent with a specific behavior. Example: "I will keep my hands to myself" INSTEAD of "Be good."

Once they have mastered something, choose a new one! Ideally, you can speak with another teacher on campus or admin who can support the student. An older student works great as well! Have them ask the child about their goal each day, and how they can work on it. Your student will enjoy the extra attention, and it will reinforce the conversations you have with them. When they meet their goal, make it a celebration for everyone who's worked with the child. Let them invite the older student to lunch with you, or play a game with



another teacher.

POSSIBLE GOALS

- I will keep my hands to myself.
- I will complete my assignments.

{

- I will follow directions with only ONE reminder (or two depending on the severity).
- I will follow directions with no reminders.
- I will use classroom materials correctly.
- I will use a calm voice when I'm upset.
- I will stay in my assigned area.
- I will put my materials away correctly.
 - I will raise my hand for my teacher's attention.



G	y Goal:		Name	ING
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Afternoon				
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My Goo	xl:			
Day I	Day 2	Day 3	Дау Ч	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
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Day 6	Day 7	Day 8	Day 9	Day IO
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My Goo	<u> </u>			
My Goo	Day 2	Day 3	Day 4	Day 5

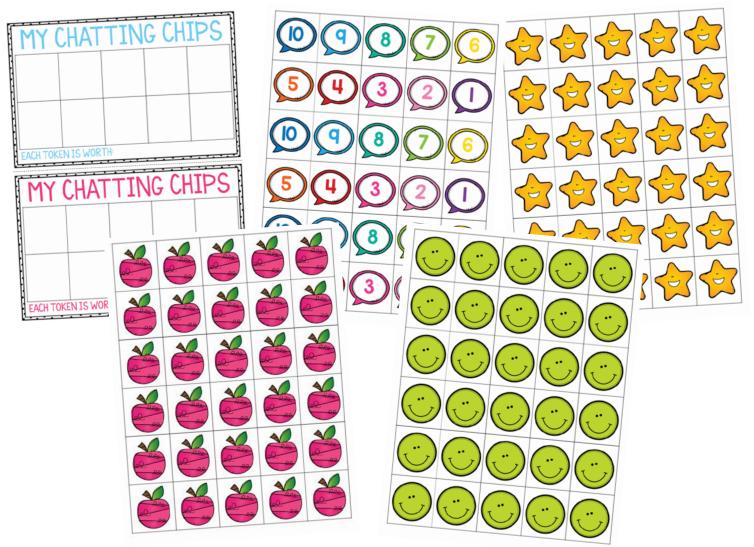
CHATTING CHIPS

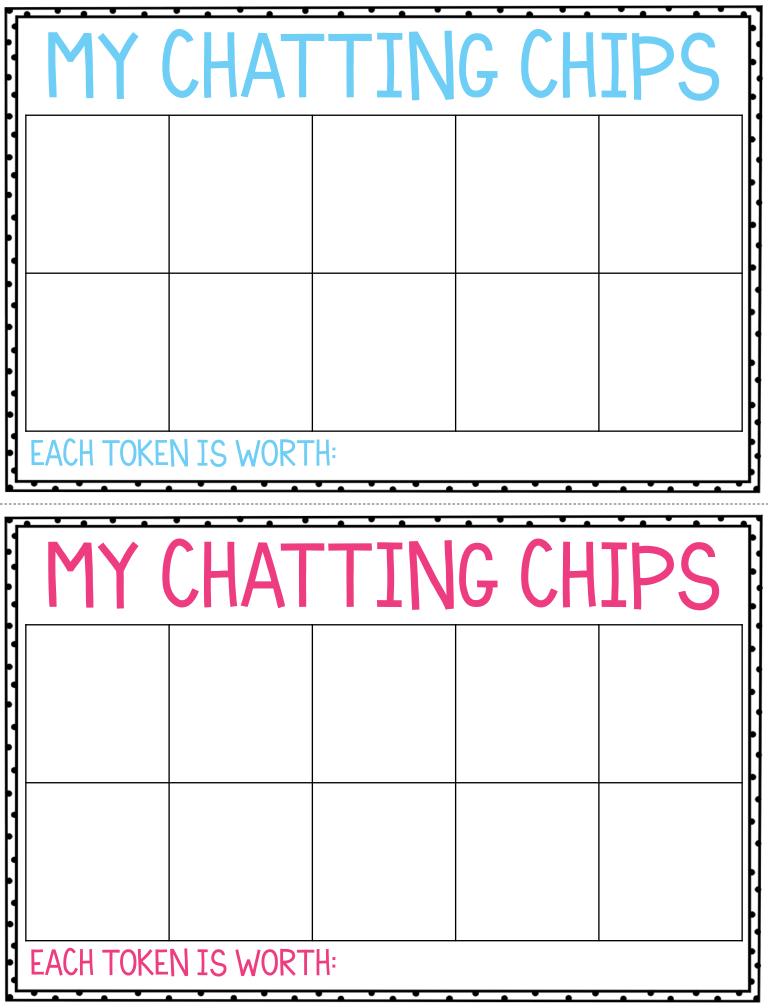
Most teachers would say the most common (and challenging) classroom behavior is students shouting out or getting out of their seat to talk to the teacher. This strategy can get overwhelming if more than I or 2 students are using it, so I choose my most challenging students. The goal is to minimize the behavior...it probably will never entirely go away.

I usually use 5 chatting chips before lunch, and 5 after lunch. At the end of the day, they can turn in their remaining tokens for computer, blocks, iPad time, etc. If your day is split in half another way, use that time! Choose a system that works for you and your students. ©

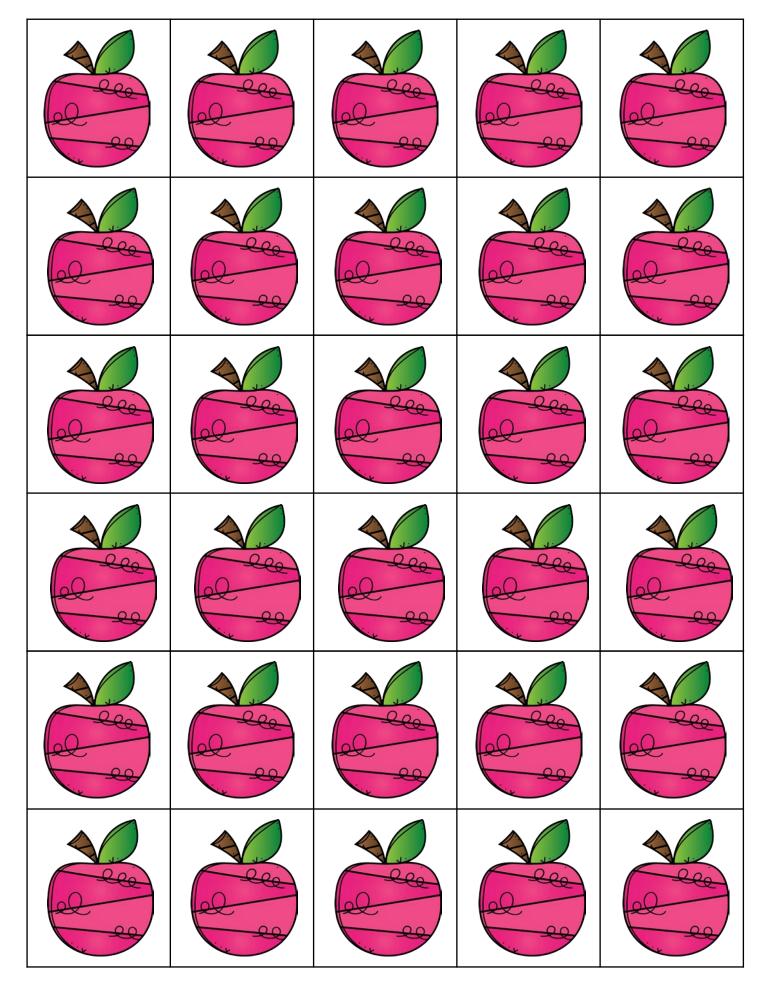
Remember, we still want our students TALKING. These tokens are specifically for interrupting on the carpet, interrupting the teacher, shouting out at their desk or getting up to chat. When taking a token, make it positive and PRIVATE. "Remember, we have to trade these in when we shout out. You still have _____ to go! Work hard so you can earn your extra time." Yelling at a student or calling them out in front of their peers will likely backfire.

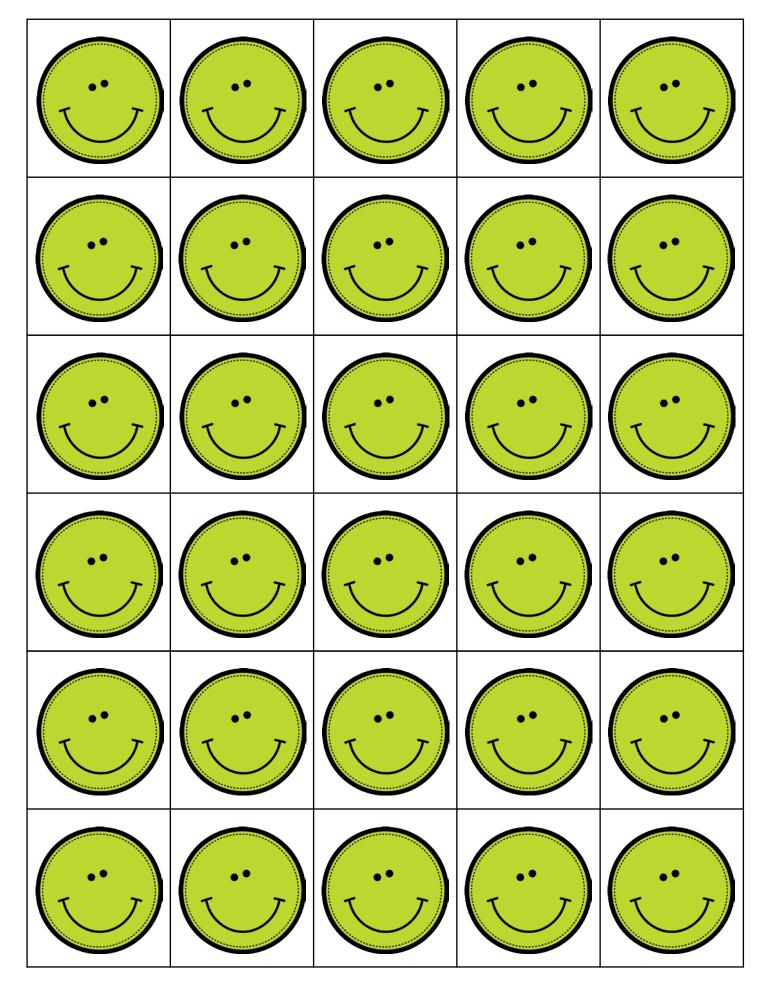
••If you choose not to use the tokens I include, you can also use connecting cubes, plastic tokens, etc. I included a mat for you to use with Velcro if you choose to use the tokens. (You could make each chip worth I minute, 2 minutes, or even 3 minutes depending on your classroom situation and your students' needs.)

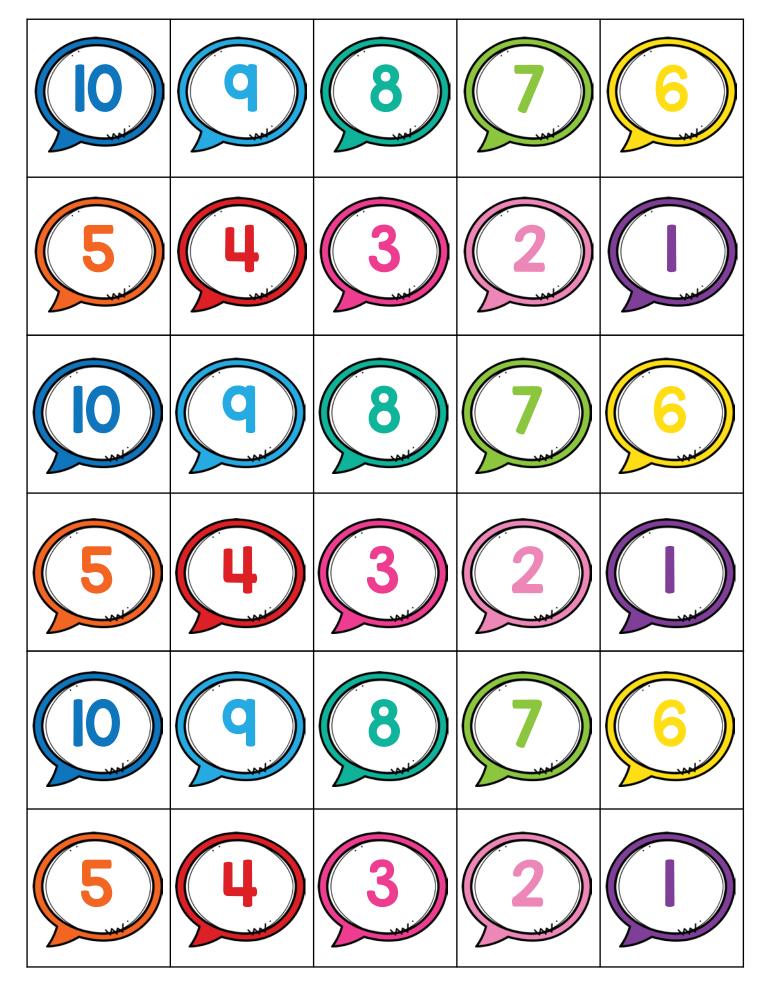


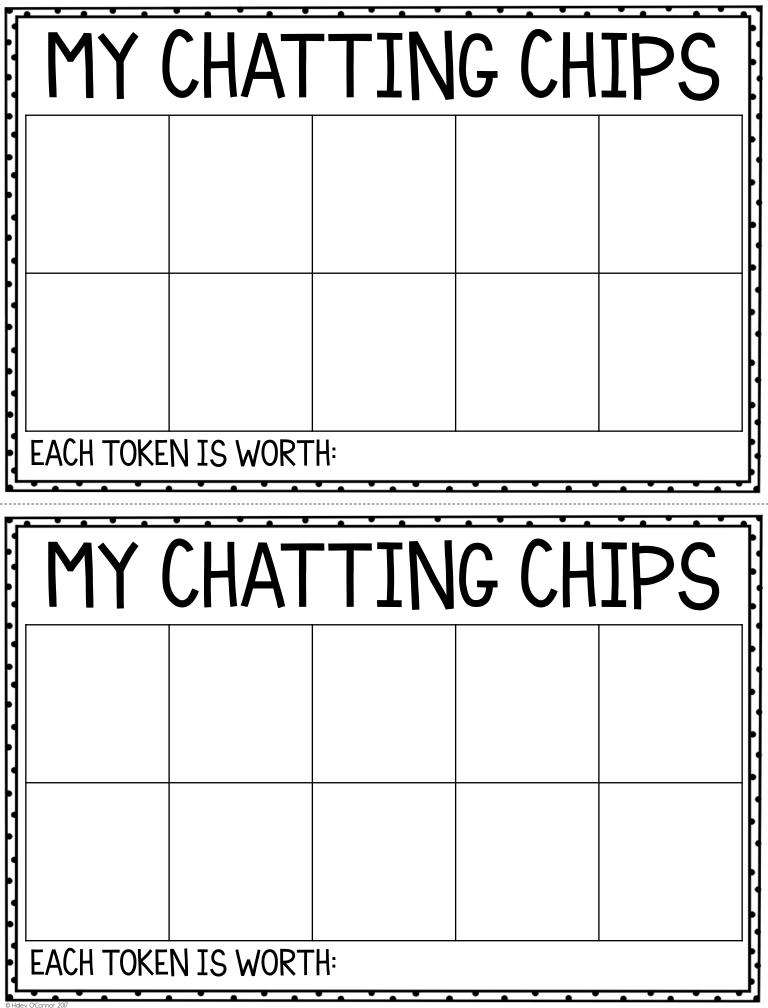


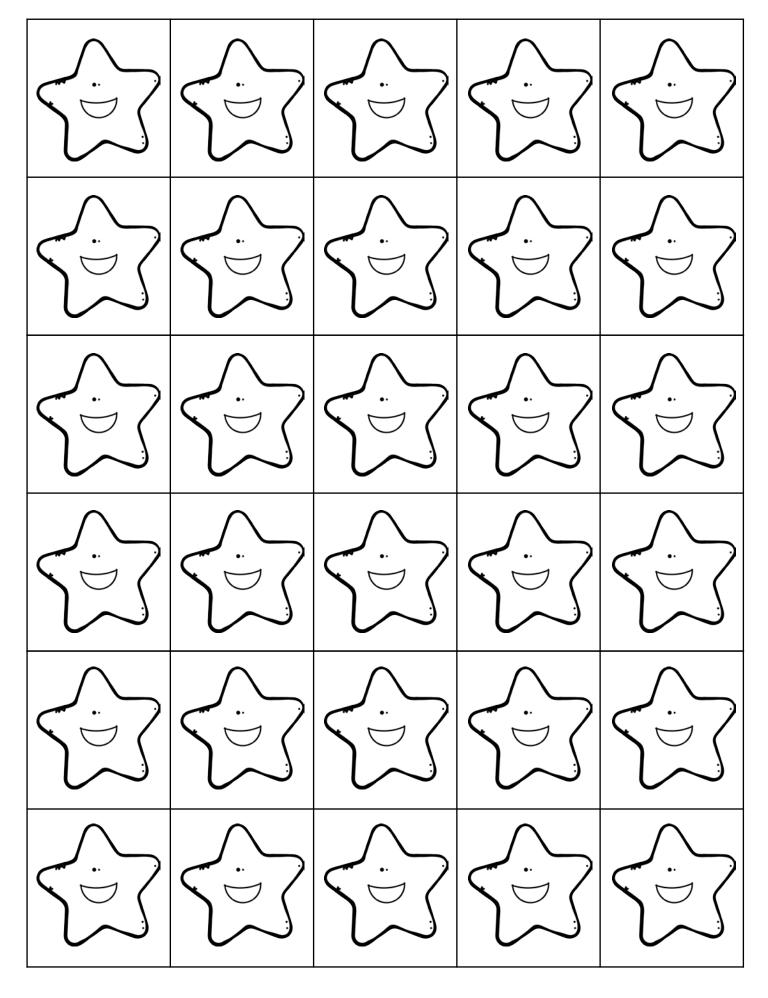


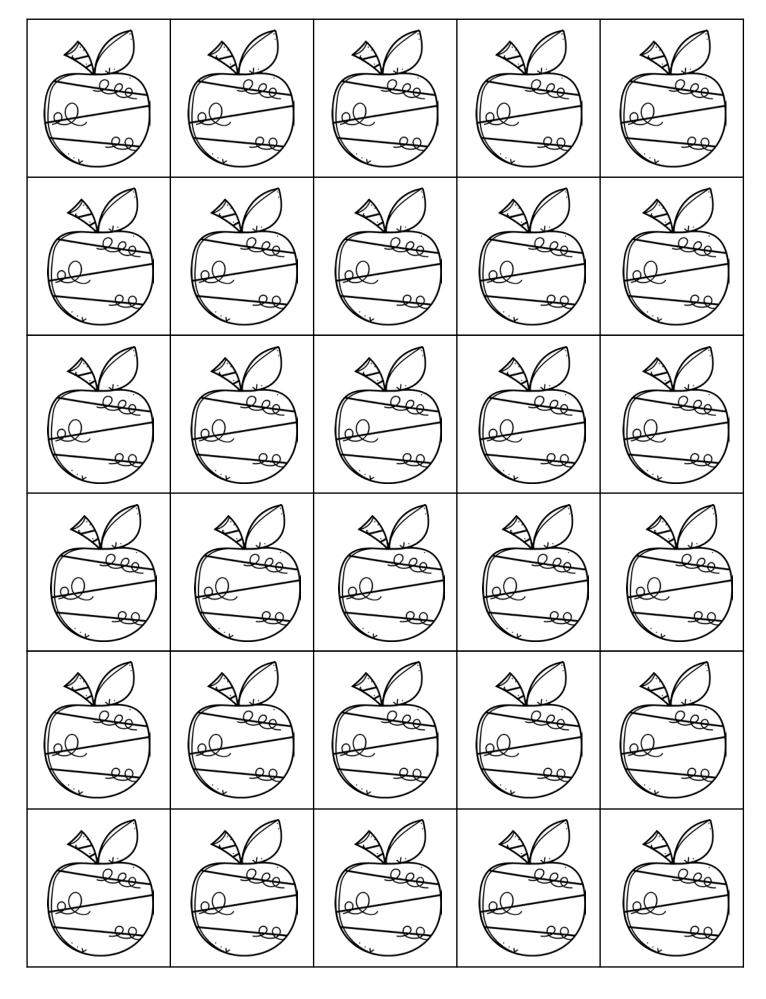


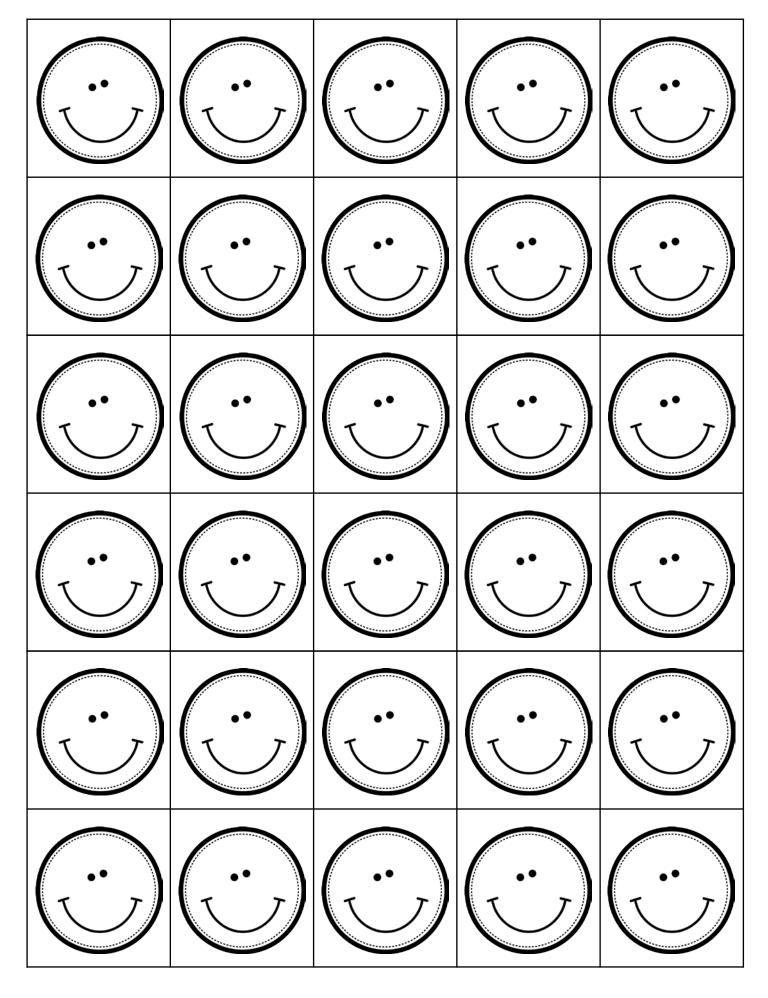


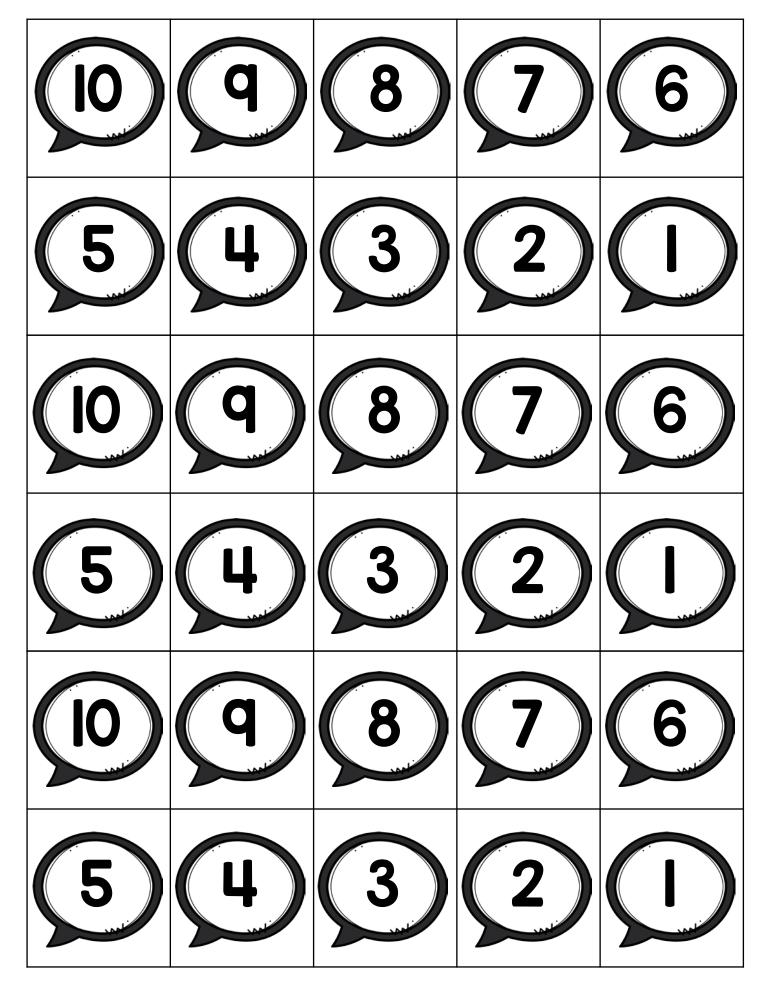


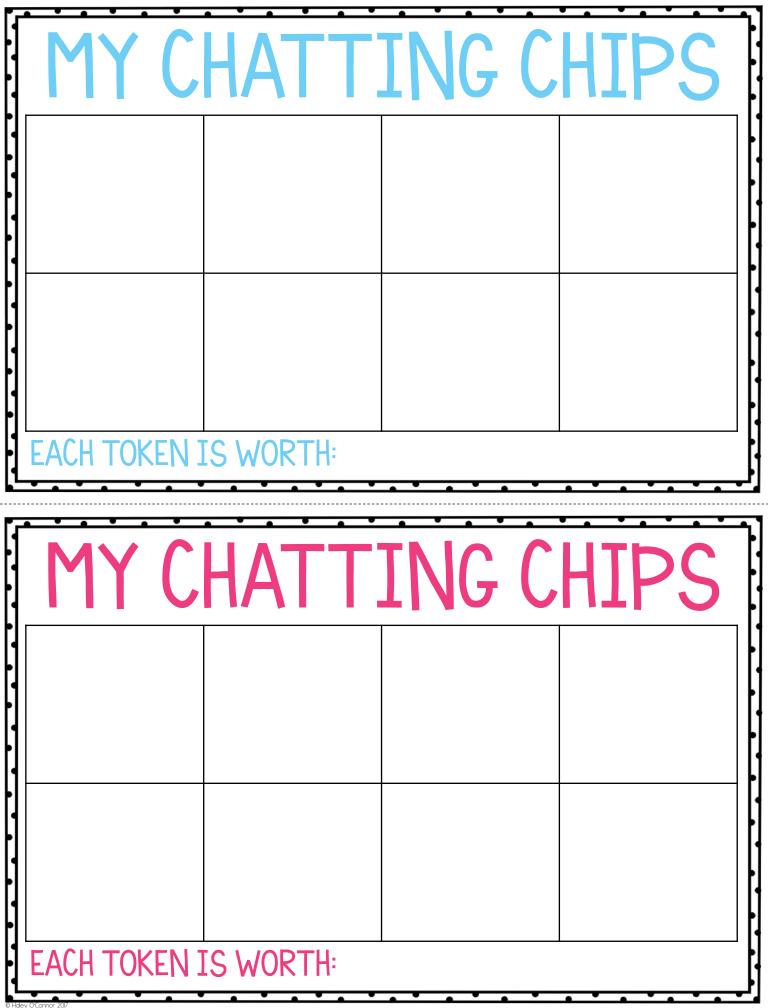


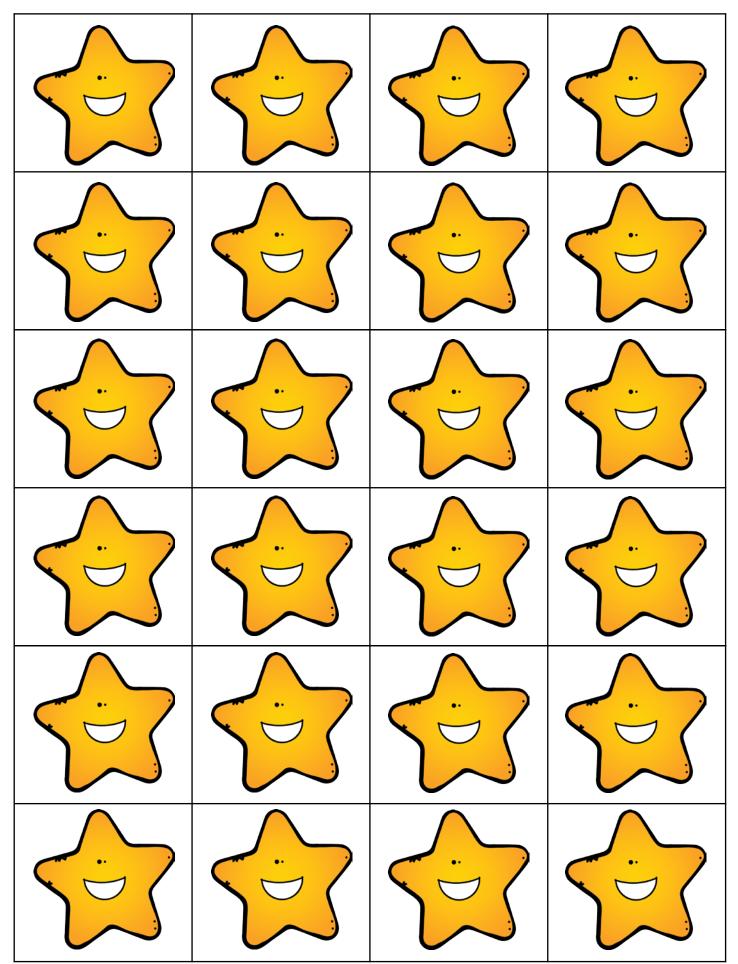


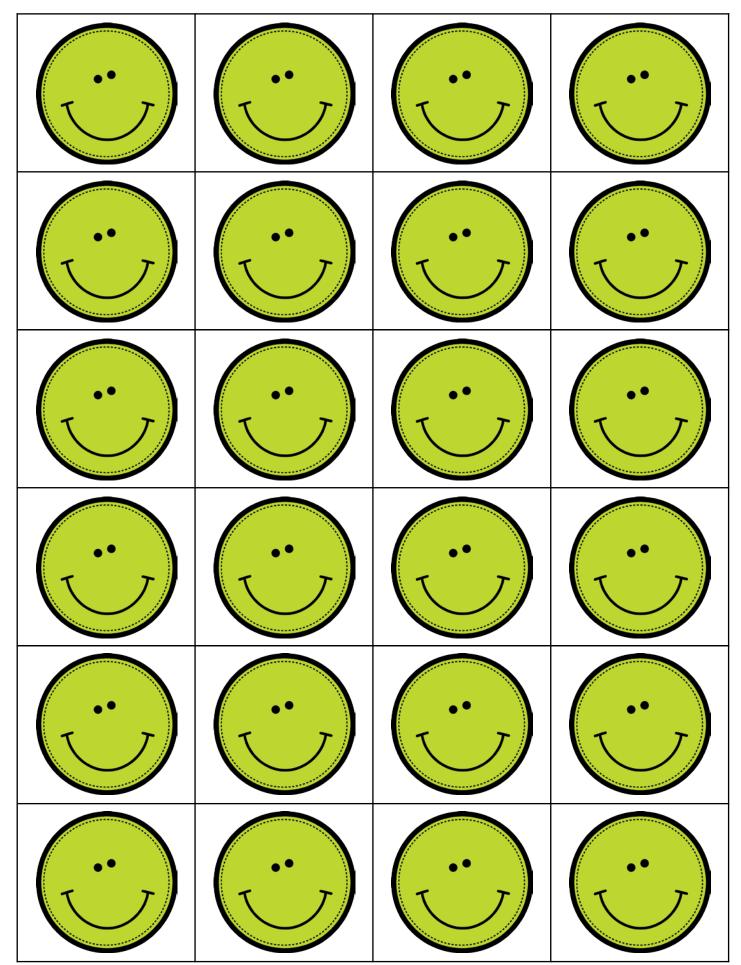


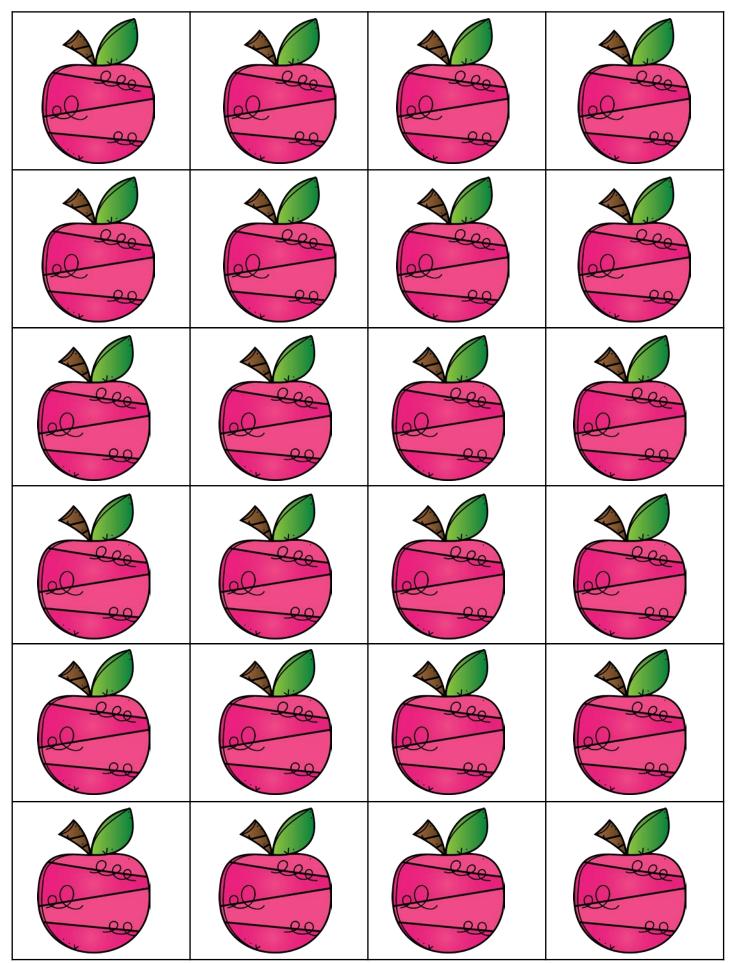




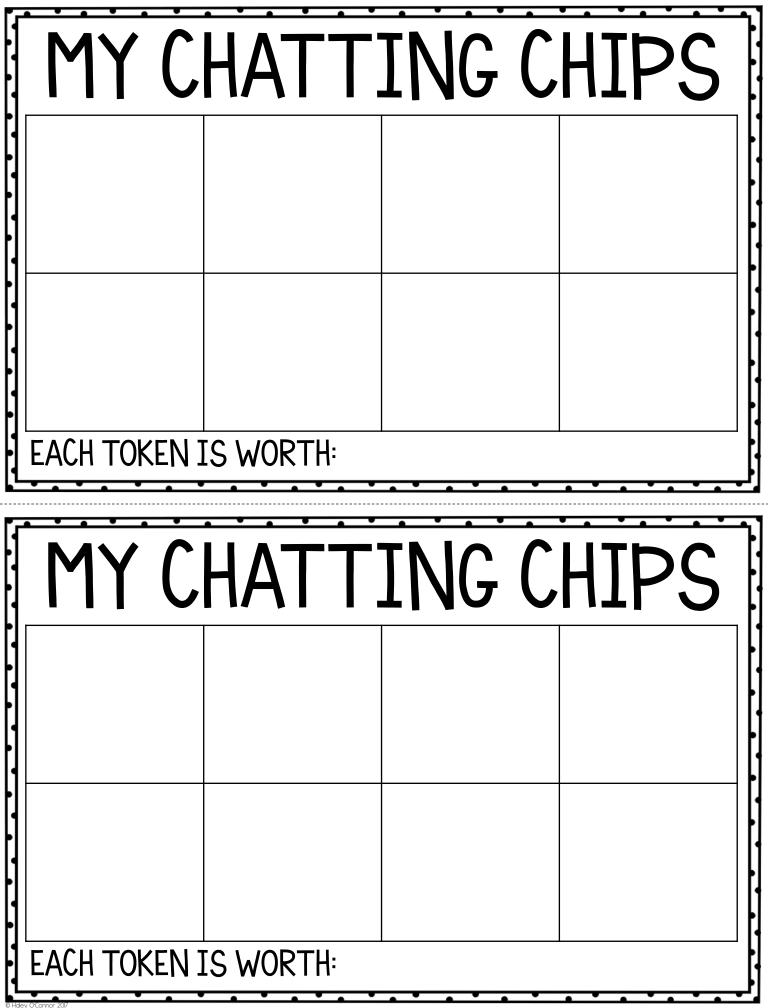


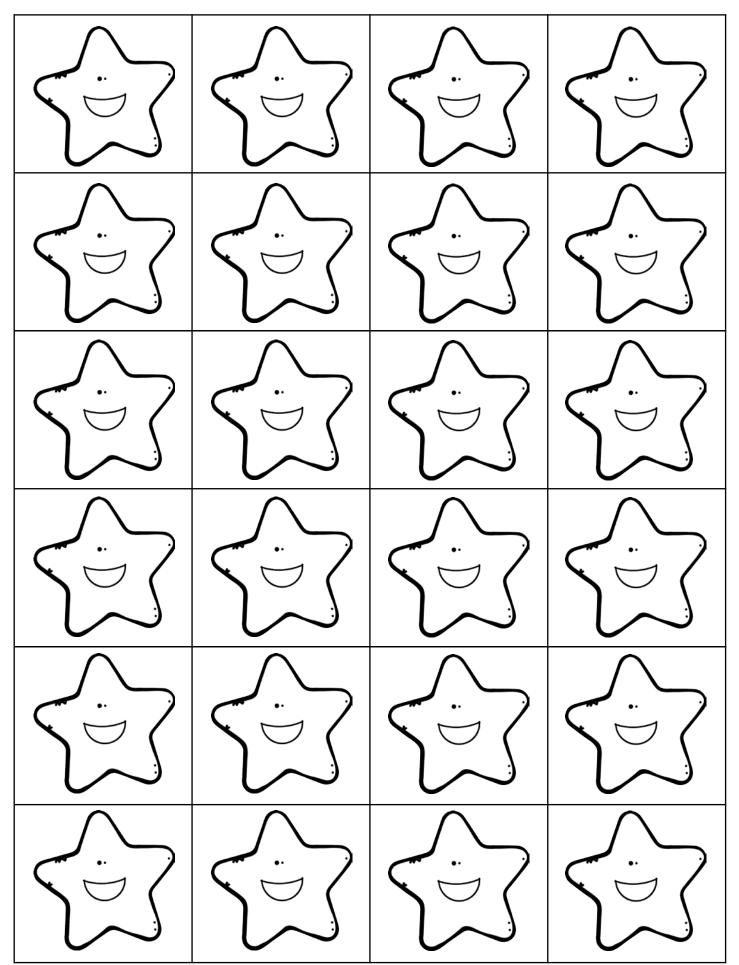


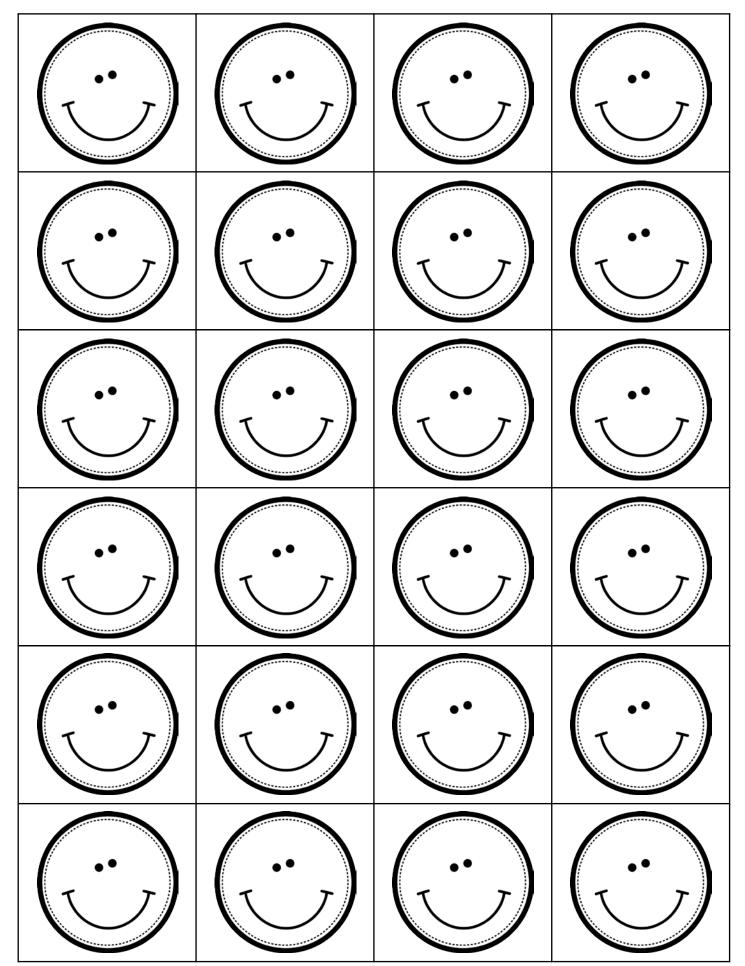


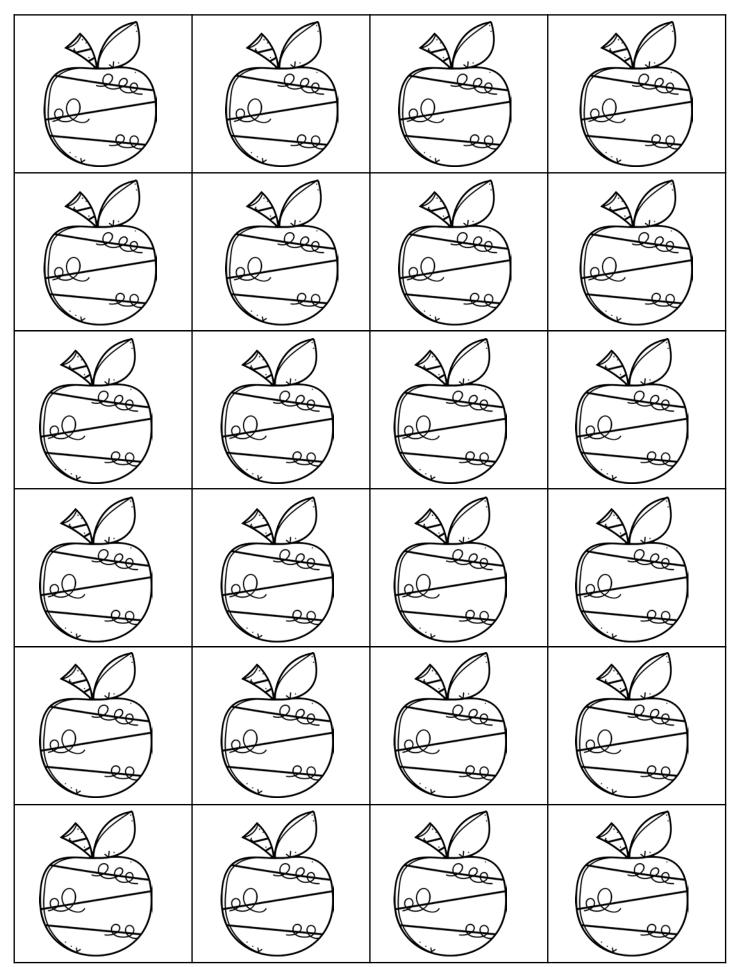


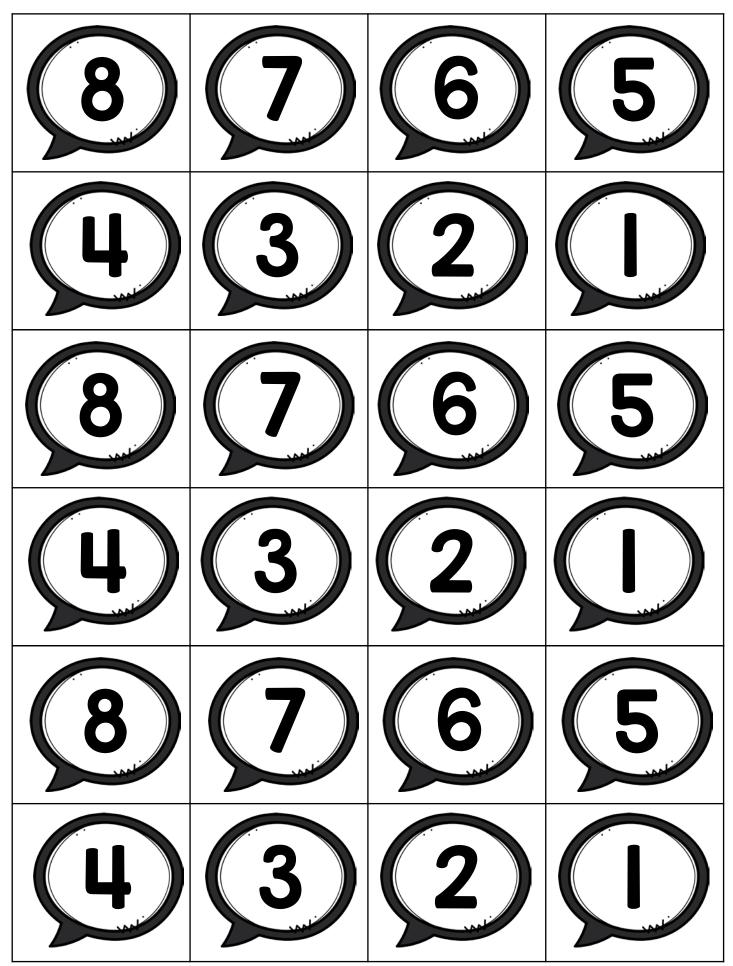












REWARD CHARTS

There are several ways to use these charts. ☺ You can choose to laminate them and use a dry erase marker, use stickers, or simply write on them! I've included pictures to use as "tokens" as well as rewards. I recommend laminating the tokens and attaching them to the chart with Velcro.

Reward charts are effective because students are able to work in increments. For some students, making good choices all day is too much. We must break it down enough that they can be successful. If they consistently fail using the reward chart, it will lose its' effect. As students grow in their ability to make great choices, you can make it more challenging to earn a reward.

**Note- Reinforcers/Rewards often lose their impact after a while. Don't be afraid to change up the chart or reward to keep your student engaged!

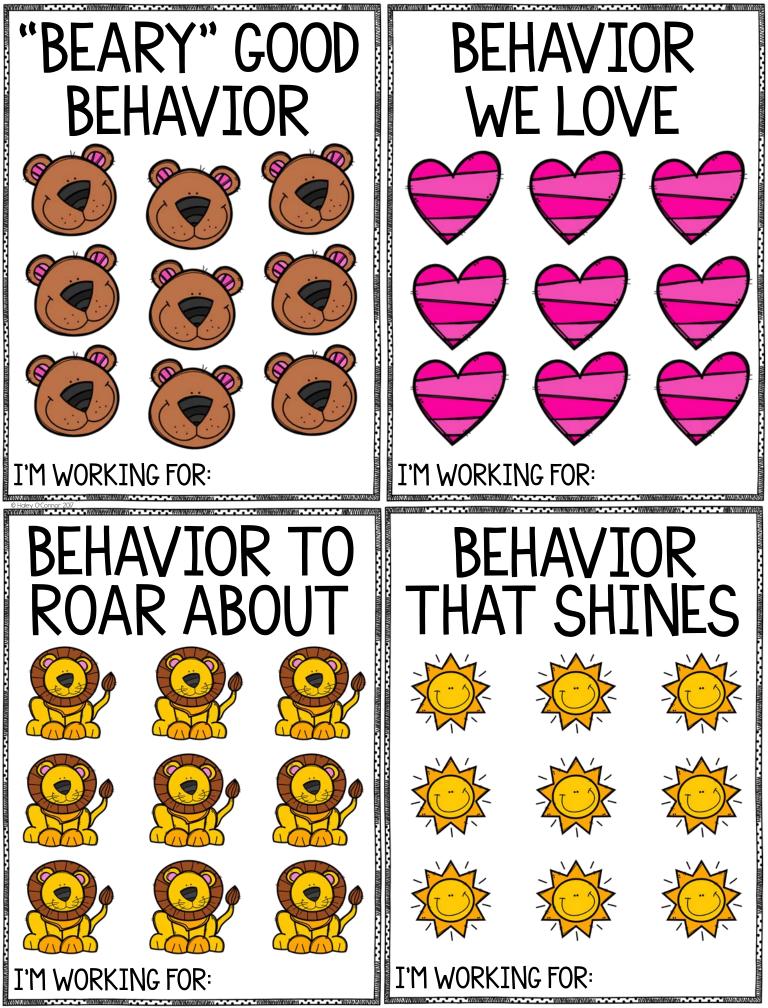


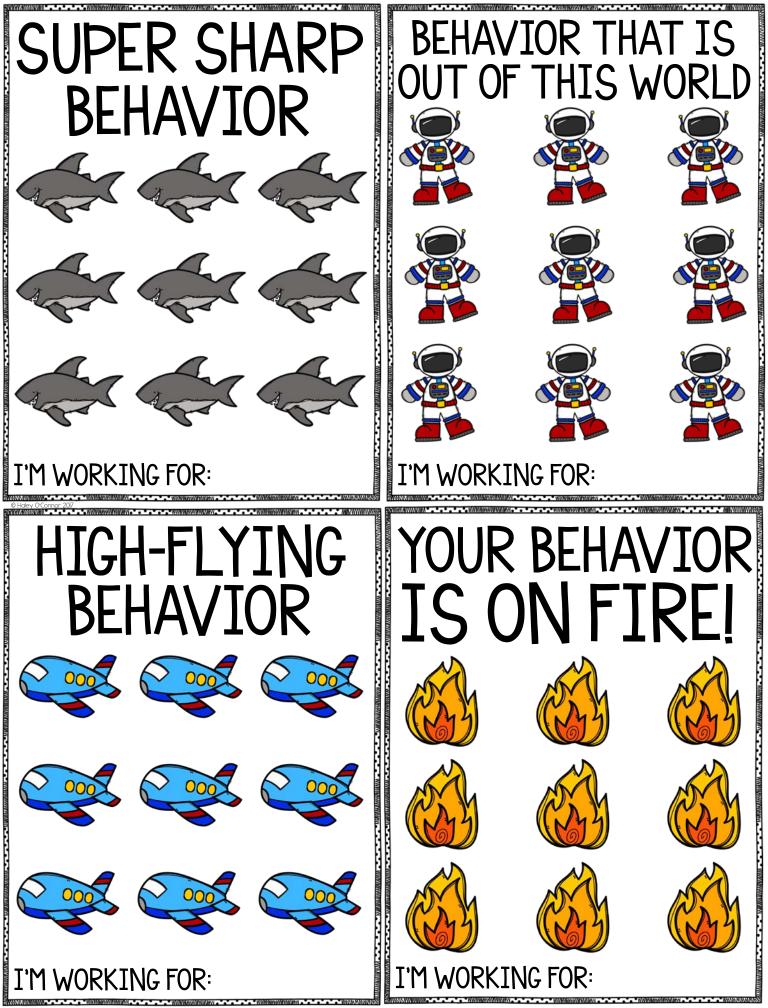
POSSIBLE REWARDS

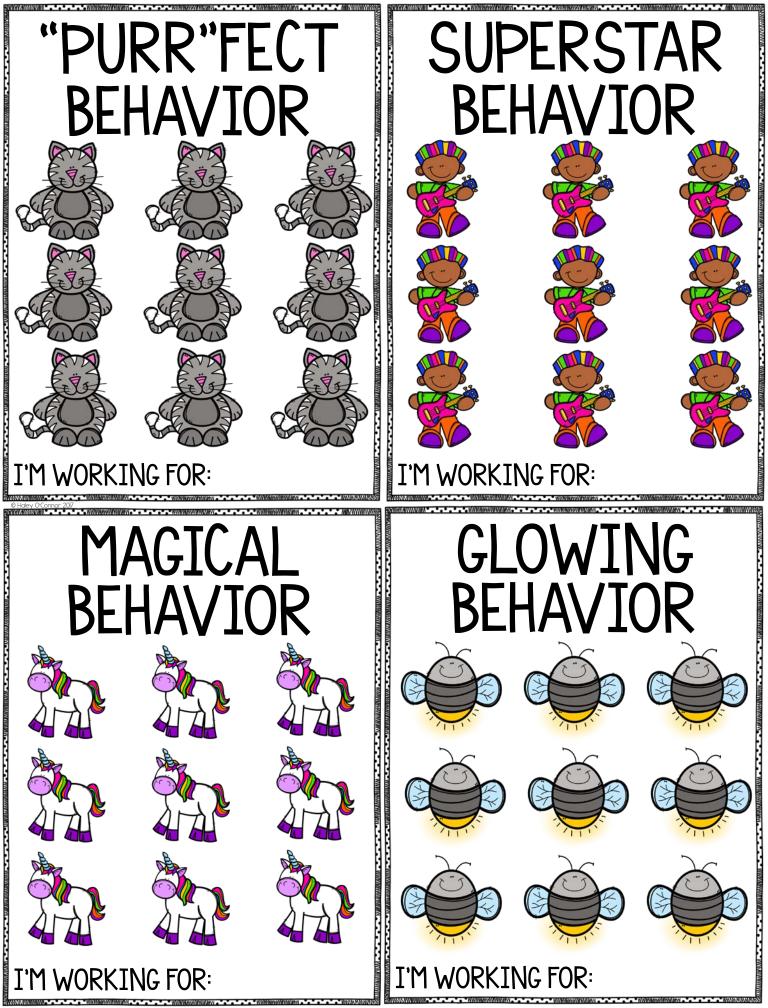
It's important to find out exactly what motivates our students. Before I start a behavior plan with students, I typically just ask them what things they would like to work for! Based on your school's rules and classroom materials, you can decide which rewards to offer! ©

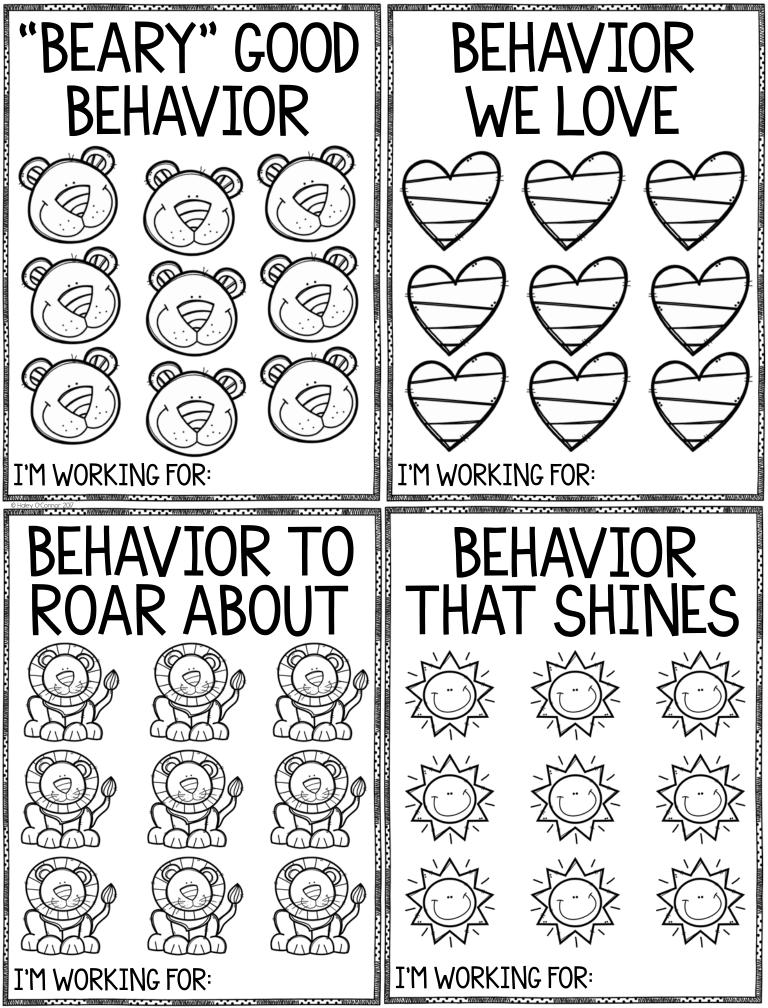
- iPad time
- computer time
- snack
- play with blocks
- phone call home
- extra recess
- note home
- visit another teacher
- visit the office
- free time
- lunch with a teacher
- lunch with a friend
- arts and crafts
- be the teacher helper
- show and tell
- jump on the trampoline
- sit in a special seat
- extra library time
- treasure box

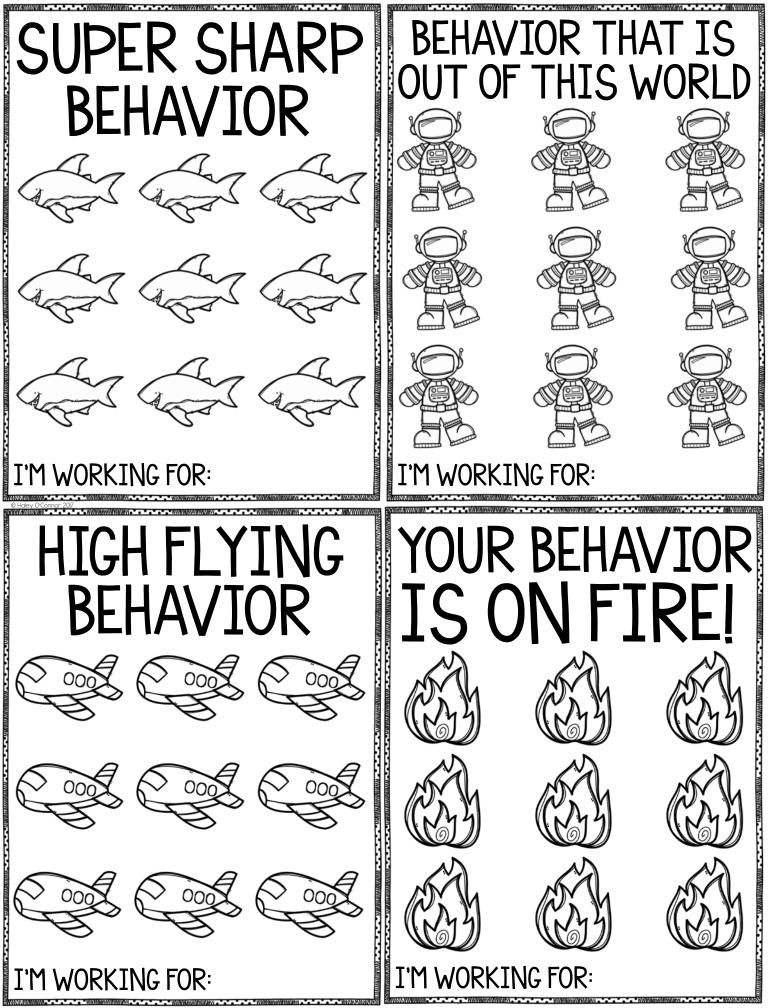
- special supplies
- use sidewalk chalk outside
- help the custodian
- bring/use a stuffed animal
- dance party
- chew gum
- play a game (with friends or teacher)
- choose the class brain breaks
- choose an activity for the class
- read to the class
- be the class messenger
- student free choice (something else they come up with)

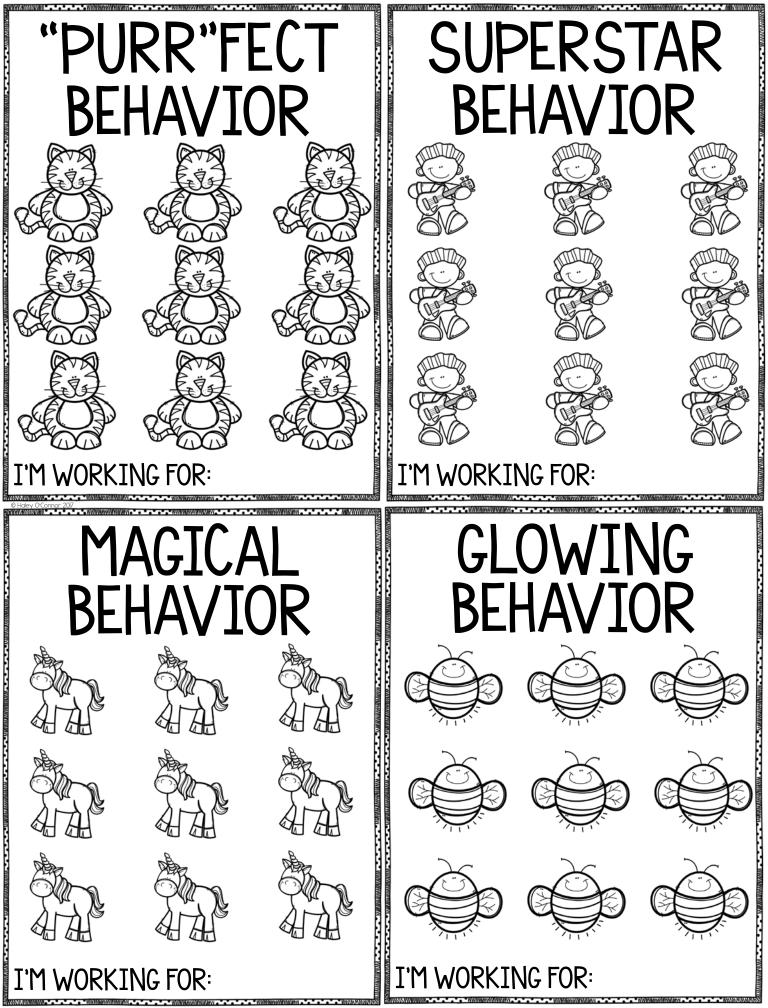








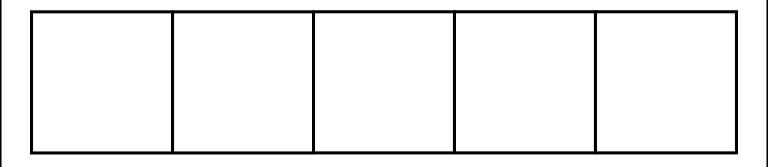




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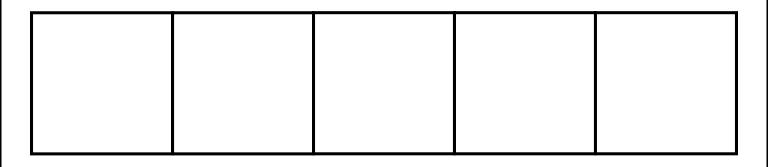
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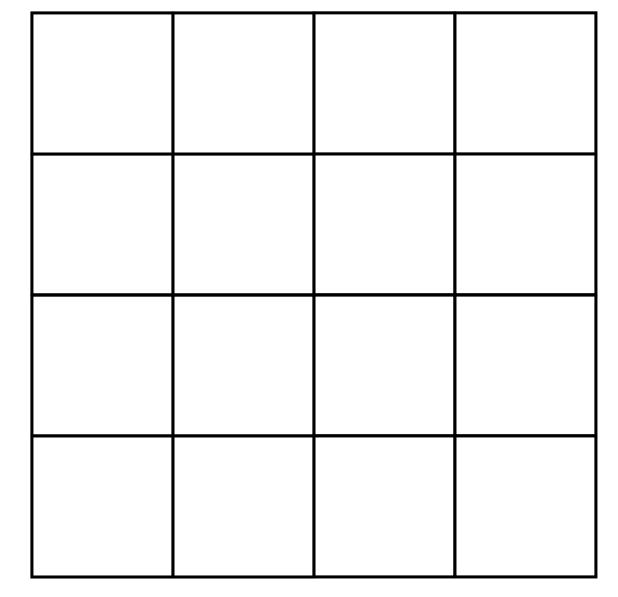


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I CAN EARN TOKENS BY



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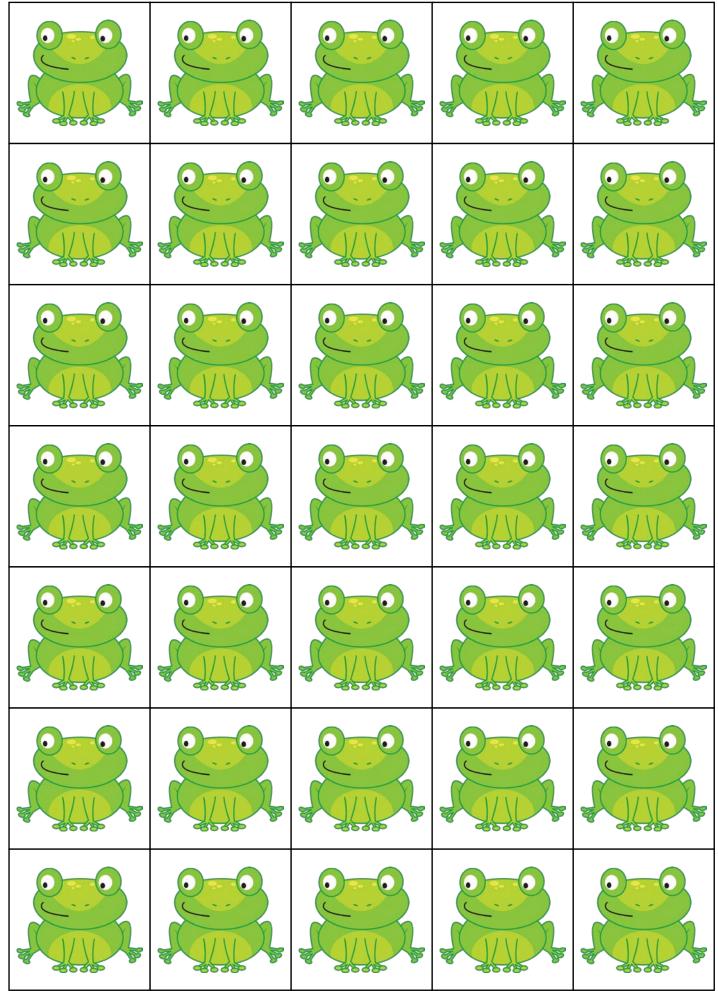
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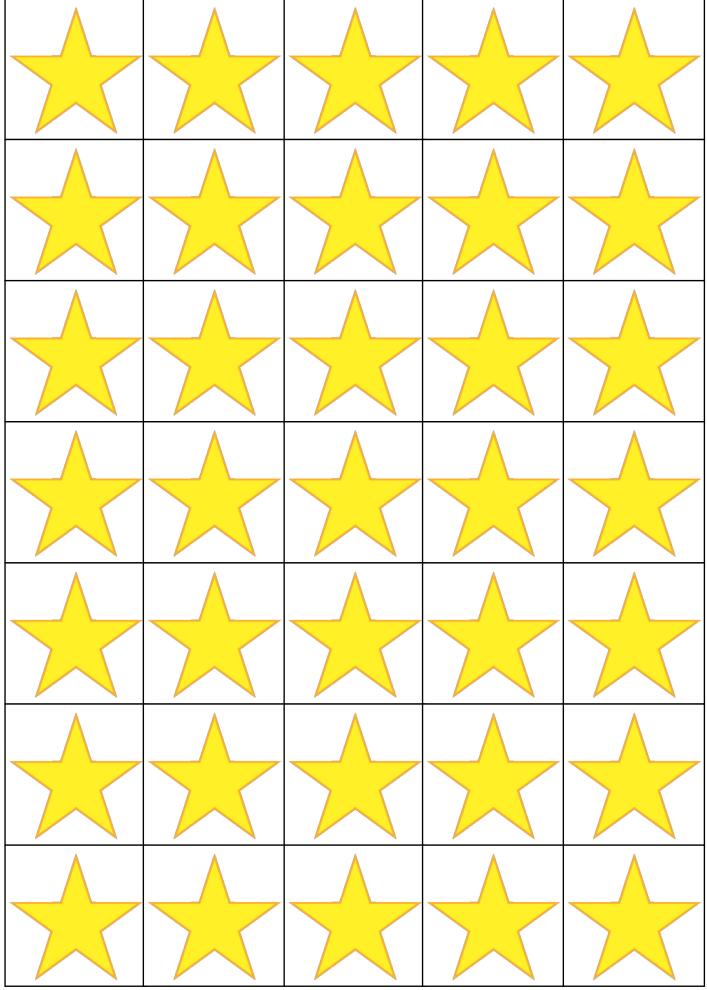
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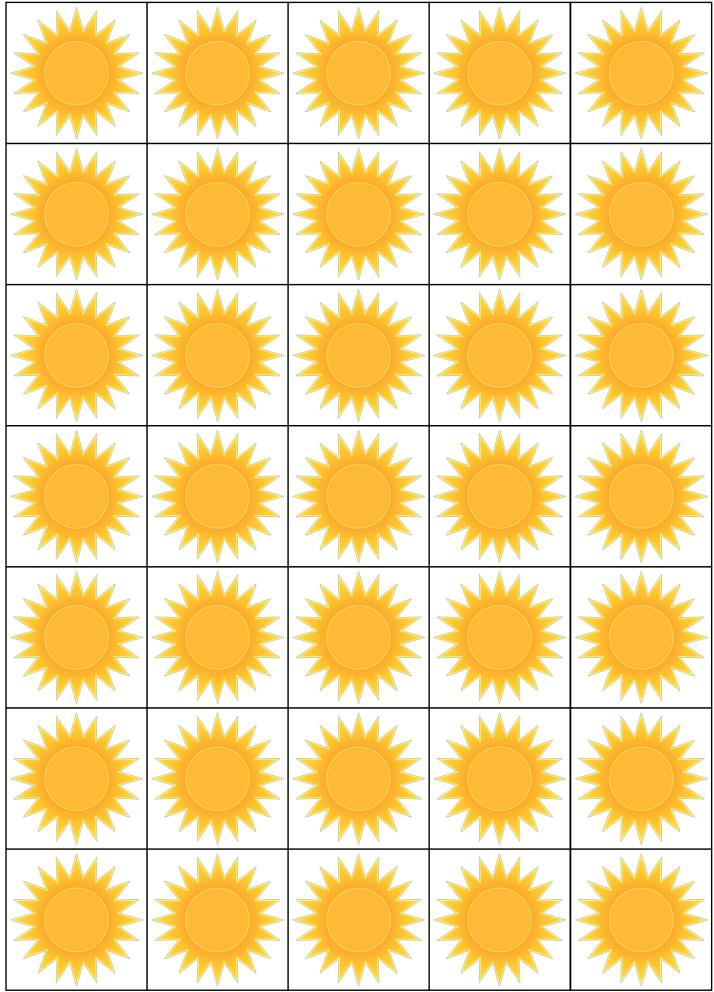
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VISIT THE OFFICE	FREE TIME	LUNCH WITH A TEACHER	LUNCH WITH A FRIEND
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ARTS & CRAFTS	TEACHER HELPER	PLAYDOH	BUBBLES
	Dutside it's		
SPECIAL SEAT	EXTRA LIBRARY TIME	TREASURE BOX	SPECIAL SUPPLIES

SIDEWALK CHALK	SIDEWALK HELP THE CHALK CUSTODIAN		DANCING
chalk		ANIMAL	
CANDY OR GUM	PLAY A GAME	CHOOSE THE BRAIN BREAKS	CHOOSE AN ACTIVITY FOR THE CLASS
READ TO THE CLASS	BE THE CLASS MESSENGER	WEAR A HAT	SPECIAL RECESS TOY
TAKE YOUR SHOES OFF	PUZZLES	WEAR SLIPPERS	LISTEN TO MUSIC
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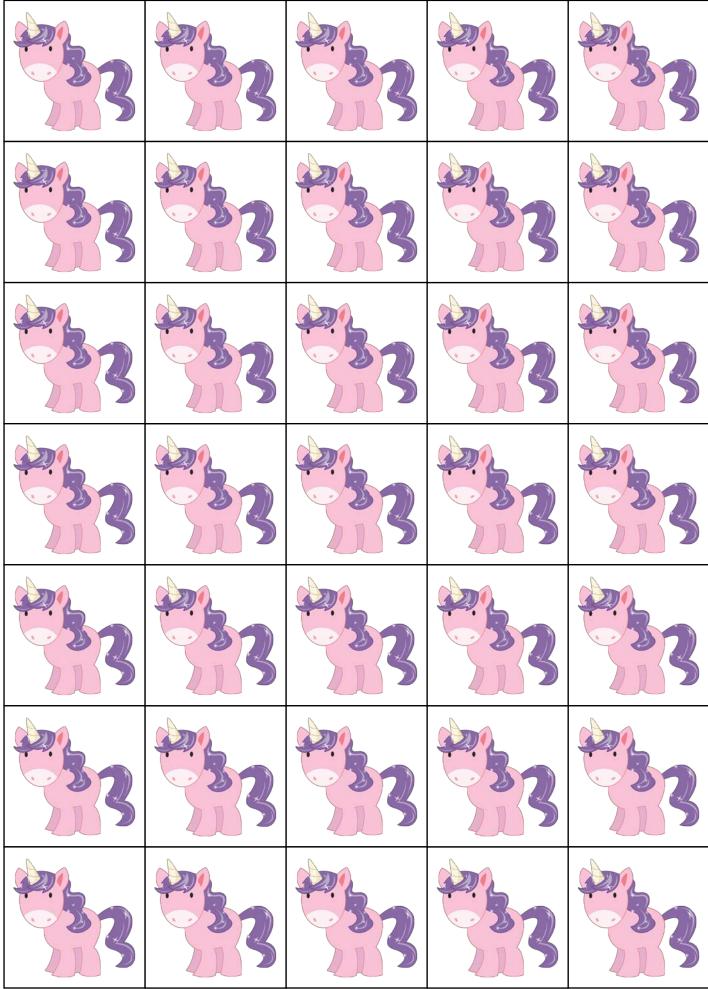


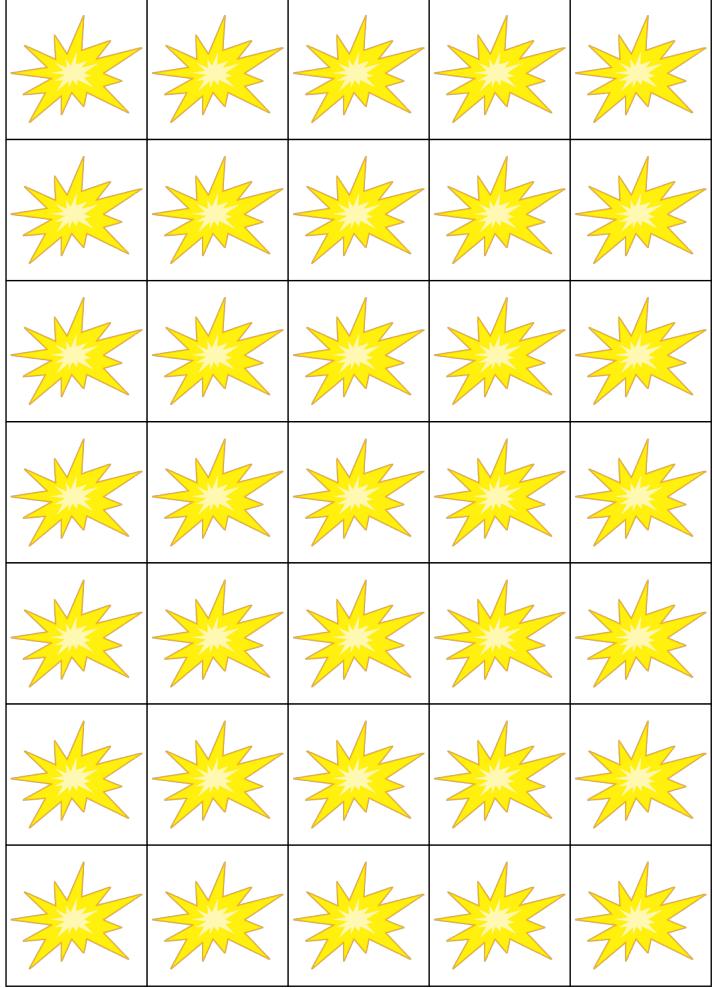


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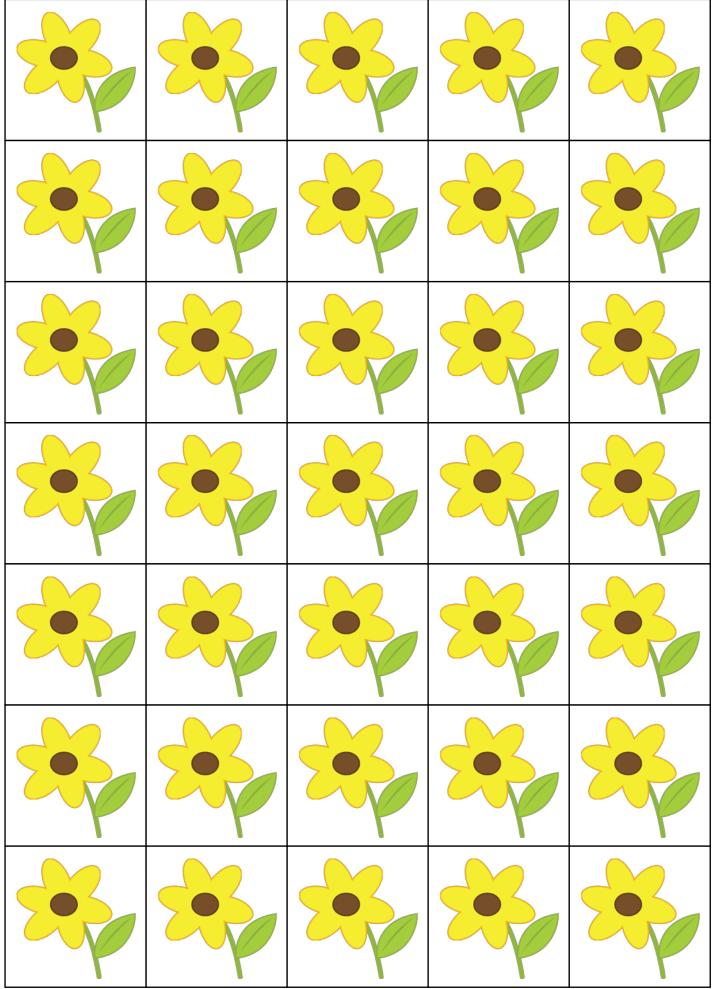


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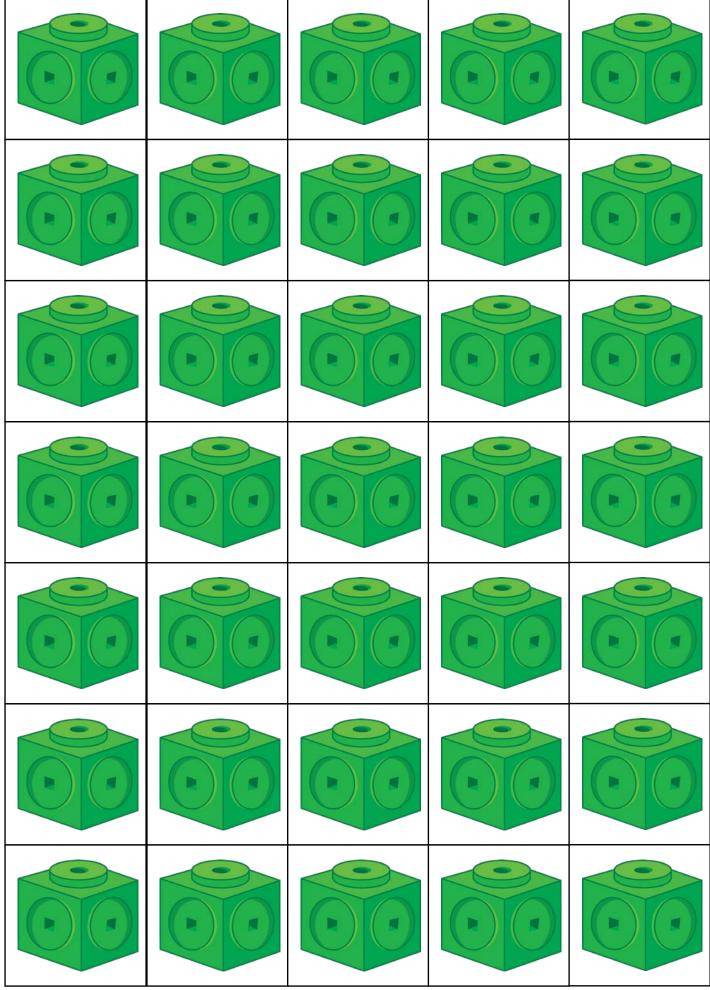


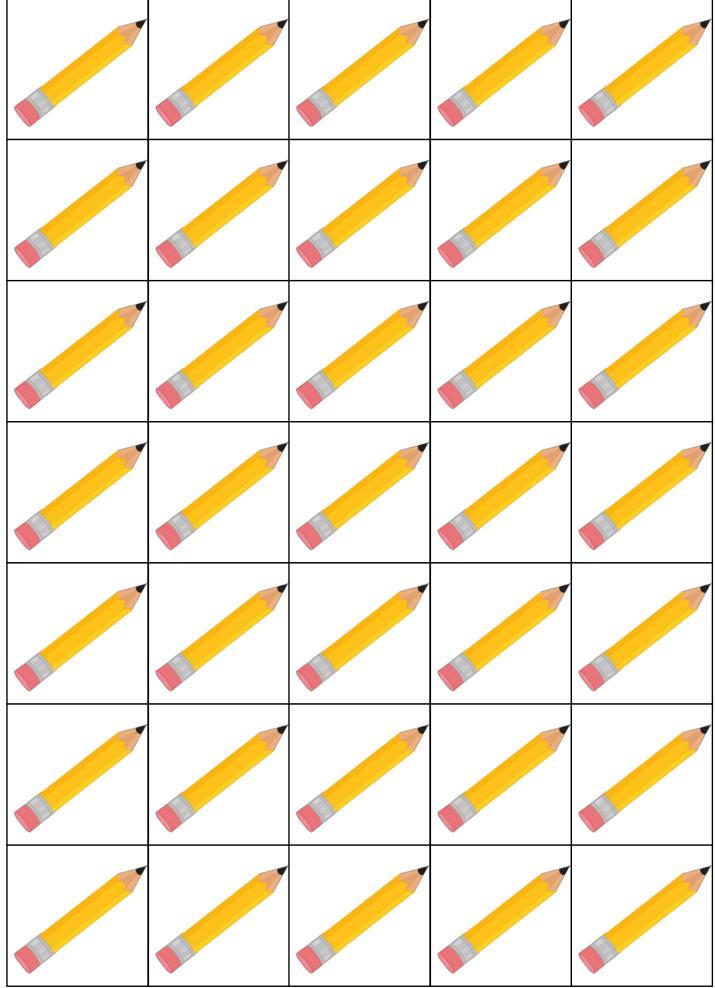


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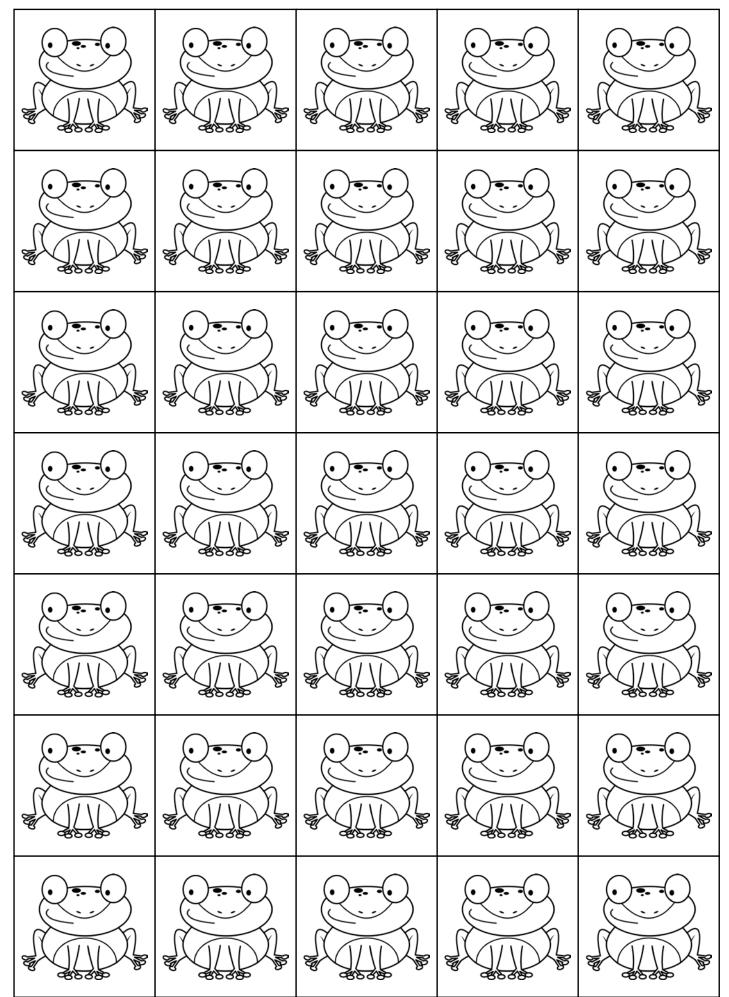


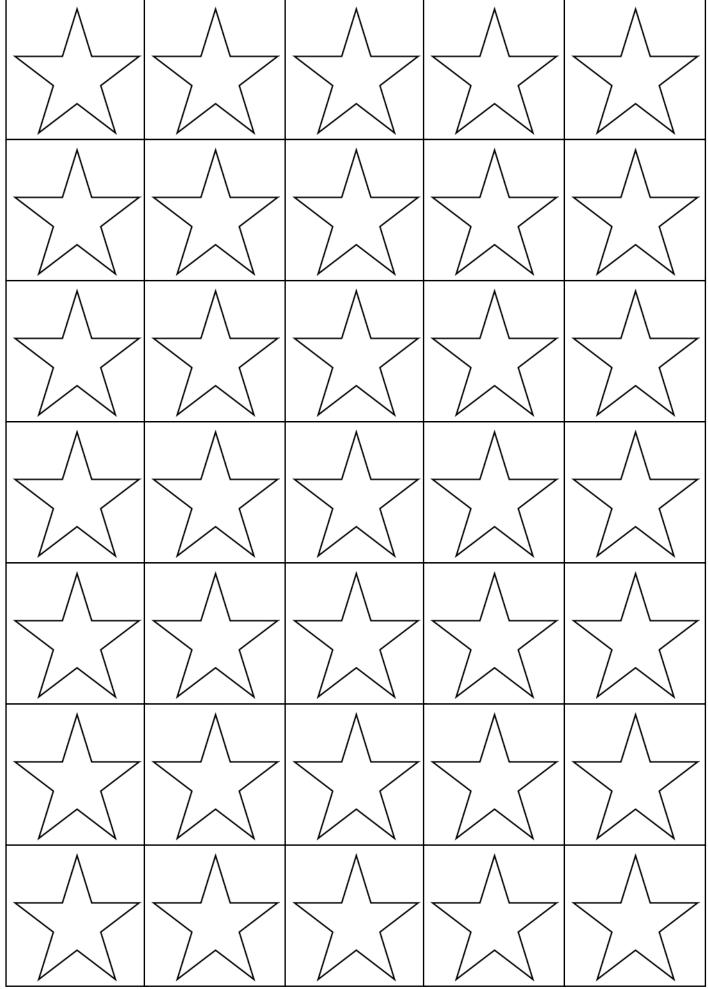


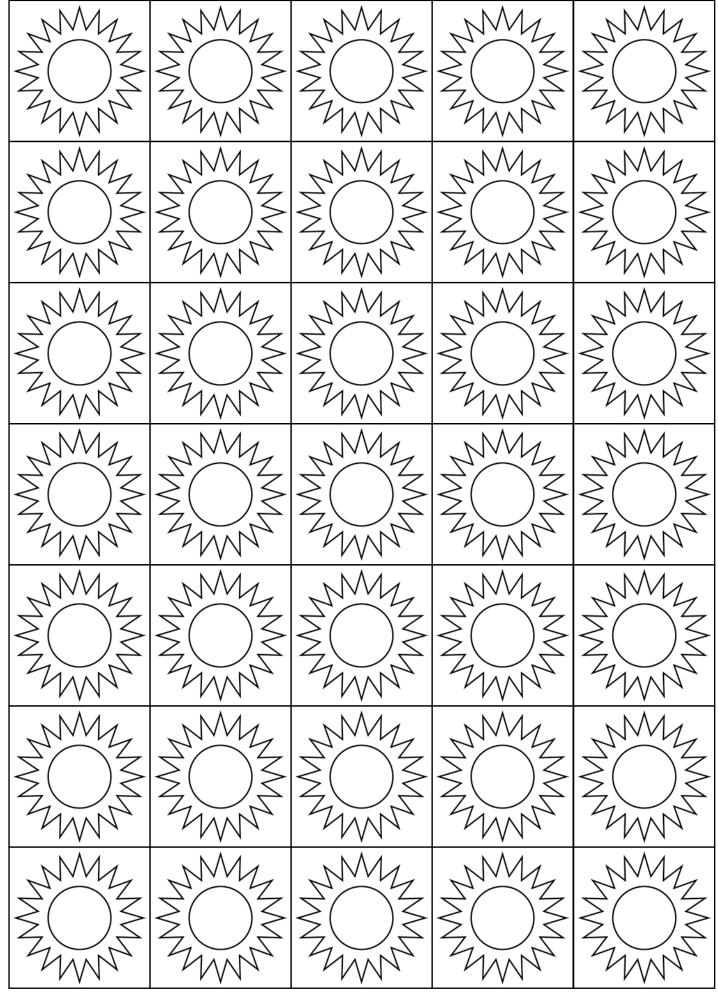
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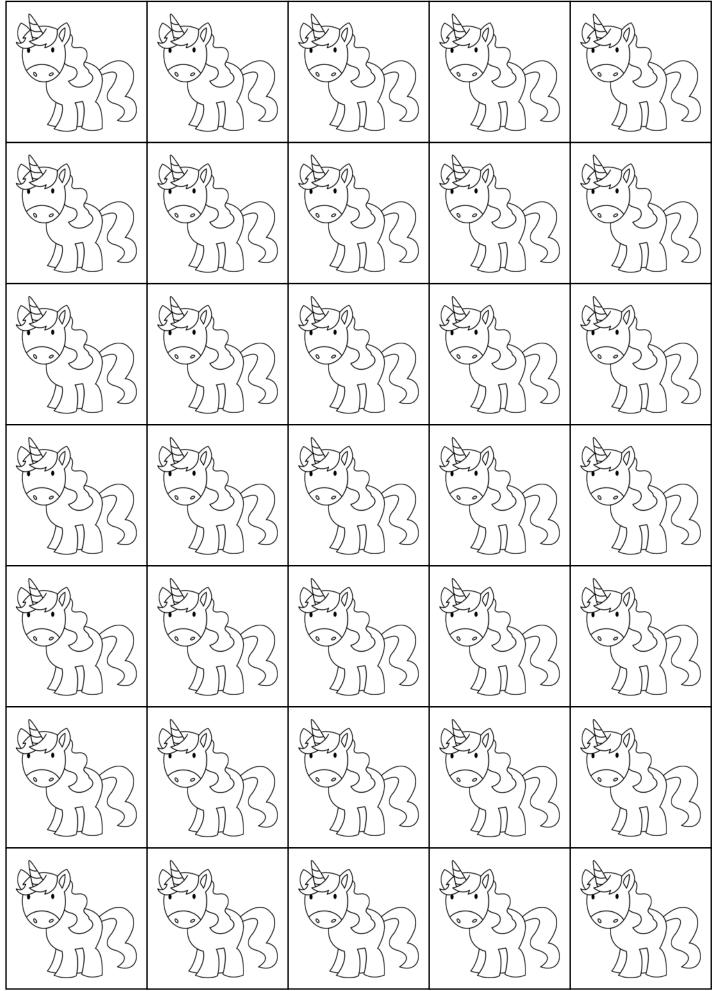




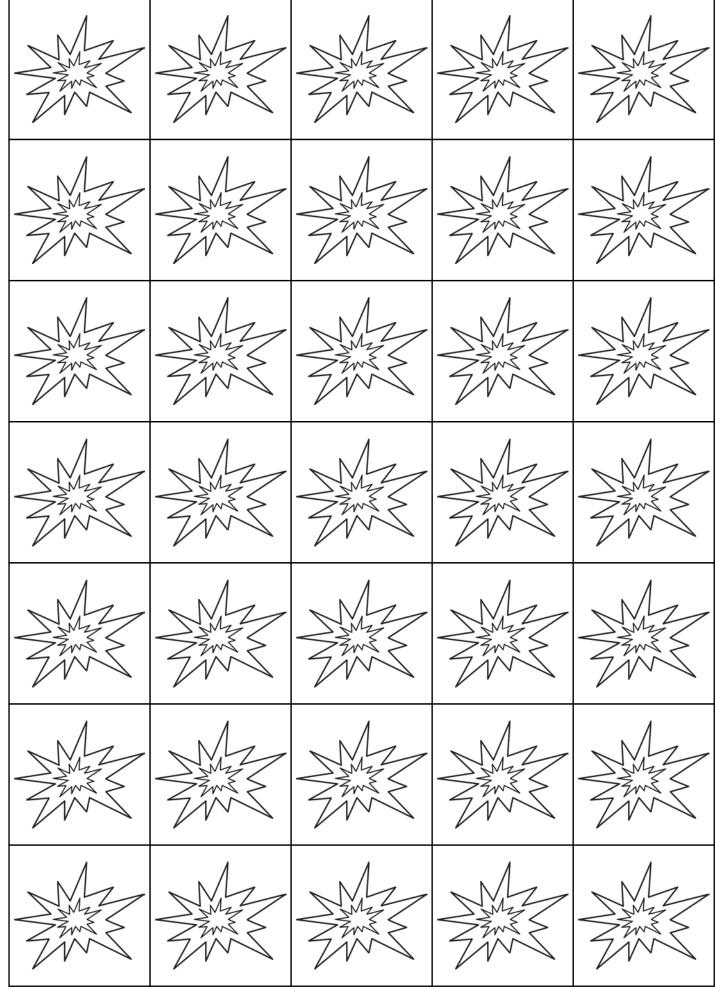


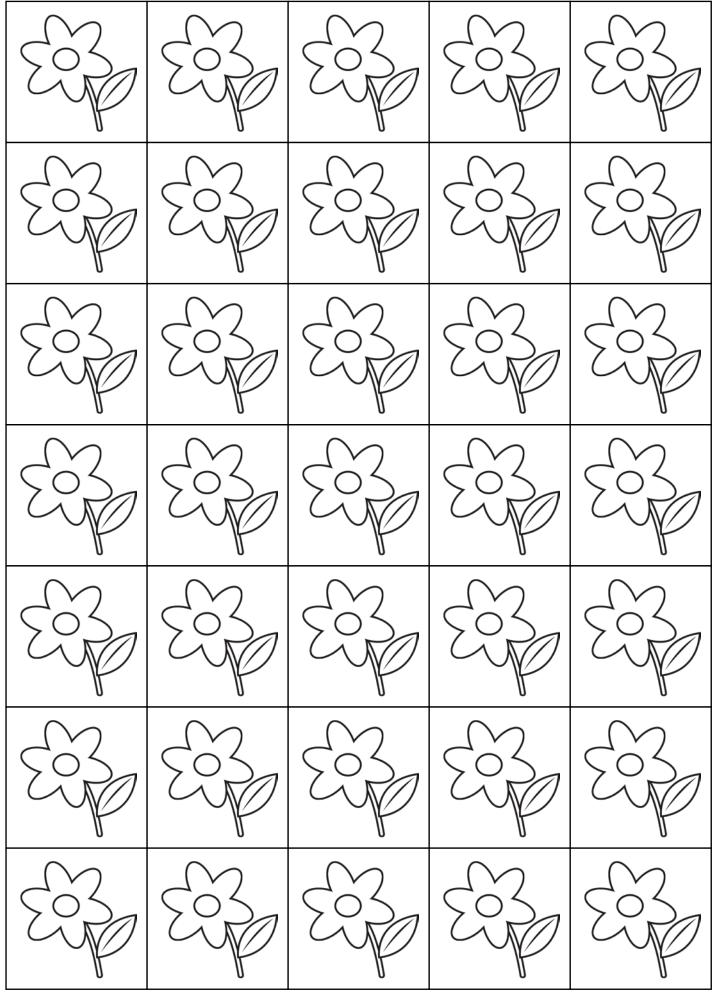


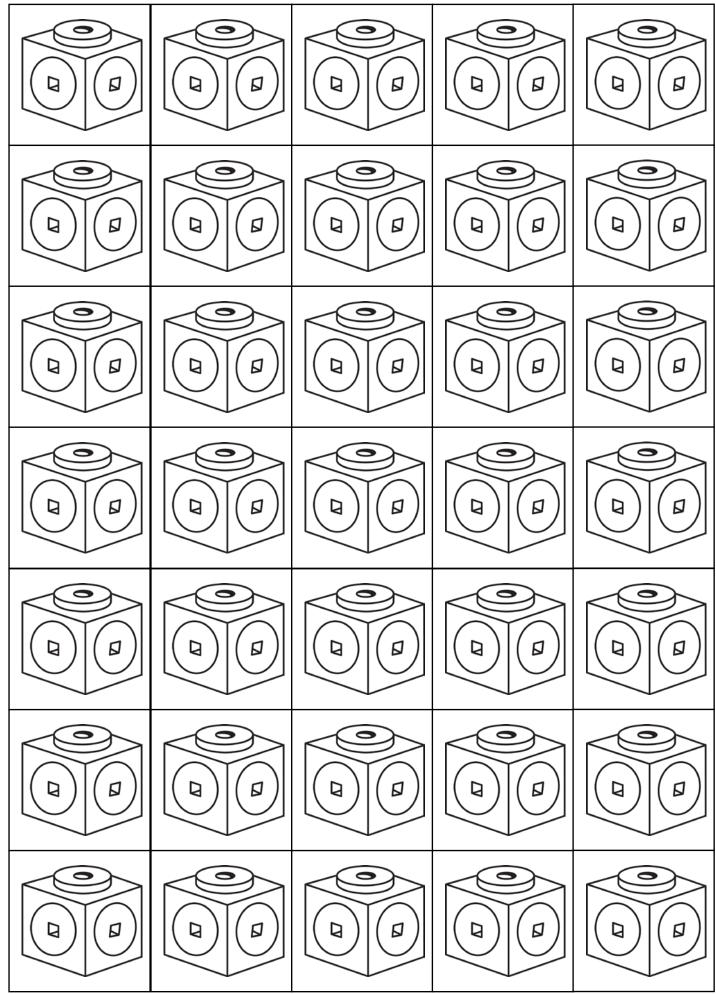
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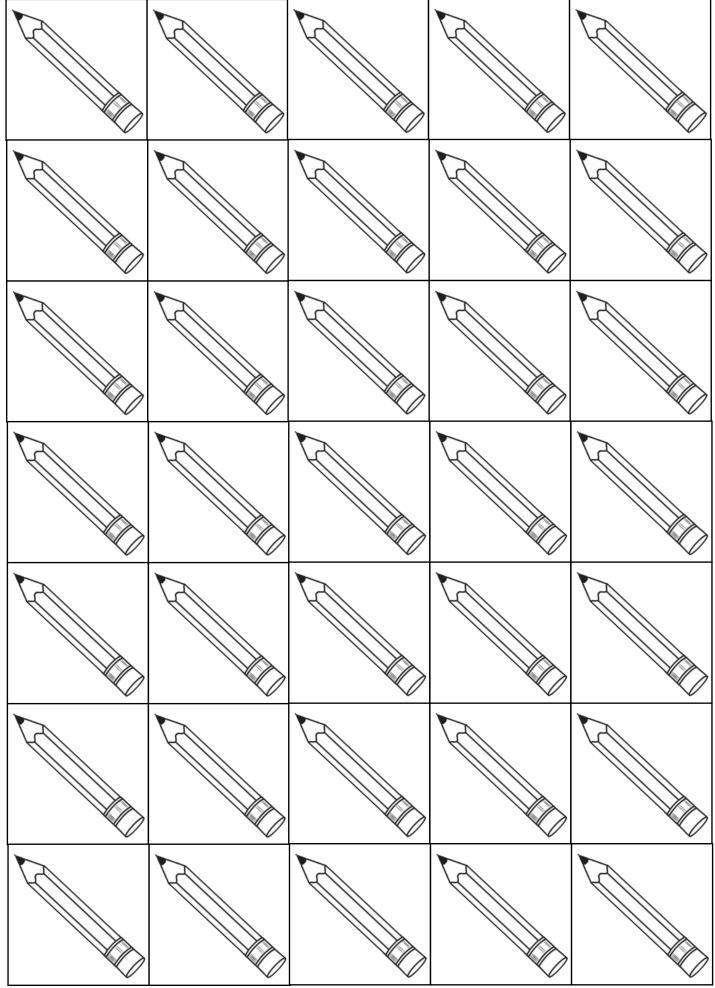


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STICKER CHARTS

I love using number charts as an incentive! Because students have more to fill up, you can hand them out more frequently. Often, during a transition, I will hand out 10 or 20 stickers to various students. Students can keep their charts in their work folder, take home binder, or you can hang them in the room. It's also great practice in responsibility...if they lose their chart, they have to start over! It's a natural consequence that REALLY motivates them to keep their charts safe. If you have a few students that need support with that, simply thumbtack them to a wall somewhere. ©

The mini-stickers that come in big packs work the best! © My favorites are from Carson-Dellosa and you can find them on Amazon or at a teacher supply store! You could also just mark them off, but I think stickers are more motivating. ©

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31	32	33	34	35	36	37	38	39	$\overline{\Box}$
4	42	43	44	45	46	47	48	49	$\overline{\Box}$

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21	22	23	24	25	26	27	28	29	$\overline{\Box}$
31	32	33	34	35	36	37	38	39	$\overline{\Box}$
41	42	43	44	45	46	47	48	49	

	•		_`(SS	TIC	KE	RC	HA	RT
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MWWWWWWW	<u>'S STICKER CHART</u>									
W -										
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	31	32	33	34	35	36	37	38	39	40
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	51	52	53	54	55	56	57	58	59	60
W	61	62	63	64	65	66	67	68	69	70
	71	72	73	74	$\widehat{\Box}$	76	77	78	79	80
WWW	81	82	83	84	85	86	87	88	89	90
	q	92	93	94	95	96	97	98	qq	

	<u>'S STICKER CHART</u>									
	I	2	3	4	5	6	7	8	q	10
	I	12	13	14	15	16	17	18	PI	$\overline{\Box}$
WWW	21	22	23	24	25	26	27	28	29	30
MMMM	31	32	33	34	35	36	37	38	39	\sum
	Ч	42	43	44	45	46	47	48	Чq	50
	51	52	53	54	55	56	57	58	59	\sum
	61	62	63	64	65	66	67	68	69	70
WWWW	71	72	73	74	75	76	77	78	79	
WWWW	81	82	83	84	85	86	87	88	89	90
	q	92	93	94	95	96	97	98	qq	90
	101	102	103	104	105	106		108	109	IIO
	7I 8I 9I IOI III	112	113	 4	115	116	7	118	119	

PUNCH CARDS

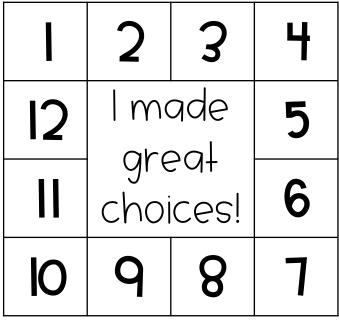
Another simple way to keep track of great behavior is a punch card. Simply hole-punch the chart each time your student makes a great choice! The generic ones are great for your whole class, and goal specific ones would be ideal for challenging students. When they fill up their chart, they should earn a reward and show off their finished punch card. For students without supportive parents, I let them share their card with an administrator or a favorite teacher.

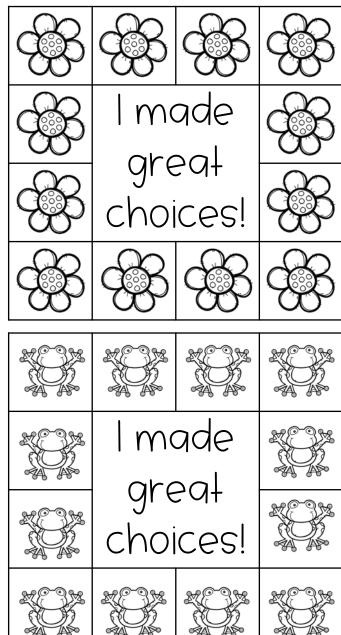
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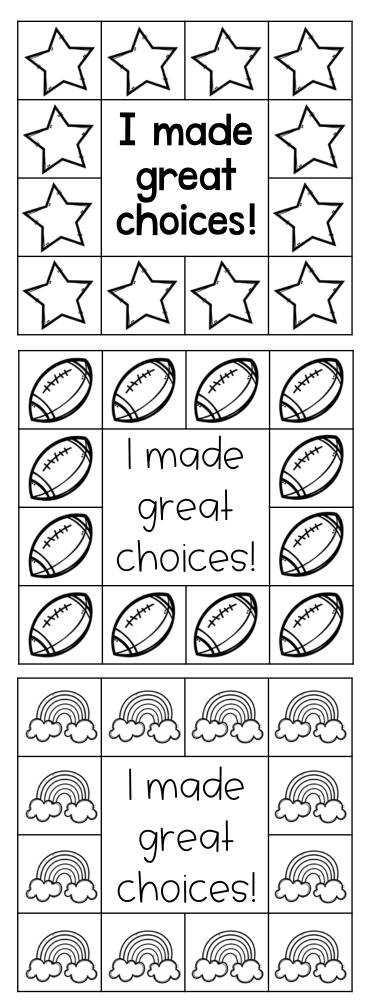
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рI	D	UN	JC	Ή	8		ΉA			
18	-				q		PUN		_	
17		: A	K	J	ΙΟ		CA	RD		
I 6	15	14	13	12						
I	2	3	4	5	6					
20				21	7	S	HIN	JIN	G	
рI	D				8		HA			
18	P				q		PUN			
17		: A	K	J	ΙΟ		CA	KD		
I 6	15	14	13	12						

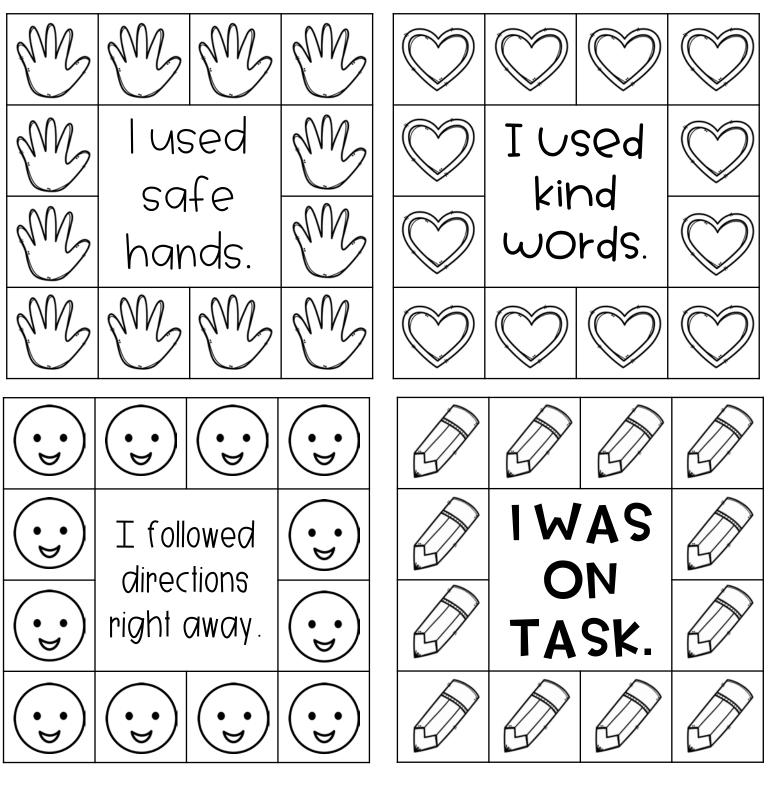
1	2	3	4	5	6	7	
24					'S	8	
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22		10					
21		Punch Card					
20		12					
19	18	П	16	15	14	13	



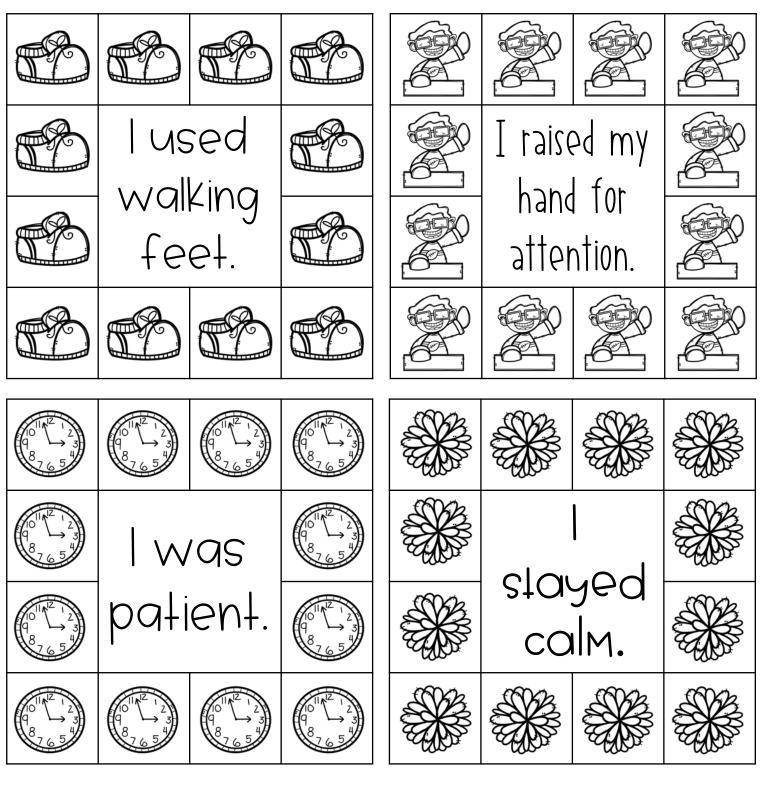










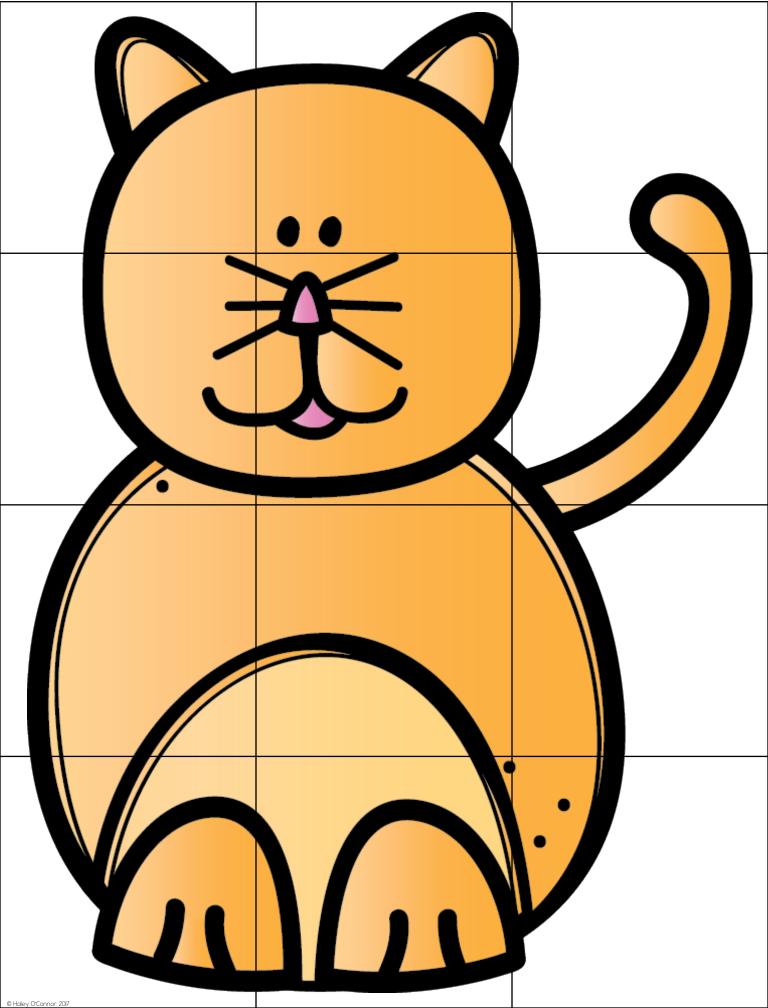


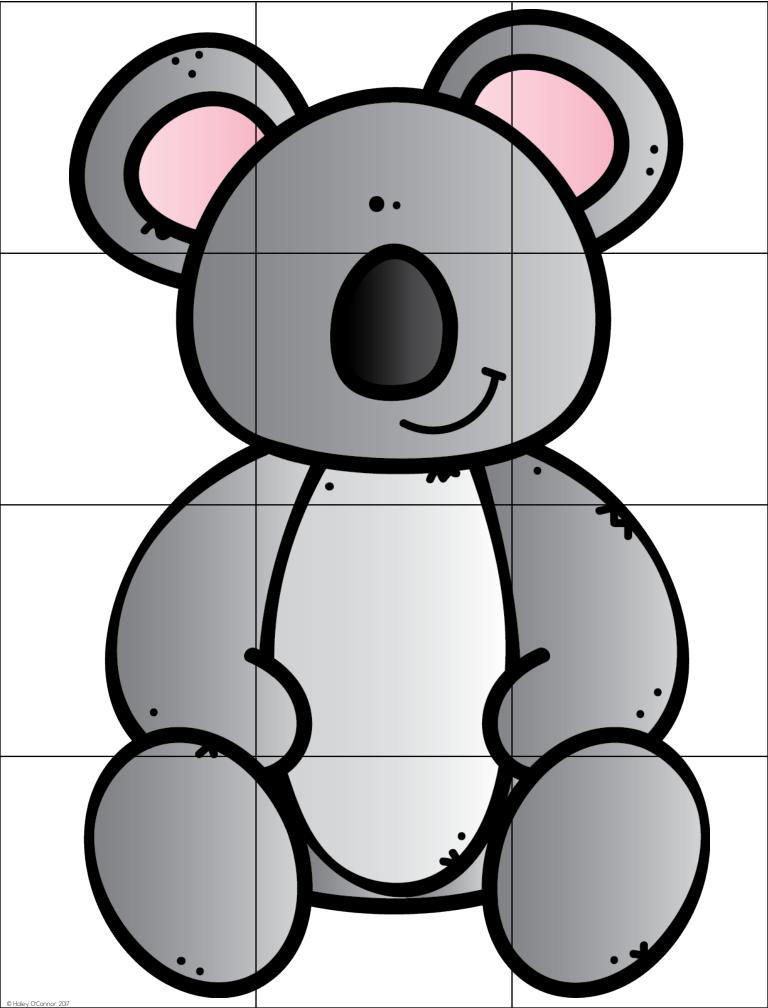
REWARD PUZZLES

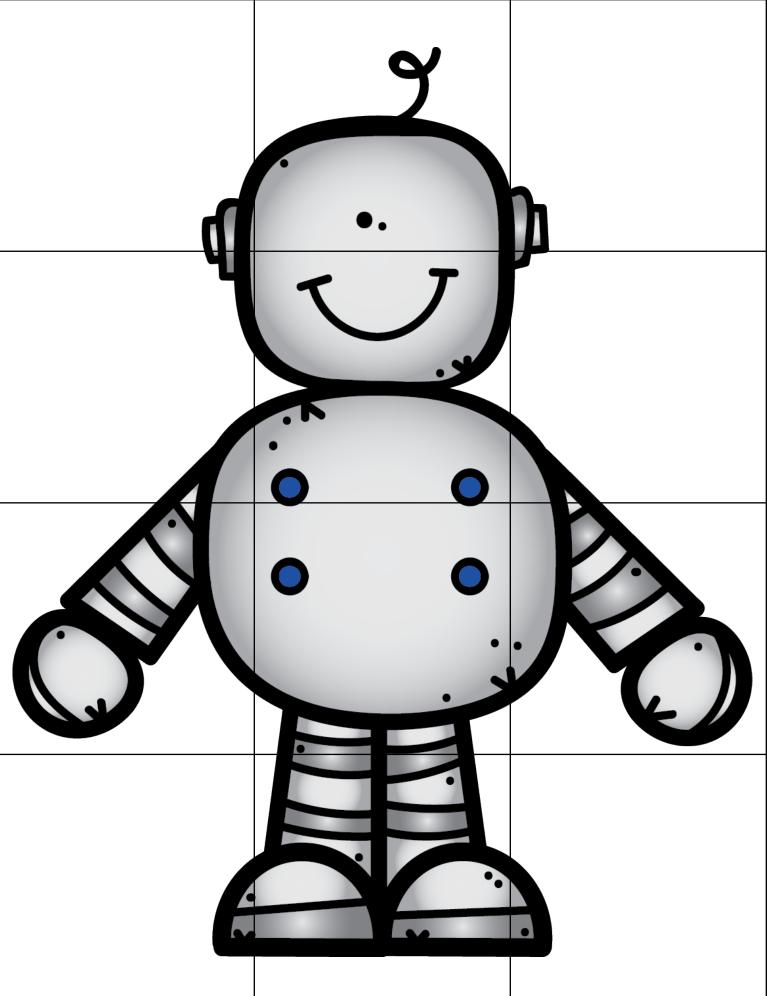
My students LOVE using these behavior puzzles. Simply print out the background with desired behaviors. Each time the student makes a great choice, or completes a desired behavior, they get to attach the corresponding puzzle piece. When the whole puzzle is complete, they earn a reward (like extra iPad time or a snack.) These could also be used as a whole group reward! Each time a student does something you want to reward, allow them to attach the puzzle piece. When the whole thing is completed, the class earns a reward.

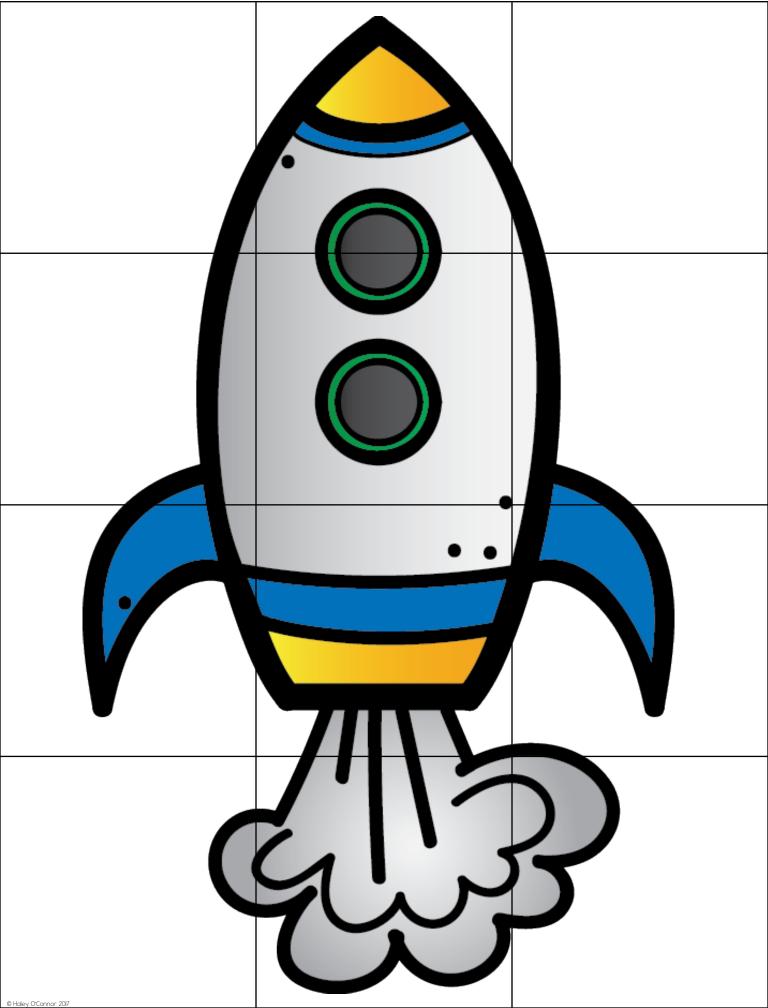


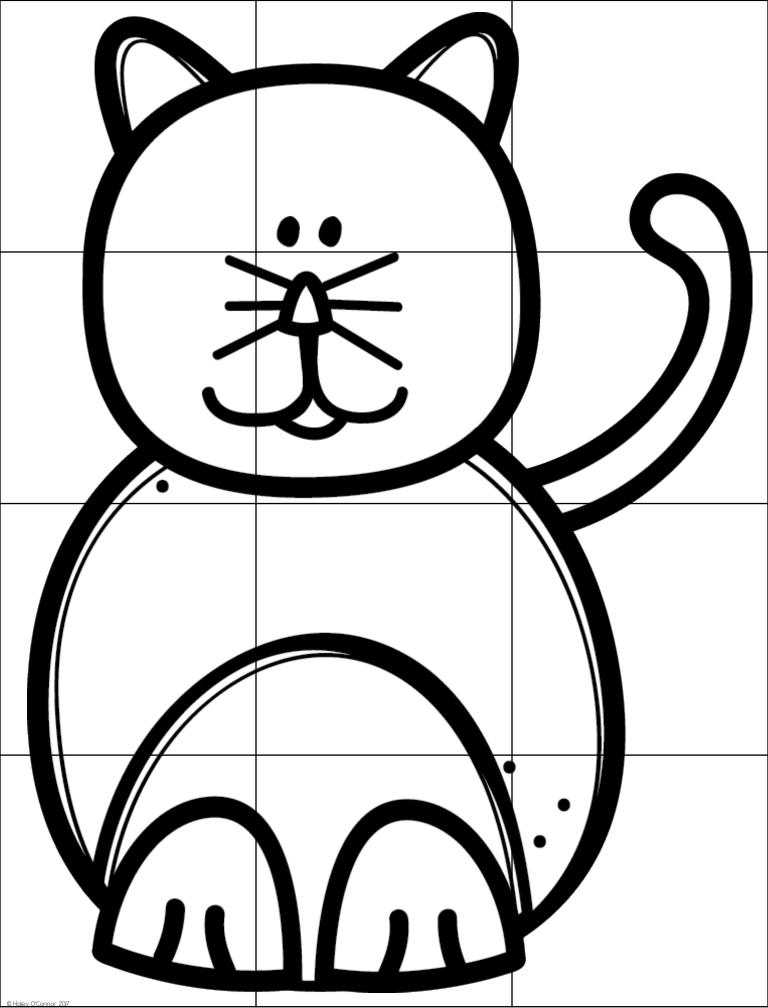
I raised my hand for attention.	I stayed in my area.	I used kind words.
I walked calmly.	I was helpful.	I followed directions immediately.
I was respectful.	I used safe hands.	I did a great job in line.
I finished my work.	I was safe at recess.	I was responsible.

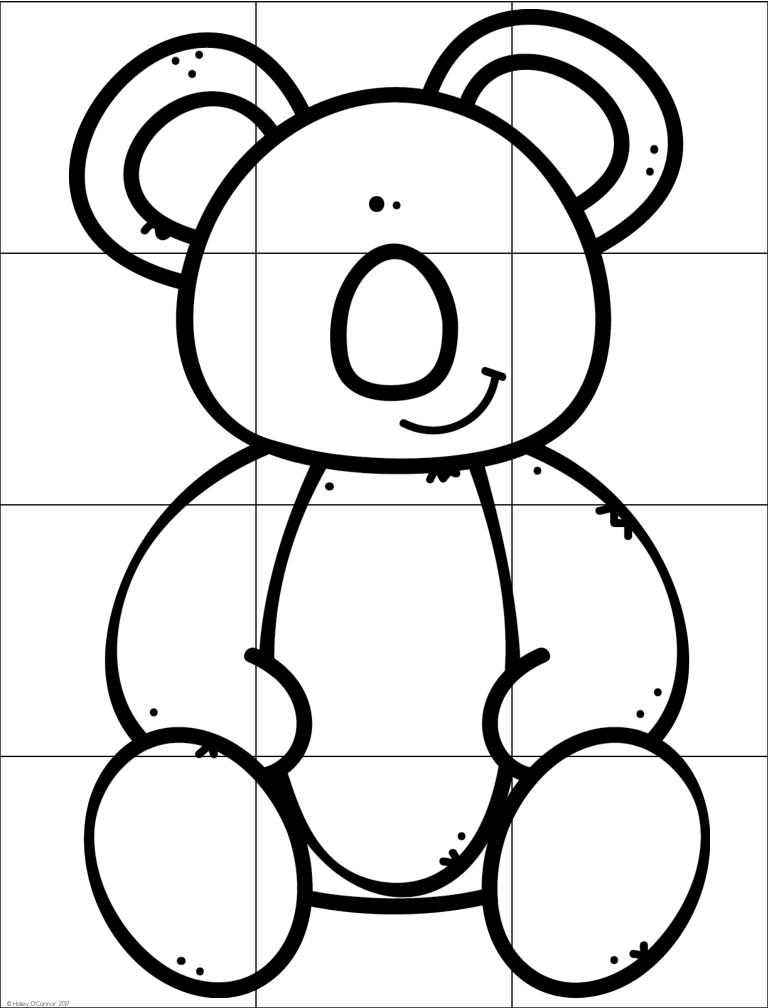


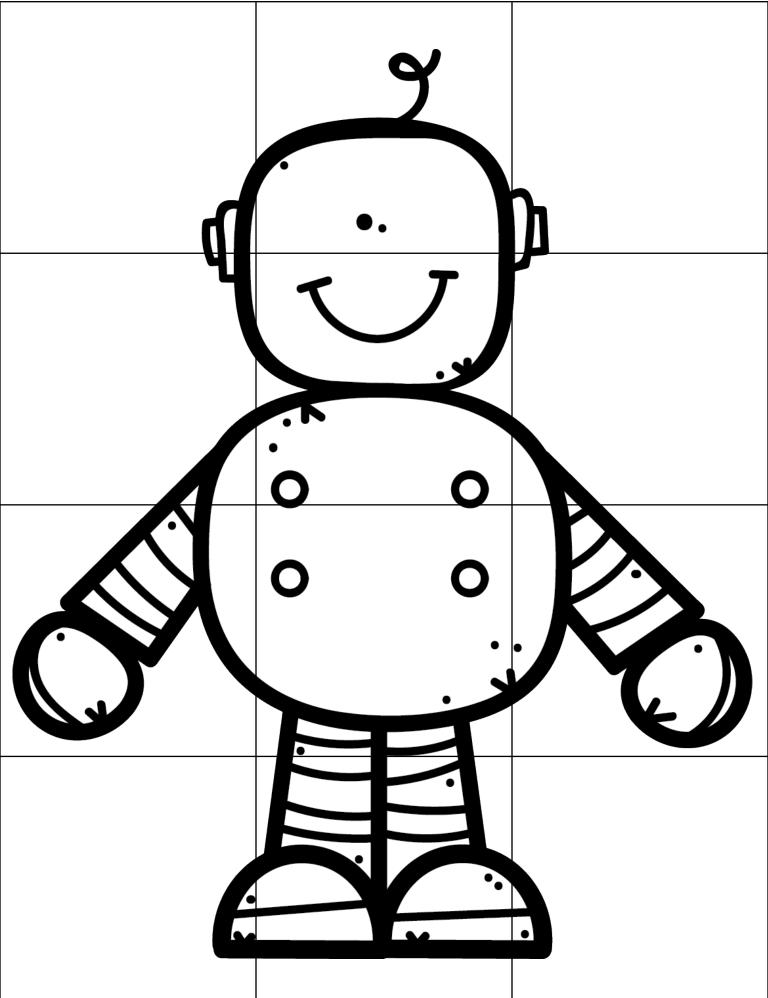


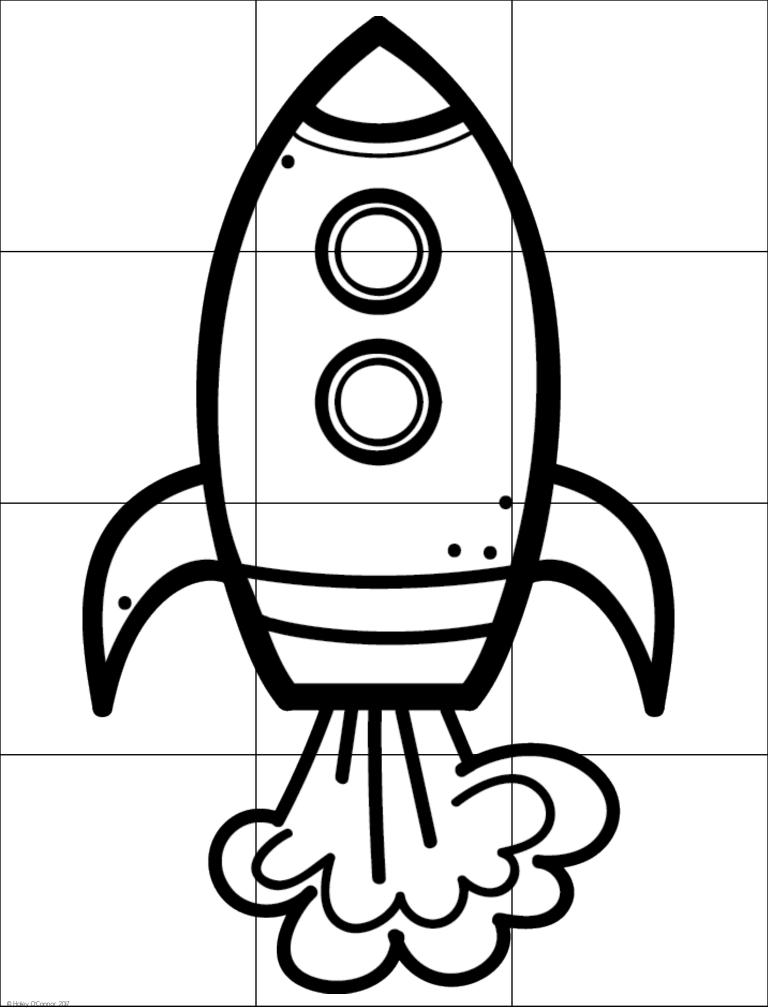




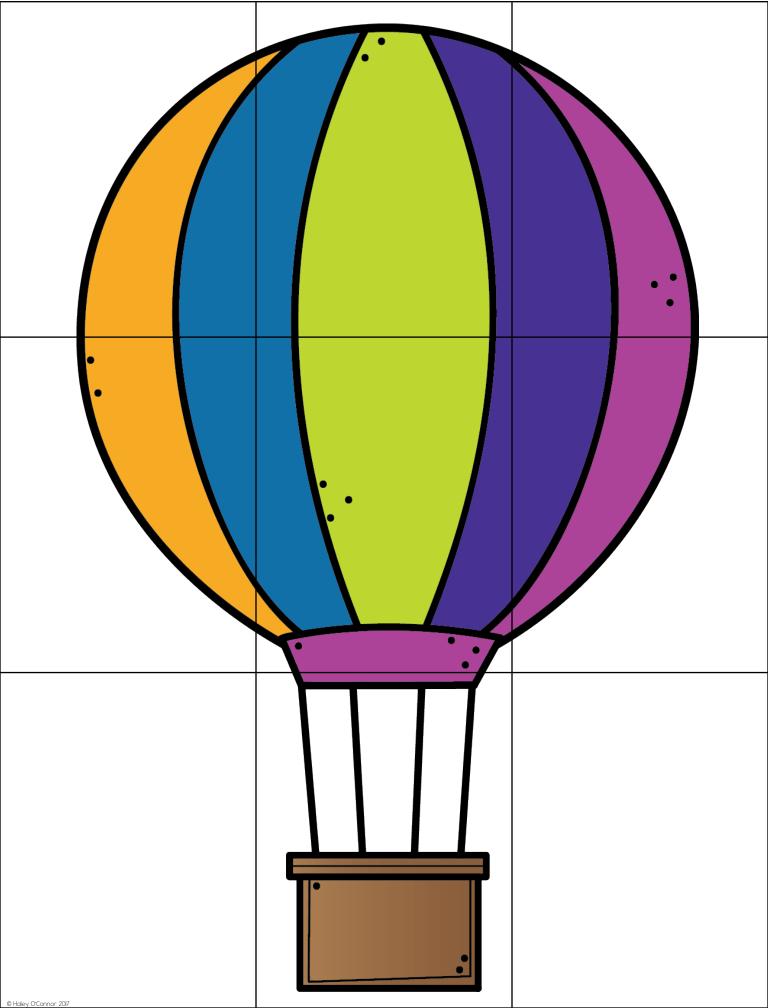


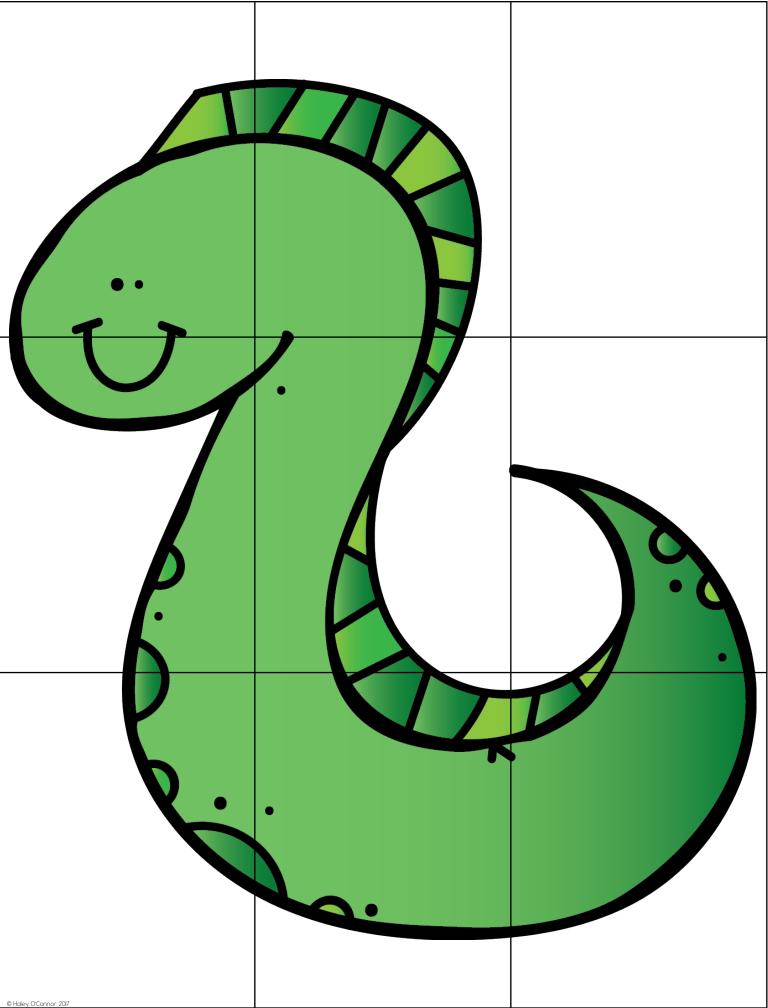


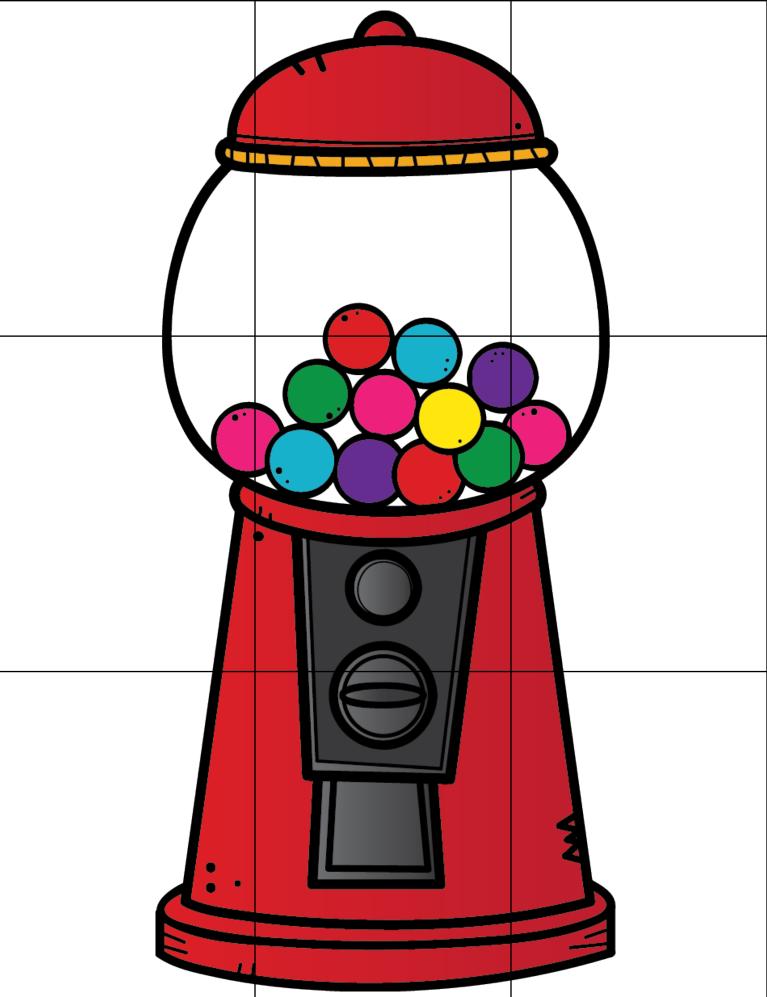


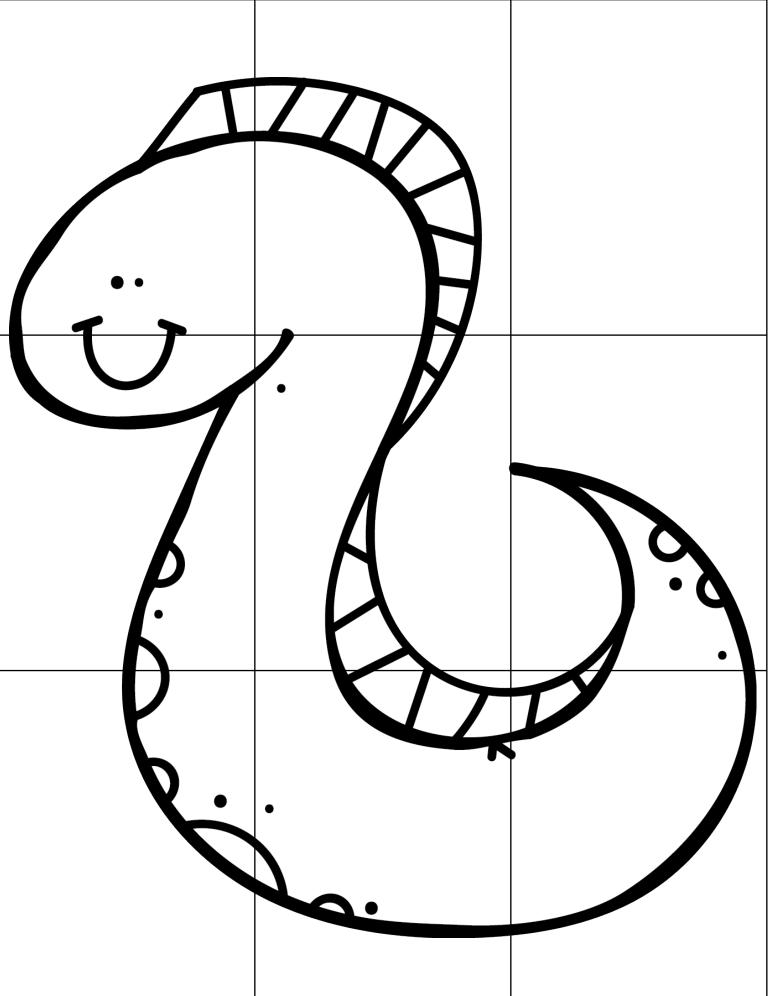


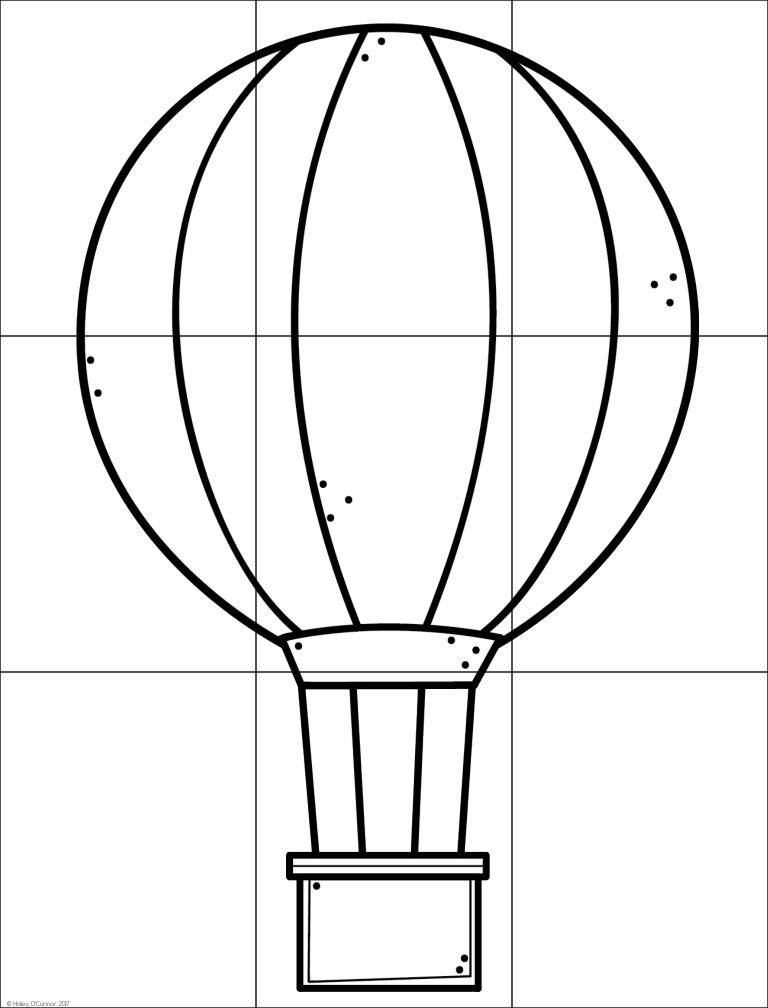
I was	I was	I was	
kind.	safe.	respectful.	
I was	I was	I was	
responsible.	kind.	safe.	
I was	I was	I was	
respectful.	responsible.	kind.	

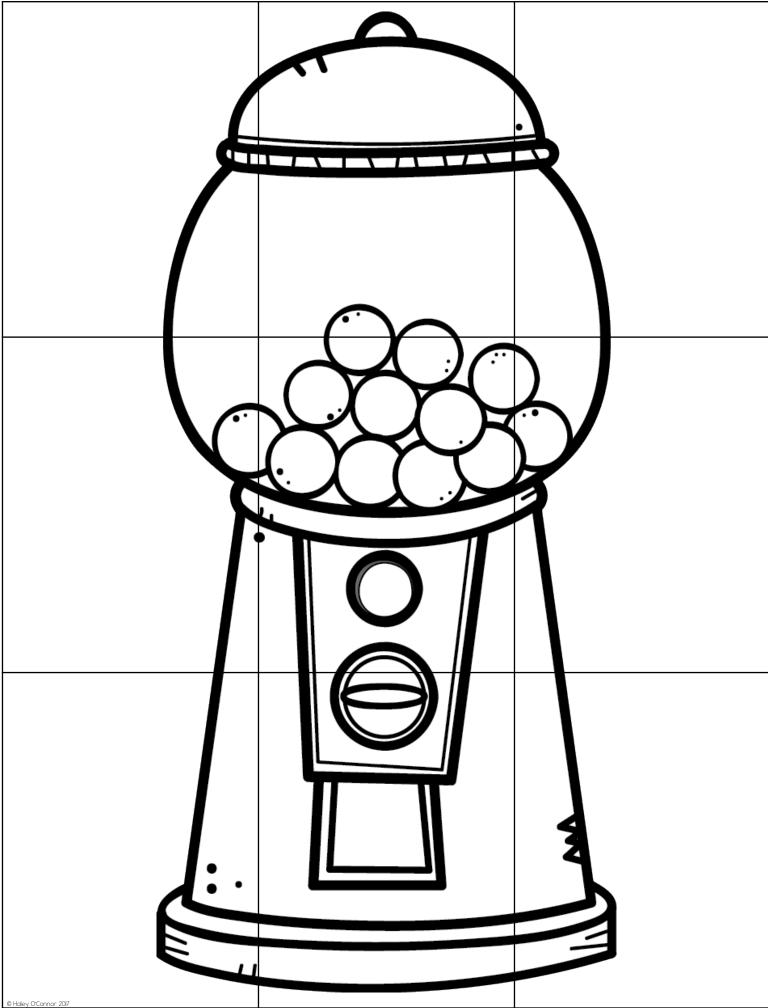










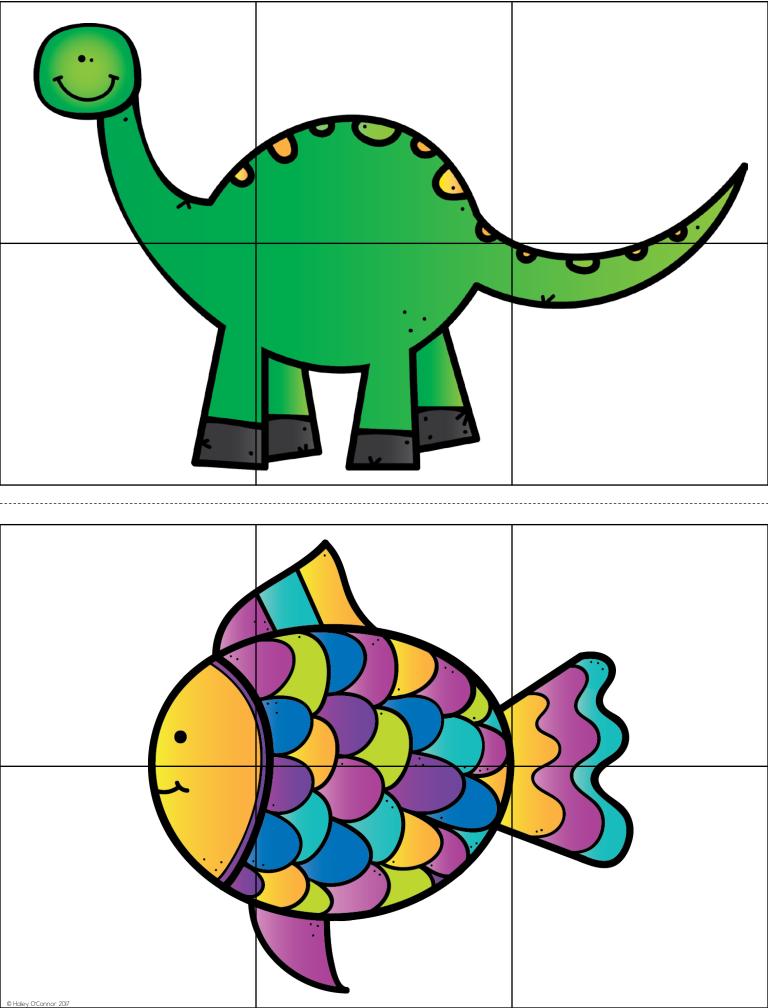


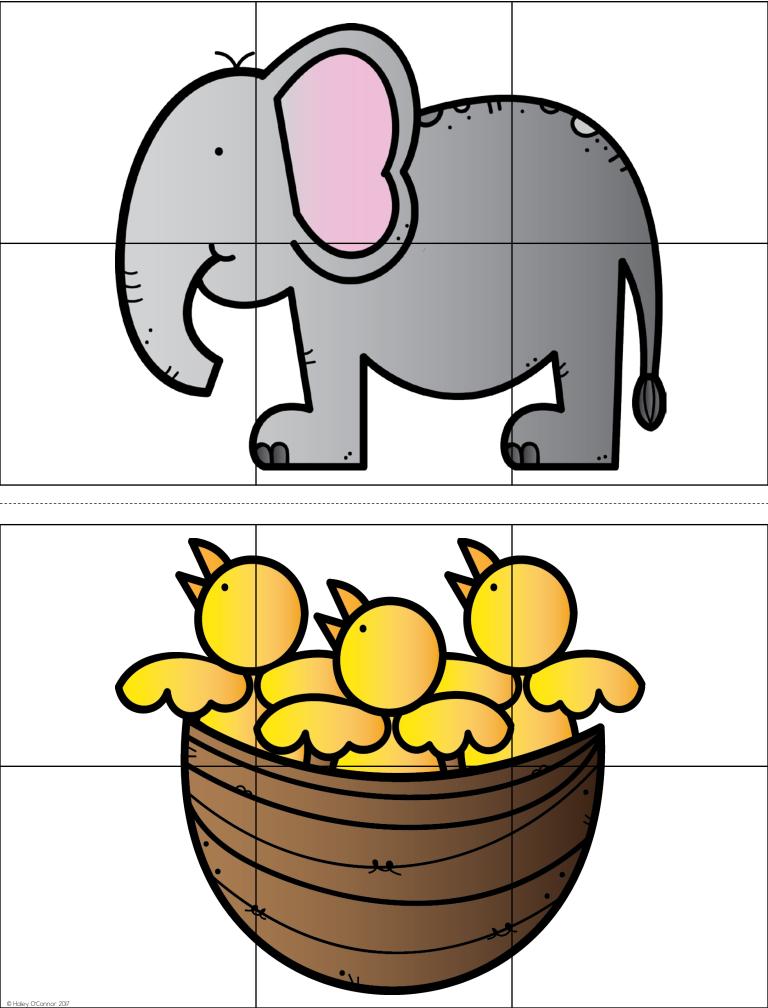
I made a	I made a	I made a
great	great	great
choice.	choice.	choice.
I made a	I made a	I made a
great	great	great
choice.	choice.	choice.

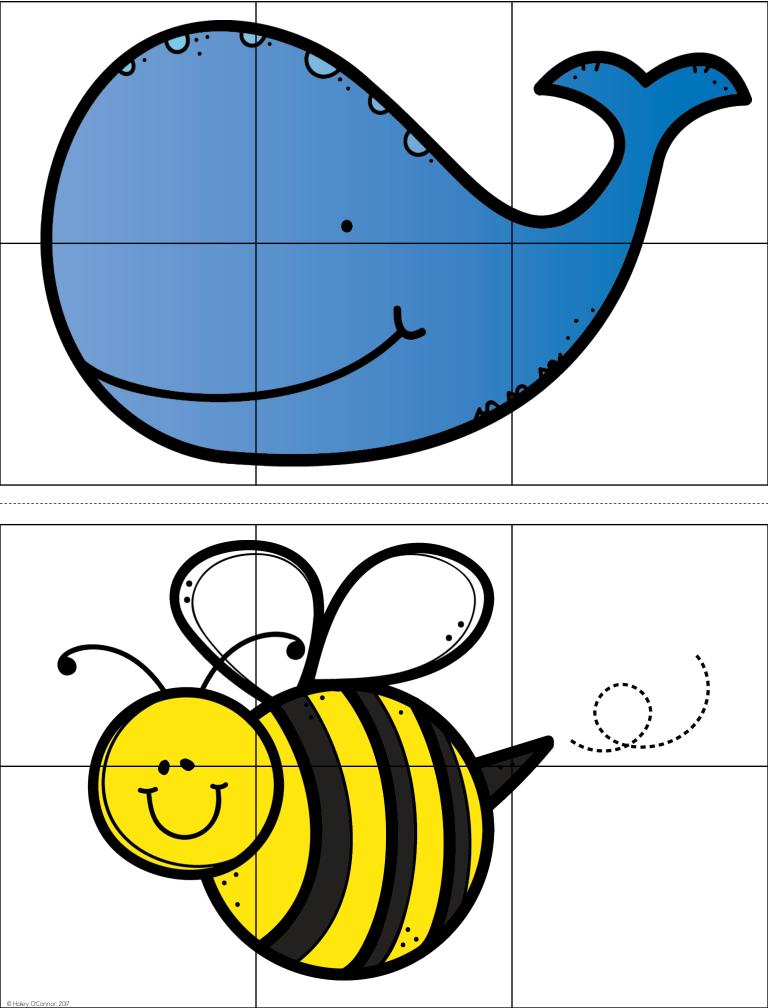
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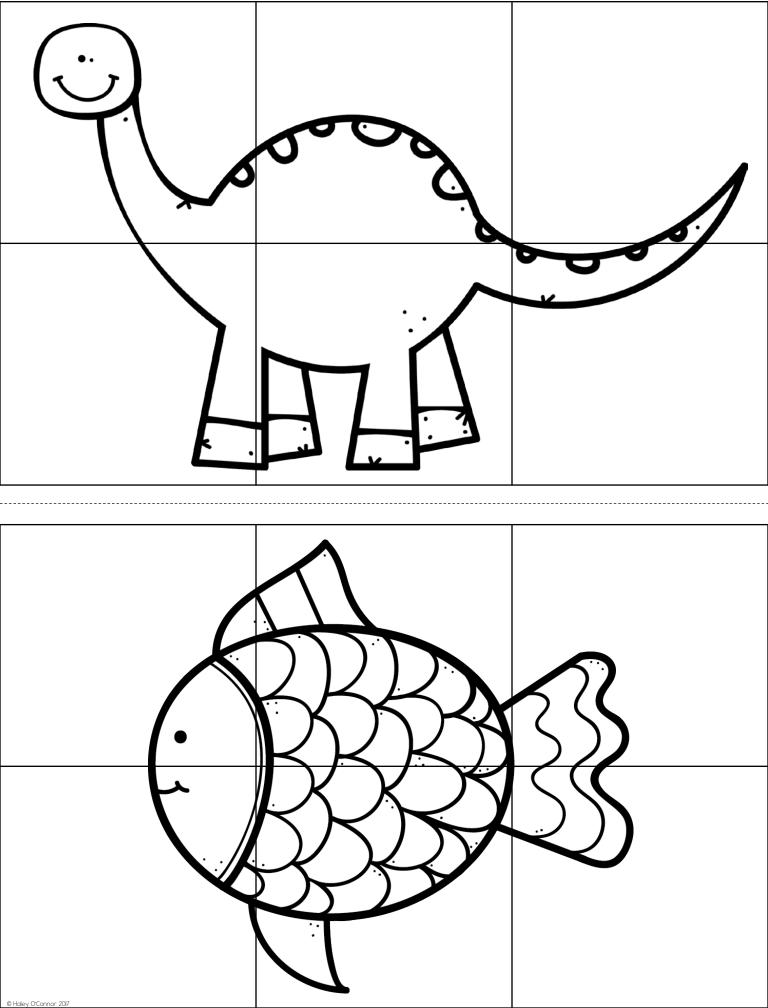
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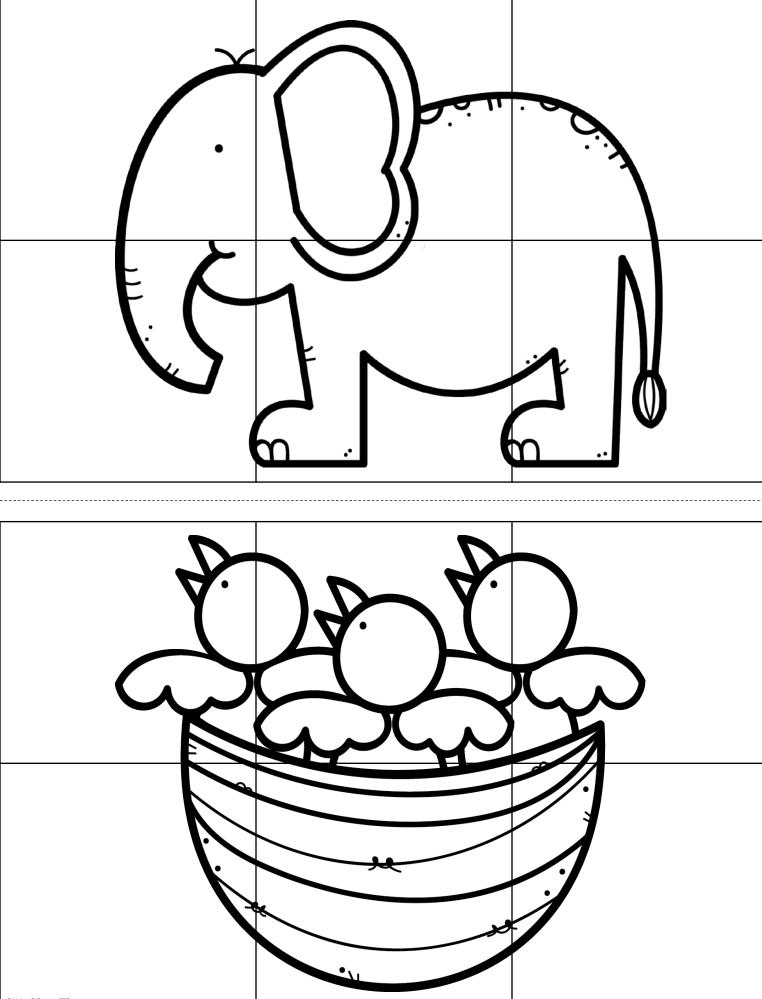
I made a	I made a	I made a	
great	great	great	
choice.	choice.	choice.	
I made a	I made a	I made a	
great	great	great	
choice.	choice.	choice.	

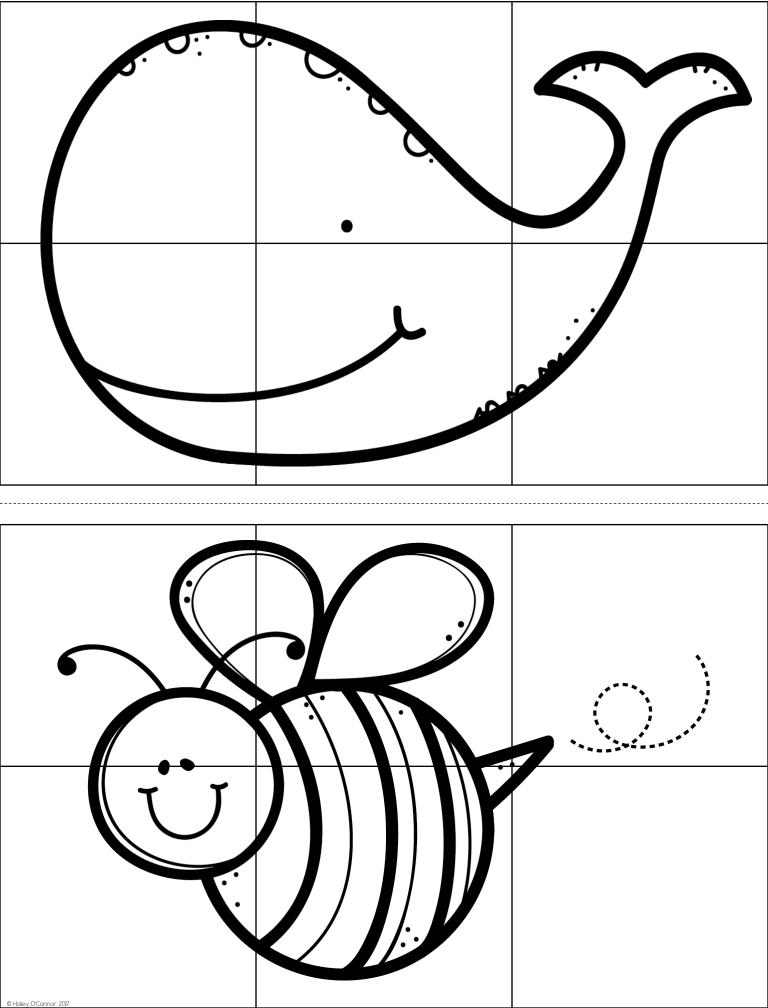






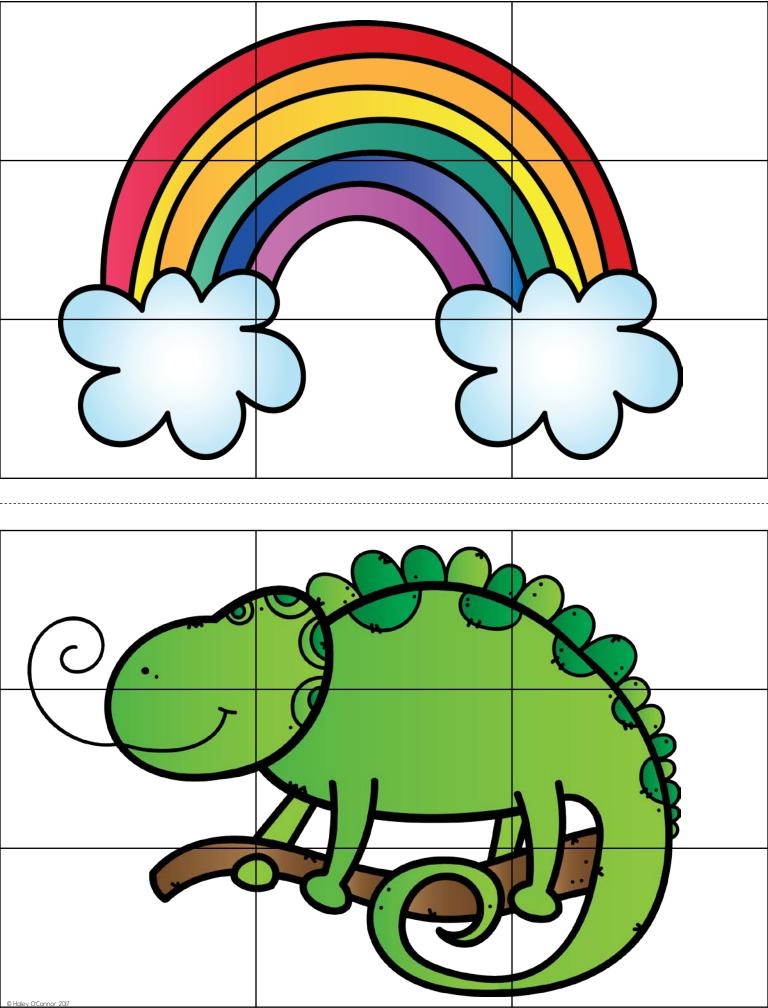


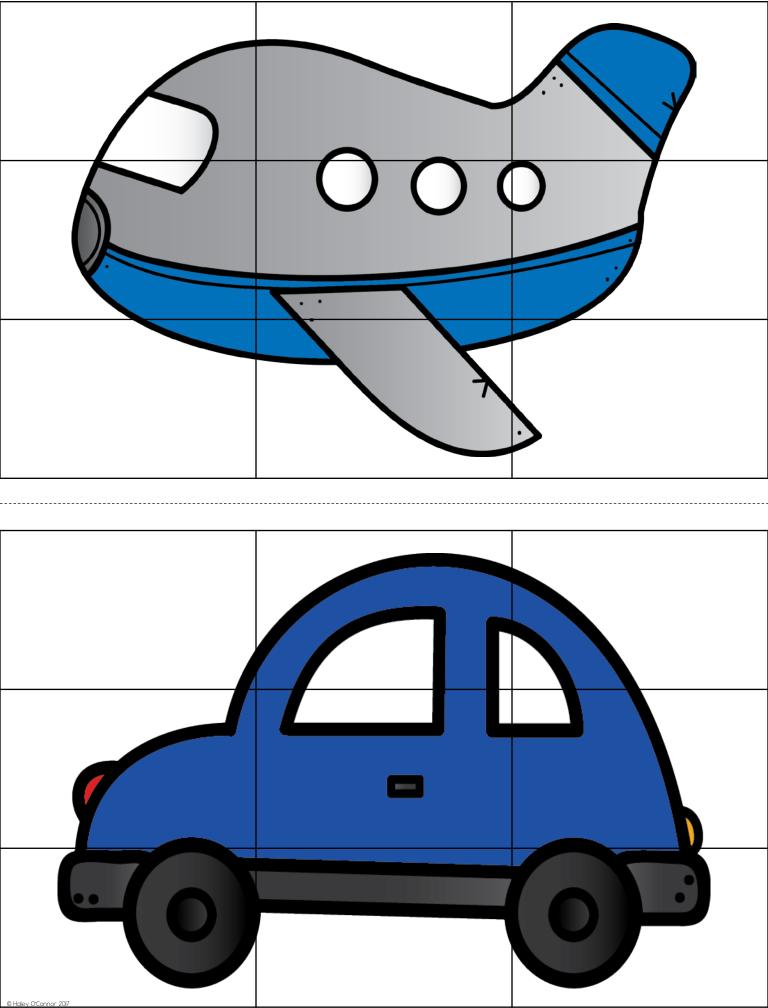


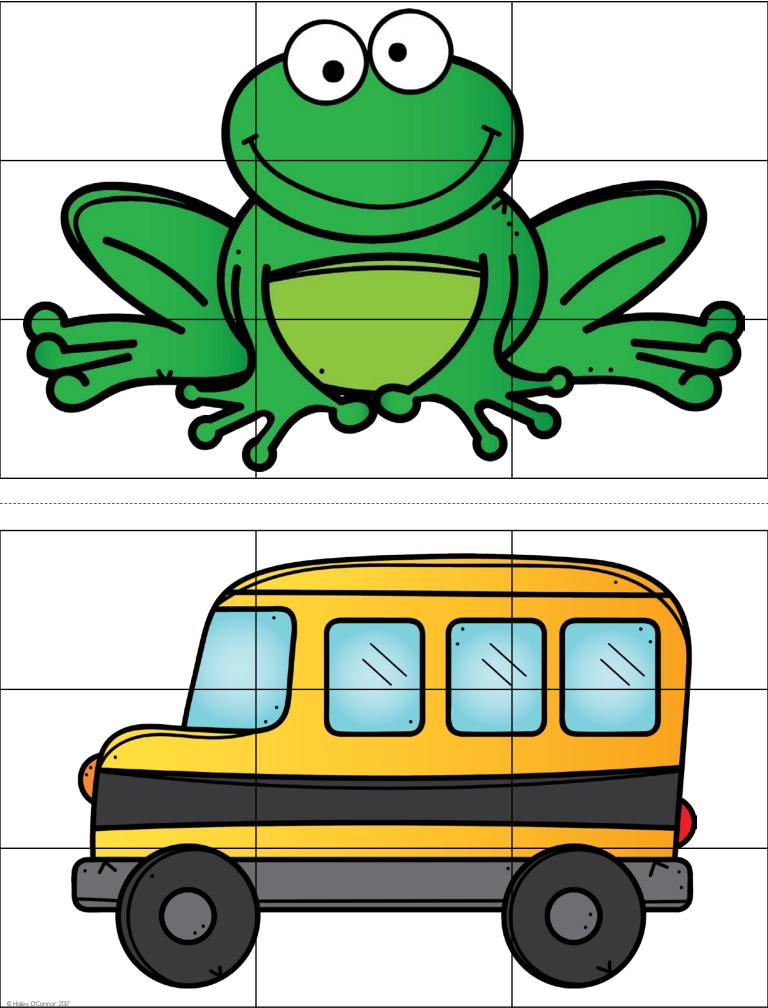


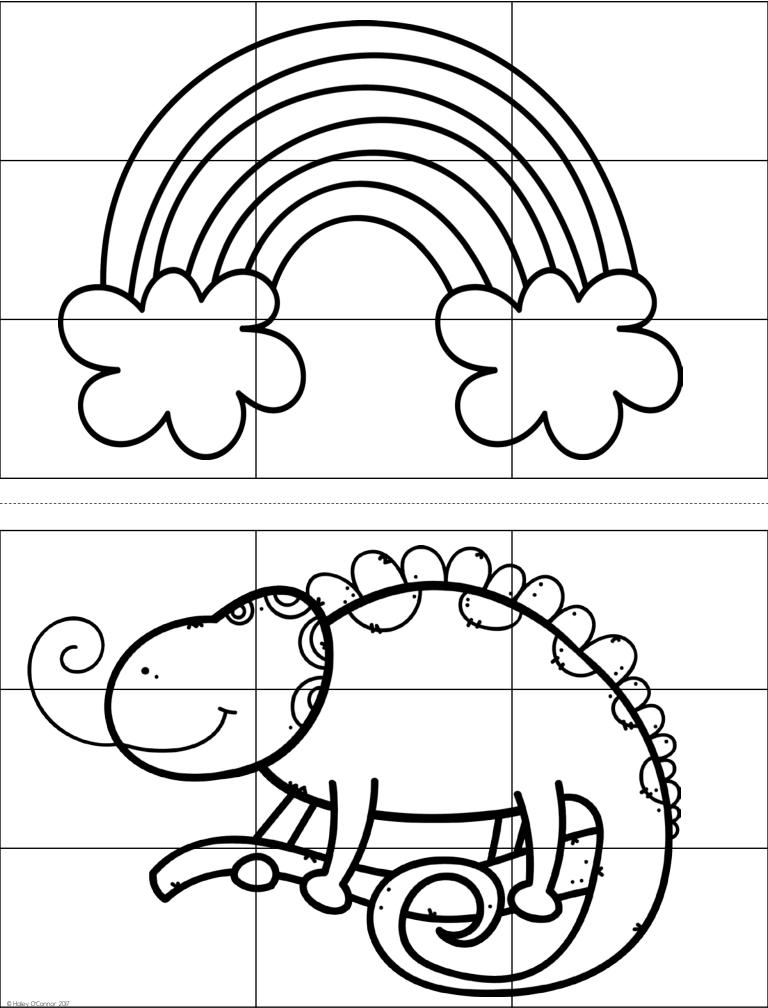
I made a	I made a	I made a
great choice.	great choice.	great choice.
I made a	I made a	I made a
great choice.	great choice.	great choice.
I made a	I made a	I made a
great choice.	great choice.	great choice.

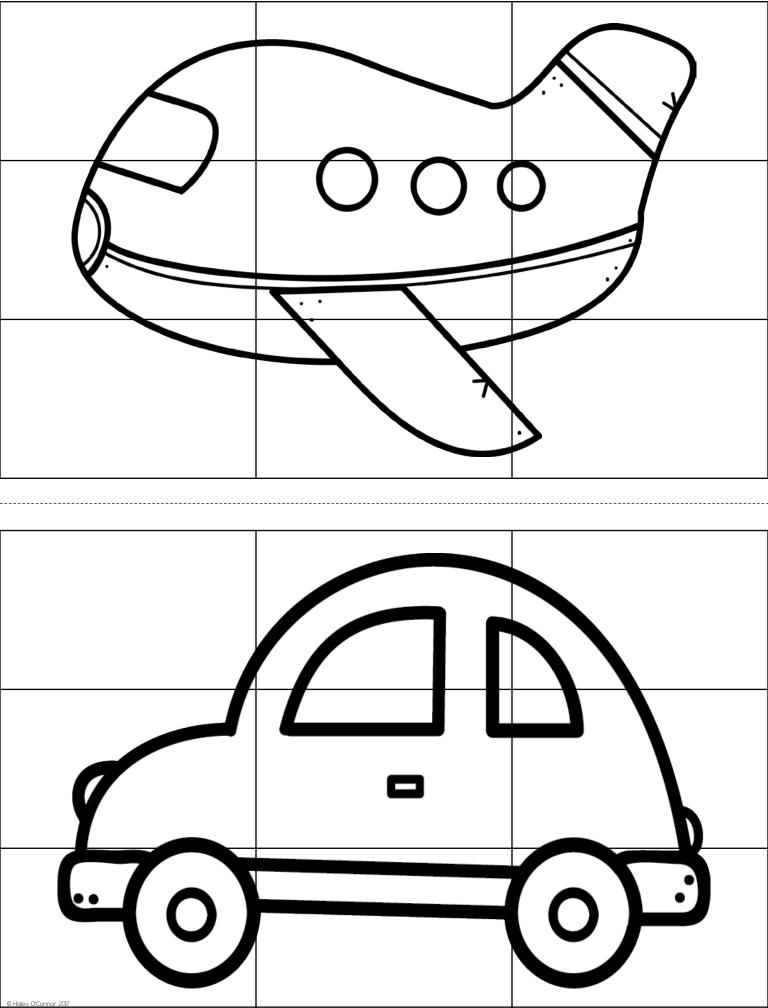
I made a	I made a	I made a
great choice.	great choice.	great choice.
I made a	I made a	I made a
great choice.	great choice.	great choice.
I made a	I made a	I made a
great choice.	great choice.	great choice.

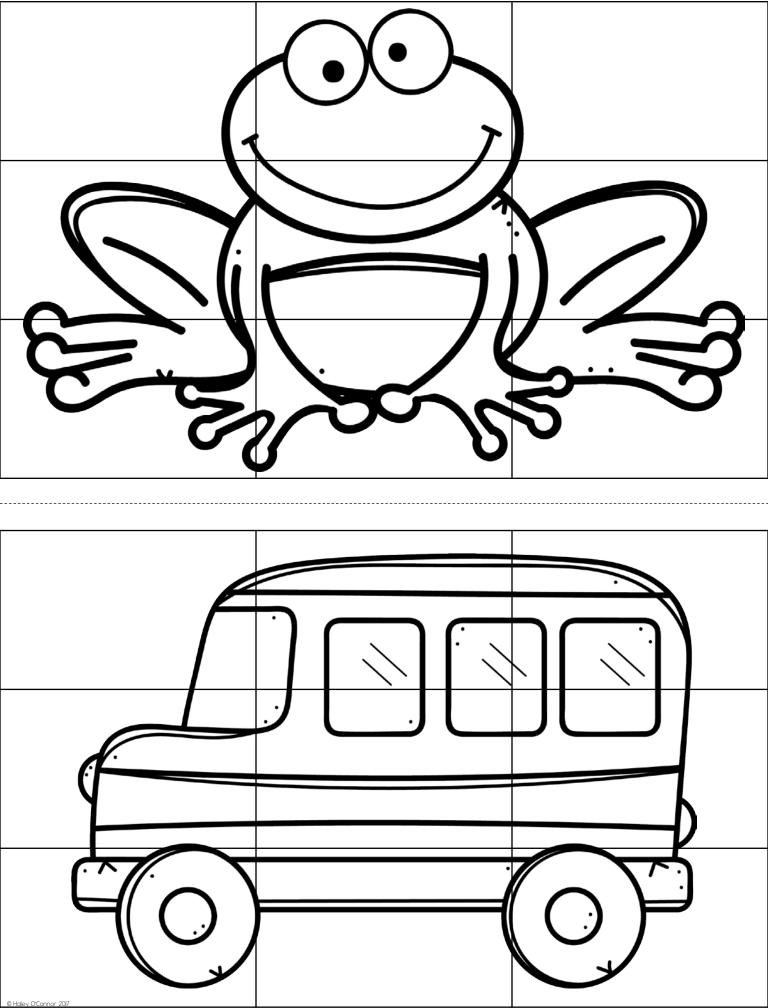












BEHAVIOR BINGO!

I added a few game boards for students to work with you to complete. Each time a student has a great day, allow them to fill in a bingo square. When they get a bingo, they should earn something big...like lunch with the teacher, free time, etc.

BEHAV BIN	/IOR		BEHA	VIOR		BEHA	VIOR	
I used safe hands all day!	I finished all of my work today!	I used kind words all day!	I helped a classmate.	I finished my work.	I stayed in my area.	I had a growth mindset.	I used kind words.	I solved a problem.
I used walking feet all day!	FREE	I kept a positive attitude all day!	I made a safe choice.	FREE	I worked hard on something.	I helped a friend	FREE	I played fairly.
I solved a problem today!	I kept my area clean all day!	I made safe choices all day!	I had a good attitude.	I used kind words.	I solved a problem.	I was respectful.	I made a safe choice.	I was responsible.









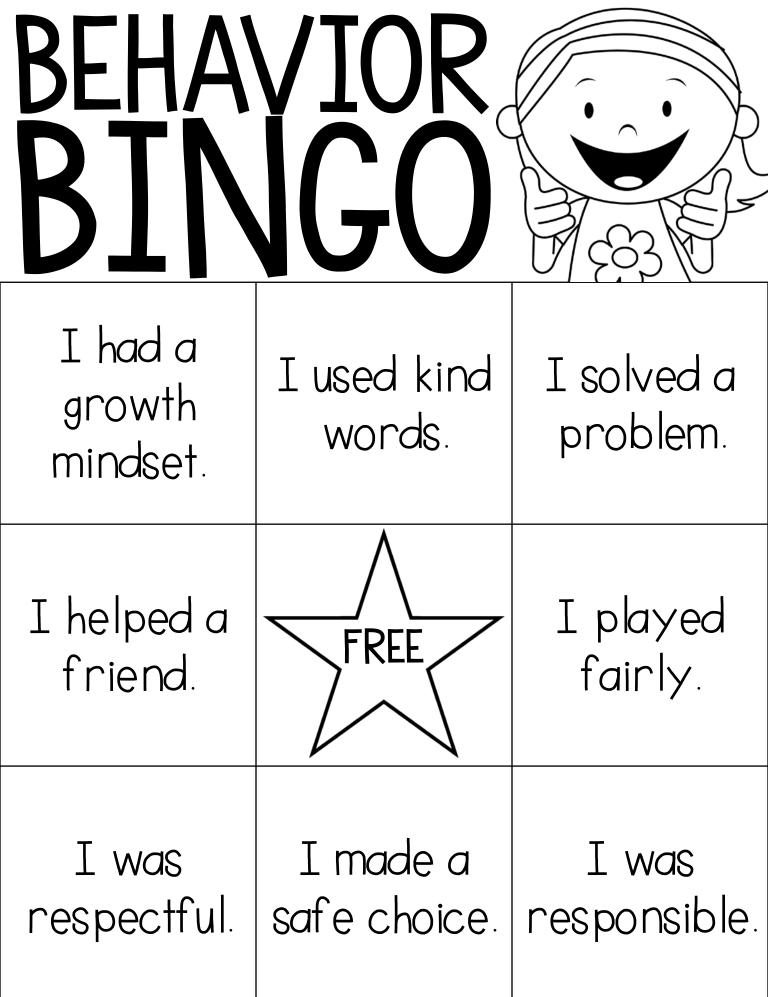
BEH	AV]			
RT		50		
I waited patiently.	I was respectful.	I used kind words.	I was helpful.	I made a safe choice.
I took care of my things.	I made a safe choice.	I corrected myself.	I finished all of my work.	I was a problem solver.
I was safe at recess.	I was respectful.	FREE	I waited patiently.	I was safe at recess.
I followed directions.	I corrected myself.	I was a problem solver.	I was helpful.	I took care of my things.
I showed self- control.	I finished all of my work.	I was respectful.	I showed self- control.	I followed directions.

BEHAVIOR BINGO

I made safe	I used kind	I was	I finished my
choices.	words.	responsible.	work.
I apologized to someone.	I helped a friend.	I had great manners.	I followed directions immediately.
I solved a	I listened	I finished all	I made the
problem.	respectfully.	my work.	right choice.
I was responsible with my things.	I set a goal and met it.	I helped a teacher.	I was responsible.







BEHAVIOR BINGO						
I waited patiently.	I was respectful.	I used kind words.	I was helpful.	I made a safe choice.		
I took care of my things.	I made a safe choice.	I corrected myself.	I finished all of my work.	I was a problem solver.		
I was safe at recess.	I was respectful.	FREE	I waited patiently.	I was safe at recess.		
I followed directions.	I corrected myself.	I was a problem solver.	I was helpful.	I took care of my things.		
I showed self- control.	I finished all of my work.	I was respectful.	I showed self- control.	I followed directions.		

BEH/ BI	VIO VC(R	
I made safe choices.	I used kind words.	I was responsible.	I finished my work.
I apologized to someone.	I helped a friend.	I had great manners.	I followed directions immediately.
I solved a problem.	I listened respectfully.	I finished all my work.	I made the right choice.
I was responsible with my things.	I set a goal and met it.	I helped a teacher.	I was responsible.

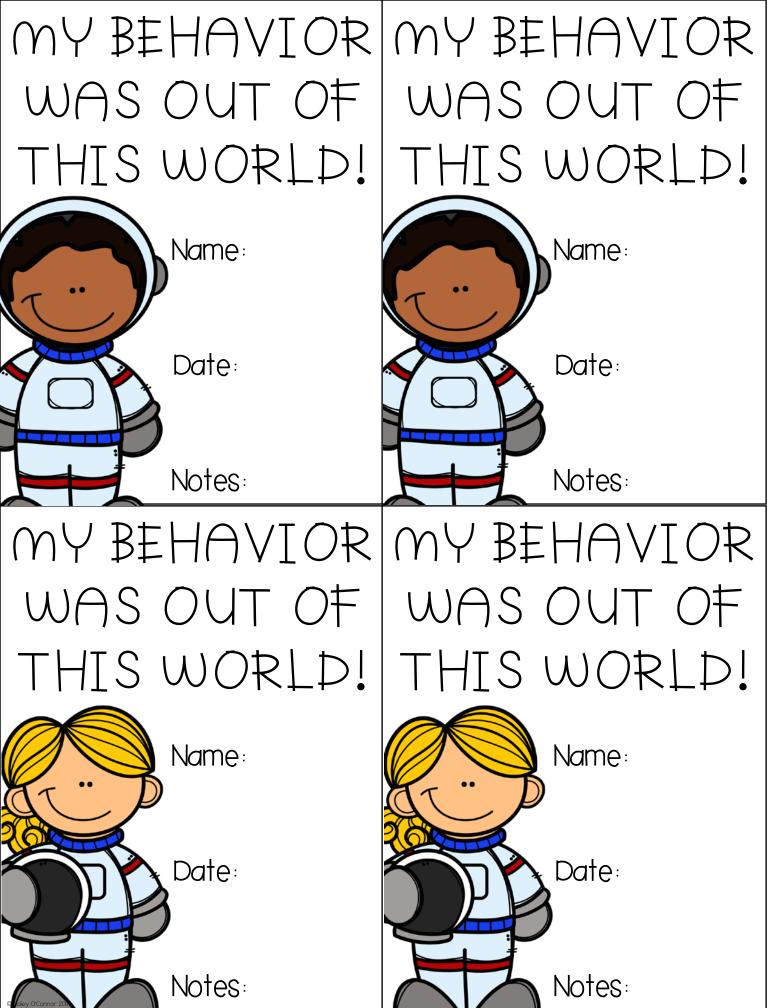
AWARDS & RECOGNITION

I've included lots of different types of awards to give to students when they are exceptionally well-behaved. ^(C) You can use these with any students, but ideally, you'd find situations that you can give them to your most challenging students. If students are motivated by their parents, then send them home to make them feel successful! If their parents aren't especially supportive, find an administrator or different teacher that the student could share it with. ^(C) The awards themselves are the reward...or you could attach it to a small pencil or trinket. The important thing though is that the student is recognized for making great choices for a period of time!











SAFE HANDS I used safe hands all day long! Name: Date: Teacher:



SAFE HANDS I used safe hands all week long! Name: Date: Teacher:



SAFE HANDS I used safe hands all month long! Name: Date: Teacher:

l used Kind words all day long!

Name: Dale: Teacher:

KIND WORDDS I used Kind words all day long!

l used kind words all week long!

Name: Date: Teacher:

KIND WORDDS I used kind words all week long!

l used kind words all month long!

Name: Dałe: Teacher:

KIND WORDDS I used Kind words all month long!

SAFE CHOICES

l made safe choices all day long!

Name: Dałe: Teacher:

SAFE CHOICES

l made safe choices all day long!

SAFE CHOICES I made safe choices all week long!

Name: Dałe: Teacher:

SAFE CHOICES I made safe choices all week long!

SAFE CHOICES I made safe choices

all month long!

Name: Dałe: Teacher:

SAFE CHOICES I made safe choices all month long!

RESPONSIBLE I made responsible

choices all day long!

Name: Dałe: Teacher:

RESPONSIBLE Imade responsible

I made responsible choices all day long!



l made responsible choices all week long!



RESPECTFUL I was respectful all day long!

Name: Dałe: Teacher:

RESPECTFUL I was respectful all day long!

RESPECTFUL I was respectful all week long! Name: Date:

Teacher:

RESPECTFUL I was respectful all week long!

RESPECTFUL I was respectful all month long!

Name: Date: Teacher:

RESPECTFUL I was respectful all month long!

I met my behavior goal today! Name: Date:

Notes:

behavior goal today! Name: Date:

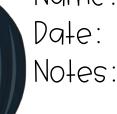
Notes:

I met my

I met my behavior goal today!

Name: Date: Notes:

I met my behavior goal today!









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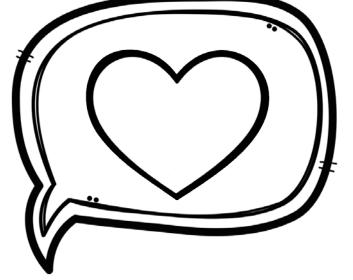




SAFE HANDS lused safe hands all month long! Name: Date: Teacher: SAFE HANDS lused safe hands all month long!

Name: Dafe:

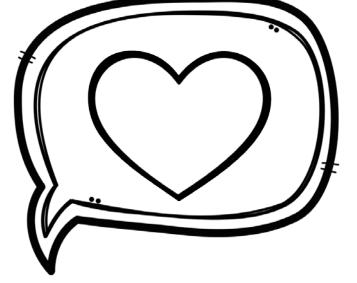
Teacher:



l used kind words all day long!

Name: Dałe: Teacher:

KIND WORDDS I used Kind words all day long!



l used kind words all week long!

Name: Dałe: Teacher:

KIND WORDDS I used kind words all week long!

l used kind words all month long!

Name: Dałe: Teacher:

KIND WORDS I used kind words all month long!

Dale:

Teacher:

SAFE CHOICES

l made safe choices all day long!

Name: Dałe: Teacher:

SAFE CHOICES I made safe

choices all day long!

SAFE CHOICES I made safe choices all week long!

Name: Dałe: Teacher:

SAFE CHOICES I made safe choices

naae sate choices all week long!

SAFE CHOICES I made safe choices



all month long!

Name: Date: Teacher:

SAFE CHOICES

I made safe choices all month long!



l made responsible choices all day long!

Name: Dałe: Teacher:

RESPONSIBLE

I made responsible choices all day long!



l made responsible choices all week long!

Name: Dałe: Teacher:

RESPONSIBLE

I made responsible choices all week long!



l made responsible choices all month long!

Name: Dałe: Teacher:

RESPONSIBLE

I made responsible choices all month long!

















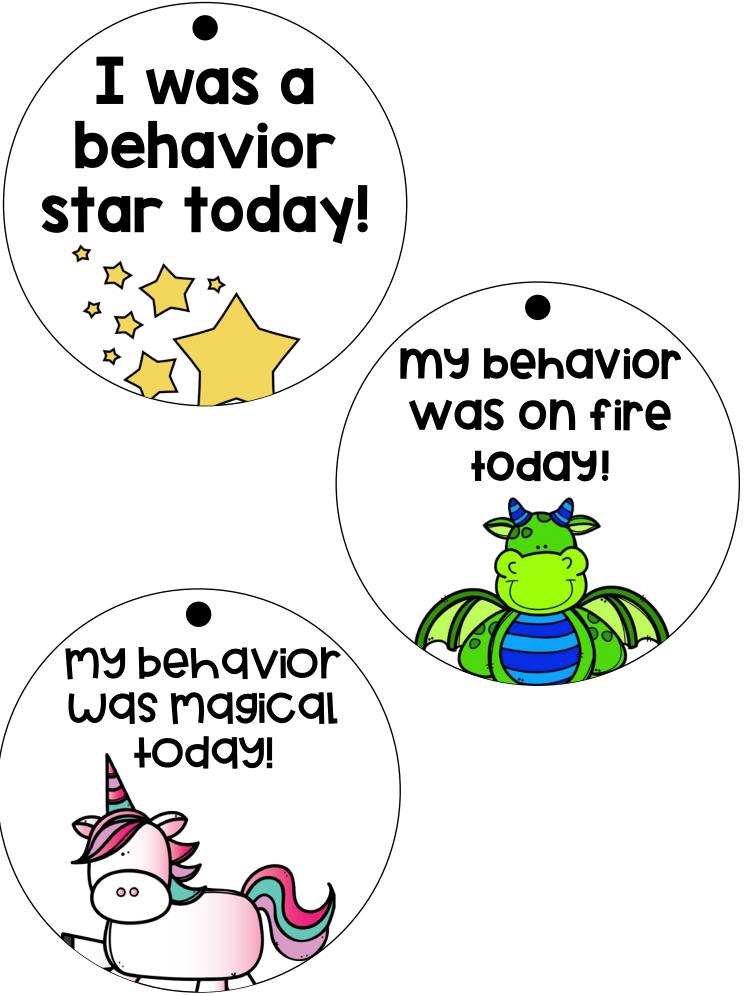




NECKLACES AND BRACELETS

For extra motivation, you can send them home with a necklace or bracelet! Tie the circle awards to yarn to make a necklace, or cut the bracelets and staple around their wrists! You could choose to pass these out to one student each day (make sure you don't repeat too often), or save them for challenging students! Either way, they are a super fun motivator!

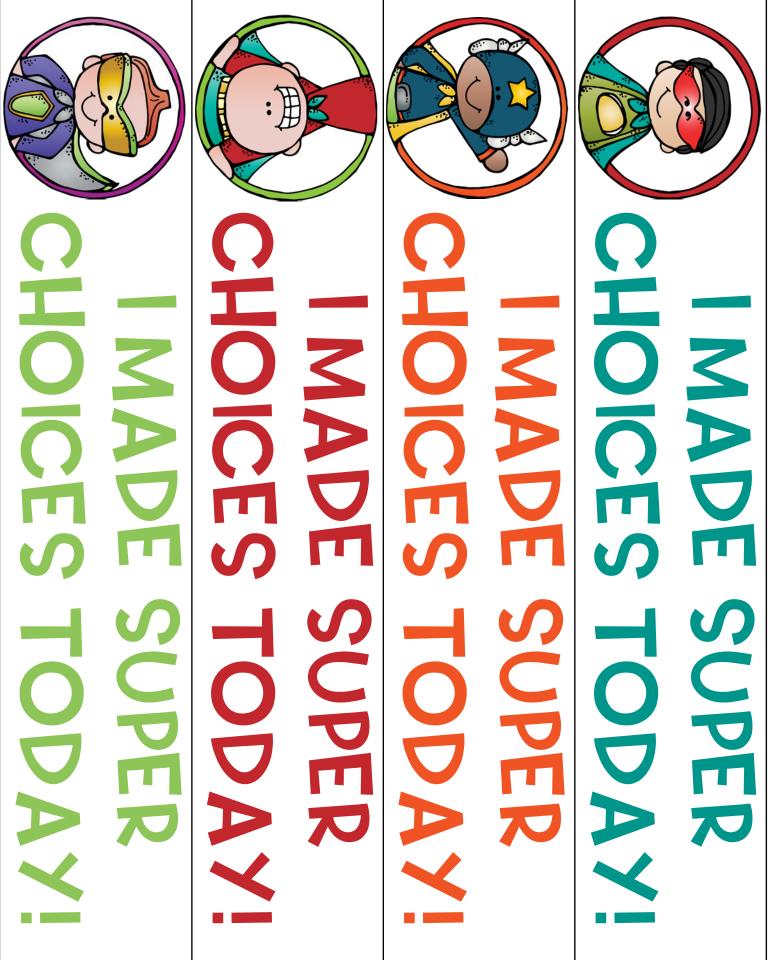










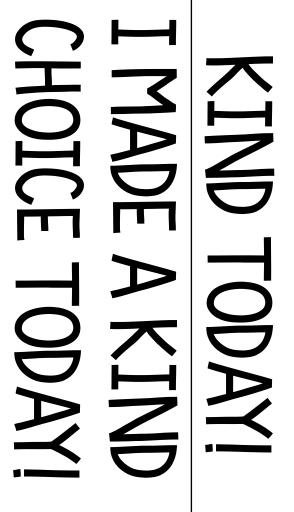


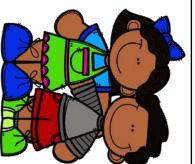
I WAS A GREAT



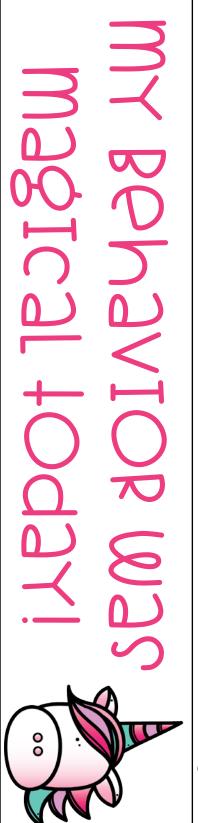
I HELPED A I WAS VERY



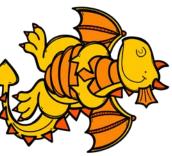


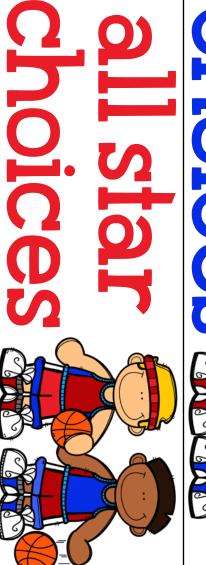




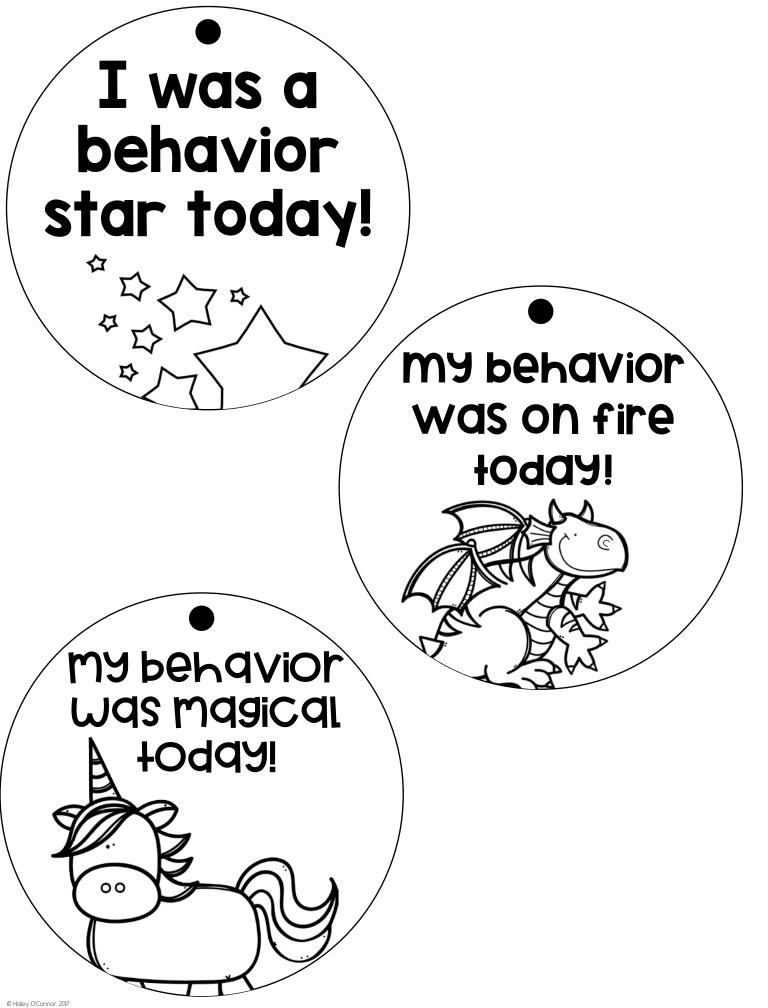


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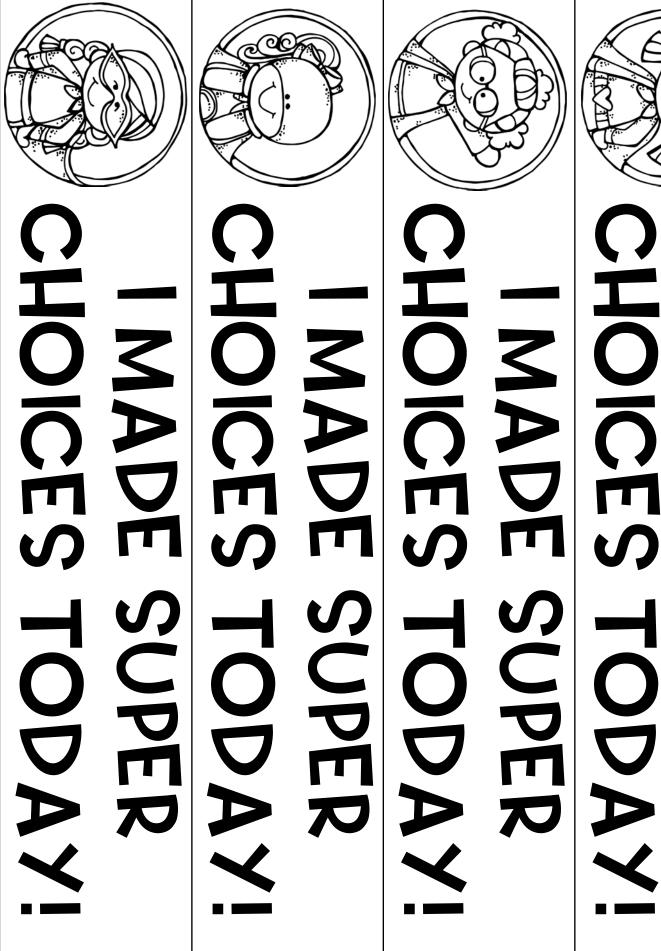










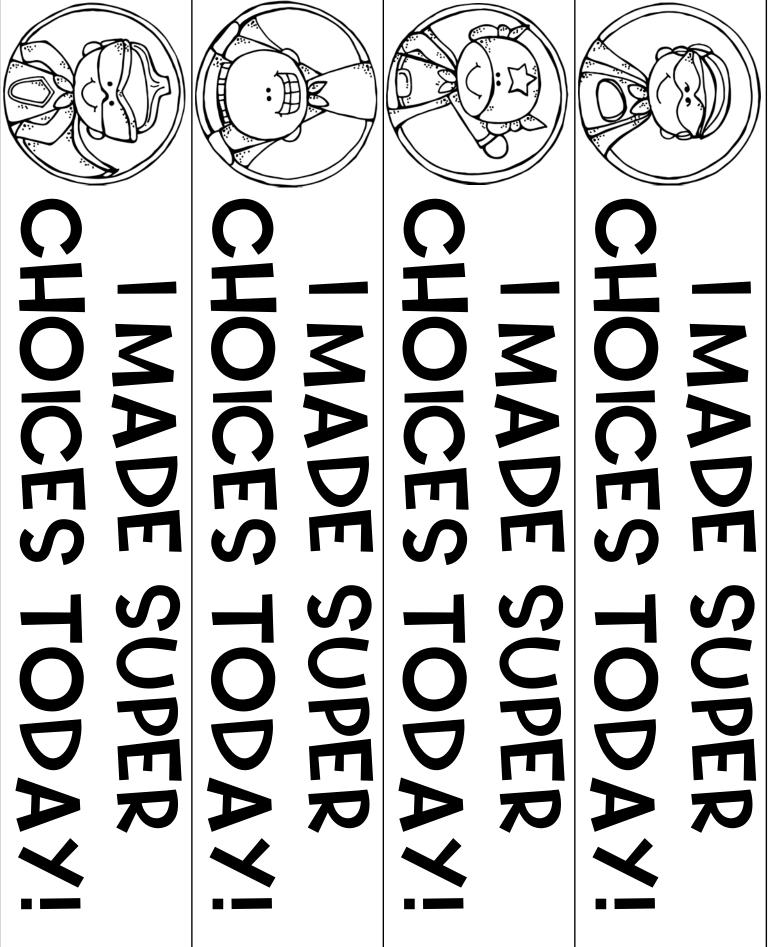


MAD

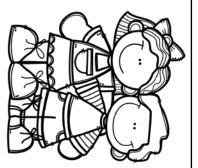
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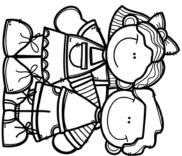
UPER

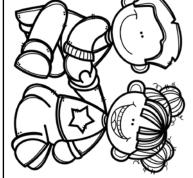
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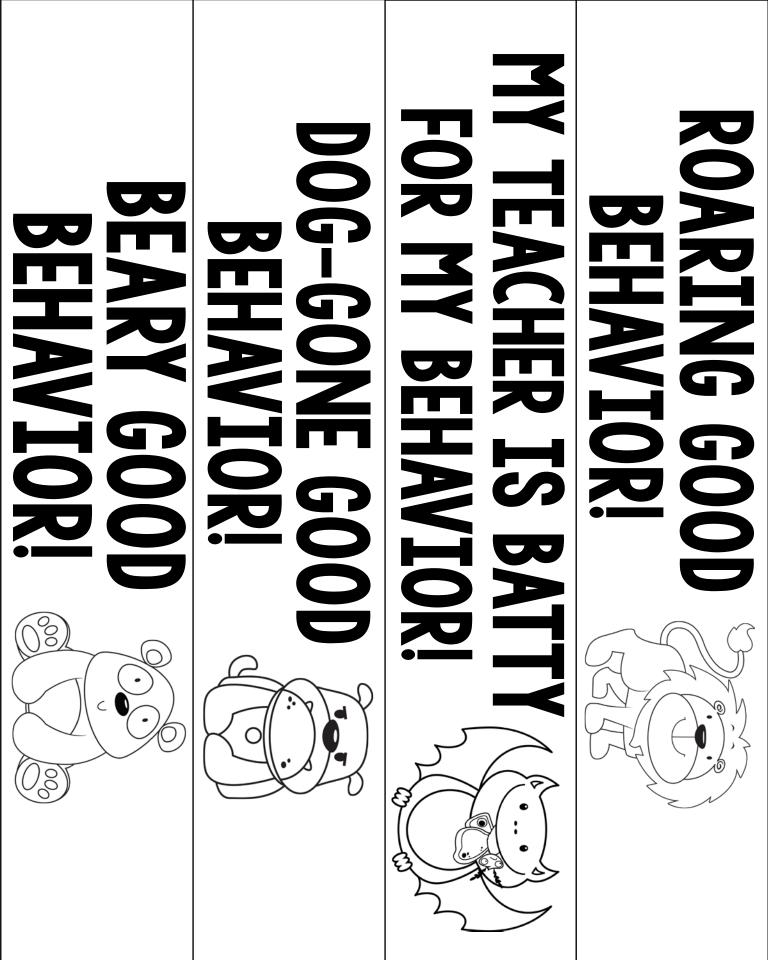
I HELPED A I WAS VERY CHOICE TODAY . MADE A KIND -RIEND TODAY WAS A GREA

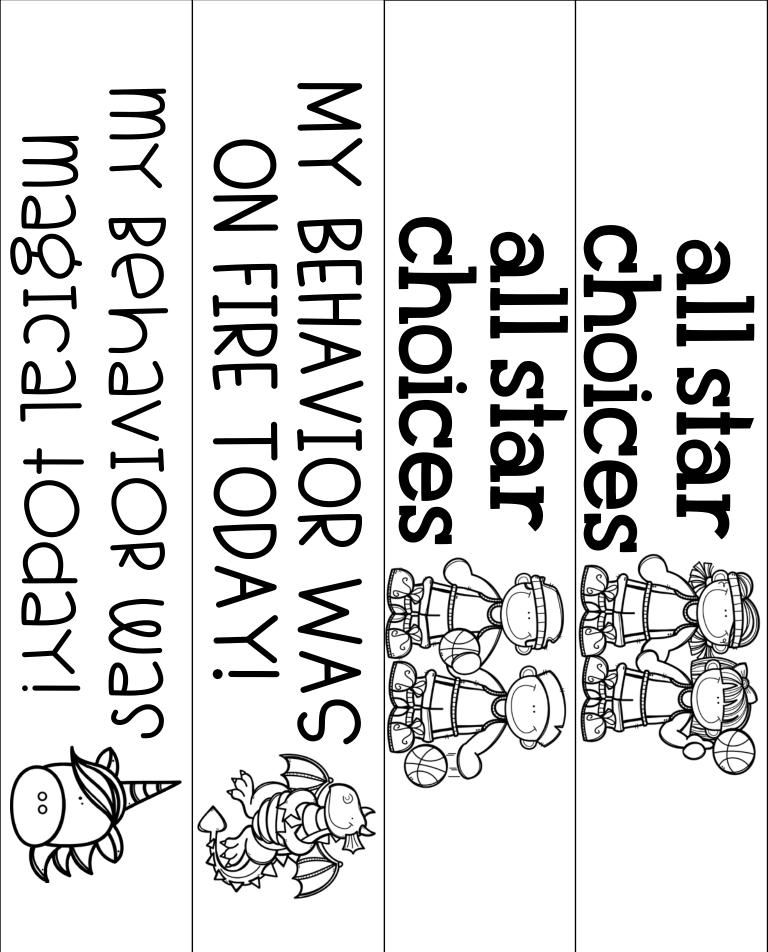






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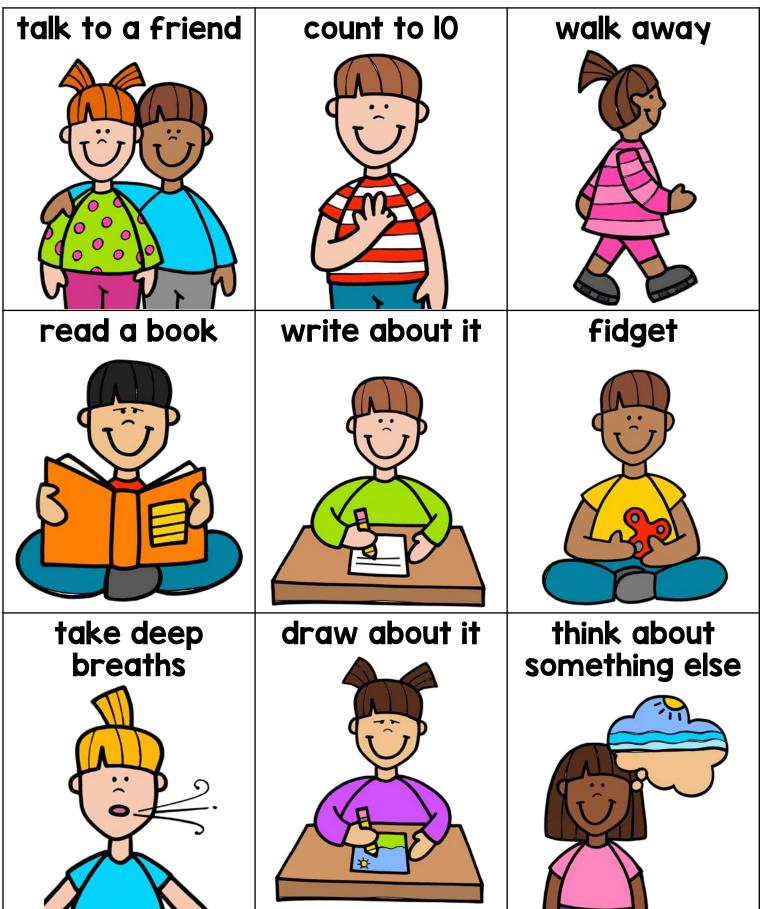


COPING STRATEGIES

I included a few coping strategies that might be helpful to your students. For students who often act out in anger, teach them coping strategies like deep breaths or fidgeting. This will NOT be effective if you just hang it on the wall. Go over it with them many times, and model using the strategies. I included posters for the wall or cards to place on a ring.

Helping students be proactive is incredibly important. Help students recognize when a meltdown or inappropriate choice is coming, and let them ask for a break. If you notice a child is CLOSE to a breakdown, remind them to take a break. Set up a spot in your room for the child to rest or refocus before they return to their seat. I recommend setting up a "cool down" or "break" area that students can go to when they need a break. Include a timer so students don't stay too long! For more "Cool Down" strategies, I have a ton in the <u>Self-Control</u> unit on TPT.





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talk to a friend	count to IO	walk away
read a book	write about it	fidget
take deep	draw about it	think about
breaths		something else
talk to an adult	get a hug	do yoga

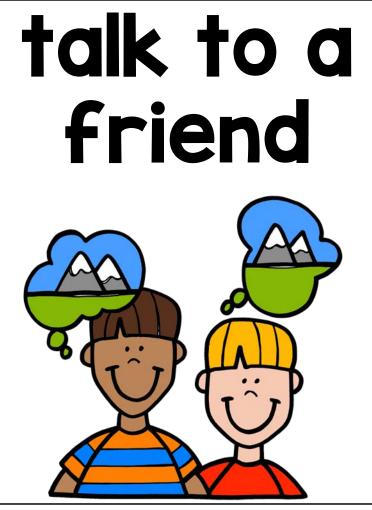
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When I'm Angry, I Can...

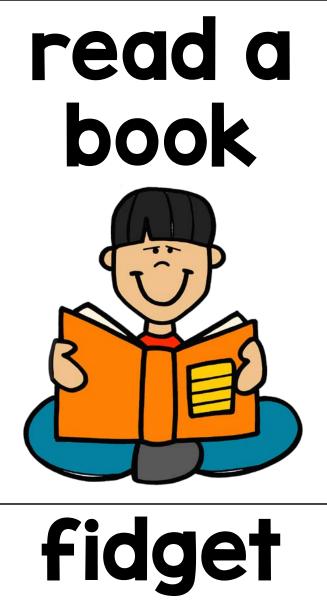


count to 10...



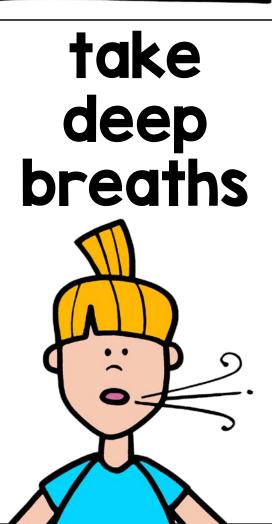








write about it



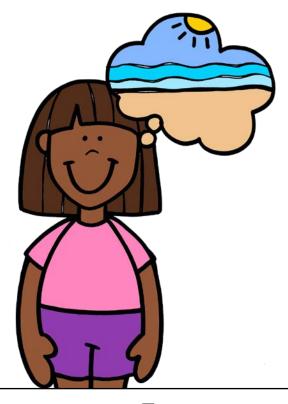
draw about it



talk to an adult



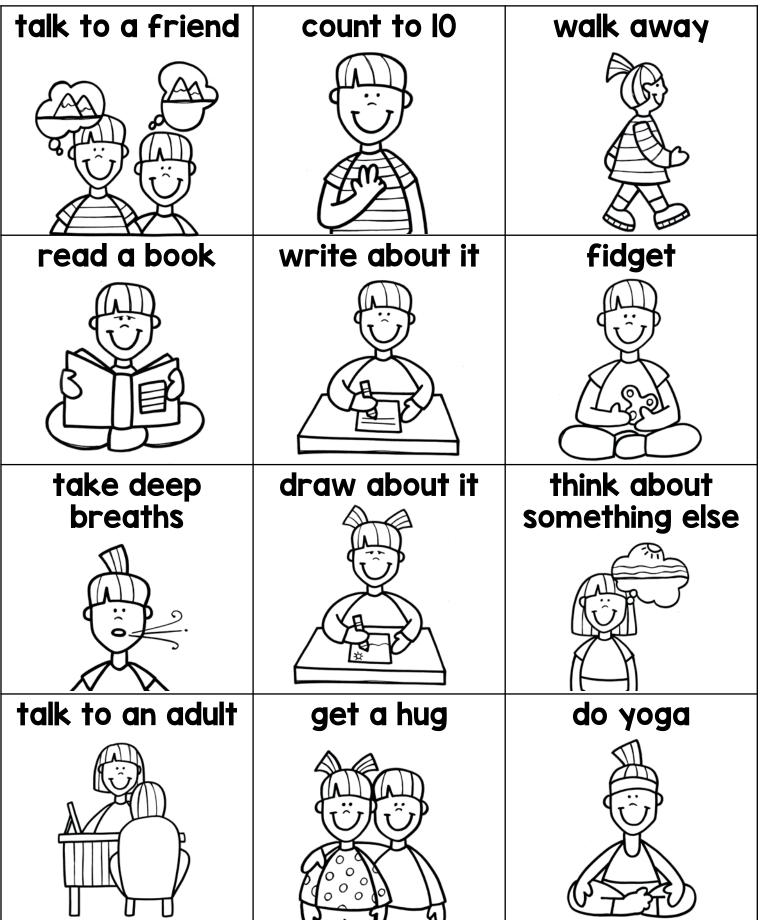
think about something else

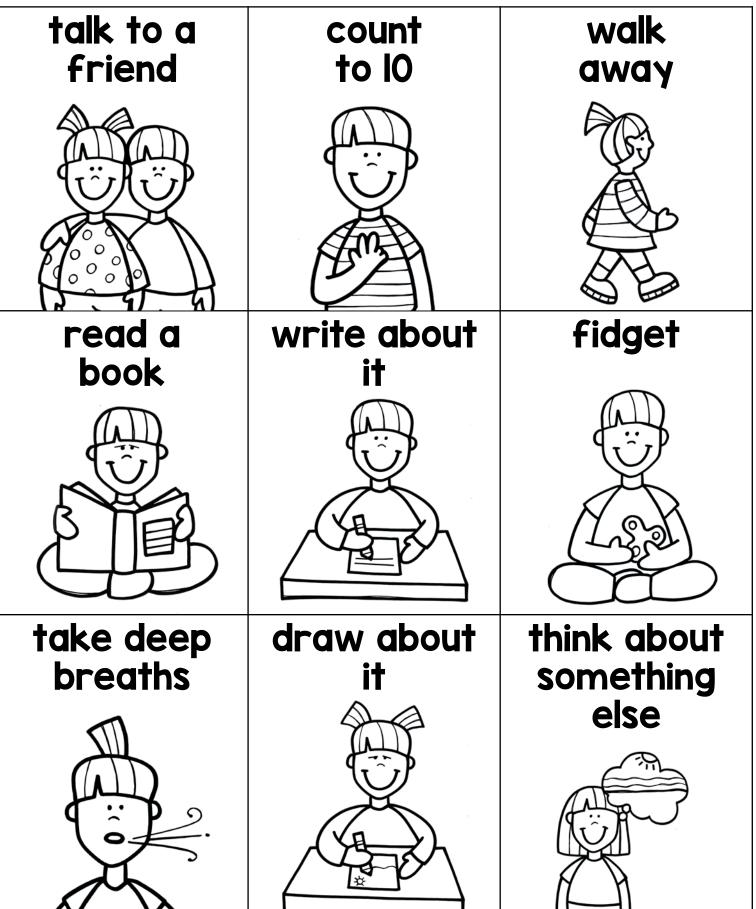


get a hug

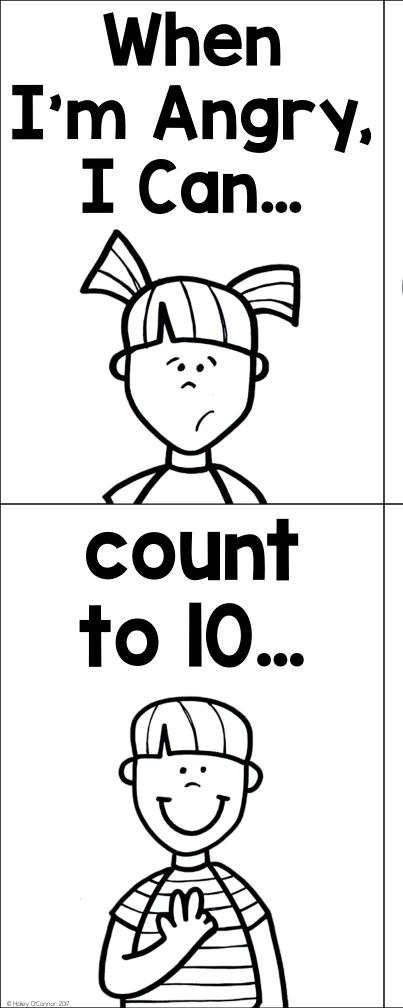




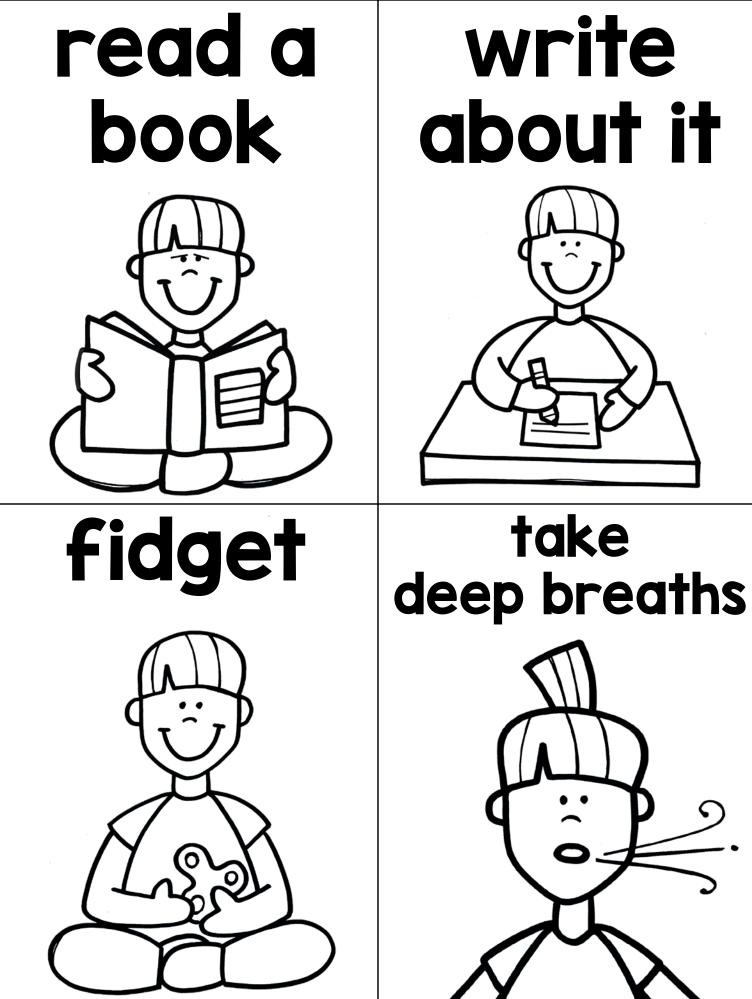


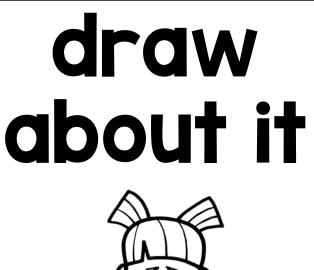


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talk to an adult

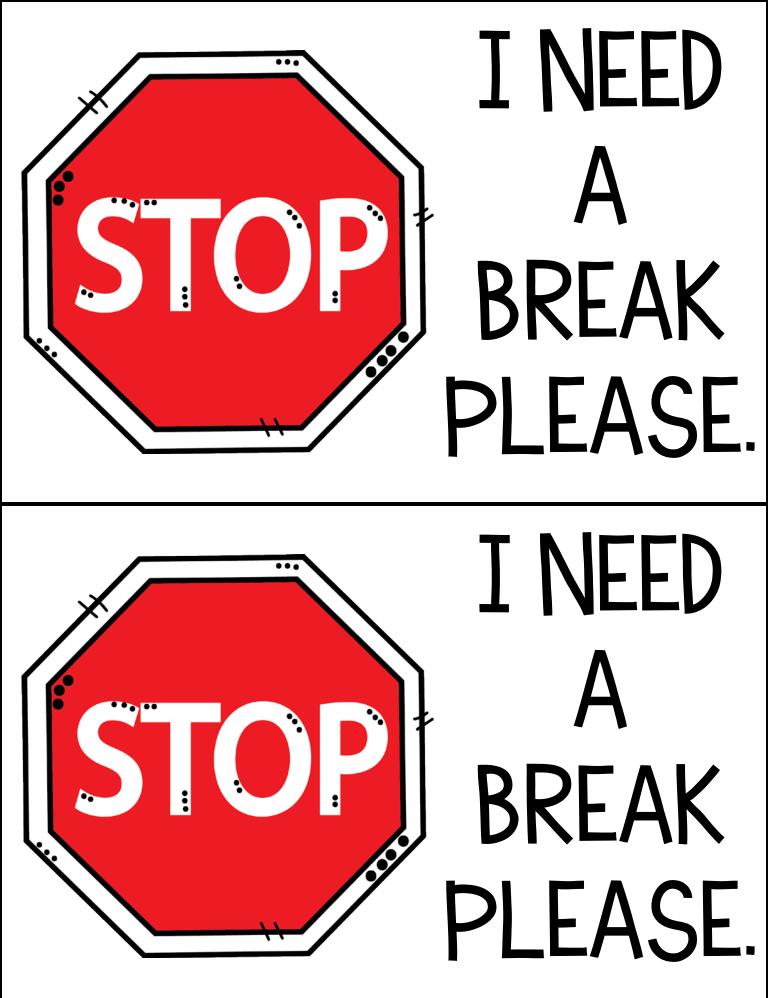


think about something else

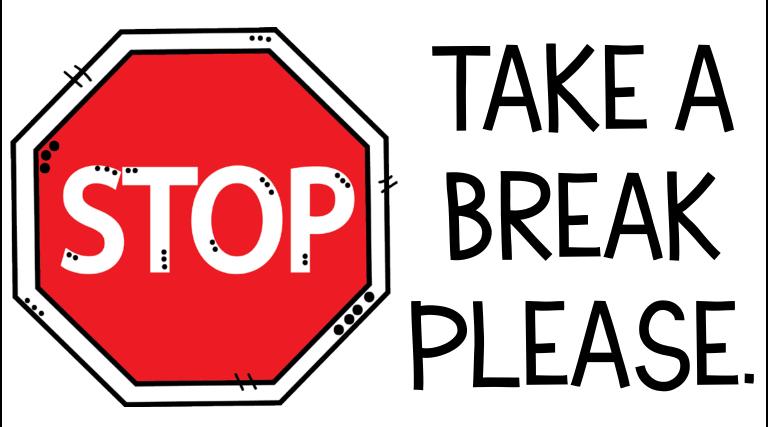








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TAKE A BREAK PLEASE.

EXPECTATION REMINDERS

Some students need more frequent reminders than others. I recommend going over these with students and placing them somewhere around the classroom. When students need a gentle reminder, simply point to the reminder or give them a card with the matching picture. Saying a student's name over and over gets old (and loses its effect.) But silently handing them a card that says "safe hands" is a respectful and private reminder that doesn't distract the other students. For one of my challenging students, I kept them in our whole group area. If he needed a reminder, I simply held up the card and he was redirected.









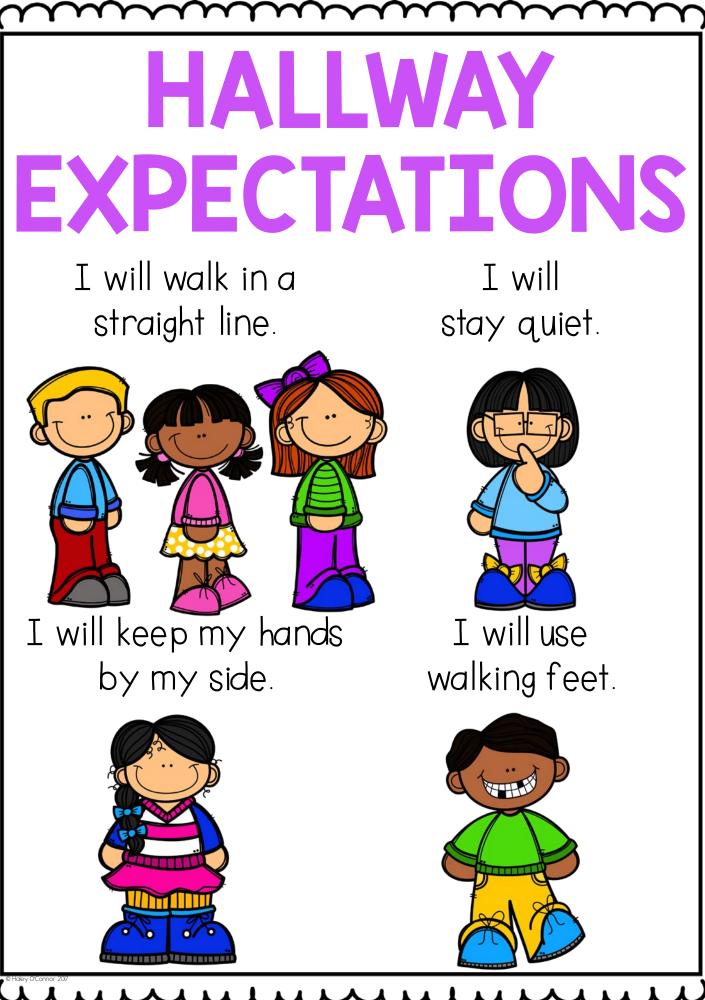


I will come when my I will play safely. teacher calls.



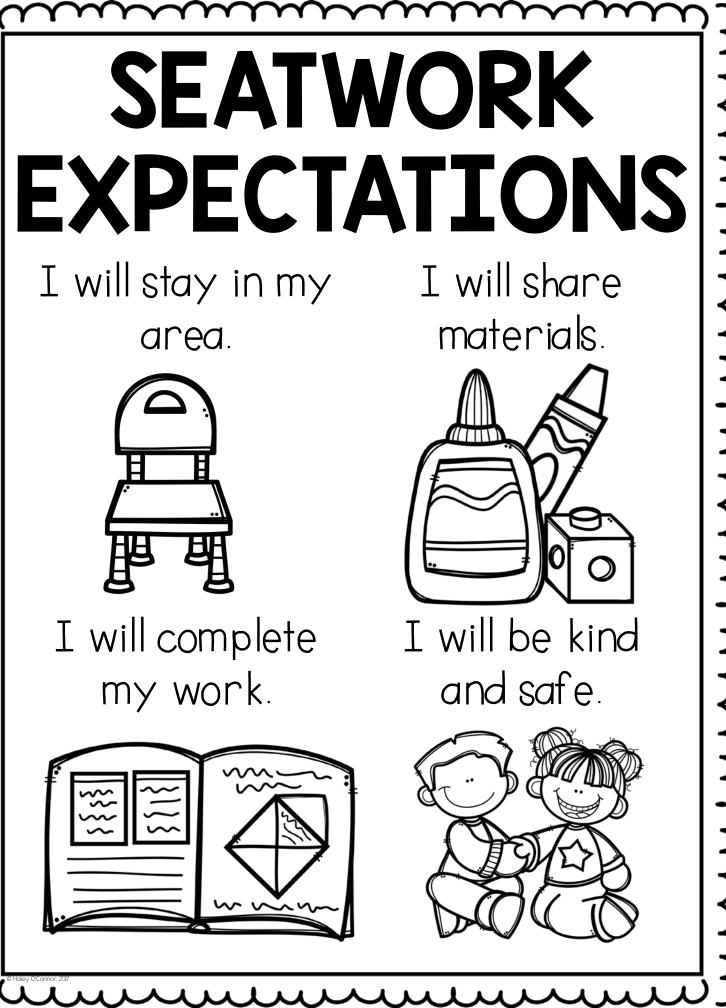




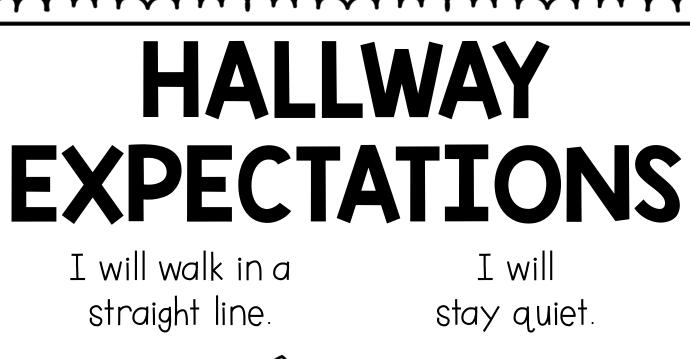


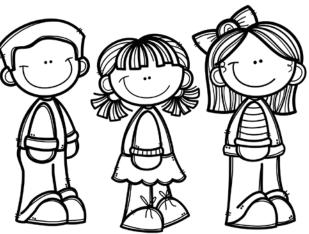












I will keep my hands by my side.

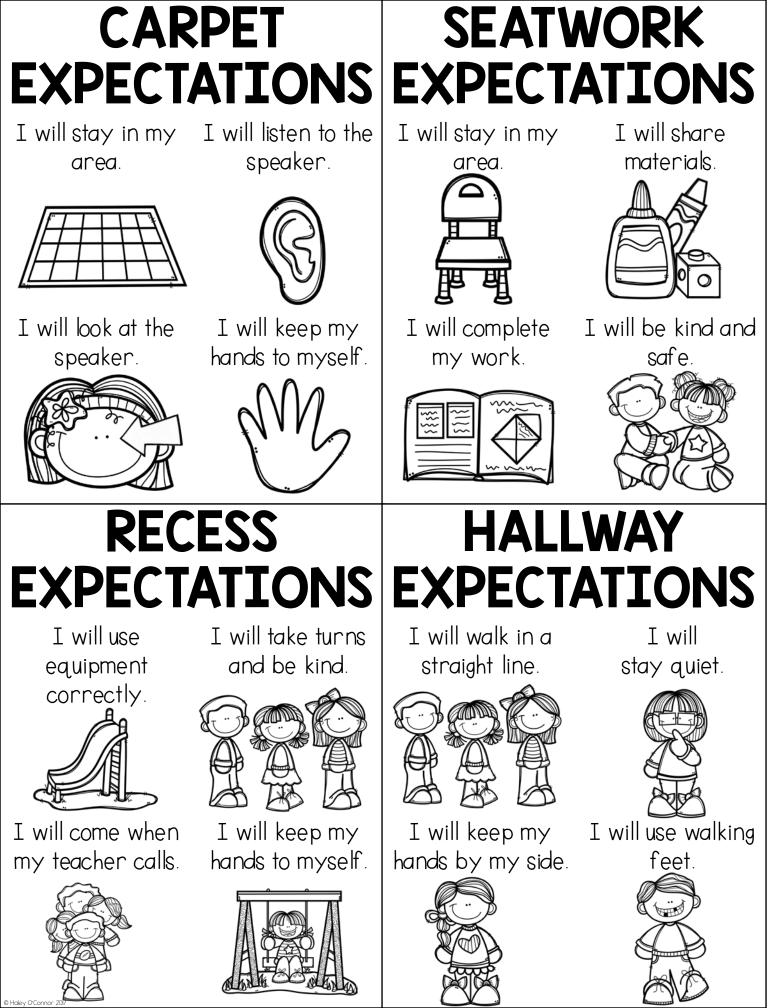


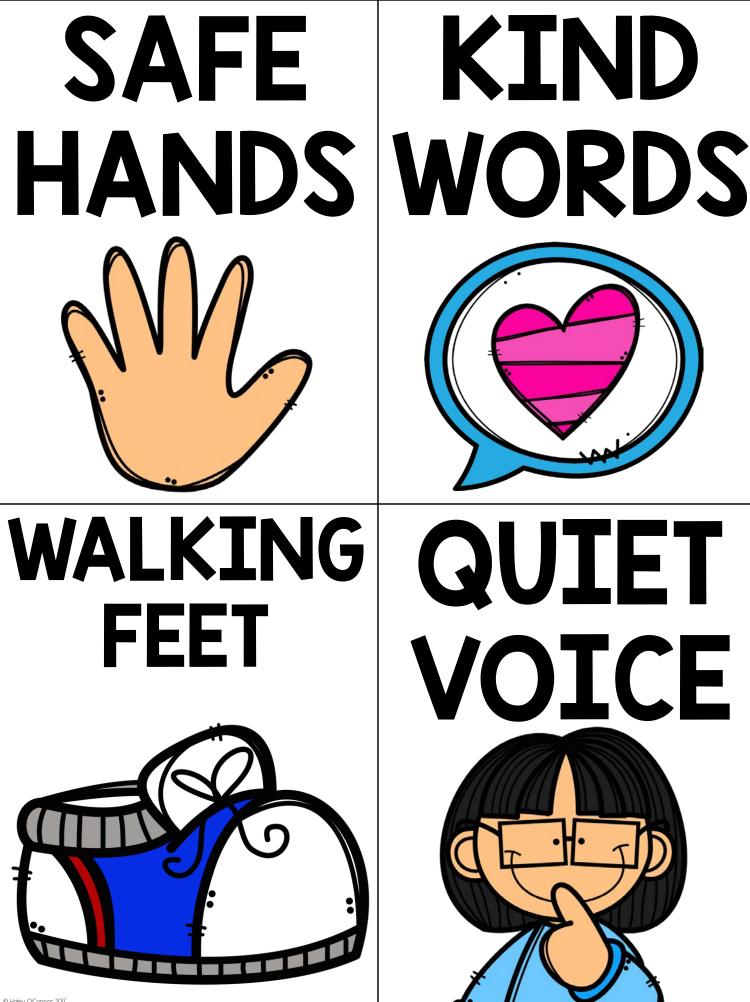


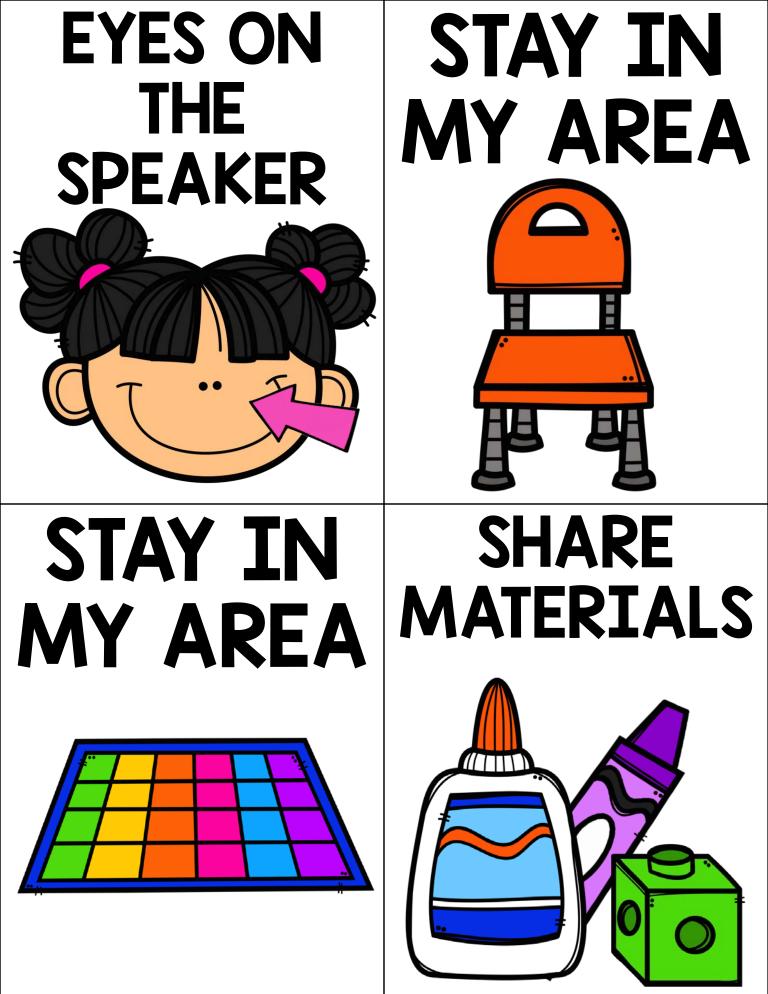
I will use walking feet.





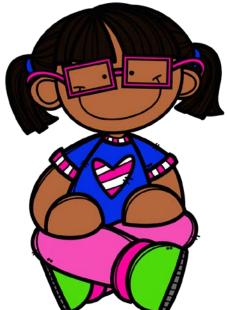






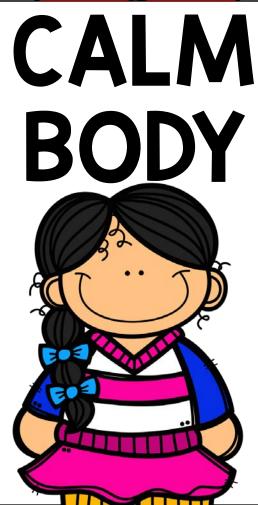


KEEP MY HANDS IN MY LAP

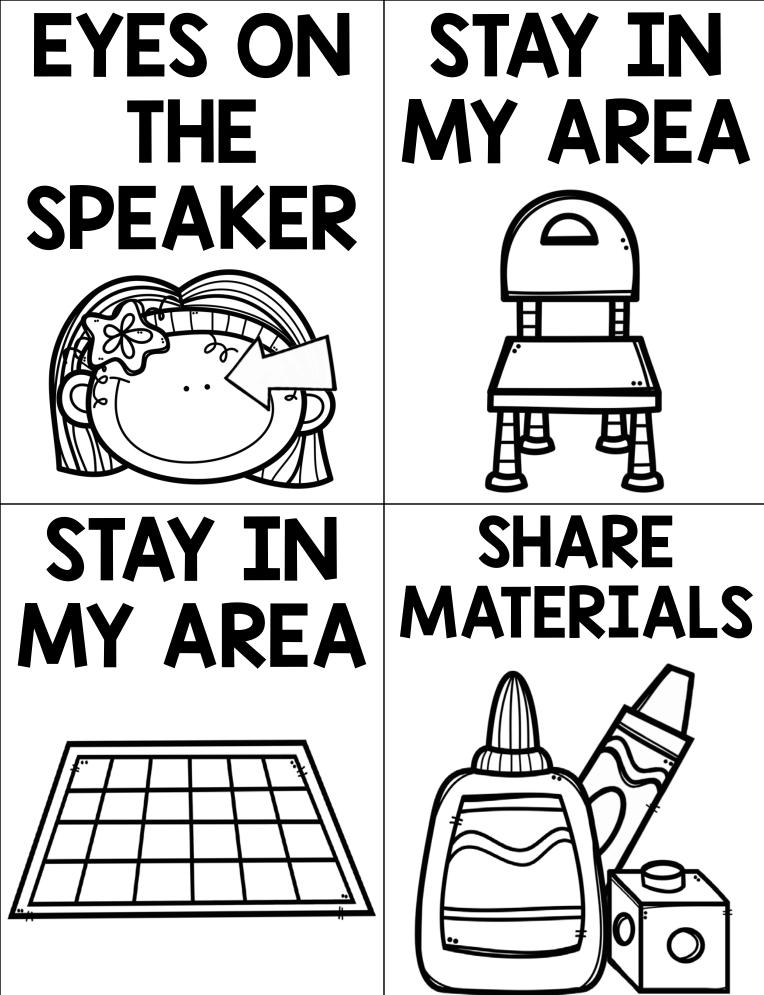


RAISE HAND TO SPEAK

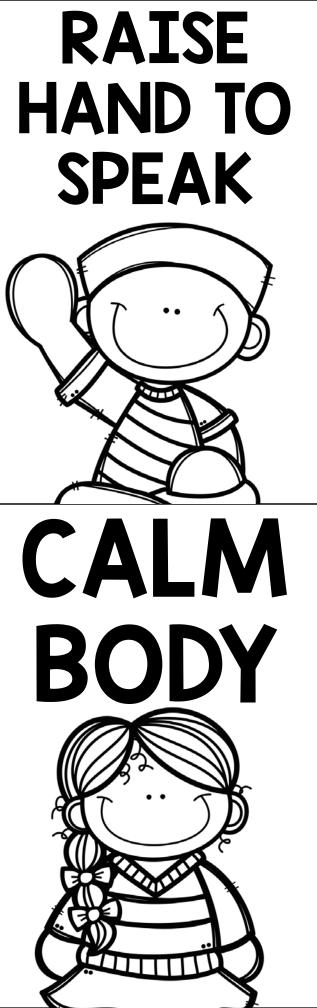






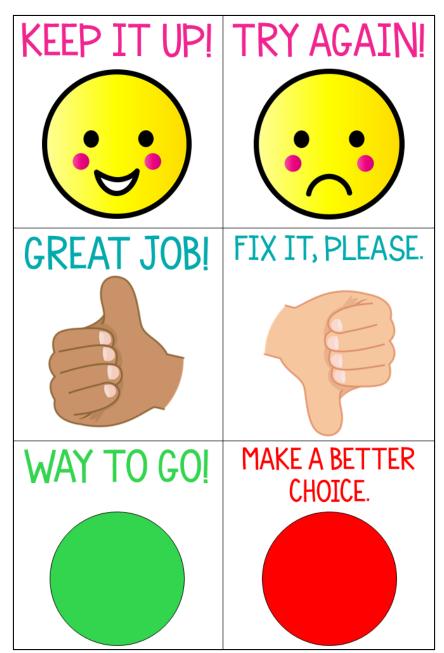


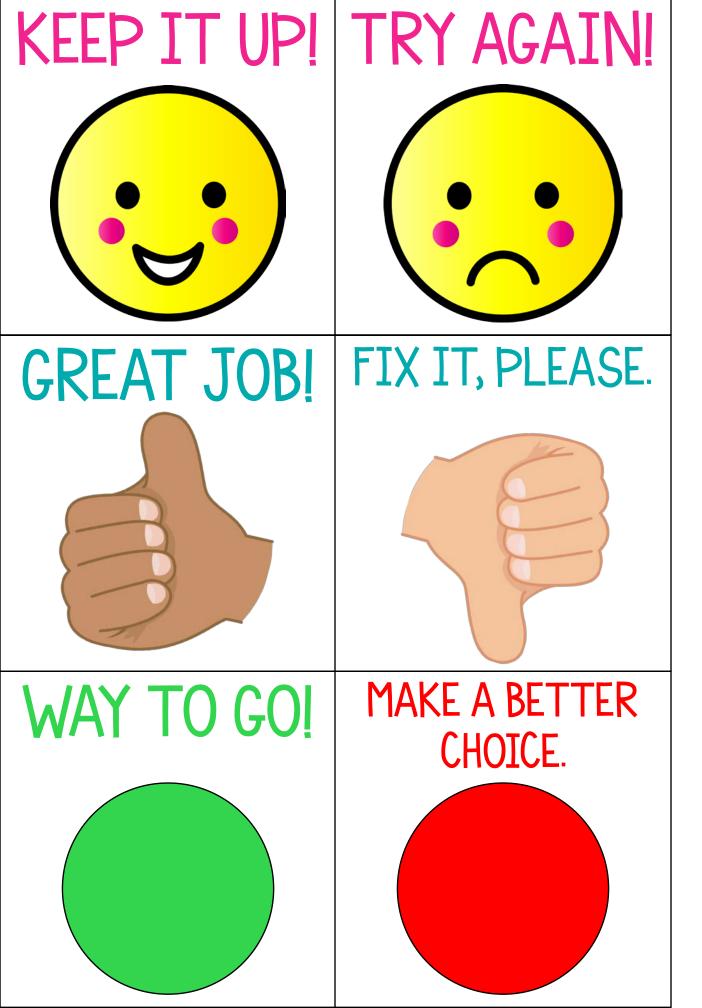






For a few kiddos each year, it helps to have a visual cue. Place the card on their desk as a reminder. When they're doing a great job, it should show the positive side. If they need a reminder, flip it over. The cards can also work in a whole group setting as long as you aren't calling attention to the student. Once the student knows what the card means, bring it to the whole group area and use it as a reminder for them.





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Print on green paper.

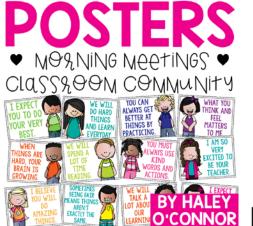


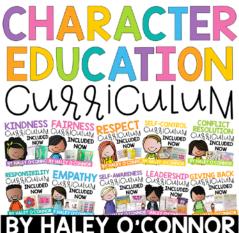
Print on red paper.



Here are some other products that might be helpful to you!

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