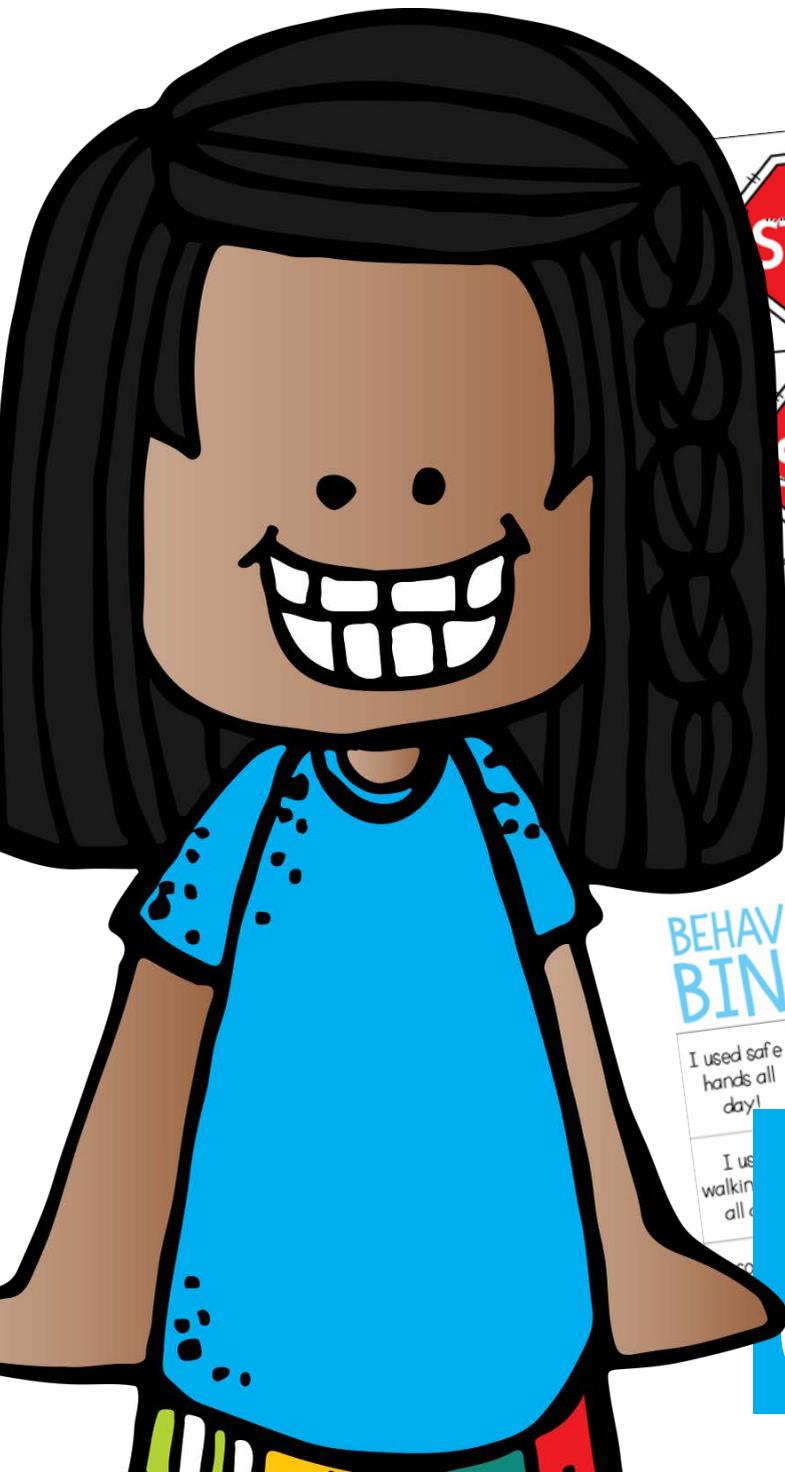


BEHAVIOR

Survival Kit



I NEED A BREAK PLEASE



I NEED A BREAK PLEASE



GOAL TRACKING
My Goal: _____

MY BEHAVIOR REFLECTION
Color the behaviors that you're great at in green. Color the behaviors you need help with in red.

I keep my hands and feet to myself	I use kind words with other kids	I am respectful to adults
I make safe choices	I try my best on my work	I take good care of classroom materials
I follow directions	I share materials	

"BEARY" GOOD BEHAVIOR

BEHAVIOR WE LOVE



BEHAVIOR THAT SHINES



MY BEHAVIOR REFLECTION
Think about the special you made today. Give yourself a happy star all day, that means you are AMAZING at the school or home. If you did really, really hard for you!

I make safe choices. ☆ ☆

I make kind choices. ☆ ☆

I make responsible choices. ☆ ☆

INCIDENT REPORT

Student Name: _____
Date: _____ Time: _____
Detailed Description of Incident: _____
Detailed Description of Teacher Response: _____

'S STICKER CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	☆	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

BEHAVIOR BINGO

I used safe hands all day!	I finished all of my work today!	I used kind words all day!
I used walking all day!		

I ROCKED IT TODAY!

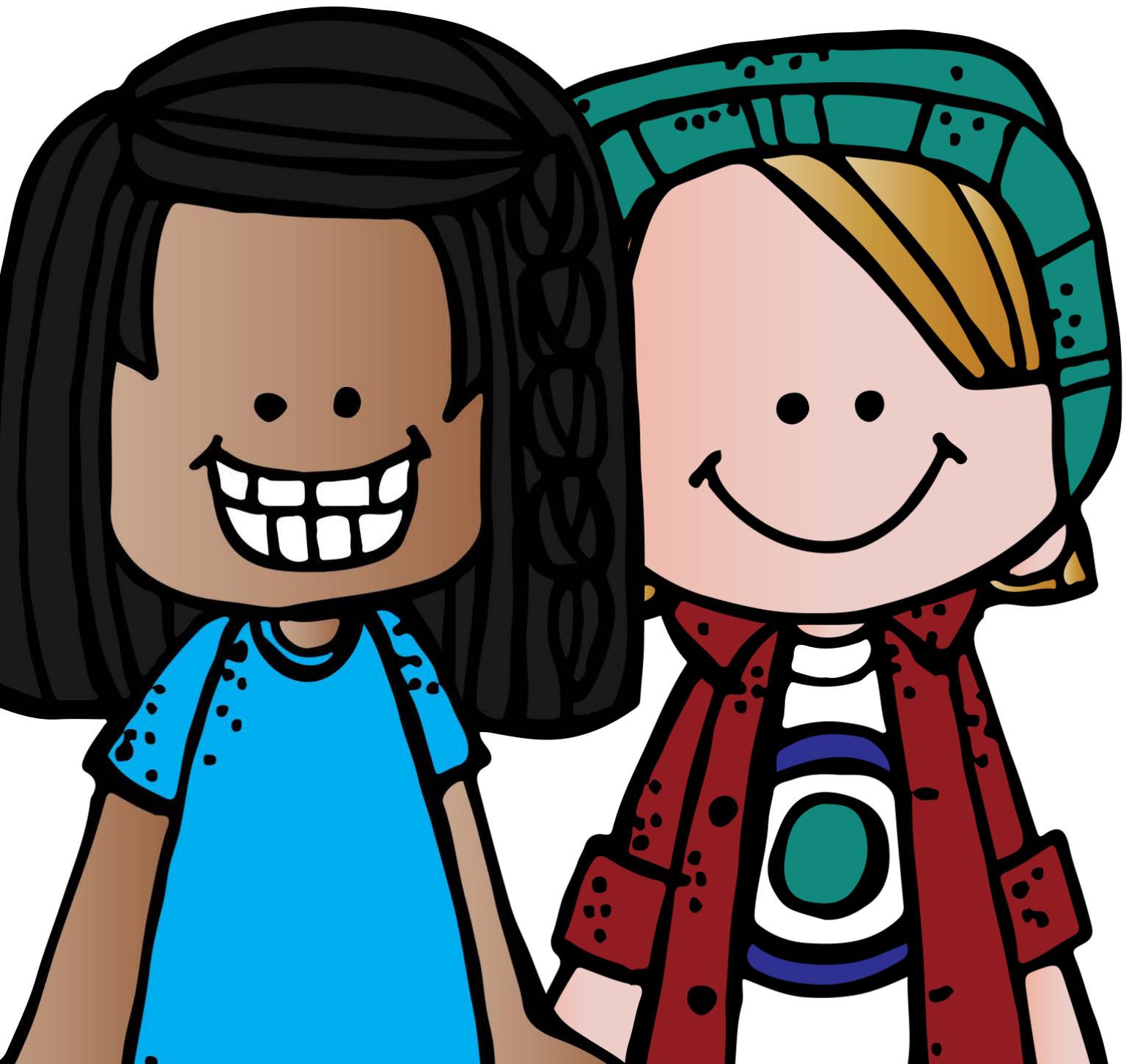
Name: _____ Date: _____ Notes: _____



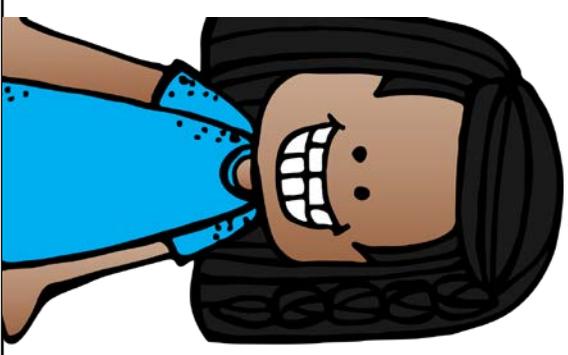
BY HALEY O'CONNOR

BEHAVIOR

Survival kit



BEHAVIOR SURVIVAL KIT



BEHAVIOR SURVIVAL KIT



BEHAVIOR SURVIVAL KIT

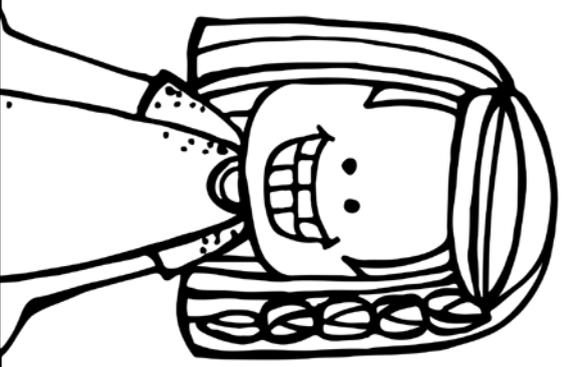
BEHAVIOR

Survival Kit



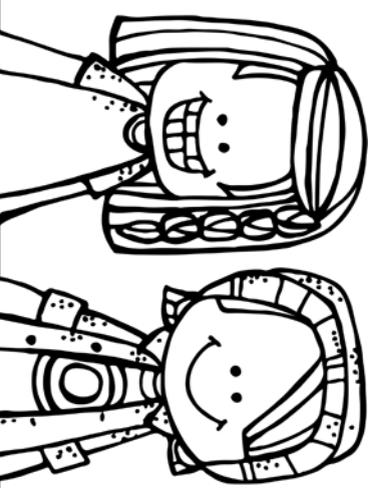
BEHAVIOR

Survival kit



BEHAVIOR

Survival kit



BEHAVIOR SURVIVAL KIT

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!

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 (deep breaths, counting to 10, taking a walk, drawing a picture, etc.)

UNDESIRABLE BEHAVIOR	POSSIBLE FUNCTION	UNDESIRABLE BEHAVIOR	DESIRABLE BEHAVIOR
Tearing Work	<ul style="list-style-type: none"> task is frustrating or too desired teacher attention attention difficulties outside stressors 	shouting out answers	raising hand to speak
Shouting Out Answers	<ul style="list-style-type: none"> lack of impulse control desired teacher attention desire to impress peers 	hurting others	using words to express frustration
Hurting Others	<ul style="list-style-type: none"> inability to communicate frustration under-developed social skills desired teacher/peer attention lack of modeling conflict resolution 	walking around the classroom	staying in one area (not necessarily sitting)
Do Work or Reactions	<ul style="list-style-type: none"> insecure about ability desired teacher attention task is frustrating desired peer attention outside stressors attention difficulties 	touching others on the carpet	keeping hands to self
Underlining or	<ul style="list-style-type: none"> attention difficulties 	not completing assignments	finishing work in a timely manner
		climbing on furniture	using furniture correctly
		in the classroom	walking safely
		leave teacher's room	complying
		stiff into space	completing work
		putting things back	putting things where they belong

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, I suggest using "GO WRITER" as a way to express what we're thinking or feeling. I tell them about the choice you made. If writing for a student, I would recommend NOT forcing it. Instead, let them draw and go over it with you. It's just as effective as conversation pieces as they prompts.

Please never ever make reading a consequence if a child is misbehaving, we should never say "GO READING" if a child is misbehaving, they should lose access to reading. We want our students to know that reading is FUN and it's sad when we don't get to read.

The only time my students lose recess is behavior happened AT recess. If they're being unkind at recess, it's totally okay to have them sit with you about what they were doing and what they'd be doing. I believe the same thing about lunch time.

CONSEQUENCES

Much like in the real world, there are consequences to 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 dip), consider how the behavior affects other students. How do they make it up to you? Consequences should be fair. If they don't make sense, they won't be as effective.

Behavior	Natural Consequence
I made a mess	Clean it up
I used unkind words	Writing an apology or make better
spilling work (if the student ble and it's not an issue of wing the material and they are any sort of attention)	Completing work instead of desired activity. (NOT necessarily morning center time, or sending her note to parents to have it complete it)
unsafe at recess	Sitting out until they can be safe
	Practice WALKING down the hallway

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. We must explain the expected behavior.

INCIDENT REPORT

Student Name: _____
 Date: _____ Time: _____
 Detailed Description of Incident: _____
 Detailed Description of Teacher Response: _____

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 your administrator 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, threats, etc. Removing the students' audience (their peers) or helps to deescalate the situation.

If a student consistently hurts others, work with your administrator on a CONSISTENT plan to support the student but also keep other students safe. I recommend having an immediate consequence (ex. removal from classroom). Our classrooms should be SAFE for everyone and I would often tell aggressive students "you are being safe right now. You can come back into our classroom 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 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.

Behavior	My Language	Consequence
throwing things to not listen	"You aren't listening."	Student loses privilege; they can explain how I use this privilege. If it's not used, they lose it.

WHAT ABOUT DEFIANCE?

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.

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 eventually works. If you ignore the behavior, your other students likely will too. Some behaviors are dangerous. However, if the behavior isn't dangerous to ignore it for a few days and see if that helps. Examples include a student who consistently sits on answers on the carpet. Choose to ignore it and over...as soon as they raise their hand (or a desirable behavior) give them attention and calm. They will quickly learn how to get your attention. You constantly redirect them, they're getting attention they crave and the undesirable behavior continues.

Several years ago I had a student who would do the opposite of whatever I said. If I told him to get a blue crayon, he'd yell "I'M GONNA USE THE RED CRAYON" because he wanted my attention. 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.

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 like 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

being in assigned area

UNDESIRABLE BEHAVIOR	POSSIBLE FUNCTION
Shouting Out Answers	<ul style="list-style-type: none"> • lack of impulse control • desired teacher attention • desire to impress peers
Hurting Others	<ul style="list-style-type: none"> • inability to communicate frustration • underdeveloped social skills • desired teacher/peer attention • lack of modeling conflict resolution
Refusing to Do Work or Follow Directions	<ul style="list-style-type: none"> • insecure about ability • desired teacher attention • task is frustrating • desired peer attention • outside stressors • attention difficulties
Fidgeting, Wandering, or Chatting Instead of Working	<ul style="list-style-type: none"> • attention difficulties • stressors (hungry, trouble at home, peer relationships) • task is frustrating • seat is distracting (peers, stimuli)
Using the Restroom Excessively	<ul style="list-style-type: none"> • avoiding task (too difficult, frustrating, or easy) • needs more breaks • needs more movement • anxiety (stomach issues)
Disorganization (Losing Materials, Not Returning Things, Missing Assignments)	<ul style="list-style-type: none"> • 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 DEFIANCE?

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.

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 recess...consider 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.

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.

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.

INCIDENT REPORT

Student Name:

Date:

Time:

Detailed Description of Incident:

Detailed Description of Teacher Response:

Was Parent Contacted?

Who?

Parent Contact Notes:

Follow Up Needed:

ABC DATA EXAMPLES

Antecedent	Behavior	Consequence
<ul style="list-style-type: none">• transition within classroom• transition out of classroom• given academic task• given other task (cleaning up, etc.)• asked to wait• teacher attention given to other students	<ul style="list-style-type: none">• screaming• falling to floor• yelling• refusal to do work• hiding• crying• destroying property• running away• ignoring teacher demand• hurting self• hurting others• running around	<ul style="list-style-type: none">• verbal redirection• kept demand• ignored• removed to office• removed to another class• parent contact• loss of privilege• calming activity/tools• peer attention given (laughing, staring)

ABC DATA TRACKING

Student Name: _____

Date	Time	Antecedent	Behavior	Consequence

ABC DATA TRACKING

Student Name: _____

Date	Time	Antecedent	Behavior	Consequence

ABC DATA TRACKING

Student Name: _____

Time	Antecedent	Date: Behavior	Consequence
	<ul style="list-style-type: none"> • Transition to new activity in the classroom • Something taken away • Told "no" about a request • Given challenging academic task • Teacher speaking to class • Teacher working with another student • Transitioning within school (going in hallway) • Asked to do something • Other: 	<ul style="list-style-type: none"> • Touching others inappropriately • Running away • Crying • Yelling • Saying "no" • Hiding • Refusing to do work • Throwing things • Laying on the floor • Other: 	<ul style="list-style-type: none"> • Loss of privilege • Ignored • Calming activity • Redirected • Given choices • Call home • Removal from classroom • Teacher kept demand • Other:
	<ul style="list-style-type: none"> • Transition to new activity in the classroom • Something taken away • Told "no" about a request • Given challenging academic task • Teacher speaking to class • Teacher working with another student • Transitioning within school (going in hallway) • Asked to do something • Other: 	<ul style="list-style-type: none"> • Touching others inappropriately • Running away • Crying • Yelling • Saying "no" • Hiding • Refusing to do work • Throwing things • Laying on the floor • Other: 	<ul style="list-style-type: none"> • Loss of privilege • Ignored • Calming activity • Redirected • Given choices • Call home • Removal from classroom • Teacher kept demand • Other:
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Student Name: _____

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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.

BEHAVIOR TRACKING

Student Name: _____

Date	Time	Before	During	After

BEHAVIOR TRACKING

Student Name: _____

Date	Time	Behavior Notes

FREQUENCY COUNT

Student Name: _____
Date: _____
Time Period: _____

BEHAVIOR	TALLIES	TOTAL

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		

BEHAVIOR TRACKING

Student Name: _____

Date	Time	Behavior Notes

BEHAVIOR TRACKING

Student Name: _____

Date	Time	Before	During	After

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 Away)		
Running In The Classroom		
Throwing Things		
Refusing to Share		
Crying		
Distracting Others		

Name _____

MY BEHAVIOR REFLECTION

Think about the choices you make regularly. Give yourself a happy rating. If you color in all 3, that means you are AMAZING at this almost EVERY time. IF you color in one, that means it's really hard for you!

I use safe hands
and feet.



I use kind and respectful
words to other kids.



I use kind and respectful
words to adults.



I stay focused on my
work and finish it.



When my teacher is
talking, I listen.



I do my very best on my
work.



I respect our classroom
materials.



Name _____

MY BEHAVIOR REFLECTION

Think about the choices you make regularly. Give yourself a happy rating. If you color in all 3, that means you are AMAZING at this almost EVERY time. IF you color in one, that means it's really hard for you!

I can keep my hands and feet to myself.



I can use kind words.



I can do my best work



I can stay in my assigned area.



I can respect materials.



I can make safe choices.



I can follow directions immediately.



Name _____

MY BEHAVIOR REFLECTION

Think about the choices you make regularly. Give yourself a happy rating. If you color in all 3, that means you are AMAZING at this almost EVERY time. If you color in one, that means it's really hard for you!

I make
safe
choices.



I make
kind
choices.



I make
responsible
choices.



I make
respectful
choices.



MY BEHAVIOR REFLECTION

Color the behaviors that you're great at in green. Color the behaviors you need help with in red.

I keep my hands and feet to myself.



I use kind words with other kids.



I am respectful to adults.



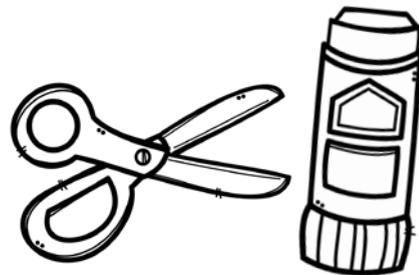
I make safe choices.



I try my best on my work.



I take good care of classroom materials.



I follow directions immediately.



I share materials.



I stay where I am supposed to.



Name _____

HOW SHOULD I ACT?

Talk with your teacher about one place it's really hard to make good choices (the playground, carpet time, specials). Draw and write about some inappropriate choices you've made and what you should do instead.

WHAT I'VE DONE

WHAT I SHOULD DO



STOP AND THINK SHEET

Name: _____ Date: _____

WHAT HAPPENED?



WHAT CAN I DO NEXT TIME?



STOP AND THINK SHEET

Name: _____ Date: _____

What happened?

What was I needing
or feeling?

What could I do
next time?

How can I fix it?



STOP AND THINK SHEET

Name: _____ Date: _____

What happened?

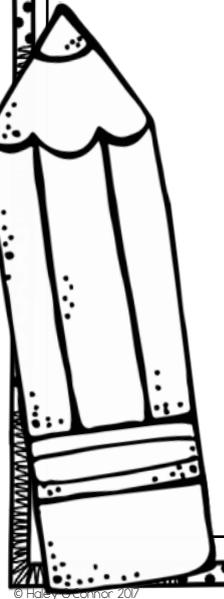
What was I needing or feeling?

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 THINK SHEET

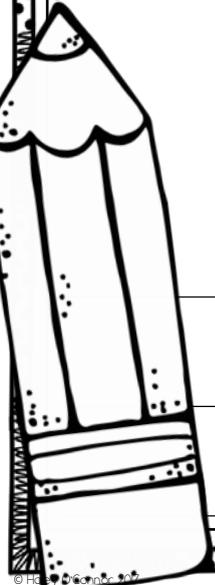
Name: _____ Date: _____

What rule did I break?

Why did I make that choice?

What can I do in the future?

What should happen now?



STOP AND THINK SHEET

Name: _____ Date: _____

What rule did I break?

What would be a fair
consequence?

STOP AND THINK SHEET

Name: _____ Date: _____

What rule did I break?

What would be a fair
consequence?

APOLOGY NOTE

Dear _____,

I'm sorry for _____

Next time I will _____

I will make it better by _____

Love,

GOOD OR BAD CHOICE?

Use the key to color the squares correctly.



good
choice



bad
choice

<p>leaning backwards</p>	<p>raising your hand</p>	<p>yelling in class</p>	<p>washing hands</p>
<p>working hard</p>	<p>pulling someone's hair</p>	<p>walking</p>	<p>laughing at friends</p>
<p>pushing</p>	<p>helping a friend</p>	<p>throwing trash away</p>	<p>standing in line</p>
<p>reading quietly</p>	<p>not sharing</p>	<p>fighting</p>	<p>running in the classroom</p>

Name _____

GOOD OR BAD CHOICE?

Use the key to color the squares correctly.

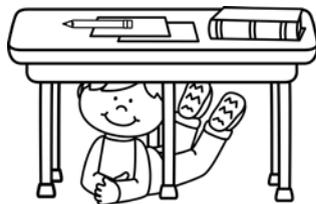


good
choice



bad
choice

hiding under the
desk



going down the
slide



cleaning up



yelling



using the tablet



kicking



raising your hand



pushing



leaning back



working together



running away



giving a high five



reading together



sharing



walking



going up the slide



GOOD OR BAD CHOICE?

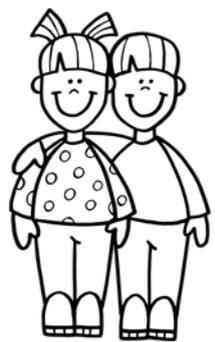
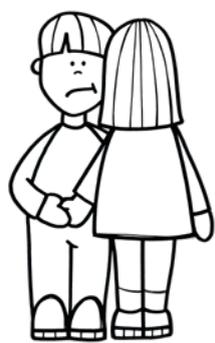
Use the key to color the squares correctly.



good
choice



bad
choice

<p>stealing from a friend</p> 	<p>looking under the stalls</p> 	<p>giving a friend a hug</p> 	<p>drawing on the walls</p> 
<p>running away from the teacher</p> 	<p>drawing a picture</p> 	<p>saying "I'm sorry"</p> 	<p>touching your teacher's things</p> 
<p>saying "thank you"</p> 	<p>drawing on your desk</p> 	<p>making mean faces</p> 	<p>talking to a friend at lunch</p> 

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."

TAKE HOME THINK SHEET

Today I had a hard time with the follow rule.

I can make safe choices.	I can make kind choices.	I can make respectful choices.	I can make responsible choices.
--------------------------	--------------------------	--------------------------------	---------------------------------

Here's what happened:

Please discuss it with me and let my teacher know.

SIGNATURE: _____

MY DAILY BEHAVIOR

Morning Procedures	☆☆	Notes
Morning Time	☆☆	
Lunch/Recess	☆☆	
Specials	☆☆	

MY DAILY BEHAVIOR

MY GOAL:

Time	Notes

MY DAILY BEHAVIOR

	I can make safe choices.	I can make kind choices.	I can make respectful choices.	I can make responsible choices.
Morning Procedures	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆
Morning Time	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆
Lunch/Recess	☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆☆

DATE: _____

MY DAILY BEHAVIOR

MY GOAL: Met My Goal

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

NOTES:

SIGNATURE: _____

MY DAILY BEHAVIOR

Met My Goal

M	☆☆	Notes
T	☆☆	
W	☆☆	

MY DAILY BEHAVIOR

DATE: _____

Goal	Notes
I stayed in my area.	☆☆
I did my work.	☆☆
I followed directions right.	☆☆

DATE: _____

MY DAILY BEHAVIOR

	Morning	Lunch/Recess	Specials	Afternoon
I make safe choices.	☆☆	☆☆	☆☆	☆☆
I make kind choices.	☆☆	☆☆	☆☆	☆☆
I make responsible choices.	☆☆	☆☆	☆☆	☆☆
I make respectful choices.	☆☆	☆☆	☆☆	☆☆

NOTES:

SIGNATURE: _____

MY WEEKLY BEHAVIOR

MY GOAL: Met My Goal

M	☆☆	Notes
T	☆☆	
W	☆☆	

DATE: _____

MY WEEKLY BEHAVIOR

	M	T	W	T	F
I make safe choices.	☆☆	☆☆	☆☆	☆☆	☆☆
I make kind choices.	☆☆	☆☆	☆☆	☆☆	☆☆
I make responsible choices.	☆☆	☆☆	☆☆	☆☆	☆☆
I make respectful choices.	☆☆	☆☆	☆☆	☆☆	☆☆

NOTES:

SIGNATURE: _____ DATE: _____

TAKE HOME THINK SHEET

Today I had a hard time with the following rule.

I can make safe choices.



I can make kind choices.



I can make respectful choices.



I can make responsible choices.



Here's what happened.

Blank space for writing the incident.

Please discuss it with me, and sign this paper to let my teacher know you understand.

SIGNATURE:

DATE:

MY DAILY BEHAVIOR

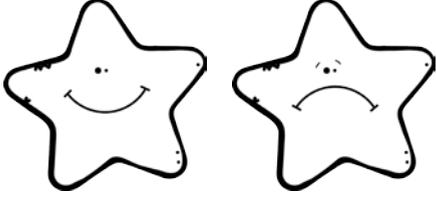
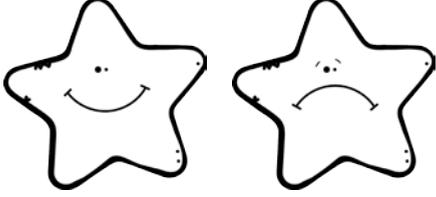
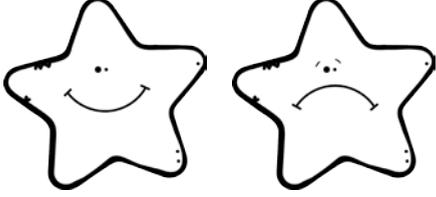
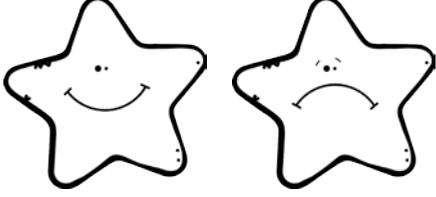
MY GOAL:

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 DAILY BEHAVIOR

MY GOAL:

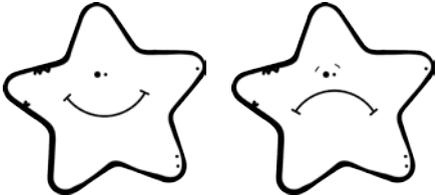
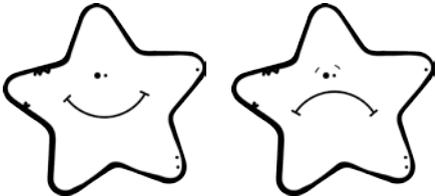
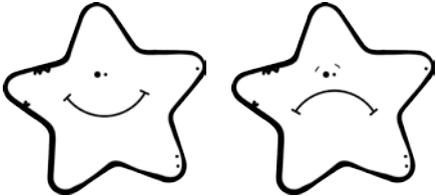
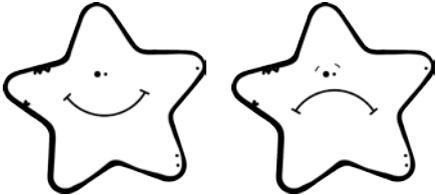
	Met My Goal	Notes
Morning Procedures	 	
Morning Time	 	
Lunch/Recess	 	
Specials	 	
Afternoon	 	
Dismissal Procedures	 	

NOTES:

SIGNATURE:

MY WEEKLY BEHAVIOR

MY GOAL:

	Met My Goal	Notes
M		
T		
W		
T		
F		

NOTES:

SIGNATURE:

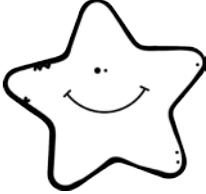
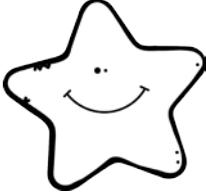
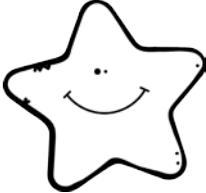
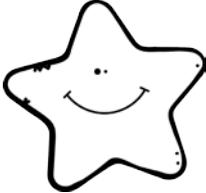
MY DAILY BEHAVIOR

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

NOTES:

SIGNATURE:

MY DAILY BEHAVIOR

	Met My Goal	Notes
M	 	
T	 	
W	 	
T	 	
F	 	

NOTES:

SIGNATURE:

MY WEEKLY BEHAVIOR

	M	T	W	T	F
I make safe choices.	 	 	 	 	 
I make kind choices.	 	 	 	 	 
I make responsible choices.	 	 	 	 	 
I make respectful choices.	 	 	 	 	 

NOTES:

SIGNATURE:

MY DAILY BEHAVIOR

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

NOTES:

SIGNATURE:

DATE:

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.

MY BEHAVIOR GOAL SHEET

Behavior I Want To Improve

How We Will Measure My Success

GOAL TRACKING

Goal: _____

Reward: _____

My Goal: _____

Goal: _____

My Goal: _____

My Reward: _____

Things That Won't Help Me Reach My Goal

GOAL TRACKING

My Goal: _____

Reward: _____

My Goal: _____

Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10

My Goal: _____

My Reward: _____

My Goal: _____

Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10

My Reward: _____

My Goal: _____

Afternoon	Morning				

Goal: _____

Day 2	Day 3	Day 4	Day 5
Day 7	Day 8	Day 9	Day 10

My Goal: _____

Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10

My Reward: _____

My Goal: _____

Afternoon	Morning				

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.

Name _____

MY BEHAVIOR GOAL SHEET

Behavior I Want To Improve

How We Will Measure My
Success

Things That Will Help Me
Reach My Goal

Things That Won't Help Me
Reach My Goal

Name _____

GOAL TRACKING

My Goal: _____

Morning					
Afternoon					

Morning					
Afternoon					

My Reward: _____

My Goal: _____



Morning					
Afternoon					

My Reward: _____

My Goal: _____



Morning					
Afternoon					

My Reward: _____

My Goal: _____



Morning					
Afternoon					

Morning					
Afternoon					

My Reward: _____

My Goal: _____



Morning					
Afternoon					

Morning					
Afternoon					

My Reward: _____

My Goal: _____



Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10

My Reward: _____

My Goal: _____



Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10

My Reward: _____

Name _____

GOAL TRACKING

My Goal: _____

Morning					
Afternoon					

Morning					
Afternoon					

My Goal: _____



Morning					
Afternoon					

My Goal: _____



Morning					
Afternoon					

My Goal: _____



Morning					
Afternoon					

Morning					
Afternoon					

My Goal: _____



Morning					
Afternoon					

Morning					
Afternoon					

My Goal: _____



Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10

My Goal: _____



Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10

CHATTING CHIPS

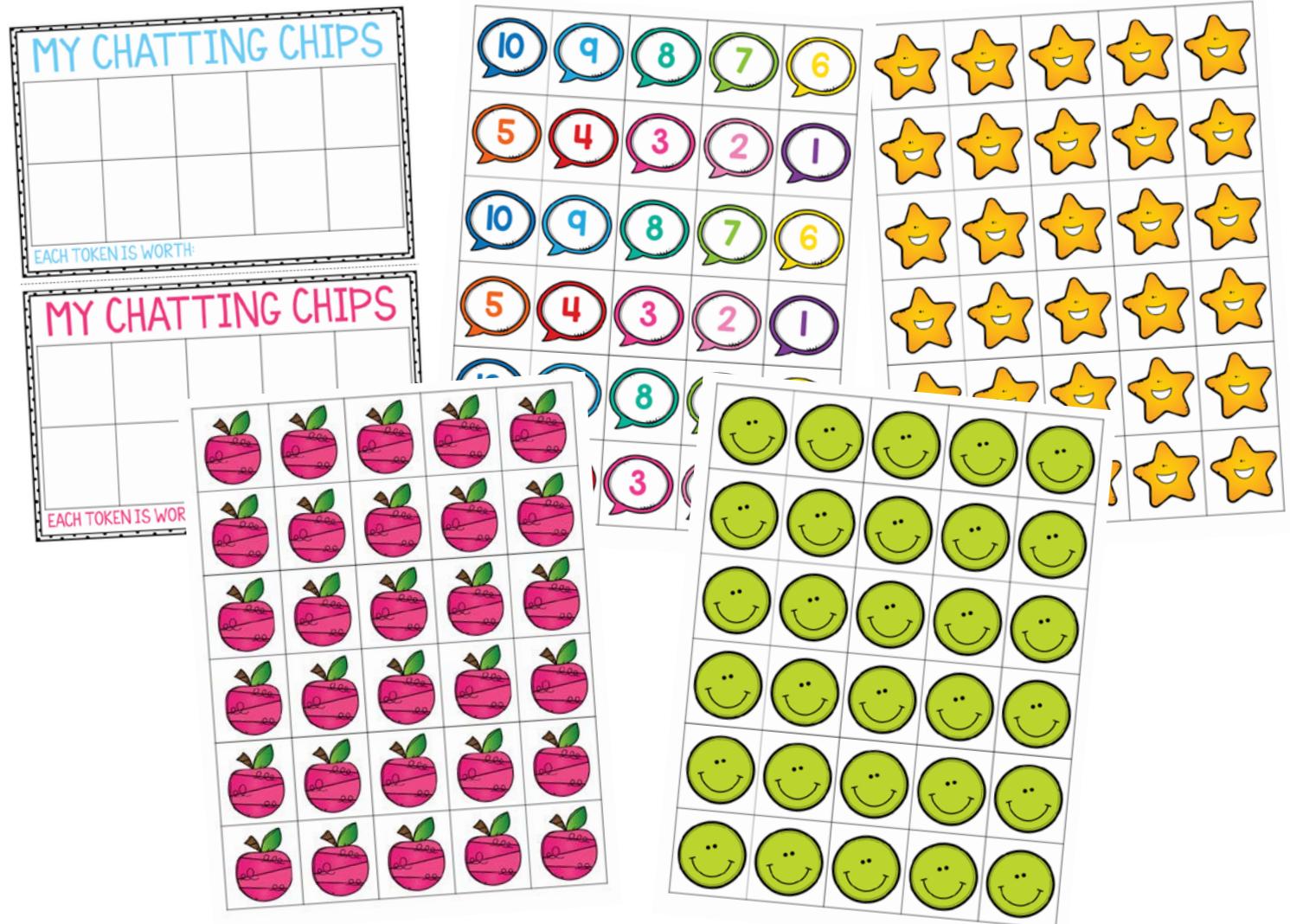
Most teachers would say the most common (and challenging) classroom behavior is students shouting out or getting out of their seat to talk to the teacher. This strategy can get overwhelming if more than 1 or 2 students are using it, so I choose my most challenging students. The goal is to minimize the 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 1 minute, 2 minutes, or even 3 minutes depending on your classroom situation and your students' needs.)

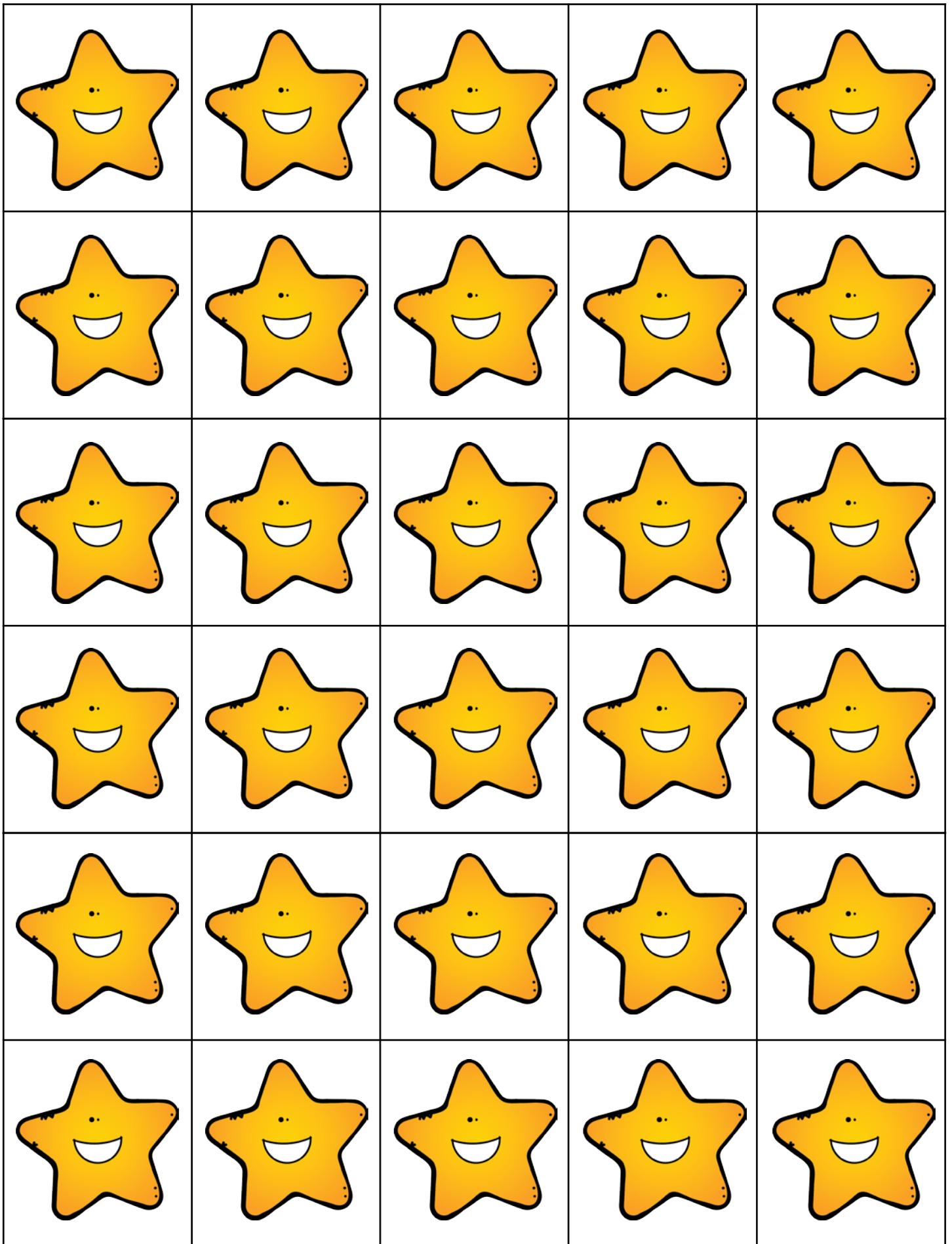


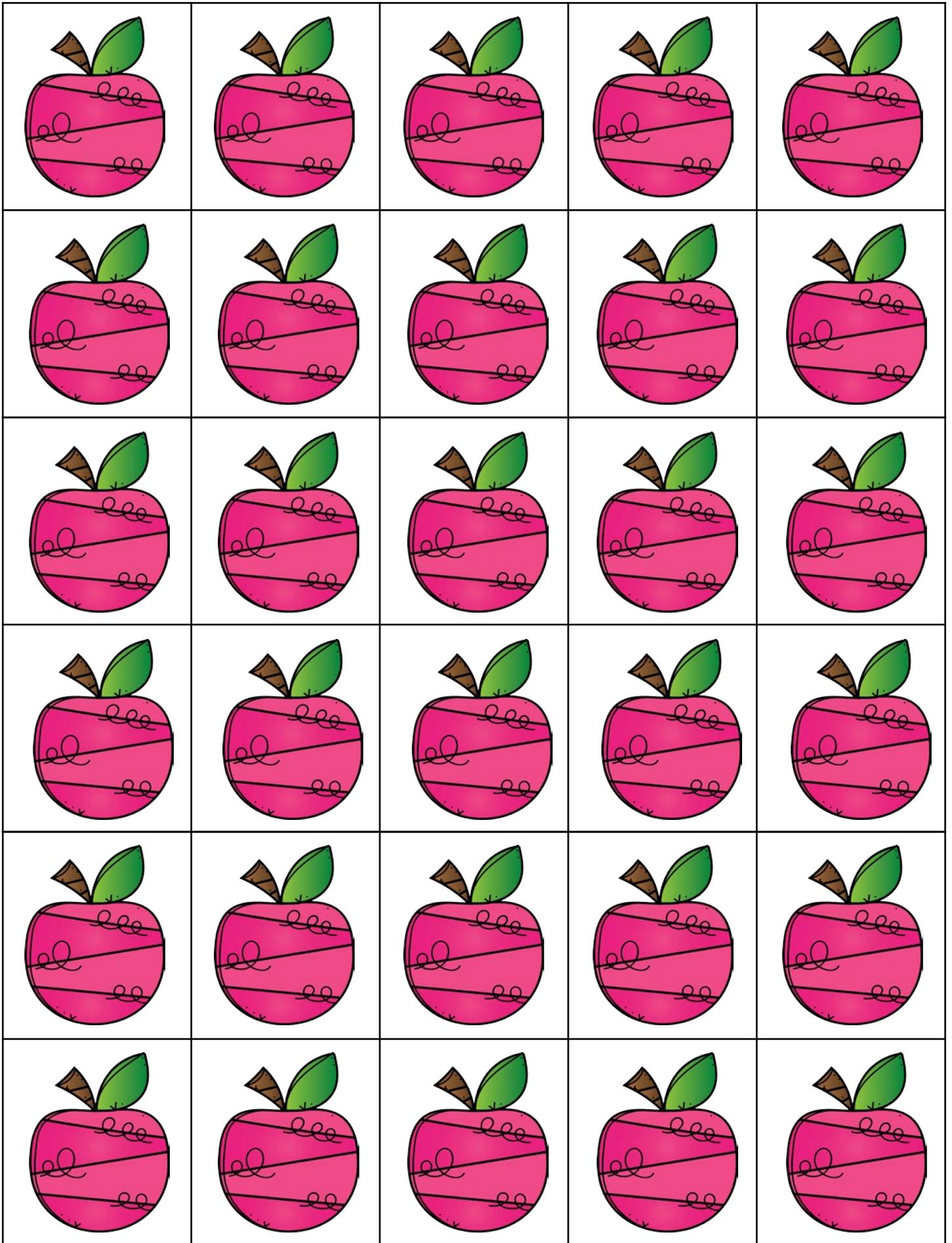
MY CHATTING CHIPS

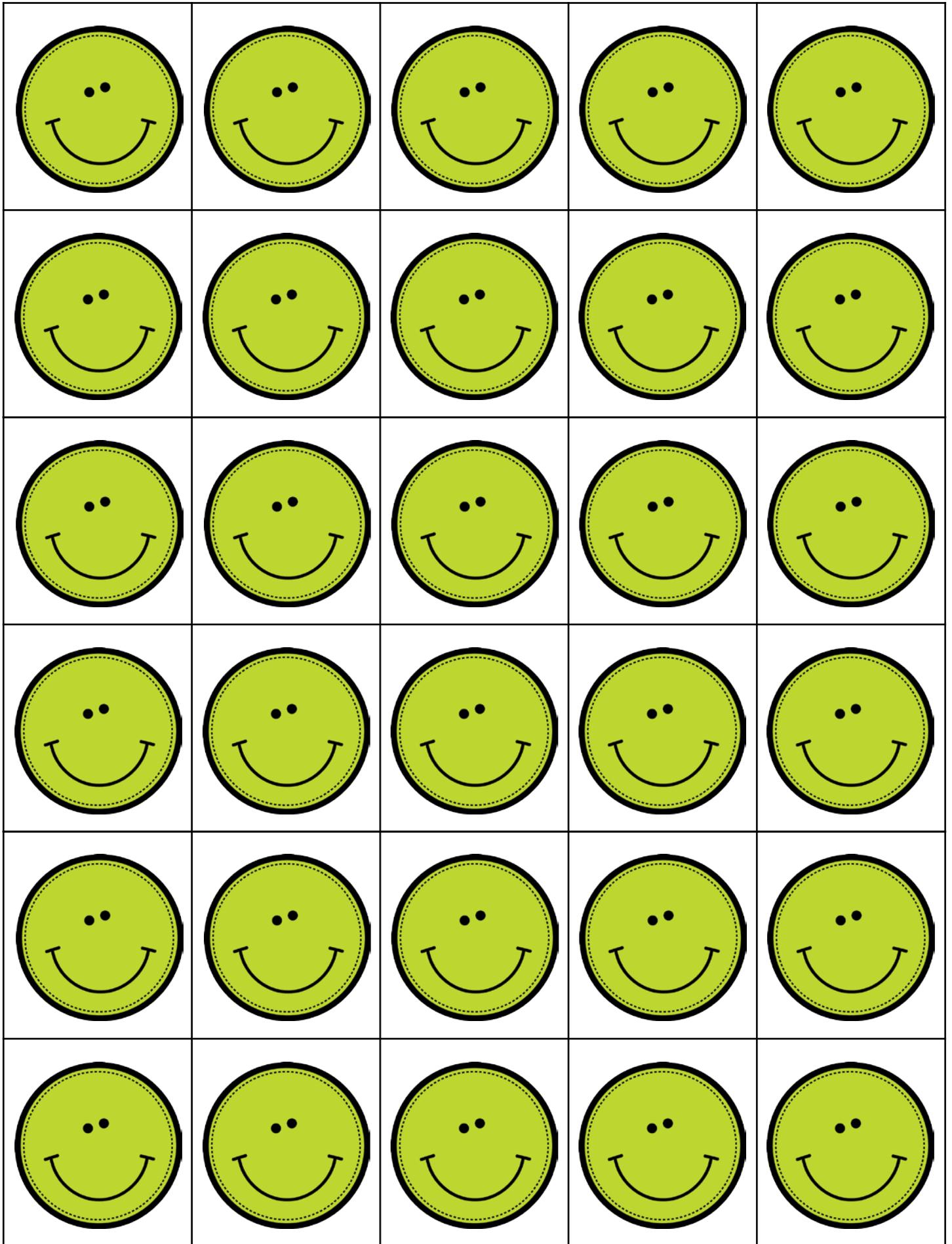
EACH TOKEN IS WORTH:

MY CHATTING CHIPS

EACH TOKEN IS WORTH:







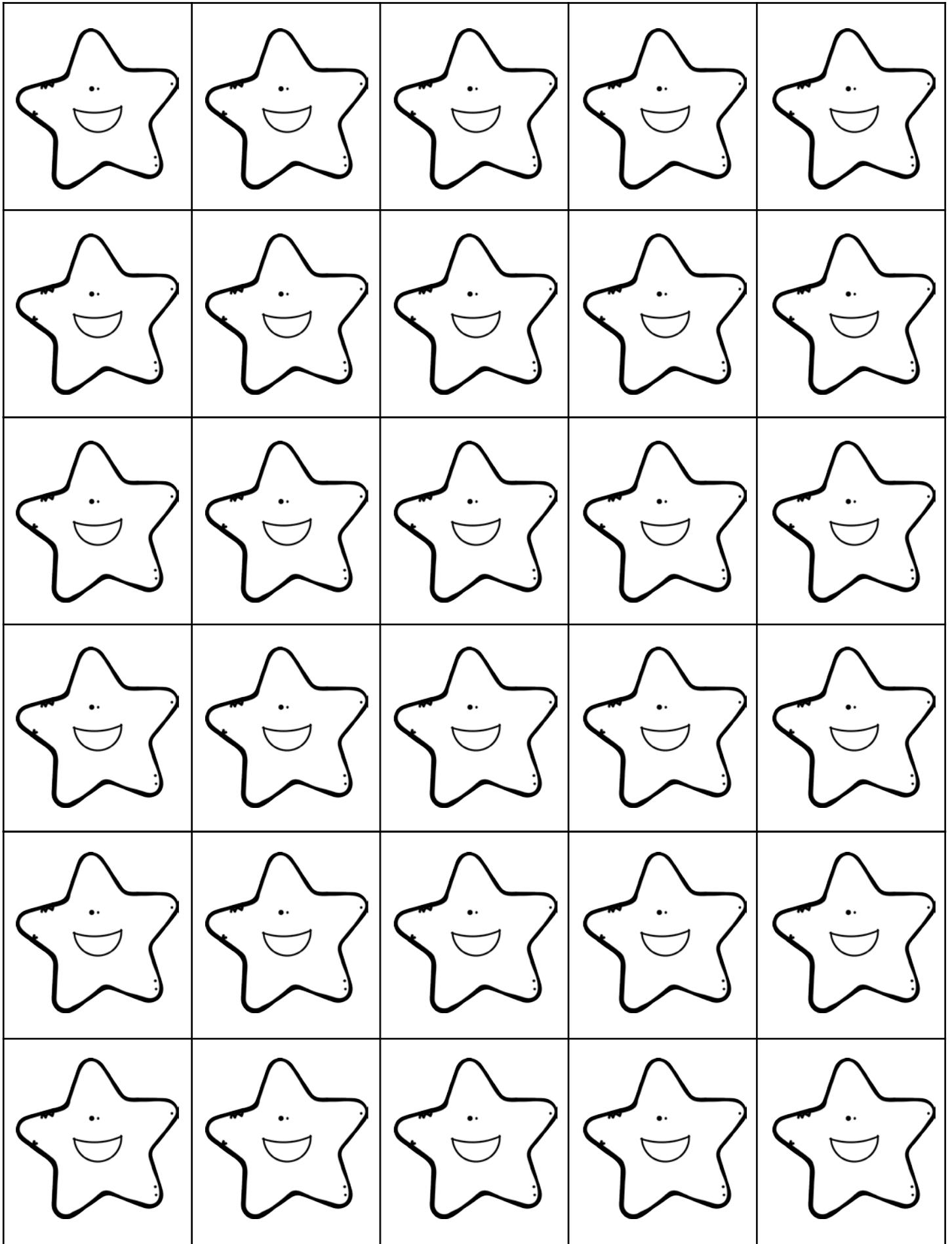
 10	 9	 8	 7	 6
 5	 4	 3	 2	 1
 10	 9	 8	 7	 6
 5	 4	 3	 2	 1
 10	 9	 8	 7	 6
 5	 4	 3	 2	 1

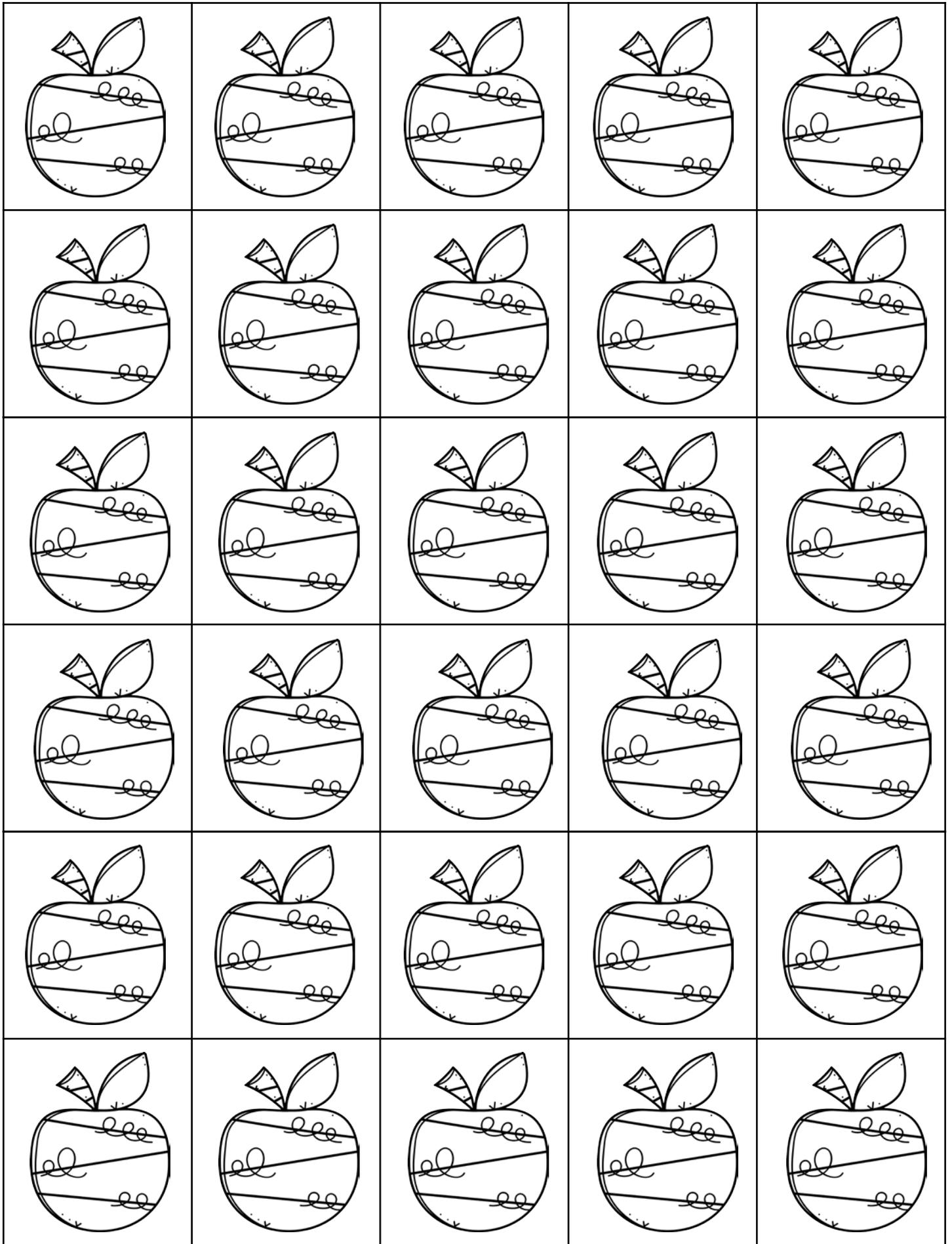
MY CHATTING CHIPS

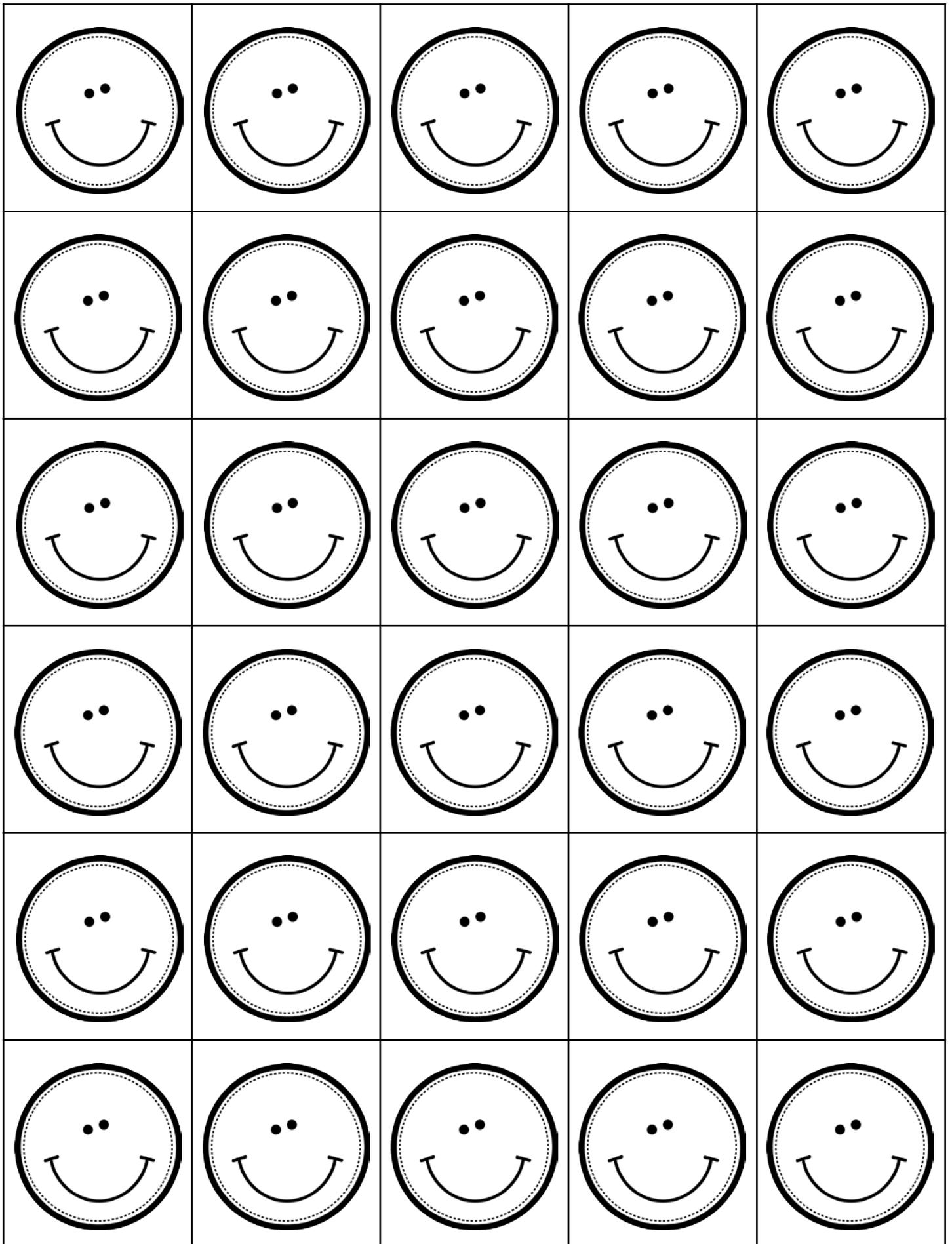
EACH TOKEN IS WORTH:

MY CHATTING CHIPS

EACH TOKEN IS WORTH:







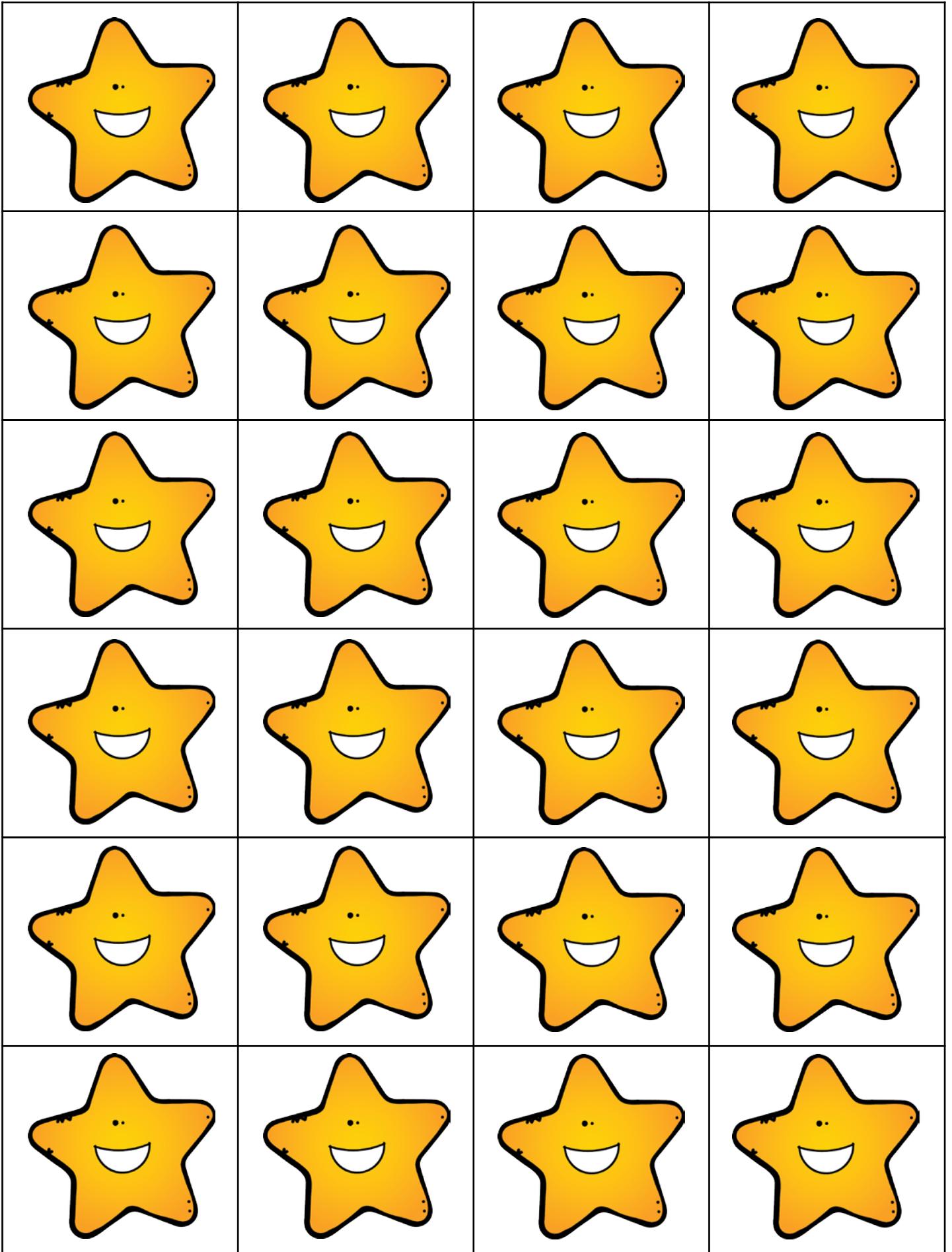
10	9	8	7	6
5	4	3	2	1
10	9	8	7	6
5	4	3	2	1
10	9	8	7	6
5	4	3	2	1

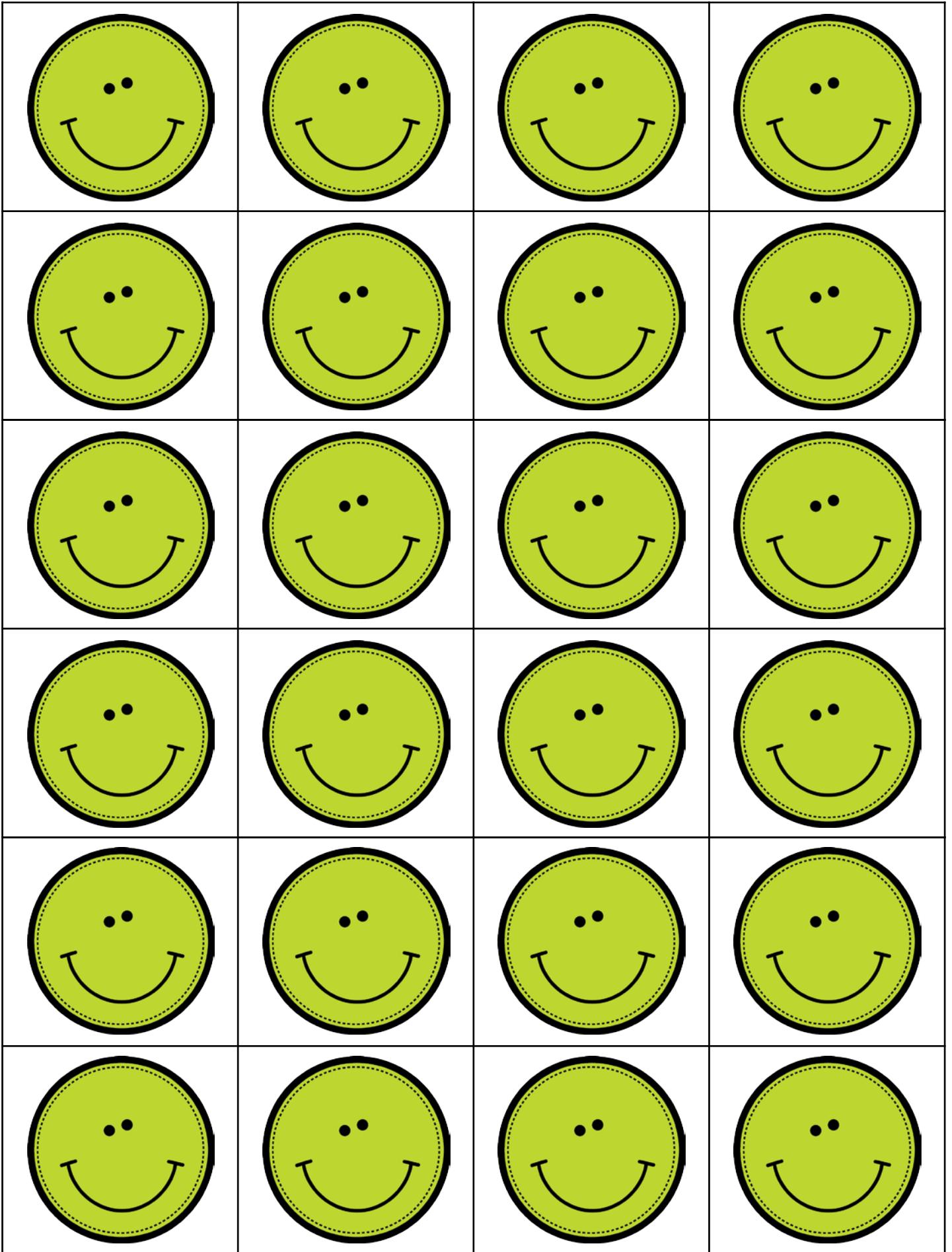
MY CHATTING CHIPS

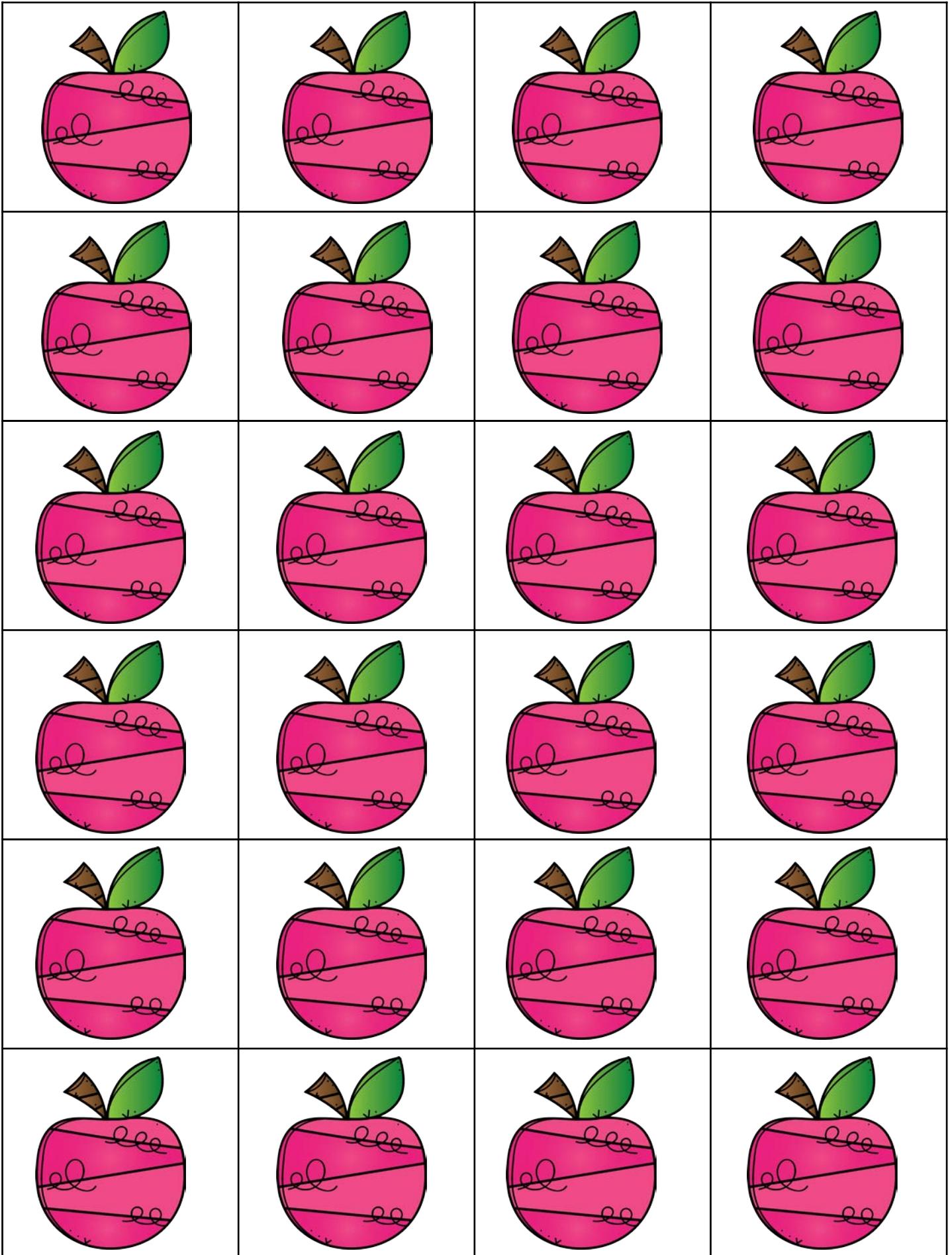
EACH TOKEN IS WORTH:

MY CHATTING CHIPS

EACH TOKEN IS WORTH:







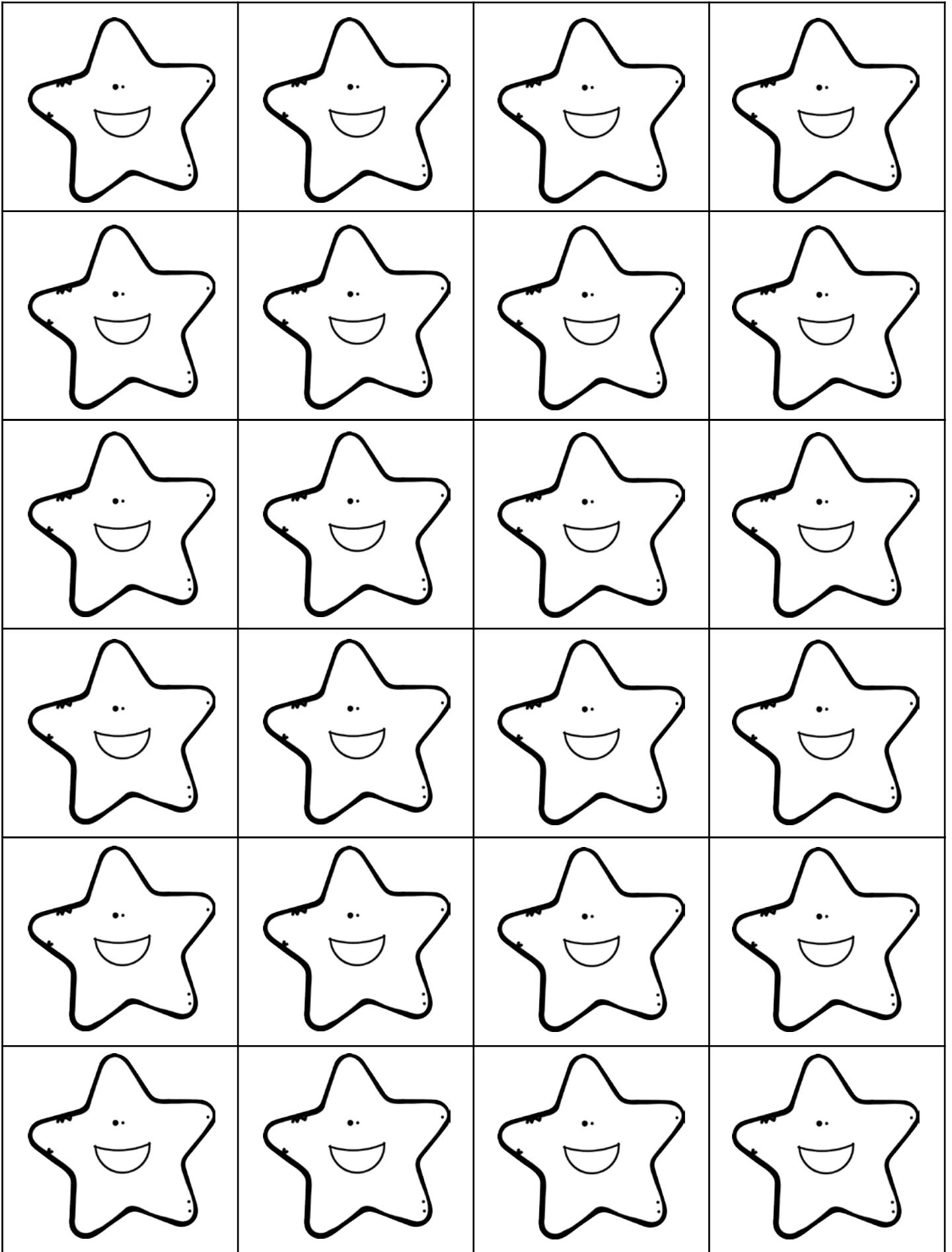


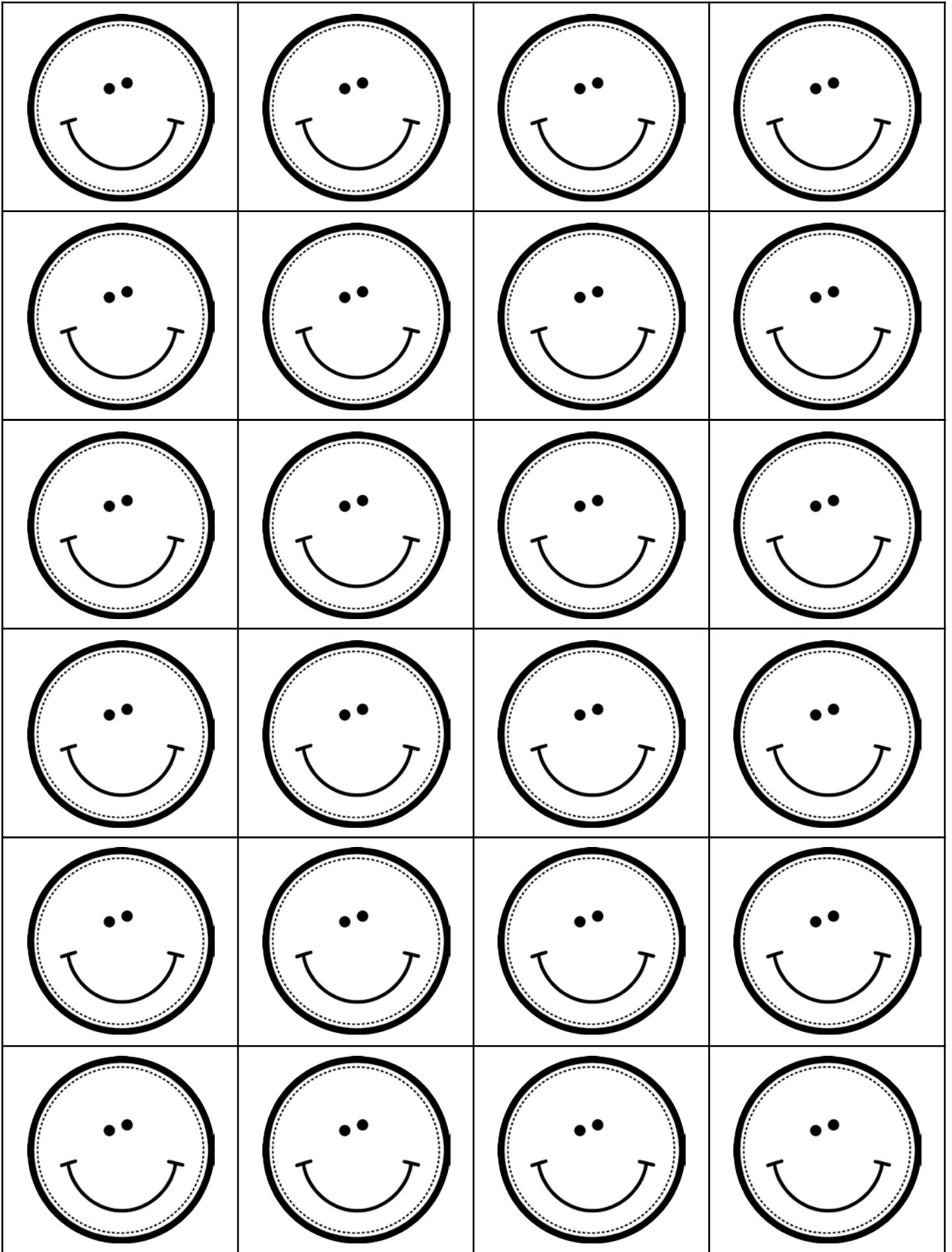
MY CHATTING CHIPS

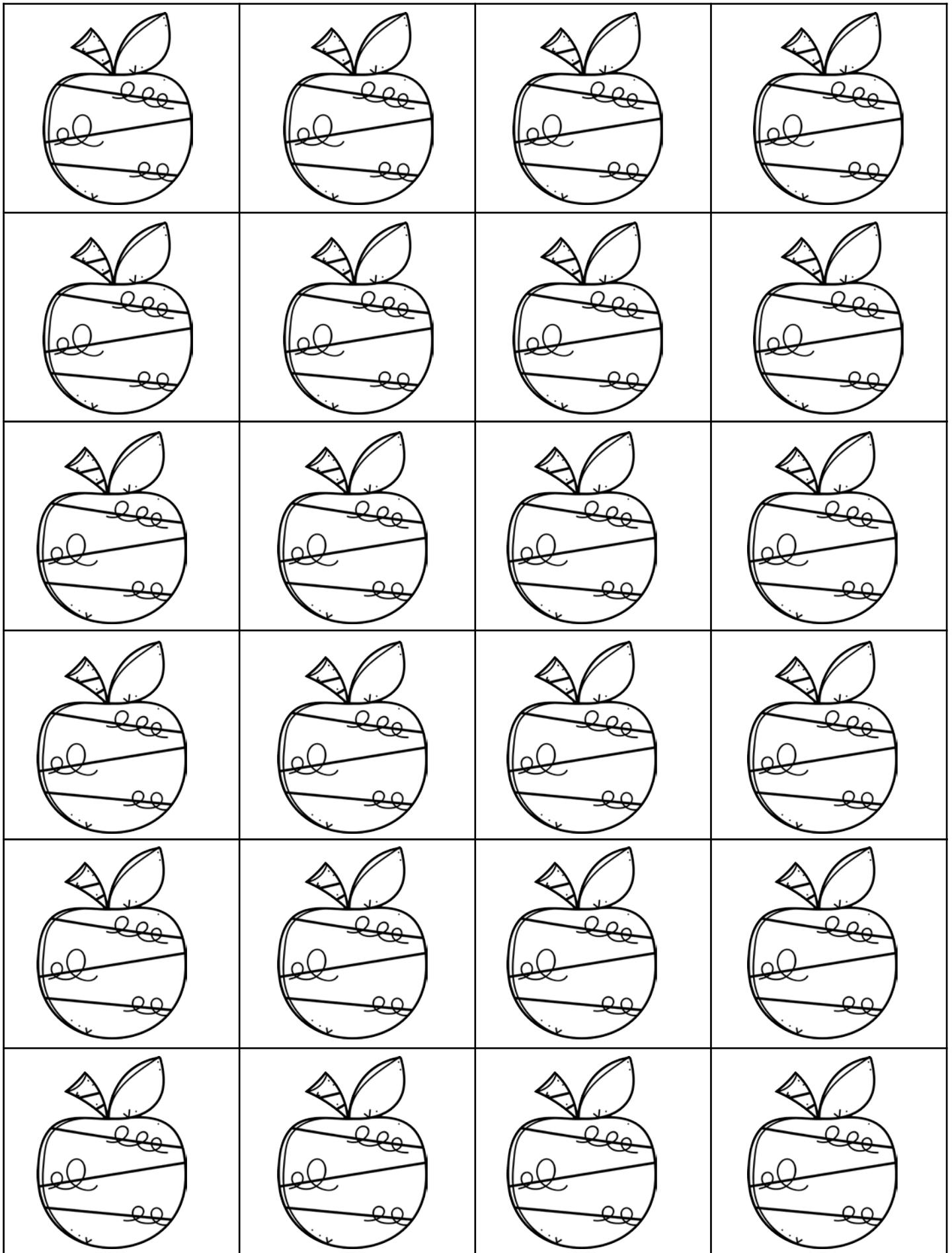
EACH TOKEN IS WORTH:

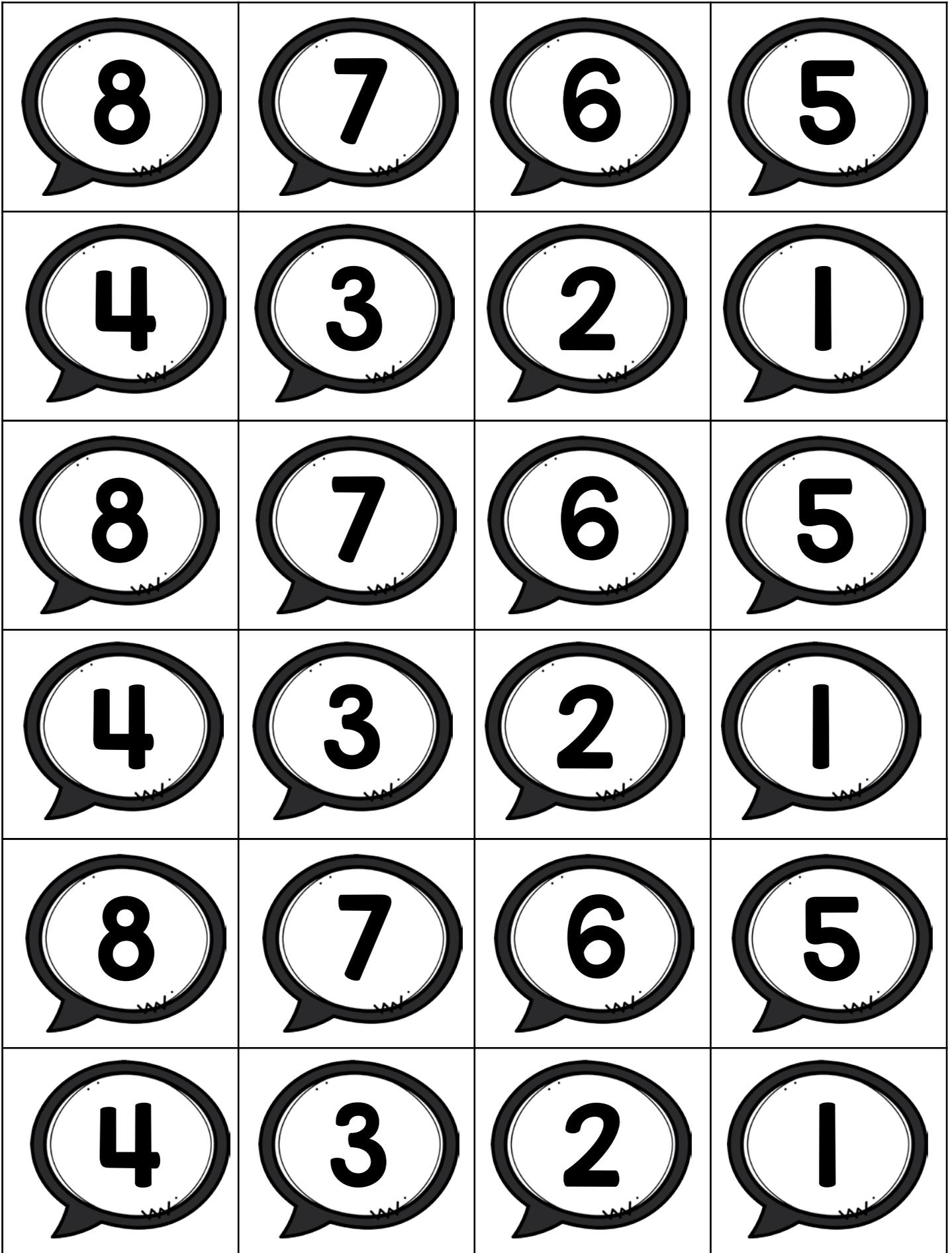
MY CHATTING CHIPS

EACH TOKEN IS WORTH:









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! 😊

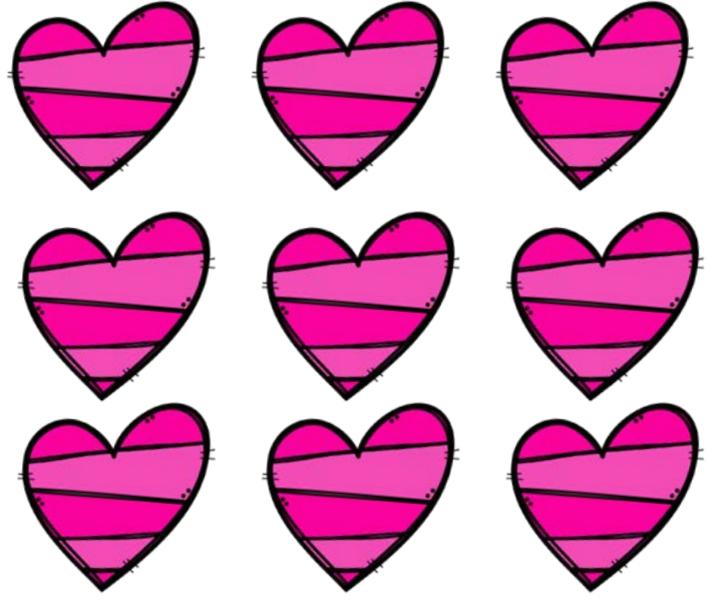
- iPad time
- computer time
- snack
- play with blocks
- phone call home
- extra recess
- note home
- visit another teacher
- visit the office
- free time
- lunch with a teacher
- lunch with a friend
- arts and crafts
- be the teacher helper
- show and tell
- jump on the trampoline
- sit in a special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

"BEARY" GOOD BEHAVIOR



I'M WORKING FOR:

BEHAVIOR WE LOVE



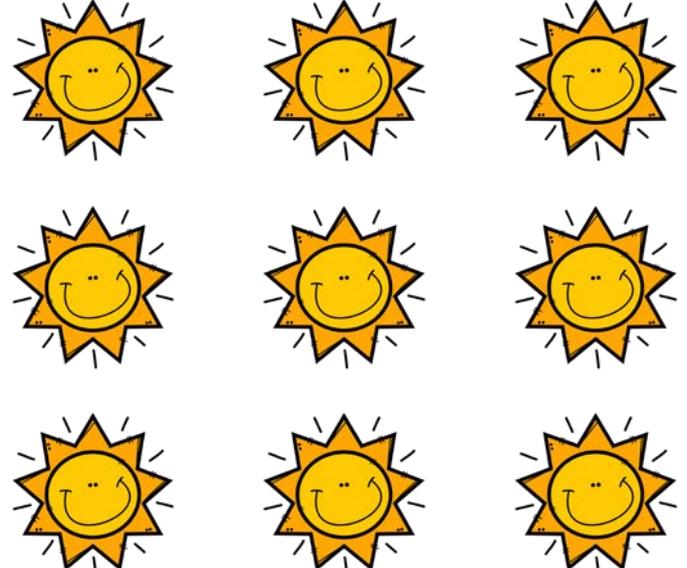
I'M WORKING FOR:

BEHAVIOR TO ROAR ABOUT



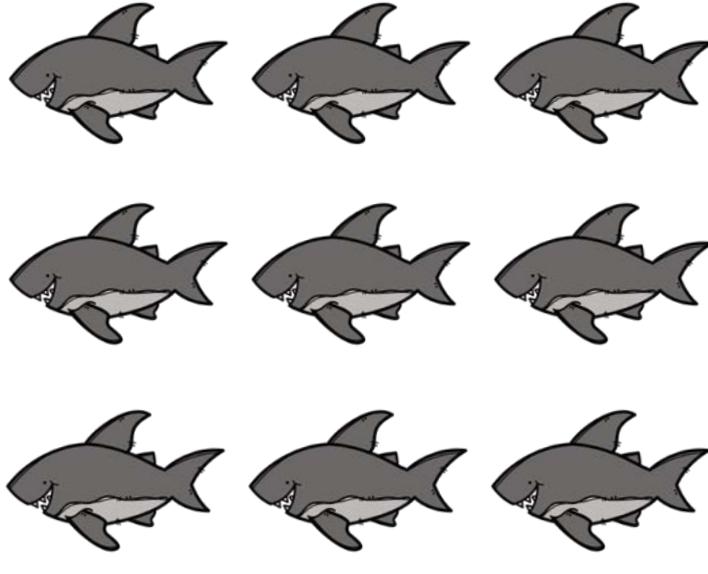
I'M WORKING FOR:

BEHAVIOR THAT SHINES



I'M WORKING FOR:

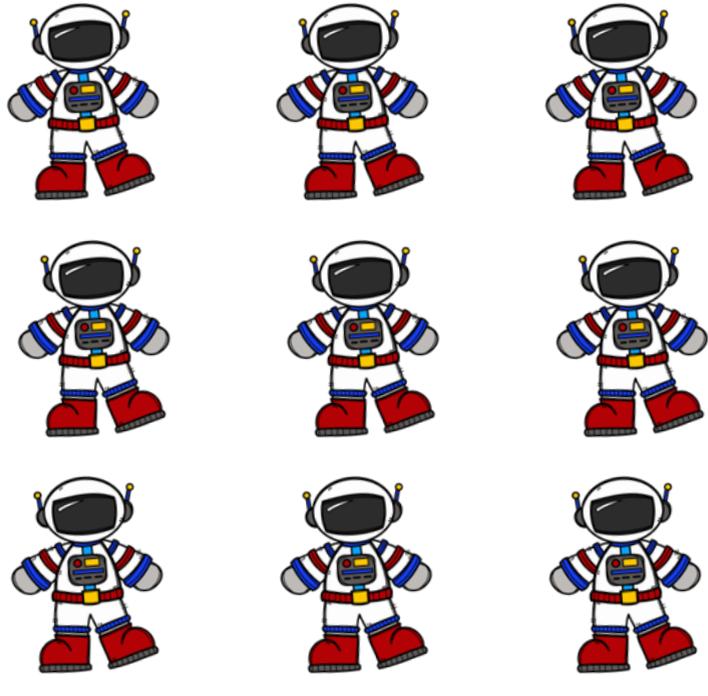
SUPER SHARP BEHAVIOR



I'M WORKING FOR:

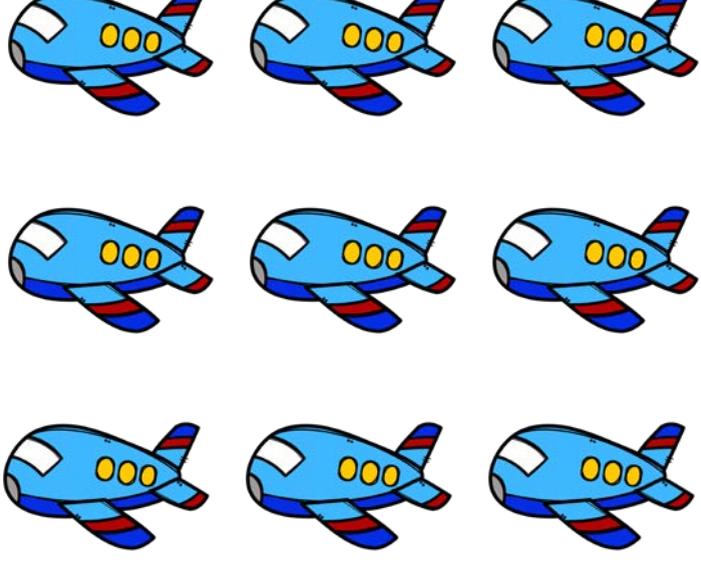
© Heley O'Connor 2017

BEHAVIOR THAT IS OUT OF THIS WORLD



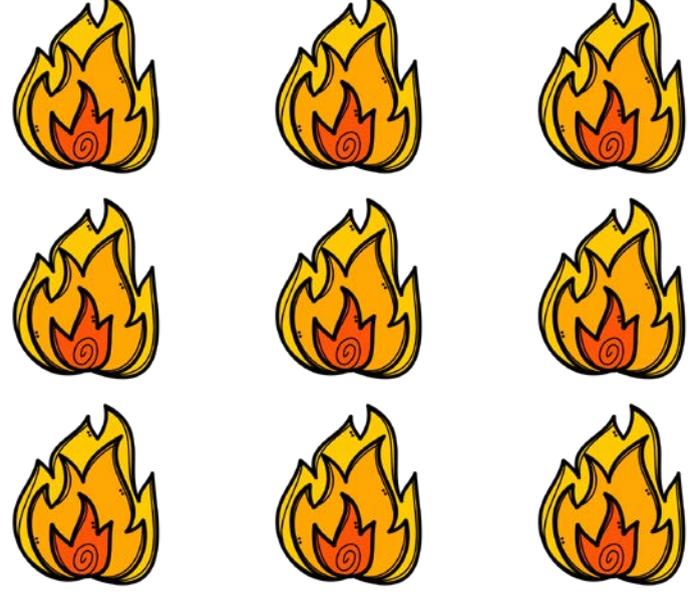
I'M WORKING FOR:

HIGH-FLYING BEHAVIOR



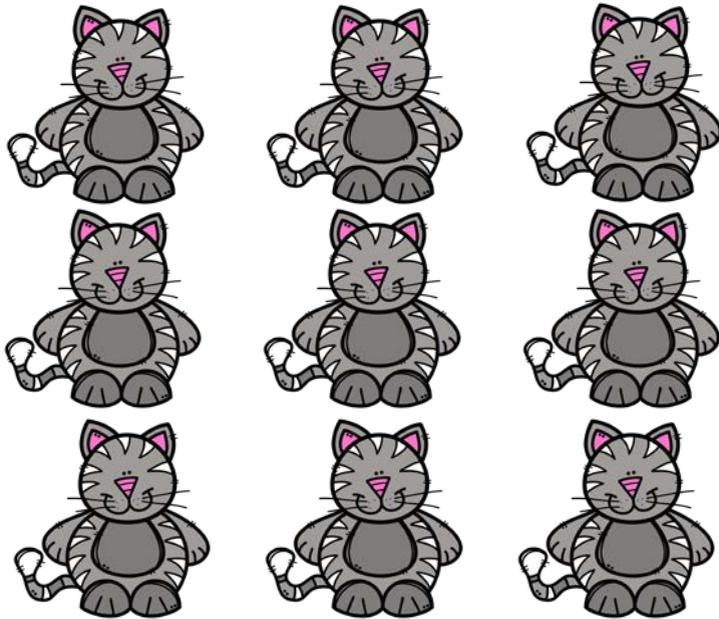
I'M WORKING FOR:

YOUR BEHAVIOR IS ON FIRE!



I'M WORKING FOR:

"PURR"FECTION BEHAVIOR



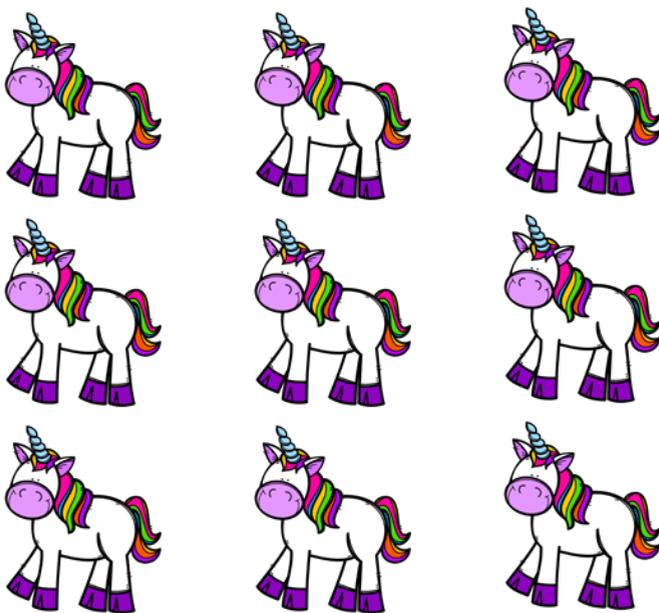
I'M WORKING FOR:

SUPERSTAR BEHAVIOR



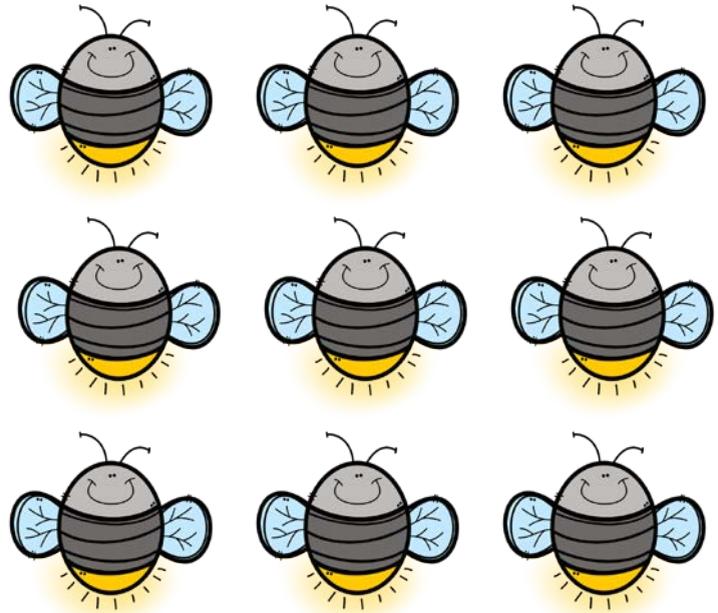
I'M WORKING FOR:

MAGICAL BEHAVIOR



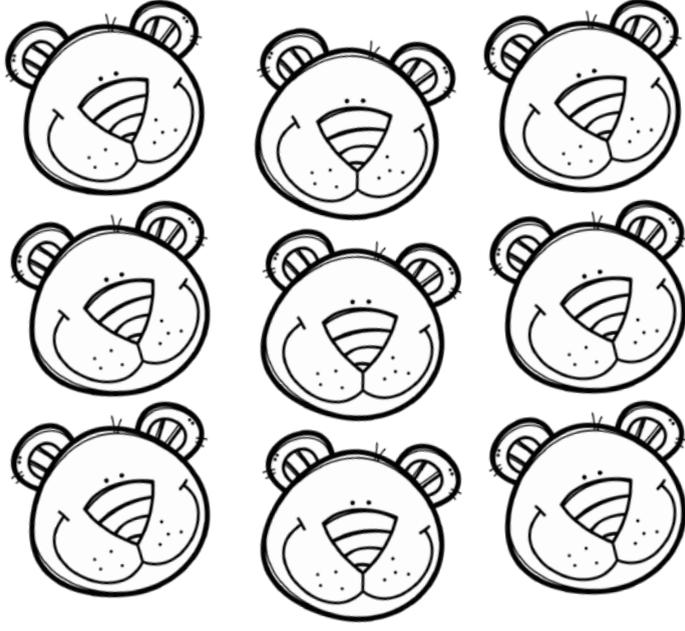
I'M WORKING FOR:

GLOWING BEHAVIOR



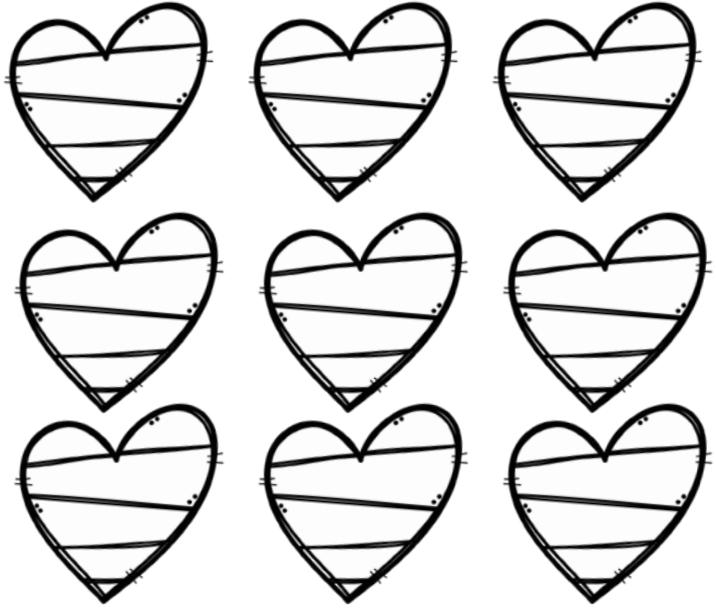
I'M WORKING FOR:

"BEARY" GOOD BEHAVIOR



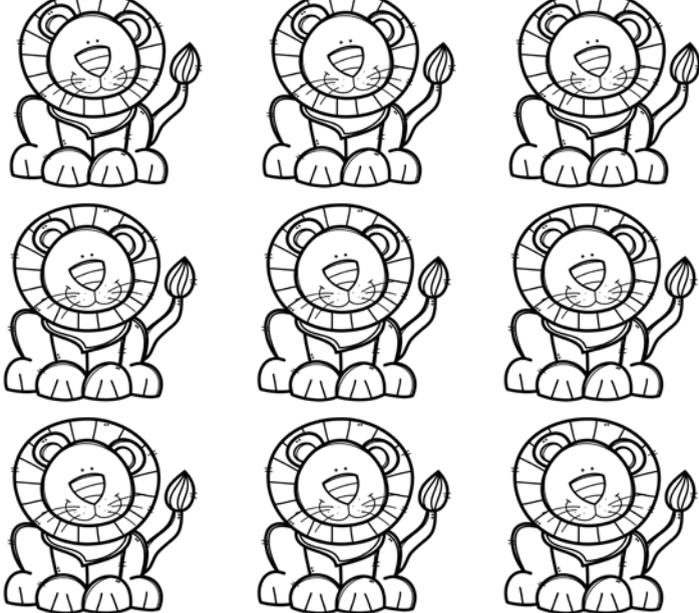
I'M WORKING FOR:

BEHAVIOR WE LOVE



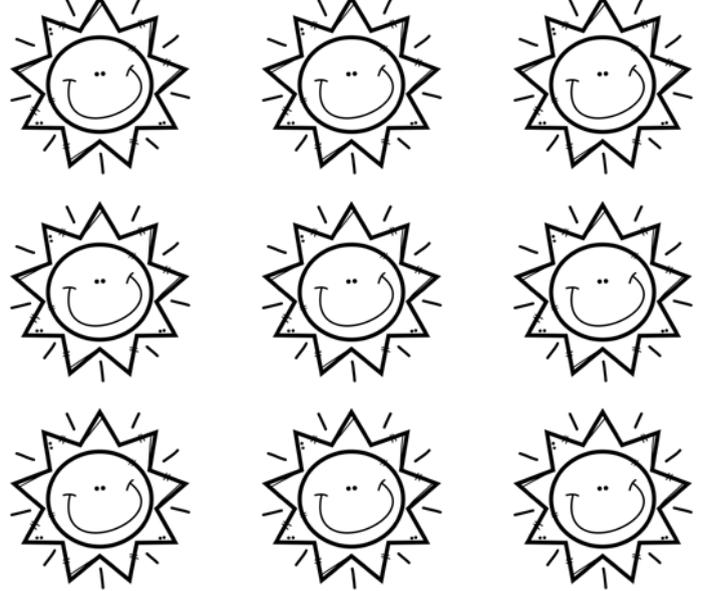
I'M WORKING FOR:

BEHAVIOR TO ROAR ABOUT



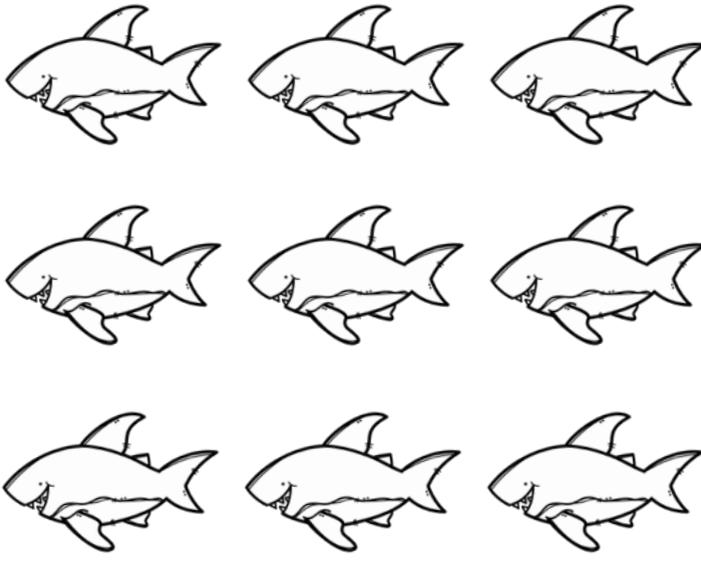
I'M WORKING FOR:

BEHAVIOR THAT SHINES



I'M WORKING FOR:

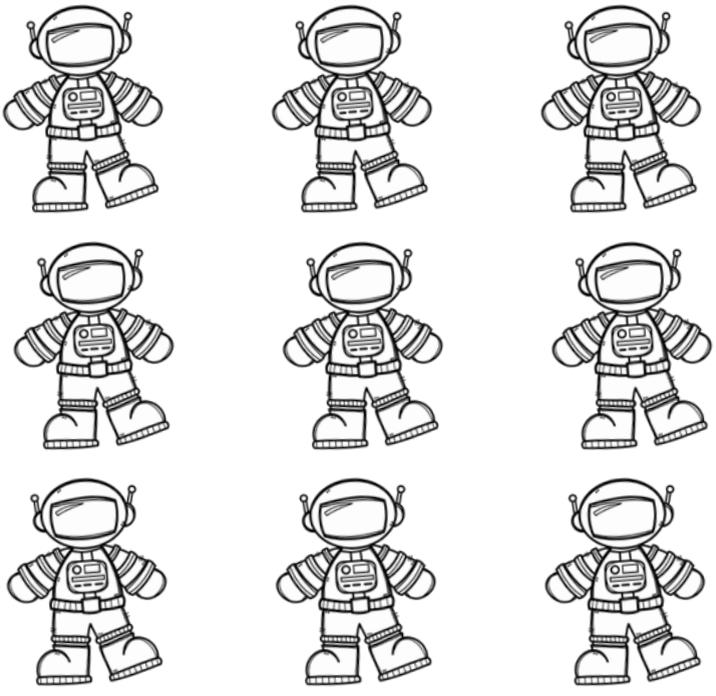
SUPER SHARP BEHAVIOR



I'M WORKING FOR:

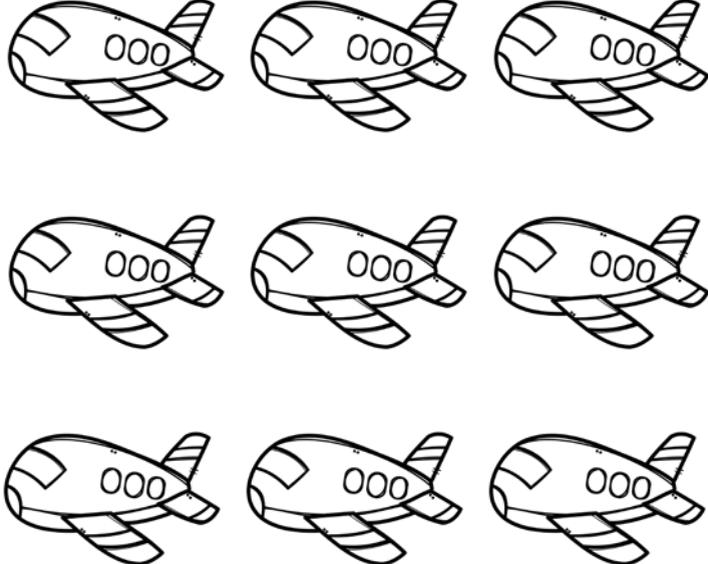
© Holey O'Connor 2017

BEHAVIOR THAT IS OUT OF THIS WORLD



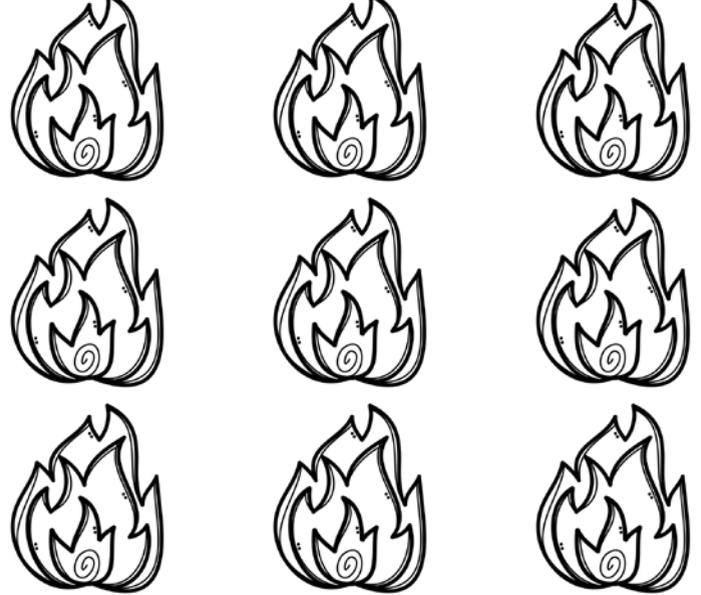
I'M WORKING FOR:

HIGH FLYING BEHAVIOR



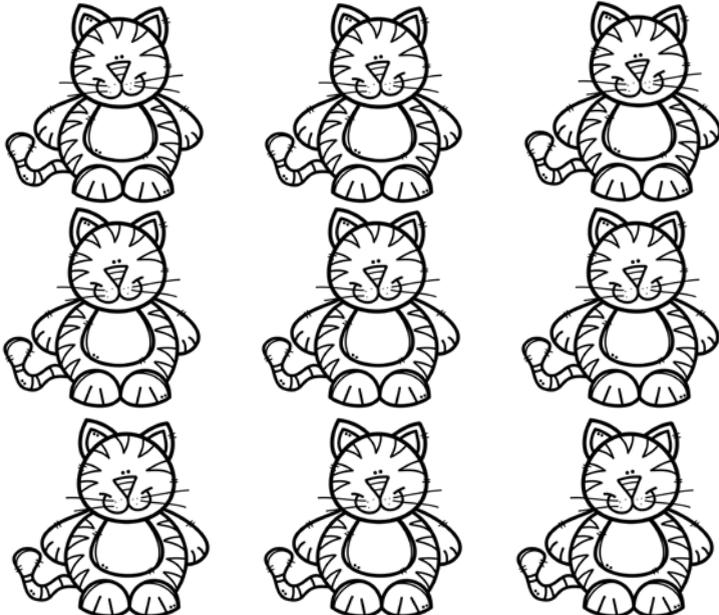
I'M WORKING FOR:

YOUR BEHAVIOR IS ON FIRE!



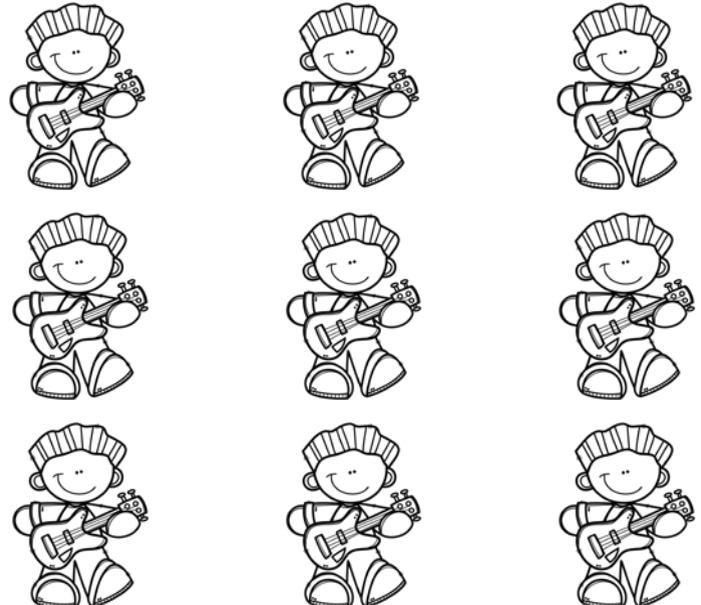
I'M WORKING FOR:

"PURR"FECTION BEHAVIOR



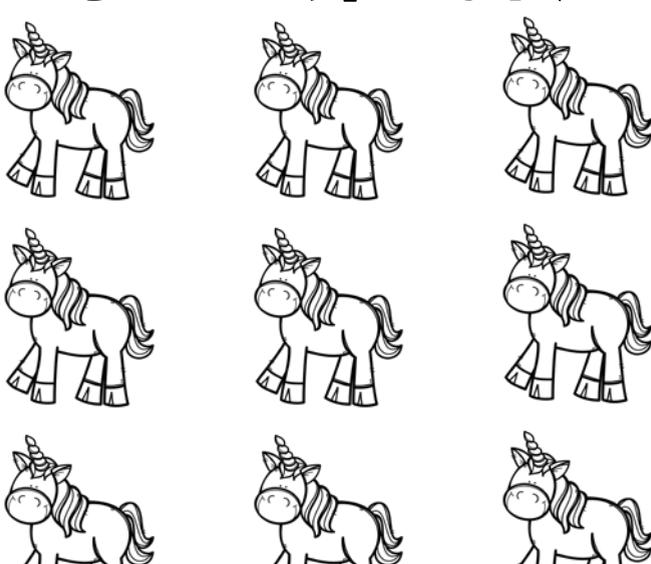
I'M WORKING FOR:

SUPERSTAR BEHAVIOR



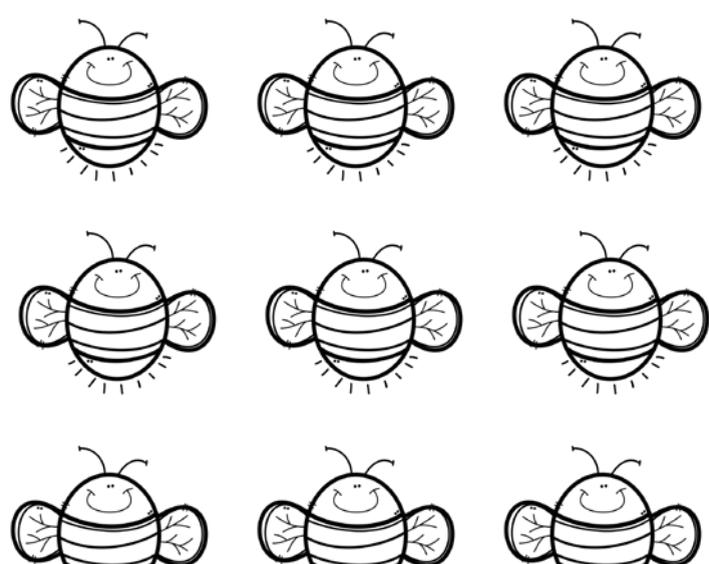
I'M WORKING FOR:

MAGICAL BEHAVIOR



I'M WORKING FOR:

GLOWING BEHAVIOR



I'M WORKING FOR:

I CAN EARN TOKENS BY _____

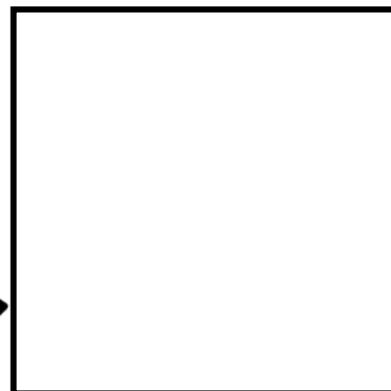
WHEN I'M DONE,
I'LL EARN



--

I CAN EARN TOKENS BY _____

WHEN I'M DONE,
I'LL EARN



I CAN EARN TOKENS BY _____

--	--	--	--	--

WHEN I'M DONE, I'LL EARN



--

I CAN EARN TOKENS BY _____

--	--	--	--	--

WHEN I'M DONE, I'LL EARN



--

I CAN EARN TOKENS BY

I'M WORKING FOR:

--

I can earn tokens by: _____

I'm working for:

I can earn tokens by: _____

I'm working for:

I CAN EARN TOKENS BY _____

--	--	--	--	--

I'M WORKING FOR _____

I CAN EARN TOKENS BY _____

--	--	--	--	--

I'M WORKING FOR _____

I CAN EARN TOKENS BY _____

--	--	--	--	--

I'M WORKING FOR _____

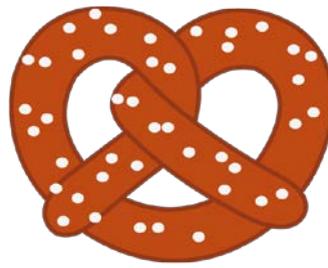
IPAD TIME



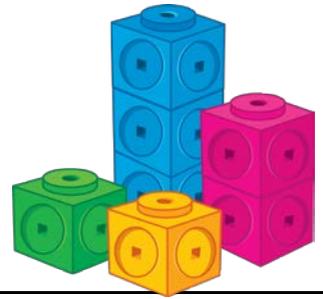
COMPUTER TIME



SNACK



BLOCKS



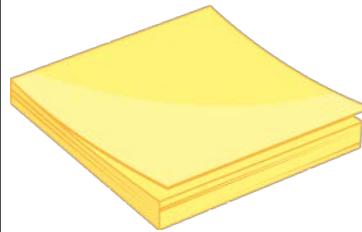
PHONE CALL HOME



EXTRA RECESS



NOTE HOME



VISIT ANOTHER TEACHER



VISIT THE OFFICE



FREE TIME



LUNCH WITH A TEACHER



LUNCH WITH A FRIEND



ARTS & CRAFTS



TEACHER HELPER



PLAYDOH



BUBBLES



SPECIAL SEAT



EXTRA LIBRARY TIME



TREASURE BOX



SPECIAL SUPPLIES



SIDEWALK
CHALK



HELP THE
CUSTODIAN



STUFFED
ANIMAL



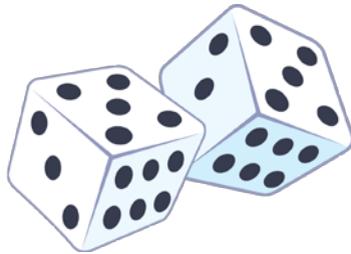
DANCING



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

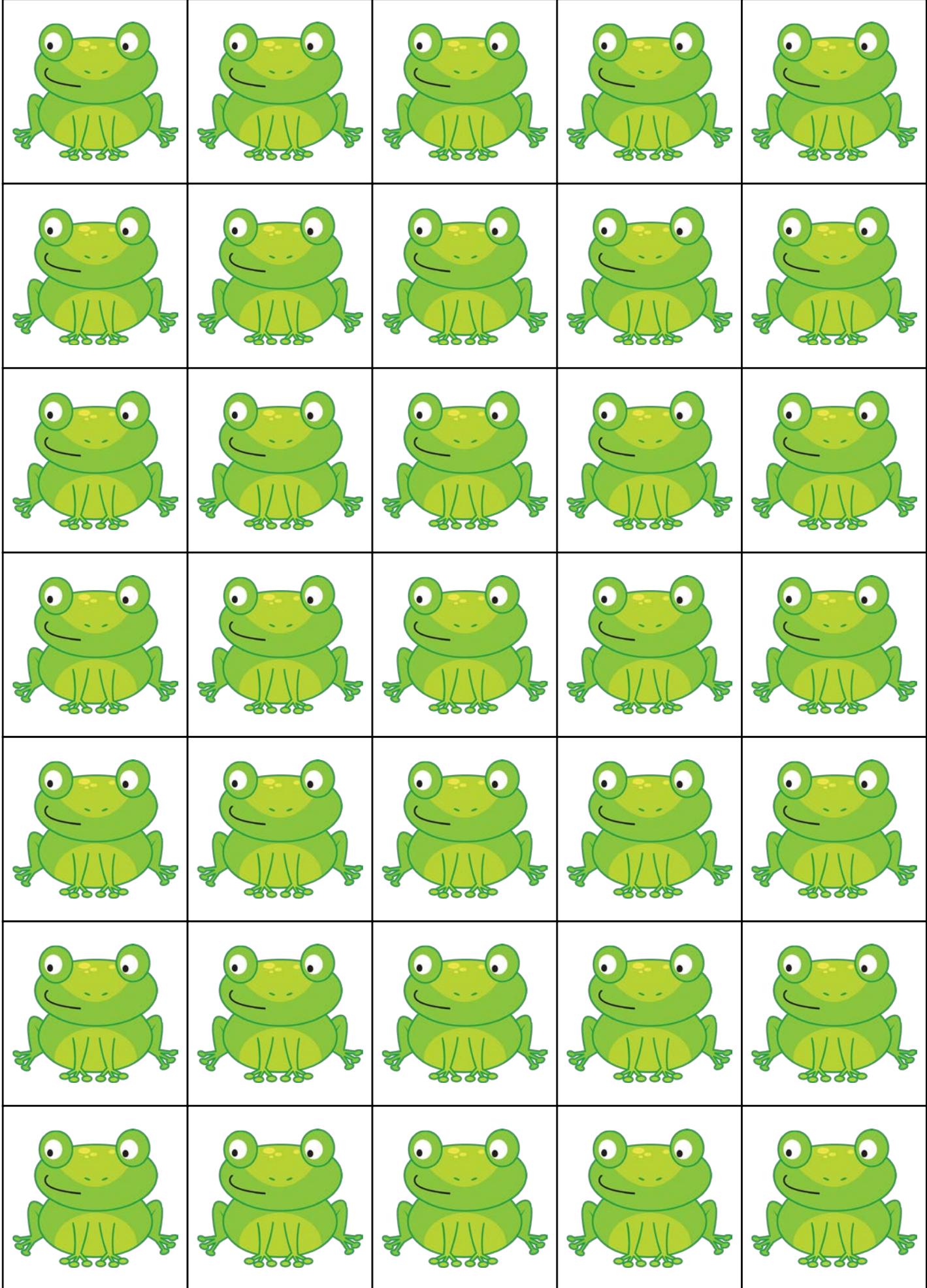


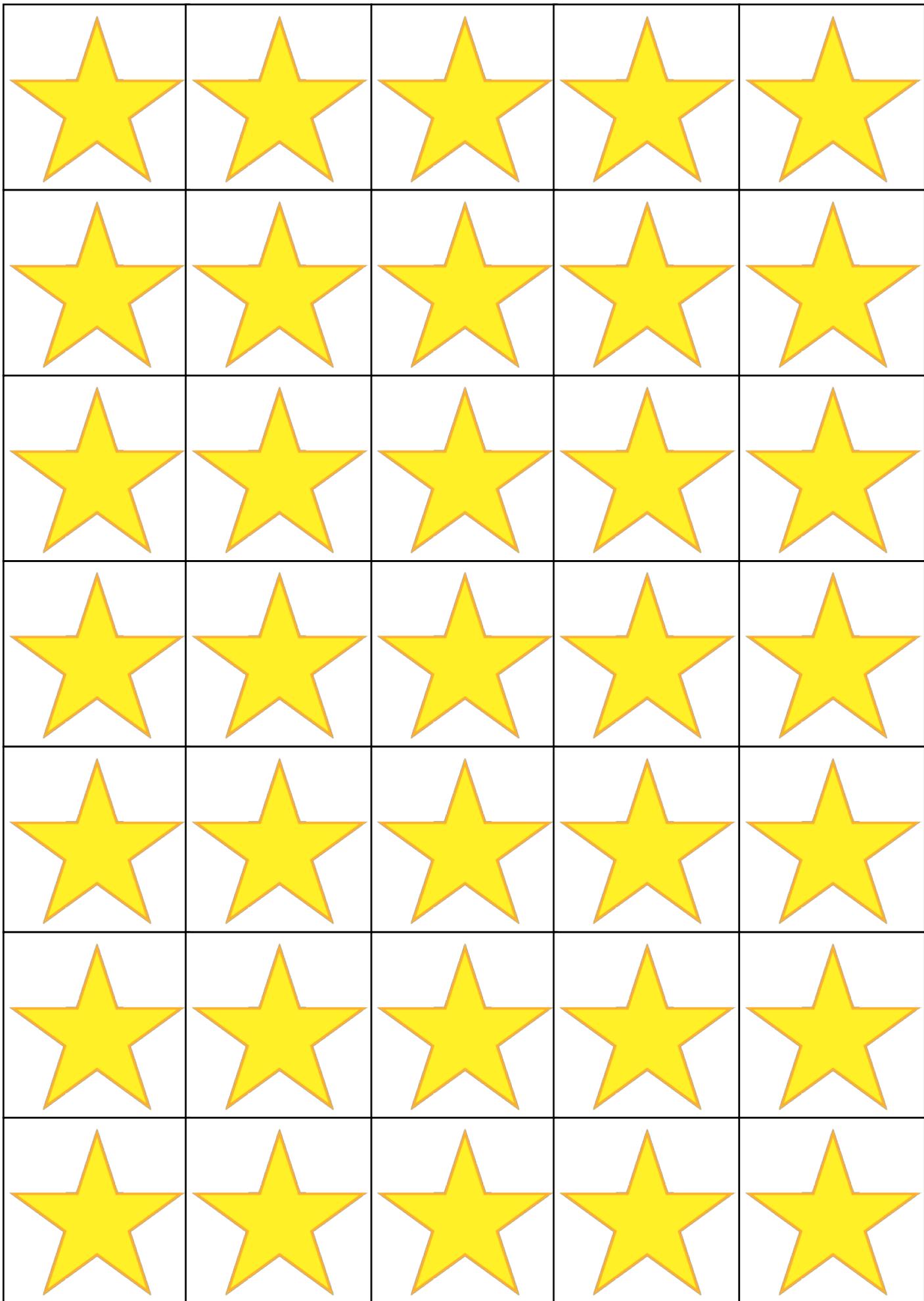
FREE
CHOICE

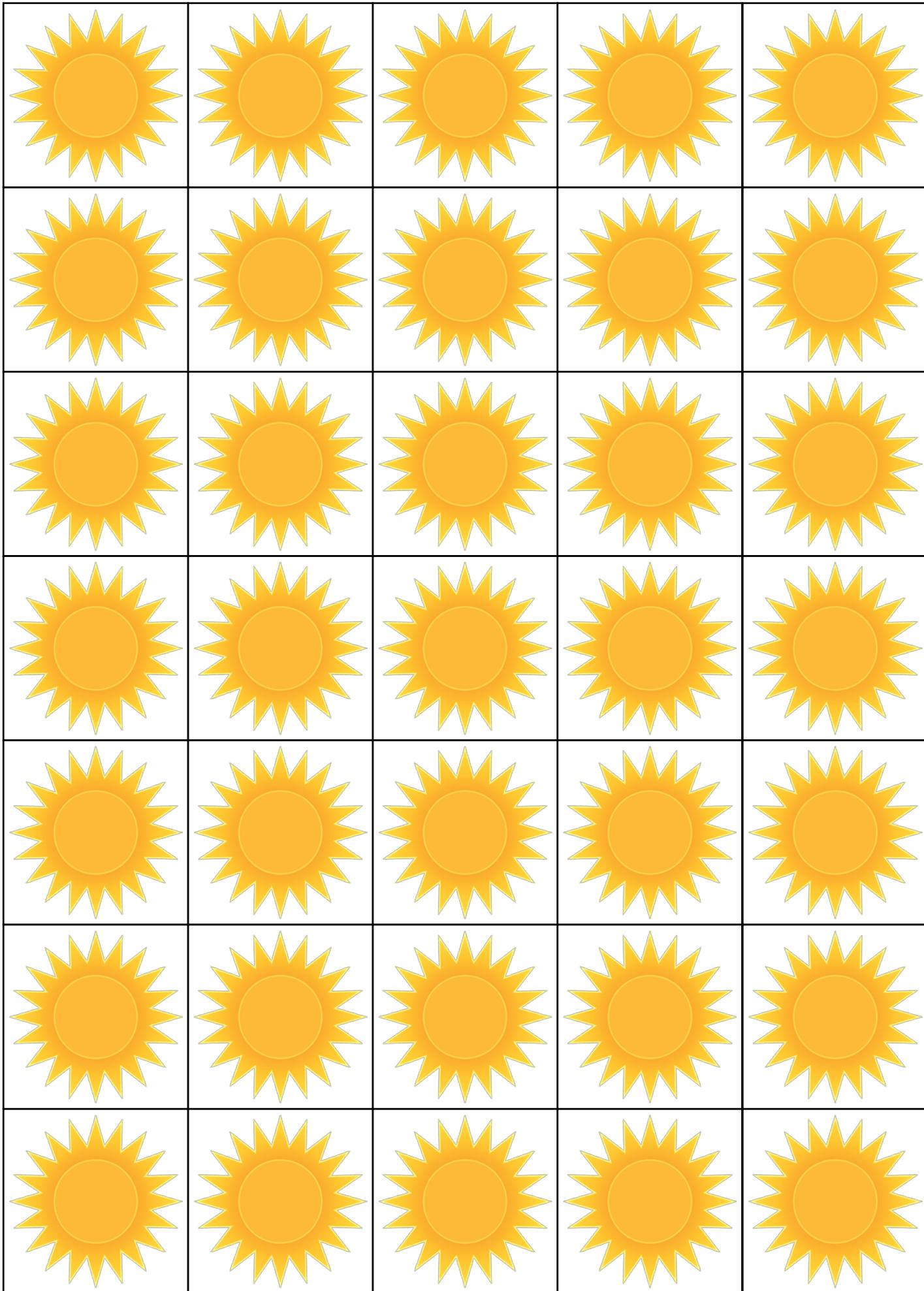
FREE
CHOICE

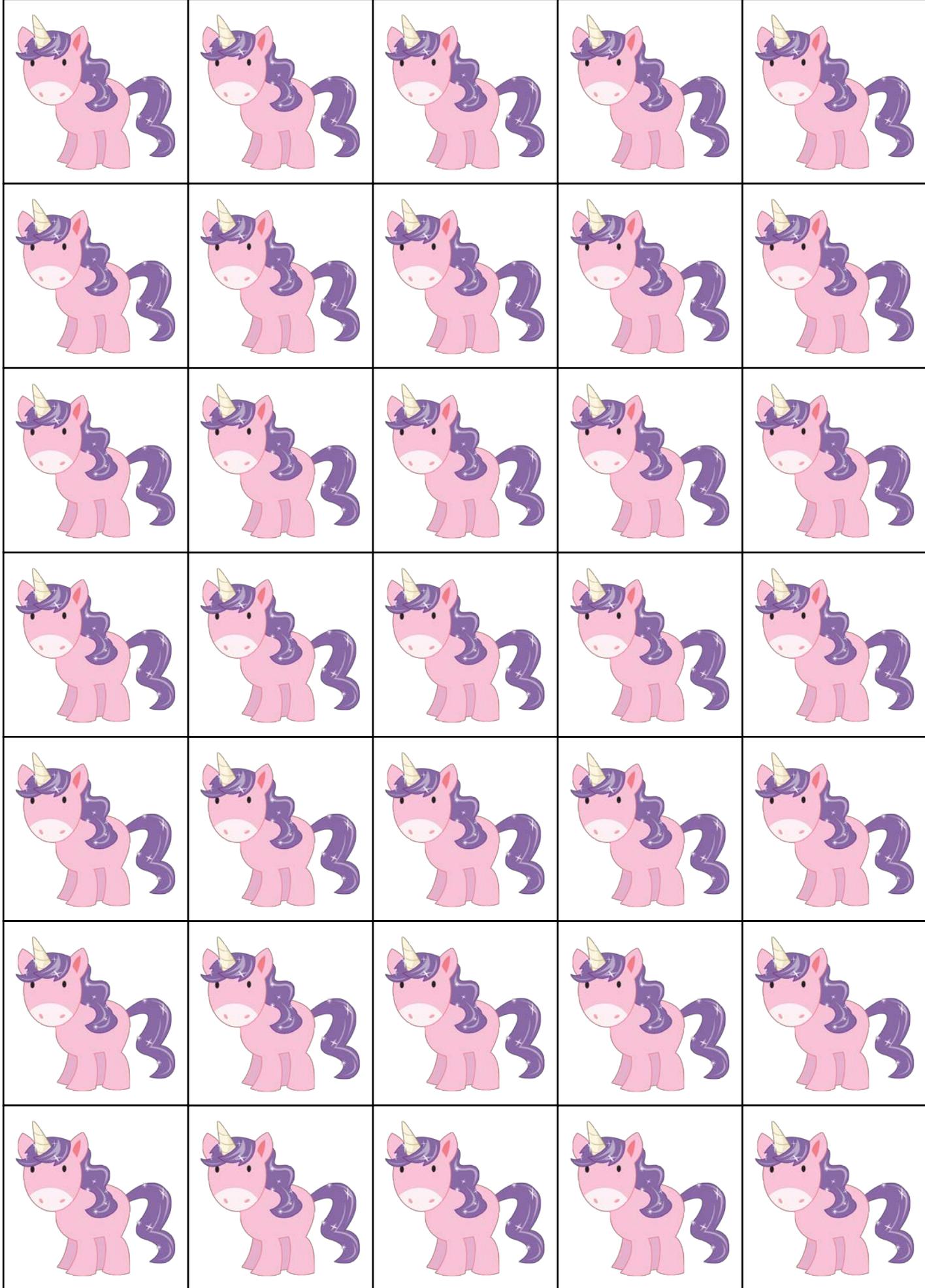
FREE
CHOICE

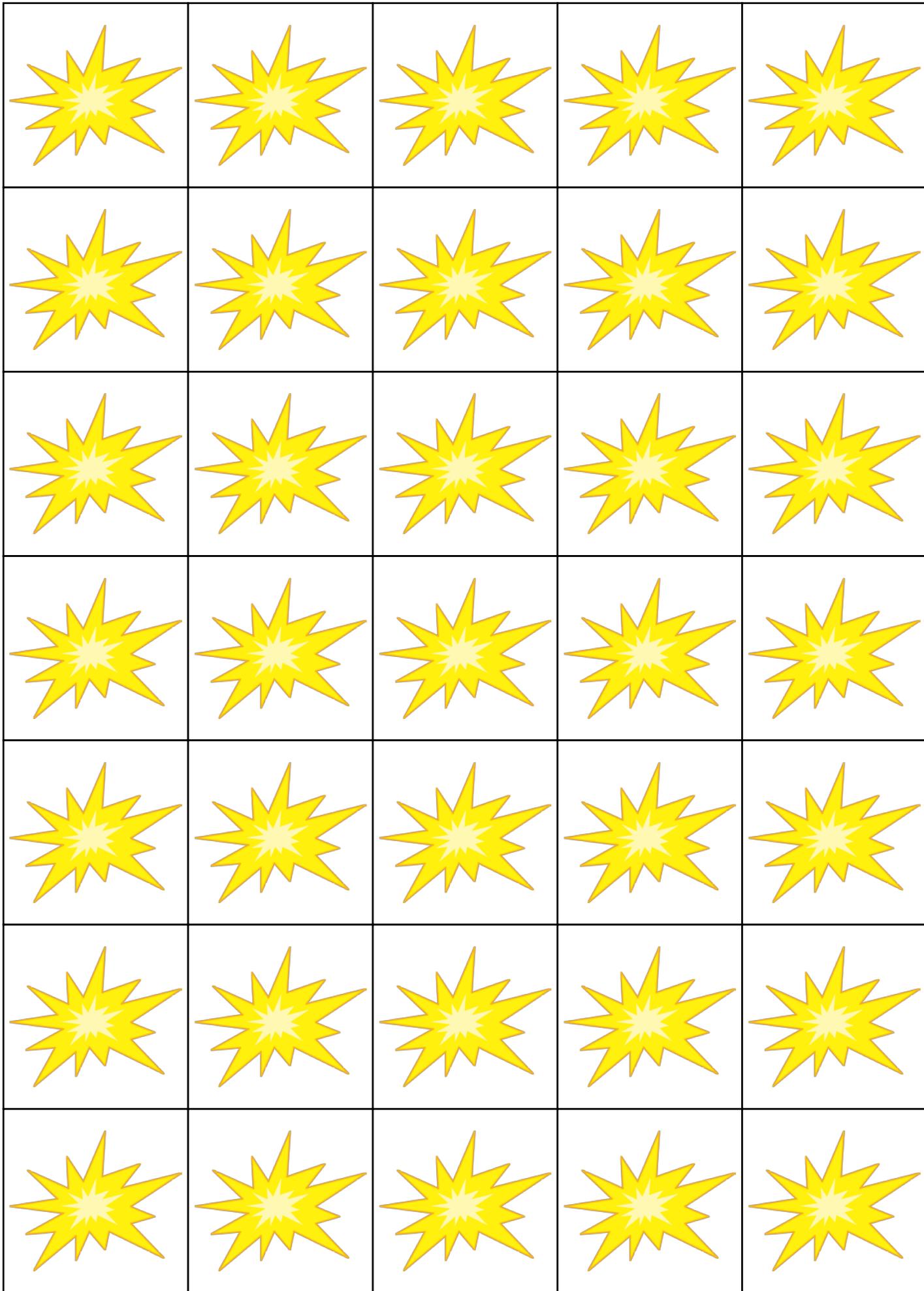
FREE
CHOICE

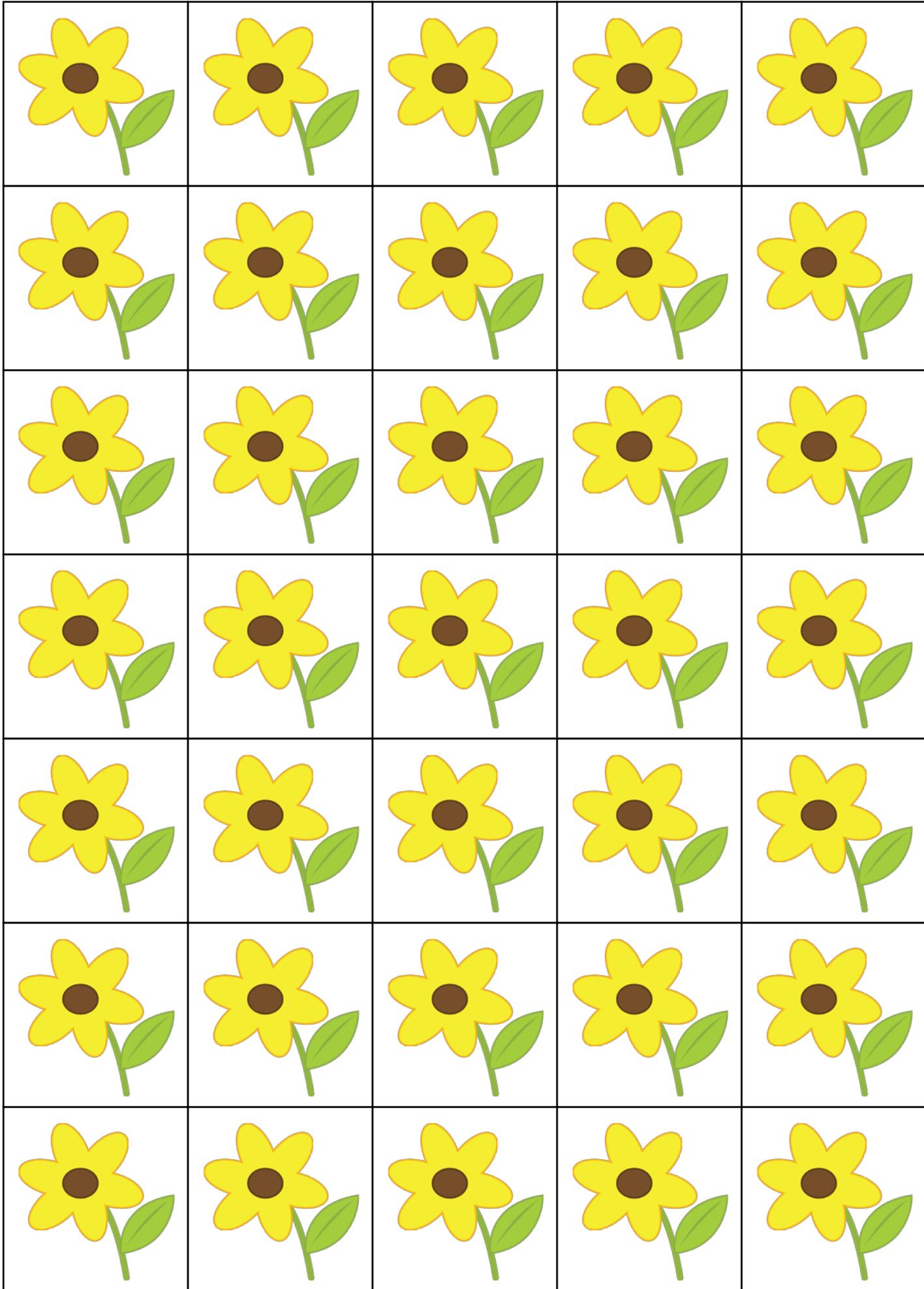


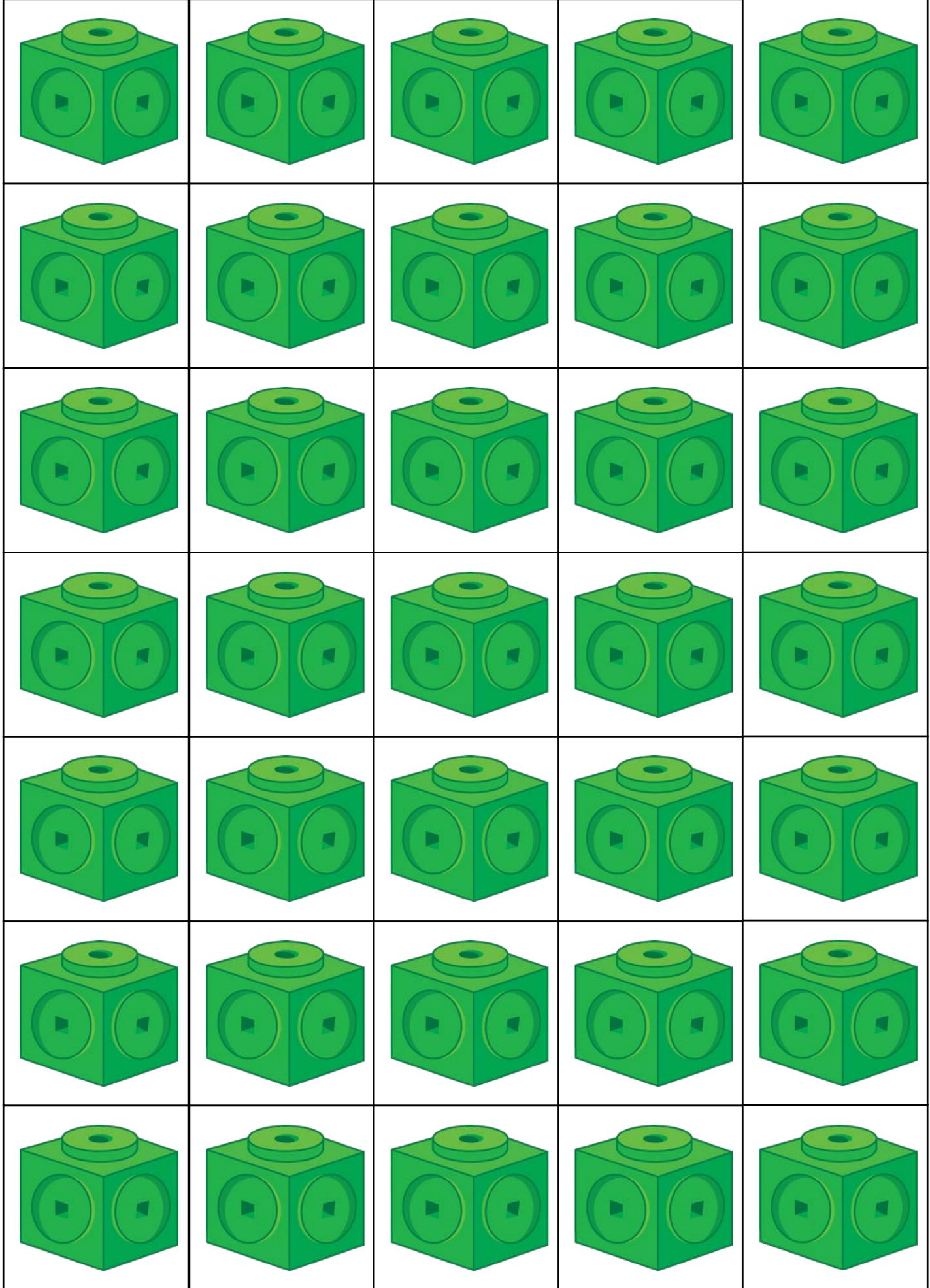


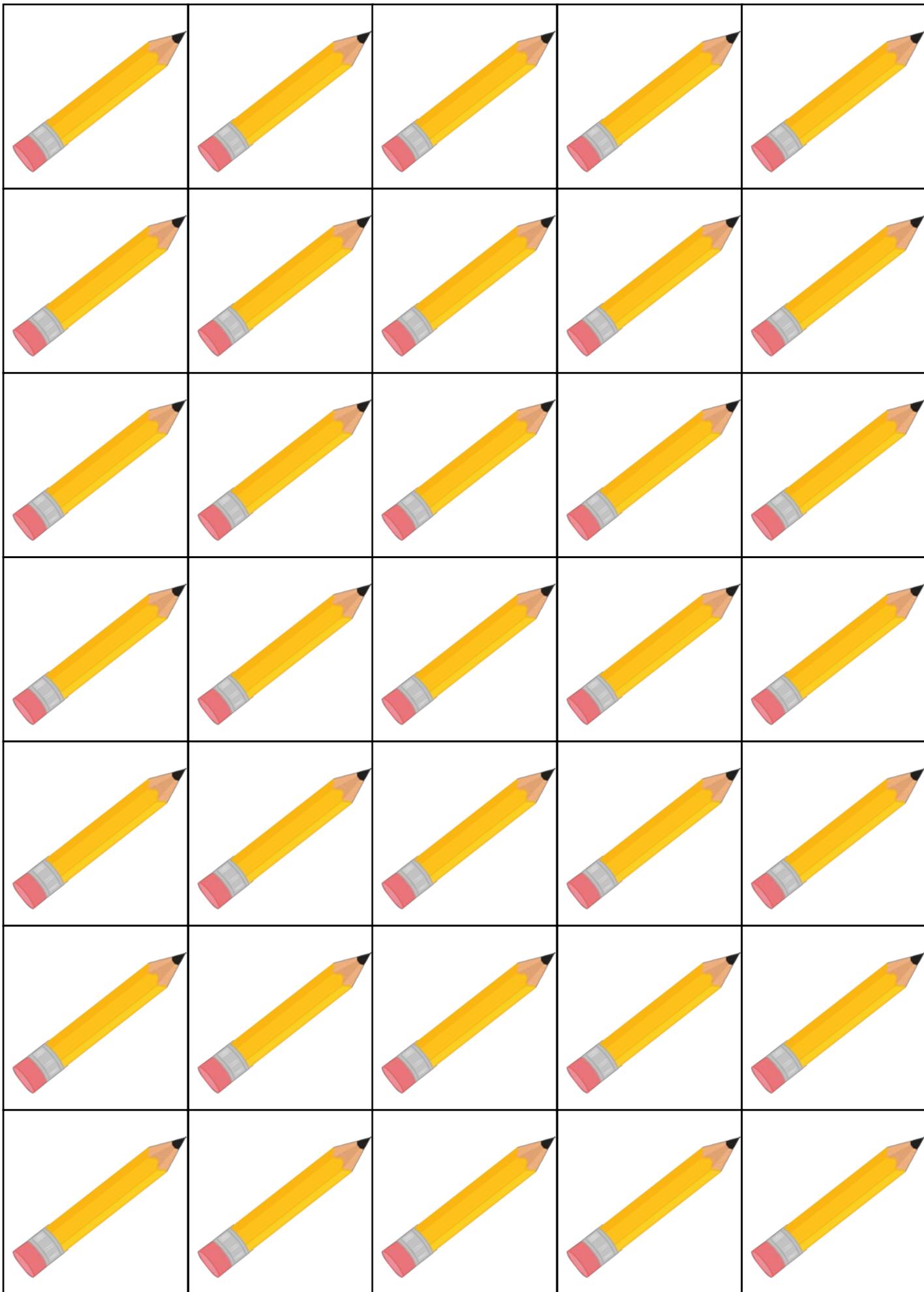












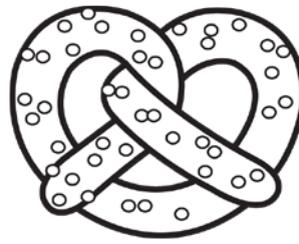
IPAD TIME



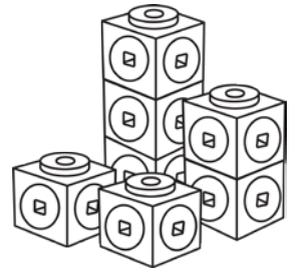
COMPUTER TIME



SNACK



BLOCKS



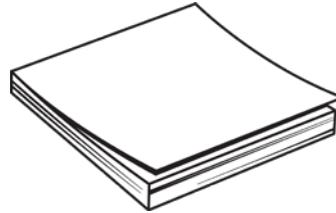
PHONE CALL HOME



EXTRA RECESS



NOTE HOME



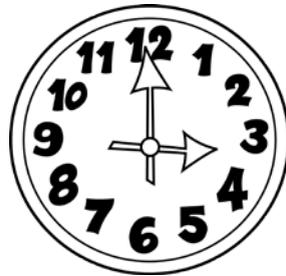
VISIT ANOTHER TEACHER



VISIT THE OFFICE



FREE TIME



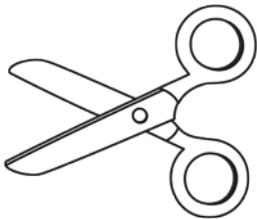
LUNCH WITH A TEACHER



LUNCH WITH A FRIEND



ARTS & CRAFTS



TEACHER HELPER



PLAYDOH



BUBBLES



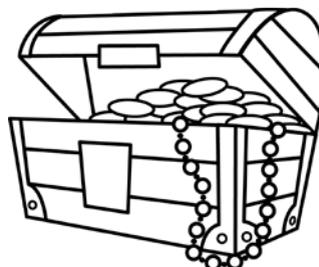
SPECIAL SEAT



EXTRA LIBRARY TIME



TREASURE BOX



SPECIAL SUPPLIES



**SIDEWALK
CHALK**



**HELP THE
CUSTODIAN**



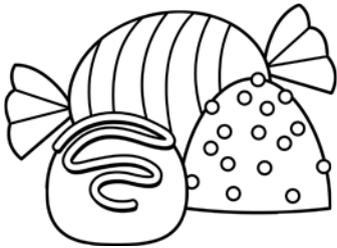
**STUFFED
ANIMAL**



DANCING



CANDY OR GUM



PLAY A GAME



**CHOOSE THE
BRAIN BREAKS**



**CHOOSE AN ACTIVITY
FOR THE CLASS**



**READ TO THE
CLASS**



**BE THE CLASS
MESSENGER**



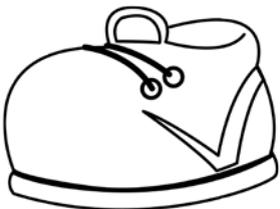
WEAR A HAT



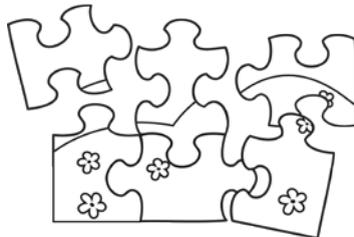
**SPECIAL
RECESS TOY**



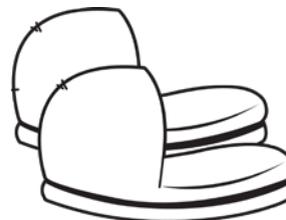
**TAKE YOUR
SHOES OFF**



PUZZLES



**WEAR
SLIPPERS**



**LISTEN TO
MUSIC**

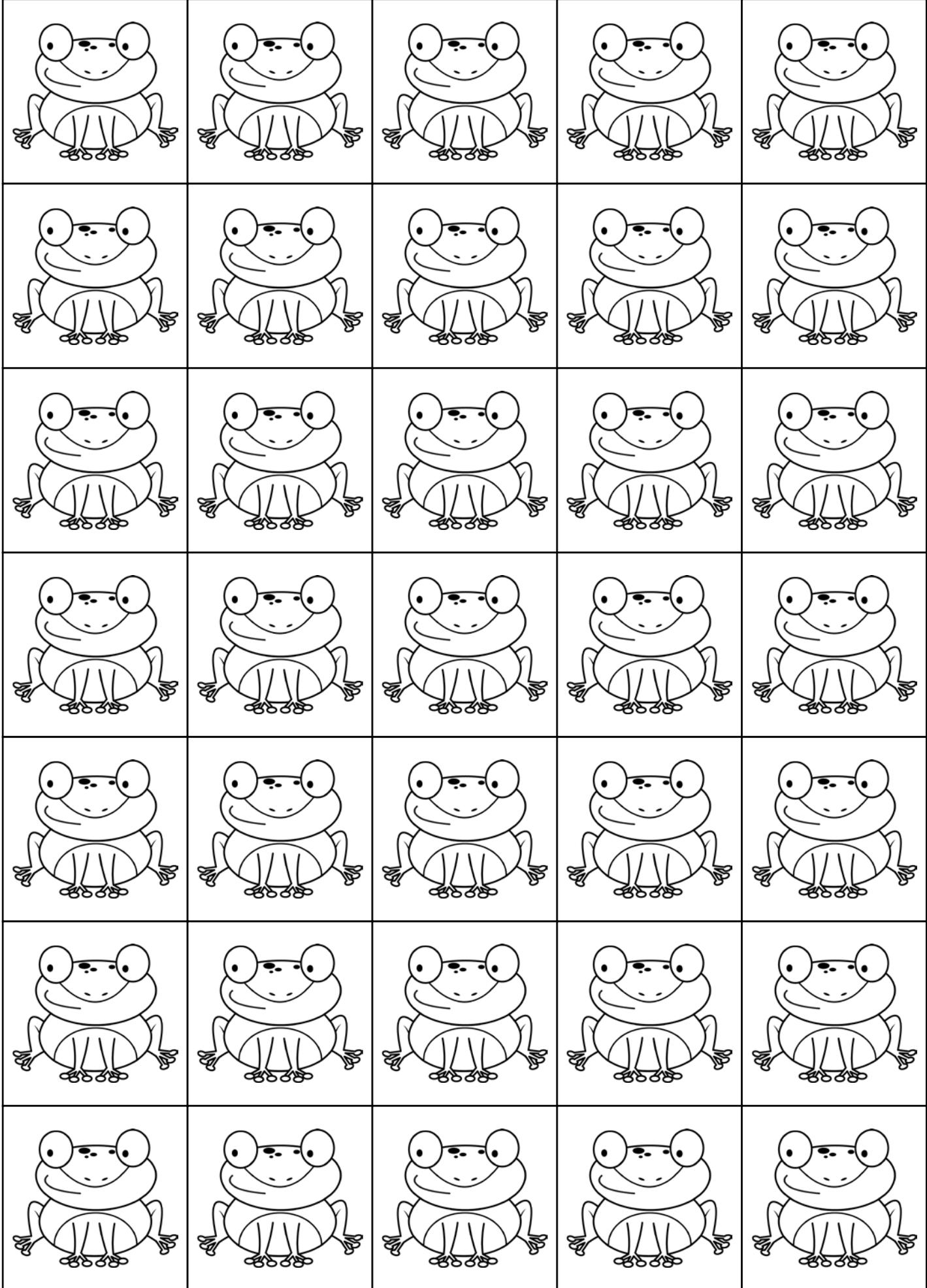


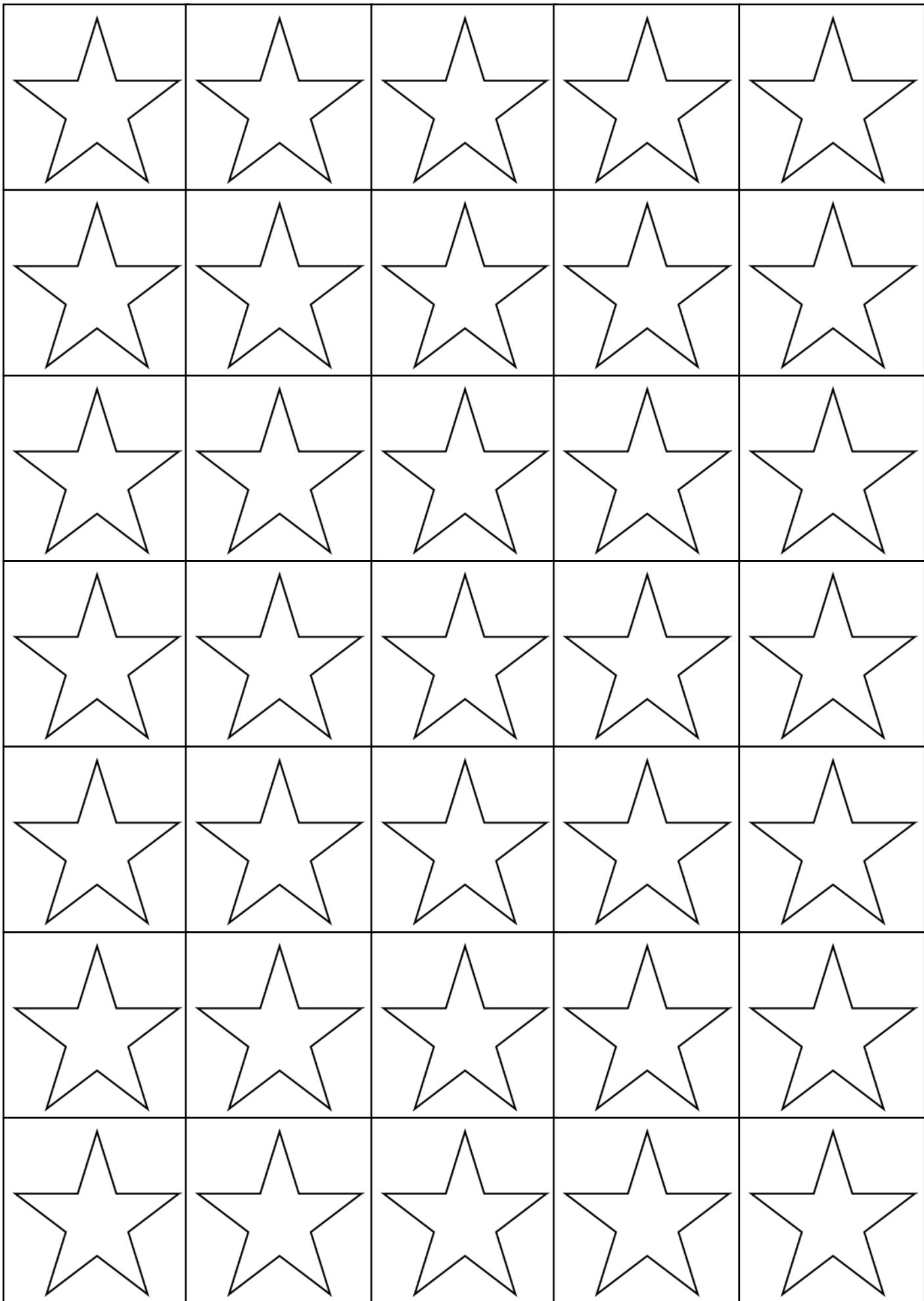
**FREE
CHOICE**

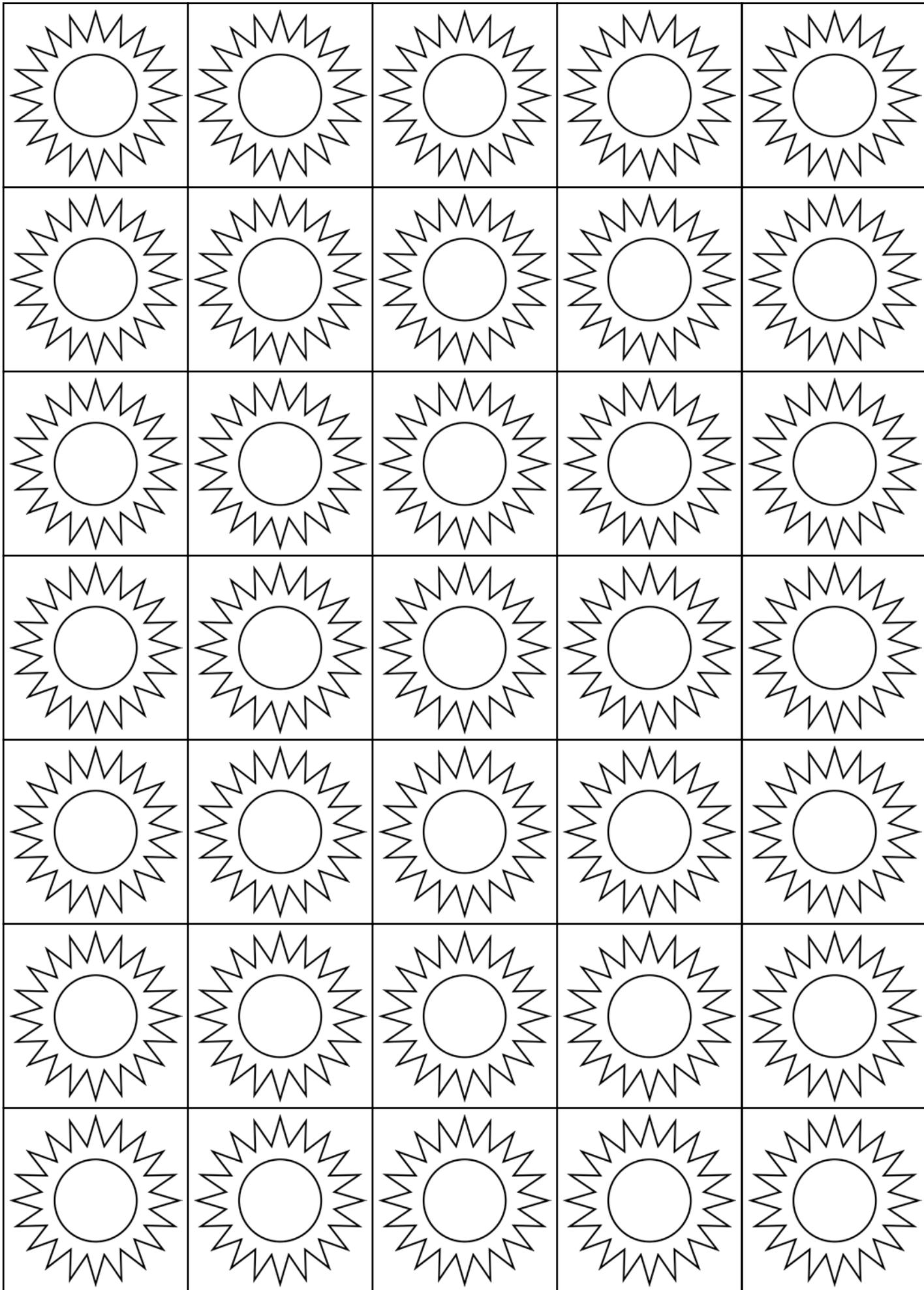
**FREE
CHOICE**

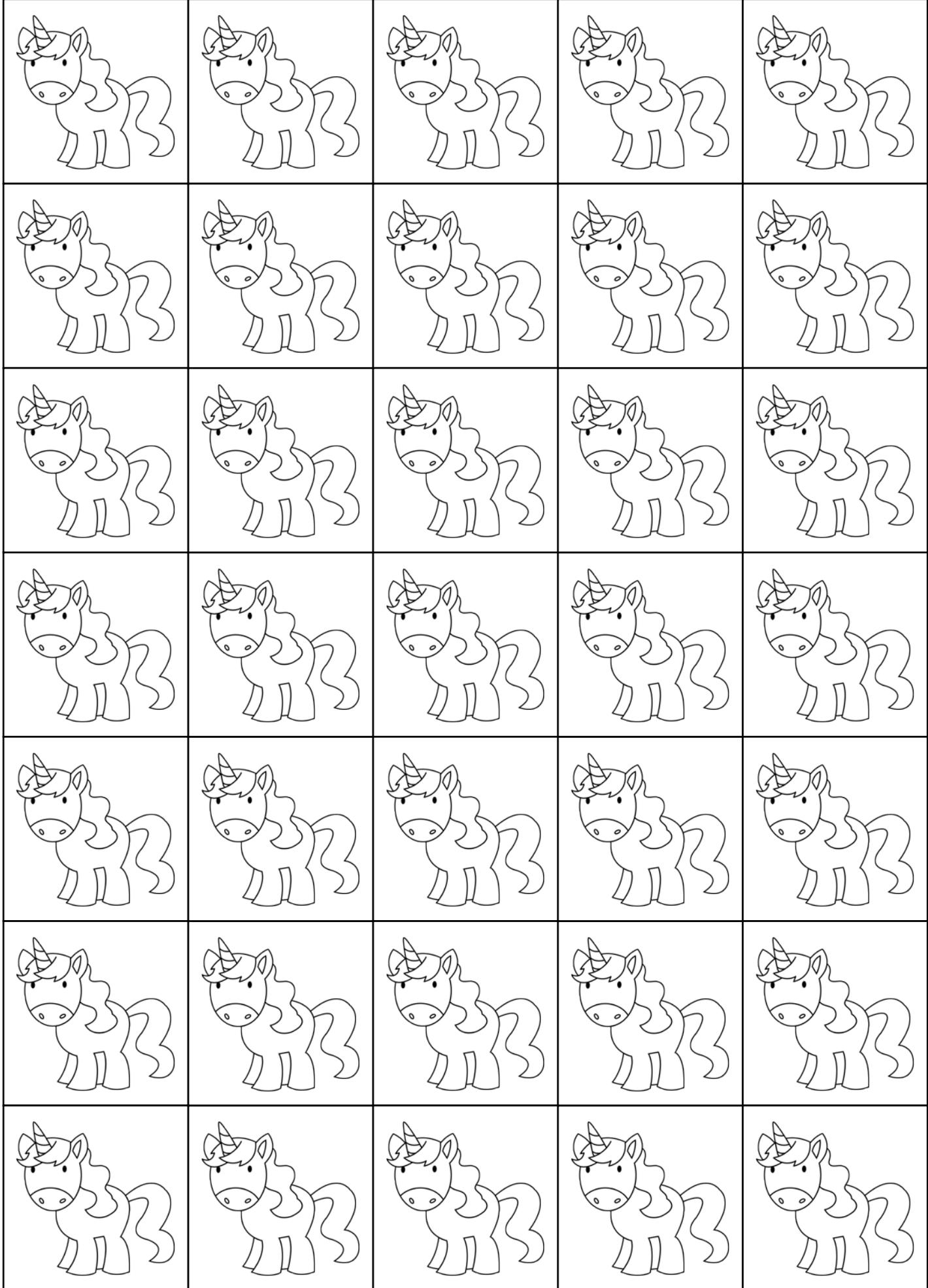
**FREE
CHOICE**

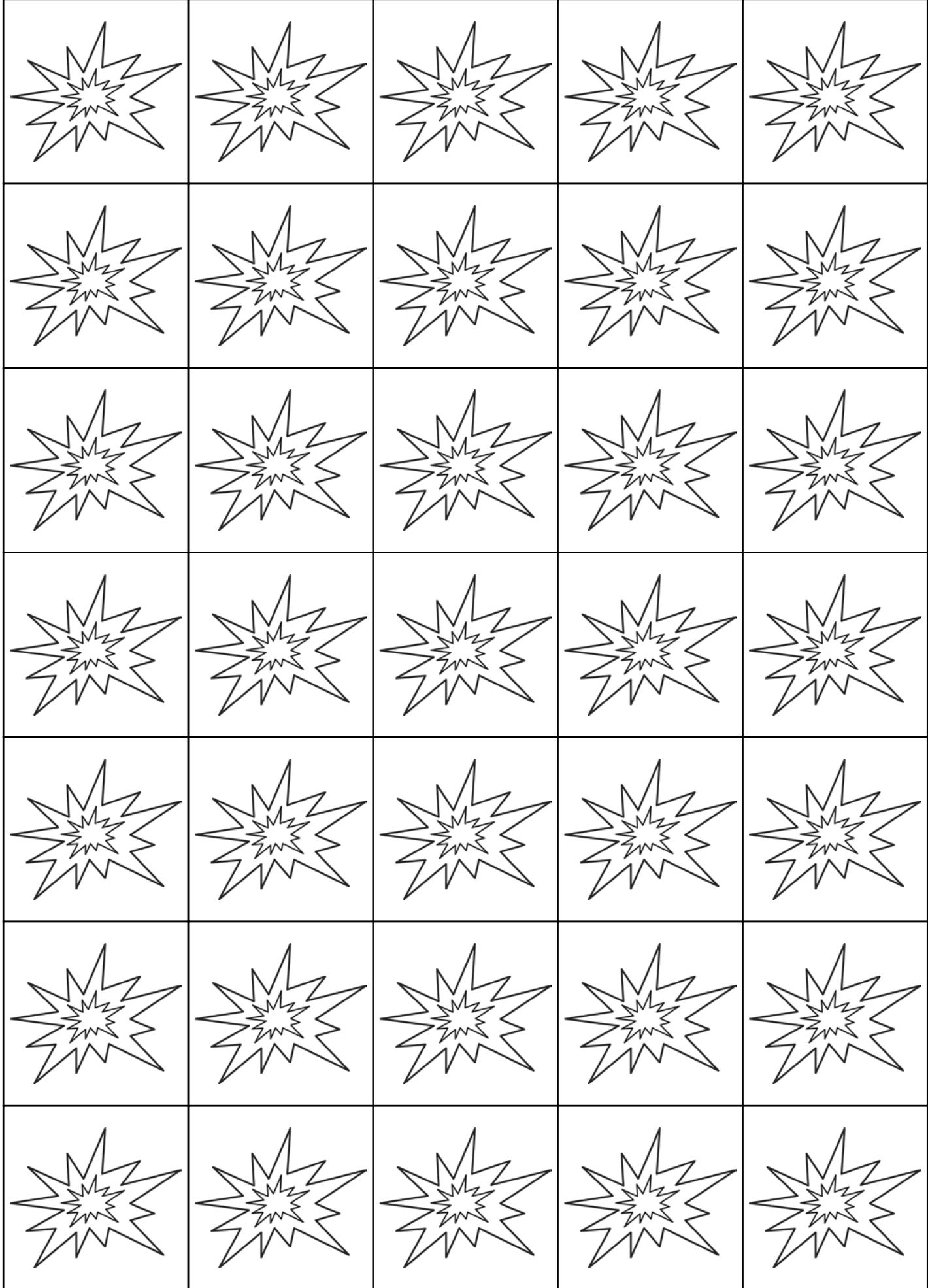
**FREE
CHOICE**

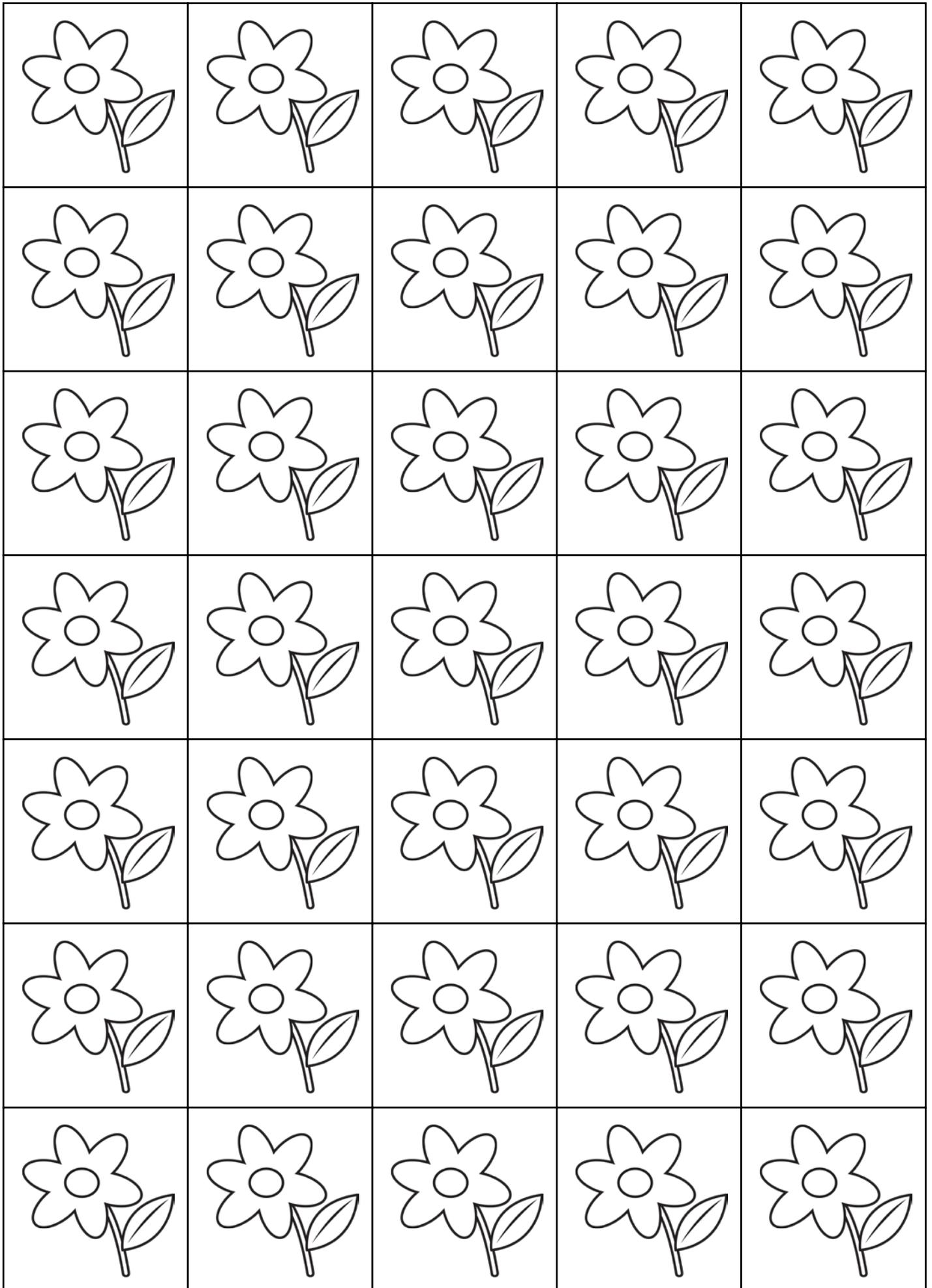


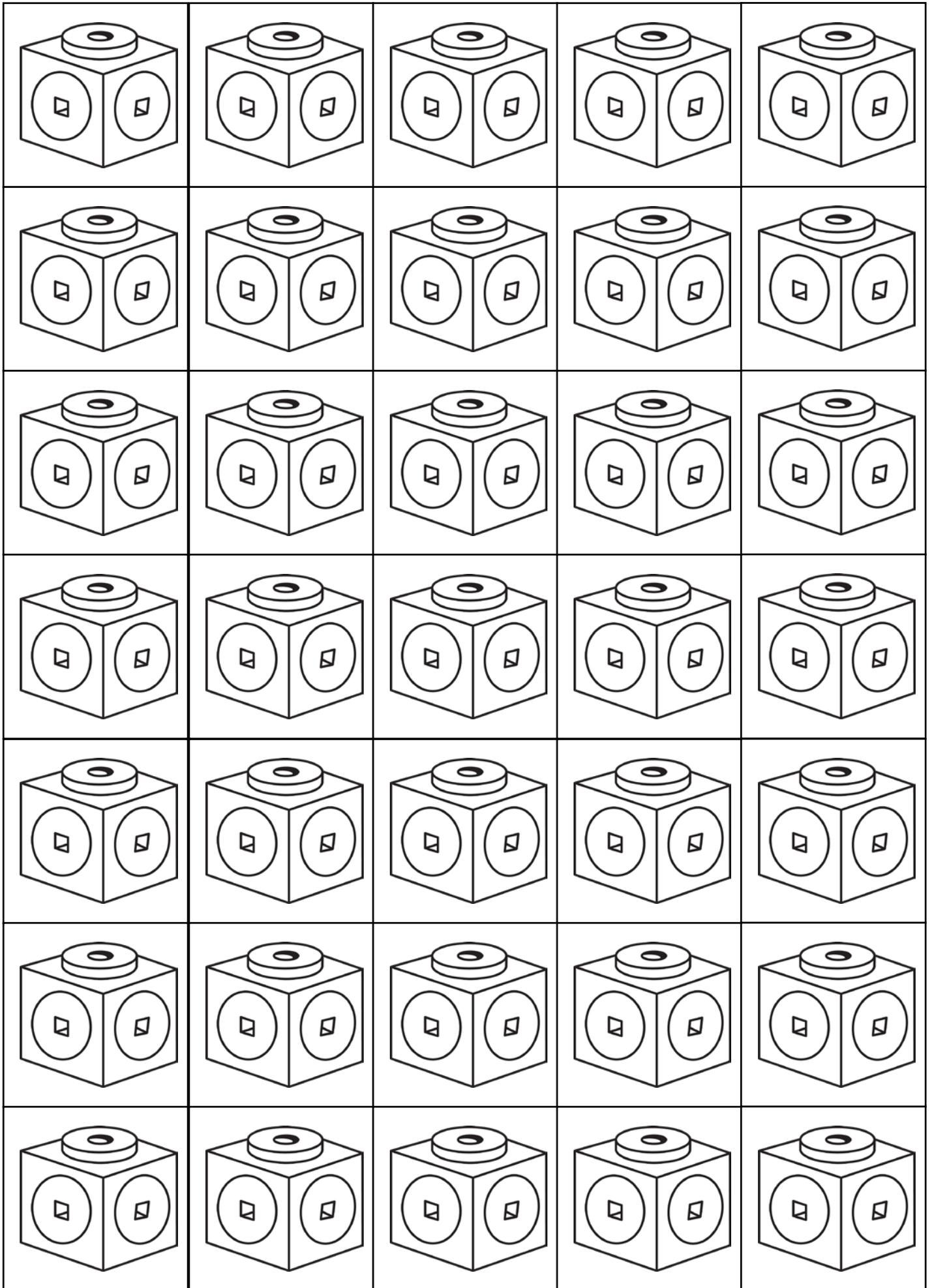


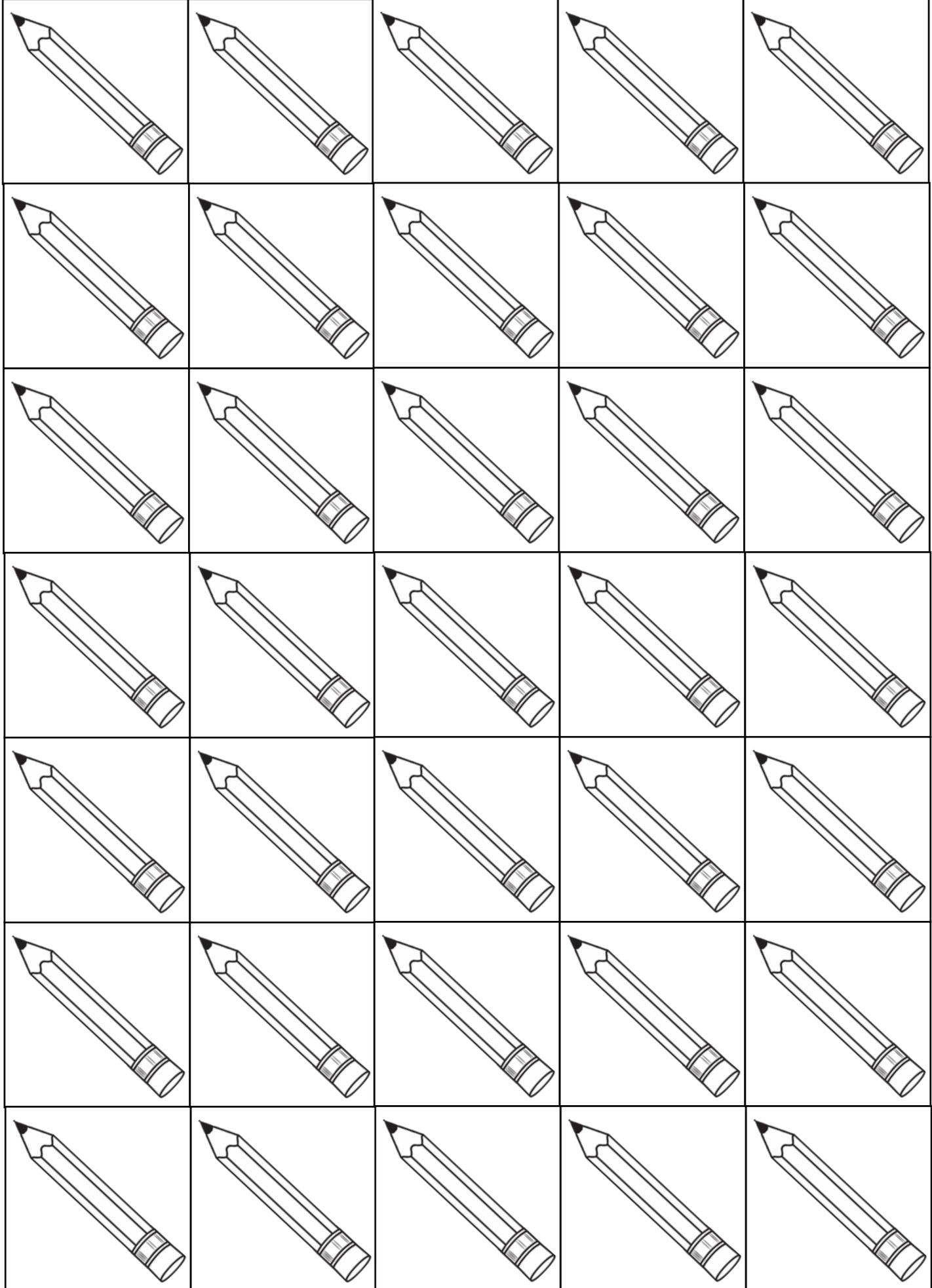












STICKER CHARTS

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. 😊

'S STICKER CHART									
I	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

'S STICKER CHART									
I	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

'S STICKER CHART									
I	2	3	4	5	6	7	8	9	☆
11	12	13	14	15	16	17	18	19	☆
21	22	23	24	25	26	27	28	29	☆
31	32	33	34	35	36	37	38	39	☆
41	42	43	44	45	46	47	48	49	☆

'S STICKER CHART						
I	2	3	4	5	6	7
11	12	13	14	15	16	17
21	22	23	24	25	26	27
31	32	33	34	35	36	37
41	42	43	44	45	46	47

'S STICKER CHART									
I	2	3	4	5	6	7	8	9	☆
11	12	13	14	15	16	17	18	19	☆
21	22	23	24	25	26	27	28	29	☆
31	32	33	34	35	36	37	38	39	☆
41	42	43	44	45	46	47	48	49	☆
51	52	53	54	55	56	57	58	59	☆

'S STICKER CHART									
I	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	☆	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	☆

'S STICKER CHART									
I	2	3	4	5	6	7	8	9	☆
11	12	13	14	15	16	17	18	19	☆
21	22	23	24	25	26	27	28	29	☆
31	32	33	34	35	36	37	38	39	☆
41	42	43	44	45	46	47	48	49	☆

'S STICKER CHART									
I	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	☆	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	☆

'S STICKER CHART									
I	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

'S STICKER CHART									
I	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	☆	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	☆
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	☆	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	☆

'S STICKER CHART									
I	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	☆
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	☆
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	☆
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	☆
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	☆
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	☆

'S STICKER CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

'S STICKER CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

'S STICKER CHART

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11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

'S STICKER CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

'S STICKER CHART

1	2	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	28	29	
31	32	33	34	35	36	37	38	39	
41	42	43	44	45	46	47	48	49	

'S STICKER CHART

1	2	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	28	29	
31	32	33	34	35	36	37	38	39	
41	42	43	44	45	46	47	48	49	

'S STICKER CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24		26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	

'S STICKER CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24		26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	

'S STICKER CHART

1	2	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	28	29	
31	32	33	34	35	36	37	38	39	
41	42	43	44	45	46	47	48	49	
51	52	53	54	55	56	57	58	59	
61	62	63	64	65	66	67	68	69	
71	72	73	74	75	76	77	78	79	
81	82	83	84	85	86	87	88	89	
91	92	93	94	95	96	97	98	99	

'S STICKER CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24		26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
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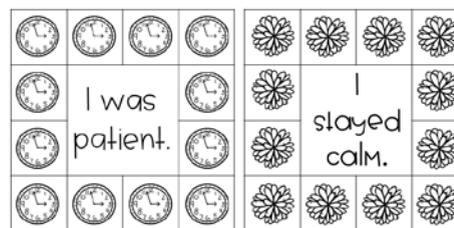
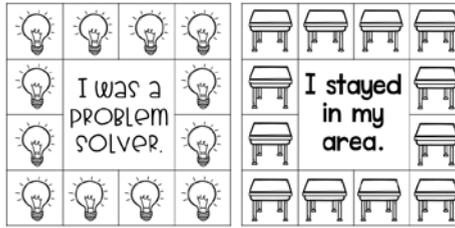
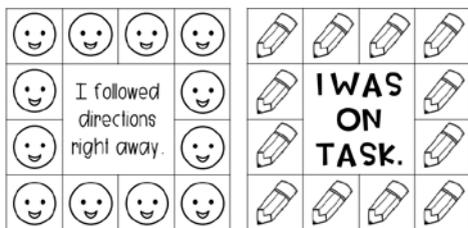
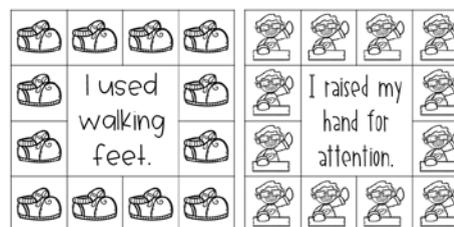
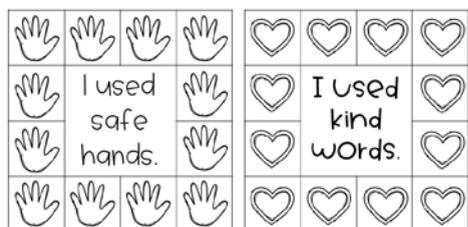
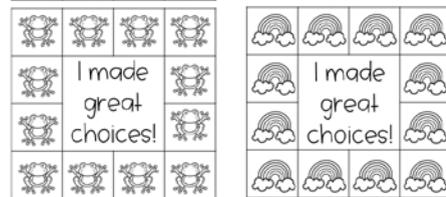
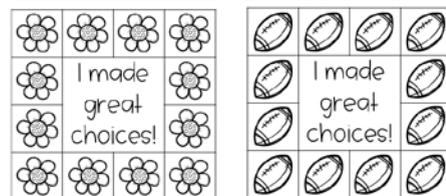
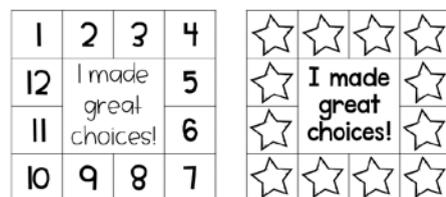
'S STICKER CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	

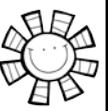
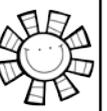
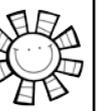
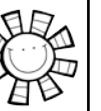
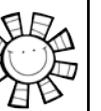
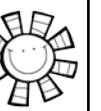
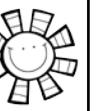
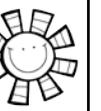
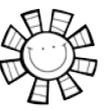
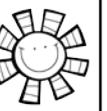
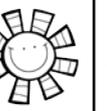
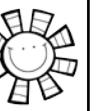
PUNCH CARDS

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.

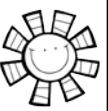
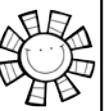
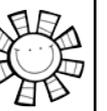
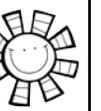
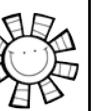
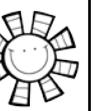
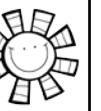
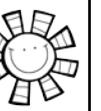
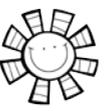
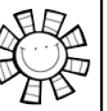
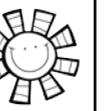
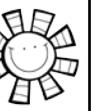
When they fill up their chart, they should earn a reward and show off their finished punch card. For students without supportive parents, I let them share their card with an administrator or a favorite teacher.



1	2	3	4	5	6
20	<p style="text-align: right; font-size: 2em;">'S</p> <h1 style="text-align: center;">PUNCH CARD</h1>				7
19					8
18					9
17					10
16	15	14	13	12	11

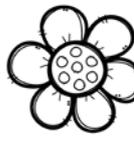
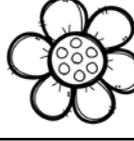
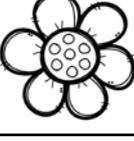
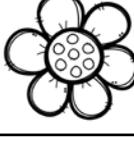
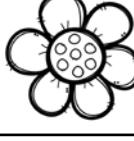
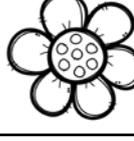
					
	<h1 style="text-align: center;">SHINING BEHAVIOR PUNCH CARD</h1>				
					
					
					
					

1	2	3	4	5	6
20	<p style="text-align: right; font-size: 2em;">'S</p> <h1 style="text-align: center;">PUNCH CARD</h1>				7
19					8
18					9
17					10
16	15	14	13	12	11

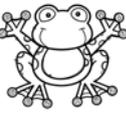
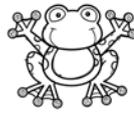
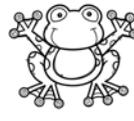
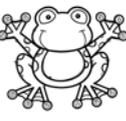
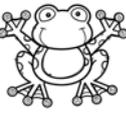
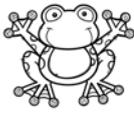
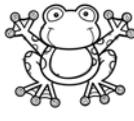
					
	<h1 style="text-align: center;">SHINING BEHAVIOR PUNCH CARD</h1>				
					
					
					
					

1	2	3	4
12	I made great choices!		5
11			6
10	9	8	7

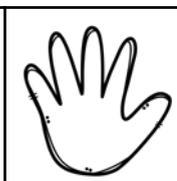
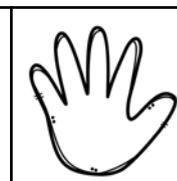
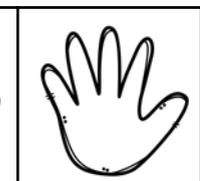
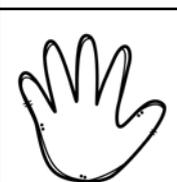
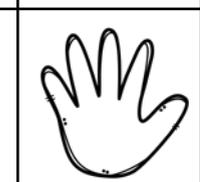
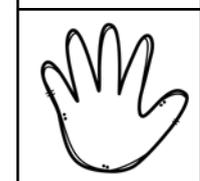
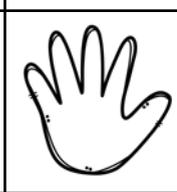
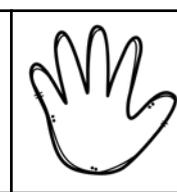
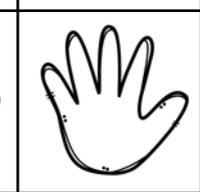
			
	I made great choices!		
			
			

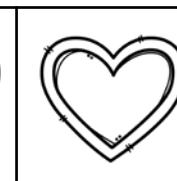
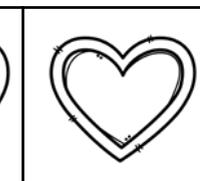
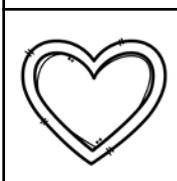
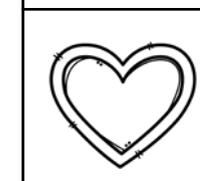
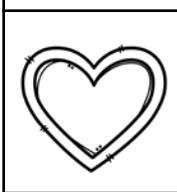
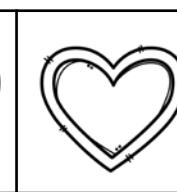
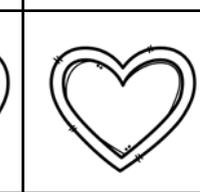
			
	I made great choices!		
			
			

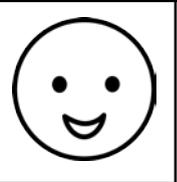
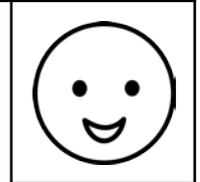
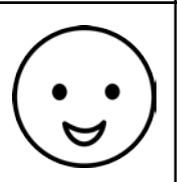
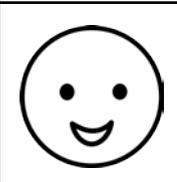
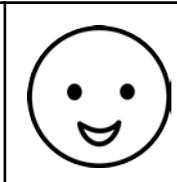
			
	I made great choices!		
			
			

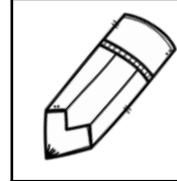
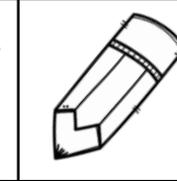
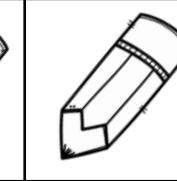
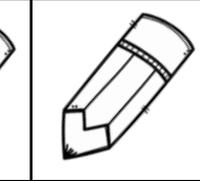
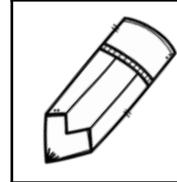
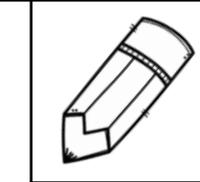
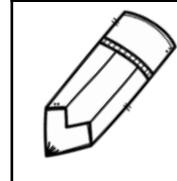
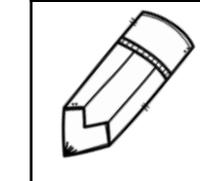
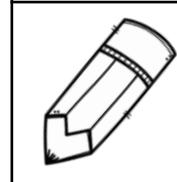
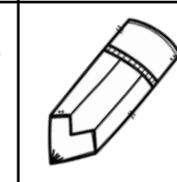
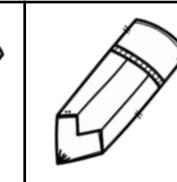
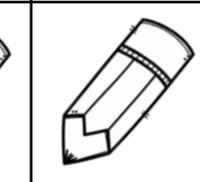
			
	I made great choices!		
			
			

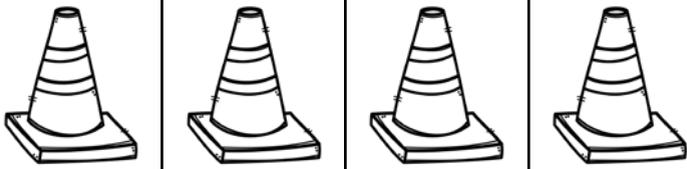
			
	I made great choices!		
			
			

			
	I used safe hands.		
			
			

			
	I Used kind words.		
			
			

			
	I followed directions right away.		
			
			

			
	I WAS ON TASK.		
			
			



I made
safe
choices.



I
finished
all of my
work.

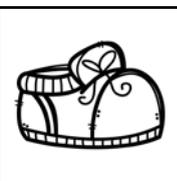
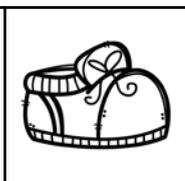
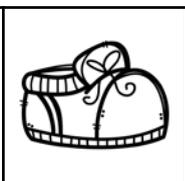
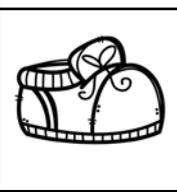
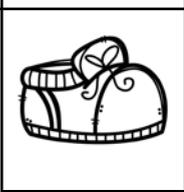
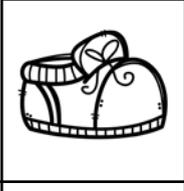


I was a
PROBLEM
SOLVER.

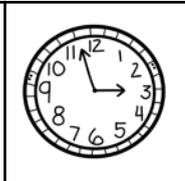
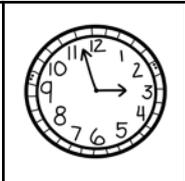
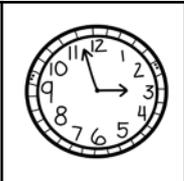
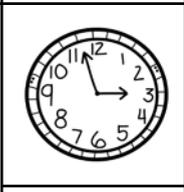
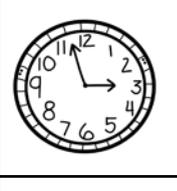
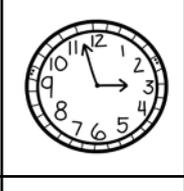


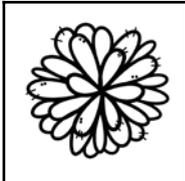
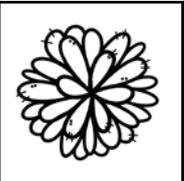
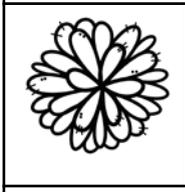
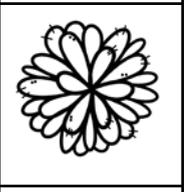
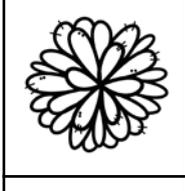
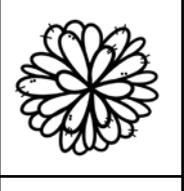
I stayed
in my
area.



			
	I used walking feet.		
			
			

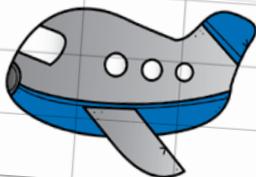
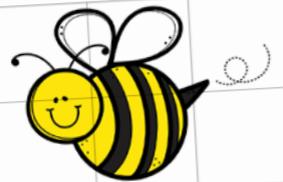
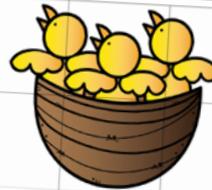
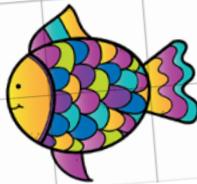
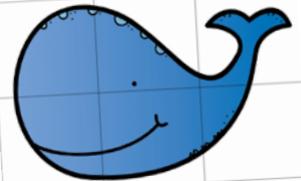
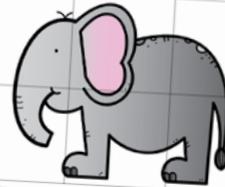
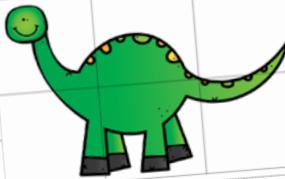
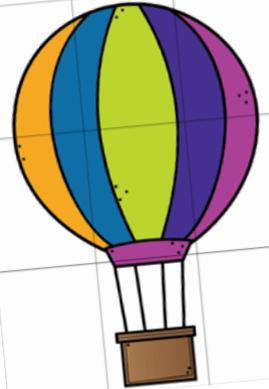
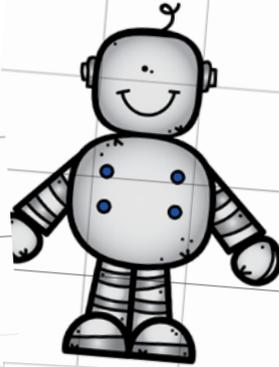
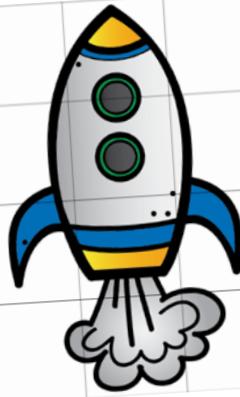
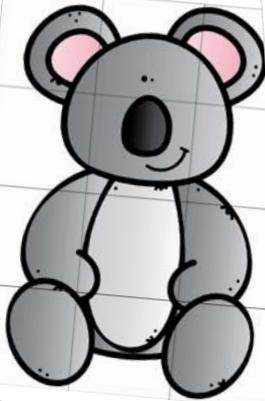
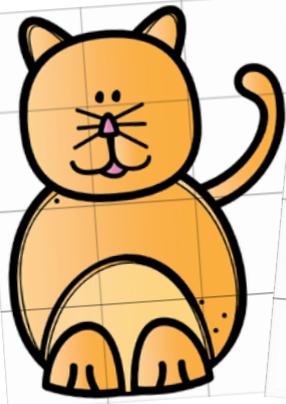
			
	I raised my hand for attention.		
			
			

			
	I was patient.		
			
			

			
	I stayed calm.		
			
			

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 made a great choice.

I made a great choice.

I made a great choice.

I used my mind for attention.

I stayed in my area.

I used kind words.

I made a great choice.

I made a great choice.

I made a great choice.

I walked calmly.

I was helpful.

I followed directions immediately.

I made a great choice.

I made a great choice.

I made a great choice.

I was respectful.

I used safe hands.

I did a great job in line.

I made a great choice.

I made a great choice.

I made a great choice.

I finished my work.

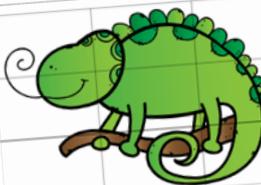
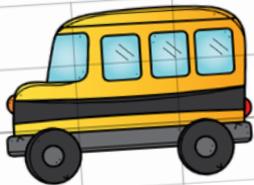
I was safe at recess.

I was responsible.

I made a great choice.

I made a great choice.

I made a great choice.



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.

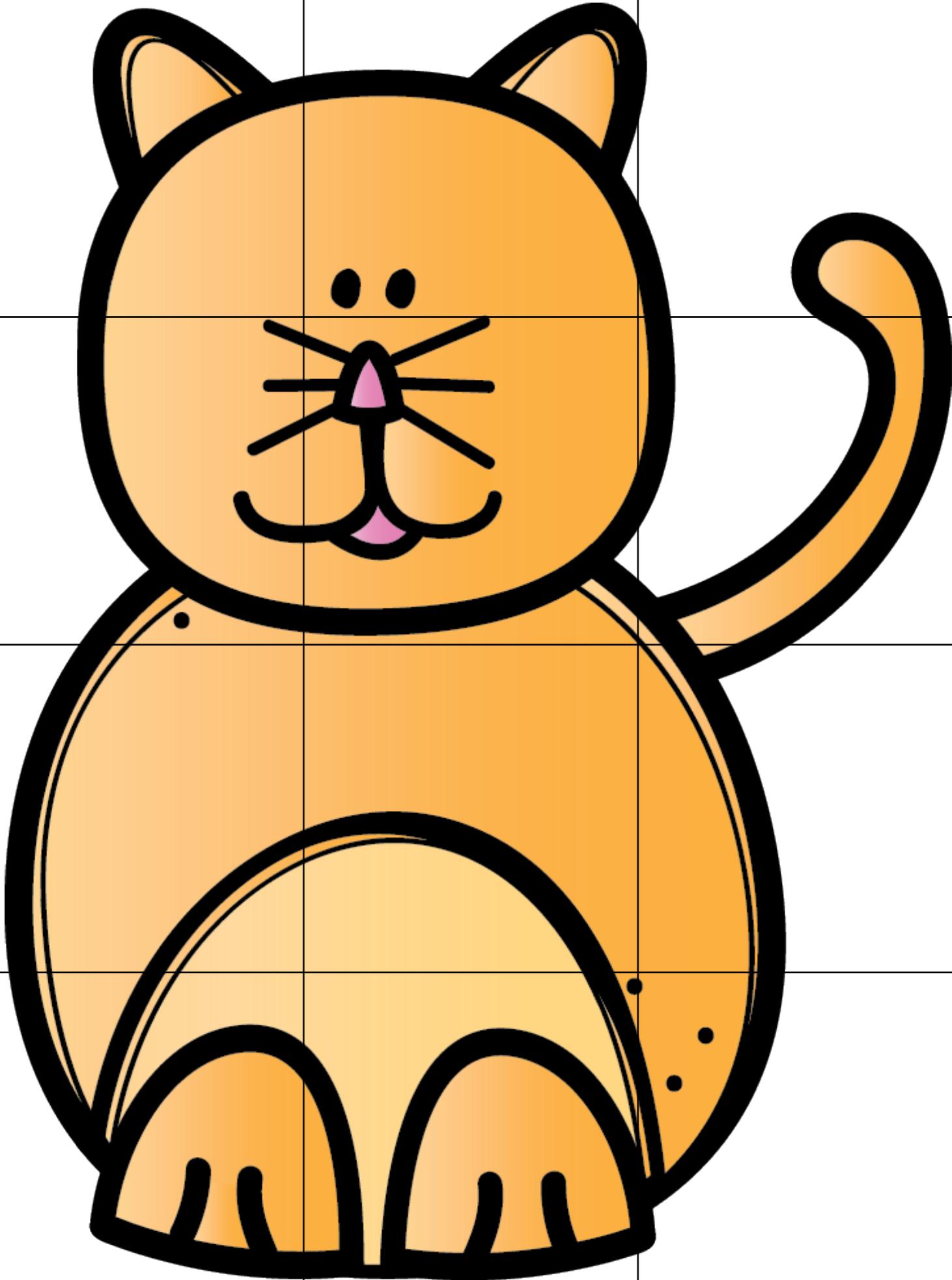
I used safe hands.

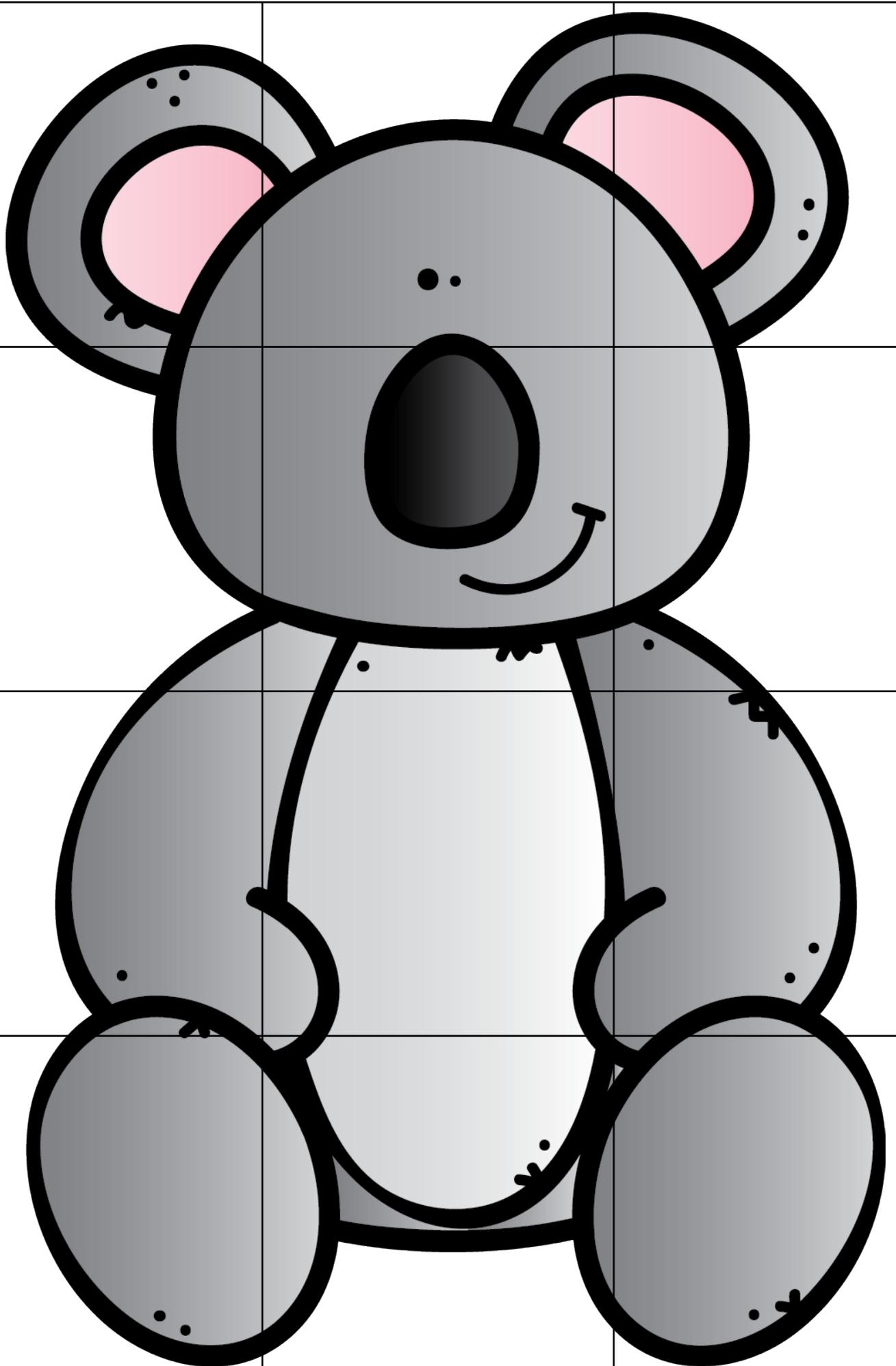
I did a great job in line.

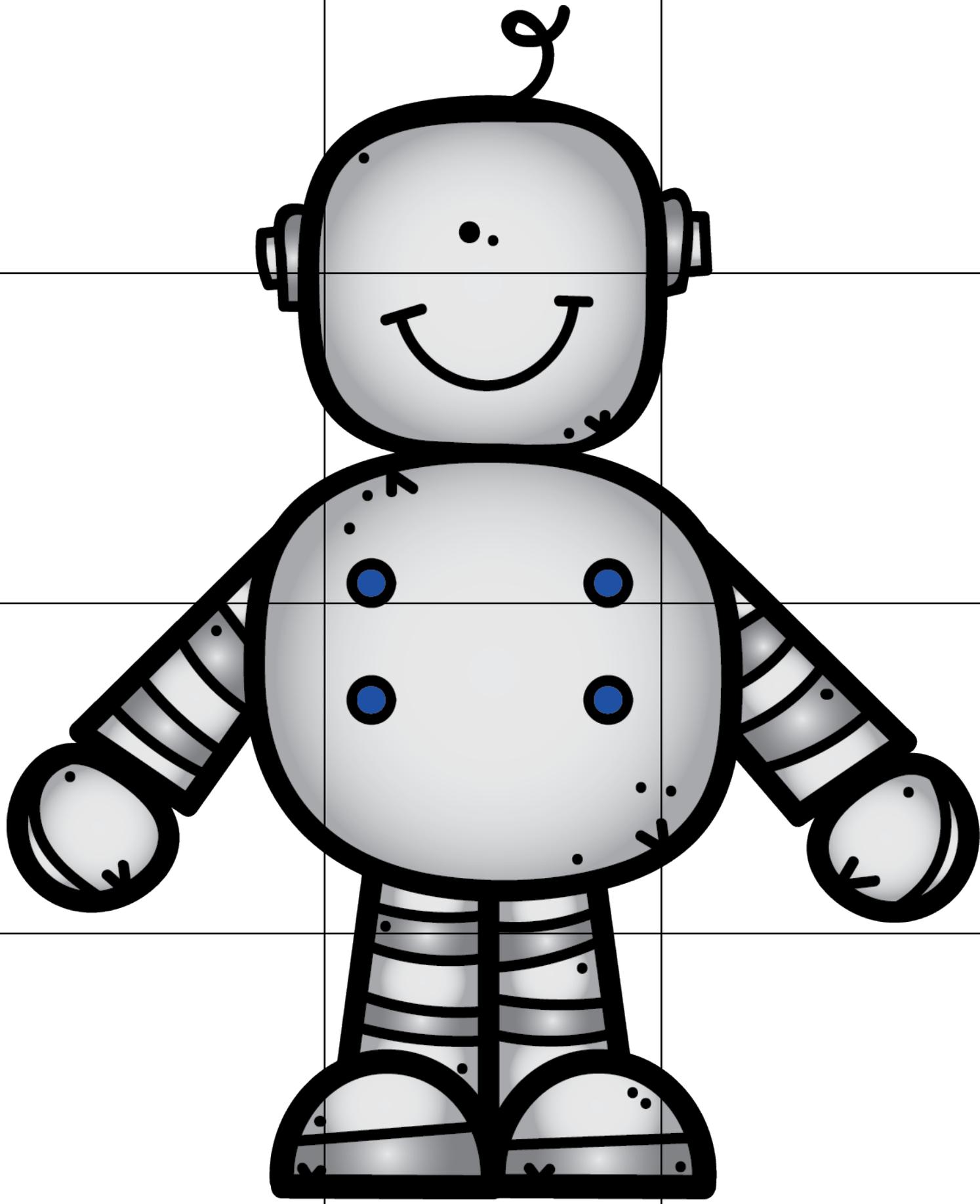
I finished my work.

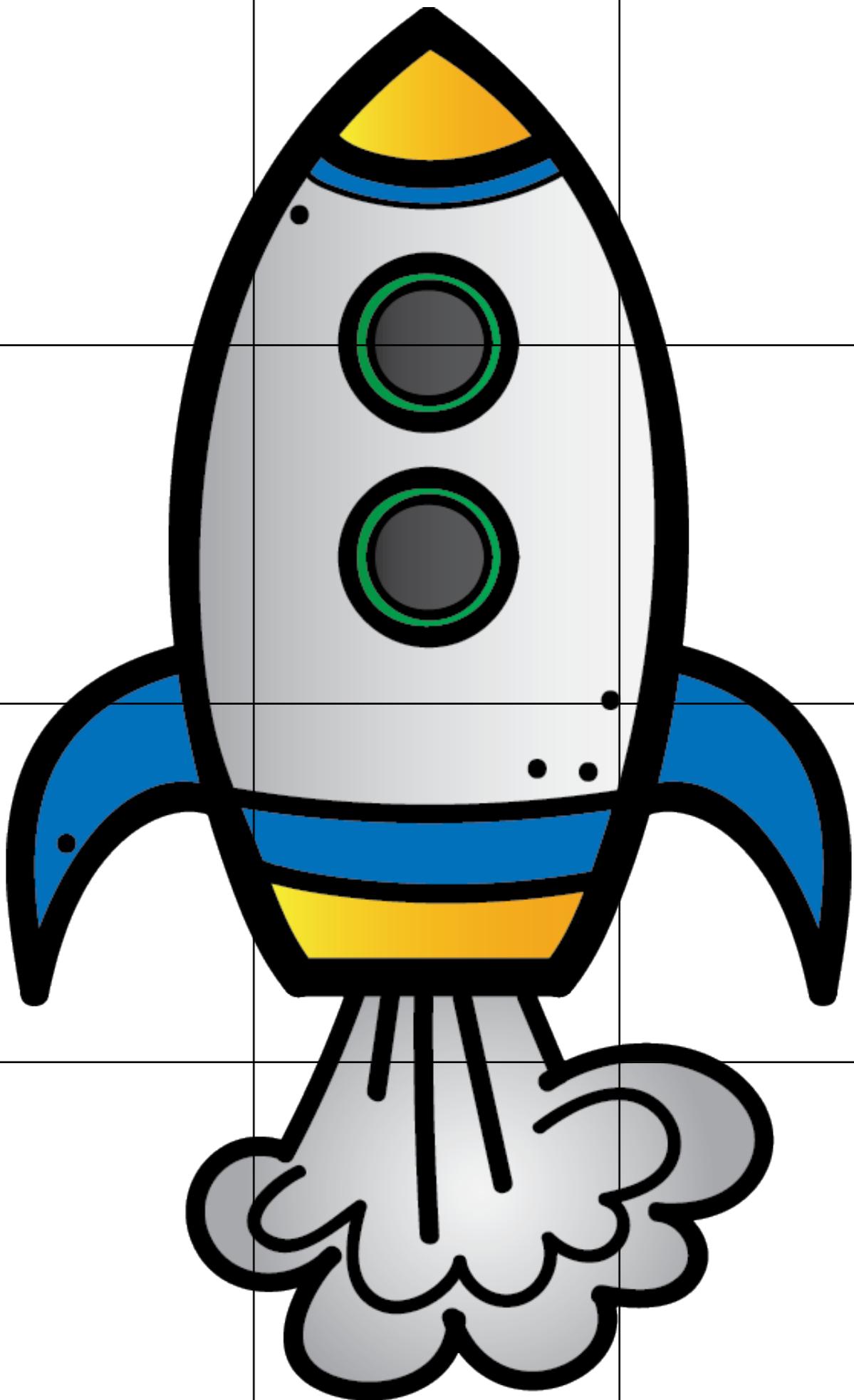
I was safe at recess.

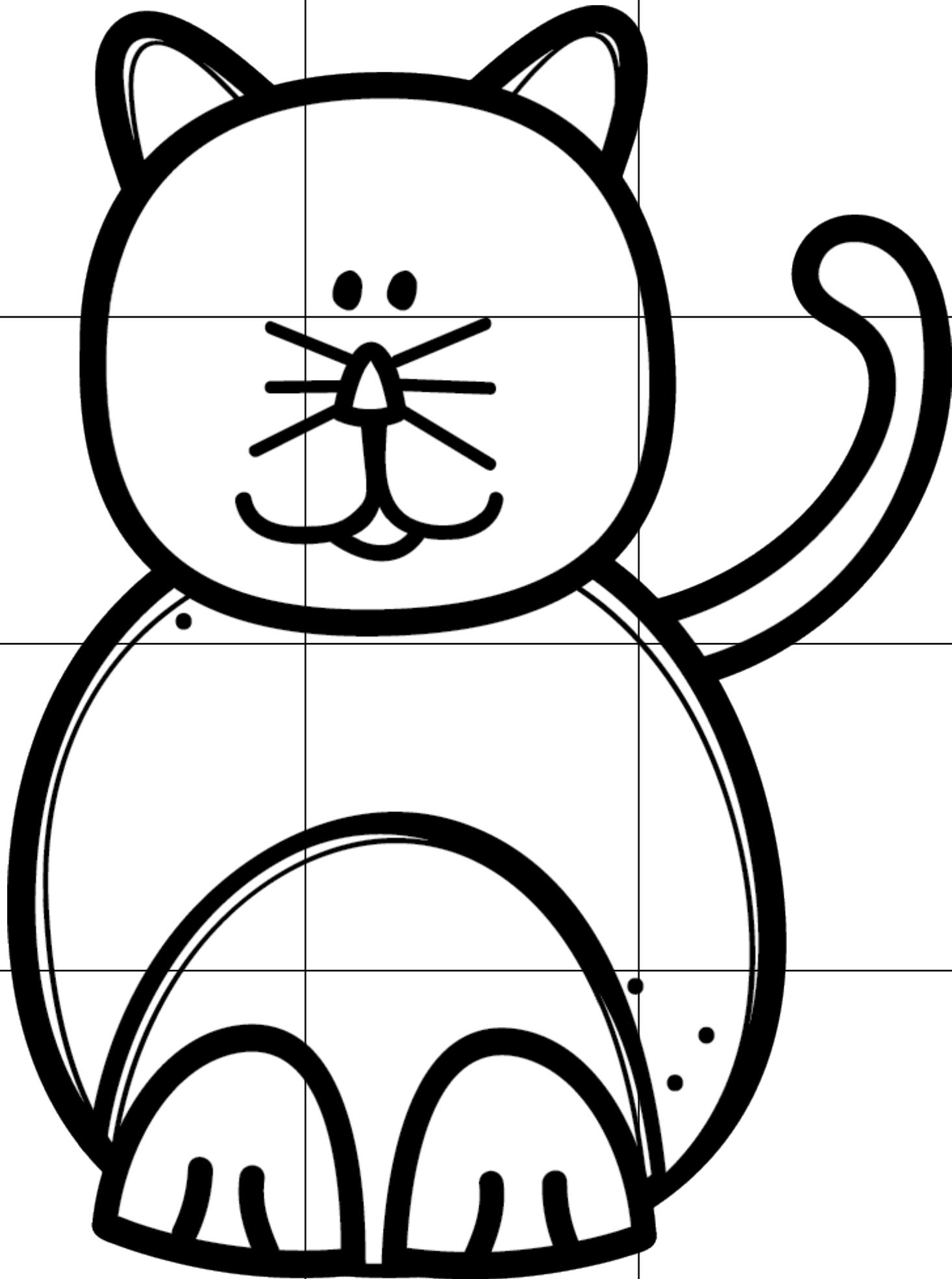
I was responsible.

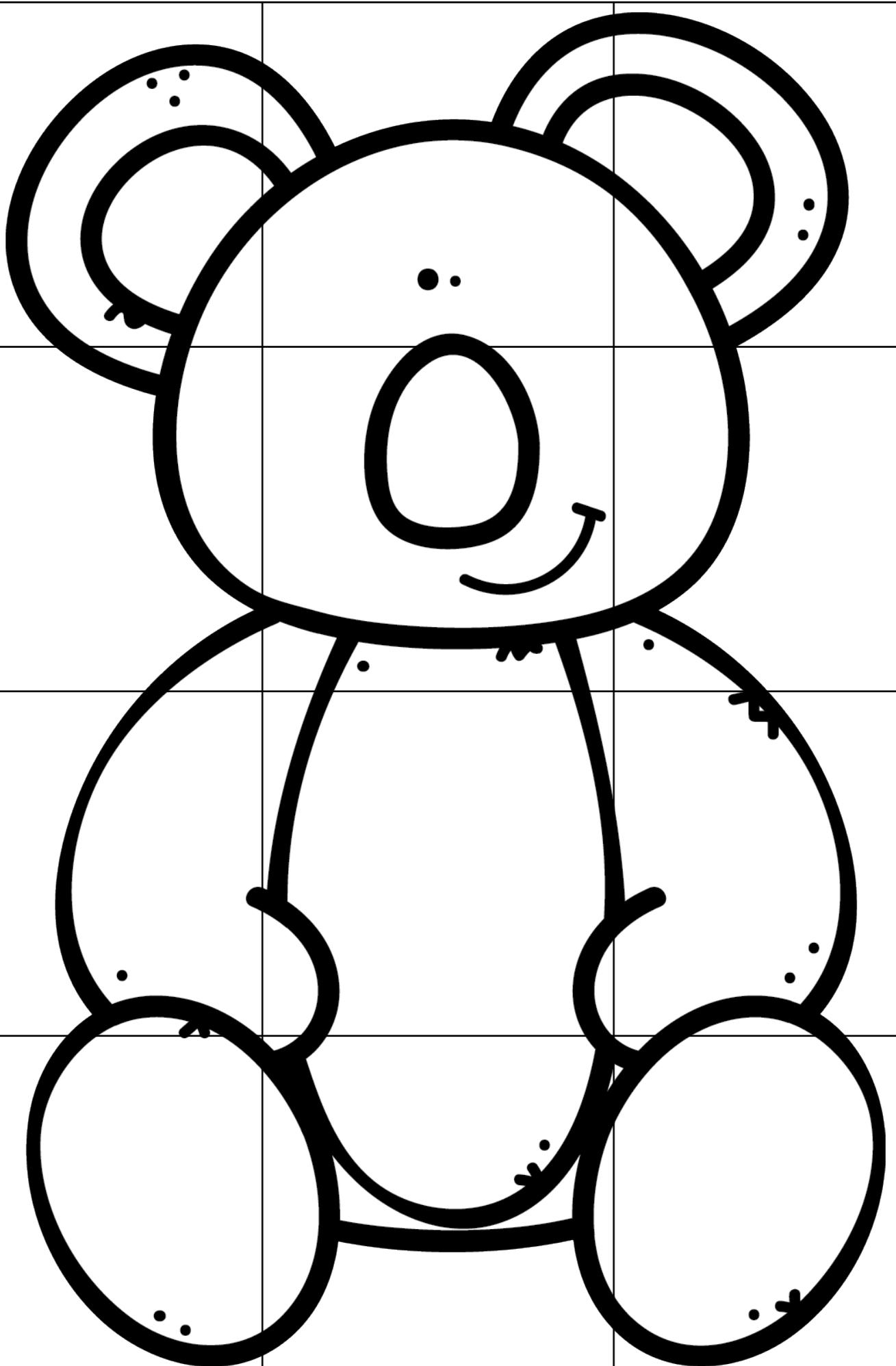


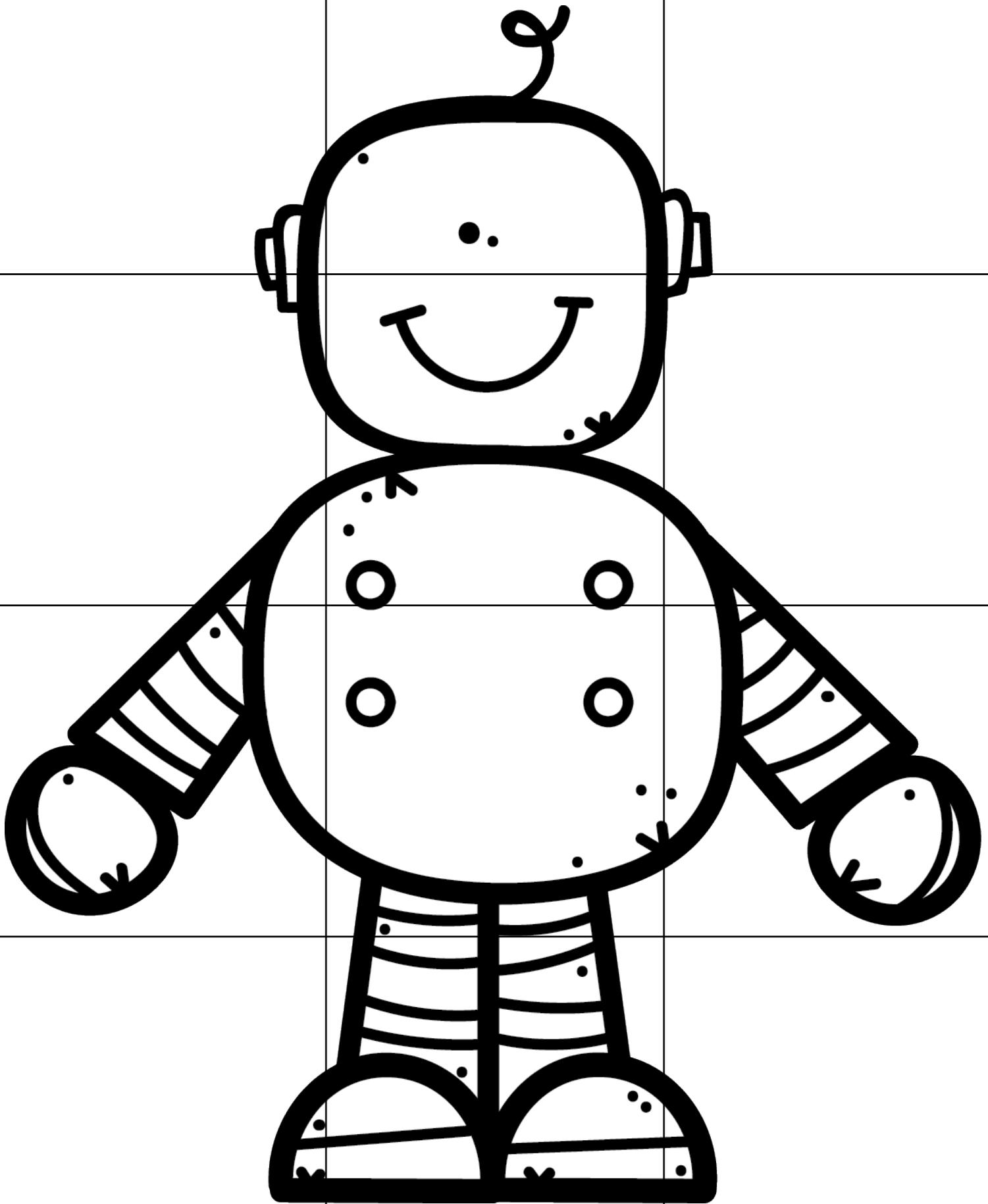


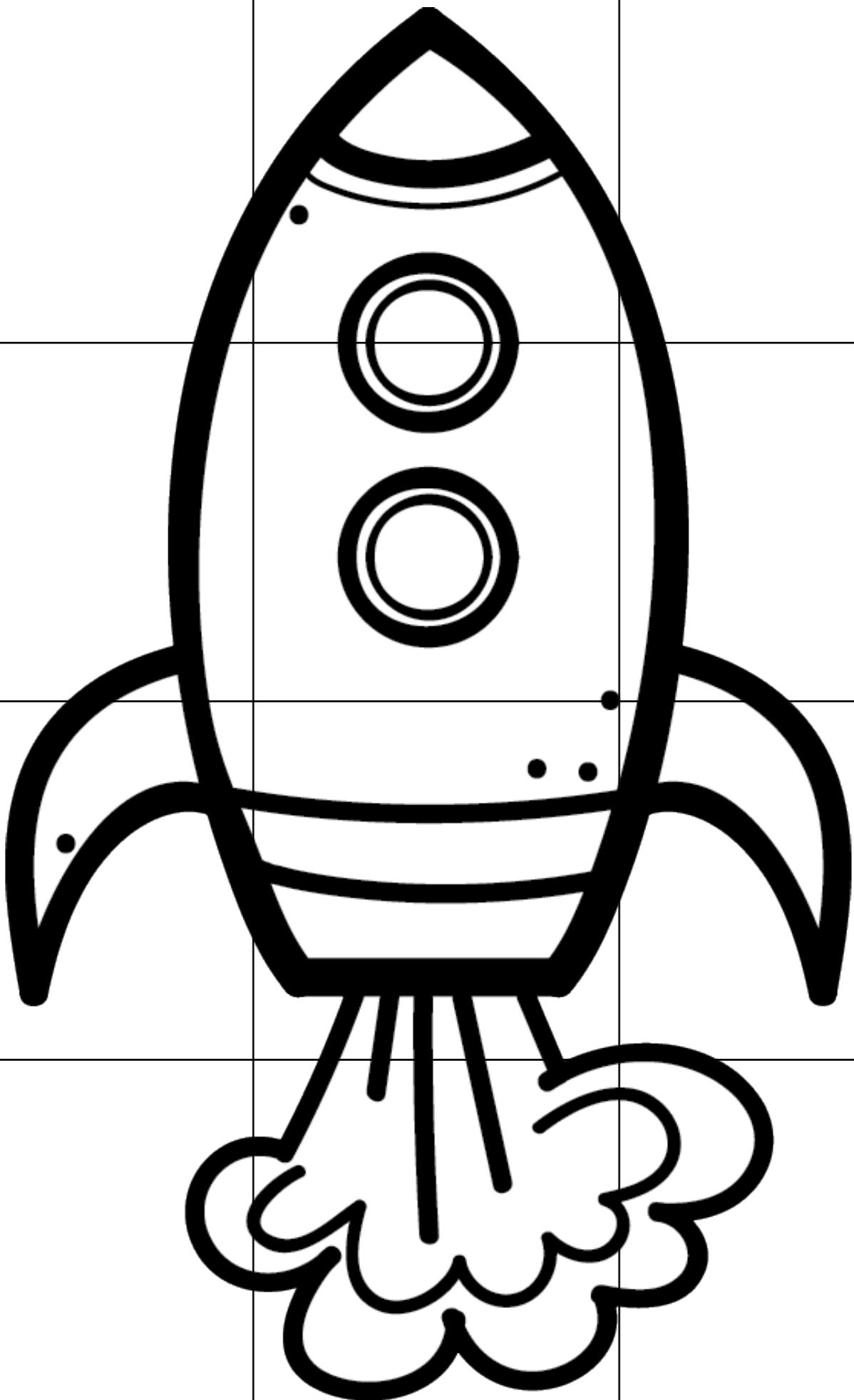












I was
kind.

I was
safe.

I was
respectful.

I was
responsible.

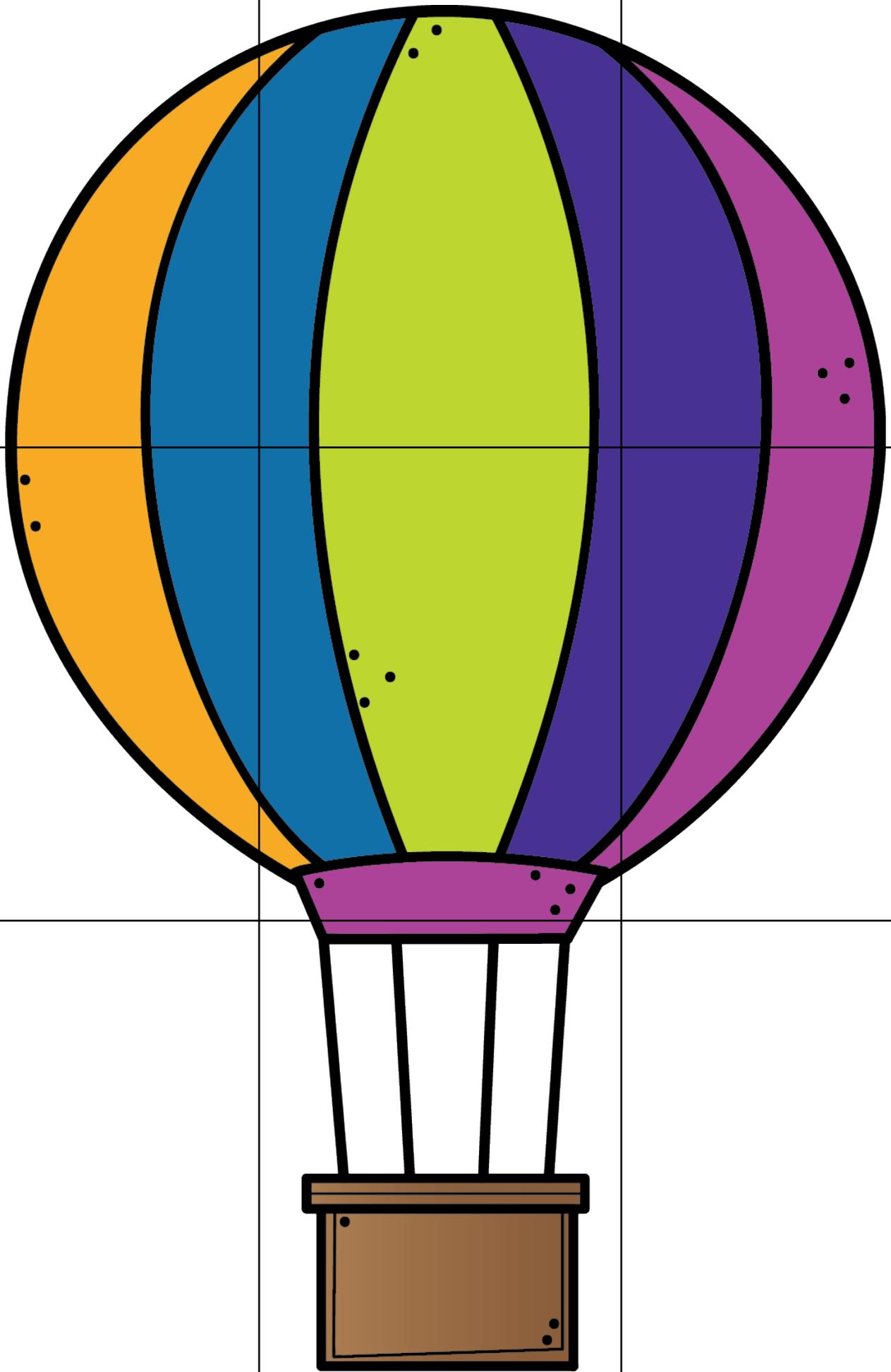
I was
kind.

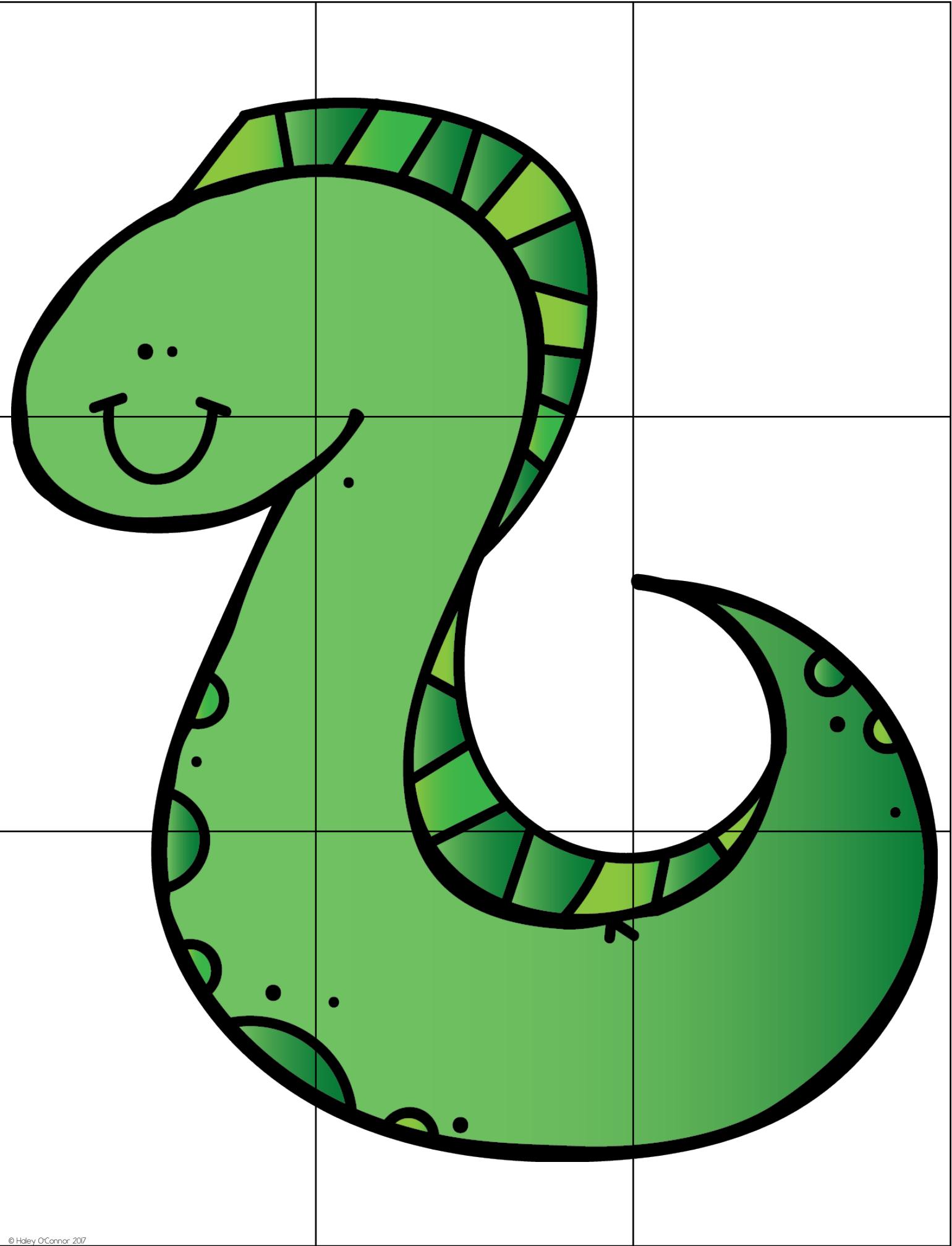
I was
safe.

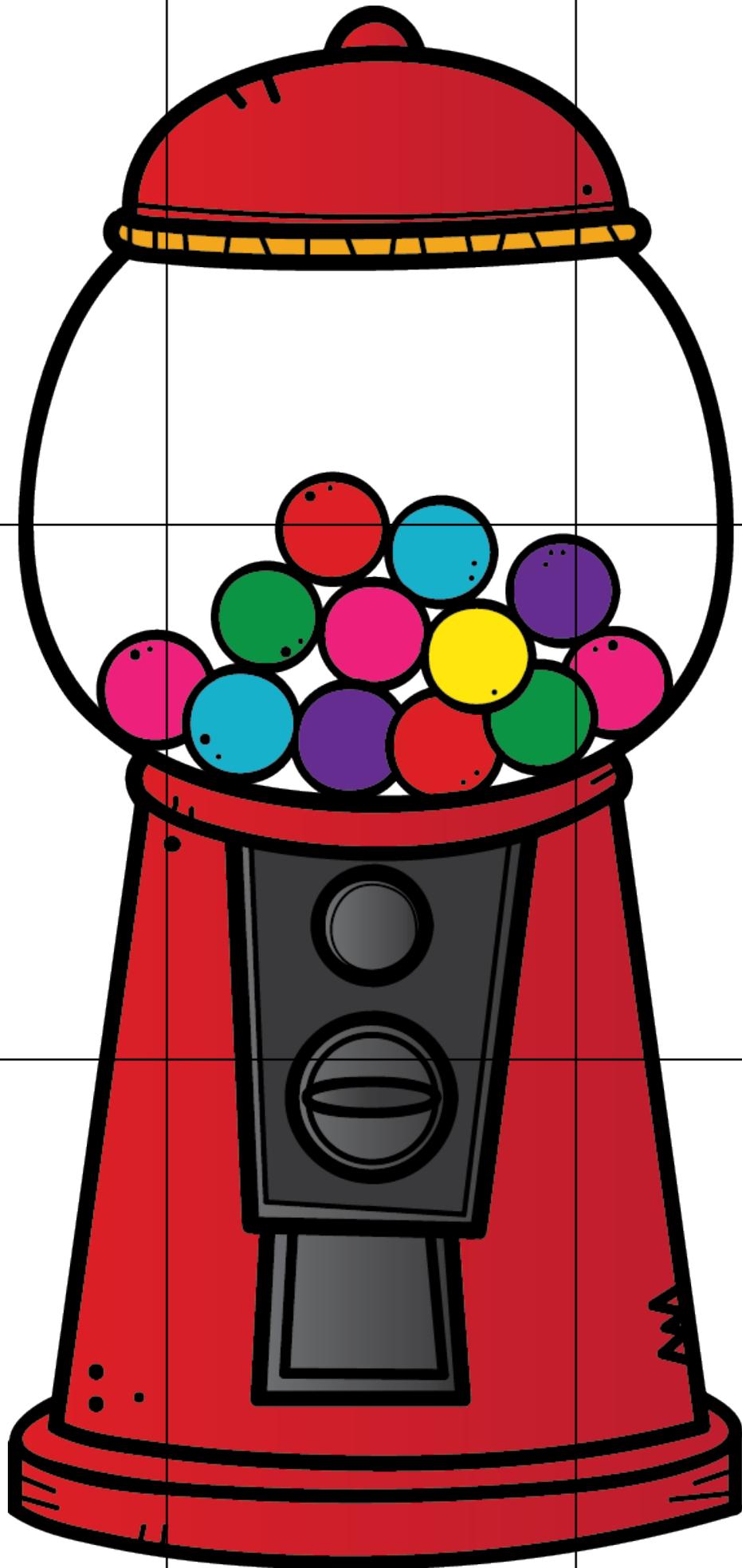
I was
respectful.

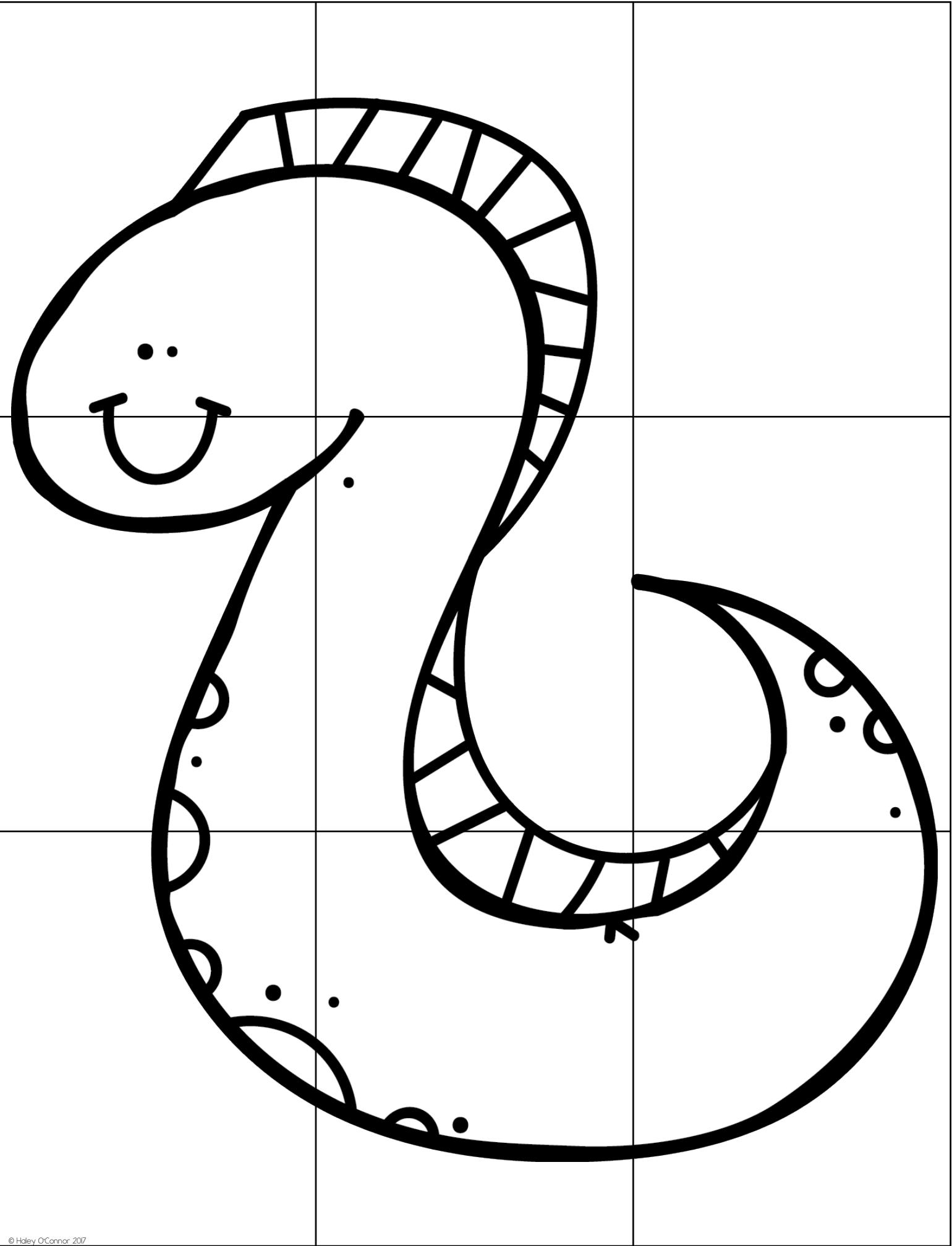
I was
responsible.

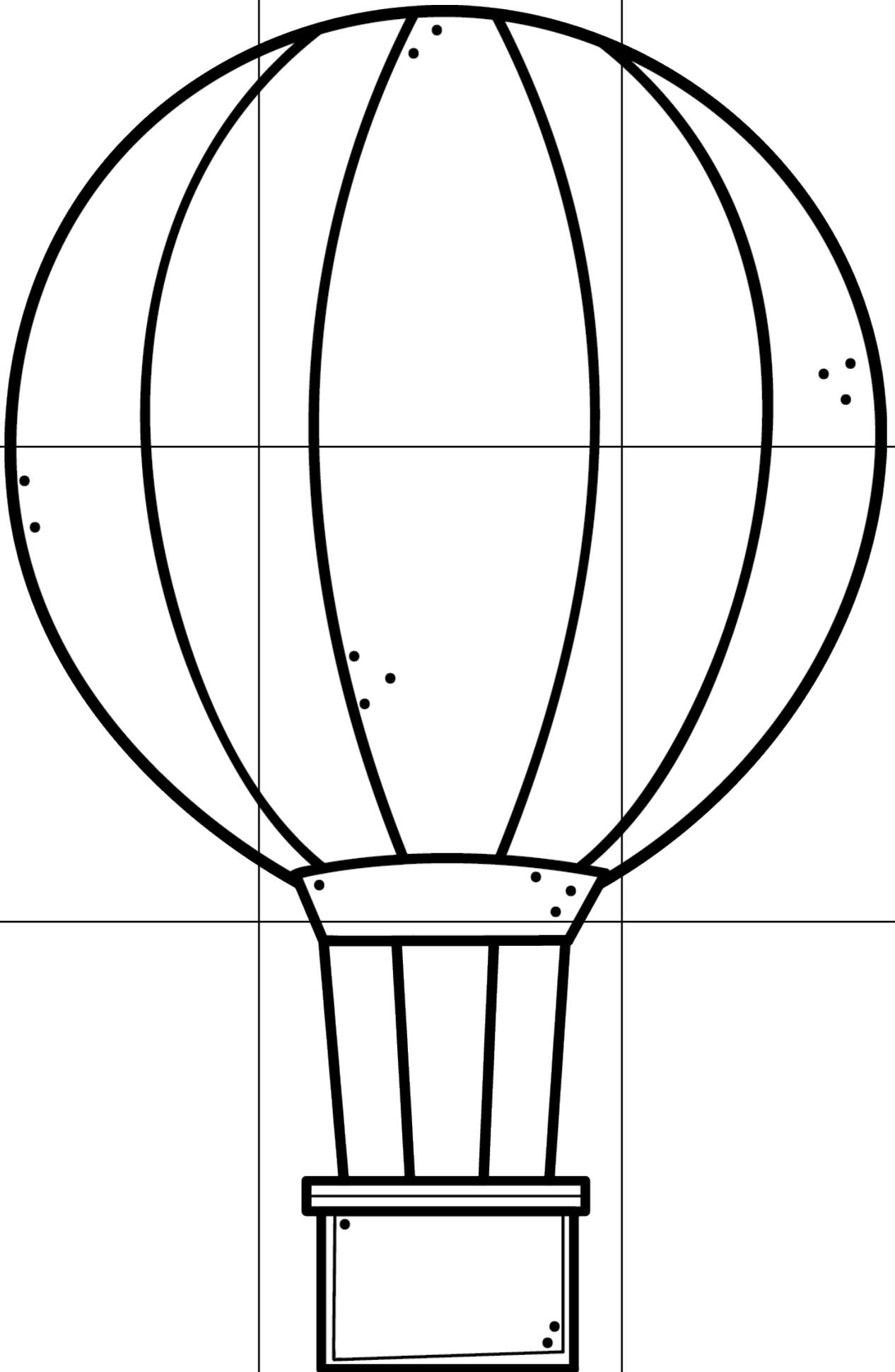
I was
kind.

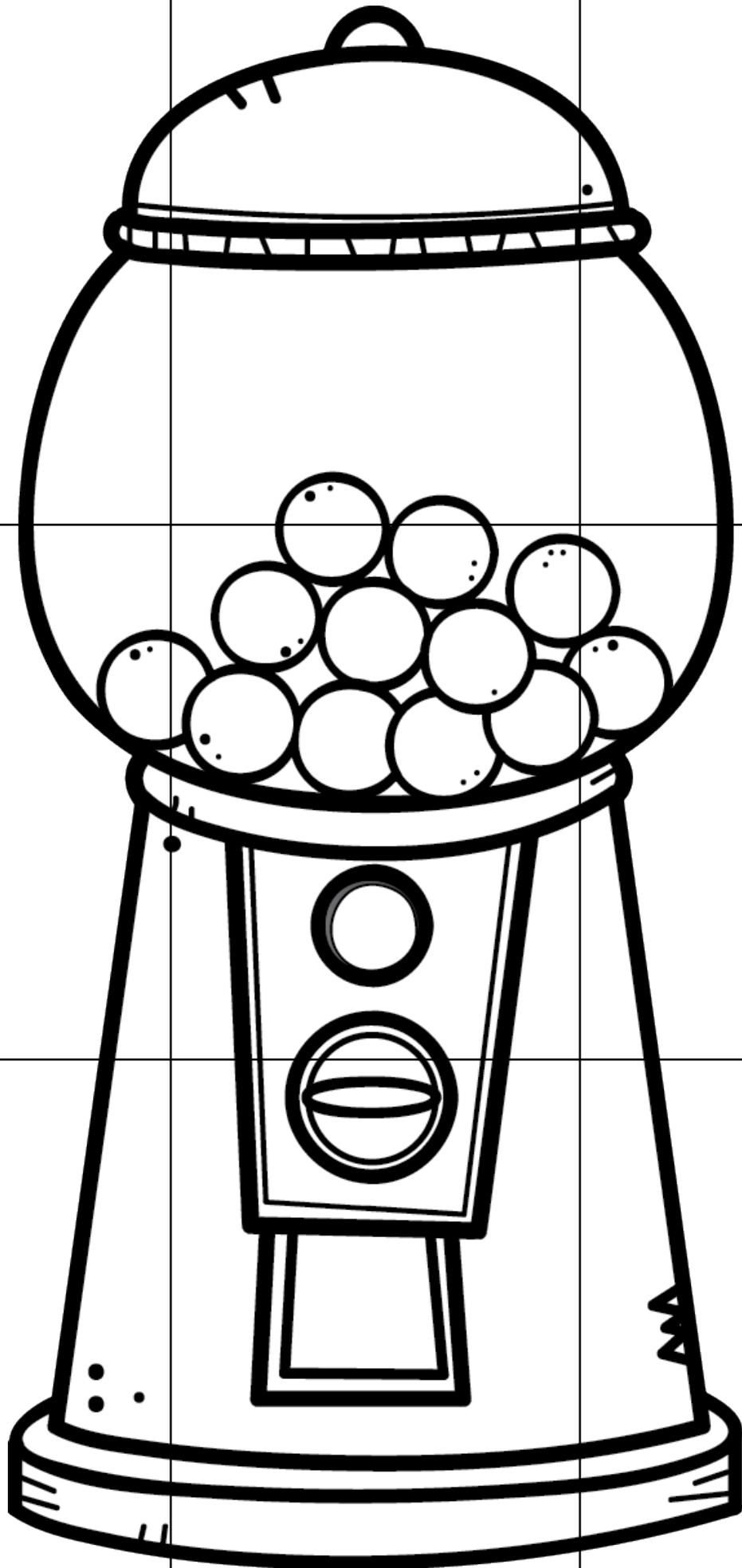




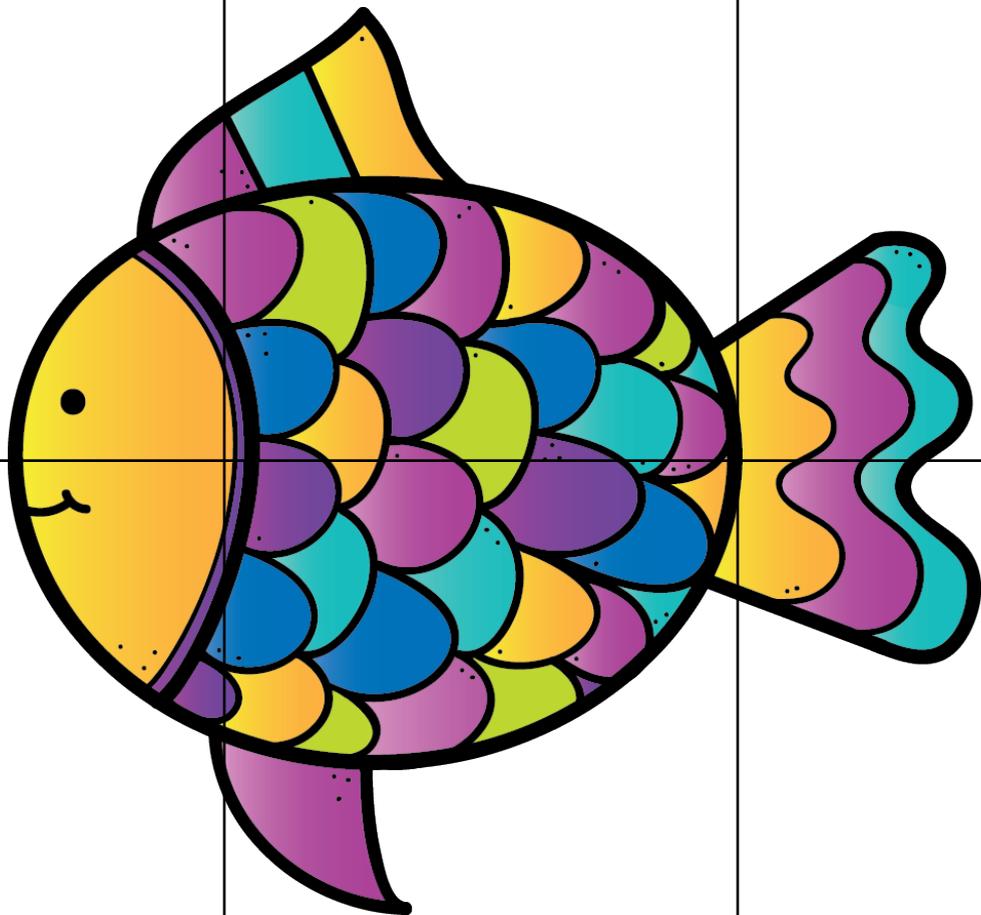
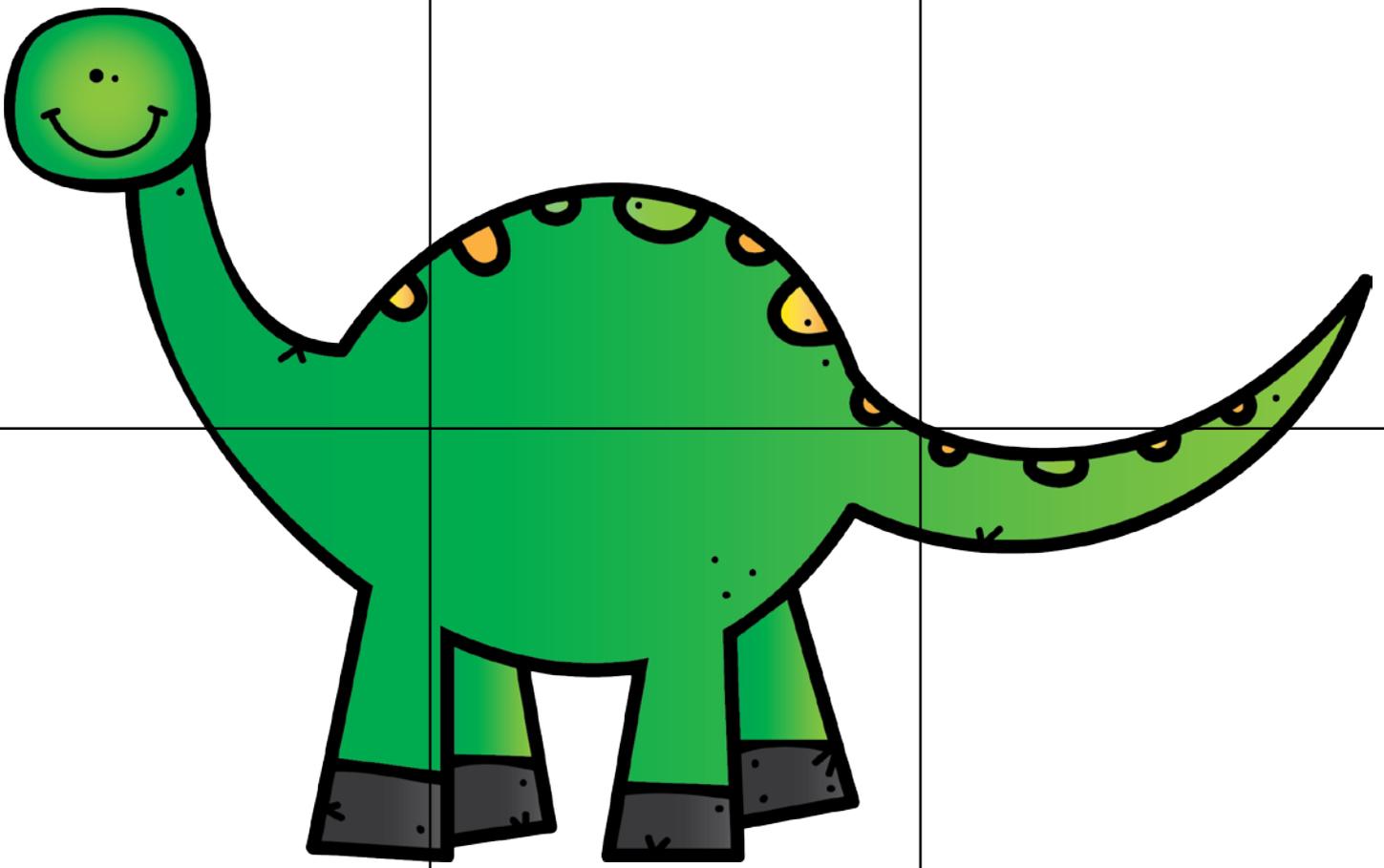


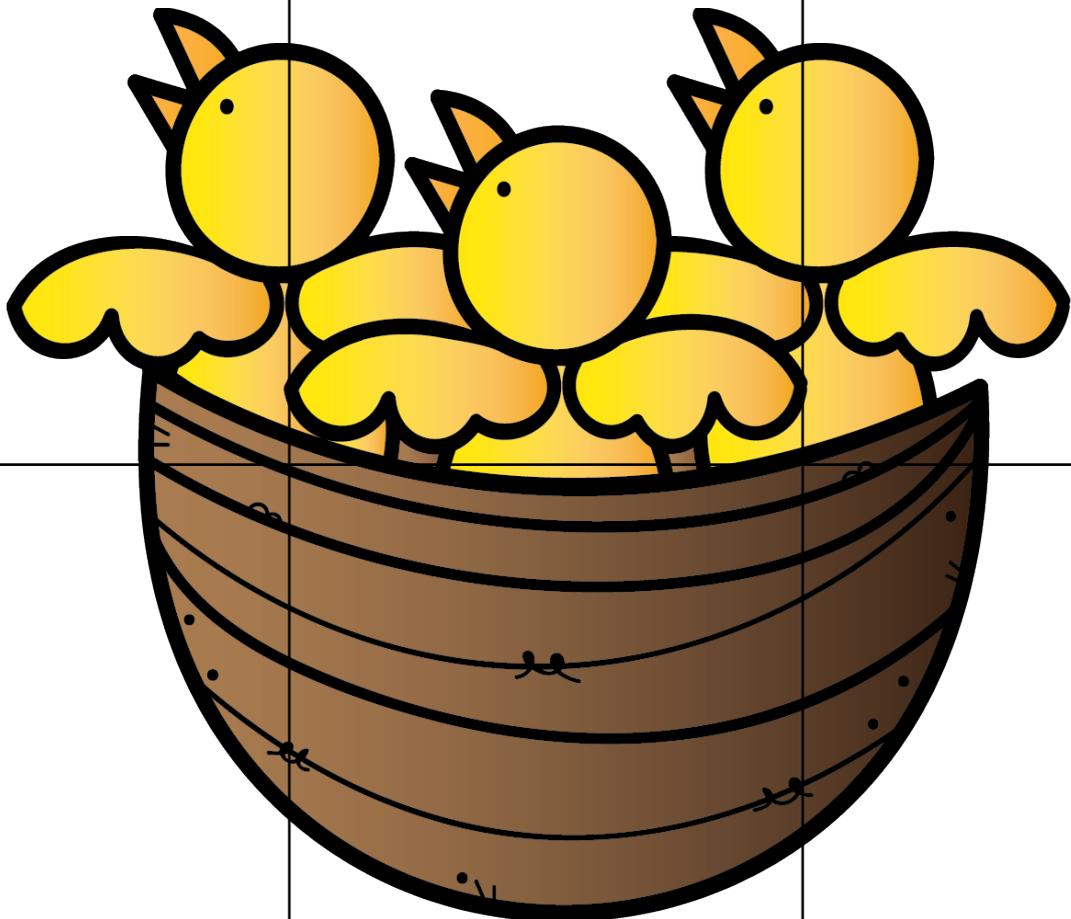
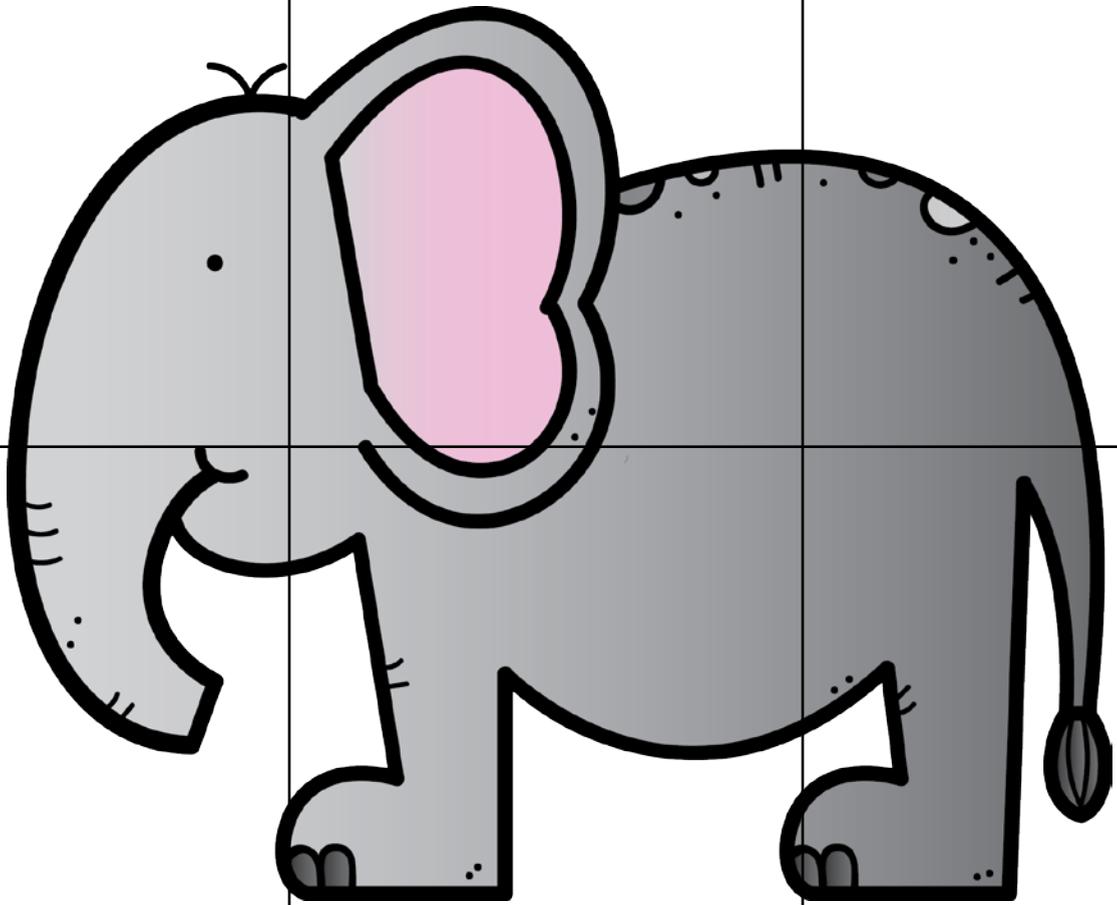


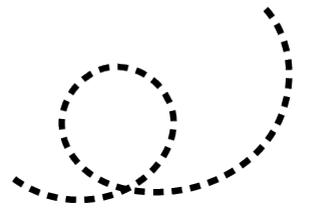
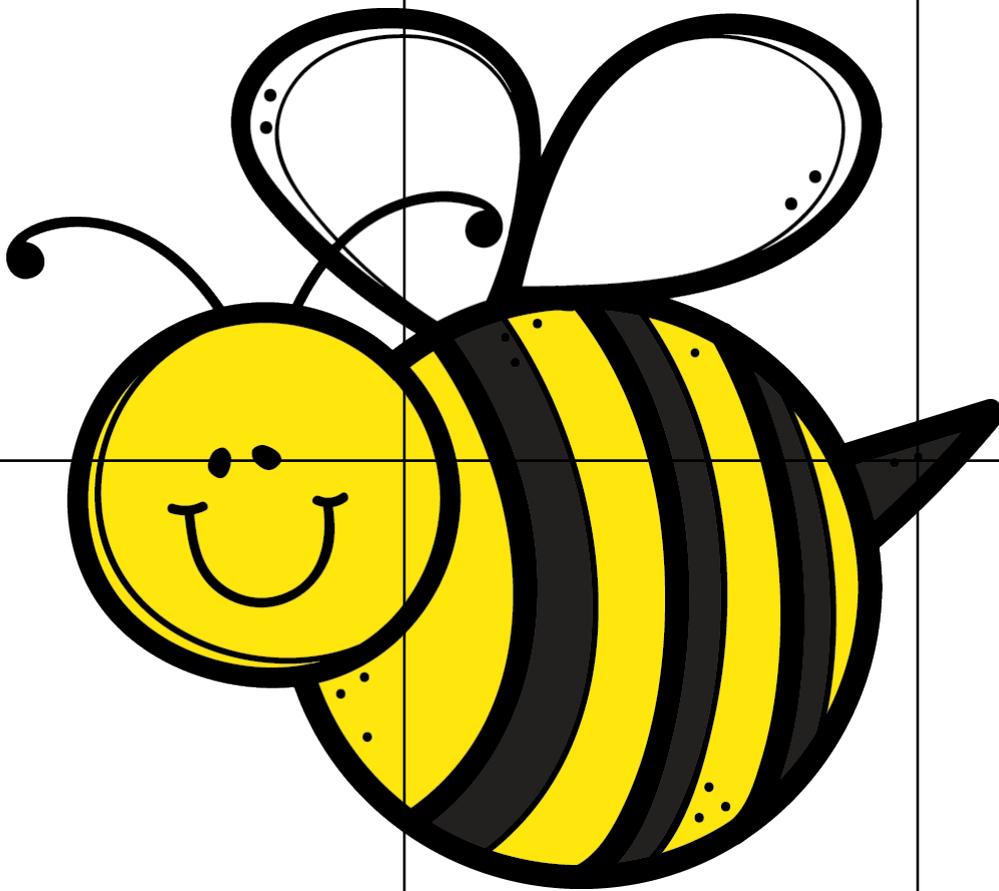
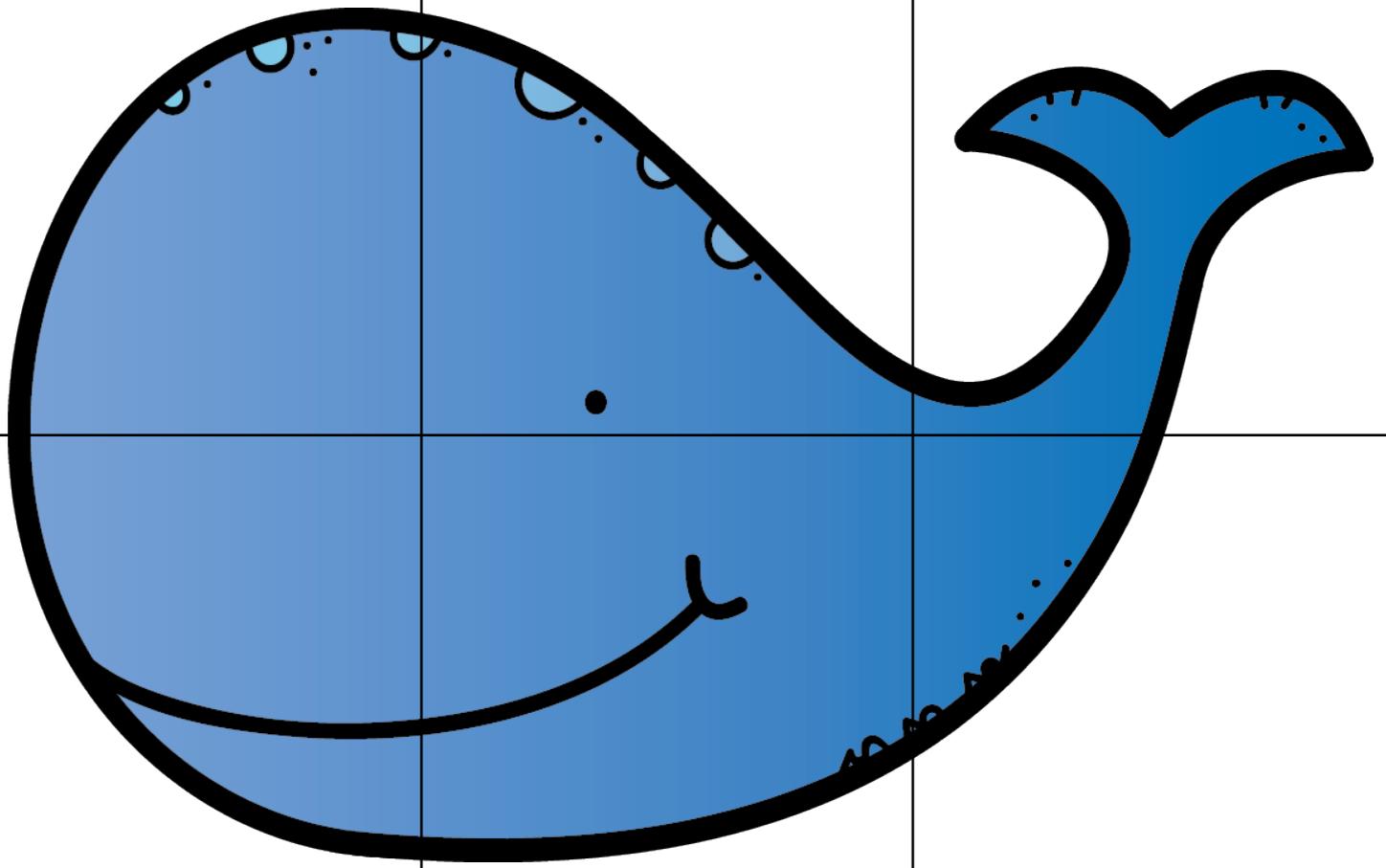


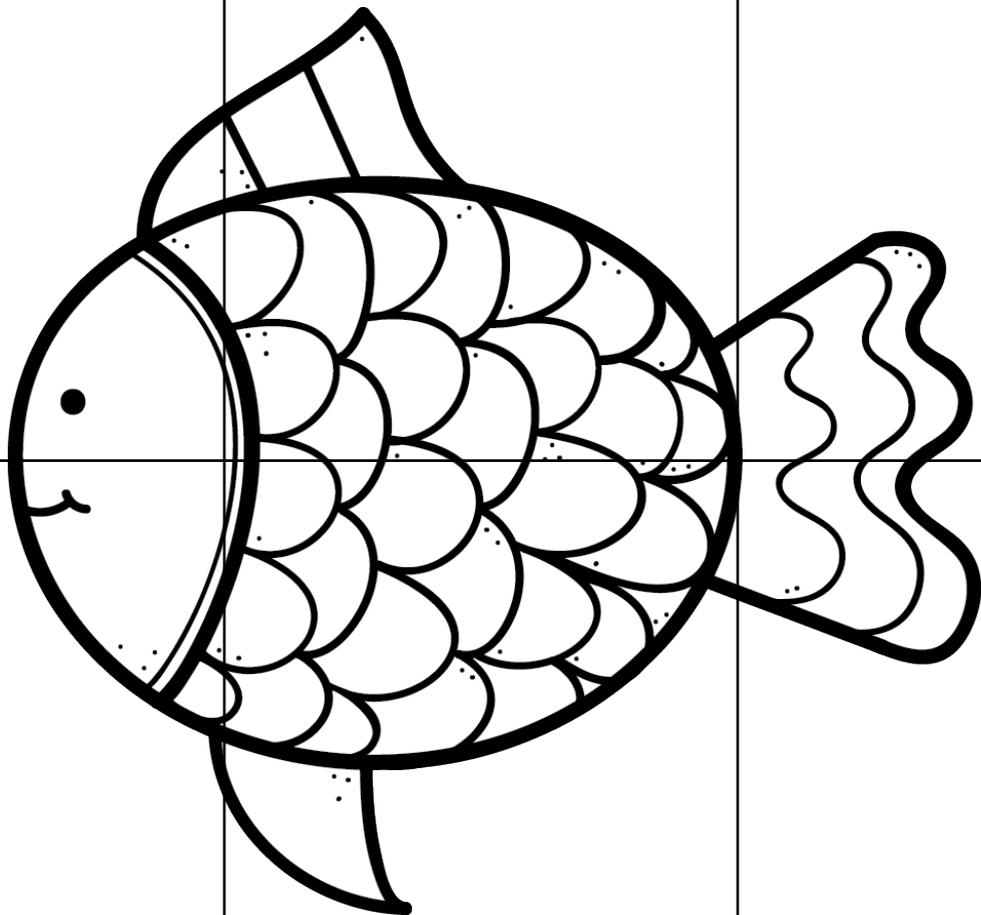
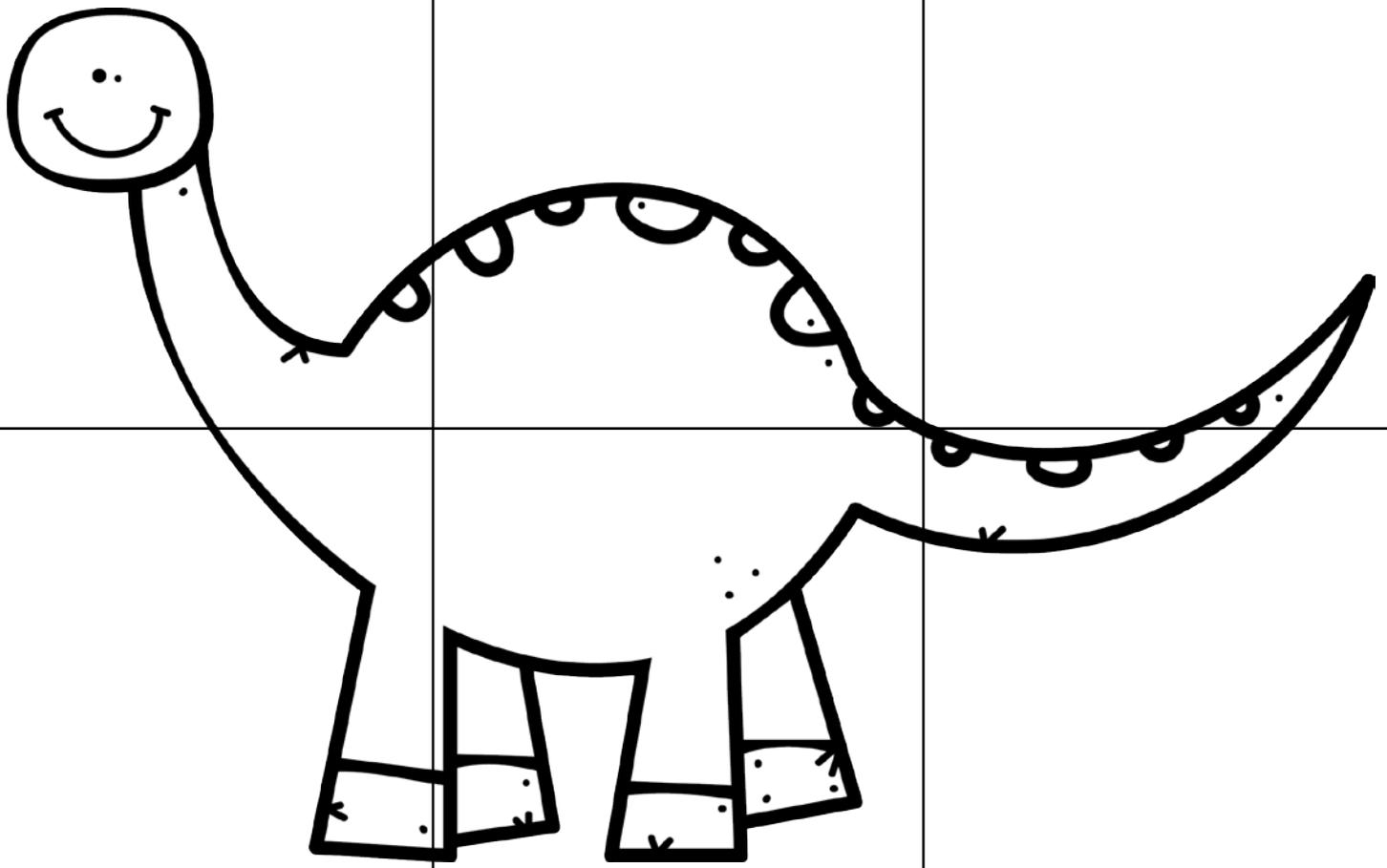


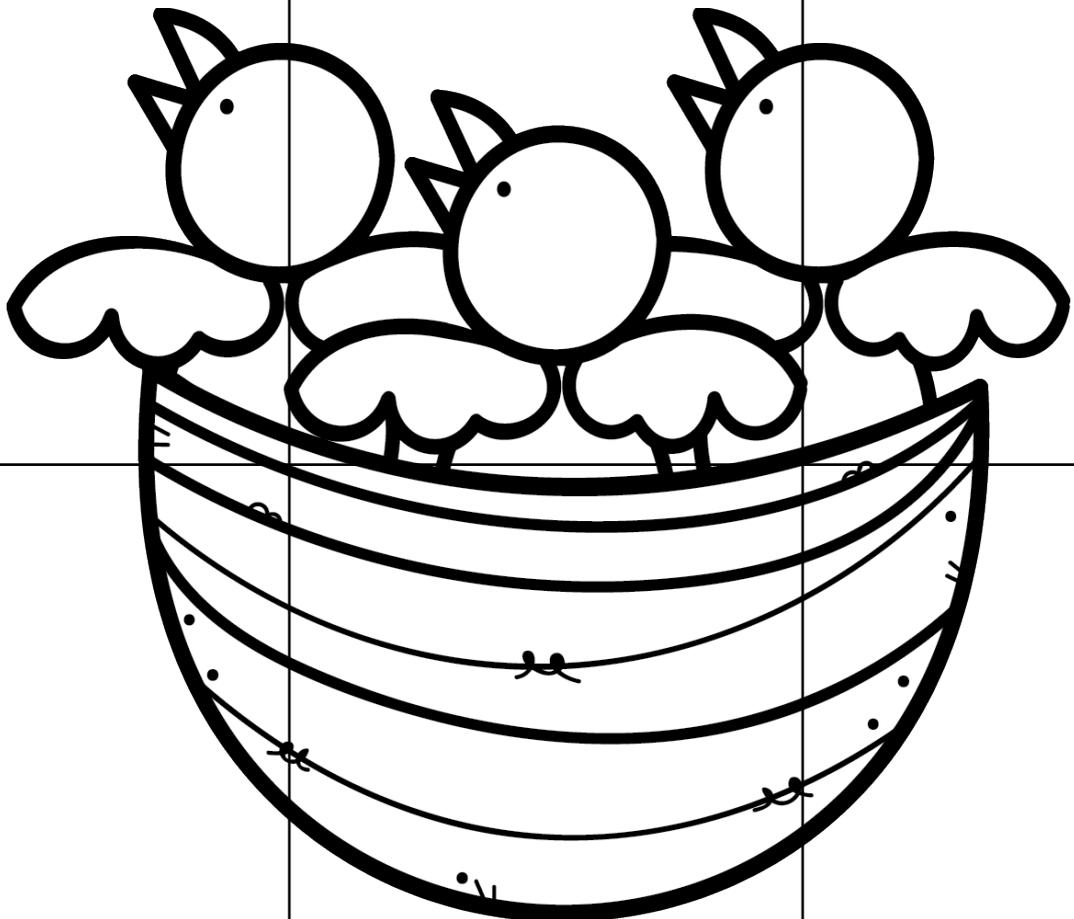
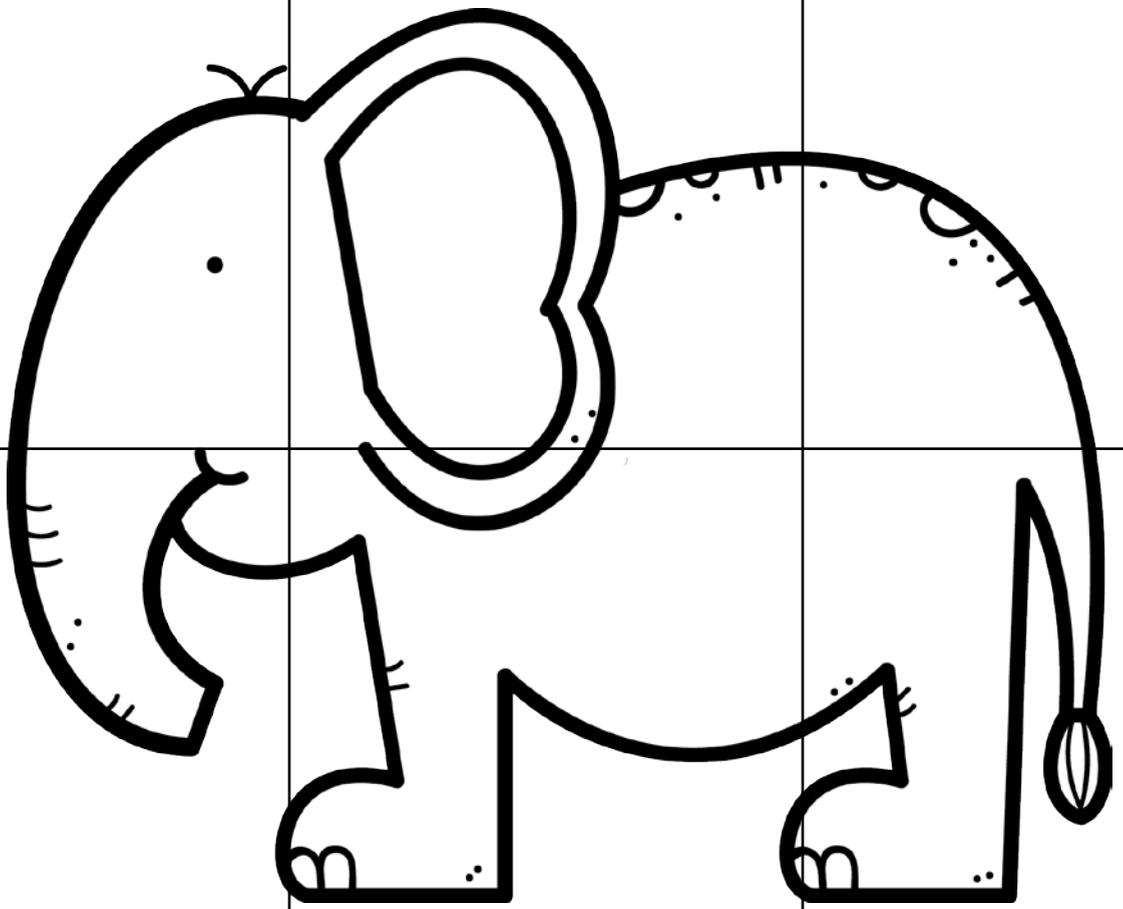
I made a
great
choice.

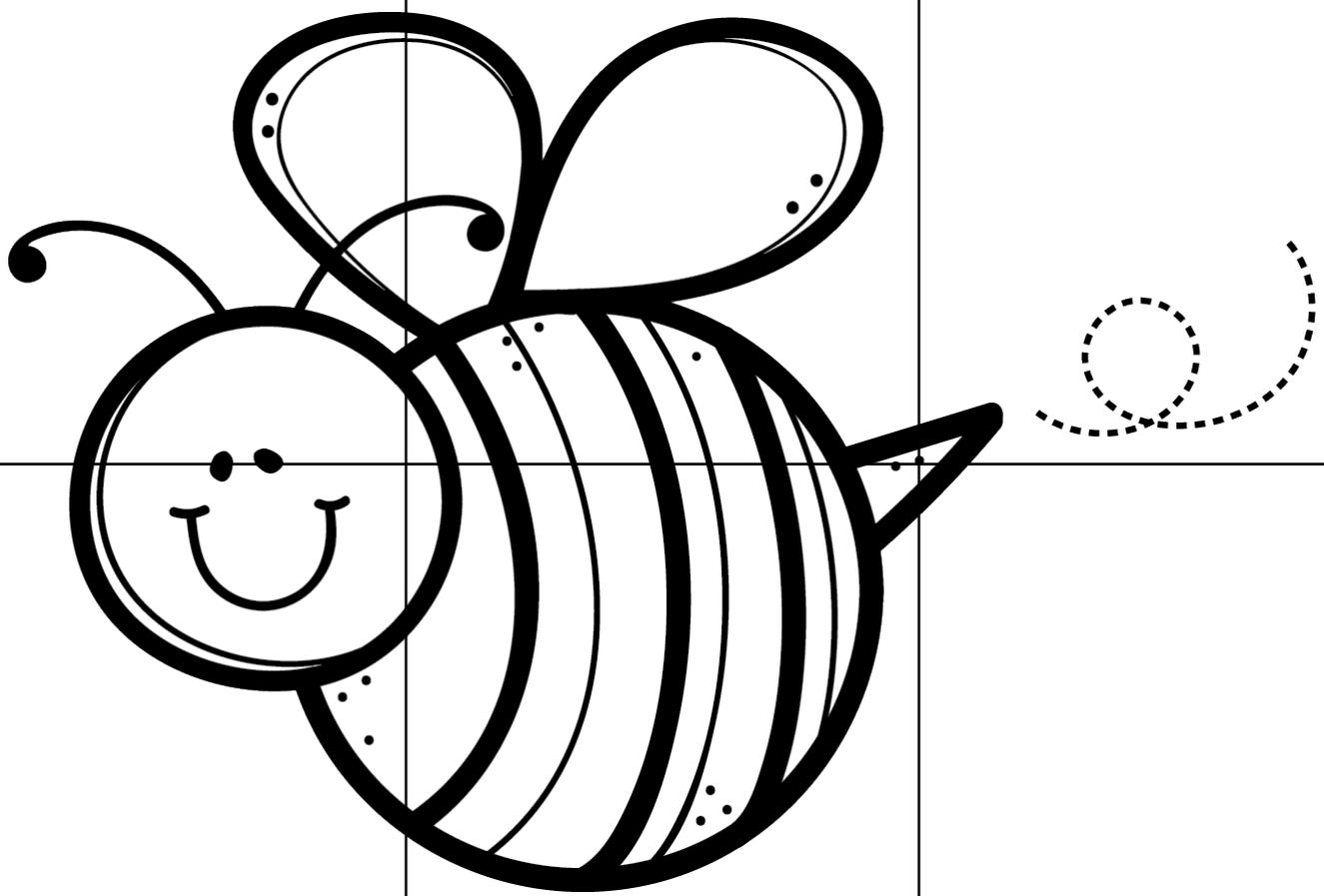
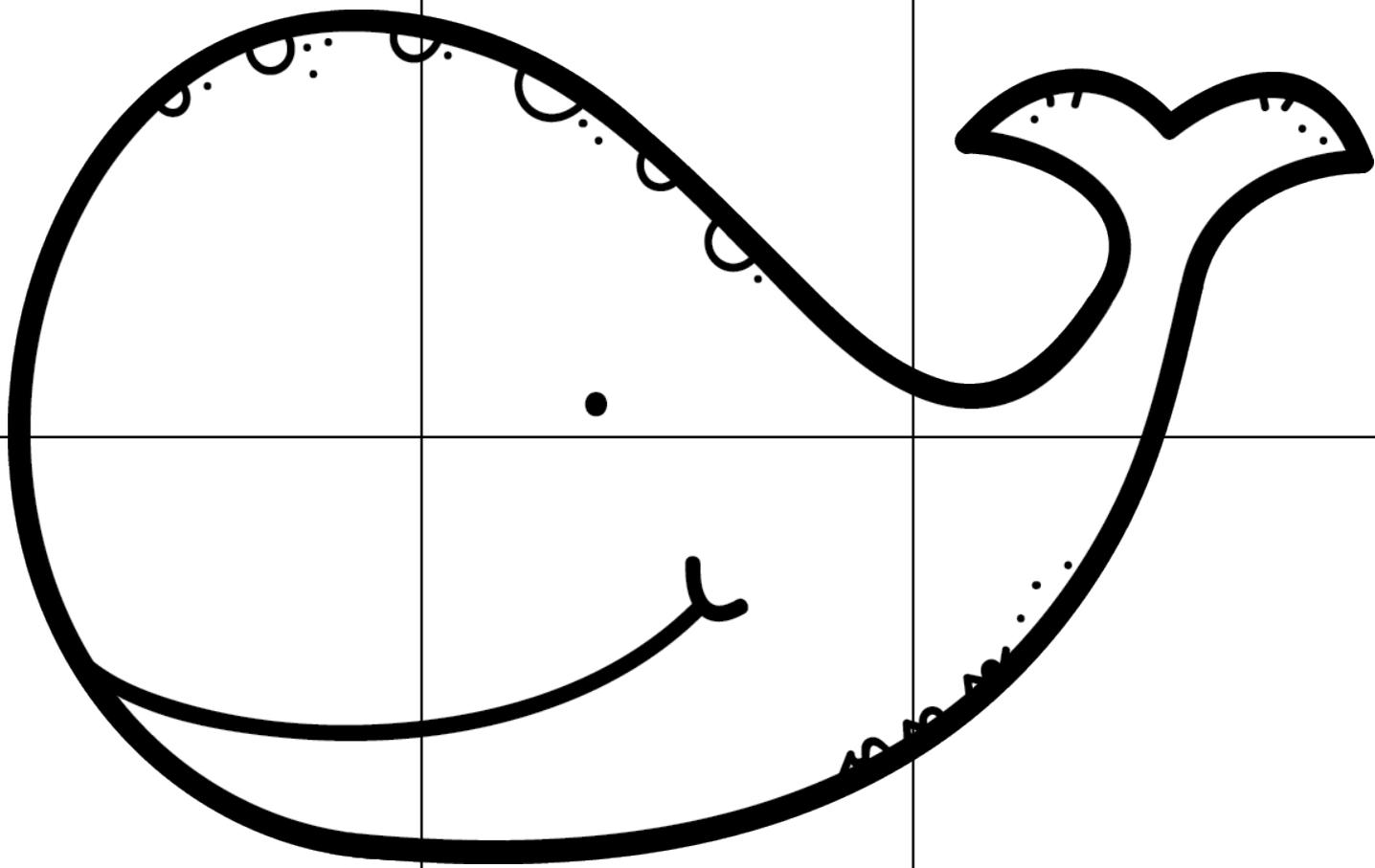




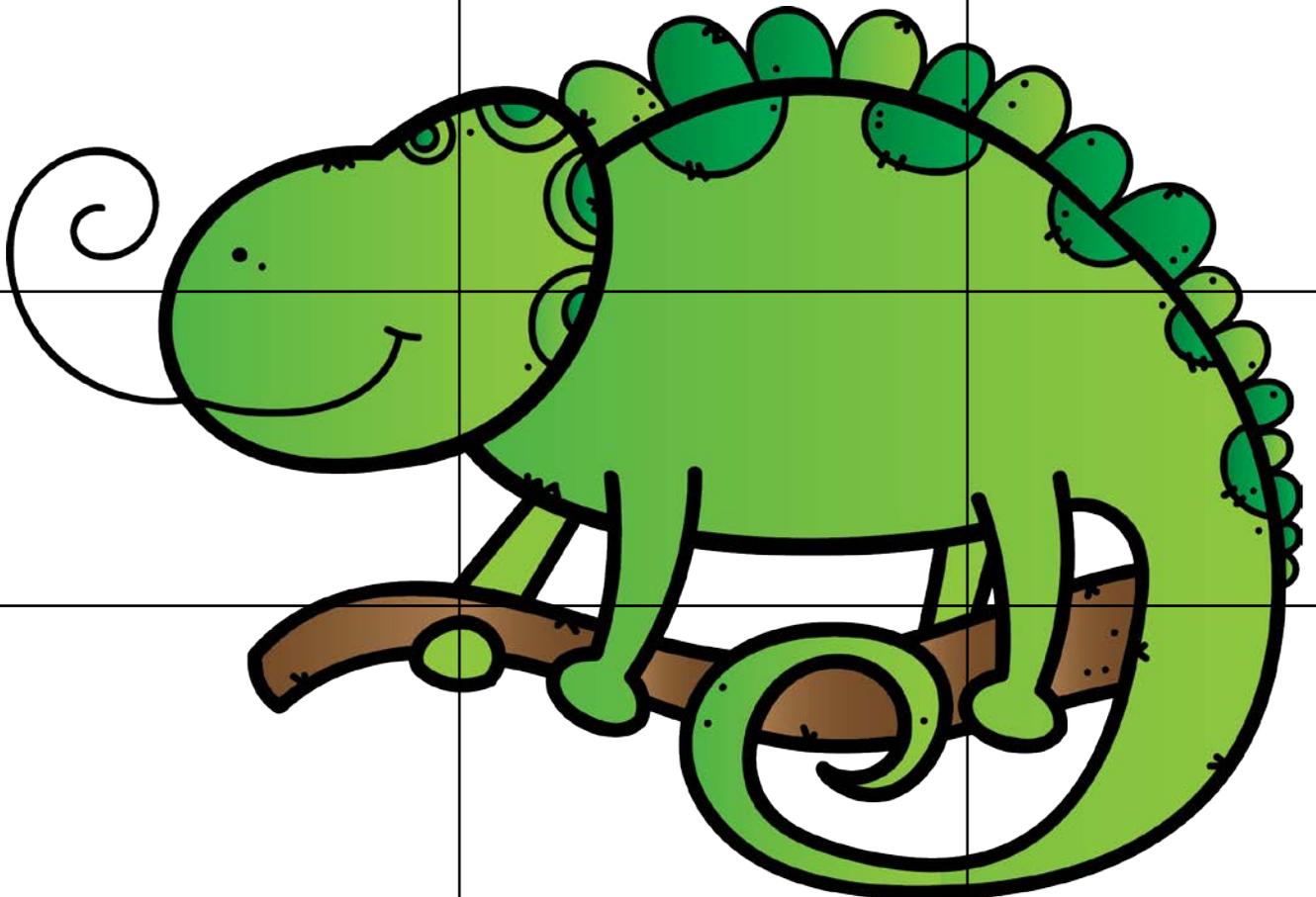
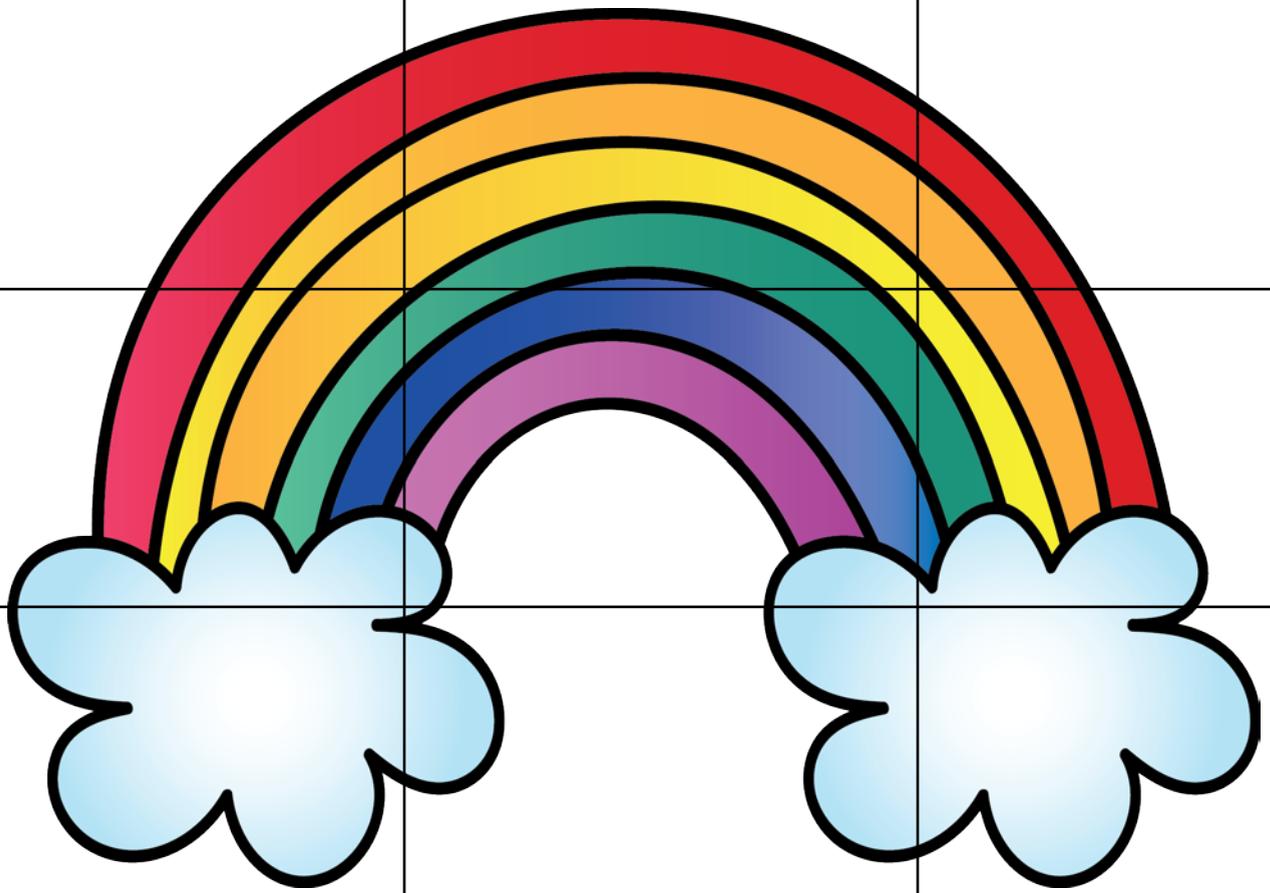


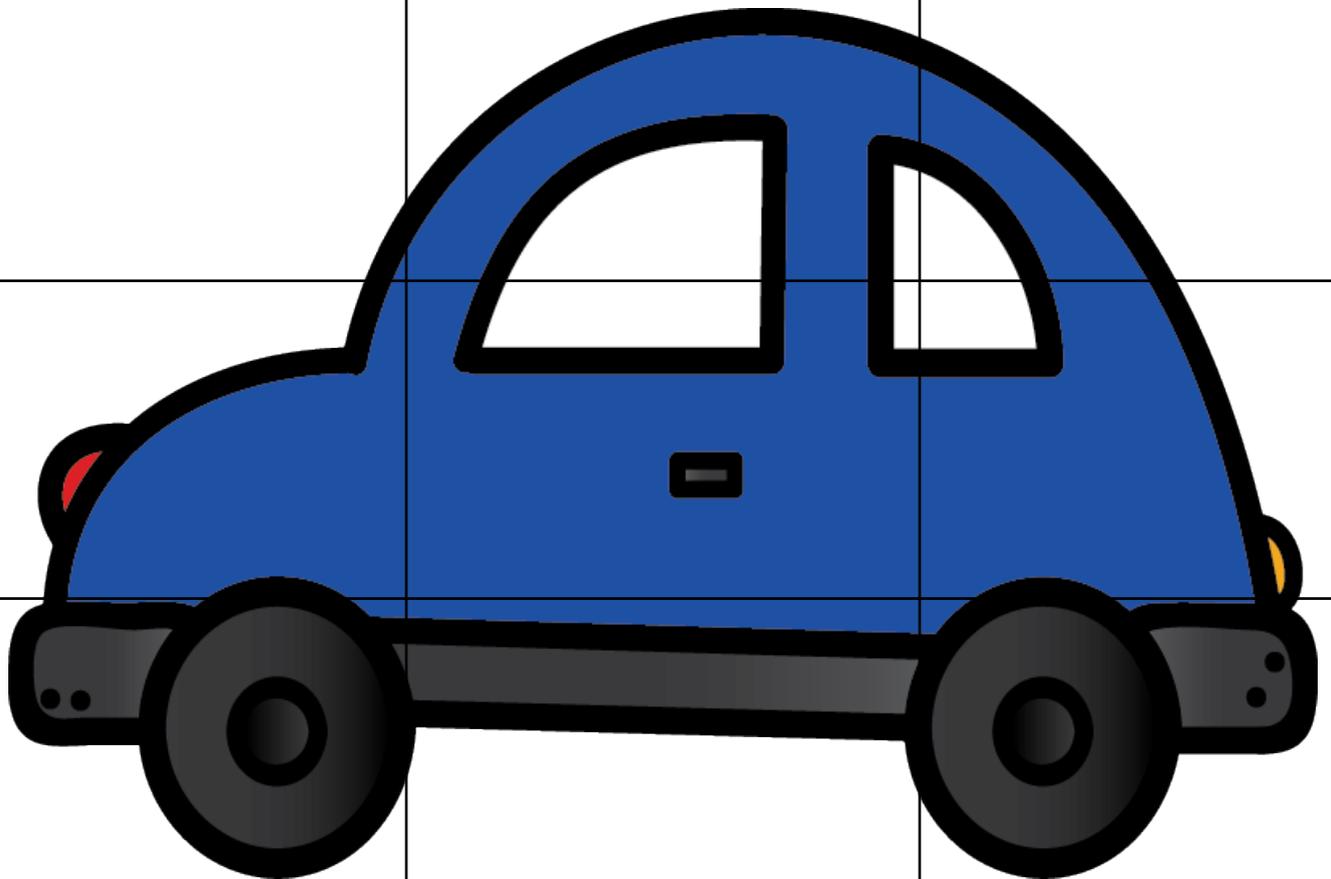
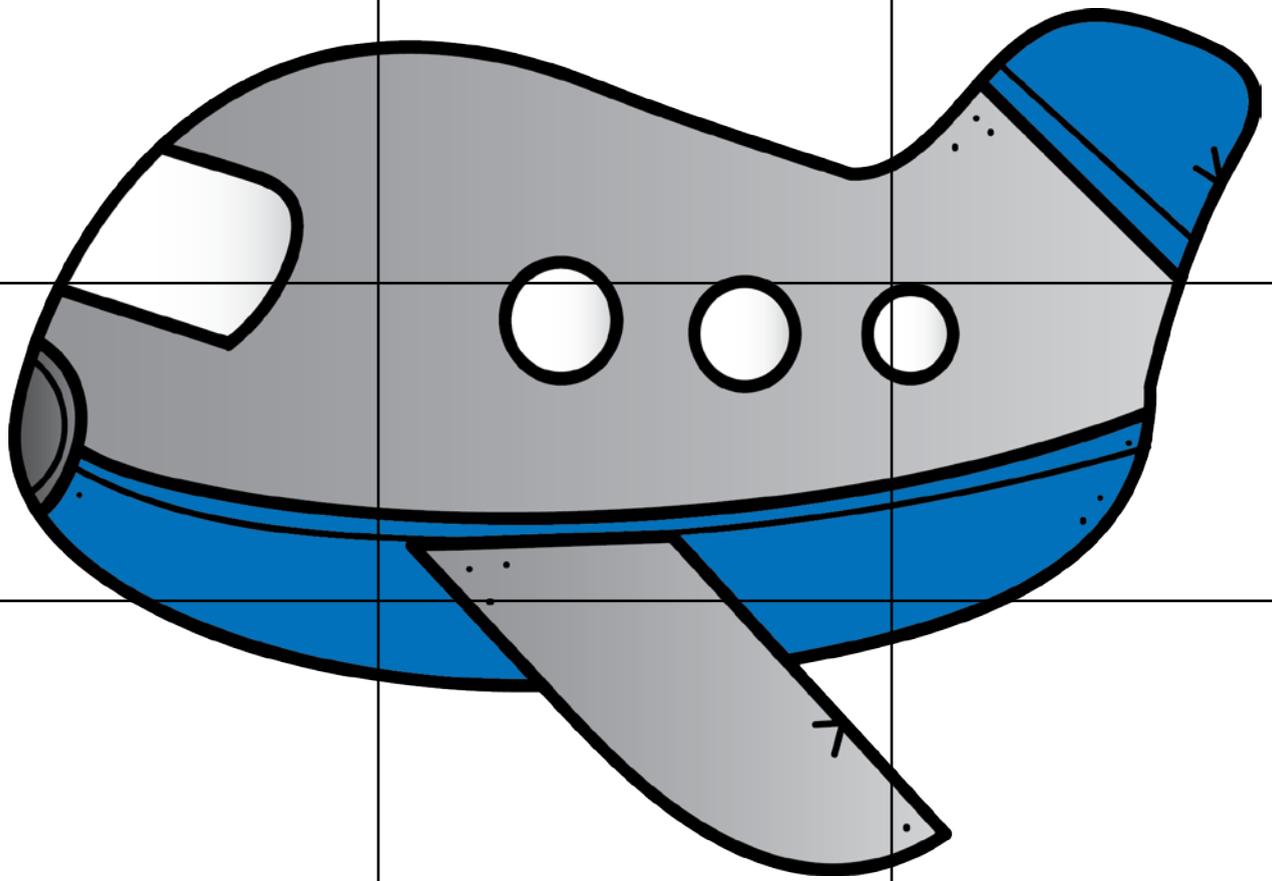


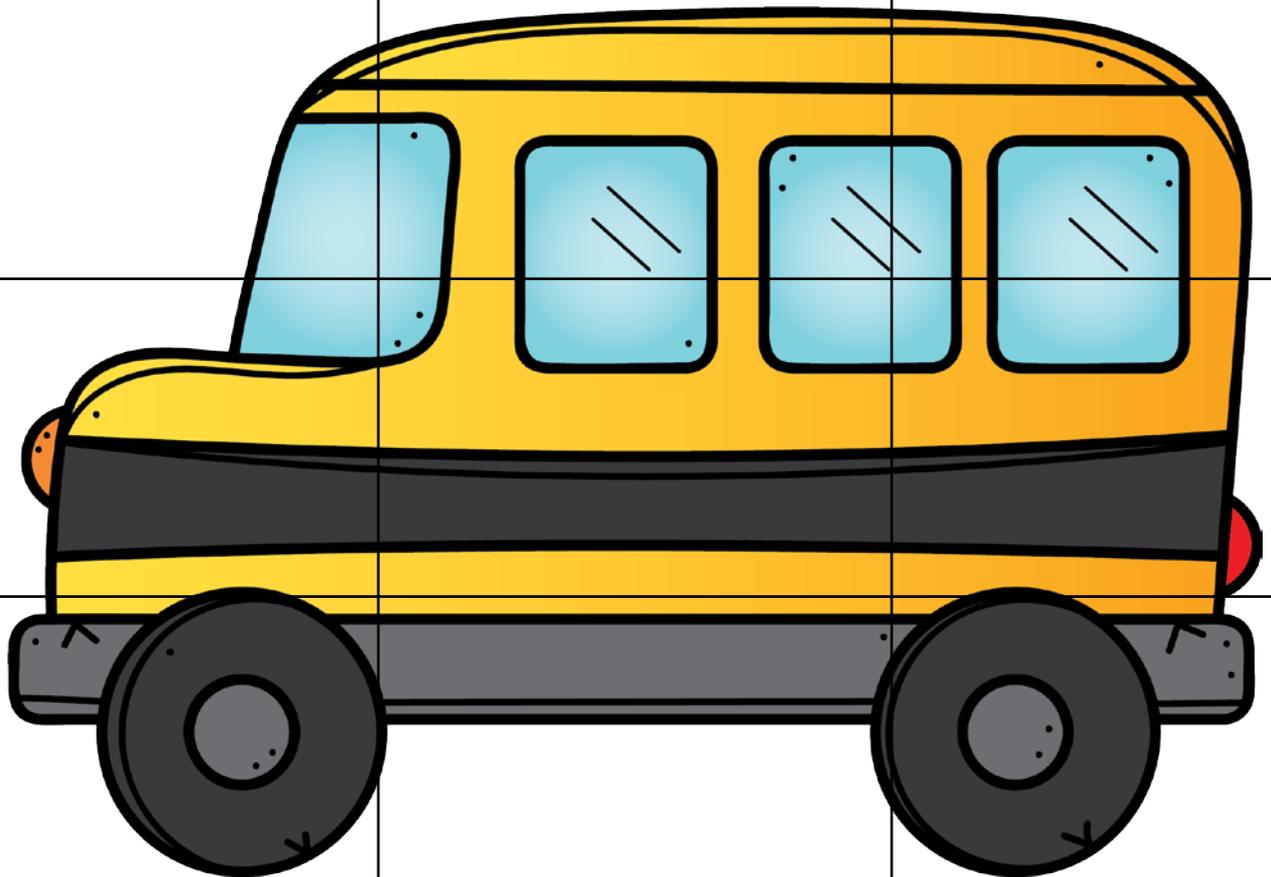
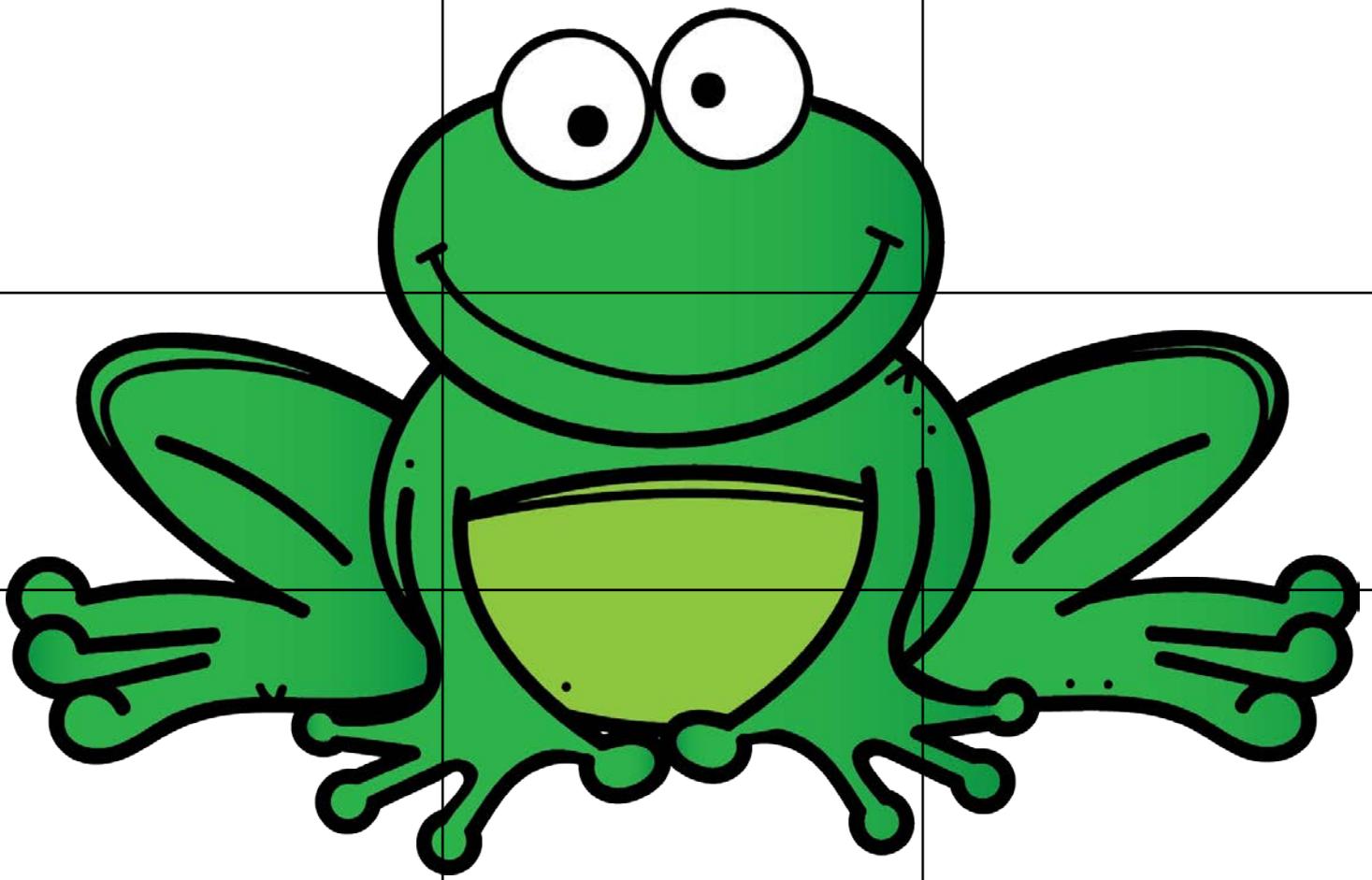


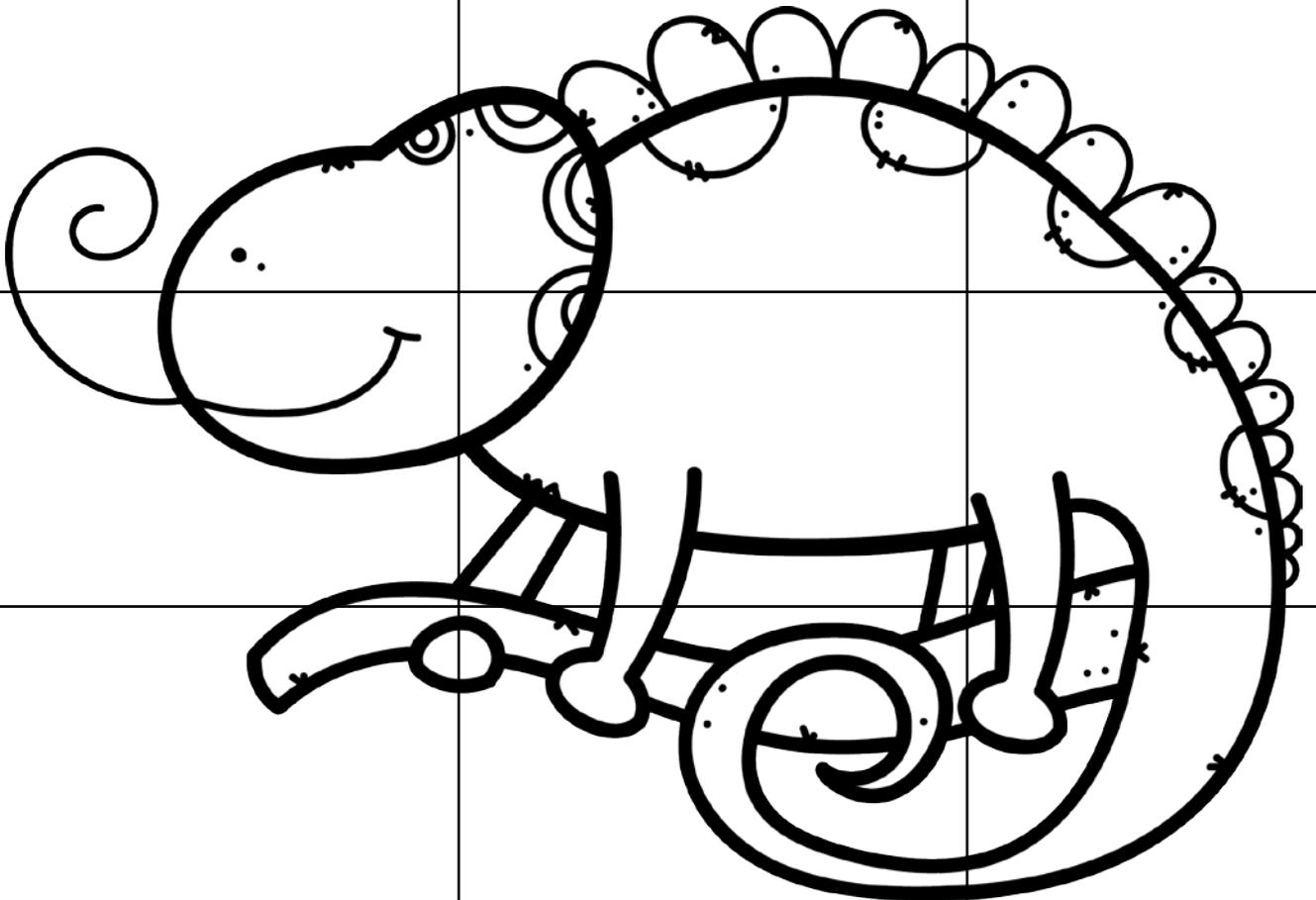
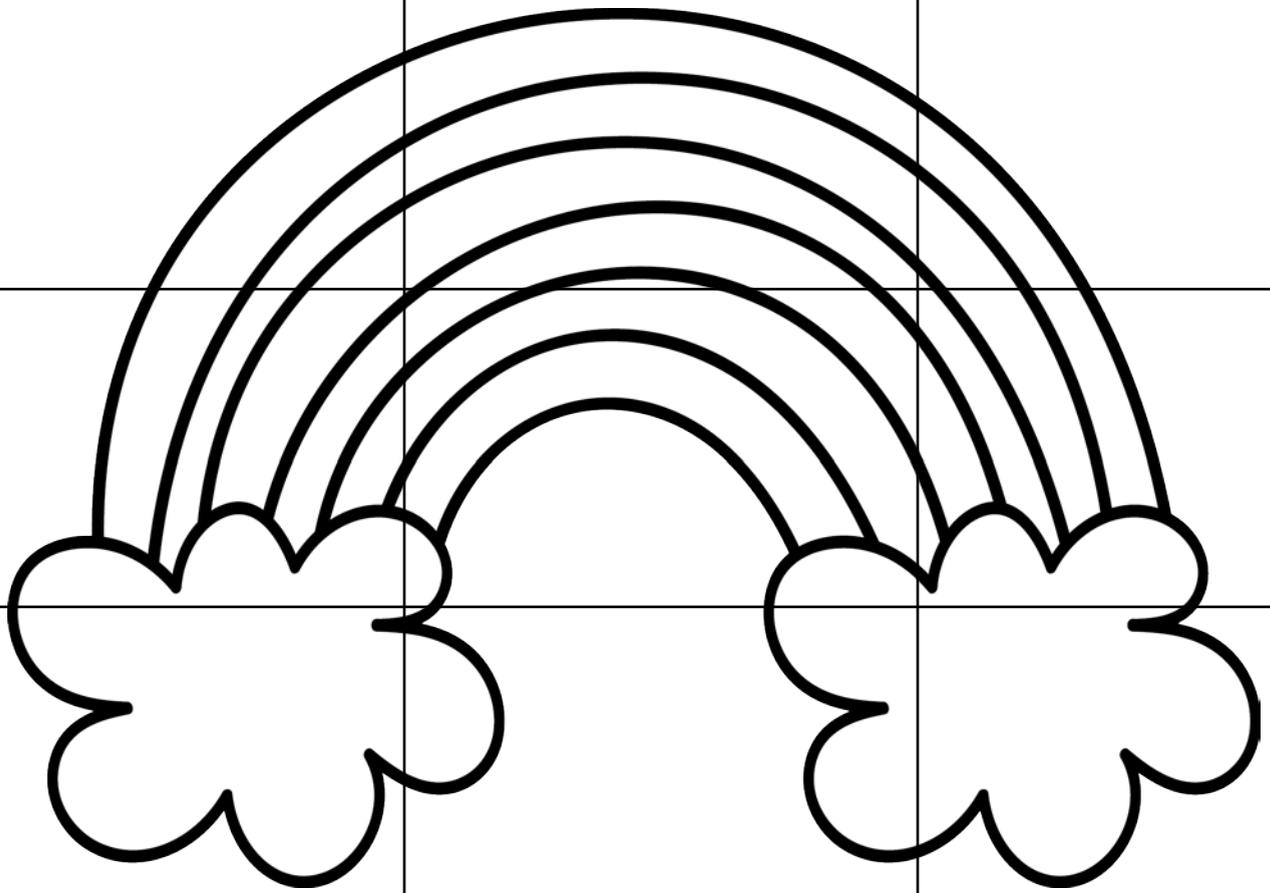


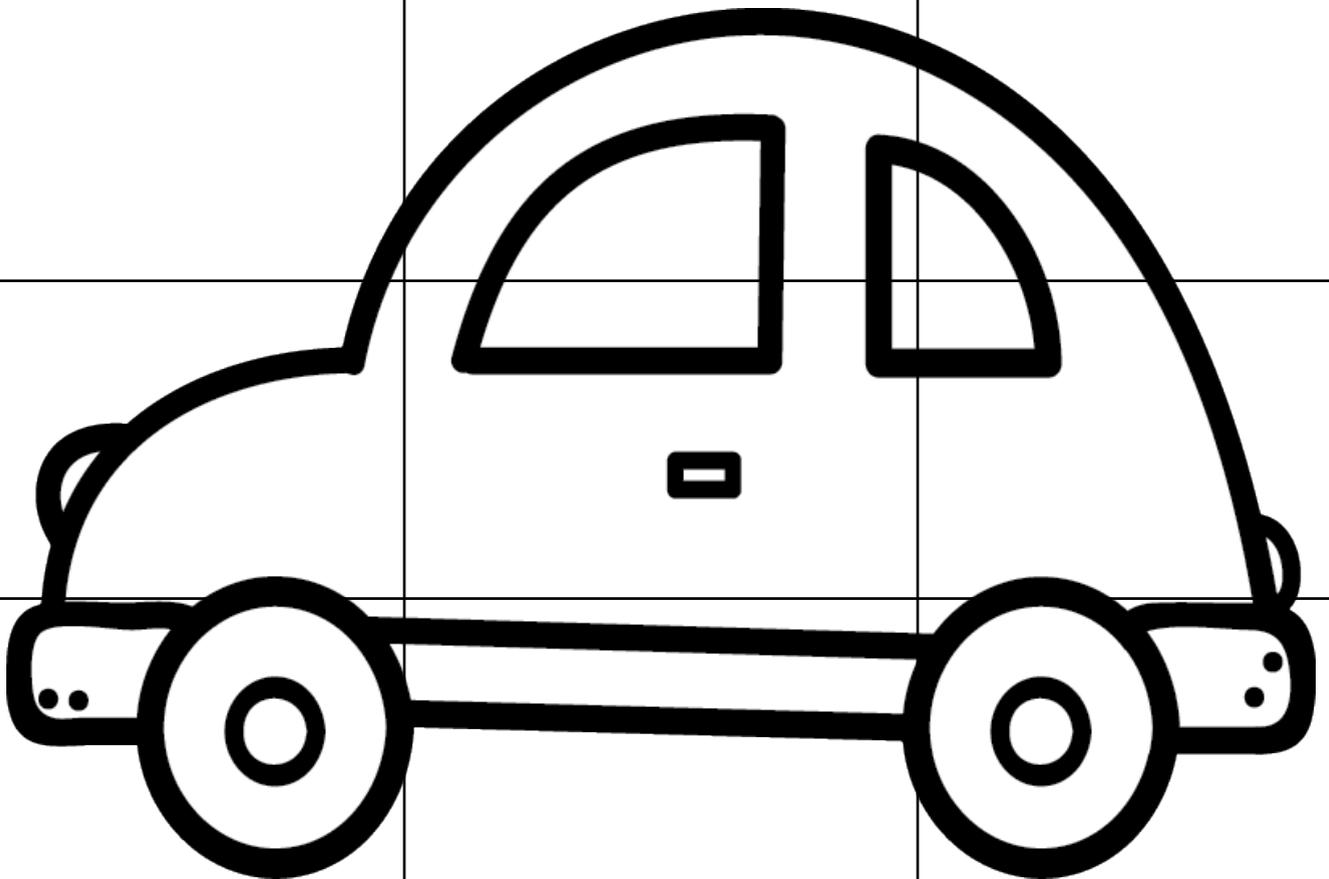
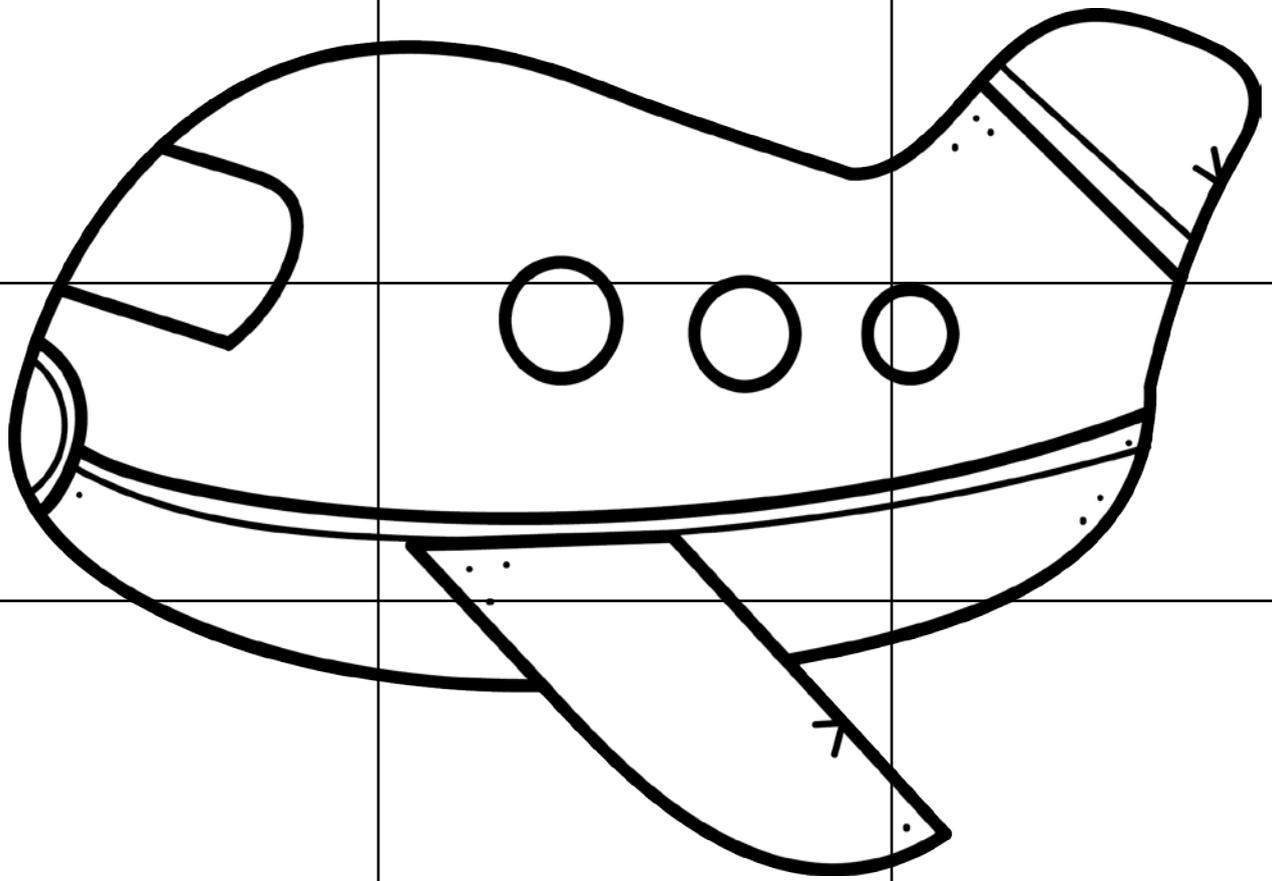
I made a
great choice.

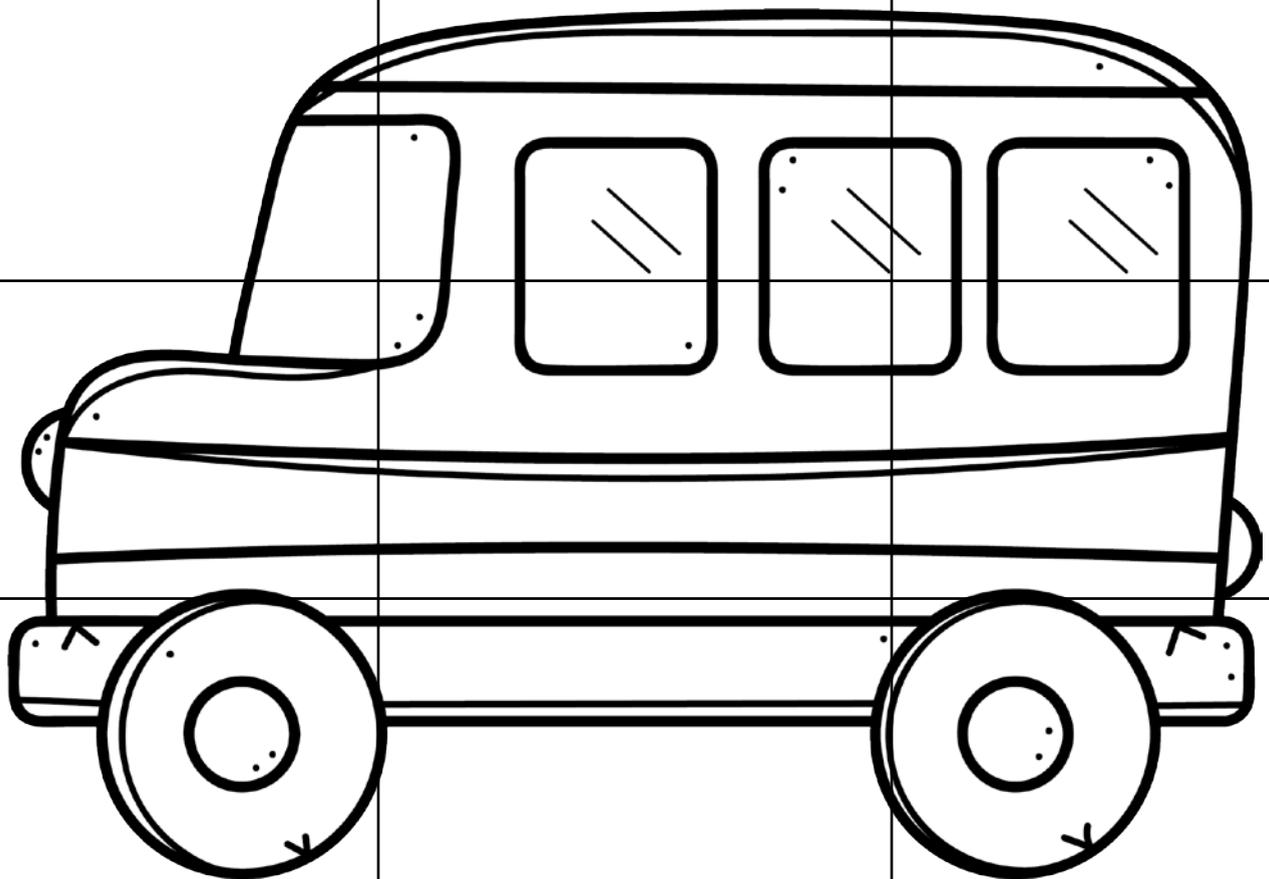
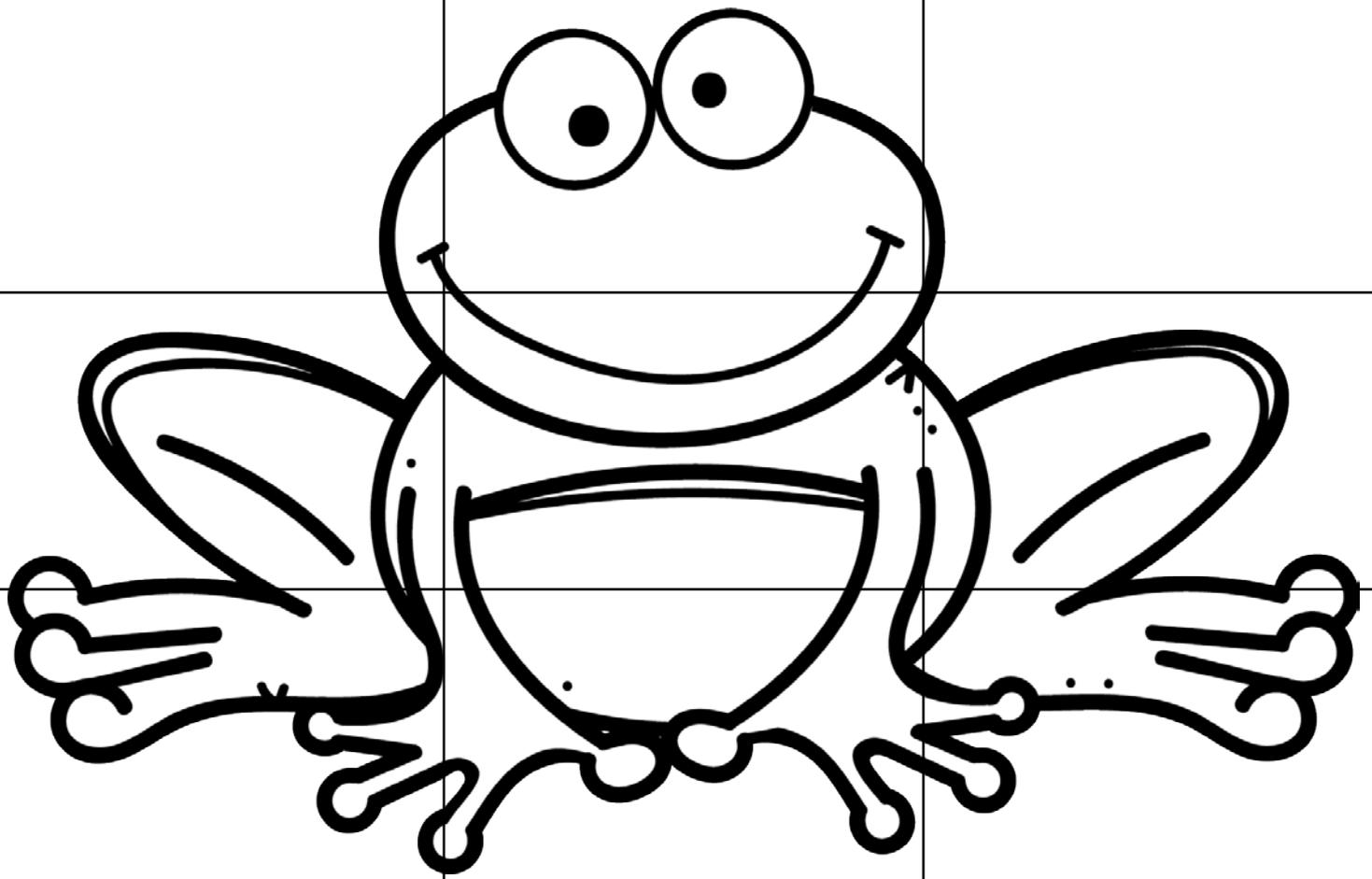












BEHAVIOR BINGO!

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.

BEHAVIOR BINGO



I used safe hands all day!	I finished all of my work today!	I used kind words all day!
I used walking feet all day!	FREE	I kept a positive attitude all day!
I solved a problem today!	I kept my area clean all day!	I made safe choices all day!

BEHAVIOR BINGO



I helped a classmate.	I finished my work.	I stayed in my area.
I made a safe choice.	FREE	I worked hard on something.
I had a good attitude.	I used kind words.	I solved a problem.

BEHAVIOR BINGO



I had a growth mindset.	I used kind words.	I solved a problem.
I helped a friend.	FREE	I played fairly.
I was respectful.	I made a safe choice.	I was responsible.

BEHAVIOR BINGO



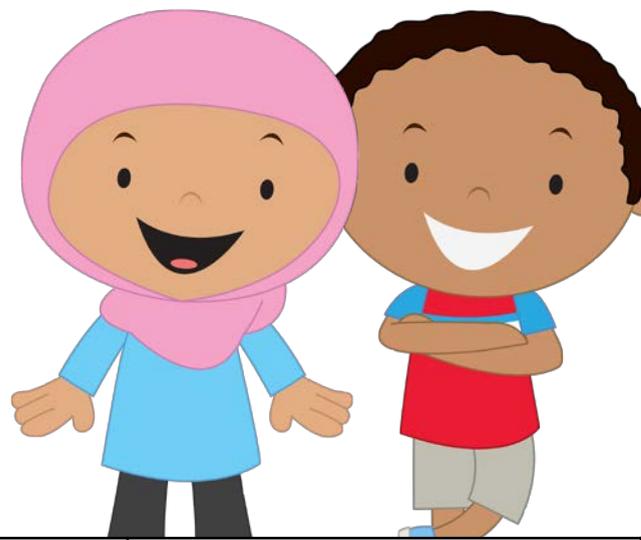
I waited patiently.	I was respectful.	I used kind words.	I was helpful.	I made a safe choice.
I took care of my things.	I made a safe choice.	I corrected myself.	I finished all of my work.	I was a problem solver.
I was safe at recess.	I was respectful.	FREE	I waited patiently.	I was safe at recess.
I 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.

BEHAVIOR BINGO



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.

BEHAVIOR BINGO



I used safe
hands all
day!

I finished
all of my
work today!

I used kind
words all
day!

I used
walking feet
all day!



I kept a
positive
attitude all
day!

I solved a
problem
today!

I kept my
area clean
all day!

I made safe
choices all
day!

BEHAVIOR BINGO



I helped a
classmate.

I finished
my work.

I stayed in
my area.

I made a
safe choice.



I worked
hard on
something.

I had a good
attitude.

I used kind
words.

I solved a
problem.

BEHAVIOR BINGO



I had a
growth
mindset.

I used kind
words.

I solved a
problem.

I helped a
friend.



I played
fairly.

I was
respectful.

I made a
safe choice.

I was
responsible.

BEHAVIOR BINGO



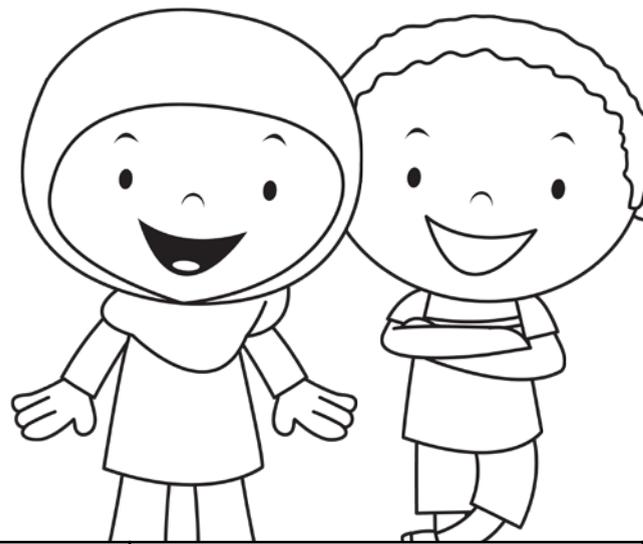
I waited patiently.	I was respectful.	I used kind words.	I was helpful.	I made a safe choice.
I took care of my things.	I made a safe choice.	I corrected myself.	I finished all of my work.	I was a problem solver.
I was safe at recess.	I was respectful.		I waited patiently.	I was safe at recess.
I followed 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 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.

BEHAVIOR BINGO



I used safe
hands all
day!

I finished
all of my
work today!

I used kind
words all
day!

I used
walking feet
all day!



I kept a
positive
attitude all
day!

I solved a
problem
today!

I kept my
area clean
all day!

I made safe
choices all
day!

BEHAVIOR BINGO



I helped a
classmate.

I finished
my work.

I stayed in
my area.

I made a
safe choice.



I worked
hard on
something.

I had a good
attitude.

I used kind
words.

I solved a
problem.

BEHAVIOR BINGO



I had a
growth
mindset.

I used kind
words.

I solved a
problem.

I helped a
friend.



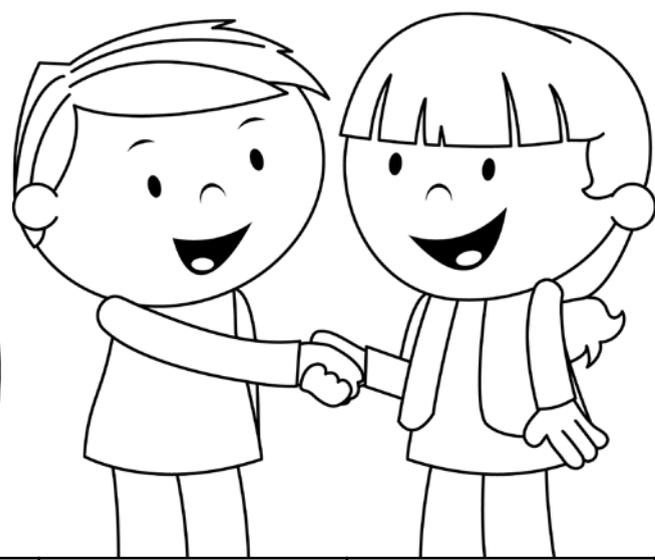
I played
fairly.

I was
respectful.

I made a
safe choice.

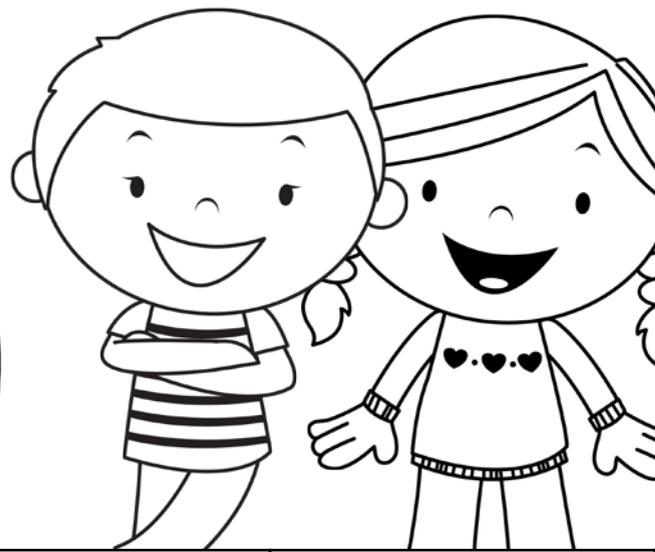
I was
responsible.

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.		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 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. 😊 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. 😊 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!

I ROCKED IT TODAY! Name: _____ Date: _____ Notes: _____ 	I ROCKED IT TODAY! Name: _____ Date: _____ Notes: _____ 	MY BEHAVIOR WAS OUT OF THIS WORLD! Name: _____ Date: _____ Notes: _____ 	MY BEHAVIOR WAS OUT OF THIS WORLD! Name: _____ Date: _____ Notes: _____ 	MY BEHAVIOR WAS MAGICAL TODAY! Name: _____ Date: _____ Notes: _____ 	MY BEHAVIOR WAS MAGICAL TODAY! Name: _____ Date: _____ Notes: _____ 	SAFE HANDS I used safe hands all day long! Name: _____ Date: _____ Teacher: _____ 	
I ROCKED IT TODAY! Name: _____ Date: _____ Notes: _____ 	I ROCKED IT TODAY! Name: _____ Date: _____ Notes: _____ 	MY BEHAVIOR WAS OUT OF THIS WORLD! Name: _____ Date: _____ Notes: _____ 	MY BEHAVIOR WAS OUT OF THIS WORLD! Name: _____ Date: _____ Notes: _____ 	MY BEHAVIOR WAS ON FIRE TODAY! Name: _____ Date: _____ Notes: _____ 	MY BEHAVIOR WAS ON FIRE TODAY! Name: _____ Date: _____ Notes: _____ 	SAFE HANDS I used safe hands all day long! Name: _____ Date: _____ Teacher: _____ 	
KIND WORDS I used kind words all day long! Name: _____ Date: _____ Teacher: _____ 	RESPONSIBLE I made responsible choices all day long! Name: _____ Date: _____ Teacher: _____ 	RESPECTFUL I was respectful all week long! Name: _____ Date: _____ Teacher: _____ 	SAFE CHOICES I made safe choices all day long! Name: _____ Date: _____ Teacher: _____ 				
KIND WORDS I used kind words all day long! Name: _____ 	RESPONSIBLE I made responsible choices all day long! Name: _____ 	RESPECTFUL I was respectful all week long! Name: _____ 	SAFE CHOICES I made safe choices all day long! Name: _____ 				
I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 	I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 	I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 	I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 	I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 	I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 	I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 	I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 
I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 	I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 	I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 	I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 	I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 	I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 	I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 	I met my behavior goal today! Name: _____ Date: _____ Notes: _____ 

MY BEHAVIOR WAS MAGICAL TODAY!

Name:

Date:

Notes:



MY BEHAVIOR WAS MAGICAL TODAY!

Name:

Date:

Notes:

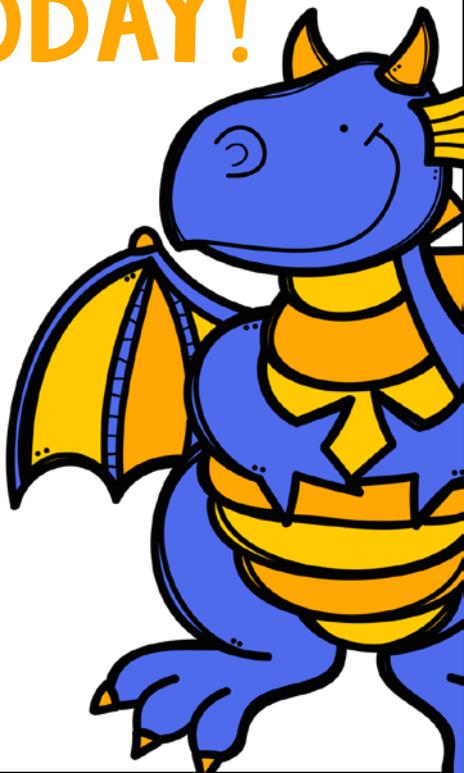


MY BEHAVIOR WAS ON FIRE TODAY!

Name:

Date:

Notes:

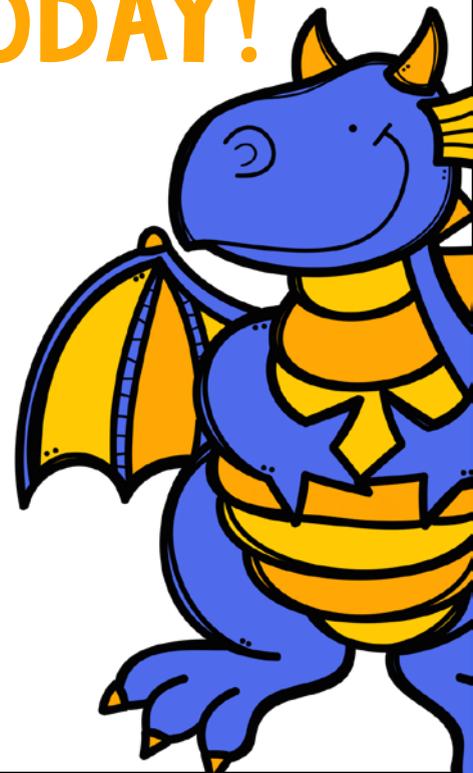


MY BEHAVIOR WAS ON FIRE TODAY!

Name:

Date:

Notes:



I ROCKED
IT TODAY!

Name:

Date:

Notes:



I ROCKED
IT TODAY!

Name:

Date:

Notes:



Haley O'Connor

I ROCKED
IT TODAY!

Name:

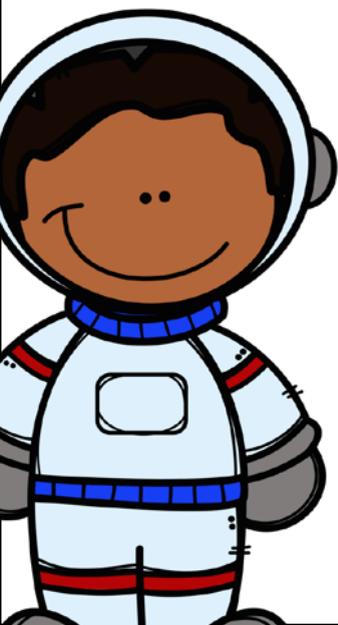


I ROCKED
IT TODAY!

Name:



MY BEHAVIOR
WAS OUT OF
THIS WORLD!

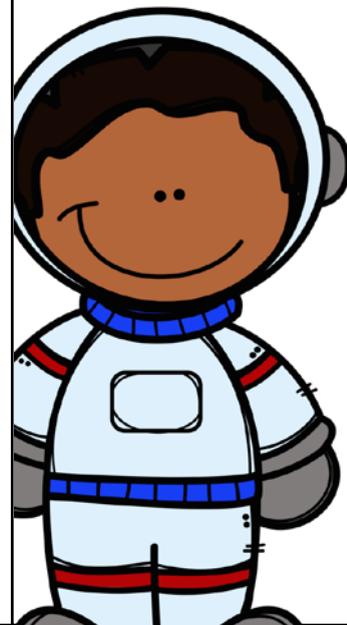


Name:

Date:

Notes:

MY BEHAVIOR
WAS OUT OF
THIS WORLD!



Name:

Date:

Notes:

MY BEHAVIOR
WAS OUT OF
THIS WORLD!



Name:

Date:

Notes:

MY BEHAVIOR
WAS OUT OF
THIS WORLD!

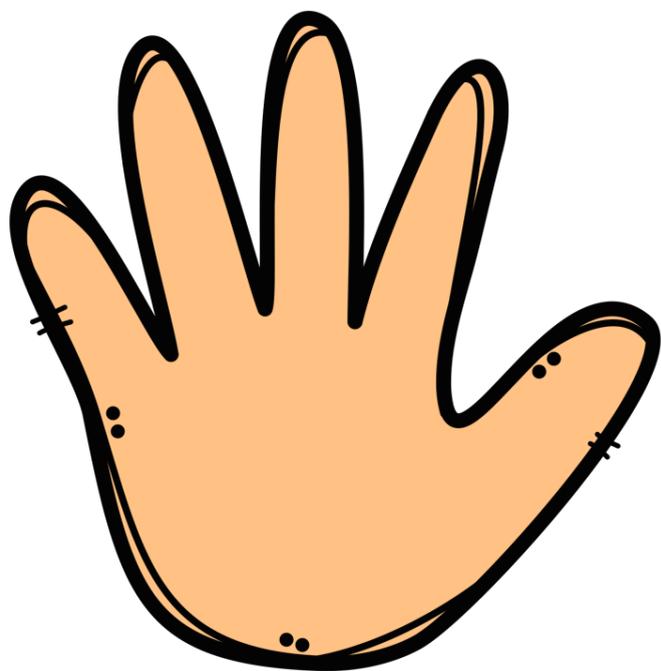


Name:

Date:

Notes:

SAFE HANDS



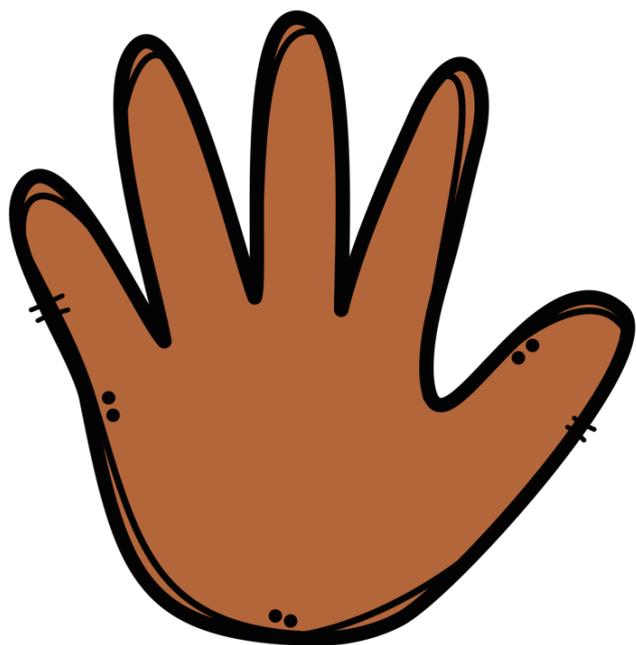
I used safe hands
all day long!

Name:

Date:

Teacher:

SAFE HANDS



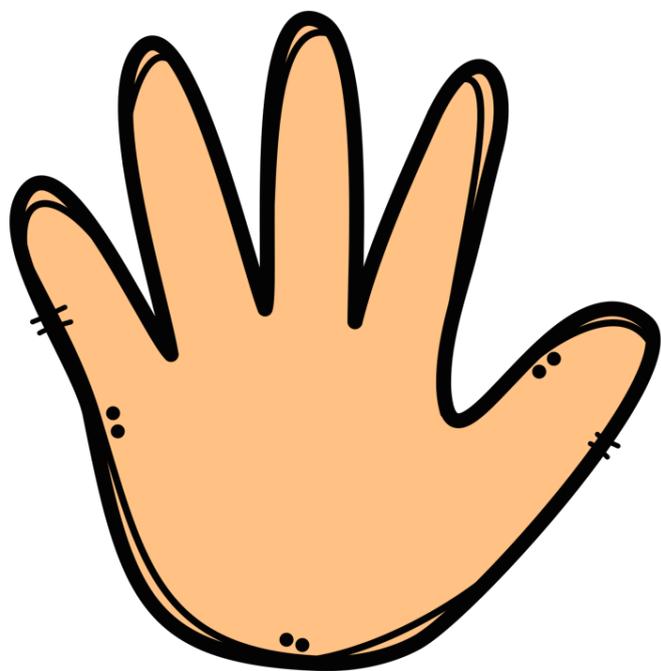
I used safe hands
all day long!

Name:

Date:

Teacher:

SAFE HANDS



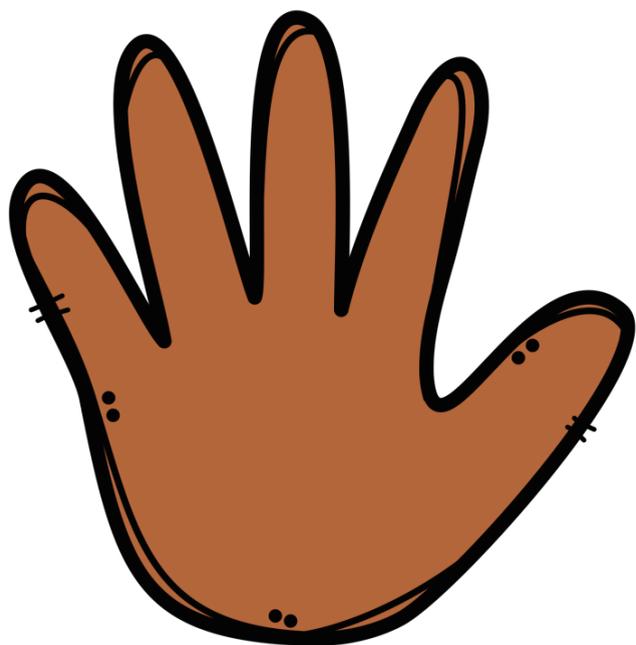
I used safe hands
all week long!

Name:

Date:

Teacher:

SAFE HANDS



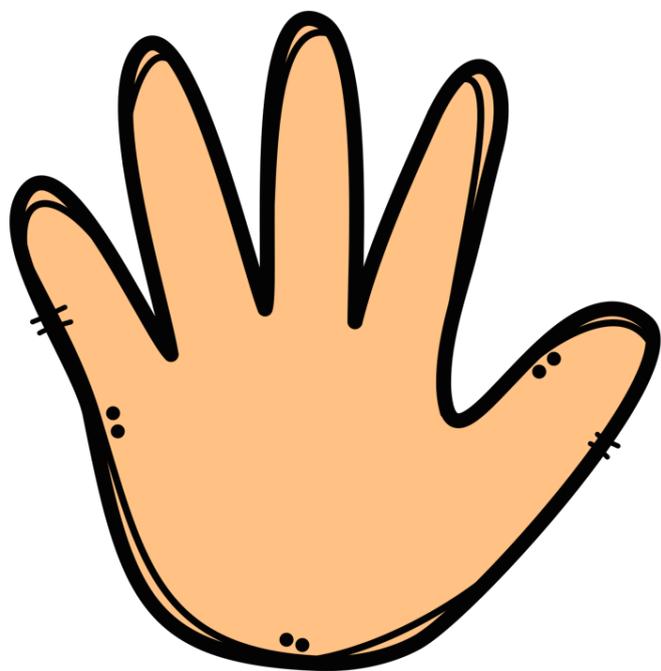
I used safe hands
all week long!

Name:

Date:

Teacher:

SAFE HANDS



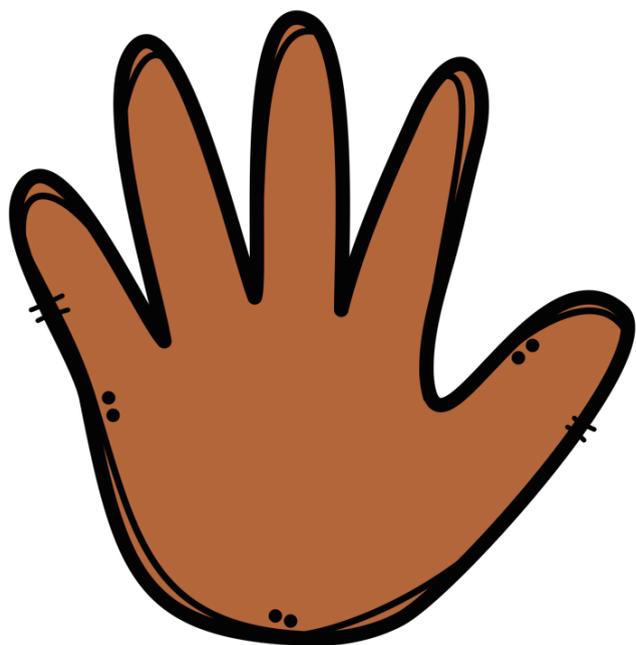
I used safe hands
all month long!

Name:

Date:

Teacher:

SAFE HANDS



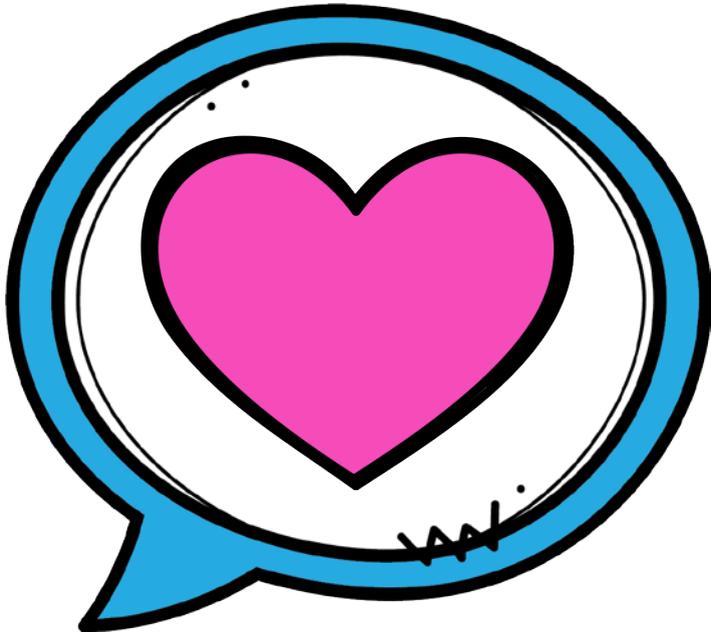
I used safe hands
all month long!

Name:

Date:

Teacher:

KIND WORDS



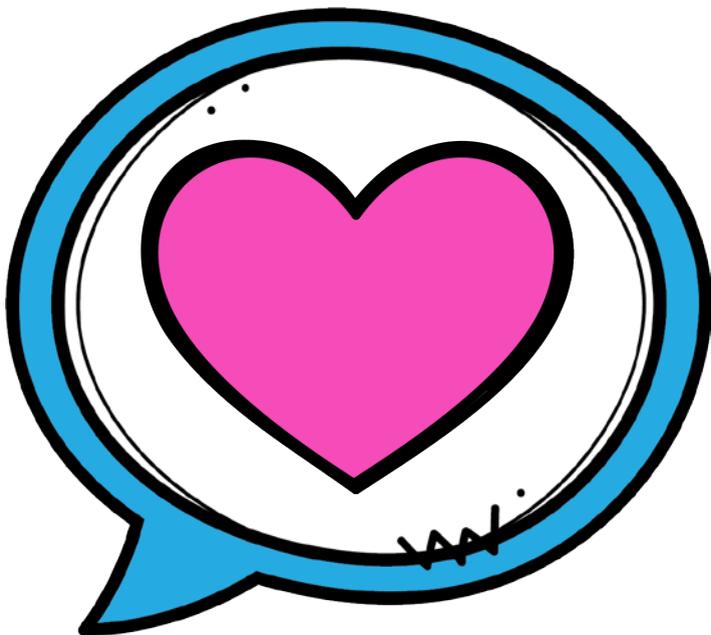
I used kind words
all day long!

Name:

Date:

Teacher:

KIND WORDS



I used kind words
all day long!

Name:

Date:

Teacher:

KIND WORDS



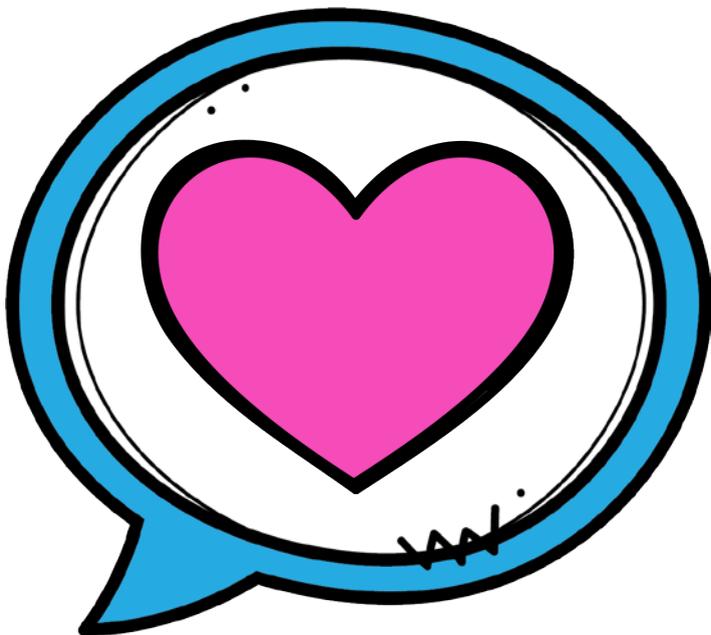
I used kind words
all week long!

Name:

Date:

Teacher:

KIND WORDS



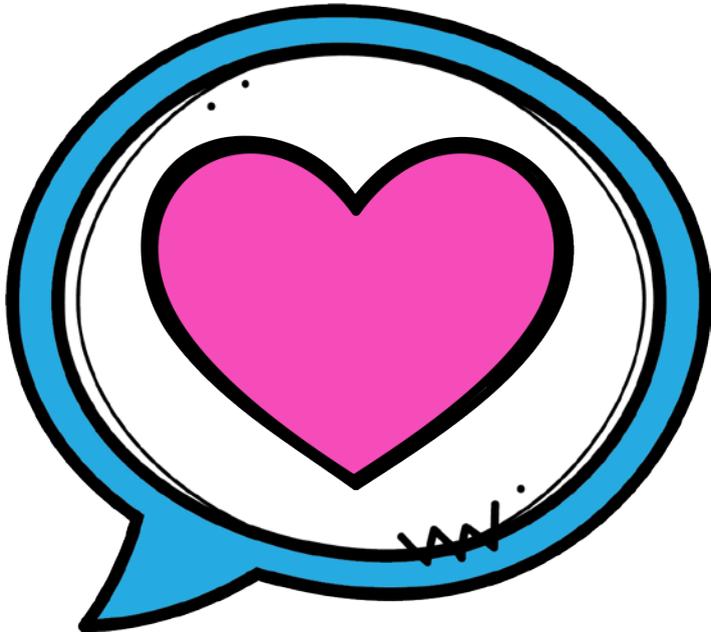
I used kind words
all week long!

Name:

Date:

Teacher:

KIND WORDS



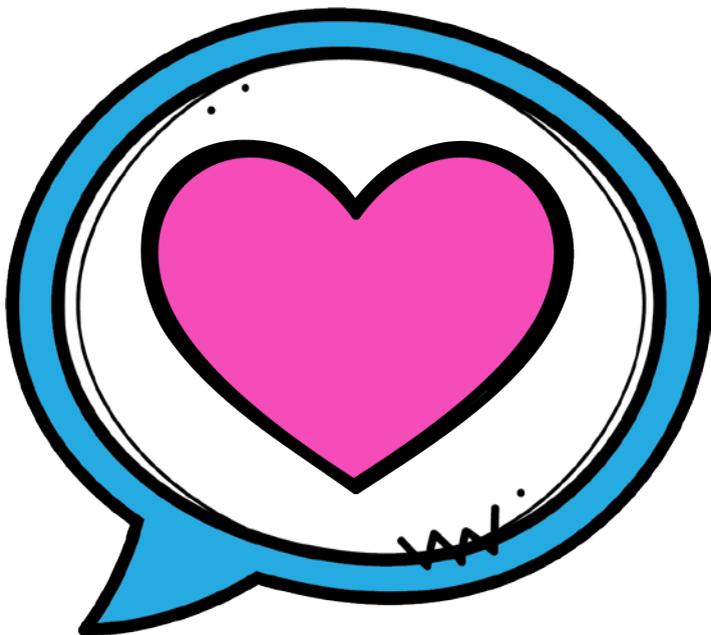
I used kind words
all month long!

Name:

Date:

Teacher:

KIND WORDS



I used kind words
all month long!

Name:

Date:

Teacher:

SAFE CHOICES



I made safe
choices all day long!

Name:

Date:

Teacher:

SAFE CHOICES



I made safe
choices all day long!

Name:

Date:

Teacher:

SAFE CHOICES



I made safe choices
all week long!

Name:

Date:

Teacher:

SAFE CHOICES



I made safe choices
all week long!

Name:

Date:

Teacher:

SAFE CHOICES



I made safe choices
all month long!

Name:

Date:

Teacher:

SAFE CHOICES



I made safe choices
all month long!

Name:

Date:

Teacher:

RESPONSIBLE



I made responsible
choices all day long!

Name:

Date:

Teacher:

RESPONSIBLE



I made responsible
choices all day long!

Name:

Date:

Teacher:

RESPONSIBLE



I made responsible choices all week long!

Name:

Date:

Teacher:

RESPONSIBLE



I made responsible choices all week long!

Name:

Date:

Teacher:

RESPONSIBLE



I made responsible choices all month long!

Name:

Date:

Teacher:

RESPONSIBLE



I made responsible choices all month long!

Name:

Date:

Teacher:

RESPECTFUL

I was respectful all
day long!

Name:

Date:

Teacher:



RESPECTFUL

I was respectful all
day long!

Name:

Date:

Teacher:



RESPECTFUL

I was respectful all
week long!



Name:

Date:

Teacher:

RESPECTFUL

I was respectful all
week long!



Name:

Date:

Teacher:

RESPECTFUL

I was respectful all
month long!



Name:

Date:

Teacher:

RESPECTFUL

I was respectful all
month long!



Name:

Date:

Teacher:

**I met my
behavior
goal today!**

Name:

Date:

Notes:

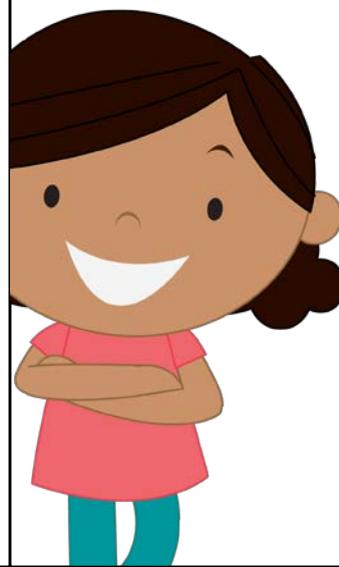


**I met my
behavior
goal today!**

Name:

Date:

Notes:



**I met my
behavior
goal today!**

Name:

Date:

Notes:



**I met my
behavior
goal today!**

Name:

Date:

Notes:



**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



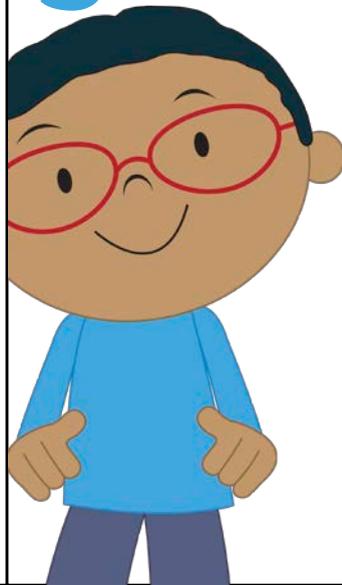
Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



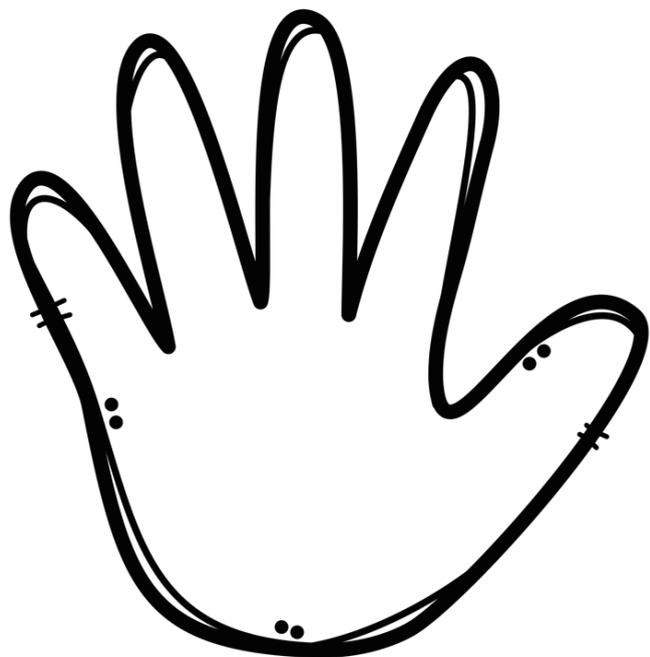
Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

SAFE HANDS



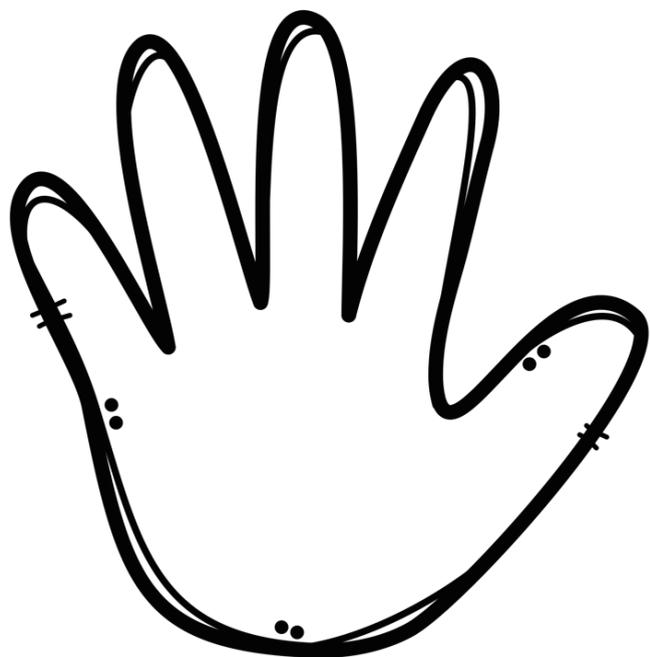
I used safe hands
all day long!

Name:

Date:

Teacher:

SAFE HANDS



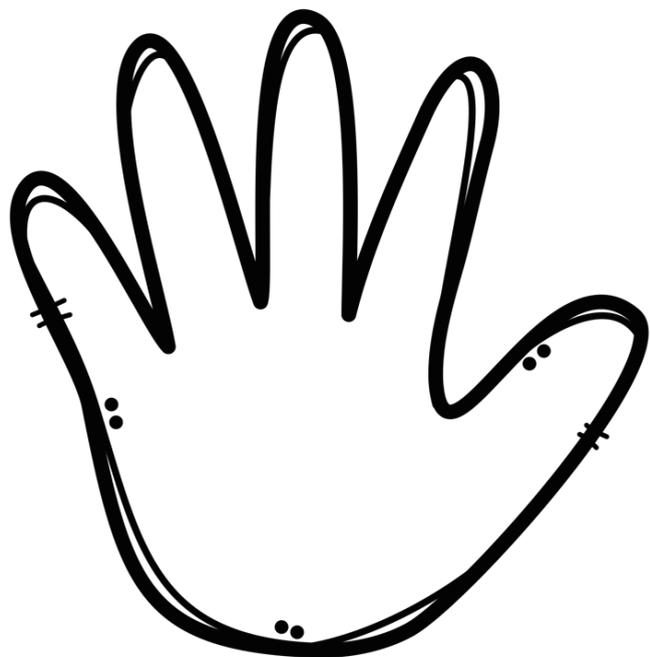
I used safe hands
all day long!

Name:

Date:

Teacher:

SAFE HANDS



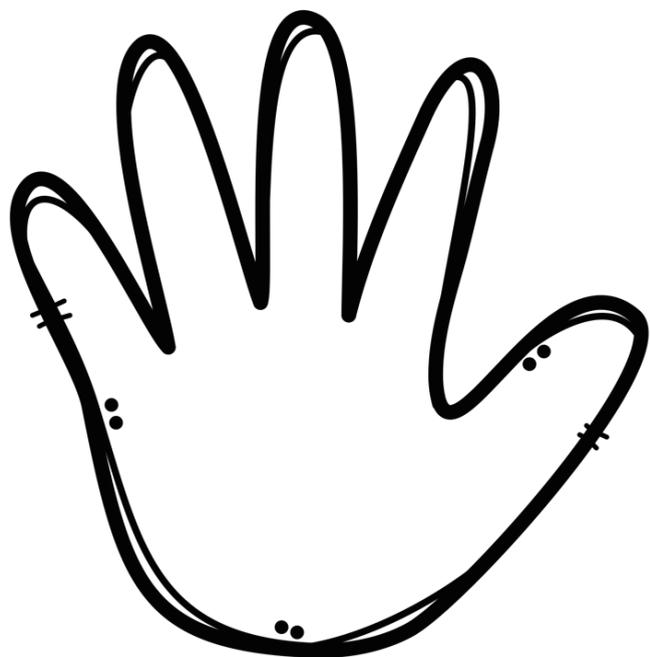
I used safe hands
all week long!

Name:

Date:

Teacher:

SAFE HANDS



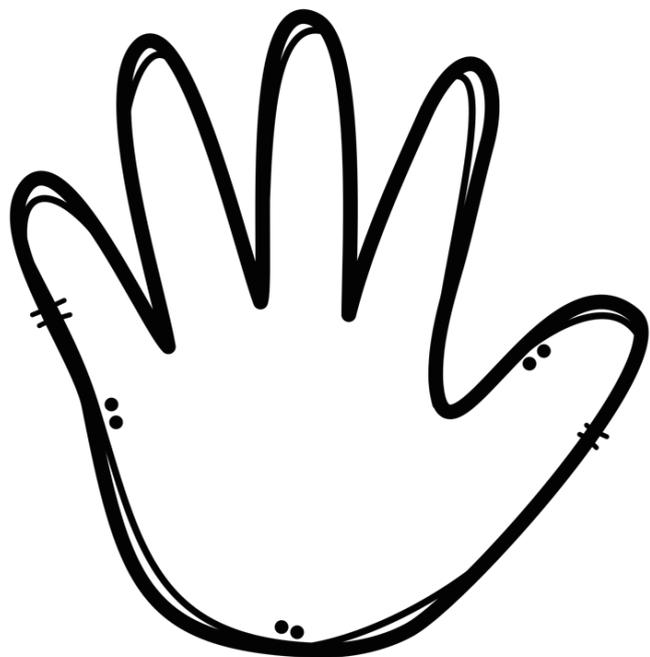
I used safe hands
all week long!

Name:

Date:

Teacher:

SAFE HANDS



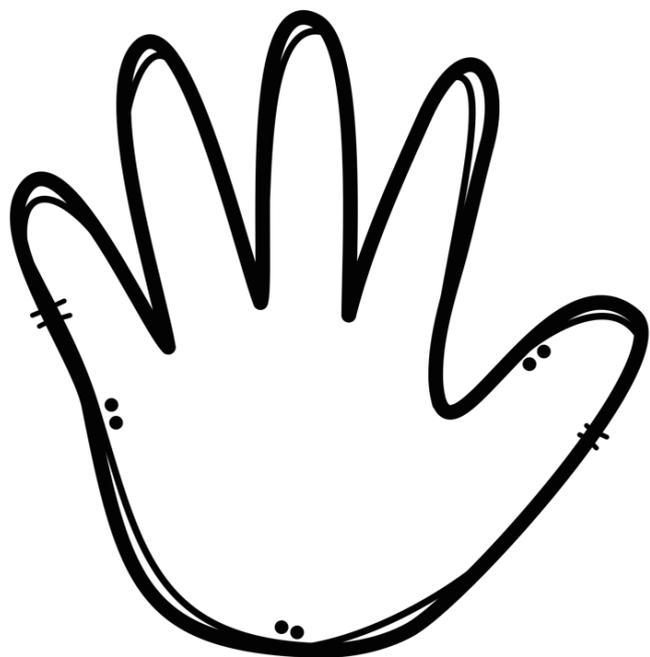
I used safe hands
all month long!

Name:

Date:

Teacher:

SAFE HANDS



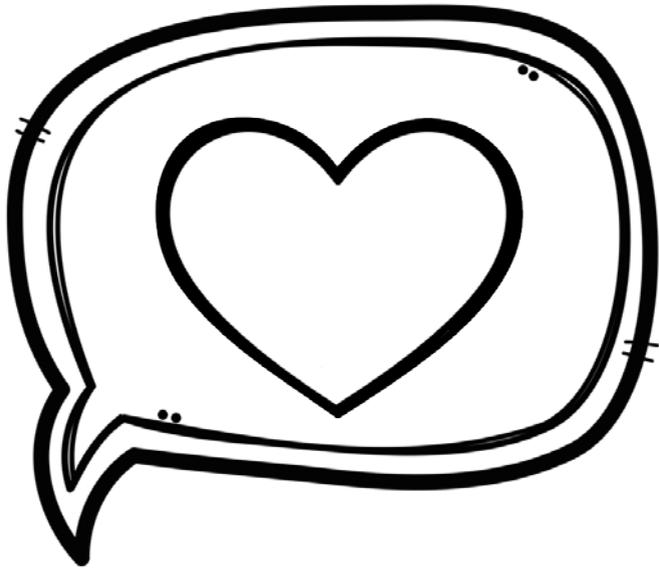
I used safe hands
all month long!

Name:

Date:

Teacher:

KIND WORDS



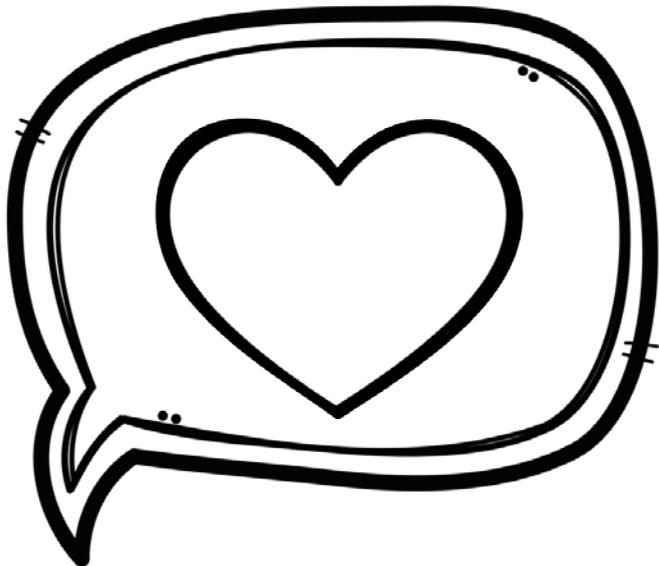
I used kind words
all day long!

Name:

Date:

Teacher:

KIND WORDS



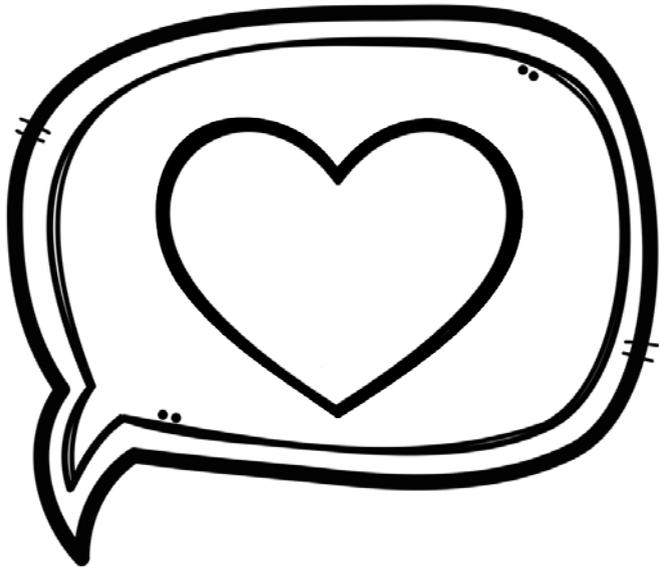
I used kind words
all day long!

Name:

Date:

Teacher:

KIND WORDS



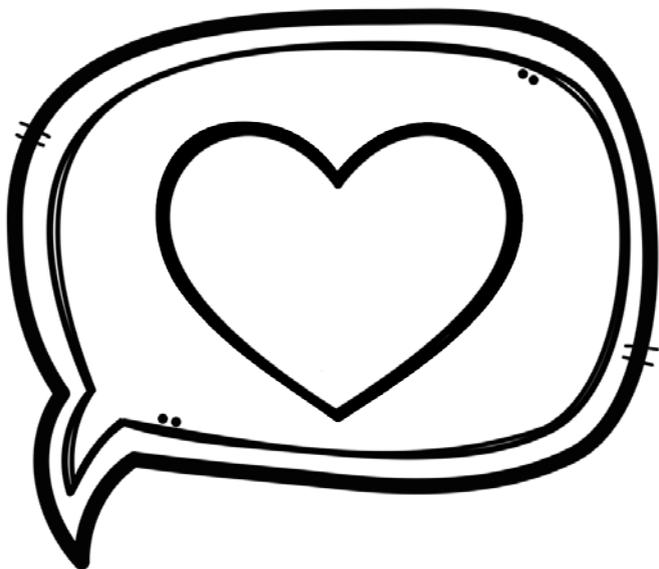
I used kind words
all week long!

Name:

Date:

Teacher:

KIND WORDS



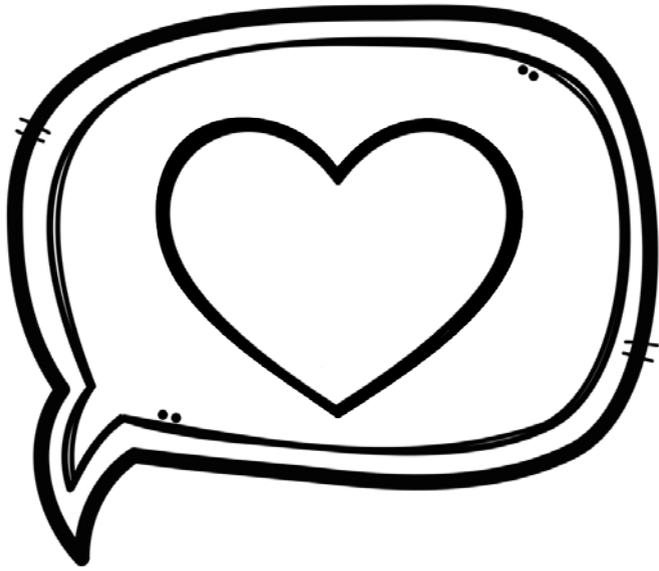
I used kind words
all week long!

Name:

Date:

Teacher:

KIND WORDS



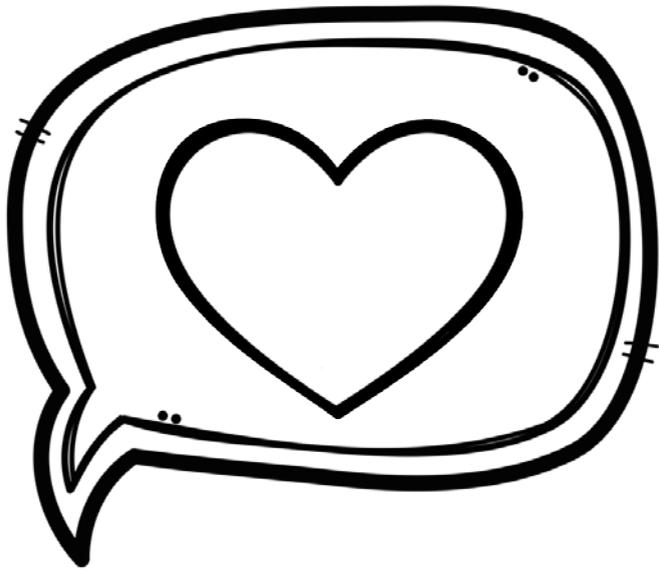
I used kind words
all month long!

Name:

Date:

Teacher:

KIND WORDS



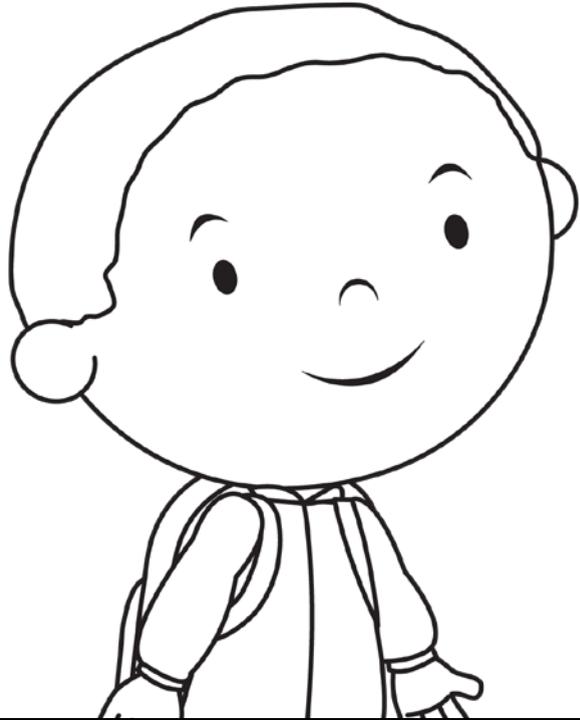
I used kind words
all month long!

Name:

Date:

Teacher:

SAFE CHOICES



I made safe
choices all day long!

Name:

Date:

Teacher:

SAFE CHOICES



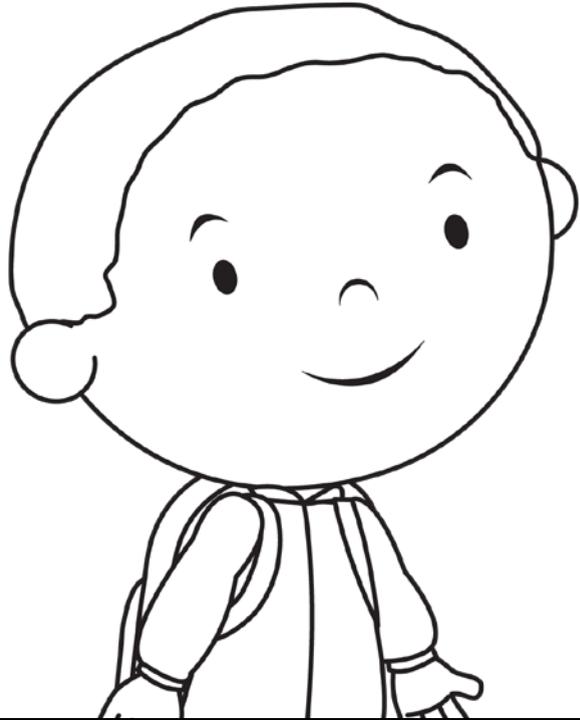
I made safe
choices all day long!

Name:

Date:

Teacher:

SAFE CHOICES



I made safe choices
all week long!

Name:

Date:

Teacher:

SAFE CHOICES



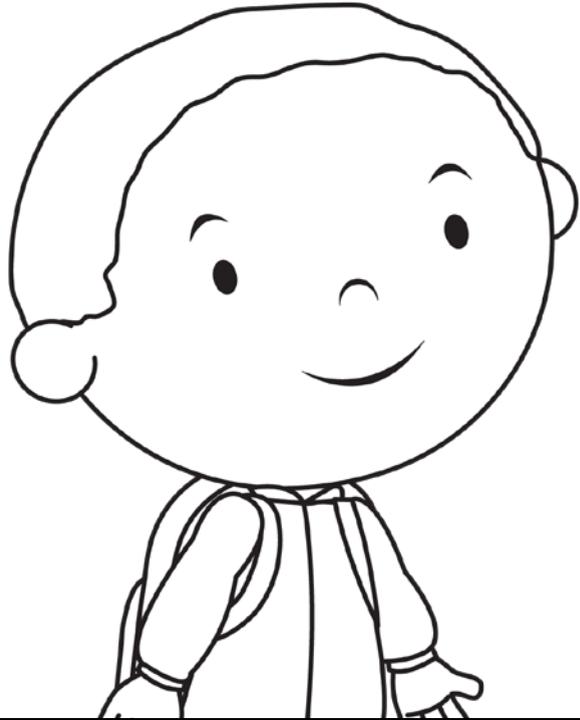
I made safe choices
all week long!

Name:

Date:

Teacher:

SAFE CHOICES



I made safe choices
all month long!

Name:

Date:

Teacher:

SAFE CHOICES



I made safe choices
all month long!

Name:

Date:

Teacher:

RESPONSIBLE



I made responsible choices all day long!

Name:

Date:

Teacher:

RESPONSIBLE



I made responsible choices all day long!

Name:

Date:

Teacher:

RESPONSIBLE



I made responsible
choices all week long!

Name:

Date:

Teacher:

RESPONSIBLE



I made responsible
choices all week long!

Name:

Date:

Teacher:

RESPONSIBLE



I made responsible choices all month long!

Name:

Date:

Teacher:

RESPONSIBLE



I made responsible choices all month long!

Name:

Date:

Teacher:

RESPECTFUL



I was respectful all
day long!

Name:

Date:

Teacher:

RESPECTFUL



I was respectful all
day long!

Name:

Date:

Teacher:

RESPECTFUL



I was respectful all
week long!

Name:

Date:

Teacher:

RESPECTFUL



I was respectful all
week long!

Name:

Date:

Teacher:

RESPECTFUL



I was respectful all
month long!

Name:

Date:

Teacher:

RESPECTFUL



I was respectful all
month long!

Name:

Date:

Teacher:

MY BEHAVIOR WAS MAGICAL TODAY!

Name:

Date:

Notes:



MY BEHAVIOR WAS MAGICAL TODAY!

Name:

Date:

Notes:

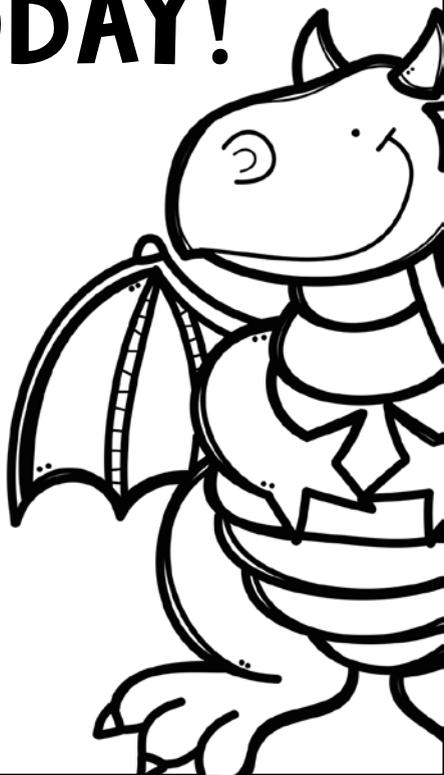


MY BEHAVIOR WAS ON FIRE TODAY!

Name:

Date:

Notes:



MY BEHAVIOR WAS ON FIRE TODAY!

Name:

Date:

Notes:



I ROCKED
IT TODAY!

Name:



Date:

Notes:

I ROCKED
IT TODAY!

Name:

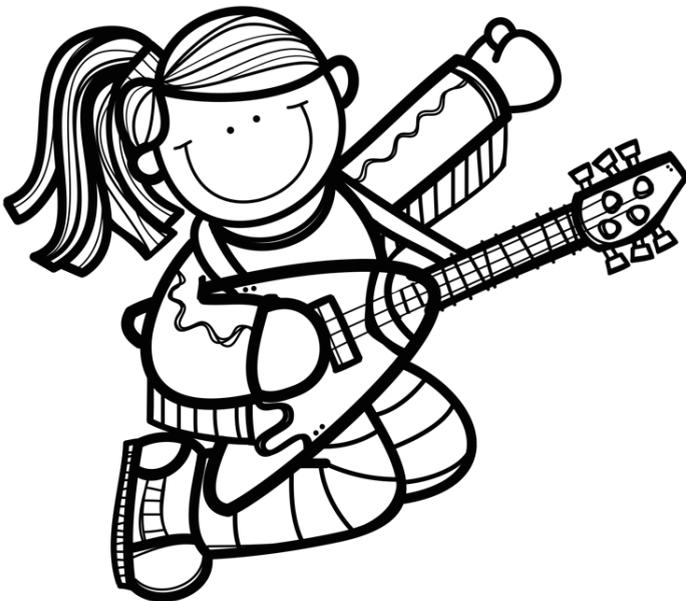


Date:

Notes:

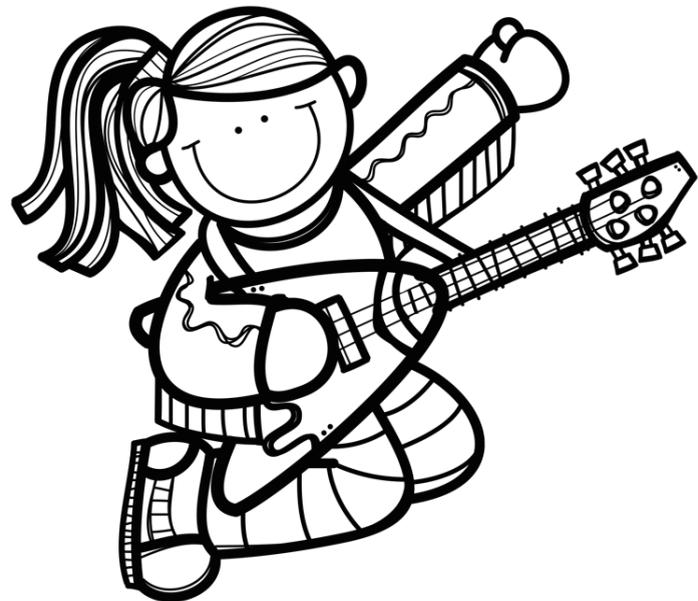
© Haley O'Conn

I ROCKED
IT TODAY!



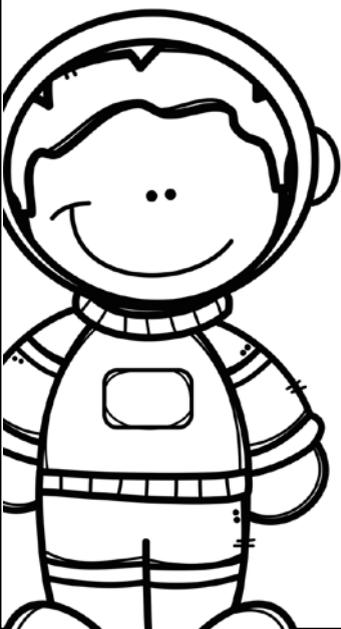
Name:

I ROCKED
IT TODAY!



Name:

MY BEHAVIOR
WAS OUT OF
THIS WORLD!

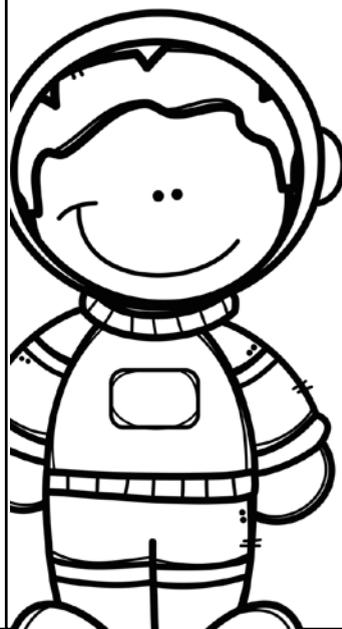


Name:

Date:

Notes:

MY BEHAVIOR
WAS OUT OF
THIS WORLD!



Name:

Date:

Notes:

MY BEHAVIOR
WAS OUT OF
THIS WORLD!



Name:

Date:

Notes:

MY BEHAVIOR
WAS OUT OF
THIS WORLD!



Name:

Date:

Notes:

**I met my
behavior
goal today!**



Name:

Date:

Notes:

**I met my
behavior
goal today!**



Name:

Date:

Notes:

**I met my
behavior
goal today!**



Name:

Date:

Notes:

**I met my
behavior
goal today!**



Name:

Date:

Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



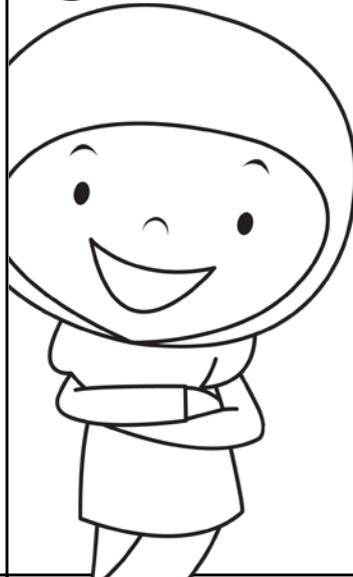
Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



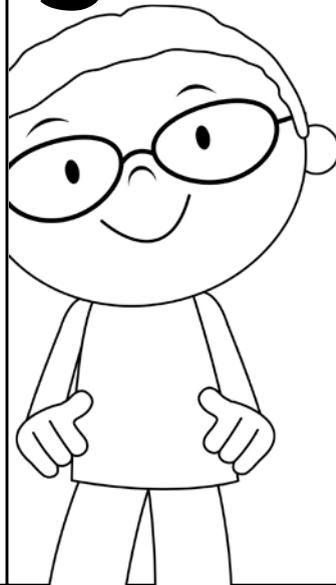
Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



Name:
Date:
Notes:

**I met my
behavior
goal today!**



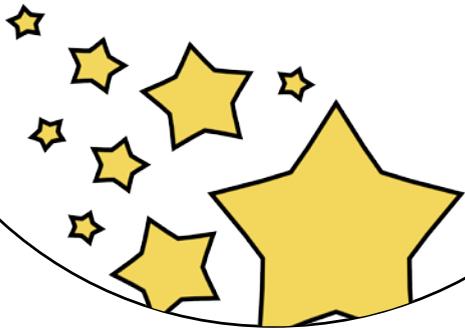
Name:
Date:
Notes:

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
behavior
star today!**



**my behavior
was on fire
today!**



**my behavior
was magical
today!**



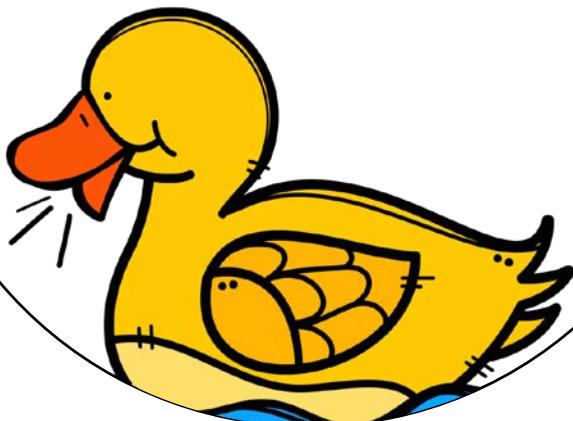
my teacher
loved my
behavior today!



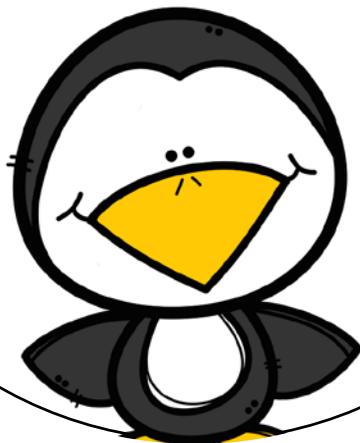
my behavior
was something
to bark about!



My BEHAVIOR
WAS SOMETHING
to QUACK ABOUT!



my behavior
today was
COOL!



I had
roaring good
behavior!



**I HAD ALL STAR
BEHAVIOR TODAY!**

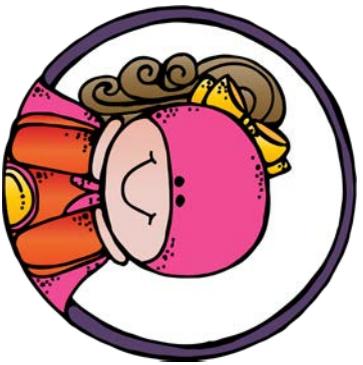




I MADE SUPER
CHOICES TODAY!



I MADE SUPER
CHOICES TODAY!



I MADE SUPER
CHOICES TODAY!



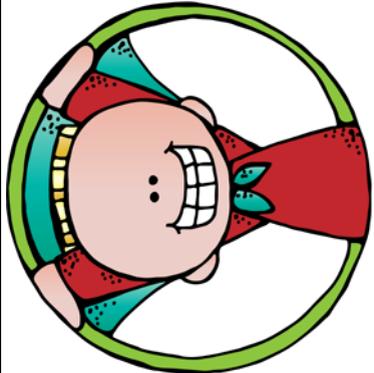
I MADE SUPER
CHOICES TODAY!



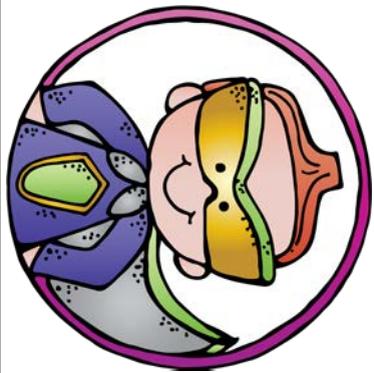
I MADE SUPER
CHOICES TODAY!



I MADE SUPER
CHOICES TODAY!

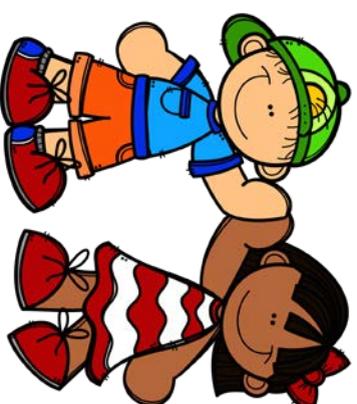


I MADE SUPER
CHOICES TODAY!



I MADE SUPER
CHOICES TODAY!

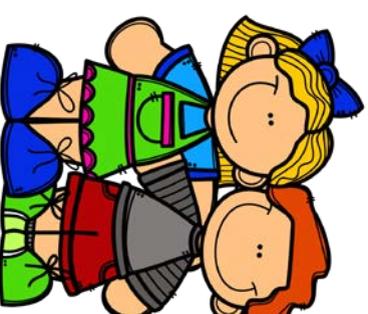
I WAS A GREAT
FRIEND TODAY!



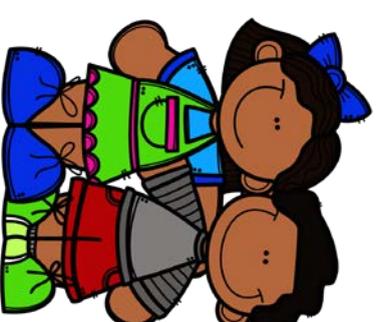
I HELPED A
FRIEND TODAY!



I WAS VERY
KIND TODAY!



I MADE A KIND
CHOICE TODAY!



**ROARING GOOD
BEHAVIOR!**



**MY TEACHER IS BATTY
FOR MY BEHAVIOR!**



**DOG-GONE GOOD
BEHAVIOR!**



**BEARY GOOD
BEHAVIOR!**



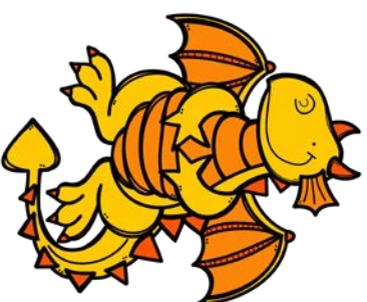
all star
choices



all star
choices



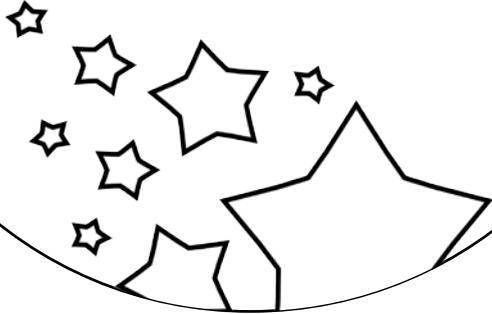
MY BEHAVIOR WAS
ON FIRE TODAY!



MY BEHAVIOR WAS
MAGICAL TODAY!



**I was a
behavior
star today!**



**my behavior
was on fire
today!**



**my behavior
was magical
today!**



my teacher
loved my
behavior today!



my behavior
was something
to bark about!



My BEHAVIOR
WAS SOMETHING
to QUACK ABOUT!



my behavior
today was
COOL!



I had
roaring good
behavior!



**I HAD ALL STAR
BEHAVIOR TODAY!**

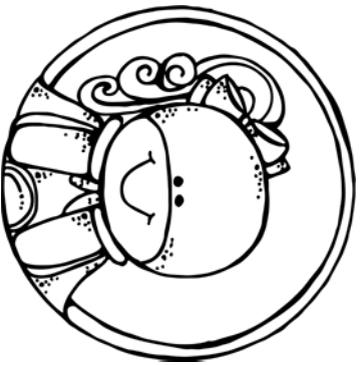




I MADE SUPER
CHOICES TODAY!



I MADE SUPER
CHOICES TODAY!



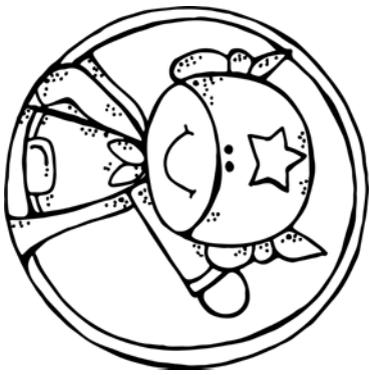
I MADE SUPER
CHOICES TODAY!



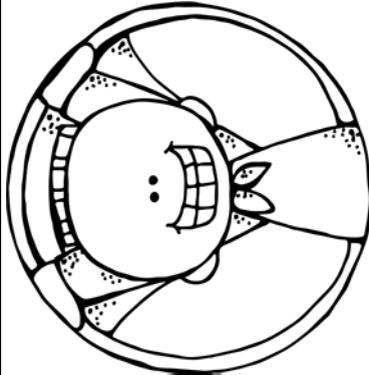
I MADE SUPER
CHOICES TODAY!



I MADE SUPER
CHOICES TODAY!



I MADE SUPER
CHOICES TODAY!



I MADE SUPER
CHOICES TODAY!

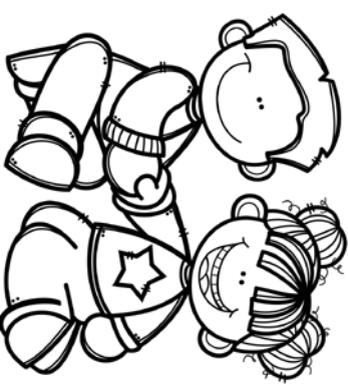


I MADE SUPER
CHOICES TODAY!

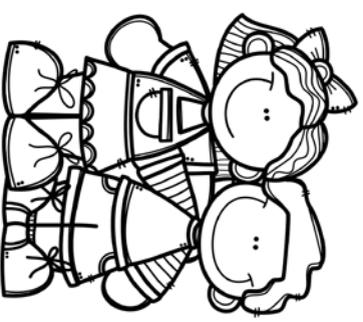
I WAS A GREAT
FRIEND TODAY!



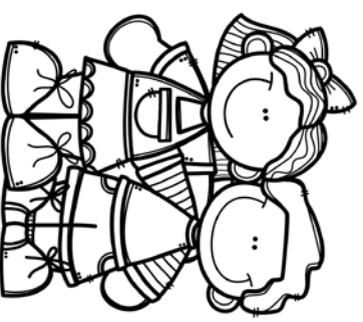
I HELPED A
FRIEND TODAY!



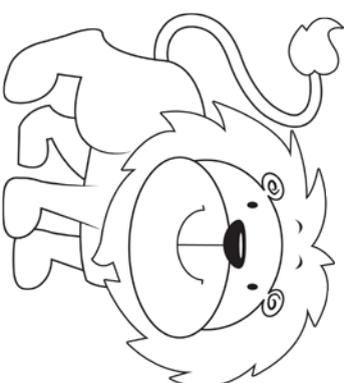
I WAS VERY
KIND TODAY!



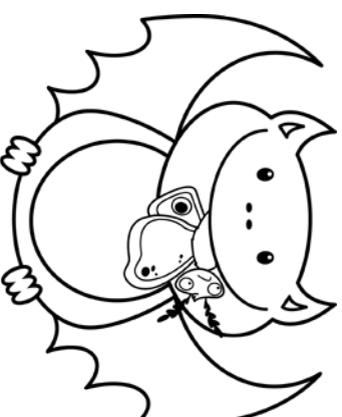
I MADE A KIND
CHOICE TODAY!



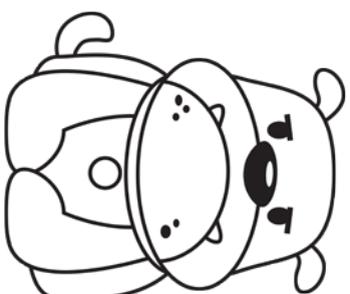
**ROARING GOOD
BEHAVIOR!**



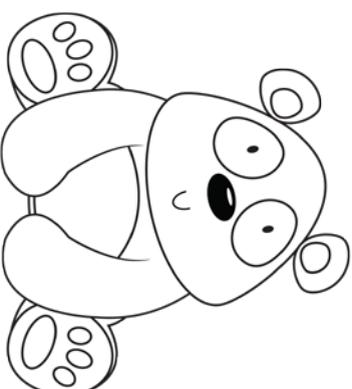
**MY TEACHER IS BATTY
FOR MY BEHAVIOR!**



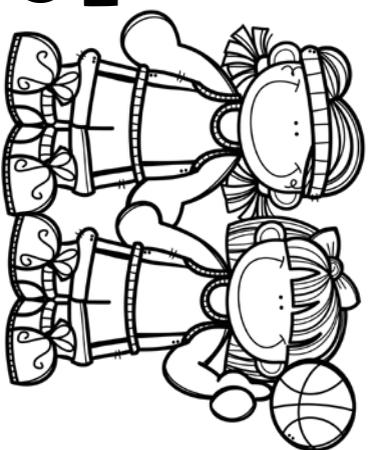
**DOG-GONE GOOD
BEHAVIOR!**



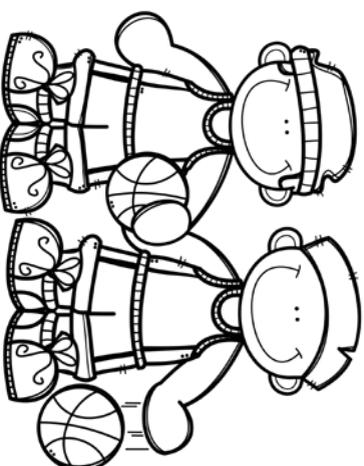
**BEARY GOOD
BEHAVIOR!**



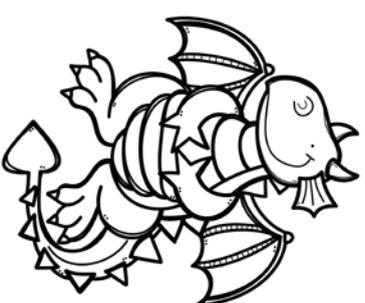
all star
choices



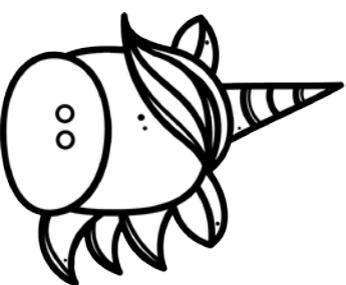
all star
choices



MY BEHAVIOR WAS
ON FIRE TODAY!



MY BEHAVIOR WAS
MAGICAL TODAY!



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 [Self-Control](#) unit on TPT.



WHEN I'M ANGRY, I CAN...

talk to a friend



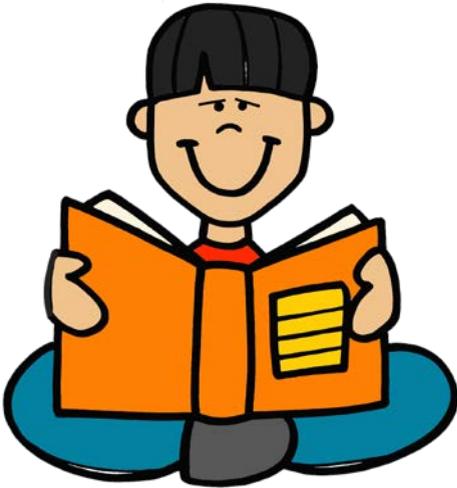
count to 10



walk away



read a book



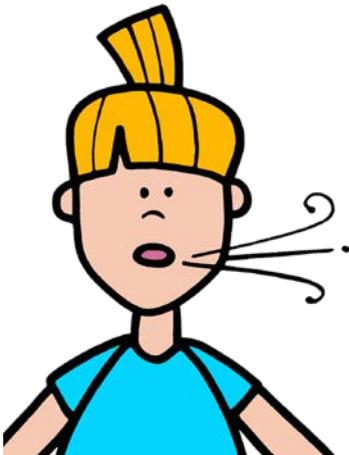
write about it



fidget



take deep breaths



draw about it



think about something else



WHEN I'M ANGRY, I CAN...

talk to a friend



count to 10



walk away



read a book



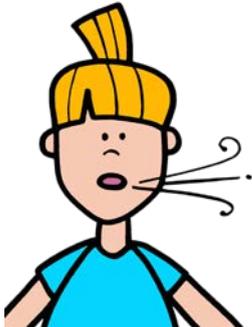
write about it



fidget



take deep breaths



draw about it



think about something else



talk to an adult



get a hug



do yoga



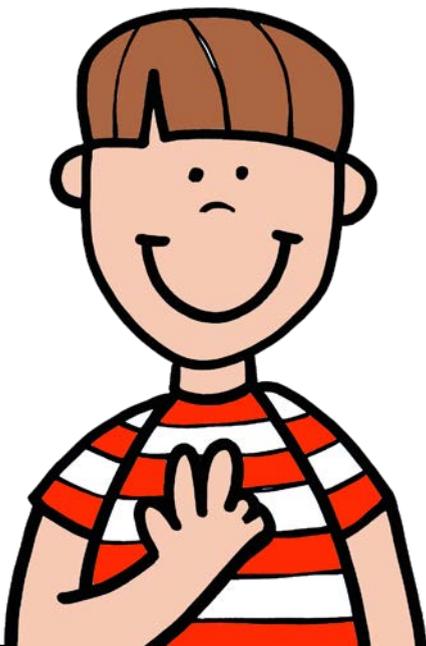
**When
I'm Angry,
I Can...**



**talk to a
friend**



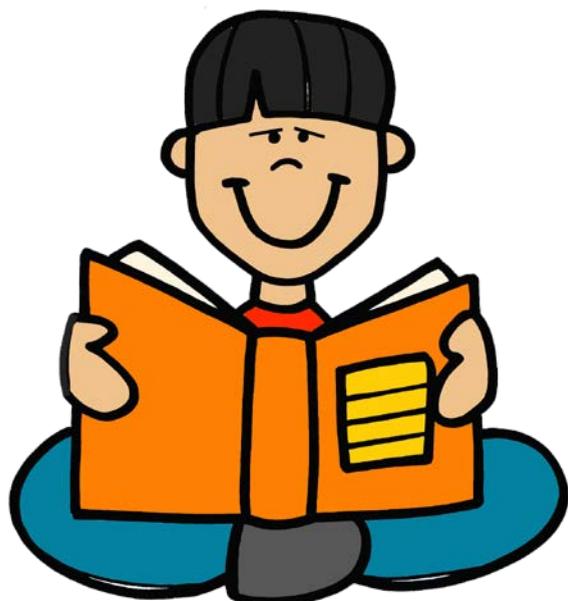
**count
to 10...**



**walk
away**



**read a
book**



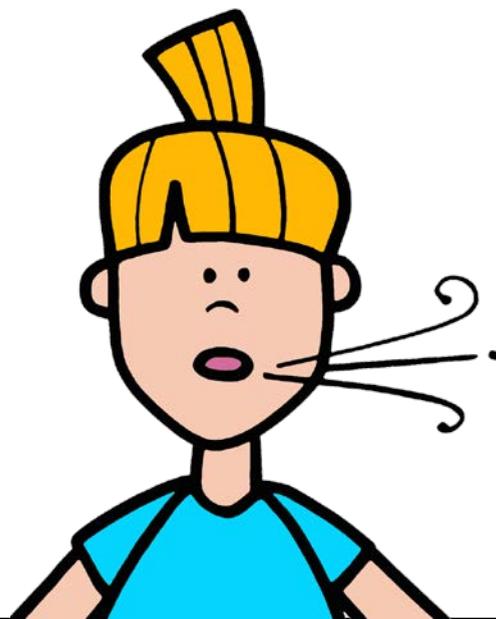
**write
about it**



fidget



**take
deep
breaths**



**draw
about it**



**think about
something else**



**talk to
an adult**



**get a
hug**



do yoga



WHEN I'M ANGRY, I CAN...

talk to a friend



count to 10



walk away



read a book



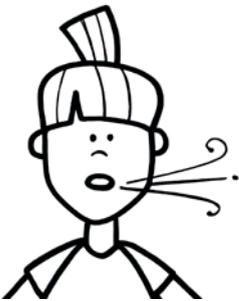
write about it



fidget



take deep breaths



draw about it



think about something else



talk to an adult



get a hug



do yoga



WHEN I'M ANGRY, I CAN...

talk to a friend



count to 10



walk away



read a book



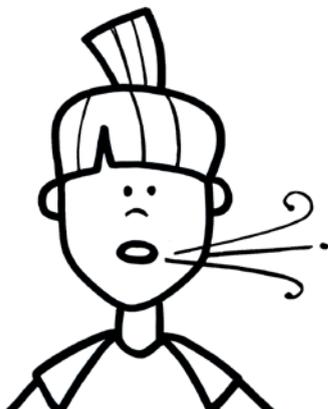
write about it



fidget



take deep breaths



draw about it



think about something else



**When
I'm Angry,
I Can...**



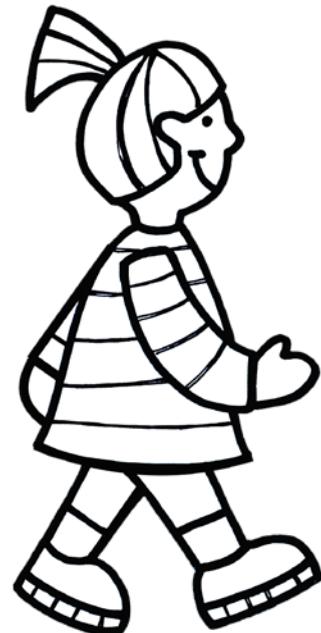
**talk to a
friend**



**count
to 10...**



**walk
away**



**read a
book**



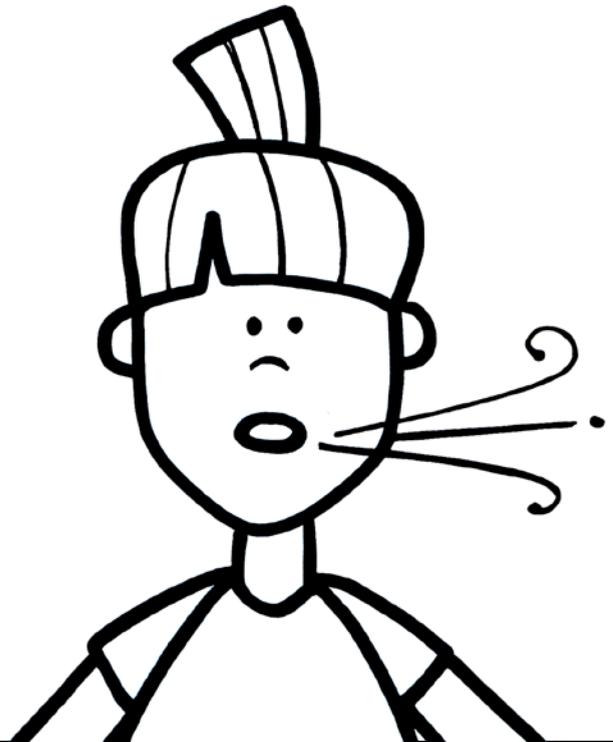
**write
about it**



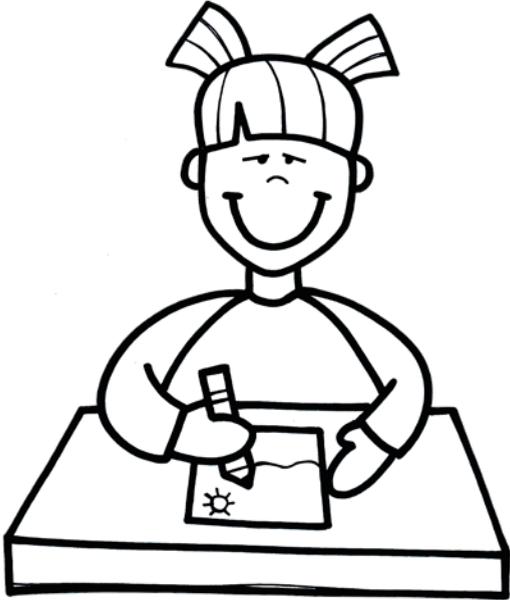
fidget



**take
deep breaths**



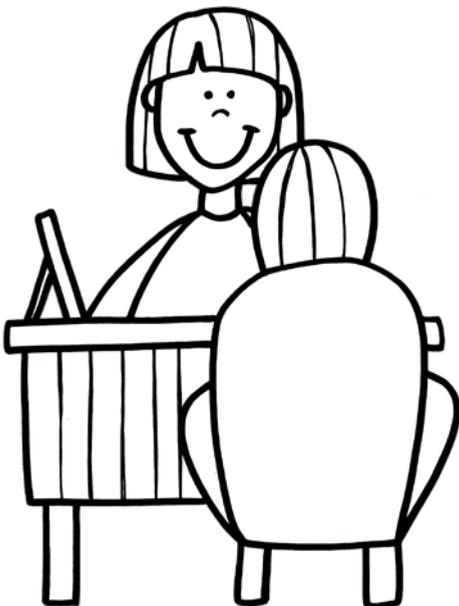
**draw
about it**



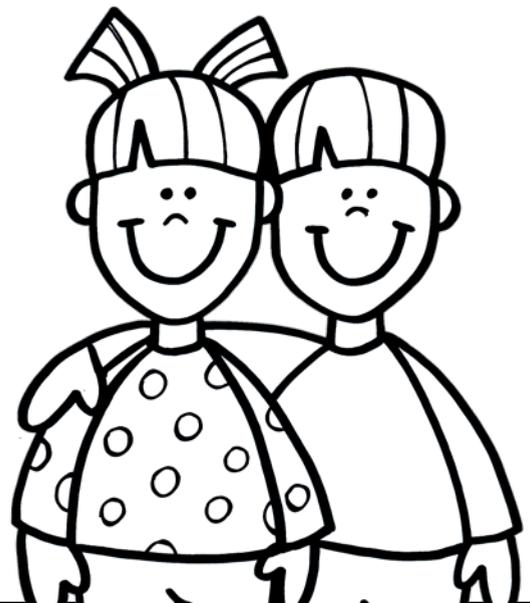
**think
about
something else**



**talk to
an adult**



**get a
hug**



do yoga





I NEED
A
BREAK
PLEASE.



I NEED
A
BREAK
PLEASE.



TAKE A
BREAK
PLEASE.



TAKE A
BREAK
PLEASE.

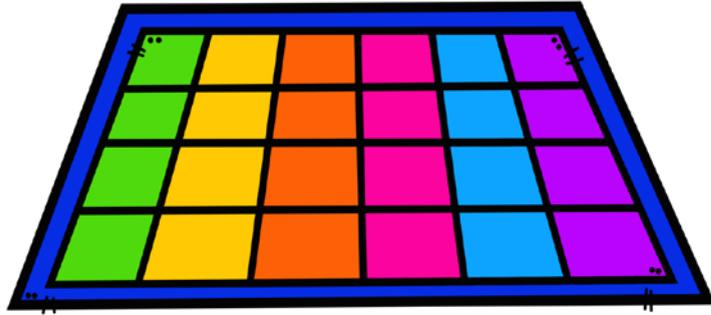
EXPECTATION REMINDERS

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.



CARPET EXPECTATIONS

I will stay in my area.



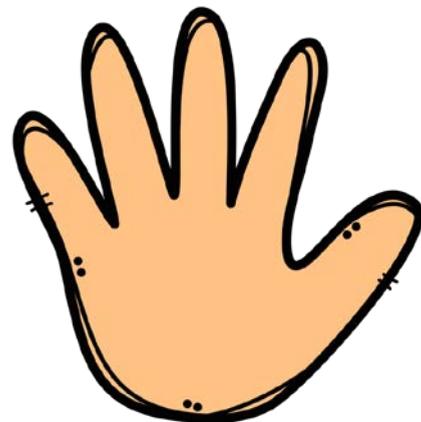
I will listen to the speaker.



I will look at the speaker.

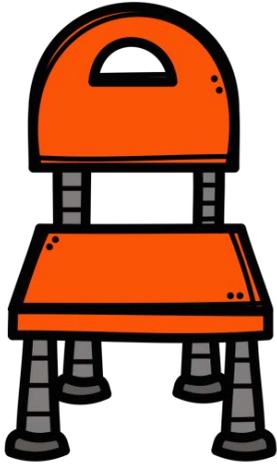


I will keep my hands to myself.



SEATWORK EXPECTATIONS

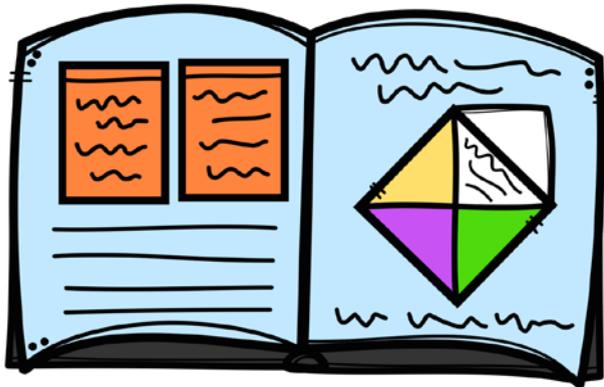
I will stay in my
area.



I will share
materials.



I will complete
my work.

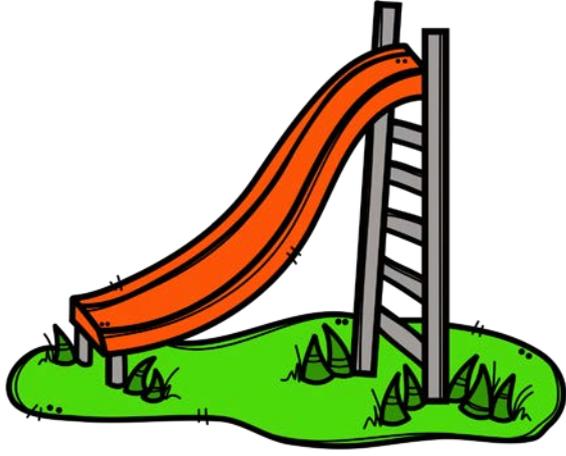


I will be kind
and safe.



RECESS EXPECTATIONS

I will use equipment
correctly.



I will take turns and
be kind.



I will come when my
teacher calls.



I will play safely.



HALLWAY EXPECTATIONS

I will walk in a
straight line.



I will keep my hands
by my side.



I will
stay quiet.



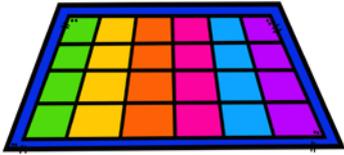
I will use
walking feet.



CARPET

EXPECTATIONS

I will stay in my area.



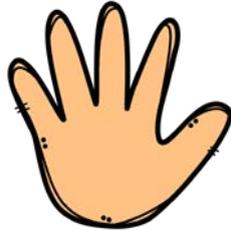
I will listen to the speaker.



I will look at the speaker.



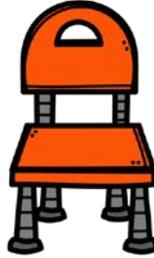
I will keep my hands to myself.



SEATWORK

EXPECTATIONS

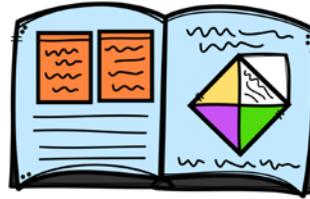
I will stay in my area.



I will share materials.



I will complete my work.



I will be kind and safe.



RECESS

EXPECTATIONS

I will use equipment correctly.



I will take turns and be kind.



I will come when my teacher calls.



I will keep my hands to myself.



HALLWAY

EXPECTATIONS

I will walk in a straight line.



I will stay quiet.



I will keep my hands by my side.

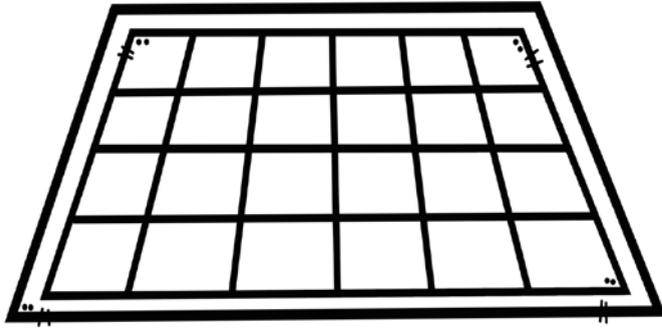


I will use walking feet.



CARPET EXPECTATIONS

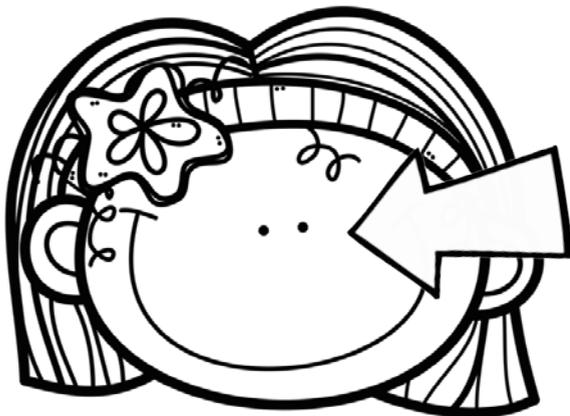
I will stay in
my area.



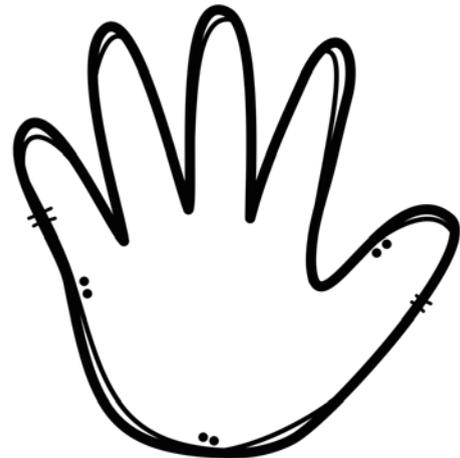
I will listen to
the speaker.



I will look at the
speaker.

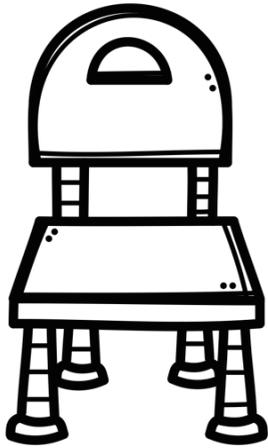


I will keep my
hands to myself.



SEATWORK EXPECTATIONS

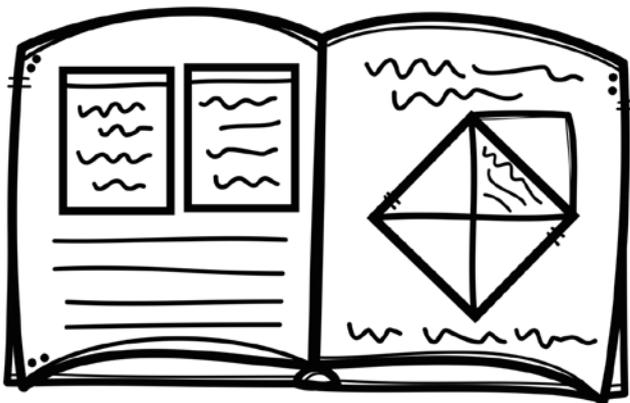
I will stay in my
area.



I will share
materials.



I will complete
my work.



I will be kind
and safe.

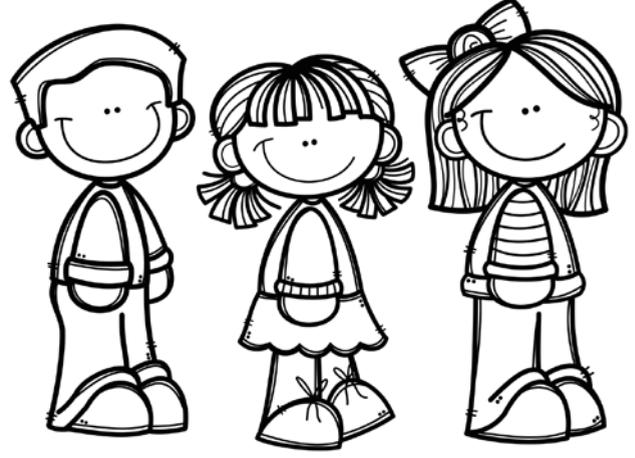


RECESS EXPECTATIONS

I will use equipment
correctly.



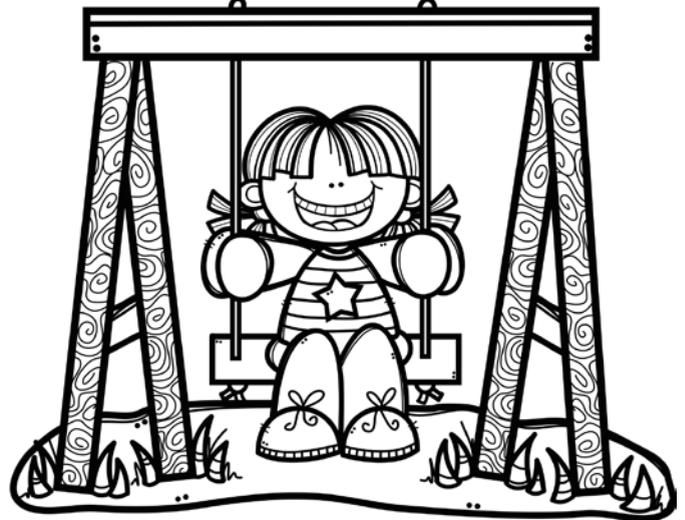
I will take turns and
be kind.



I will come when my
teacher calls.

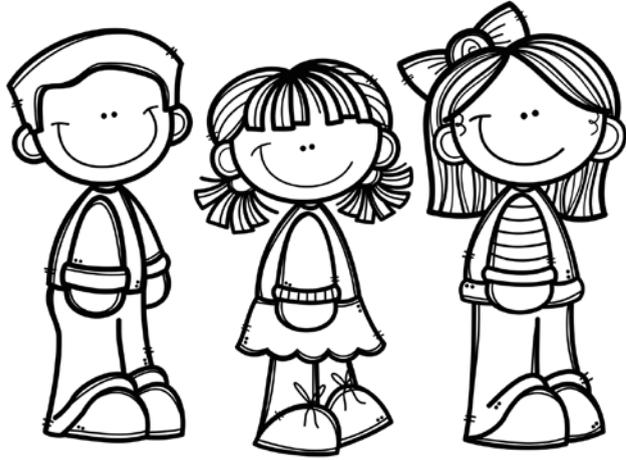


I will play
safely.



HALLWAY EXPECTATIONS

I will walk in a
straight line.



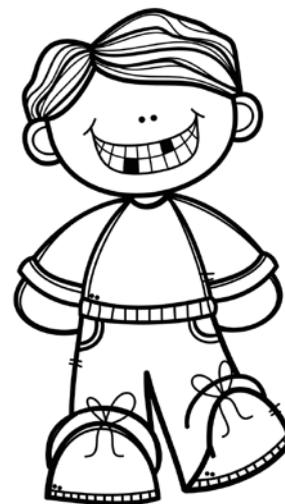
I will
stay quiet.



I will keep my hands
by my side.



I will use
walking feet.

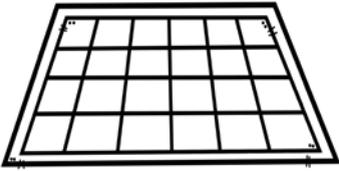


CARPET

EXPECTATIONS

I will stay in my area.

I will listen to the speaker.



I will look at the speaker.

I will keep my hands to myself.



SEATWORK

EXPECTATIONS

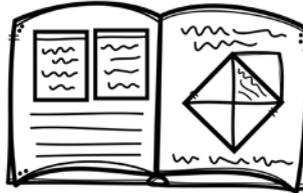
I will stay in my area.

I will share materials.



I will complete my work.

I will be kind and safe.



RECESS

EXPECTATIONS

I will use equipment correctly.

I will take turns and be kind.



I will come when my teacher calls.

I will keep my hands to myself.



HALLWAY

EXPECTATIONS

I will walk in a straight line.

I will stay quiet.

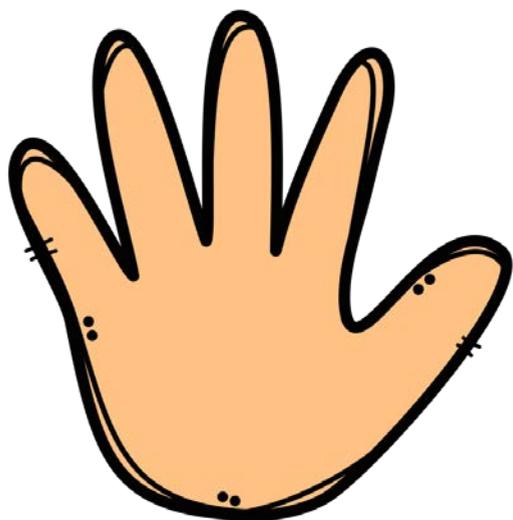


I will keep my hands by my side.

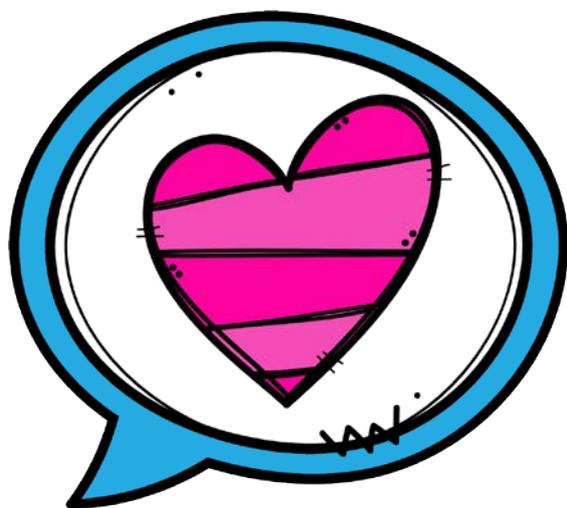
I will use walking feet.



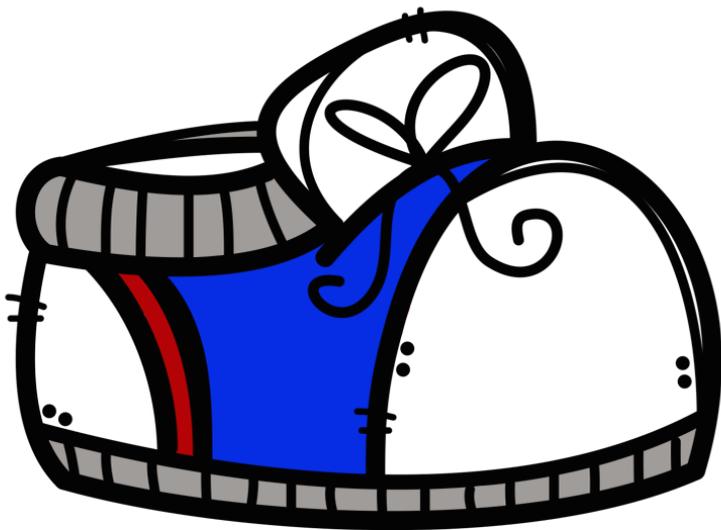
**SAFE
HANDS**



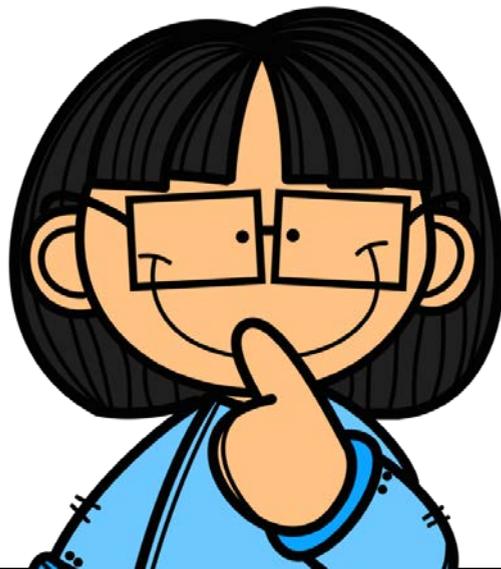
**KIND
WORDS**



**WALKING
FEET**



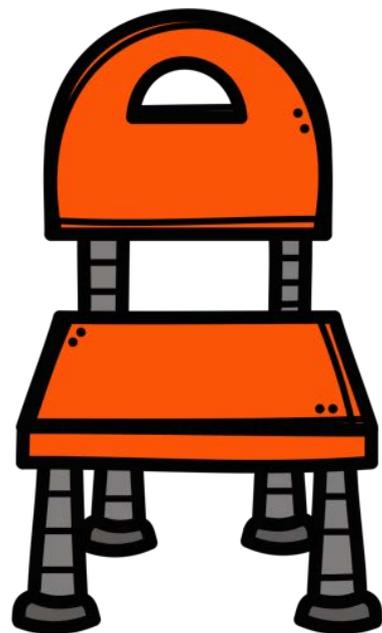
**QUIET
VOICE**



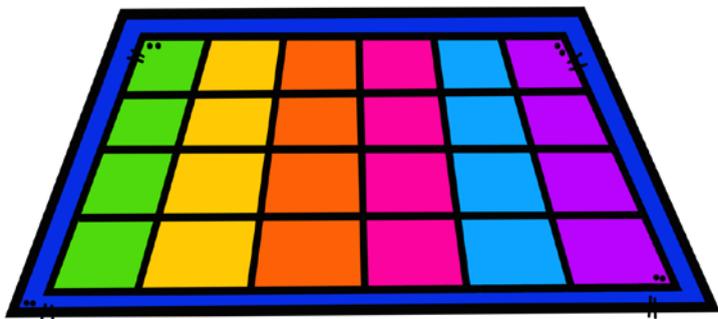
**EYES ON
THE
SPEAKER**



**STAY IN
MY AREA**



**STAY IN
MY AREA**



**SHARE
MATERIALS**



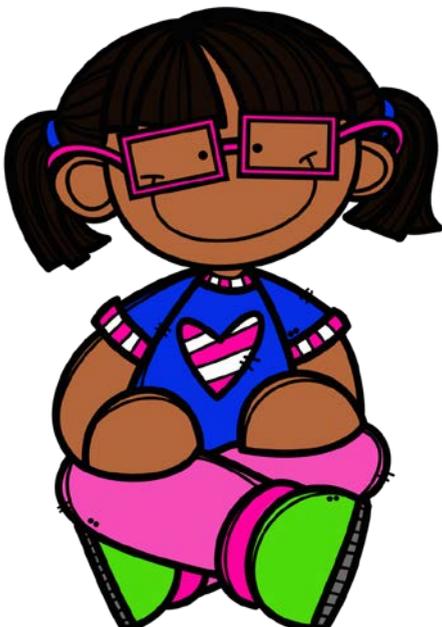
**STAY ON
TASK**



**RAISE
HAND TO
SPEAK**



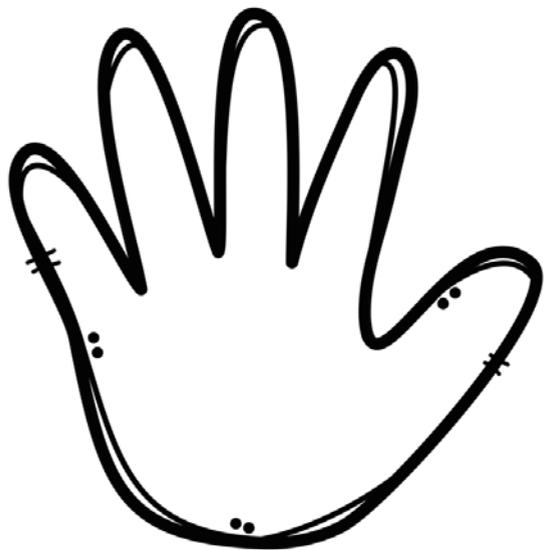
**KEEP MY
HANDS IN MY
LAP**



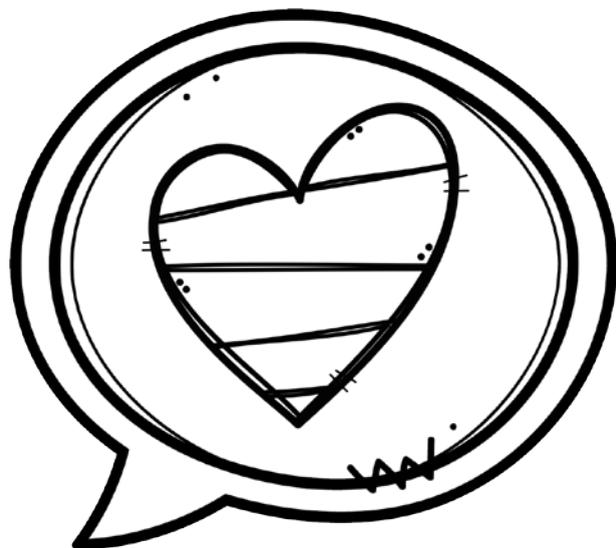
**CALM
BODY**



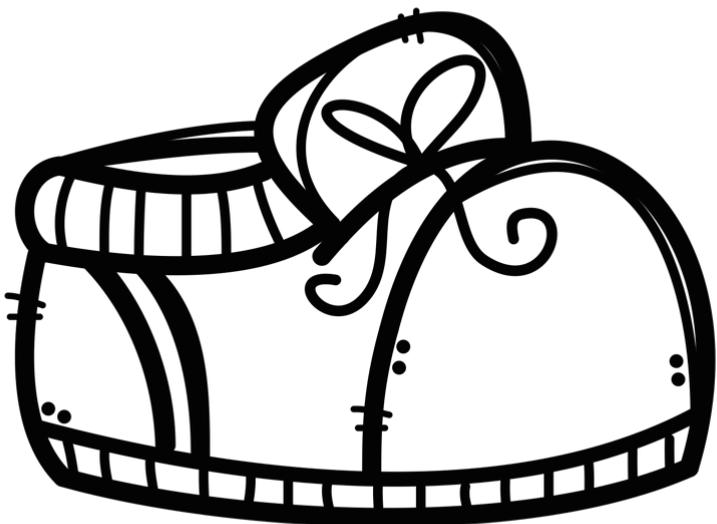
**SAFE
HANDS**



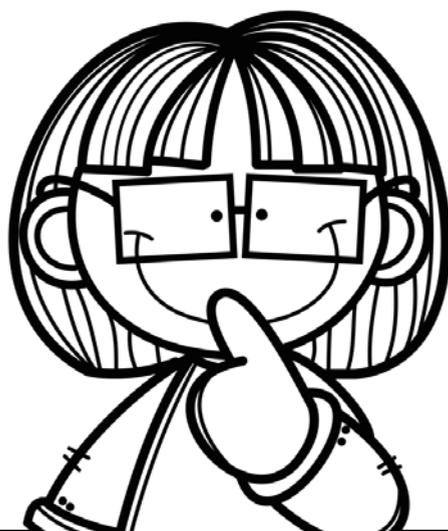
**KIND
WORDS**



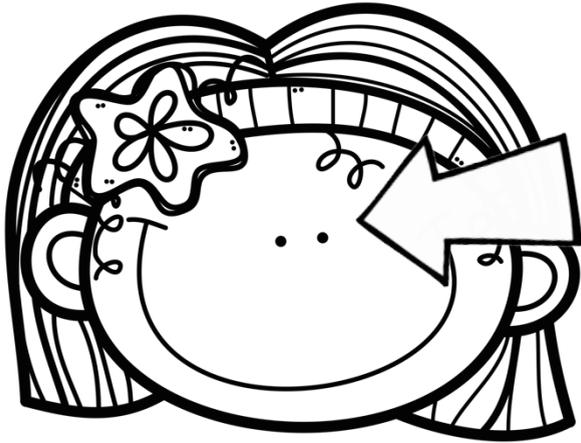
**WALKING
FEET**



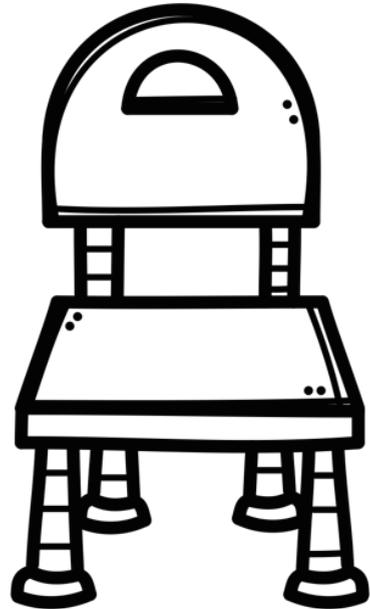
**QUIET
VOICE**



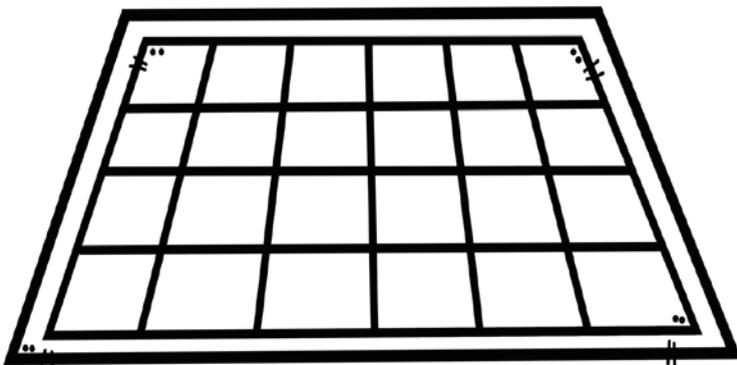
**EYES ON
THE
SPEAKER**



**STAY IN
MY AREA**



**STAY IN
MY AREA**



**SHARE
MATERIALS**



**STAY ON
TASK**



**RAISE
HAND TO
SPEAK**



**KEEP MY
HANDS IN
MY LAP**

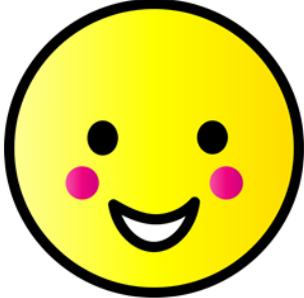
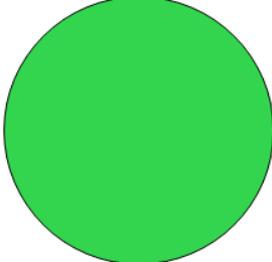
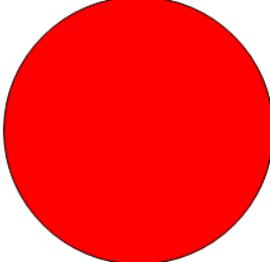


**CALM
BODY**



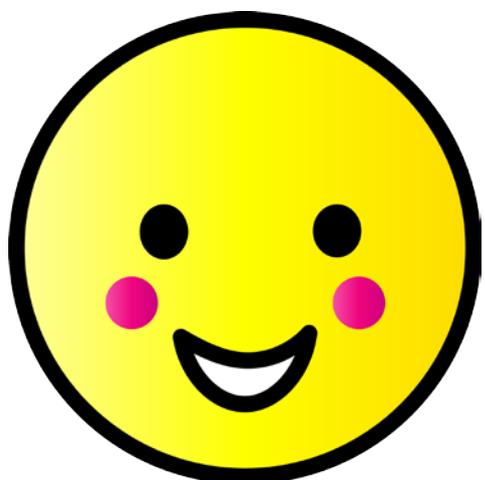
ON TASK/OFF TASK

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.

<p>KEEP IT UP!</p> 	<p>TRY AGAIN!</p> 
<p>GREAT JOB!</p> 	<p>FIX IT, PLEASE.</p> 
<p>WAY TO GO!</p> 	<p>MAKE A BETTER CHOICE.</p> 

KEEP IT UP!

TRY AGAIN!



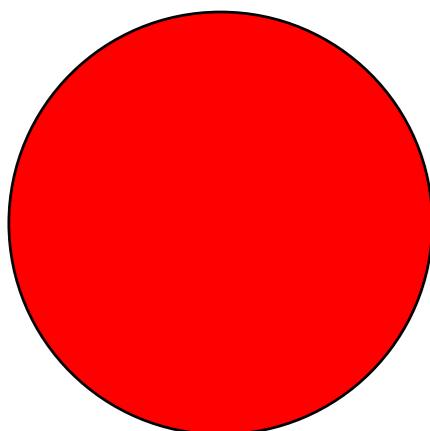
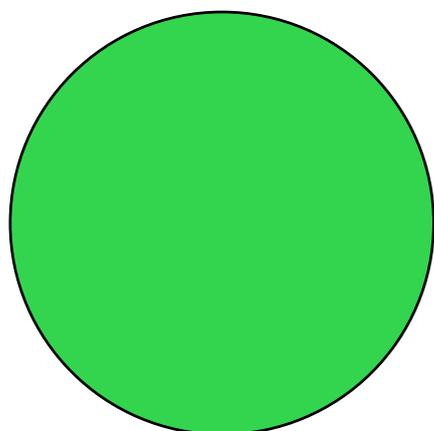
GREAT JOB!

FIX IT, PLEASE.

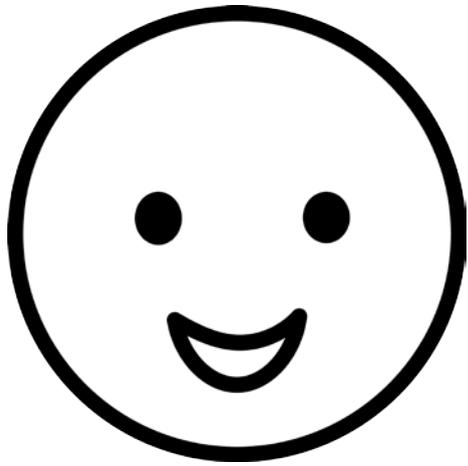


WAY TO GO!

MAKE A BETTER
CHOICE.



KEEP IT UP!



GREAT JOB!



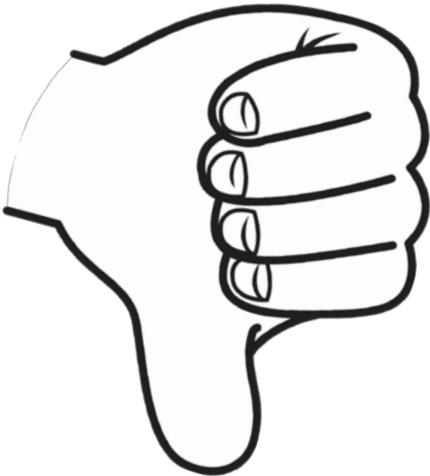
**WAY
TO GO!**

Print on green
paper.

TRY AGAIN!



FIX IT, PLEASE.



**MAKE A
BETTER
CHOICE.**

Print on red
paper.

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