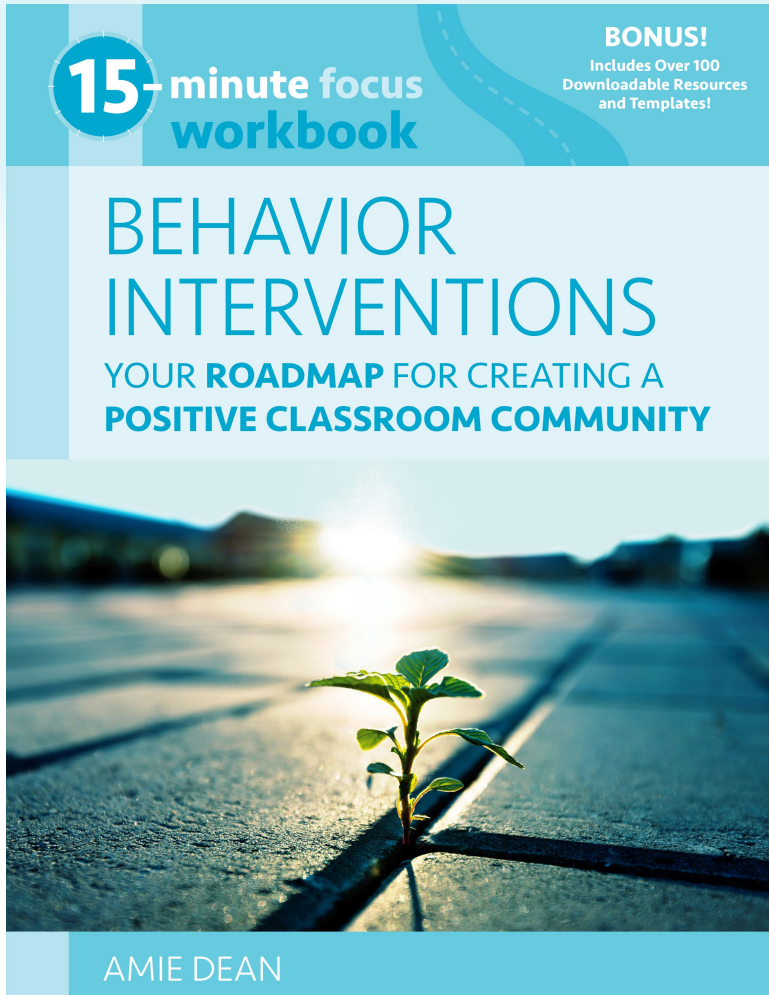


# Reproducible Resources from



Written by: Amie Dean

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# Big Dreams

Please write your name on the cloud.  
Use the strips to share your big dreams for our classroom this year!

NAME HERE

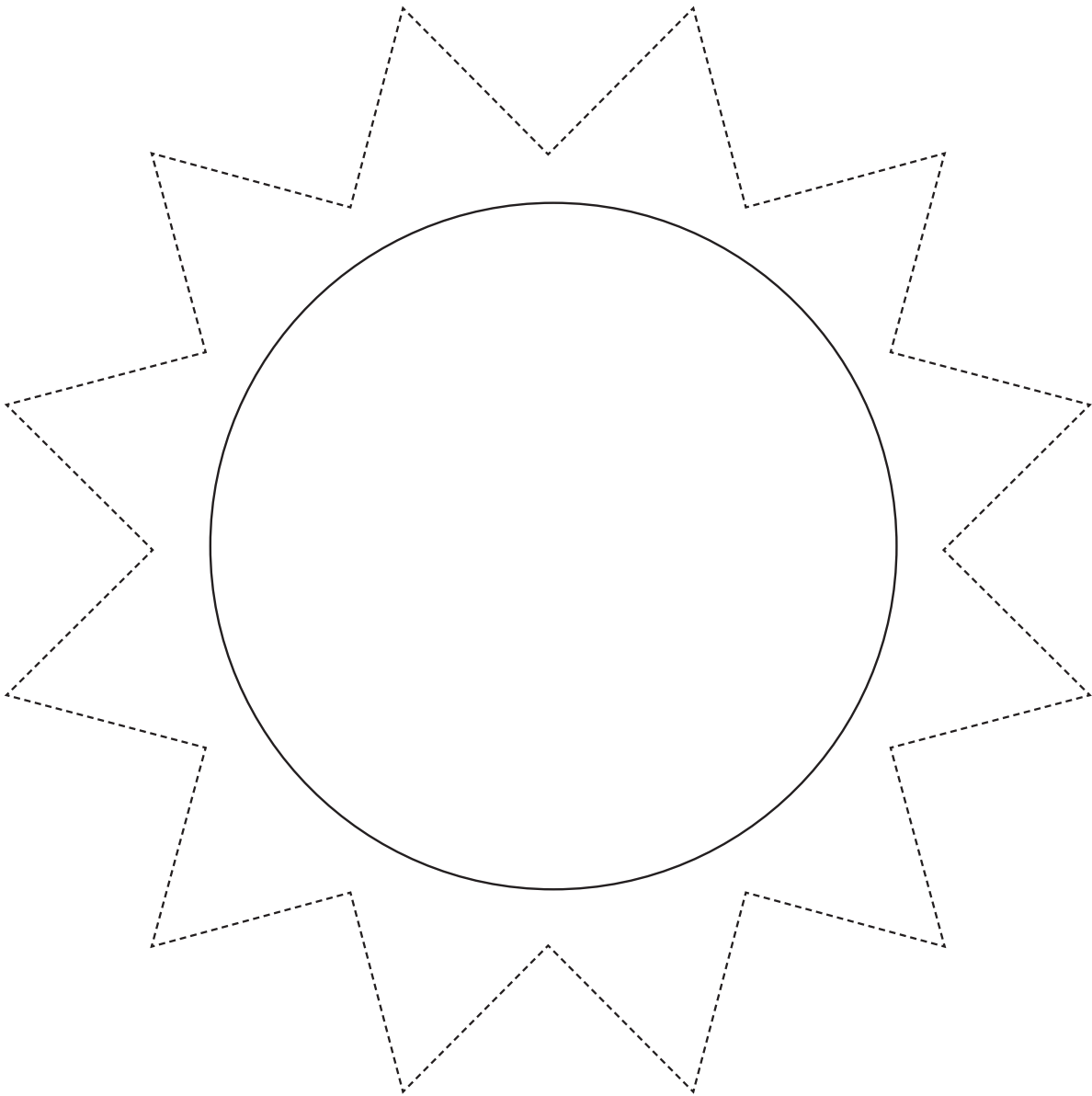
**BIG Dreams**  
for  
\_\_\_ Grade!

Big Dreams

--	--	--	--	--	--

# This Year Is So Bright

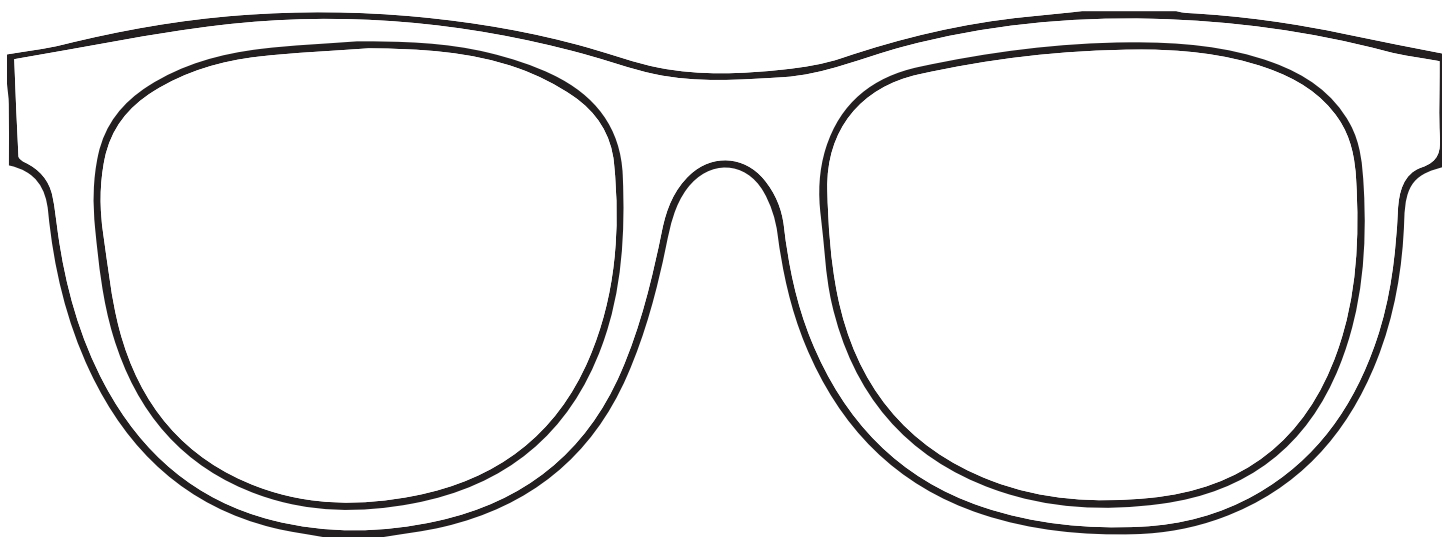
Please write your name on the sun.  
Use the sunbeams to share your hopes and dreams for our classroom this year.



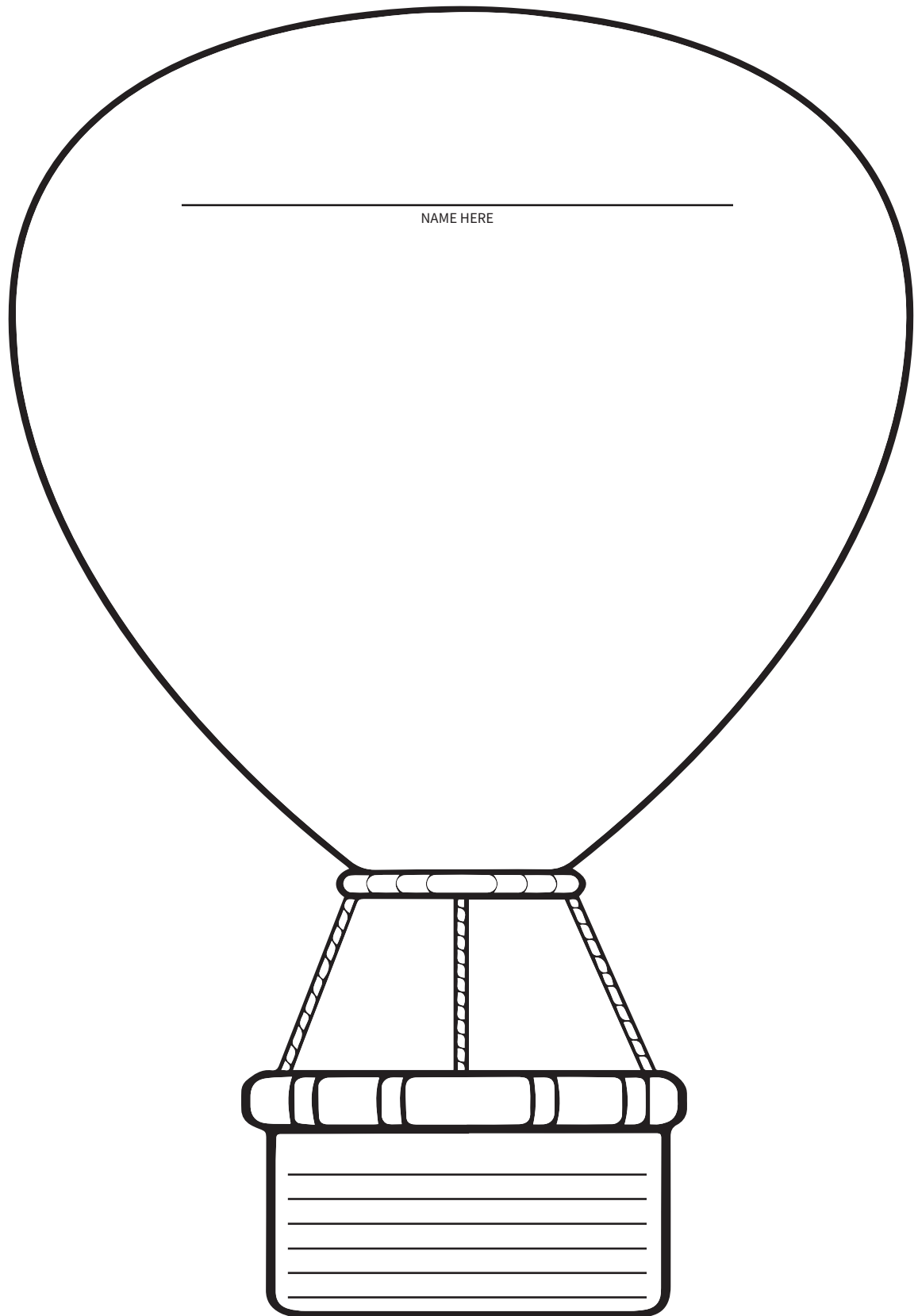


This Year Is So Bright

--	--	--	--	--



# The Sky is the Limit



# Our Vision Board

## #VisionBoard Activity

Please fill in each box with your response.

#Name: \_\_\_\_\_

### #MyFaves

Artist or Band: \_\_\_\_\_

Song: \_\_\_\_\_

TV Series: \_\_\_\_\_

Restaurant: \_\_\_\_\_

Sweet Treat: \_\_\_\_\_

Thing to Do: \_\_\_\_\_

Place to Be: \_\_\_\_\_

### #MyCrew

These people are important to me.

---

---

---

---

---

---

---

### #BigDreams

Write 3 personal hopes or dreams for your life.

---

---

---

### #SchoolGoals

Share 1 or 2 goals for this school year.

---

---

---

### #Let'sGo

If you could set up a field trip for our whole grade this year, where would we go?

---

# My Perspective

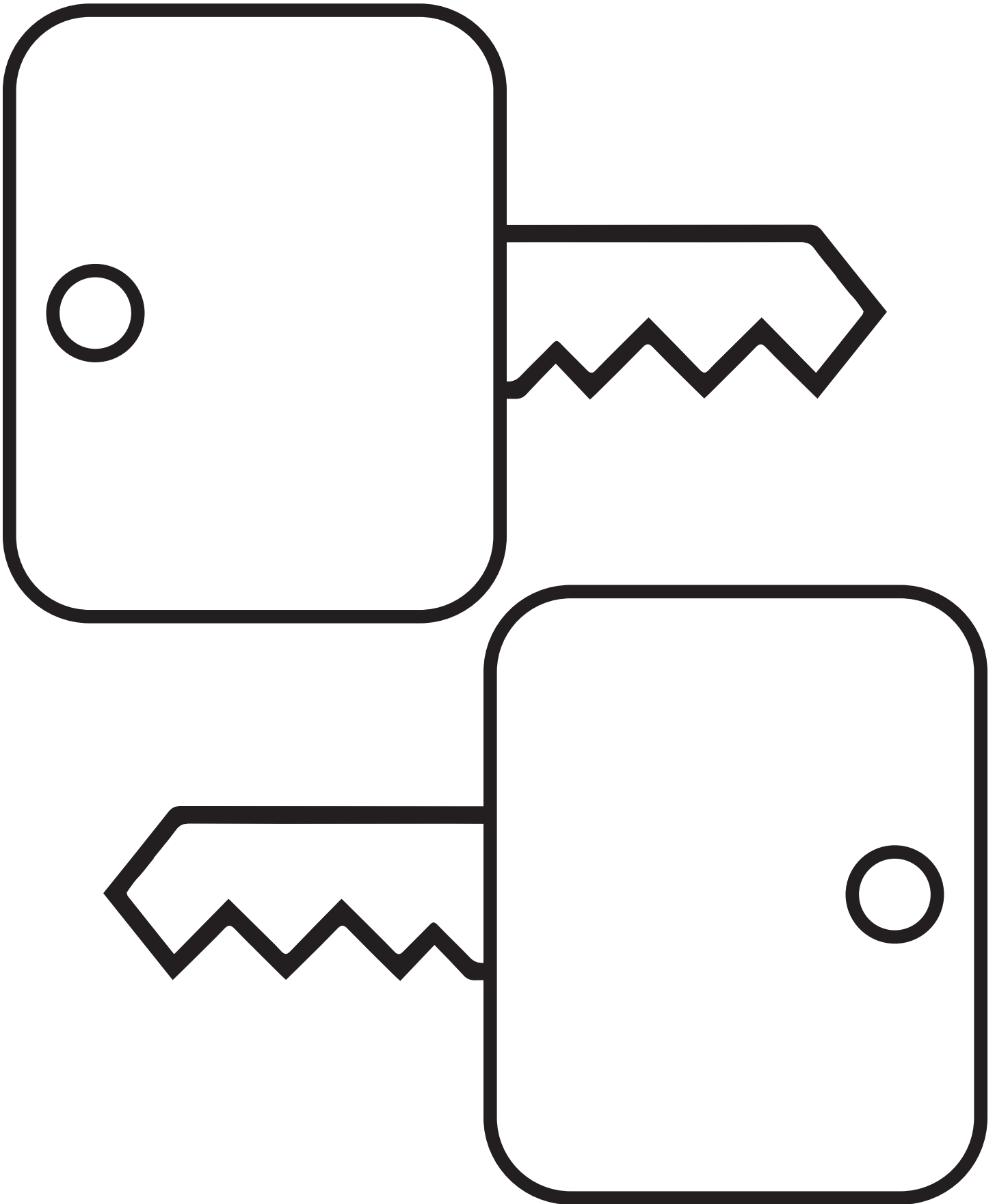
Think about your responses to the following questions.  
Once you have answered them, write your answers on the cell phone template.

1. What do you hope to accomplish in this class?
2. Share 3 words you would use to describe the most successful class you've experienced.
3. Share 3 things you need from classmates to have a successful learning experience.
4. I hope my teacher will \_\_\_\_\_.

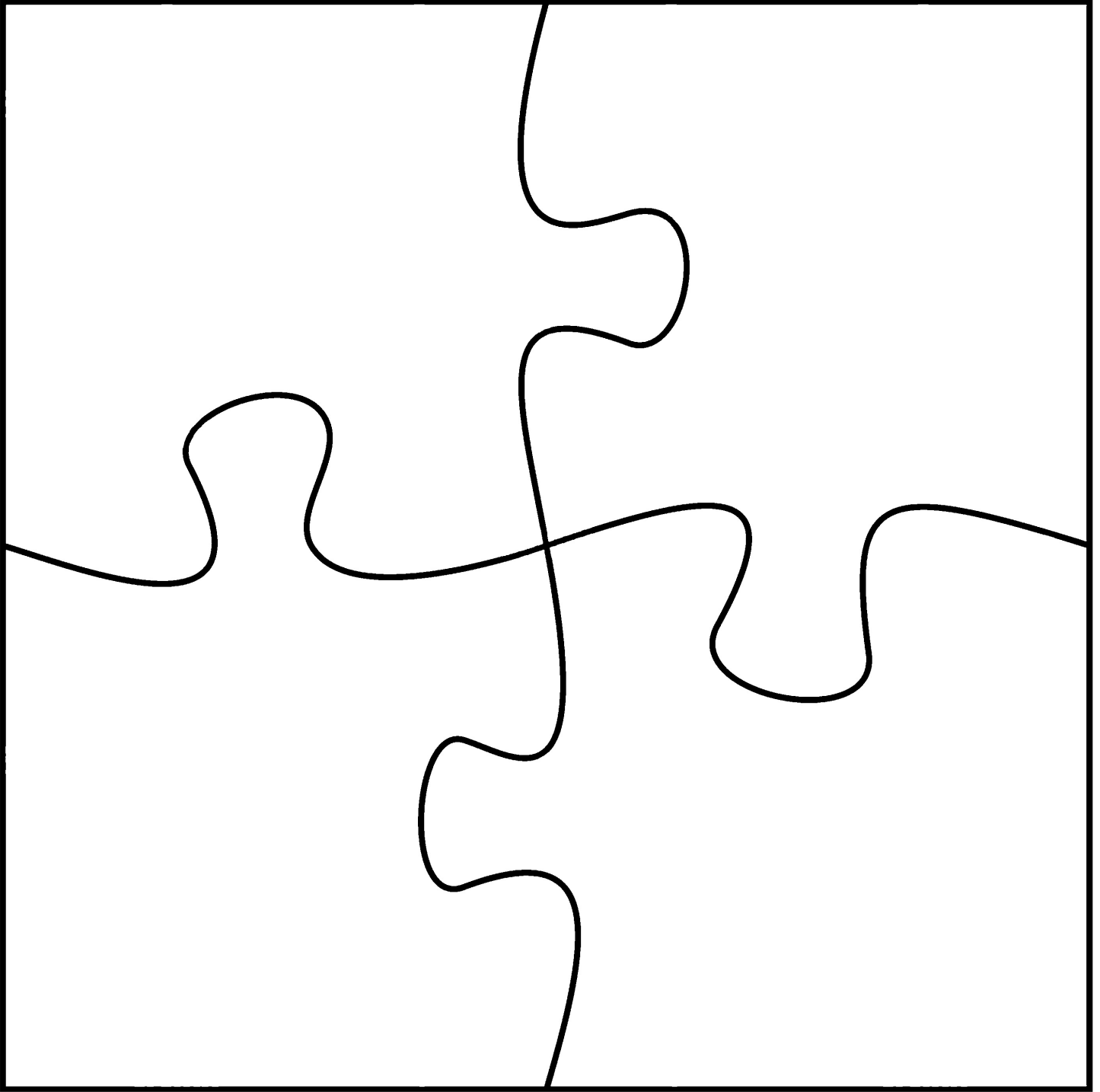
A large, rounded rectangle representing a cell phone. At the top center is a small horizontal oval. At the bottom center is a circle. The screen area is a large rectangle in the center, containing four numbered prompts, each followed by three horizontal lines for writing:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Keys to a Successful Year



# In This Class, We All FIT IN!



# Community Agreement

Room \_\_\_\_\_

## Teacher Expectations (non-negotiables)

- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

## 2. Classroom Calm Downs

- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

## 3. Class Agreements—In Room \_\_\_\_\_ we will:

- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_

# peace.

it does not mean to be in a place where there is no noise, trouble, or hard work. It means to be in the midst of those things and still be calm in your heart.

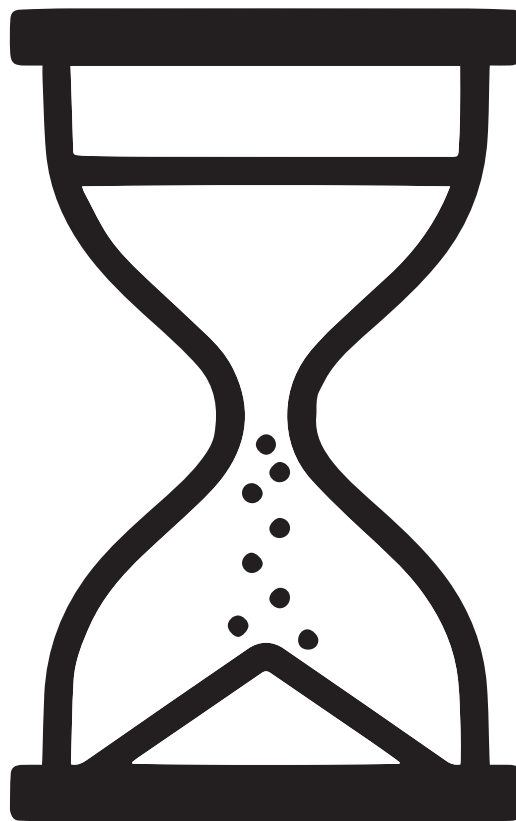
(unknown)



**Ask the teacher  
for a break.**



**Set the timer for  
\_\_\_\_\_ minutes.**



**Choose ONE Calm Down  
strategy you will use.**



**Use the tools  
SAFELY and QUIETLY.**



# Clean up.



**Walk quietly  
back to your seat.**



# CALM DOWN CHOICES

**Deep Breaths**



**Write or Draw**



**Squeeze  
an Object**



**Sit and Relax**



**Use a Sensory Tool**  
(Play-Doh®, sensory bottle,  
or stretchy band)

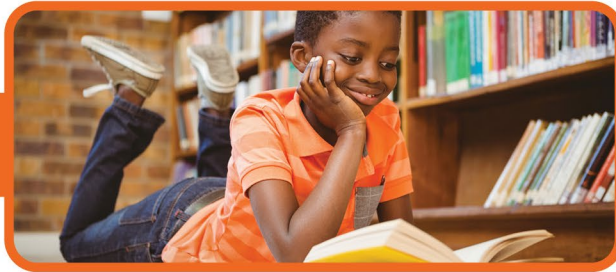


**Build with LEGOs®**



# CALM DOWN CHOICES

**Read**



**Listen to Music**



**Push the Wall**



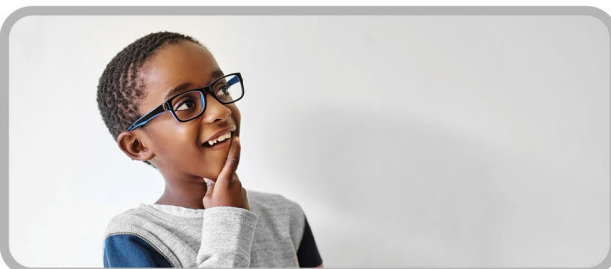
**Jumping Jacks**



**Tear Up Towel**



**Think Happy Thoughts**





# Feelings Chart



**Happy**



**Embarrassed**



**Scared**



**Nervous**



**Silly**



**Surprised**



**Shy/Quiet**



**Annoyed**



**Cool**



**Sad**



**Tired**



**Excited**



**Bored**



**Sick**



**Frustrated**



**Angry**



**Funny**



**Proud**

## Reflection

**How are you feeling?**



Happy



Sad



Angry



Scared



Silly



Excited



Surprised



Shy/Quiet



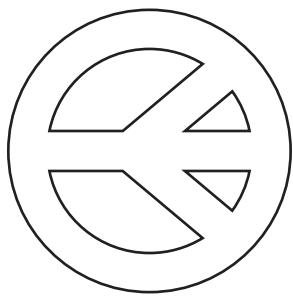
Embarrassed

**What happened?**

**What can you do differently next time?**

**How do you feel now?**





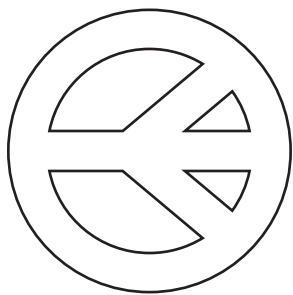
PEACE CORNER

DEEP BREATHING

WRITE OR DRAW

THINK OF YOUR  
HAPPY PLACE

YOUR CHOICE



# PEACE CORNER



## Using the Peace Corner

- 1. RETREAT:** Walk away and calm down in the Peace Corner.
- 2. REFLECT:** Think about what's upsetting you and how the issue might be solved.
- 3. RELATE:** Ask for help or try to work out the issue if you're ready.
- 4. RETURN:** Rejoin the group.

# Reflect & Return

I am feeling \_\_\_\_\_ because \_\_\_\_\_

---

---

---

When did this happen? \_\_\_\_\_

---

---

---

I struggled with (circle all that apply)

Respect

Kindness

Cooperation

Compassion for Others

Personal Responsibility

Staying Calm

Listening to Others

Considering Perspectives

Next time, I will \_\_\_\_\_

---

---

---

Something I can do to make today better is \_\_\_\_\_

---

---

---

**I'm taking a  
quick break.**

**I'm taking a  
quick break.**

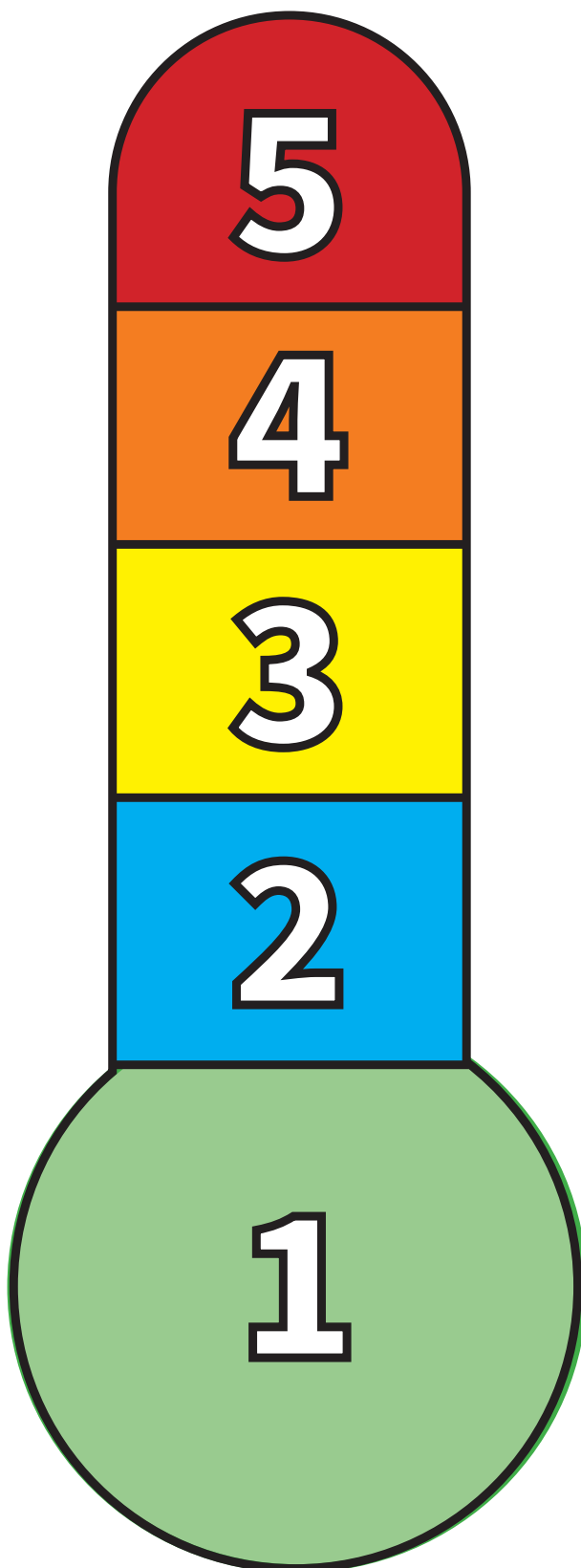
**I'm taking a  
quick break.**

**I'm taking a  
quick break.**

**I'm taking a  
quick break.**

**I'm taking a  
quick break.**

# Take the Temperature





A decorative border of colorful handprints in shades of blue, pink, yellow, and orange surrounds the central text.

# OUR CLASSROOM EXPECTATIONS

Feel free to do anything that does  
not cause a problem for anyone else.

I teach when there are no  
distractions or other problems.

I listen to students  
who raise their hand.

I listen to one person at a time.

Please treat me with the  
same respect I treat you.

If someone causes a problem,  
I will do something.



# OUR CLASSROOM EXPECTATIONS

Feel free to do anything that does not cause a problem for anyone else.

I teach when there are no distractions or other problems.

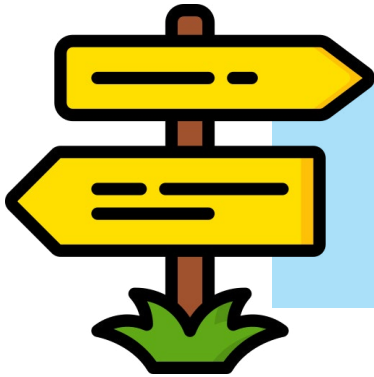
I listen to students who raise their hand.

I listen to one person at a time.

Please treat me with the same respect I treat you.

If someone causes a problem, I will do something.

# Our Ready Position

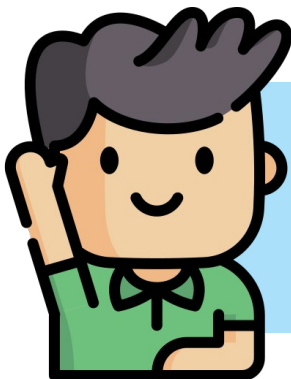


## Rule #1

Follow directions quickly.

## Rule #2

Raise your hand for permission to speak.



## Rule #3

Raise your hand for permission to leave your seat.



## Rule #4

Make smart choices.

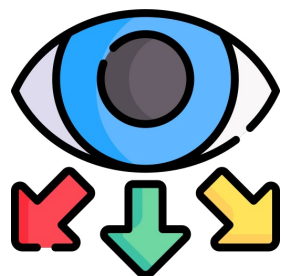


## Rule #5

Make our community better.

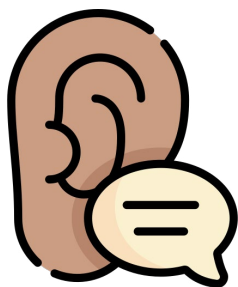
Designed using resources from Flaticon.com

# OUR 5 RULES



Looking Eyes

Helping Hands



Listening Ears

Quiet Mouth



Walking Feet

Designed using resources from Flaticon.com

# Morning Procedure

- 1. Please enter the classroom quietly.**
- 2. Unpack your backpack at your desk.**
- 3. Hang up your backpack/coat.**
- 4. Lunch magnet.**
- 5. Turn in papers/notes for me.**
- 6. Sharpen two pencils.**
- 7. Fill out agenda, leave it on the desk.**
- 8. Answer Morning Message question.**
- 9. Read when finished.**
- 10. When the timer goes off please be on the floor for Morning Meeting.**



## Week One Reflection

Directions: Please fill in the blank of each statement. We will share in our closing activity on Friday. I welcome your feedback on our class!

Something new I learned this week was \_\_\_\_\_.

Something I am looking forward to this year is \_\_\_\_\_.

I hope we can \_\_\_\_\_ in this class in the future.

## Week One Reflection

Directions: Please fill in the blank of each statement. We will share in our closing activity on Friday. I welcome your feedback on our class!

Something new I learned this week was \_\_\_\_\_.

Something I am looking forward to this year is \_\_\_\_\_.

I hope we can \_\_\_\_\_ in this class in the future.

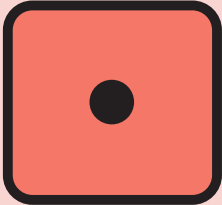
# First Steps in Co-Creating a Positive Classroom Community

## Chapter 1 Roadmap (Planning Guide)

Activity Choose 1 from each section	Action Items: What do you need to complete?	Date: When do you plan to use?	Page #
<b>COMMUNITY VISION (choose one)</b>			
Big Dreams (K-5)			
This Year Is So Bright! (K-5)			
The Sky Is the Limit! (K-5)			
#VisionBoard Activity (6-12)			
My Perspective (6-12)			
Classroom Vision Final Product: Key			
Classroom Vision Final Product: Puzzle			
<b>COMMUNITY AGREEMENTS</b>			
<b>CALM DOWN SPACES/STRESS RELIEVERS</b>			
<b>CLASSROOM EXPECTATIONS (choose one)</b>			
Class Expectations (3-12)			
Our Ready Position (PreK-2)			
Our 5 Rules (K-4) adapted from <a href="http://www.wholebrainteaching.com">www.wholebrainteaching.com</a>			
<b>CLASSROOM PROCEDURES</b>			
Morning Procedure			
<b>CLOSING CIRCLE ACTIVITY</b>			
Week One Reflection Form			

# Roll and Tell

Let's get to know each other!  
Roll the die and share something about yourself.



*What is your favorite food?*



*If you could have a superpower, what would you choose?*



*What is something you do really well?*



*What made you smile today?*



*Who is someone you look up to?*



*Who is your favorite team?*



***Practice creates confidence.  
Confidence empowers you.***

**Simone Biles**

Olympic Gymnast



***The expert in anything  
was once a beginner.***

**Helen Hayes**

EGOT Recipient

***Practice makes perfect.  
After a long time of practicing,  
our work will become natural,  
skillful, swift, and steady.***

**Bruce Lee**

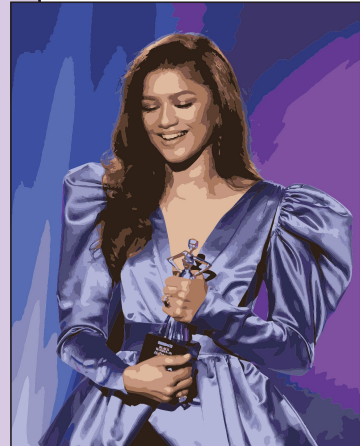
Master of Martial Arts and Actor



*I have standards  
I don't plan on lowering  
for anybody  
—including myself.*

**Zendaya**

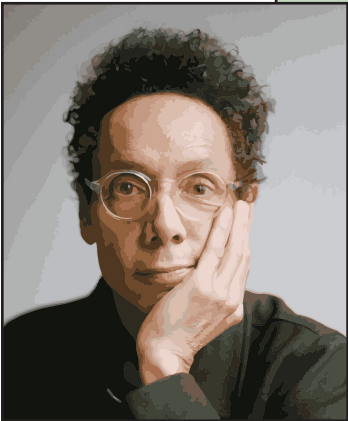
Actor, Singer, Producer



*Practice isn't the thing  
you do once you're good.  
Practice is the thing you do  
that makes you good.*

**Malcolm Gladwell**

Author and Speaker



## #MeetTheExpert

Name \_\_\_\_\_

I know a lot about \_\_\_\_\_.

Ask me a question about \_\_\_\_\_.

Draw here.

## #MeetTheExpert

Name \_\_\_\_\_

I know a lot about \_\_\_\_\_.

Ask me a question about \_\_\_\_\_.

Draw here.

## #MeetTheExpert

Name \_\_\_\_\_

I am an expert on \_\_\_\_\_  
\_\_\_\_\_.

## #MeetTheExpert

Name \_\_\_\_\_

I am an expert on \_\_\_\_\_  
\_\_\_\_\_.

# Gifts Gallery



# What are My Gifts?



Every person is born with special gifts,  
and we all have different gifts.



STUDENT  
PHOTO HERE

List 5 of your gifts: things you do well,  
know a lot about, or can offer to others.



---



---



---



---



---

**Fill in the poem with 3 of your gifts:**

I'm \_\_\_\_\_

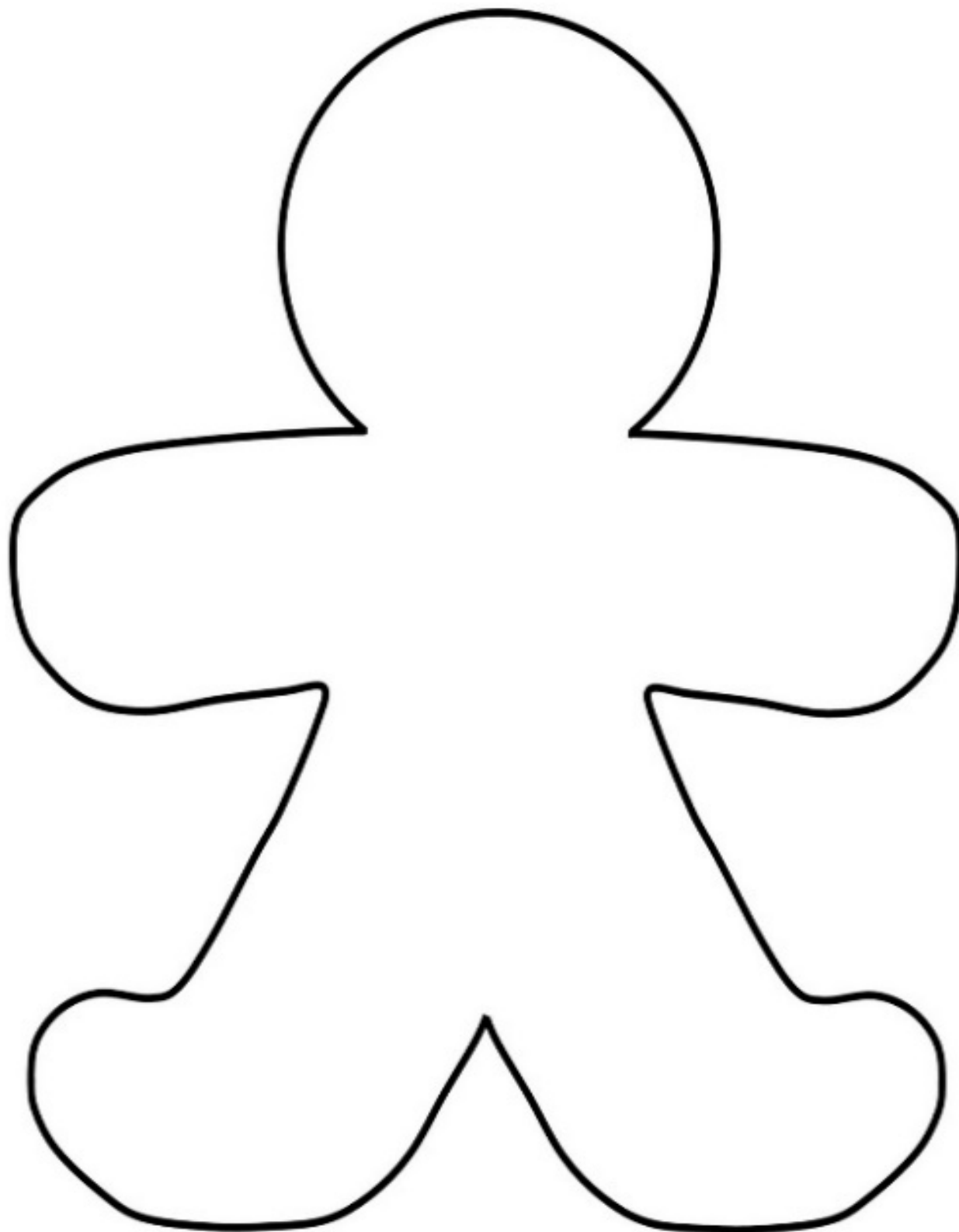
& \_\_\_\_\_.

I'm \_\_\_\_\_, too.

**I'll be me, and You be you.**

# All About Me

Directions: Draw picture of things we can see about you on your cutout.  
You can put eye color, favorite clothes and shoes, hair color, and jewelry.  
Have fun!



# Learning Strengths People Search

<p><b>I play a sport.</b></p> <p>_____</p>	<p><b>I read often.</b></p> <p>_____</p>	<p><b>I play an instrument.</b></p> <p>_____</p>	<p><b>I love animals.</b></p> <p>_____</p>
<p><b>I love to camp or hike.</b></p> <p>_____</p>	<p><b>I make friends easily.</b></p> <p>_____</p>	<p><b>I enjoy writing in a journal.</b></p> <p>_____</p>	<p><b>I love to do math.</b></p> <p>_____</p>
<p><b>I like all types of music.</b></p> <p>_____</p>	<p><b>I like to paint.</b></p> <p>_____</p>	<p><b>I like learning about flowers &amp; plants.</b></p> <p>_____</p>	<p><b>I love to meet new people.</b></p> <p>_____</p>
<p><b>I am good at building things.</b></p> <p>_____</p>	<p><b>I can write poems easily.</b></p> <p>_____</p>	<p><b>I can pick up a new dance step quickly.</b></p> <p>_____</p>	<p><b>I do many things by counting.</b></p> <p>_____</p>
<p><b>Drawing is easy OR fun for me.</b></p> <p>_____</p>	<p><b>I like having time to think about things.</b></p> <p>_____</p>	<p><b>I like to spend time in nature.</b></p> <p>_____</p>	<p><b>I prefer to do work by myself.</b></p> <p>_____</p>



# Learning Strengths Inventory

Rank each set of activities from 1 to 8 where **1** is the **lowest** in time, preference, or talent and **8** is the **highest**.

(Each group should have a 1, 2, 3, 4, 5, 6, 7, and 8.)

## I spend the most time:

- \_\_\_\_\_ Participating in outdoor activities (h)
- \_\_\_\_\_ Drawing or painting (b)
- \_\_\_\_\_ Playing an instrument (f)
- \_\_\_\_\_ Being with others (d)
- \_\_\_\_\_ Writing poems, stories, or letters (a)
- \_\_\_\_\_ Working with computers or doing science projects (c)
- \_\_\_\_\_ Doing things by myself (e)
- \_\_\_\_\_ Exercising or playing sports (g)

## I learn best by:

- \_\_\_\_\_ Talking to others (d)
- \_\_\_\_\_ Tuning into rhythm, turning things into a song (f)
- \_\_\_\_\_ Seeing or making a picture, map, or diagram of an idea (b)
- \_\_\_\_\_ Practicing, moving around a lot, and doing physical things (g)
- \_\_\_\_\_ Taking time to understand things by myself (e)
- \_\_\_\_\_ Listening, reading, writing, or speaking to myself (a)
- \_\_\_\_\_ Analyzing, explaining, and understanding why (c)
- \_\_\_\_\_ Using my senses to make connections to the world around me (h)

## I prefer to:

- \_\_\_\_\_ Take objects apart and figure out how they work (c)
- \_\_\_\_\_ Exercise, ride a bike, or be active with my body (g)
- \_\_\_\_\_ Look at comics, art, or movies (b)
- \_\_\_\_\_ Observe rocks, plants, or animals (h)
- \_\_\_\_\_ Join clubs and social activities (d)
- \_\_\_\_\_ Listen to music (f)
- \_\_\_\_\_ Read a book (a)
- \_\_\_\_\_ Think about myself, my life, and how I handle situations (e)

## I am good at:

- \_\_\_\_\_ Recognizing, remembering, humming, or singing songs (f)
- \_\_\_\_\_ Understanding people, knowing and appreciating people (d)
- \_\_\_\_\_ Talking, writing, or playing with language and words (a)
- \_\_\_\_\_ Looking at things, drawing, using maps (b)
- \_\_\_\_\_ Using my hands or body to make or do things (g)
- \_\_\_\_\_ Identifying patterns in my environment (h)
- \_\_\_\_\_ Constructing things, pulling them apart, or asking “why” (c)
- \_\_\_\_\_ Being myself, doing things at my own initiative and pace (e)

**Profile:** To score, add up the numbers for each letter and put the number next to the skill it represents. The highest number indicates the area in which you have the greatest interest or skill, or spend the most time and energy. The lowest numbers indicate the areas in which you have the least interest or current skill, and spend the least amount of time and energy.

<b>a. Word Smart</b> _____	<b>c. Logic Smart</b> _____	<b>e. Self Smart</b> _____	<b>g. Body Smart</b> _____
<b>b. Picture Smart</b> _____	<b>d. People Smart</b> _____	<b>f. Music Smart</b> _____	<b>h. Nature Smart</b> _____

<b>People who are strongly:</b>	<b>Think/Learn</b>	<b>May Enjoy or Prefer</b>	<b>Benefit From</b>
Linguistic – Word Smart	In words	Reading, writing, telling stories, playing word games, etc.	Books, tapes, writing tools, paper diaries, dialogues, discussion, debate, stories
Logical/ Mathematical – Logic Smart	By reasoning	Experimenting, questioning, figuring out puzzles, calculating, etc.	Things to explore and think about, science materials, manipulatives, trips to the planetarium and science museum
Spatial – Picture Smart	In images and pictures	Designing, drawing, visualizing, doodling, etc.	Art, LEGOs®, videos, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
Bodily/ Kinesthetic – Body Smart	Through movement and physical engagement	Dancing, running, jumping, building, touching, gesturing, etc.	Role play, drama, movement, things to build, sports and physical games, tactile experiences, hands-on learning
Musical – Music Smart	Via rhythms and melodies	Singing, whistling, humming, tapping feet and hands, listening, etc.	Sing-along time, trips to concerts, music playing at home and school, musical instruments
Interpersonal – People Smart	By communicating with other people	Leading, organizing, relating, manipulating, mediating, partying, etc.	Friends, group games, social gatherings, community events, clubs, mentors/apprenticeships
Intrapersonal – Self Smart	Deeply inside themselves	Setting goals, meditating, dreaming, being quiet, etc.	Secret places, time alone, self-paced projects, choices
Naturalist – Nature Smart	About humans' impact on and with nature	Caring for animals, being outside, classifying plants/flowers, camping, discovering things in nature	Time outside, books and shows about nature or animals, classroom plants or pets to care for, conservation or community-based projects, class garden

# Aim for Awesome:

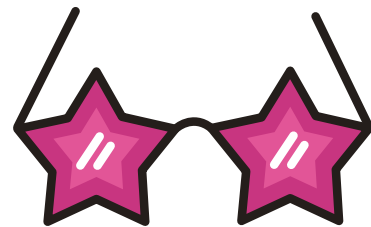
## 10 Ways to Be Awesome Every Day



**Give 5 People a high five, low five, virtual five, or fist Bump.**

*Celebrate today!  
Every breath is a big deal.*

**Invent special glasses that help you only see things that are awesome.**



*Listen more than you talk.*

**Say something nice to yourself 3 times every day.**

**Treat everybody like it's their birthday.**

**Complain less.**

**Say "Thank you," "Excuse me," and "I'm sorry."**

**Sacrifice something you want for someone else.**



**Be yourself.  
everybody else  
is already taken.**

Illustrations courtesy of Vecteezy.com.

Adapted from Kid President's Guide to Being Awesome

# Building Connections and Confidence

## Chapter 2 Roadmap (Planning Guide)

<b>Activity</b> Choose one from each section	<b>Action Items:</b> What do you need to complete?	<b>Date:</b> When do you plan to use?	<b>Page #</b>
<b>GETTING TO KNOW YOUR COMMUNITY</b>			
Share Your Favorites			
Two Lies and a Truth			
10 in 10			
Stand at the Door			
Question of the Day			
Guess the Number			
Pick Your Greeting			
Are You Ready?			
Roll and Tell			
Where Would You Go?			
Rock, Paper, Scissors			
What is Your Favorite ____?			
Whiteboard Wisdom			
<b>CELEBRATE STUDENTS' GIFTS</b>			
Meet the Experts Board			
Meet the Experts Student Card			
Meet the Experts Presentations			
Gifts Gallery and "I'll Be Me" Poem			
Personal Bio Bag Project/All About Me			
Learning Strengths People Search			
Learning Strengths Inventory			
Have Students Take Thrively.com Quiz			
Set Up a SeeSaw Account			
<b>AIM FOR AWESOME</b>			
Share Kid President YouTube, Quotes, Book			
Hang Up "10 Ways to be Awesome" Poster			

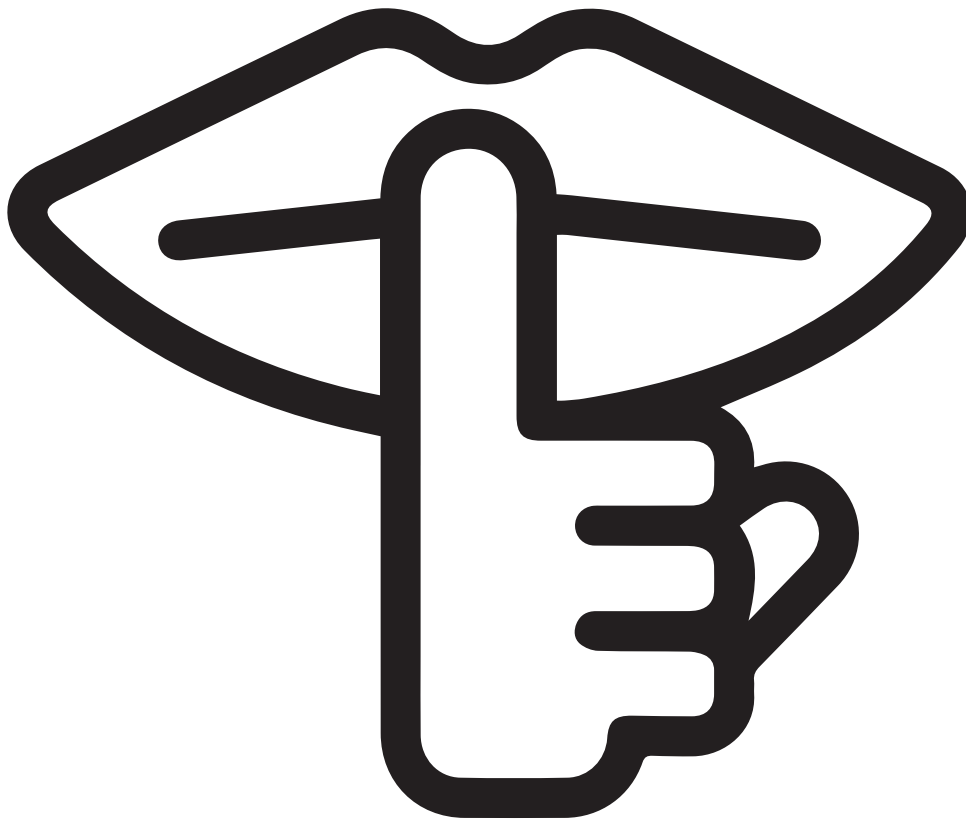
# What to Do in the First 5



- ✓ Please enter with Level One voice.
- ✓ Please sit in your seat.
- ✓ Begin your warm-up as soon as the bell rings.
- ✓ Submit or file your warm-up.
- ✓ Read today's agenda.  
Make note in your agenda/calendar as needed.
- ✓ Write in your Table of Contents.
- ✓ Find your homework, if assigned.  
Make sure it's complete.
- ✓ Read or study until the timer ends.

# **CODE 0**

**Silence.**  
**Eyes on speaker.**



# **CODE 1**

## **Speak to teacher only.**



# CODE 2

## Speak to Partner.





# CODE 3

**Speak to members  
of your group.**





**Love the line!**



**Check your  
line, please!**



# 3-2-1 Move

**On 3...**

all students  
clean their area.

**On 2...**

students stand and  
push in their chairs.

**On 1...**

students move to  
the next assigned area.

**REMINDER 1:**  
**Nonverbal Warning**  
**Correction Cards**

**Thanks  
for your  
silence.**



**Thanks  
for staying  
on task.**



**Thank you  
for following  
directions.**



**Thank you  
for staying in  
your seat.**



## Correction Cards #1

**2**

**Thank you  
for staying in  
your seat.**

**2**

**Thank you  
for staying in  
your seat.**

**2**

**Thank you  
for staying in  
your seat.**

## Correction Cards #2

**2**

**Thank you  
for staying  
on task.**

**2**

**Thank you  
for staying  
on task.**

**2**

**Thank you  
for staying  
on task.**

## Correction Cards #3

**2**

**Thank you  
for your  
silence.**

**2**

**Thank you  
for your  
silence.**

**2**

**Thank you  
for your  
silence.**

## Correction Cards #4

**2**

**Please stop.  
Thank you.**

**2**

**Please stop.  
Thank you.**

**2**

**Please stop.  
Thank you.**



# REMINDER 3: Reflection Form/Pink Slip

Name: \_\_\_\_\_

Date: \_\_\_\_\_

This is what I did: \_\_\_\_\_

\_\_\_\_\_.

I did that because: \_\_\_\_\_

\_\_\_\_\_.

This is how I felt:



Sad



Tired



Confused



Happy



Frustrated

Next time I will: \_\_\_\_\_

\_\_\_\_\_.

# Think Sheet

**How are you feeling?**



Happy



Sad



Frustrated



Scared



Silly



Excited



Surprised



Shy/Quiet



Embarrassed

**What happened?**

**What can you do differently next time?**

**How do you feel now?**

# Better Choices Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

My actions (What I did): \_\_\_\_\_

---

---

---

Next time, I can choose to: \_\_\_\_\_

---

---

---

The reason I made the wrong choice is: \_\_\_\_\_

---

---

---

To help myself next time something like this happens, I will: \_\_\_\_\_

---

---

---

Student Signature: \_\_\_\_\_

Teacher/ Adult: \_\_\_\_\_

## Better Choices Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

My actions (What I did): \_\_\_\_\_

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Next time, I can choose to: \_\_\_\_\_

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---

The reason I made the wrong choice is: \_\_\_\_\_

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---

To help myself next time something like this happens, I will: \_\_\_\_\_

---

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---

Student Signature: \_\_\_\_\_

Teacher/ Adult: \_\_\_\_\_

## Better Choices Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

My actions (What I did): \_\_\_\_\_

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---

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---

Next time, I can choose to: \_\_\_\_\_

---

---

---

---

The reason I made the wrong choice is: \_\_\_\_\_

---

---

---

---

To help myself next time something like this happens, I will: \_\_\_\_\_

---

---

---

---

Student Signature: \_\_\_\_\_

Teacher/ Adult: \_\_\_\_\_

# Self-Reflection Journal

Weekly Goal:

Date:

I met my goal:

☐

YES

☐

NO

Did you follow directions appropriately?

☐

YES

☐

NO

What was your behavior?

What did you want? (put a check next to the appropriate statement)

☐

I wanted attention from others.

☐

I wanted to be in control.

☐

I wanted to avoid doing my homework.

☐

I created conflict because I am sad inside.

☐

I created conflict because they don't like me.

Did you get what you wanted?

☐

YES

☐

NO

What could you do differently?

Goal for next week:

# Apology Slip

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Name of person harmed: \_\_\_\_\_

This is what I did: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What I should have done was: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

When I harmed \_\_\_\_\_, I think they felt \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I would like to say: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signed (Student completing the form): \_\_\_\_\_

Signed (Adult): \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Classroom Discipline Cycle (CDC)

- 1.
- 2.
- 3.

**Classroom Disruptions Will Result on a Reminder**

**Reminder 1 =**

**Reminder 2 =**

**Reminder 3 =**

**Positive Consequence Menu**

**Corrective Consequence Menu**

# Cell Phone Drop Expectations



1. Please place your phone in your assigned number slot each day when you enter the room.
2. Please have your screen face the back of the pouch, and put on SILENT.
3. When you leave class, take ONLY YOUR PHONE.
4. If you have an emergency, you may request to use it in the first or last 3 minutes of class. You must have permission from the teacher.

**\*\*Every 10 days without any cell phone distractions = 1 day of cell phones for the last 15 minutes of class.**



# Cell Phone Contract

**Student Name** \_\_\_\_\_

1. Students may use cell phones before school, after school, and during break.
2. Students may not use cell phones ANY other time in this classroom.
3. Cell phones must be turned off and put away during class.
4. Failure to give your phone to school personnel is an act of defiance and may result in an office referral.

If a student is caught using a cell phone during class, the following will apply:

**First Time:** Cell phone will be taken away and put in cell phone detention area. The student may retrieve their phone at the end of the class after signing this contract.

**Second Time:** Cell phone will be taken away and student can retrieve their phone at the end of the day. Student will sign this contract.

**Third Time:** Cell phone will be taken away and turned in to an administrator.

Any further offense may result in loss of privilege to use a cell phone at school and will require a parent to pick up the phone.

\_\_\_\_\_  
Student Signature                      First Time

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature                      Second Time

\_\_\_\_\_  
Date

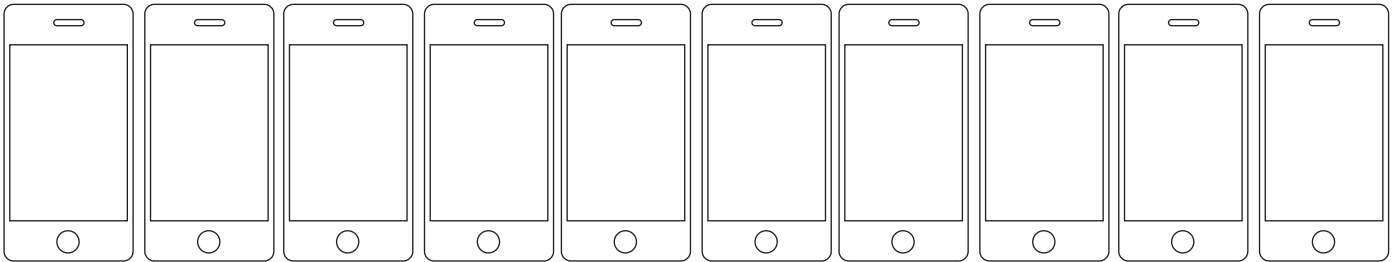
\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

**Please note: Cell phones are brought on campus at your own risk.  
Lost, stolen, or damaged cell phones are not the responsibility of the school.**

# 10 Days of Excellence

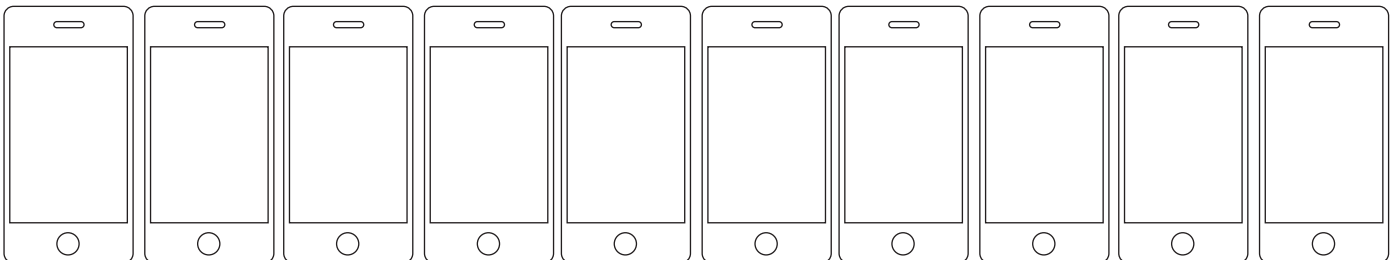
Block: \_\_\_\_\_



Once we have met 10 Days of Excellence, we will \_\_\_\_\_.

# 10 Days of Excellence

Block: \_\_\_\_\_



Once we have met 10 Days of Excellence, we will \_\_\_\_\_.

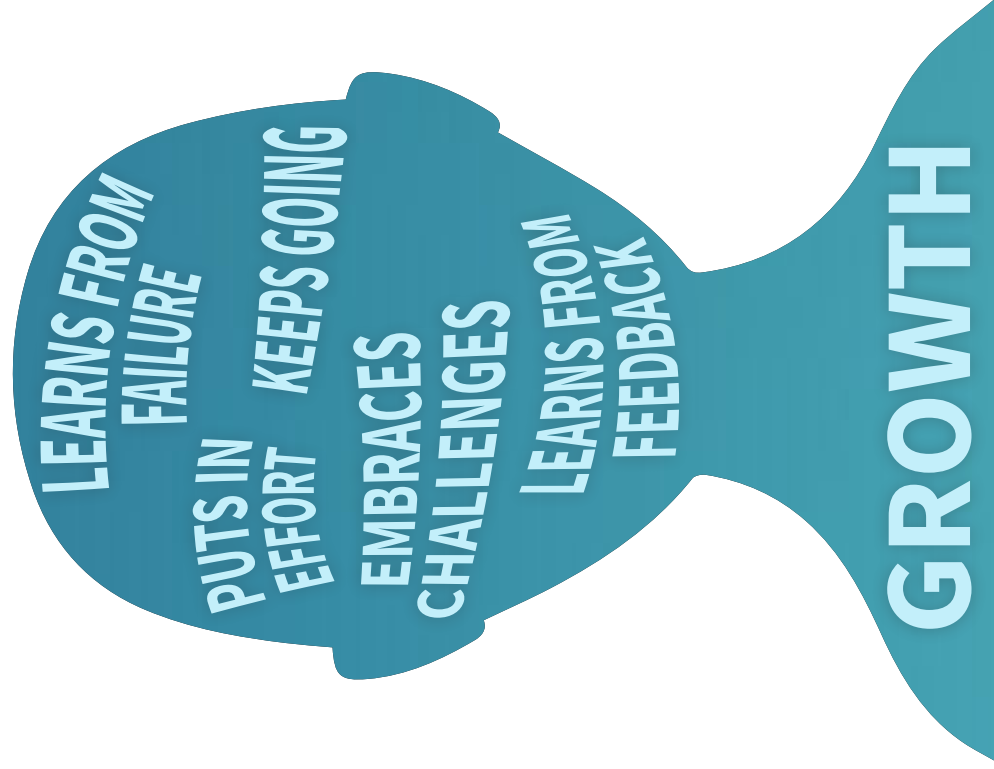
# Prevention, Procedures, and a Positive Approach to Discipline

## Chapter 3 Roadmap (Planning Guide)

Activity Choose 1 from each section	Action Items: What do you need to complete?	Date: When do you plan to use?	Page #
<b>PREVENTION AND PROCEDURES</b>			
What To Do in the First 5-Minutes of Class			
Call and Repeats			
Nonverbal Warning			
Voice Levels/Code System			
Countdown for Directions			
Student Hand Raising			
Lining Up/Hallway Transition			
Timers			
30-Second Song Clips			
3-2-1 Move			
Pencil Strategy			
<b>CLASSROOM DISCIPLINE CYCLE</b>			
Introducing the System to Students			
Reminder 1: Correction Cards			
Reminder 2: Verbal Warning			
Reminder 3: Consequence Menu			
Reflection Form/Better Choices Sheet			
Apology Slip			
Letter to Parents			
Classroom Discipline Cycle			
<b>CELL PHONE MANAGEMENT STRATEGIES</b>			
Cell Phone Drop			
Cell Phone Contract			
Cell Phone Charging Station			
Cell Phone “Detention”			
10 Days of Excellence			

# GROWTH MINDSET

*Make Big Goals Happen!*



# Personal Achievement Timeline for \_\_\_\_\_

**Directions:** Fill in a few big achievements you've had or things you've learned to do. Share how you became good at each one.

<b>Achievement:</b>   <b>Year:</b>  <b>How did you do it?</b>      	<b>Achievement:</b>   <b>Year:</b>  <b>How did you do it?</b>      	<b>Achievement:</b>   <b>Year:</b>  <b>How did you do it?</b>      	<b>Achievement:</b>   <b>Year:</b>  <b>How did you do it?</b>      	<b>Achievement:</b>   <b>Year:</b>  <b>How did you do it?</b>      
--	--	--	--	--

# Mindset Re-Frame

**Directions:** The frames on the left show the thoughts of a person with a fixed mindset using negative self-talk. Rewrite each thought as positive self-talk.

I am not good at this.  
I quit.



The last time I tried this,  
I failed. It's a waste of  
my time to try again.



I hate making mistakes.



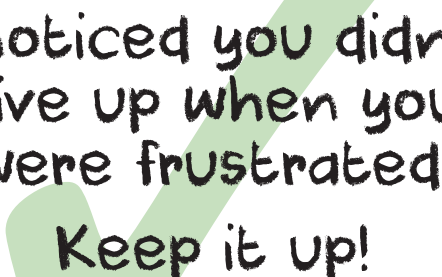
Everyone can do this  
except me.



I'll never be good at math.



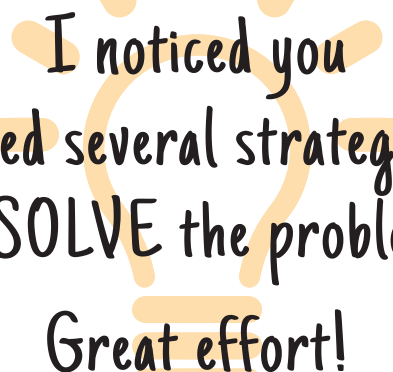
# GRITS Notes: Give Real Inspiration to Students



I noticed you didn't  
give up when you  
were frustrated.  
Keep it up!



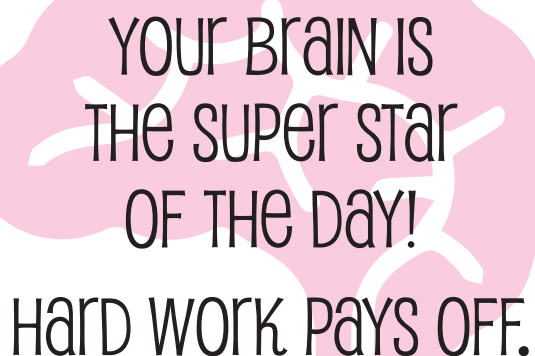
You showed so  
much GRIT today!  
Incredible!



I noticed you  
tried several strategies  
to SOLVE the problem.  
Great effort!



**I AM PROUD  
OF THE RISKS YOU  
TOOK TODAY.  
YOU ROCK!**



YOUR BRAIN IS  
THE SUPER STAR  
OF THE DAY!  
HARD WORK PAYS OFF.



**Your  
never-give-up  
attitude is  
an inspiration.  
Be Proud of YOU!**

# Attitude of Gratitude



## ***Always Have an Attitude of Gratitude***

**Sterling K. Brown**

**Every day, I am thankful that:**

**I am smart and capable.**

**I can do hard things.**

**I can learn and get better at anything with effort.**

**I am awesome.**

**I am here for a reason.**

**I am enough.**

**What else are you thankful for today?**



# PROFESSIONALS IN TRAINING

## We Can All Be Pros!

### Professional

- Dress for success
- Be on time
- Own your mistakes
- Work hard every day



### Respectful

- Be polite (how you might talk to your grandmother)
- Respond when someone speaks to you
- Use calm words—even when upset

### Organized

- Keep your area neat and organized
- Keep up with your agenda/calendar to help you remember
- Have only the materials you need in your space

### Skilled

- Be confident, but not extra
- Become an expert in your job but continue to learn
- Always give 100%



*There's No Dream Too Tall* by Amie Dean © National Center for Youth Issues [www.ncyi.org](http://www.ncyi.org)

# Professionals in Training “PIT” Everyday Worksheet

Every day you go to school, YOU are a professional in training! You are practicing many of the skills you will need to be a successful professional. A **professional** is a person who has certain character traits while at work. We will focus on 5 traits you can practice every day so you will be ready for your future!

In the space provided after each trait, write one way YOU have shown that trait in your daily life.



**1. Be Committed:** \_\_\_\_\_  
\_\_\_\_\_

(Ex. Show up & work hard. Be willing to listen and learn. Do what it takes to do a good job.)

**2. Be Respectful:** \_\_\_\_\_  
\_\_\_\_\_

(Ex. Treat others with respect. Use kind words and language. Disagree by using “I” statements.)

**3. Be Honest:** \_\_\_\_\_  
\_\_\_\_\_

(Ex. Tell the truth even when it is hard or scary. Do the right thing even if nobody is watching you.)

**4. Be Responsible:** \_\_\_\_\_  
\_\_\_\_\_

(Ex. Show up on time and stay until the end. Do your tasks when you are asked. Give your BEST effort every time.)

**5. Be a Problem-Solver:** \_\_\_\_\_  
\_\_\_\_\_

(Ex. If you find something is broken, try to fix it. Ask for help instead of saying, “I can’t.” Always try to see both sides of any problem.)



# SMART Goal Planning Form

**Today's Date:** \_\_\_\_\_

**Target Date:** \_\_\_\_\_

**Start Date:** \_\_\_\_\_

**Date Achieved:** \_\_\_\_\_

**Goal:** \_\_\_\_\_

**Specific: What exactly will you accomplish?** \_\_\_\_\_

\_\_\_\_\_

**Measurable: How will you know when you have reached this goal?**

\_\_\_\_\_

\_\_\_\_\_

**Achievable: Is achieving this goal realistic with effort and commitment?  
Do you have the resources to achieve this goal? If not, how will you get them?**

\_\_\_\_\_

\_\_\_\_\_

**Relevant: Why is this goal significant to your life?**

\_\_\_\_\_

\_\_\_\_\_

**Timely: When will you achieve this goal?**

\_\_\_\_\_

\_\_\_\_\_

# SMART Goal Planning Form

Name: \_\_\_\_\_


**Directions:** Use the SMART goals guide below to help plan your goals. Then write your goal at the top of the staircase and the steps you need to take to achieve it.

**STEP 1**

**STEP 2**

**STEP 3**

**MY GOAL:**



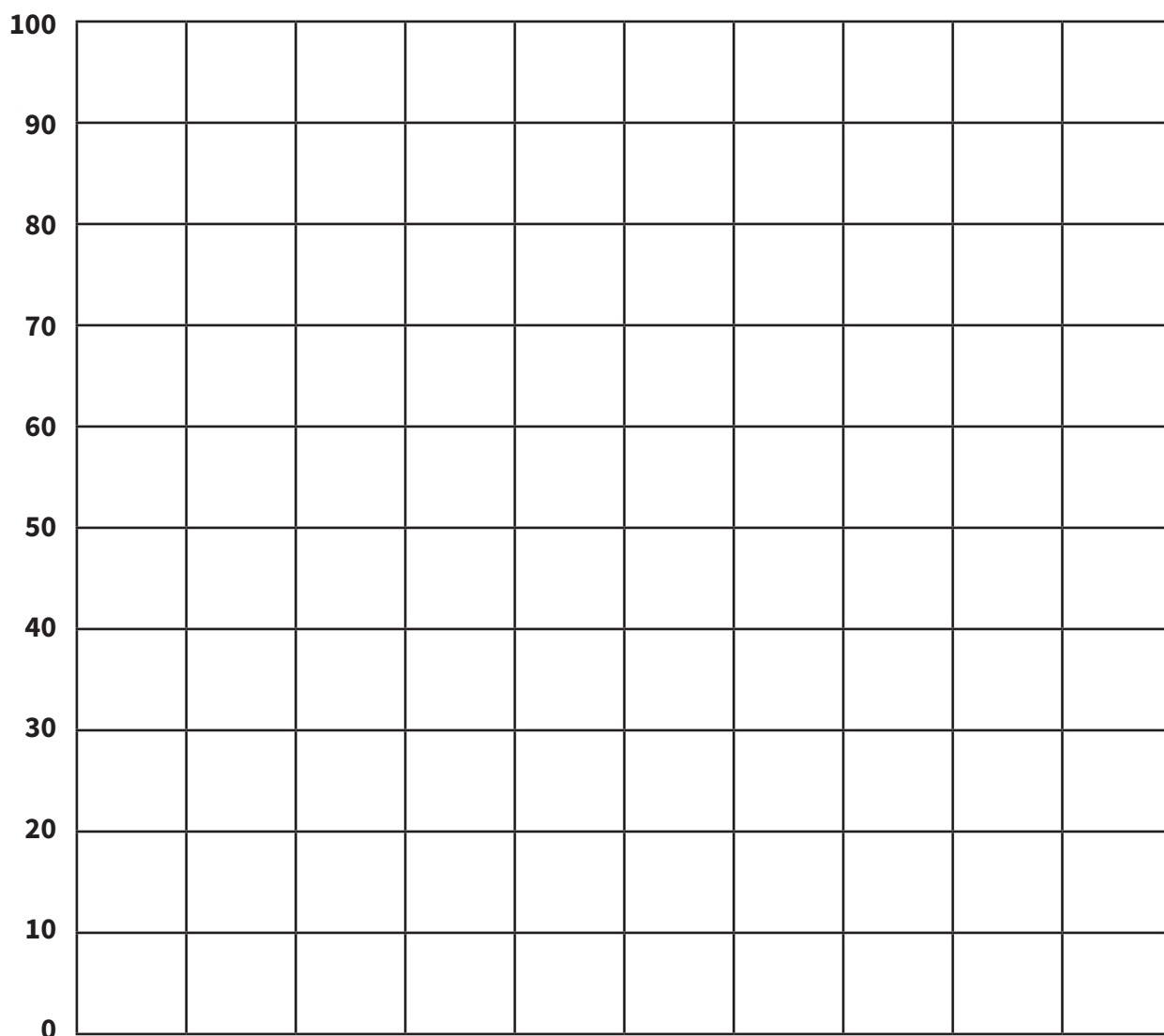
## Create Smart Goals

<b>S - Specific</b>	What exactly do you want to accomplish?
<b>M - Measureable</b>	How will you know when your goal is met?
<b>A - Attainable</b>	What steps can you take to reach your goal?
<b>R - Relevant</b>	How will meeting this goal help you?
<b>T - Time-Based</b>	How long will it take you to reach your goal?

# Goal-Graphing Form

**Directions:** Write the name of the task or assignment on the line at the bottom.  
Shade or color up the row of blocks to show the score/grade you earned.

**Goal**



# Student Growth Form

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

[illegible]

# Effort vs. Achievement Rubric

## EFFORT RUBRIC

- 4** I worked on the task until it was completed. I pushed myself to continue working on the task even when it was difficult. I viewed difficulties as opportunities to strengthen my understanding.
- 3** I worked on the task until it was completed. I pushed myself to continue working on the task even when it was difficult or a solution was not immediately evident.
- 2** I put some effort into the task, but I stopped working when difficulties arose.
- 1** I put very little effort into the task.

## ACHIEVEMENT RUBRIC

- 4** I exceeded the objectives of the task or lesson. (Grade is an A.)
- 3** I met the objectives of the task or lesson. (Grade is a B.)
- 2** I met a few of the objectives of the task/lesson, but did not meet others. (Grade is a C.)
- 1** I did not meet the objectives of the task or lesson. (Grade is an F.)

**Student scores self.**

EFFORT AND ACHIEVEMENT CHART			
DATE:	ASSIGNMENT:	EFFORT:	ACHIEVEMENT:
8/21/22	Moon Phases	2	2



## Goal Celebration Cards





# Growth Mindset, Goal-Setting, and Monitoring

## Chapter 4 Roadmap (Planning Guide)

<b>Activity</b> Choose 1 from each section.	<b>Action Items:</b> What do you need to complete?	<b>Date:</b> When do you plan to use?	<b>Page #</b>
<b>GROWTH MINDSET</b>			
Which Book(s) Will You Read?			
Growth Mindset – Make Big Goals Happen!			
Personal Achievements Timeline			
Mindset Re-FRAME			
GRITS – Give Real Inspiration to Students			
Attitude of Gratitude Poster			
<b>GOAL-SETTING AND MONITORING</b>			
PROS – Professionals in Training			
Finish Line Friday Folders			
SMART Goals Planning Forms			
Goal-Graphing Form			
Student Growth Form			
Effort vs. Achievement Rubric			
Goal Celebration Cards			

## Community Meeting

**CHECK-IN**

GROUP CHAT

GROUP ACTIVITY

DAILY AGENDA

# Monday Meeting Class Norms



Respect the speaker.



Wait your turn and listen.



What's said here, stays here.



Words matter.



Everyone's voice is valuable.

# ChitChat

After your teacher sets the timer, share your response to the theme of the day.  
You can share in pairs, or the whole class can listen to volunteers. Everyone is invited to participate!

## Monday Motivation

Share something that has inspired you lately.  
What keeps you going?

## Tell Me Something Tuesday

Share a story or a funny joke.

## What's Good Wednesday

Share some good news!

## Thankful Thursday

Attitude of Gratitude –  
Share something you are thankful for.

## Fun Fact Friday

Share random trivia or something about yourself  
people would not know.

# 60-Second Closing Tickets

Appreciation: Today I am grateful for _____.	Today was _____, and tomorrow will be _____.
Apology: Today I would like to apologize to _____ for _____.	My key takeaway today is _____.
Aha!: Today my aha moment came when _____.	Today was _____, and tomorrow will be _____.
Appreciation: Today I am grateful for _____.	My key takeaway today is _____.
Apology: Today I would like to apologize to _____ for _____.	Today was _____, and tomorrow will be _____.
Aha!: Today my aha moment came when _____.	My key takeaway today is _____.
Appreciation: Today I am grateful for _____.	Today was _____, and tomorrow will be _____.
Apology: Today I would like to apologize to _____ for _____.	My key takeaway today is _____.
Aha!: Today my aha moment came when _____.	Today was _____, and tomorrow will be _____.
Appreciation: Today I am grateful for _____.	My key takeaway today is _____.

# I Wish My Teacher Knew Response Cards

I wish my teacher knew...

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I wish my teacher knew...

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I wish my teacher knew...

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I wish my teacher knew...

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# Student Satisfaction Survey

**Directions:** No name. Please share detailed feedback, *positive* or *negative*. Write as much as necessary and use the back of the paper for more space if needed. Thank you.

Class: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

What do you like about this class (procedures, set up, teaching methods)? \_\_\_\_\_

---

---

What have been your favorite learning experiences in this class? \_\_\_\_\_

---

---

I don't like it when we \_\_\_\_\_

---

---

I wish my teacher would \_\_\_\_\_

---

---

When I think of my \_\_\_\_\_ class, I feel \_\_\_\_\_

---

---

I feel I learn best when \_\_\_\_\_

---

---

Please list any suggestions you have for \_\_\_\_\_ class. \_\_\_\_\_

---

---









# Community People Search

**Directions:** Walk around the room with this form and a pencil and ask fellow students to sign their name on a line in the box that contains a true statement about them. Each student may sign only one box. Have fun!

<p><b>I like to make lists.</b></p> <p>_____</p>	<p><b>I care a lot about others' opinions of me.</b></p> <p>_____</p>	<p><b>It drives me crazy when people talk too much.</b></p> <p>_____</p>	<p><b>I am always ready to have some fun.</b></p> <p>_____</p>
<p><b>I like to handle problems on my own.</b></p> <p>_____</p>	<p><b>I get bored very easily.</b></p> <p>_____</p>	<p><b>It is important that others listen to me.</b></p> <p>_____</p>	<p><b>I need friends to accept me for who I am.</b></p> <p>_____</p>
<p><b>It is important to me to be dependable.</b></p> <p>_____</p>	<p><b>I like for everybody to get along.</b></p> <p>_____</p>	<p><b>I like routines and structure.</b></p> <p>_____</p>	<p><b>If I work in a group, I need everybody to do their part.</b></p> <p>_____</p>
<p><b>I struggle with organization.</b></p> <p>_____</p>	<p><b>I like my privacy.</b></p> <p>_____</p>	<p><b>I like to help others with their problems.</b></p> <p>_____</p>	<p><b>I am curious and like to learn new things.</b></p> <p>_____</p>
<p><b>Others would consider me responsible.</b></p> <p>_____</p>	<p><b>I need freedom and variety.</b></p> <p>_____</p>	<p><b>It is important to me to always be kind.</b></p> <p>_____</p>	<p><b>I rarely show my emotions.</b></p> <p>_____</p>



# Four Corners

<b>1</b>	<b>Brown Eyes</b>	 
<b>2</b>	<b>Blue Eyes</b>	 
<b>3</b>	<b>Green Eyes</b>	 
<b>4</b>	<b>Other</b>	 

**Discussion:**

**The best thing I did this Summer was...**

# Keeping Your Community Strong– Activities to Use All Year

## Chapter 5 Roadmap (Planning Guide)

<b>Activity</b> Choose 1 or 2 to try after the first few weeks.	<b>Action Items:</b> What do you need to complete?	<b>Date:</b> When do you plan to use?	<b>Page #</b>
<b>COMMUNITY BUILDERS</b>			
Daily Community Meetings (Gr K-5)			
Monday Motivation Meetings (Gr 6-12)			
Daily ChitChat			
60-Second Closing – 3 Options			
I Wish My Teacher Knew			
Sticky Note Campaign			
One-Sentence Intervention			
Parking Lot			
Student Satisfaction Survey			
<b>GROUP ACTIVITIES/GAMES</b>			
Community People Search			
Four Corners			
Trading Cards			
Same, Same			
This or That			

# Penny Poster

Group Name(s): \_\_\_\_\_ Week of: \_\_\_\_\_



# Penny Store



Awesome Sticker  
5 pennies/5¢

Use a Fancy Pencil or Pen  
10 pennies/10¢

Coupon Caddy Visit  
15 pennies/15¢

No Homework  
20 pennies/20¢



Sit with a Friend in Class  
25 pennies/25¢

Free Computer Time  
30 pennies/30¢



Lunch with a Friend  
35 pennies/35¢

Secret Bonus  
40 pennies/40¢











# congratulations!

## You have reached VIP status!

STUDENT

Thank you so much for your  
hard work and dedication in this class.

Your effort to improve

is appreciated and has earned you  
VIP Status for the day.

I am very proud of you! Keep up the good work!

TEACHER



# Congratulations!

## You have reached VIP status!



---

STUDENT

Thank you so much for your  
hard work and dedication in this class.

Your effort to improve

---

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Your effort to improve

---

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VIP Status for the day.

I am very proud of you! Keep up the good work!

---

TEACHER





Exclusive Permission  
to Special Privileges  
in the Classroom



Exclusive Permission  
to Special Privileges  
in the Classroom



Exclusive Permission  
to Special Privileges  
in the Classroom



Exclusive Permission  
to Special Privileges  
in the Classroom

Mount in a 4" x 6" frame and place on VIP student's desk.



MVP Card

NAME	TARGET BEHAVIOR	

MVP Card

NAME	TARGET BEHAVIOR	

MVP Card

NAME	TARGET BEHAVIOR	

# Classroom Contingencies, Group Goals, and Celebrations

## Chapter 6 Roadmap (Planning Guide)

Activity Choose 1 from each section	Action Items: What do you need to complete?	Date: When do you plan to use?	Page #
<b>GROUP CONTINGENCIES</b>			
My Time/Your Time			
Success Chain			
Table Pennies with VIP Table			
Class Wallet/Class Cash			
<b>INDIVIDUAL CONTINGENCIES</b>			
VIP Student Kit (Four pages)			
Golden Ticket			
MVP Card			
Behavior Tracking Apps			
Pick Your Privileges – Random Wheel Sites			
Classroom Coupons and Coupon Caddy			
Scratch-Off Tickets			



# The Language of Disagreement

---

## Four-Word Strategy

Choose from:

Yes ma'am/sir

Yes, Sure,  
Absolutely,  
I hear you.

+ May I?

# The Language of Disagreement

---

## Try with “I” Statements

I don't like it when...



 I need you to...

I feel \_\_\_\_\_ when...

I like it when...



 I am asking for...

# I Feel Reflection Form

I feel \_\_\_\_\_

when \_\_\_\_\_

because \_\_\_\_\_.

I would like \_\_\_\_\_.

I feel \_\_\_\_\_

when \_\_\_\_\_

because \_\_\_\_\_.

I would like \_\_\_\_\_.

# Decision-Makers

Attach these instructions to the Decision-Makers Basket



## **Odd or Even:**

One person is odd; the other is even. Roll a die; if the number displayed is odd then that person gets to share their idea first or “wins” the argument.

## **High or Low:**

Each person draws a card and the person with the highest card gets to make the decision.



## **Heads or Tails:**

Use the coins to play heads or tails to decide who gets to go first.

## **Team Decision:**

The students use the blank slips of paper to vote for the idea or decision they want to win.

## **Rock, Paper, Scissors:**

This is another great tool for choosing who gets to go first or make the decision.



## **Odd or Even:**

One person is odd; the other is even. Roll a die; if the number displayed is odd then that person gets to share their idea first or “wins” the argument.

## **High or Low:**

Each person draws a card and the person with the highest card gets to make the decision.



## **Heads or Tails:**

Use the coins to play heads or tails to decide who gets to go first.

## **Team Decision:**

The students use the blank slips of paper to vote for the idea or decision they want to win.

## **Rock, Paper, Scissors:**

This is another great tool for choosing who gets to go first or make the decision.





# BREATHE

## Steps for *adults* to take when helping a student find calm.

**B**e Calm. Be the adult.  
Somebody has to be!

**R**espectful tone. Use it even when they don't "deserve" it.

**E**yes or Ears. Allow students to *listen* if holding eye contact is an issue.

**A**SK questions. Would you like to try again? What do you need? Please tell me—I want to help.

**T**ake time to listen and keep your words minimal.

**H**elp when you can. Their behavior is their way of asking for your help.

**E**xpect the BEST.  
They sense it either way.

## STAR Breathing



## STAR Breathing



## STAR Breathing



## STAR Breathing



DE-ESCALATION STRATEGIES	
Student Behavior	Teacher Strategies
<b><u>Calm</u></b> <ul style="list-style-type: none"> <li>Participating in classroom routines</li> <li>Helping pass out materials or equipment</li> <li>Willing to work with a partner</li> <li>Using positive language</li> <li>Meeting expected behaviors</li> </ul>	<b><u>Calm</u></b> <ul style="list-style-type: none"> <li>Prompt/pre-correct for expected behaviors</li> <li>Ask student to assist or help in some way</li> <li>Pair with a strategic peer</li> <li>High rates of positive feedback</li> </ul>
<b><u>Triggers</u></b> <ul style="list-style-type: none"> <li>Conflict with peer or teacher</li> <li>Family stress/crisis</li> <li>Tired/sick/hungry</li> <li>Work too difficult/change in routines</li> <li>Feeling criticized or embarrassed</li> </ul>	<b><u>Triggers-Focus on Prevention and Redirection</u></b> <ul style="list-style-type: none"> <li>Ask questions that are helpful – Is everything ok? Can I help?</li> <li>Verbally remind: “Remember the two things you can do if you don’t know/need help/feel frustrated, etc.”</li> <li>Redirect nonverbally or speak in private, if possible</li> <li>Allow student to take a break/run errand</li> </ul>
<b><u>Agitation</u></b> <ul style="list-style-type: none"> <li>Mumbling, frustrated comments</li> <li>Heavy breathing, exasperation</li> <li>Hands/legs start to tap or become fidgety</li> <li>Eyes dart around the room</li> <li>Excessive movement</li> <li>Provokes peers</li> </ul>	<b><u>Agitation-Focus on Reducing Anxiety</u></b> <ul style="list-style-type: none"> <li>Show empathy, communicate concern</li> <li>Speak in calm, quiet voice</li> <li>Redirect student to engage in a task</li> <li>Offer time in a calming area/calming activity</li> <li>Offer choices</li> <li>Suggest they speak with preferred adult</li> </ul>
<b><u>Acceleration</u></b> <ul style="list-style-type: none"> <li>Arguing</li> <li>Refusing to follow directions</li> <li>Complains about adult directions/assignments</li> <li>Destroys materials/rips up paper</li> </ul>	<b><u>Acceleration-Focus is on Safety</u></b> <ul style="list-style-type: none"> <li>Pause and assess – is this an emergency?</li> <li>Avoid escalation – threats, loud voice</li> <li>Provide choice to work independently at alternative workspace</li> <li>Privately prompt the student to problem-solve outside the room</li> </ul>
<b><u>Peak</u></b> <ul style="list-style-type: none"> <li>Hits/Kicks desk or furniture</li> <li>Uses obscenities toward teacher/peers</li> <li>Pushes materials off desk</li> <li>Storms out of classroom</li> <li>Physical altercation with peer</li> </ul>	<b><u>Peak-Focus is on Implementing the Safety Plan</u></b> <ul style="list-style-type: none"> <li>Student and staff safety first</li> <li>Teach the class how to clear the room</li> <li>Inform all students what to do and assure safety</li> <li>Crisis plan in place and activated, if any concern for danger</li> </ul>
<b><u>De-Escalation</u></b> <ul style="list-style-type: none"> <li>Not ready to accept responsibility for actions</li> <li>Focuses on who they perceive caused the problem</li> <li>May want to act like it didn’t happen</li> <li>Eager for forgiveness</li> </ul>	<b><u>De-Escalation-Focus is on Removing Attention</u></b> <ul style="list-style-type: none"> <li>Allow student space to calm down with supervision</li> <li>Provide opportunity for nonjudgmental discussion</li> <li>Determine if removing from class or staying to re-group</li> <li>Planned ignoring strategy</li> <li>Prompt self-management strategies and walk away</li> </ul>
<b><u>Recovery</u></b> <ul style="list-style-type: none"> <li>Eager to move on/wants to avoid further discussion</li> <li>Friendly/calm</li> <li>Tries to reconnect with adult</li> </ul>	<b><u>Recovery-Focus on Debrief/Problem Solving</u></b> <ul style="list-style-type: none"> <li>Help student get back into routine</li> <li>Provide reflective or restorative opportunity</li> <li>Return to task and offer choices</li> <li>Remind the student that they can improve, and you will help</li> <li>Move forward with planned consequence with empathy</li> <li>Use problem-solving sheet to de-brief the situation and make a plan for next time; what to do before escalating</li> </ul>

# Student Behavior Escalation Planning Form

STUDENT RESPONSES						
Calm Cooperative	Triggers Unresolved Conflicts	Agitation Unfocused	Acceleration Focused/Intense	Peak Most Severe	De-Escalation Confused	Recovery Non-engage/Alone
<div></div>						

SPECIFIC STAFF OR ADULT RESPONSE						
Prevention	Prevention and Redirection	Reduce Anxiety	Safety	Crisis Intervention	Remove Excess Attention	Re-Establish Routines
<div></div>						

Adapted from Bounds (2003)  
Lewis, Kittleman, & Wilcox (2011)

# ABC Data Form

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Class/Teacher: \_\_\_\_\_

Observer: \_\_\_\_\_

Activity: \_\_\_\_\_

Other Information: \_\_\_\_\_

Time	Antecedent	Behavior	Consequences

# ABC Hypothesis Form

**Setting or Event**

**Antecedent (Trigger)**  
*What Happens Before the Bx?*

**Target Behavior**  
*Describe Specifically.*

**Consequence**  
*Maintaining Behavior*

Example: In Math class	When a new assignment is given.	Taylor knocks her paper on the floor and screams, "I won't do it!" repeatedly.	Taylor is sent into the hallway and escapes work.

# Five-Minute FBA FORM

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Person(s) completing the form: \_\_\_\_\_

Student Info: \_\_\_\_\_

Student Strengths: \_\_\_\_\_

## 1. Description of the Target Behavior:

What does the target behavior(s) look like?

How often does the target behavior(s) occur?

How long does the target behavior(s) last?

How disruptive or dangerous is the target behavior(s)?

## 2. Description of the Antecedent (Trigger)

When, where, and with whom are problem behaviors most likely?

Schedule (Times)	Activity	Specific Target Behavior	Likelihood of Problem Behavior					Frequency of Behavior
			Low				High	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	
			1	2	3	4	5	

### 3. Purpose of Behavior:

Target Behavior	Gain	Escape

### 4. Are there any skill deficits contributing to the behavior (academic, emotional, etc.)?

---

---

### 5. Any environmental factors that can be modified/changed (schedule, location, timing, sound, etc.)?

---

---

### 6. Replacement Behaviors

New/Replacement Behavior (Describe what the student should do instead of the Target Behavior)	Who Will Teach It?	How Will It Be Reinforced?	Behavior a. Decreased b. Increased c. Stayed the Same





# Get Me Out of Trouble Plan

Adapted from *Hanging In* by Jeffrey Benson



Name: \_\_\_\_\_

These things make me upset or mad quickly:

---

---

---

Ways I can avoid the things that upset me:

---

---

---

Steps I can take to keep calm when things are starting to upset me:

---

---

---

My escape plan—where to go if nothing else works:

---

---

---

# Target Behavior and Replacement Form

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Target Behaviors	BREAKFAST	SPECIALS	MATH	ELA	READING	LUNCH	RECESS
State behavior positively.	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1

Points Possible \_\_\_\_\_ Points Received \_\_\_\_\_ % of Points \_\_\_\_\_ Goal Met \_\_\_\_\_

Replacement Behavior	BREAKFAST	SPECIALS	MATH	ELA	READING	LUNCH	RECESS
List replacement behaviors. Tally by location.							

I used my coping skills \_\_\_\_\_ times today!

<b>3</b>	Great day! I used kind words and hands, feet, and materials appropriately for the time period. I did not need to be redirected or prompted for appropriate behavior.
<b>2</b>	Good day! I used kind words and hands, feet, and materials appropriately most of the block. I had to be redirected or prompted one to three times.
<b>1</b>	Okay day. I struggled to use kind words and hands, feet and materials appropriately in this block. I had to be prompted or redirected more than three times.

GOAL \_\_\_\_\_ My Points today \_\_\_\_\_

I am working for (Circle **ONE**):    Puzzle Time    Tech Time    Free Play Time    Positive Phone Call Home

# Doing Good Things Form

BLOCK	MON	TUES	WED	THURS	FRI
Objectives					
Refrains from talking with peers during instruction	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Begins class within first 3 minutes	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Brings book, notebook, pen, and agenda to class	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Stay in your seat/One get up activity with permission	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1

Comments:

BLOCK	MON	TUES	WED	THURS	FRI
Objectives					
Refrains from talking with peers during instruction	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Begins class within first 3 minutes	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Brings book, notebook, pen, and agenda to class	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Stay in your seat/One get up activity with permission	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1

Comments:

BLOCK	MON	TUES	WED	THURS	FRI
Objectives					
Refrains from talking with peers during instruction	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Begins class within first 3 minutes	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Brings book, notebook, pen, and agenda to class	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Stay in your seat/One get up activity with permission	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1

Comments:

BLOCK	MON	TUES	WED	THURS	FRI
Objectives					
Refrains from talking with peers during instruction	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Begins class within first 3 minutes	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Brings book, notebook, pen, and agenda to class	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Stay in your seat/One get up activity with permission	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1

Comments:

BLOCK	MON	TUES	WED	THURS	FRI
Objectives					
Refrains from talking with peers during instruction	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Begins class within first 3 minutes	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Brings book, notebook, pen, and agenda to class	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Stay in your seat/One get up activity with permission	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1

3 = 0-1 points					
2 = 2-3 points					
1 = more than 3 prompts					

WEEK OF: \_\_\_\_\_ PARENT SIGNATURE: \_\_\_\_\_

Goal: 85% (51 points for the week) = \_\_\_\_\_ reward 80% (48 points for the week) = \_\_\_\_\_

# WOW CARD

86 points/90% = \_\_\_\_\_

77 points/80% = \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My Goal(s): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

1 = Not Met 2 = Ok/Tried 3 = Excellent	Be Respectful 1. 2.	Be Responsible 1. 2.	Be Safe 1. 2.	My Own Goal	Teacher Initials	WOW!!! Comments
1 <sup>st</sup>	3 2 1	3 2 1	3 2 1	3 2 1		
2 <sup>nd</sup>	3 2 1	3 2 1	3 2 1	3 2 1		
3 <sup>rd</sup>	3 2 1	3 2 1	3 2 1	3 2 1		
4 <sup>th</sup>	3 2 1	3 2 1	3 2 1	3 2 1		
5 <sup>th</sup>	3 2 1	3 2 1	3 2 1	3 2 1		
6 <sup>th</sup>	3 2 1	3 2 1	3 2 1	3 2 1		
7 <sup>th</sup>	3 2 1	3 2 1	3 2 1	3 2 1		
8 <sup>th</sup>	3 2 1	3 2 1	3 2 1	3 2 1		
<b>TOTAL /96</b>	/24	/24	/24	/24		

Privilege Earned: \_\_\_\_\_

<div style="display: flex; justify-content: space-between;"> <span>_____ Behavior Chart</span> <span>Date/Week of: _____</span> </div>										
	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
	Completes Work/ On Task	Does Not Argue With Adults	Completes Work/ On Task	Does Not Argue With Adults	Completes Work/ On Task	Does Not Argue With Adults	Completes Work/ On Task	Does Not Argue With Adults	Completes Work/ On Task	Does Not Argue With Adults
Reading Lesson	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Reading Group/ Workstations	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Language Arts/ Writing	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Lunch	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Math Lesson	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Recess	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Math Group/ Workstation	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Science/ Social Studies	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
Dismissal	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
<i>Fill in your own.</i>	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1
<b>TOTAL POINTS</b>	/60		/60		/60		/60		/60	
<b>Points Earned</b>  50-60 = GREAT DAY (reward of choice)  ***** 44-49 = GOOD DAY (sticker earned)			<b>Privileges</b>  Coupon Caddy Homework Pass Tech Time Positive Call Home Class Bonus Choice Positive Note Home				<b>Weekly Points (240 Goal)</b>  Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____ _____/300 = _____%			

### ANECDOTAL NOTES:

**Monday:**

**Tuesday:**

**Wednesday:**

**Thursday:**

**Friday:**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Behavior Agreement

To help \_\_\_\_\_ improve classroom behavior and overall academic performance we have developed this contract.

I will commit to meeting the following behavior goals:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

If I am successful, I will earn:

---

---

---

If I do not show the behaviors listed above, my consequences are:

---

---

---

The teacher commits to the following supports:

---

---

---

Student Signature: \_\_\_\_\_

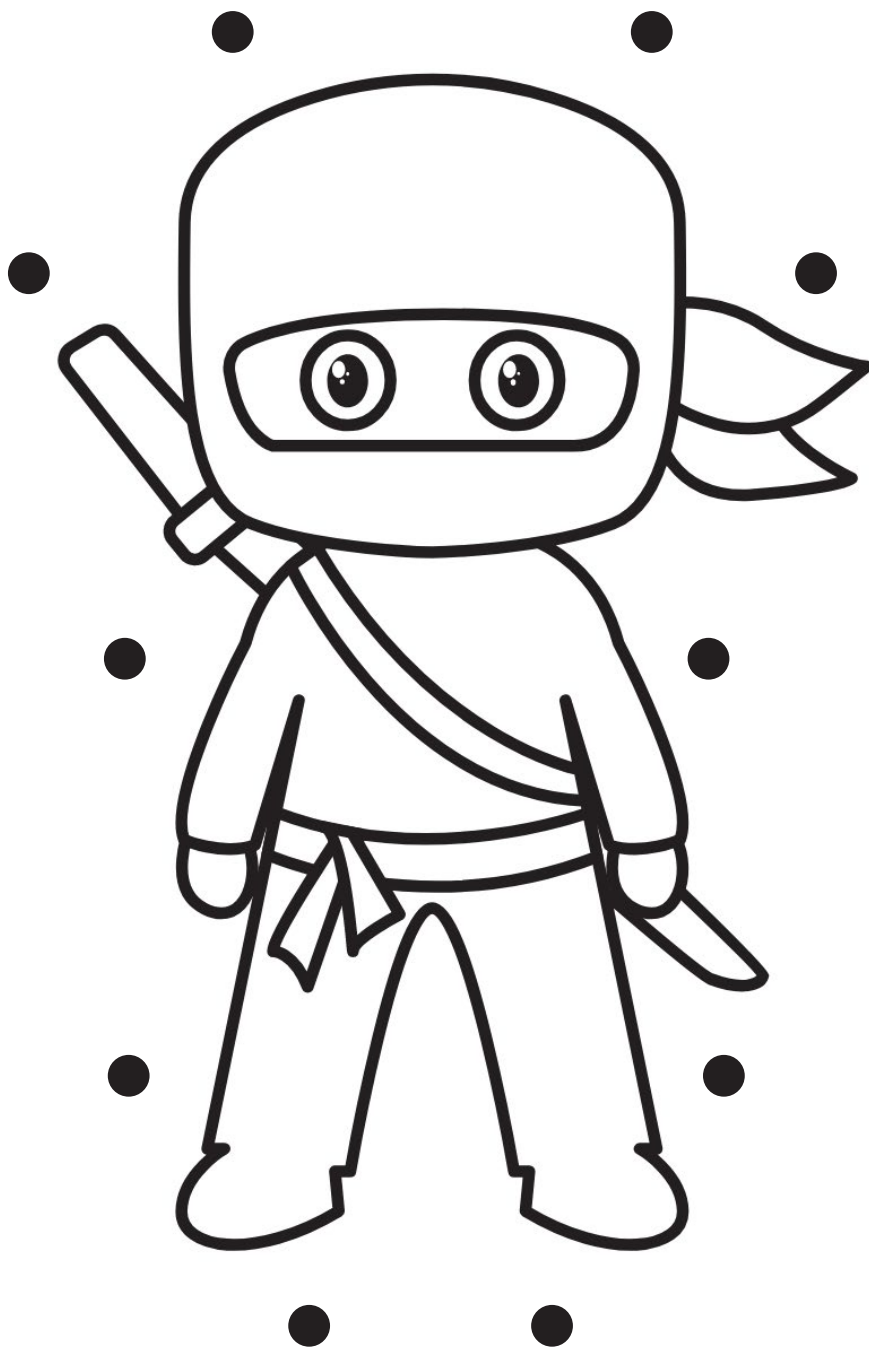
Teacher Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## Picture Points

Name: \_\_\_\_\_ Goal: \_\_\_\_\_ Date: \_\_\_\_\_

Each picture point connection = \_\_\_\_\_ minutes.

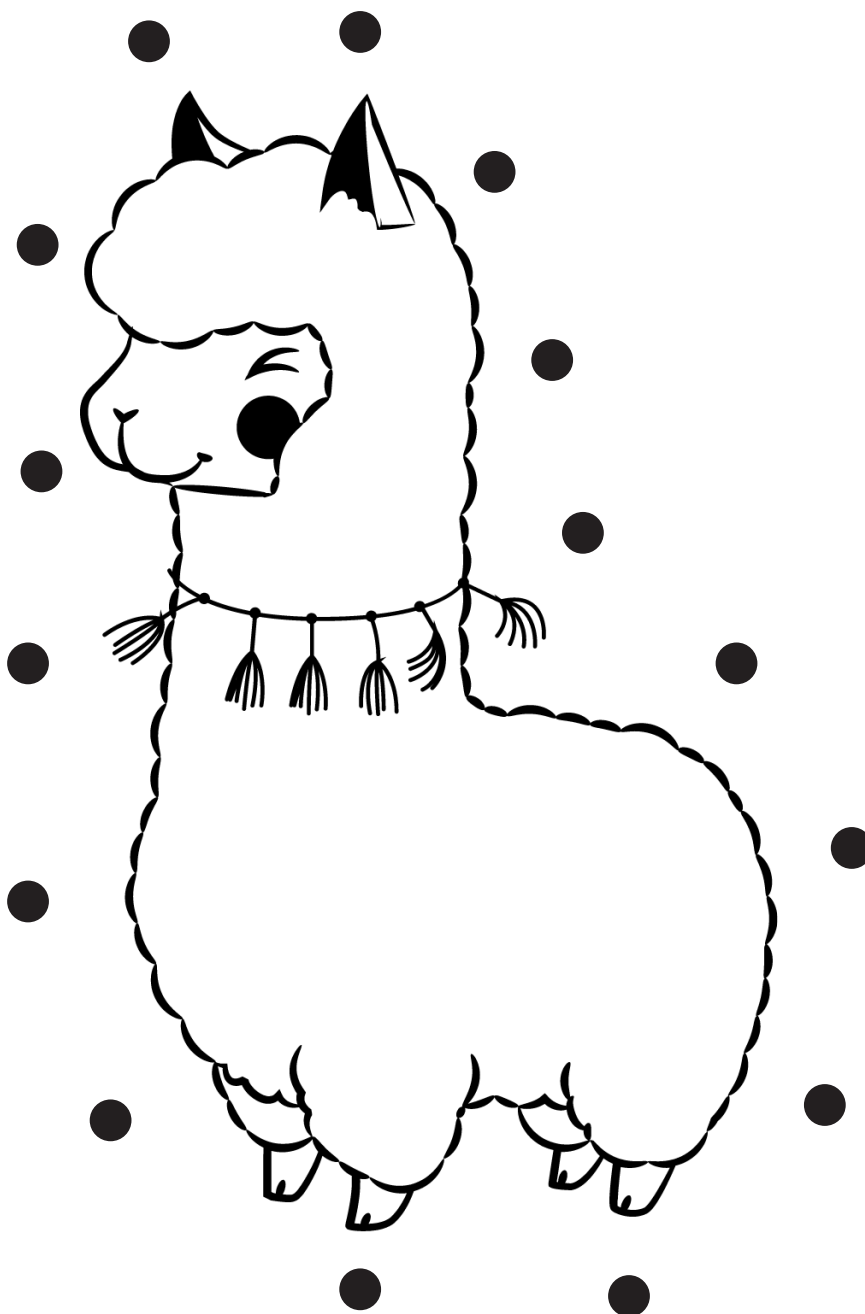


I am working to earn \_\_\_\_\_.

## Picture Points

Name: \_\_\_\_\_ Goal: \_\_\_\_\_ Date: \_\_\_\_\_

Each picture point connection = \_\_\_\_\_ minutes.



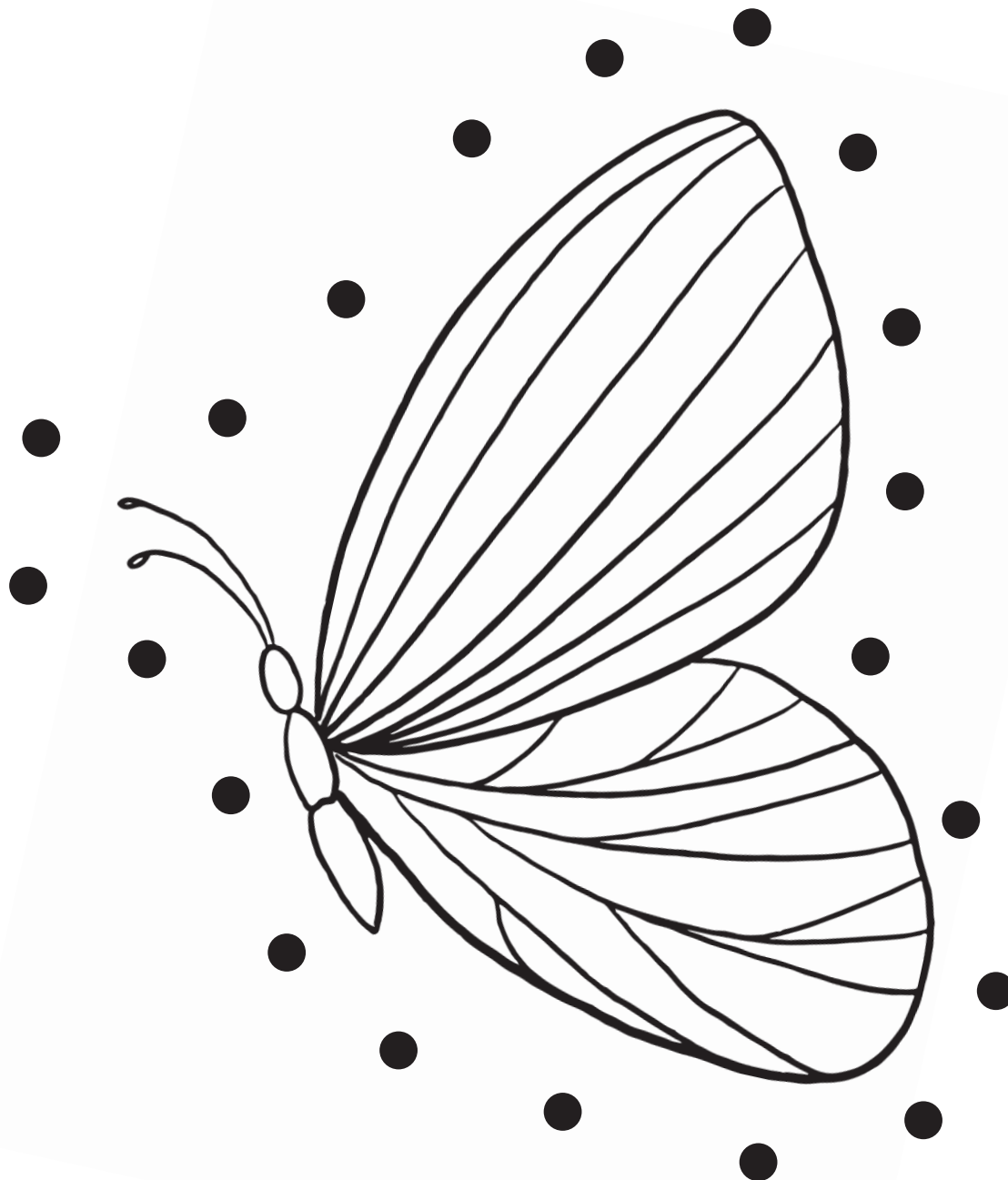
I am working to earn \_\_\_\_\_.



## Picture Points

Name: \_\_\_\_\_ Goal: \_\_\_\_\_ Date: \_\_\_\_\_

Each picture point connection = \_\_\_\_\_ minutes.



I am working to earn \_\_\_\_\_.

## Connection Cards

You **CAN**  
do it! 

  
I  
**BELIEVE**  
in **YOU.**

**YOU ARE DOING  
AWESOME!**

  
**Yay!**

**GREAT  
JOB!**

**YOU  
ARE A  
HARD  
WORKER.**

# De-Escalation, Behavior Support, and Behavior Problem-Solving

## Chapter 7 Roadmap (Planning Guide)

<b>Activity</b> Choose 1 from each section	<b>Action Items:</b> What do you need to complete?	<b>Date:</b> When do you plan to use?	<b>Page #</b>
<b>DE-ESCALATION/LANGUAGE OF DISAGREEMENT</b>			
Four-Word Strategy			
Affective or “I” Statements			
Decision-Makers Basket			
Breathing Exercises			
Calming Apps			
Code Word			
Behavior Escalation Planning Form			
<b>BEHAVIOR PROBLEM-SOLVING</b>			
ABC Data Form			
Tear-Sheet Data Collection			
Five-Minute FBA			
Get Me Out of Trouble Plan			
Behavior Checklists			
Behavior Agreement			
<b>BEHAVIOR SUPPORT TOOLS</b>			
Picture Points (Elementary)			
Sticky Note Flag Strategy			
Correction Cards			
Connection Cards			
Character Cubes			
Blurt Tally			

# Family Information Form

Parent/Caregiver Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

What is the best way to contact you regarding your student?

☐ Email (Address: \_\_\_\_\_ )

☐ Phone Call (Number: \_\_\_\_\_ Best Time to Call: \_\_\_\_\_ )

☐ Other: \_\_\_\_\_

When would you like to be contacted?

☐ If my student does something amazing!

☐ If my student's grade drops below \_\_\_\_\_ %.

☐ If my student receives a consequence for behavior.

☐ If my student is not participating in class activities.

☐ Other: \_\_\_\_\_

Is there anything else I need to know about your student? Please feel free to complete the Five Things to Know About or email at \_\_\_\_\_ .

# Five Things to Know About

\_\_\_\_\_  
(Student name)

Dear Parents/Caregivers:

I am so excited to have your student in my class this year. I value your expertise when it comes to knowing your student because you know them better than anyone else. Please share up to five things you feel I should know about your student to be the best teacher I can for them. This information is helpful in getting to know each of my students individually. Thank you!

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Social Media Release Form

Dear Parents/Caregivers:

I have created a class page on Twitter and Instagram. The purpose of these pages is to stay connected to families and explore learning on a new level through technology and social media. Our class Twitter and Instagram pages provide a fun, new way to share what is going on in our classroom as well as update you on important information. Please fill out the bottom portion of this form to grant permission to post photos and/or videos of your student along with their work for school-related and educational purposes.

If you have any questions, please let me know. Thank you so much for your support and I look forward to connecting with you! You can follow our school online:

Twitter: @ \_\_\_\_\_

Instagram: @ \_\_\_\_\_

Your name \_\_\_\_\_

## Please fill out and sign this consent form.

☐ I am the legal guardian of \_\_\_\_\_ and I give permission for my student to be photographed/recorded during school-related activities. I understand and agree to give \_\_\_\_\_ permission to post photos/videos of my student on our class social media pages (Twitter/Instagram) for educational purposes.

☐ I am the legal guardian of \_\_\_\_\_ and I **do not** give permission for my student to be included on social media sites. I do give permission for photographs to be taken to be shared with me or within the classroom only.

\_\_\_\_\_  
Parent/Caregiver Signature

\_\_\_\_\_  
Date

\*Additional Notes: \_\_\_\_\_

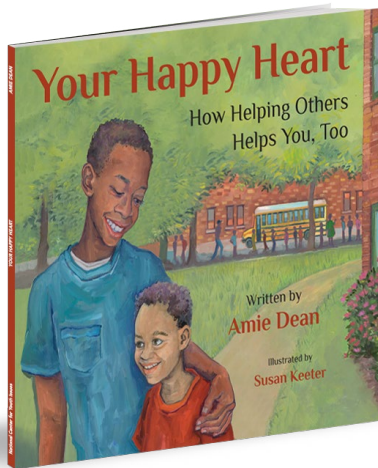
\_\_\_\_\_

# Teacher-Family Relationship Tips

## Chapter 8 Roadmap (Planning Guide)

<b>Activity</b> Choose 1 from each section	<b>Action Items:</b> What do you need to complete?	<b>Date:</b> When do you plan to use?	<b>Page #</b>
<b>3 Cs OF FAMILY PARTNERSHIPS/STUDENTS FORMS</b>			
Family Information Sheet			
Five Things to Know About			
Social Media Release Form			
<b>TWO POSITIVE CALLS FIRST</b>			
Positive Phone Call #1			
Positive Phone Call #2			

# Other Books from Amie Dean!

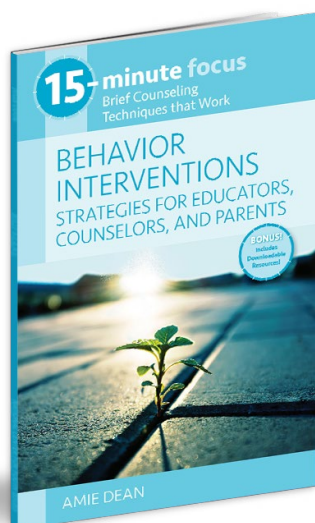
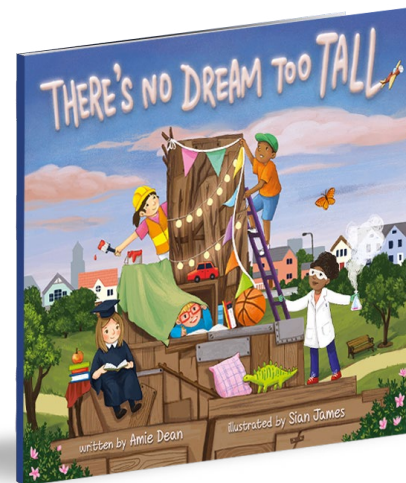


## ***Your Happy Heart*** ***How Helping Others Helps You, Too***

When fifth grader Javon meets kindergartner Richard for the first time, Richard won't talk to Javon or even look at him. Javon realizes that Richard reminds him a lot of himself at that age. Javon learns that helping someone find their happiness makes your own heart happy, too.

## ***There's No Dream Too Tall***

Instead of adults advising children as to what they could—or should—be when they grow up, we can give children the freedom to decide for themselves. By showing children that different strengths can help them become who they want to be, we give them the power and permission to dream! Includes a beautiful presentation page that makes this perfect for graduation at any age!

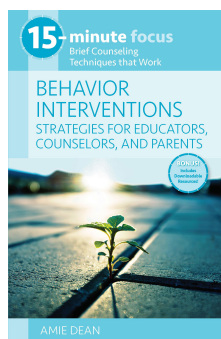


## ***Behavior Interventions*** ***Strategies for Educators, Counselors,*** ***and Parents***

In this book, Dean gives educators, counselors, and parents knowledge, strategies, and resources to teach children and teens how to communicate and make decisions to get their needs met in positive ways through behavior instruction and coaching.



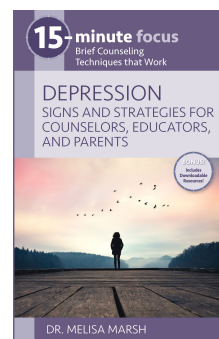
## Other Titles in This Series



### BEHAVIOR INTERVENTIONS: STRATEGIES FOR EDUCATORS, COUNSELORS, AND PARENTS

Amie Dean

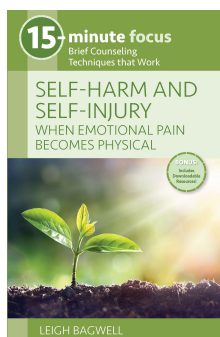
In this book, Dean gives educators, counselors, and parents knowledge, strategies, and resources to teach children and teens how to communicate and make decisions to get their needs met in positive ways through behavior instruction and coaching.



### DEPRESSION Signs and Strategies for Counselors, Educators, and Parents

Dr. Melisa Marsh

In this book, Marsh provides a comprehensive look at depression and its effects on children and teenagers. This book will equip counselors, educators, and family members with a detailed understanding of depression and offer tools for intervention so no student or peer goes unnoticed in their struggle.

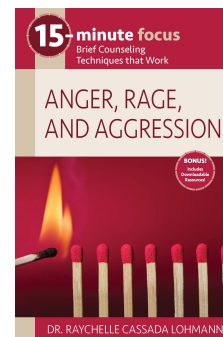


### SELF-HARM AND SELF-INJURY When Emotional Pain Becomes Physical

Dr. Leigh Bagwell

Bagwell offers an in-depth look at the who, what, and why of self-harm; more accurately called nonsuicidal self-injury (NSSI).

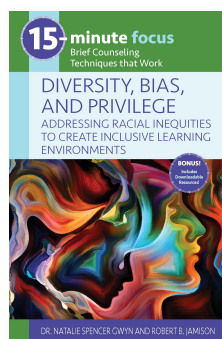
This book features stories from students as they explain NSSI from their experiences, giving adults an inside look into the lives of those who struggle with this behavior.



### ANGER, RAGE, AND AGGRESSION

Dr. Raychelle Cassada Lohmann

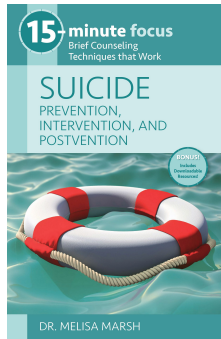
This book will help counselors and educators better understand the scope of anger, rage, and aggression but, most importantly, support them in helping students learn effective ways to manage anger, rage, and aggression.



### DIVERSITY, BIAS, AND PRIVILEGE Addressing Racial Inequities to Create Inclusive Learning Environments

Dr. Natalie Spencer Gwyn and Robert B. Jamison

This book gives educators, counselors, and administrators knowledge, strategies, and resources that can create a safe, culturally diverse learning environment for all students.

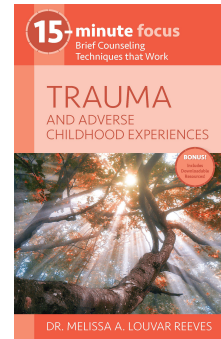


## SUICIDE

### Prevention, Intervention, and Postvention

Dr. Melisa Marsh

In this book, Marsh unpacks the stigma and data associated with suicide, and provides school counselors, educators, and administrators with ways to implement a suicide-safer community.

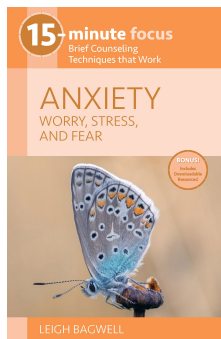


## TRAUMA

### and Adverse Childhood Experiences

Dr. Melissa A. Louvar Reeves

In this book, Reeves explains trauma and the overlap with anxiety, and provides understanding for behaviors associated with trauma and why they occur, along with a variety of strategies for school mental health professionals, educators, and administrators.

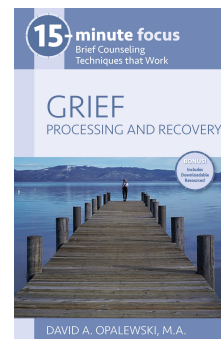


## ANXIETY

### Worry, Stress, and Fear

Dr. Leigh Bagwell

In this book, Bagwell explains the physiological progression from a trigger to a full-blown anxiety attack, and provides a variety of prevention and intervention strategies for school counselors, educators, and administrators.

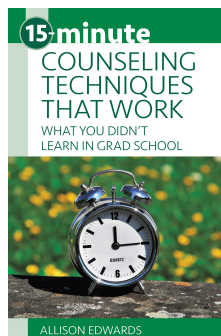


## GRIEF

### Processing and Recovery

David A. Opalewski, M.A.

In this book, Opalewski gives schools a guide for addressing the death of a student or staff member, including what to say and what not to say to students along with helpful communication and intervention strategies for school counselors, educators, and administrators.



## 15-Minute Counseling Techniques that Work What You Didn't Learn in Grad School

Allison Edwards

Children come to us with a variety of problems, searching for answers. While these solutions may work temporarily, we really never help children until we give them tools—or techniques—to manage thoughts and feelings on their own. The techniques in this book will help children feel empowered to face everyday challenges and equipped to manage their stress and emotions.