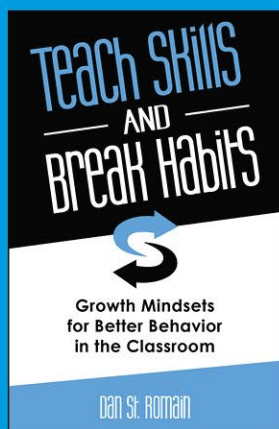


# TEACH SKILLS — AND — BREAK HABITS

**Growth Mindsets for Better Behavior  
in the Classroom**

## RESOURCES BUNDLE



### **Activities based on:**

Teach Skills and Break Habits:  
Growth Mindsets for Better Behavior  
in the Classroom

Written by: Dan St. Romain

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# Forms and Resources

## **Gifts and Challenges**

This is a fun activity that can be used with all students. It is designed to help students identify and understand their own strengths and weaknesses. It can also be a great first step in helping students choose a targeted goal for improvement.

## **Behavioral Skills Screener**

The behavioral skills screener can be used as a general assessment of all students in a class at the beginning of the year. This information can be used as a baseline and compared with future snapshots taken throughout the year.

## **Documentation Log**

This form can be used to take a snapshot of a student's behavior. The form provides information on both frequency and intensity of noted behaviors. This weekly snapshot can provide important information needed to target an area for improvement.

## **Goal Setting**

This goal setting form is designed to facilitate good discussion once gifts and challenges are identified. This form outlines how collaboratively the teacher and student can work together to improve the targeted behavior.

## **Behavioral Practice Log**

This log can be used to track behavioral practice sessions. The log identifies the skills individual students need as well as the frequency of students attending.

## **Tracking Sheet**

This sheet provides an opportunity for teachers and students to work collaboratively to track progress on a specific behavior. When data is collected daily, the information provided can give you long-term data on behavioral change.

# My Gifts and Challenges

**Name:**

**School Year:**

Every person has natural gifts and challenges. My goal is to become my best self, so it is important for me to identify both. In school, here are some of them:



I am very proud of my gifts. I know those same gifts are challenges for some of my friends. I will keep trying to overcome my challenges by working hard and getting help from others when I need it. I know the more I practice, the better I get.

Dan St. Romain, Educational Consulting LLC  
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# My Gifts and Challenges

## EXAMPLE

Every person has natural gifts and challenges. My goal is to become my best self, so it is important for me to identify both. In school, here are some of them:



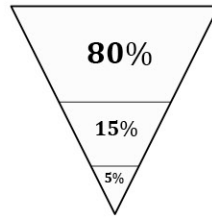
I am very proud of my gifts. I know those same gifts are challenges for some of my friends. I will keep trying to overcome my challenges by working hard and getting help from others when I need it. I know the more I practice, the better I will get.

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

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

**Teacher:** \_\_\_\_\_



## Behavioral Skills Screener

- Leader (High 80%)** Student demonstrates the skill independently (even when others are making poor choices).
- Typical (80%)** Student demonstrates the skill to the extent expected for the developmental age of the student.
- Moderate (15%)** Student has difficulty demonstrating the skill and needs moderate reminders and prompts compared to typically developing peers. Skill deficits in this area interfere with success rates.
- Intensive (5%)** Student needs continuous and intensive support. Skill deficits in this area strongly interfere with success rates.

Support Level	Skills

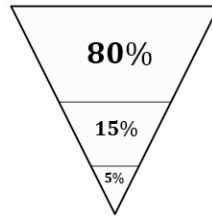
**Comments:**

**Goal:**

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

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

**Teacher:** \_\_\_\_\_



## Behavioral Skills Screeners

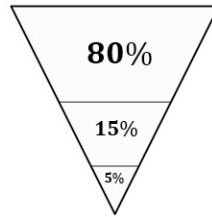
- Leader (High 80%)** Student demonstrates the skill independently (even when others are making poor choices).
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- Intensive (5%)** Student needs continuous and intensive support. Skill deficits in this area strongly interfere with success rates.

Support Level	Skills	
	Following Directions	Student follows directions the first time without arguing.
	Paying Attention	Student attends to task. Student attends to speaker.
	Getting Attention Appropriately	Student raises hand or does not interrupt when requesting attention.
	Respecting Personal Space	Student keeps hands, feet, and objects to self, and respects space.
	Interacting Positively with Others	Student uses positive words and considerate actions with others.
	Accepting Disappointment	Student demonstrates good self-control when disappointed.
	Taking Responsibility	Student tells the truth and takes ownership when mistakes are made.
	Making Independent Choices	Student resists peer pressure and uses internal compass to guide actions.

**Comments:**

**Goal:**

**Student:** Dan Roberts  
**Date:** 09.17.18  
**Teacher:** Mr. St. Romain



## Behavioral Skills Screener

**Leader (High 80%)** Student demonstrates the skill independently (even when others are making poor choices).

**Typical (80%)** Student demonstrates the skill to the extent expected for the developmental age of the student.

**Moderate (15%)** Student has difficulty demonstrating the skill and needs moderate reminders and prompts compared to typically developing peers. Skill deficits in this area interfere with success rates.

**Intensive (5%)** Student needs continuous and intensive support. Skill deficits in this area strongly interfere with success rates.

Support Level	Skills	
<b>M</b>	Following Directions	Student follows directions the first time without arguing.
<b>T</b>	Paying Attention	Student attends to task. Student attends to speaker.
<b>T</b>	Getting Attention Appropriately	Student raises hand or does not interrupt when requesting attention.
<b>M</b>	Respecting Personal Space	Student keeps hands, feet, and objects to self, and respects space.
<b>M</b>	Interacting Positively with Others	Student uses positive words and considerate actions with others.
<b>I</b>	Accepting Disappointment	Student demonstrates good self-control when disappointed.
<b>T</b>	Taking Responsibility	Student tells the truth and takes ownership when mistakes are made.
<b>L</b>	Making Independent Choices	Student resists peer pressure and uses internal compass to guide actions.

**EXAMPLE**

### Comments:

Dan is a very independent student. He does not follow the lead of the others in my room. (There have been one or two times, Dan has made the right choice when the majority of my other students were making poor ones.)

When Dan is upset he will usually shut down and not respond to anyone. If approached by another student or teacher, Dan will yell or throw something. It typically takes Dan 15-20 minutes to rejoin the group when these incidents occur. After the fact, Dan is very remorseful.

**Goal:** Using words to express feelings when disappointed

# Documentation Log

1-Prevention (mild) 2-Intervention (Moderate) 3-Crisis (Severe)

Name:


date

date

date

date

date



**Name:** Dan Roberts

**Name:** Dan Roberts

## 1-Pr

on (mild)

## 2-Intervention (Moderate)

### 3-Crisis (Severe)

**Name:** Dan Roberts

**Name:** Dan Roberts

## 1-Pr

on (mild)

## 2-Intervention (Moderate)

### 3-Crisis (Severe)

**EXAMPLE**

[illegible]

## Goal Setting

**M**y jobs:

- Build on my strengths
- Break my bad habits
- Put forth good effort
- Work with my teacher
- Be my best self

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

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

**Teacher:** \_\_\_\_\_

**M**y teacher's jobs:

- Keep me safe
- Help me learn
- Help me bring out my best self

<b>My Goal:</b>	
<b>Habits to Build:</b>	
<b>Habits to Break:</b>	
<b>I Can:</b>	
<b>My Teacher Can:</b>	

**Comments:**

The more I practice, the better I get!

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## Goal Setting

**Student:** Dan Roberts

**Date:** 09.17.18

**Teacher:** Mr. St. Romain

**My jobs:**

- Build on my strengths
- Break my bad habits
- Put forth good effort
- Work with my teacher
- Be my best self

**My teacher's jobs:**

- Keep me safe
- Help me learn
- Help me bring out my best self

<b>My Goal:</b>	<b>Getting Attention Appropriately</b>
<b>Habits to Build:</b>	Raising my hand quietly
	Waiting until I am called before talking
<b>Habits to Break:</b>	Shouting out while others are talking
	Making noises while others are talking
	Jumping in front of others to be called on
<b>I Can:</b>	Make sure I know what I want to say before raising my hand
	Think, "Oh well, maybe next time" if the teacher doesn't call on me
<b>My Teacher Can:</b>	Raise her hand as a reminder to prompt me when I forget to raise my hand
	Not look at me when I'm shouting out
	Call on other students so I can practice waiting patiently

**EXAMPLE**

**Comments:**

*The more I practice, the better I get!*

**Dan's goal is to get attention appropriately. He knows this is the biggest problem during whole class discussions and transitions.**

**Student**

**Teacher**

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# Behavioral Practice Log

Date	Student	Targeted Skill(s)	Practice Comments
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	

# Behavioral Practice Log

Date	Student	Targeted Skill(s)	Practice Comments
09.17.18	Dan	<input checked="" type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
09.17.18	Sally	<input type="checkbox"/> Following Directions <input checked="" type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	Looking out the window and at Juan Pablo in his cage
09.17.18	Tori	<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input checked="" type="checkbox"/> Getting Attention Appropriately	Shouted out, but got better at raising hand
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
09.18.18	Sally	<input type="checkbox"/> Following Directions <input checked="" type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	Looking at people walking in the halls even with continuous redirection
09.18.18	Tori	<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input checked="" type="checkbox"/> Getting Attention Appropriately	
09.18.18	Dan	<input checked="" type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	Got upset with practice – shut down for a few minutes before practicing
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
09.19.18	Tori	<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input checked="" type="checkbox"/> Getting Attention Appropriately	<b>EXAMPLE</b>
09.19.18	Sylvia	<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input checked="" type="checkbox"/> Getting Attention Appropriately	
09.19.18	Kevin	<input checked="" type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
09.19.18	Stephanie	<input checked="" type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	Cried profusely for about 5 minutes before practicing
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
09.20.18	Wilma	<input checked="" type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	Argued when given an assignment
09.20.18	Tori	<input type="checkbox"/> Following Directions <input checked="" type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	
09.20.18	Sylvia	<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input checked="" type="checkbox"/> Getting Attention Appropriately	
09.20.18	Dan	<input checked="" type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	Made constant noises during instructions
		<input type="checkbox"/> Following Directions <input type="checkbox"/> Paying Attention <input type="checkbox"/> Getting Attention Appropriately	

# Tracking Sheet

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

Dates: \_\_\_\_\_

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

**+ Met Goal**  
**- Keep Trying**

<p>___ AM Transition</p> <p>___ Morning Meeting</p> <p>___ Math</p> <p>___ Language Arts</p> <p>___ Literacy Instruction</p> <p>___ Recess</p> <p>___ PE</p> <p>___ Lunch</p> <p>___ Science/Social Studies</p> <p>___ PM Transition</p> <p style="text-align: right;">%</p>	<p style="text-align: right;"><b>Monday</b></p>	<p>___ AM Transition</p> <p>___ Morning Meeting</p> <p>___ Math</p> <p>___ Language Arts</p> <p>___ Literacy Instruction</p> <p>___ Recess</p> <p>___ PE</p> <p>___ Lunch</p> <p>___ Science/Social Studies</p> <p>___ PM Transition</p> <p style="text-align: right;">%</p>	<p style="text-align: right;"><b>Thursday</b></p>
<p>___ AM Transition</p> <p>___ Morning Meeting</p> <p>___ Math</p> <p>___ Language Arts</p> <p>___ Literacy Instruction</p> <p>___ Recess</p> <p>___ PE</p> <p>___ Lunch</p> <p>___ Science/Social Studies</p> <p>___ PM Transition</p> <p style="text-align: right;">%</p>	<p style="text-align: right;"><b>Tuesday</b></p>	<p>___ AM Transition</p> <p>___ Morning Meeting</p> <p>___ Math</p> <p>___ Language Arts</p> <p>___ Literacy Instruction</p> <p>___ Recess</p> <p>___ PE</p> <p>___ Lunch</p> <p>___ Science/Social Studies</p> <p>___ PM Transition</p> <p style="text-align: right;">%</p>	<p style="text-align: right;"><b>Friday</b></p>
<p>___ AM Transition</p> <p>___ Morning Meeting</p> <p>___ Math</p> <p>___ Language Arts</p> <p>___ Literacy Instruction</p> <p>___ Recess</p> <p>___ PE</p> <p>___ Lunch</p> <p>___ Science/Social Studies</p> <p>___ PM Transition</p> <p style="text-align: right;">%</p>	<p style="text-align: right;"><b>Wednesday</b></p>	<p style="text-align: right;"><b>Comments</b></p>	

# Tracking Sheet

**EXAMPLE**

**Name:** Dan Roberts

**Dates:** 09.17-21.18

**Goal:** Respecting Personal Space

**+ Met Goal**  
**- Keep Trying**

<ul style="list-style-type: none"> <li>- AM Transition</li> <li>+ Morning Meeting</li> <li>+ Math</li> <li>- Language Arts</li> <li>+ Literacy Instruction</li> <li>- Recess</li> <li>+ PE</li> <li>+ Lunch</li> <li>- Science/Social Studies</li> <li>+ PM Transition</li> </ul> <p style="text-align: right;"><b>Monday</b></p> <p style="text-align: right;">60%</p>	<ul style="list-style-type: none"> <li>+ AM Transition</li> <li>- Morning Meeting</li> <li>+ Math</li> <li>+ Language Arts</li> <li>+ Literacy Instruction</li> <li>- Recess</li> <li>+ PE</li> <li>+ Lunch</li> <li>+ Science/Social Studies</li> <li>+ PM Transition</li> </ul> <p style="text-align: right;"><b>Thursday</b></p> <p style="text-align: right;">80%</p>
<ul style="list-style-type: none"> <li>- AM Transition</li> <li>+ Morning Meeting</li> <li>+ Math</li> <li>+ Language Arts</li> <li>+ Literacy Instruction</li> <li>- Recess</li> <li>- PE</li> <li>+ Lunch</li> <li>+ Science/Social Studies</li> <li>+ PM Transition</li> </ul> <p style="text-align: right;"><b>Tuesday</b></p> <p style="text-align: right;">70%</p>	<ul style="list-style-type: none"> <li>- AM Transition</li> <li>+ Morning Meeting</li> <li>+ Math</li> <li>+ Language Arts</li> <li>- Literacy Instruction</li> <li>+ Recess</li> <li>+ PE</li> <li>- Lunch</li> <li>- Science/Social Studies</li> <li>+ PM Transition</li> </ul> <p style="text-align: right;"><b>Friday</b></p> <p style="text-align: right;">60%</p>
<ul style="list-style-type: none"> <li>- AM Transition</li> <li>- Morning Meeting</li> <li>+ Math</li> <li>- Language Arts</li> <li>- Literacy Instruction</li> <li>- Recess</li> <li>+ PE</li> <li>- Lunch</li> <li>+ Science/Social Studies</li> <li>+ PM Transition</li> </ul> <p style="text-align: right;"><b>Wednesday</b></p> <p style="text-align: right;">40%</p>	<p><b>Comments:</b></p> <p>Dan came in after the bell rang on Wednesday. We talked about how that started the day off rough.</p> <p>Dan had a really great day on Wednesday. He said he tried very hard to keep his hands to himself.</p> <p>Next week we are going to try a new plan at recess to help Dan be successful.</p> <p style="text-align: right;"><b>Weekly Average 60%</b></p>