

Templates from

Written by: Amie Dean ISBN: 9781953945716

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*15-Minute Focus: Behavior Interventions Workbook: Your ROADMAP for Creating a POSITIVE CLASSROOM COMMUNITY*

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# Our Vision Board

#VisionBoard Activity

#Name:

Please fill in each box with your response.

#MyFaves

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

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

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

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

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

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

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

#MyCrew

These people are important to me.

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

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

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

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

#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?

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**I struggled with (circle all that apply)**

**Respect**

**Kindness**

**Cooperation**

**Compassion for Others**

**Personal Responsibility**

**Staying Calm**

**Listening to Others**

**Considering Perspectives**

**Reflect & Return**

**I am feeling because**

**When did this happen?**

**Next time, I will**

**Something I can do to make today better is**

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### 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.**

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**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:**

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# 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.

**Achievement:**

**Achievement:**

**Achievement:**

**Achievement:**

**Achievement:**

**Year:**

**Year:**

**Year:**

**Year:**

**Year:**

**How did you do it?**

**How did you do it?**

**How did you do it?**

**How did you do it?**

**How did you do it?**

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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.

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#### Student Behavior Escalation Planning Form

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SPECIFIC STAFF OR ADULT RESPONSE** | | | | | | |
| **Prevention** | **Prevention and Redirection** | **Reduce Anxiety** | **Safety** | **Crisis Intervention** | **Remove Excess Attention** | **Re-Establish Routines** |

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

## ABC Data Form

Student: Class/Teacher: Activity:

Date: Observer:

Other Information:

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Antecedent** | **Behavior** | **Consequences** |
|  |  |  |  |

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## ABC Hypothesis Form

##### Antecedent (Trigger)

**Setting or Event**

*What Happens Before the Bx?*

##### Target Behavior

*Describe Specifically.*

##### Consequence

*Maintaining Behavior*

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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)?

1. **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** |  |

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1. **Purpose of Behavior:**

|  |  |  |
| --- | --- | --- |
| **Target Behavior** | **Gain** | **Escape** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. **Are there any skill deficits contributing to the behavior (academic, emotional, etc.)?**
2. **Any environmental factors that can be modified/changed (schedule, location, timing, sound, etc.)?**
3. **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**   1. **Decreased** 2. **Increased** 3. **Stayed the Same** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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## Target Behavior and Replacement Form

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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!

|  |  |
| --- | --- |
| **3** | 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. |
| **2** | 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. |
| **1** | 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) =**

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## WOW CARD

**86 points/90% = 77 points/80% =**

Name: Date:

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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 |
| 1st | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 |  |  |
| 2nd | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 |  |  |
| 3rd | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 |  |  |
| 4th | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 |  |  |
| 5th | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 |  |  |
| 6th | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 |  |  |
| 7th | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 |  |  |
| 8th | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 1 |  |  |
| **TOTAL /96** | /24 | | | /24 | | | /24 | | | /24 | | |  |  |

Privilege Earned:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Behavior Chart Date/Week of: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **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 |
| *Fill in your own.* | 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 |
| **TOTAL POINTS** | /60 | | | | | | /60 | | | | | | /60 | | | | | | /60 | | | | | | /60 | | | | | |
| **Points Earned**  **50-60 = GREAT DAY**  **(reward of choice)**  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***  **44-49 = GOOD DAY**  **(sticker earned)** | | | | | | | **Privileges**  **Coupon Caddy Homework Pass Tech Time**  **Positive Call Home Class Bonus Choice Positive Note Home** | | | | | | | | | | | | **Weekly Points (240 Goal) Monday Tuesday**  **Wednesday Thursday Friday**  /300 = % | | | | | | | | | | | |

**Monday: Tuesday: Wednesday: Thursday: Friday:**

##### ANECDOTAL NOTES:

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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:

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## 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.

*15-Minute Focus: Behavior Interventions Workbook: Your ROADMAP for Creating a POSITIVE CLASSROOM COMMUNITY*

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## 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:

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