
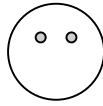
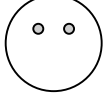
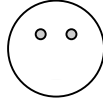
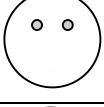
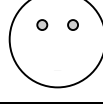
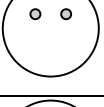
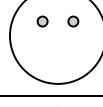
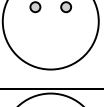



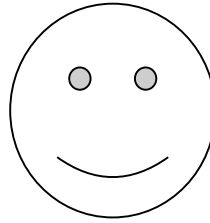


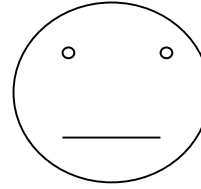
\_\_\_\_\_’s best behavior!!!

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

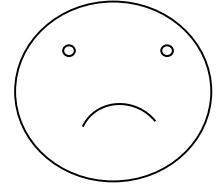
	I listened, looked, followed directions and kept following them	I used polite words and actions
Arrival, Morning Meeting		
ELA skills		
Literacy Groups and Special		
Reading and Math		
ELA		
RTI Groups		



**Great job!!**



OK, but keep trying



Try harder

Success:

10 Smiles or more, no frowns = Great Day!

8 Smiles (no more than 2 frowns) – OK Day

Comments:

Dear Parent,

We would like to begin a daily behavior report card system to help your child improve behaviors important for learning and adjustment in school. Teacher behavior report cards can be a very helpful way of monitoring behavioral improvement with intervention. Intervention and assessment using teacher behavior report cards can be designed to accomplish the following:

- Point out a student behaviors that he or she needs to learn/change;
- Provide attention for positive behaviors;
- Increase home-school communication;
- Reinforce/increase positive behavior and decrease negative behavior;
- Evaluate whether interventions are working or not.

Ongoing communication between home and school is an important part of behavior plans. Rewards for behavior plans may be given at home, but some students benefit simply from praise and attention for their good behavior. Teacher behavior report cards are relatively easy but effective way to maintain a home - school communication on a daily basis.

If you decide to have rewards as part of your child's behavior plan, think of the following:

- Make sure desired behaviors and reward schedules are clear for the child and are given consistently as promised. Rewards must be delivered according to the plan (e.g., do not withhold an earned reinforcer if the child engages in a negative behavior that is not part of the plan). Just as promised rewards need to be given when children do what they are supposed to, if they do not do their part of the contract, parents/teachers should follow through and not give rewards.
- Get input from the child to assure that the rewards are truly motivating (e.g., have the child select the five most preferred rewards from a list of possible rewards).
- Offer choices. The same reward gets boring after awhile. The child's ability to choose from a variety of rewards is motivating in and of itself.
- We may need to adjust the system to 'get the bugs out'. In any reinforcement system, children need to be successful on a majority of the days (preferably an 80 – 85% success rate).

Catching children being good and giving lots of specific praise (e.g., "Jimmy, I really like how you just followed directions the first time just now") as well as providing other forms of positive attention (smiles, pats on the back, thumbs up) is important. Positive comments should far outweigh criticisms.

Please review the daily note home with your child and provide him or her with praise, feedback and encouragement. We want this to be a very positive and successful experience for your child. Emphasize the smiles!

Please sign and return the sheet so that I know you received it and discussed it with your child. If you have any questions about the plan please do not hesitate to contact me.

Thanks for your assistance,