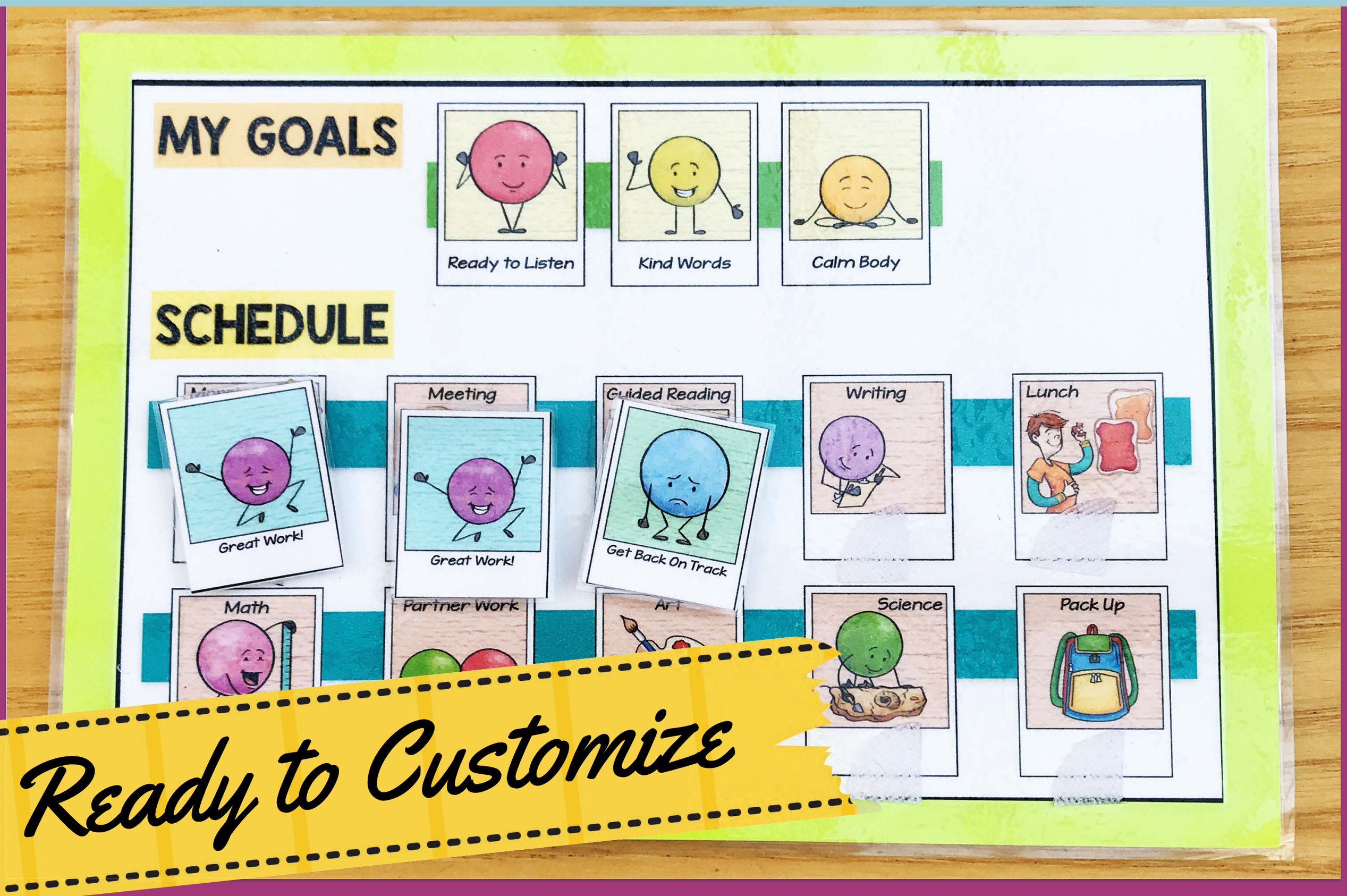
Individual
BEHAVIOR PLANS

Social Emotional Workshop



Ready to Customize

Social Emotional Workshop

9 PLANS TO CUSTOMIZE

Social Emotional Workshop

REWARD SURVEY: MAKE A CHOICE

Directions: Let's pretend that your teacher wants to give you a reward for doing a great job. We have to figure out the kinds of rewards you like best. Each item has two choices. Circle the reward you would like the best out of the two options. Remember mark only one for each pair.

Choose your seat for the day. (P)

Positive note home to my parents. (AA)

Announced at an assembly. (R)

Choose from the prize box. (T)

Work put on bulletin board. (R)

Line leader for the day. (P)

Special treat for snack time. (T)

Work with partner of my choice. (PA)

Lunch with any teacher. (AA)

I Owe You!

You earned

WOW

So Cool!

REWARD SURVEY: MA

help identify rewards a student will find motivating, it is helpful to directly
ey has students make a choice between two types of rewards. This will h
es of rewards the student may or may not find motivating. Forced choice
simply asking the student or presenting them with a list of possible rew

VARD SURVEY DIRECTIONS

Have the student complete one of the Reward Surveys.

Each item has a letter next to it. Total up the number of times the letter

_____ (AA) **Adult Attention**: Positive attention from adults or
_____ (PA) **Peer Attention**: Positive attention from peers or tin
_____ (P) **Privi es**: Access to privileges first or exclusively.
_____ **on**: Public recognition of an accomplishme
mall iten izes or tre
hat f

ILL TH ARD WORK?

ceptability: Does the teacher approve of using the reward with this child? Are
approve of the reward for their child?

ailability: Is the reward typically available in a school setting? If not, can it be ob

REWARD SURVEYS - CERTIFICATES - IOU SLIPS

COMMON MISTAKES

ENDING BEHAVIOR PLANS

GET STUDENTS TO TAKE OWNERSHIP

MONITOR & CHANGE GOALS

CHOOSE & DEFINE TARGET BEHAVIORS

Goals

UMBER OF GOALS

a student to work on one or two behaviors at a time. You can add behaviors that are ed and would benefit from additional reinforcement. I would recommend no more ted behaviors.

E

the goals, make sure it is clear what they are. Goals should always be something we student is clear on what they mean. We can't see or measure intention. Character ke, "the student will be respectful," are challenging to observe or measure.

EWBIE TEST

hould be able to read your behavior plan, observe the student, and accurately judge et their goal or not. It should not require knowing the student in depth.

PLE

goals are simple so you can measure them. How are you planning to measure call- er students in front of you. This is something you have to think through before

the way. Put rubber bands on your wrist. Move a rubber band over to the other wrist t calls-out. You just collected data while teaching. Voila! Even better, that trick serves e student.

ALS ONLY

sroom rules, behavior goals should be positively phrased and clearly explain what you to do, not what you don't want them to do. What do you want the student to do you want them to be able to do consistently?

SET SMART GOALS

SMART Goals

All behavior goals should be SMART. This is key to ensuring the success of your plan. SMART goals help us know what success looks like.

S

MAKE IT SPECIFIC

Write the goals so they describe exactly what the desired behavior is. You can have shorthand for these goals, but it should be crystal clear to everyone involved in the plan what the goals is.

M

MEASURE IT

The behavior goals should be something that can be measured or counted. For example, say you have a student that blurts out and you want them to raise their hand. You can set a goal for the number of call-outs (How does 0 sound?) or a goal for the student raising their hand. If the student calls-out 0-1 times = **great**, 2-3 times = **okay**, more than 3 = **get back on track**.

A

KEEP IT ATTAINABLE

To keep the goals attainable or reachable, it is essential to collect some pre-plan data. What is the student currently able to do? How often are they calling out? If you set goals that are too hard or even too easy, you will frustrate or bore the student.

Collect a few days of data to give you an accurate starting point.

R

RELEVANT TO YOU AND THEM

Does the student care about the goal? Is it high priority for you? Plans should be focused on essential behaviors. It can be tempting to use goals focused on your school motto or character pillars. Are these the highest priority? Does the student care about them? Relevant goals make for motivating plans.

T

SET TIME BOUNDARIES

Time boundaries keeps your data accurate and also reminds you to adjust plans so they don't grow stale. Goals should have clear time boundaries. For example, the student will raise their hand with only one reminder during each whole group lesson. The whole group lesson is the time boundary. Also in the plan, you would have a time boundary on when to revisit the plan and when a big goal should be achieved.

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BEHAVIOR PLAN GUIDES

BEHAVIOR DATA

STICKER CHART

Student	Date Started	Date Completed	Goal

BEHAVIOR PLAN

STICKER CHART

STICKER CHARTS

Easy to implement behavior plans that do not require scheduled check-ins and can be varied to keep student interest. Great when there are anywhere from a few to many opportunities per day to show the desired behavior. The target behavior will need a clear beginning and ending (e.g., call outs). Not as helpful for behaviors you want to track more in-depth since this won't give you data that is consistent for a time period, such as work completion in math.

EXAMPLES: Partner work, work completion, following directions the first time, bus behavior.

IMPLEMENTATION

1. Write target behavior goal down on the chart.
2. Explain to the student that they will receive a token (e.g., sticker, smiley) when they show the target behavior (e.g., walking correctly in line, completing work). Have the student practice this behavior and show understanding of what is expected.
3. At the beginning of a plan, make sure to provide a token each time the student shows the behavior. You want to ensure that they are filling up the chart within a few days initially. Depending on your student, it may be helpful to give a reward after a smaller number of tokens. Be their cheerleader at the beginning.
4. When the chart is full, provide the student with the chosen reward. Do not forget to do this or you will lose buy-in. Use the IOU slips as a safety net.
5. Consider other ways to reinforce the behavior and positive progress. Send the chart home to show parents, shout out the student for progress, post in class, tell a staff member, have the student talk to younger classes.
6. Keep a copy to enter the data and monitor for improvement. You can also record the data on a paper data sheet. Note the start and completion date on the back of the chart.

DATA COLLECTION

STICKER CHARTS

BEHAVIOR PLAN
SITUATION SPECIFIC CHARTS

SITUATION SPECIFIC CHARTS

Great for students who struggle with their behavior when in a different setting, such as in specials or on the bus. They should be showing the behavior consistently in the classroom.

EXAMPLES: behavior in specials, on the bus, at lunch/recess. Can also be used for independent academic activities, such as writing or pack-up.

IMPLEMENTATION

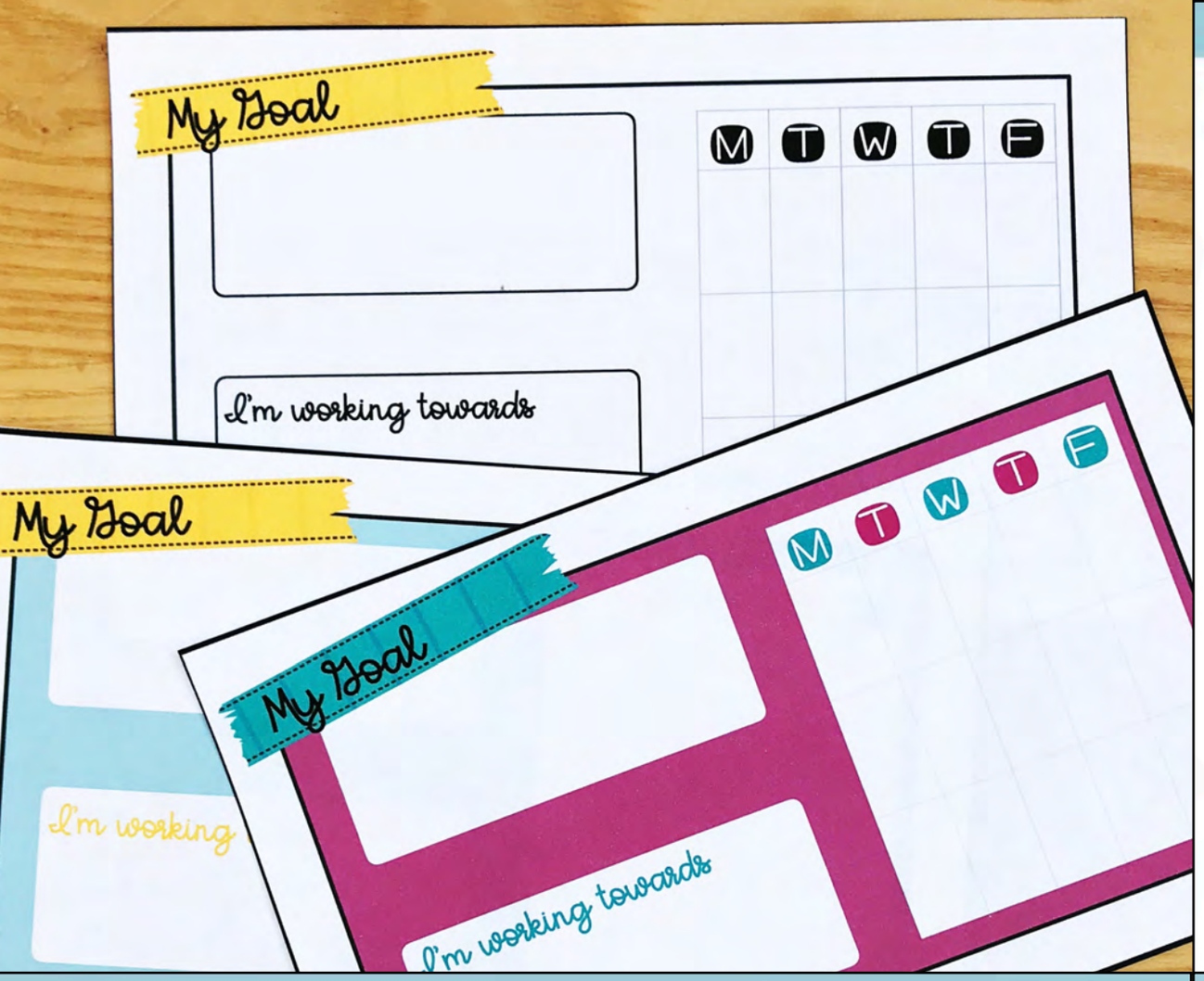
1. Write goal down on the chart.
2. Explain to the student that they will receive a token (e.g., sticker, smiley) when they show the target behavior (e.g., expected behavior on the bus, good report from recess).
3. At the beginning of a plan, make sure to provide a token each time the student receives a good report from the adult they were with or independently completed an activity. You want to ensure that they are filling up the chart within a few days. Depending on your student, it may be helpful to give a reward after a smaller number of tokens. You can mark one of the spots as a reward spot so when the student fills up to there, they can receive reinforcement before the chart is completely full. This is helpful when the target situation does not occur every day.
4. When the chart is full, provide the student with the chosen reward. Do not forget to do this. Use the IOU slips as a safety net. You can also set the plan up for days of the week instead. For example, 3 out of 5 positive reports this week to earn a reward.
5. Consider other ways to reinforce the behavior and positive progress. Send the chart home to show parents, shout out the student for progress, post in class, tell a staff member, have the student talk to younger classes.
6. Keep a copy to enter the data and monitor for improvement. You can also record the data on a paper student data sheet.

BEHAVIOR DATA
SITUATION SPECIFIC

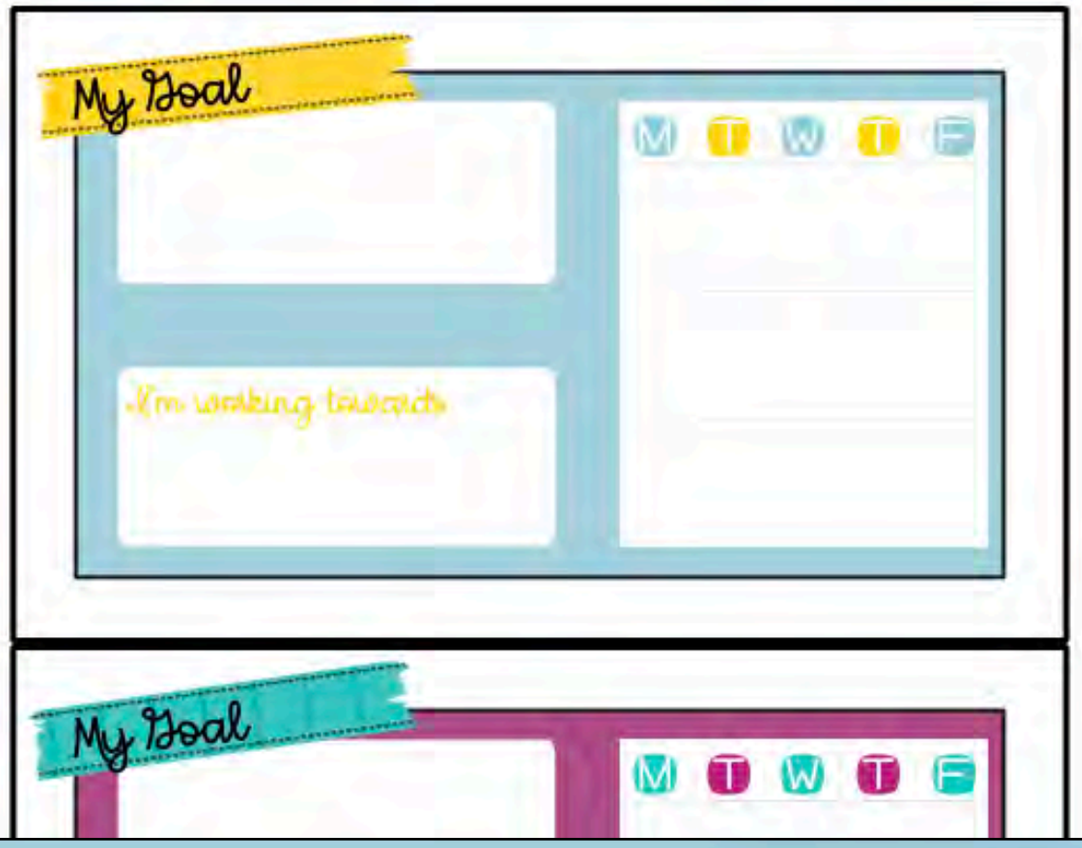
Student:	
Goal	

Date	Token Earned?	Reward Given?	Reward Given	Notes

SITUATION SPECIFIC CHARTS



BEHAVIOR PLAN
WEEKLY



BEHAVIOR PLAN
WEEKLY PLANS

WEEKLY PLANS

Weekly plans are charts that track a student's progress with a target behavior on a weekly basis. They work well for students who are fine with a few check-ins per day and are okay with bigger chunks of time, such as a whole morning. The student should be struggling with one specific behavior, but need additional reinforcement. Not ideal for students who require more intensive support or who could use something simpler like a sticker chart. These plans pair well with skill instruction.

EXAMPLES: On-time arrival, work completion, positive interactions with classmates.

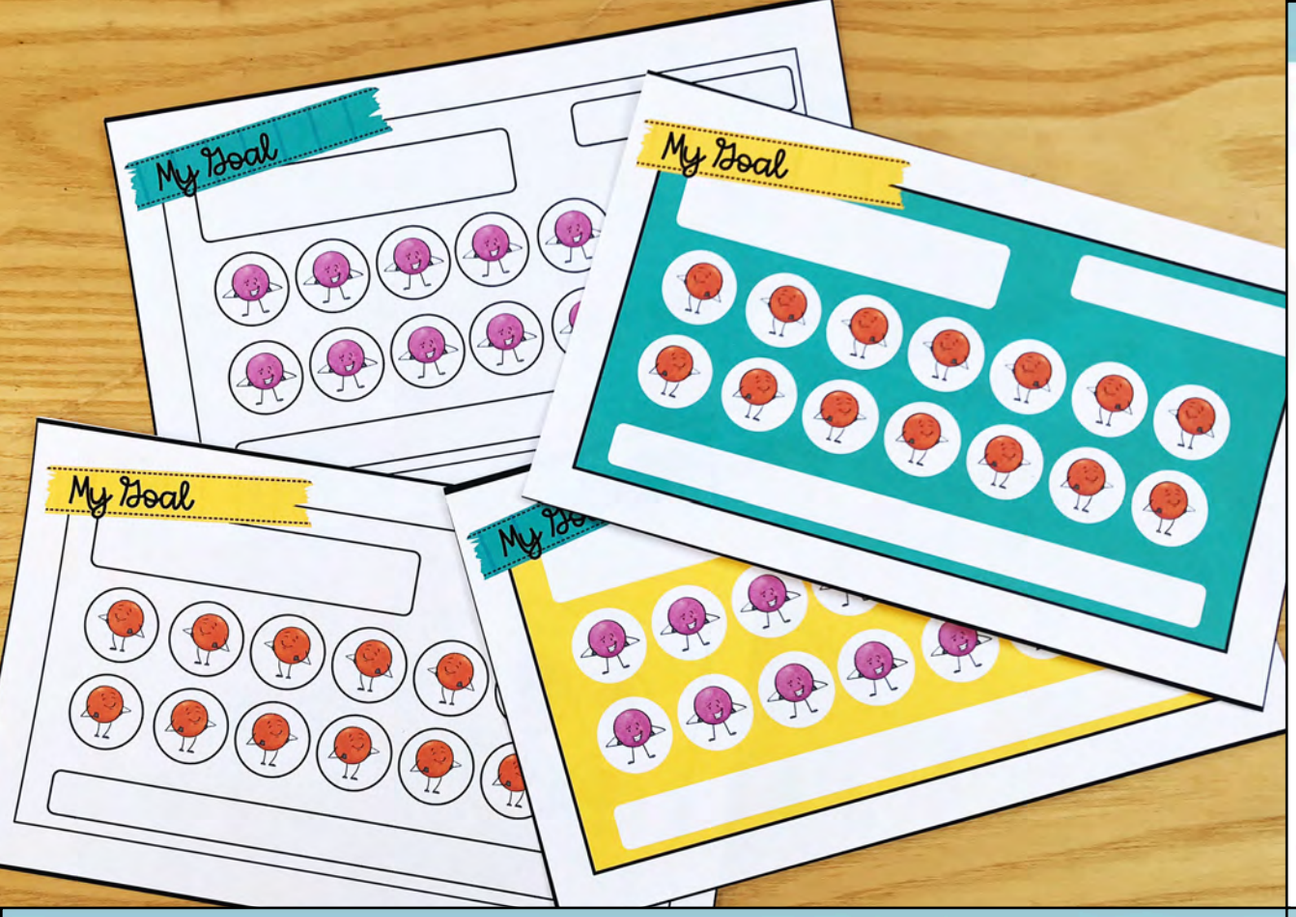
IMPLEMENTATION

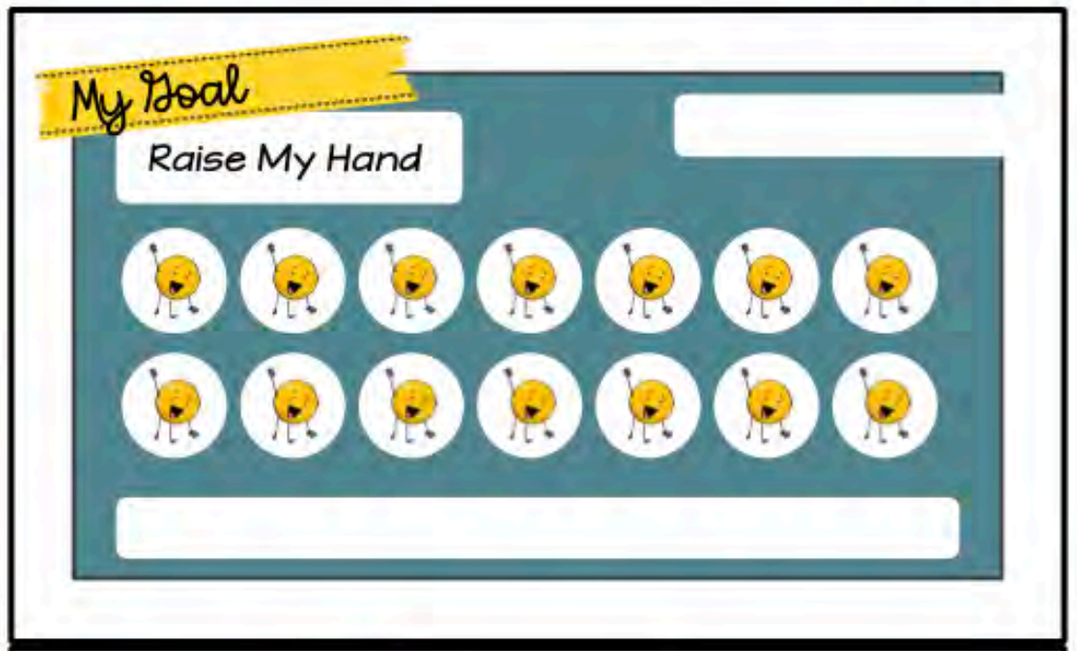
1. Write goal down on the chart.
2. Explain to the student that they will receive a token (e.g., sticker, smiley) if they showed the target behavior during the predetermined time.
3. At the beginning of a plan, make sure to provide a token when they meet or are very close to meeting the expectation. For example, they may receive encouragement when they begin to falter. You want them to be successful during the first week so you secure buy-in. Depending on your student, it may be helpful to give a reward after the first day, then after the third day, then move to once a week.
4. When the goal is met, provide the student with the chosen reward. Do not forget to do this. Use the IOU slips as a safety net.
5. You can break the day in three parts. Morning and two afternoon blocks, or morning, afternoon, and one mystery or bonus subject.
6. Consider other ways to reinforce the behavior and positive progress. Send the chart home to show parents, shout out the student for progress, post in class, tell a staff member, have the student talk to younger classes.

BEHAVIOR DATA
WEEKLY

Student:				
Goal				
Day/Date	Token Earned?	Block 1	Block 2	Block 3
Monday				
Monday				
Monday				
Tuesday				
Tuesday				
Tuesday				
Wednesday				
Wednesday				
Wednesday				
Thursday				
Thursday				
Thursday				

WEEKLY CHARTS





BEHAVIOR PLAN
RESPONSE COST

BEHAVIOR PLAN
RESPONSE COST PLANS

RESPONSE COST PLANS

Response cost plans are behavior plans that focus on decreasing low-level, frequent behaviors by providing the student feedback when they show the negative behavior.

Great for students who struggle with impulsive behaviors. Prone to failure if you do not set a reasonable goal. For example, say the student is calling out 40 times (!) per day. You didn't take data and set the goal for 5 times. They will likely fail.

EXAMPLES: Calling out, making noises, touching other students.

IMPLEMENTATION

1. Write goal down on the chart.
2. Explain to the student that when they show the negative behavior, they will have a token crossed off. Their goal is to have a certain number of tokens left at the end of the day or end of a period.
3. Make sure your goal is reasonable. Over time, you can increase the number of tokens that need to be left at the end of the day or start with a smaller amount.
4. Students receive rewards at predetermined times. This may be at the end of period, at the end of the day, or once they have multiple charts successfully completed. Use the IOU slips as a safety net to make sure you provide the earned reward.
5. Consider other ways to reinforce the behavior and positive progress. Send the chart home to show parents, shout out the student for progress, post in class, tell a staff member, have the student talk to younger classes.
6. Keep a copy to enter the data and monitor for improvement. You can also record the data on a paper student data sheet.

DATA COLLECTION

For response cost plans, data collection is built into the plan. At the end of each day, note the goal and how many tokens were left. Note when the goal was increased and allow the student to consistently show mastery before increasing the goal.

BEHAVIOR DATA
RESPONSE COST

Student:			
Goal			
Date	**Goal**	**Tokens Remaining**	**Goal Met?**

RESPONSE COST CHARTS

BEHAVIOR PLAN

BEHAVIOR CONTRACTS

BEHAVIOR CONTRACTS

Behavior contracts are written contracts with a student where they identify their target behavior, the goal, and the reward to be given. It also describes everyone's role in the plan. The student signs the contract along with the teacher. This is great for older students. It will feel less juvenile and involves

positive reports from specials.

te each section with the student.

sitive behavior(s) is the student trying to show more

plan will work. For example, "When Jackie has met her
w Jackie to choose from the following rewards." Any
also be listed here. This section should help anyone
when rewards will be given.

can have additional clauses that reward or penalize the
additional incentives.

you to note if the student met their goal that day.

hat each person (student, teacher, parent) is responsible
xt to their responsibilities.

e sure you provide the earned reward.

havior and positive progress. Send the contract home to
progress, post in class, tell a staff member, have the

tor for improvement. You can also record the data on a

ment for other behavior plans. This is a helpful way to
ure they are on board.

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CONTRACT

GOALS

THE CONTRACT

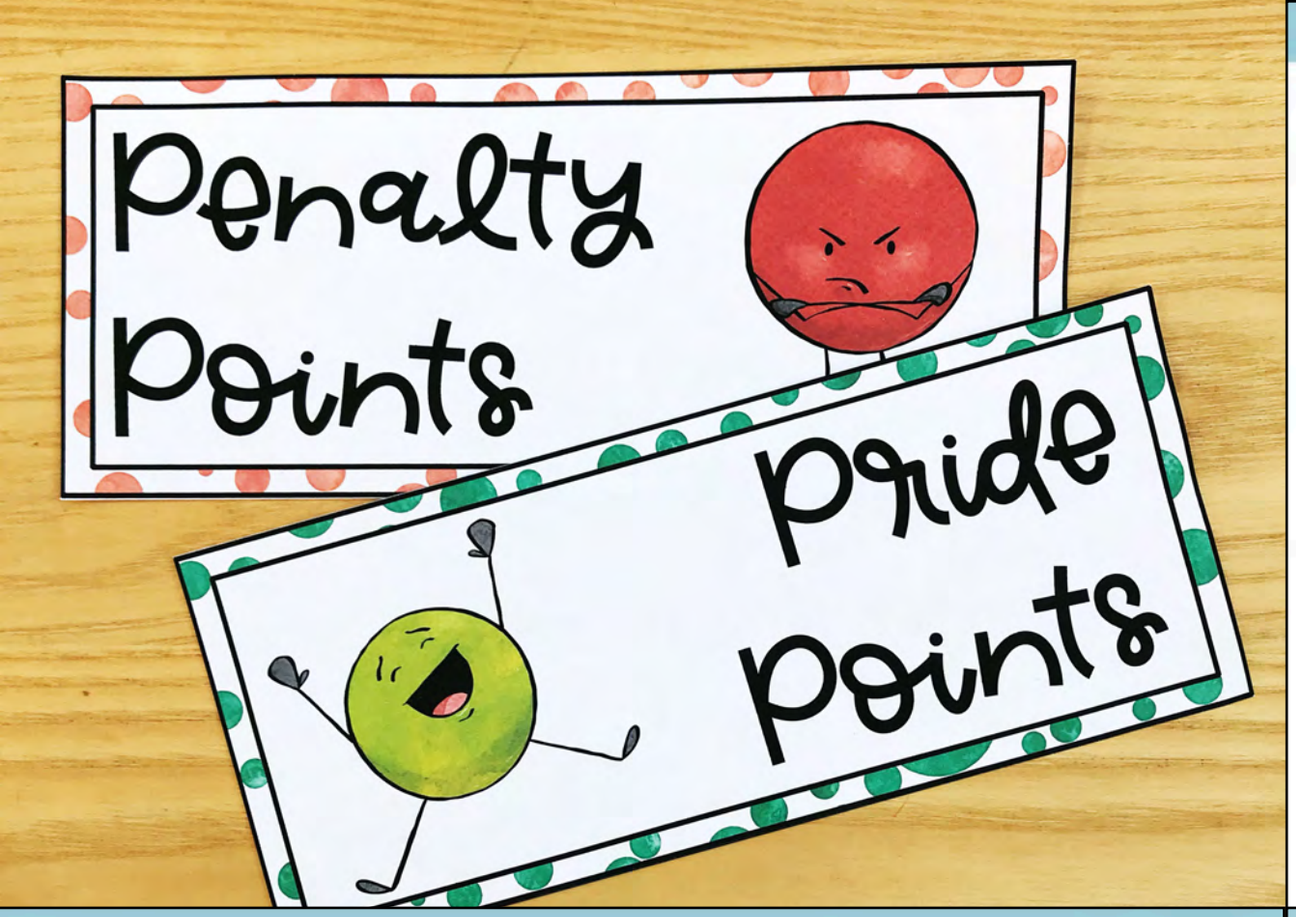
BONUS

PENALTIES

M	Tu	W	Th	F

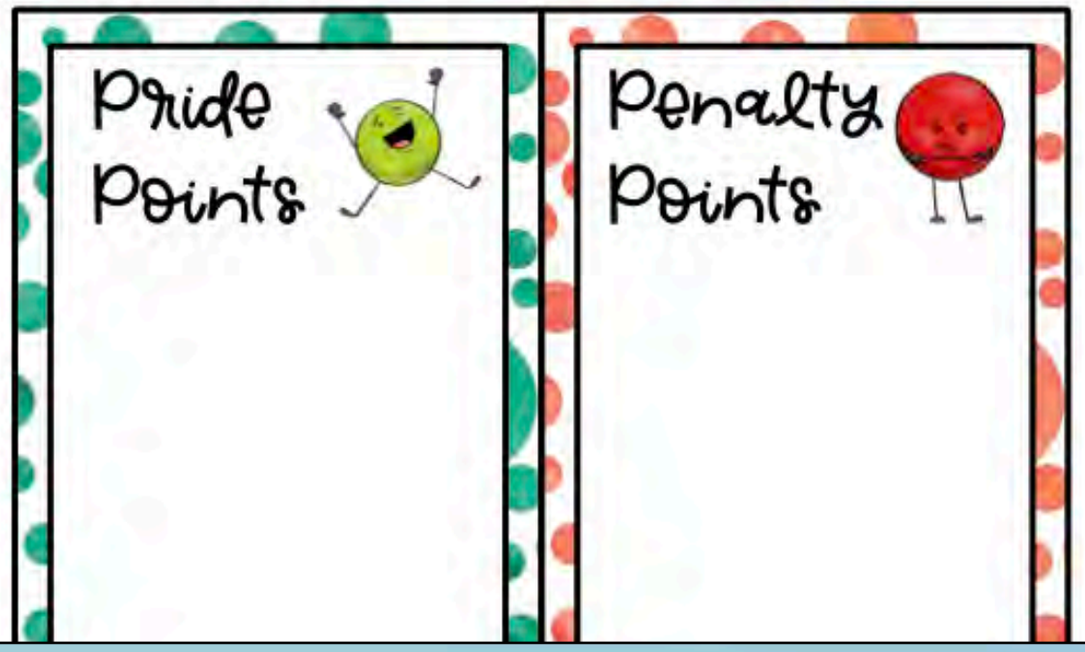
RESPONSIBILITIES

BEHAVIOR CONTRACTS



BEHAVIOR PLAN

POINTS FOR ...



BEHAVIOR PLAN

PROUD/PENALTY POINTS

PROUD POINTS/PENALTY POINTS

Proud points/Penalty points is a behavior plan that creates a competition. When the student is showing the target behavior, the student receives proud points. When the student is showing negative behaviors they receive penalty points. At the end of the day or a period, the student will have a goal for the number of points in each category.

EXAMPLES: Call outs, rushing through work, following directions the first time.

IMPLEMENTATION

1. Write goal down on the data summary chart.
2. You have two options to track the points. You can take two jars and put the signs on them. Or you can use the provided tally sheet instead.
3. Explain to the student that when they show the negative behavior, a token will go into the Penalty Points jar. When they show the target positive behavior, a token will go into the Proud Points jar.
4. Create a reasonable goal based on the data you have initially collected. You have a goal that there have to be more proud points than penalty points, but that can be easily manipulated. You may want to set a goal for each and keep moving them further apart as the student is successful.
5. Students receive rewards at predetermined times. This may be at the end of period, at the end of the day, or once they have multiple charts successfully completed. Use the IOU slips as a safety net to make sure you provide the earned reward.
6. Consider other ways to reinforce the behavior and positive progress. Send the chart home to show parents, shout out the student for progress, post in class, tell a staff member, have the student talk to younger classes.
7. Keep a copy to enter the data and monitor for improvement. You can also record the data on a paper student data sheet.

BEHAVIOR DATA

PROUD POINTS

Student:				
Goal				
Date	Proud Points	Goal	Penalty Points	Goal

POINTS FOR... PLANS

BEHAVIOR PLAN

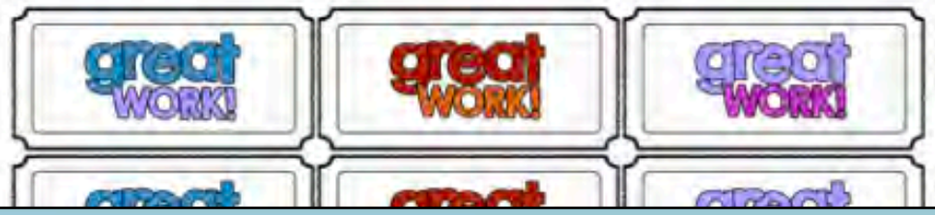
BEHAVIOR BINGO

B				
I				
N				
G				
O				

BEHAVIOR PLAN

BEHAVIOR BINGO

BI	B2	B3	B4	B5					
II	I2	I3	I4	I5	GI	G2	G3	G4	G5
NI	N2	N3	N4	N5	OI	O2	O3	O4	O5



BEHAVIOR DATA

BEHAVIOR BINGO

Student:	
Goal	

Date	# of Tickets	Goal	Reward Given	Notes

BEHAVIOR PLAN

BEHAVIOR BINGO

BEHAVIOR BINGO

Behavior bingo is a behavior plan that provides students with reinforcement when they show the behavior and also provides additional incentive by using mystery and a game.

EXAMPLES: Work completion, cooperative work, following directions the first time, good reports from other teachers.

IMPLEMENTATION

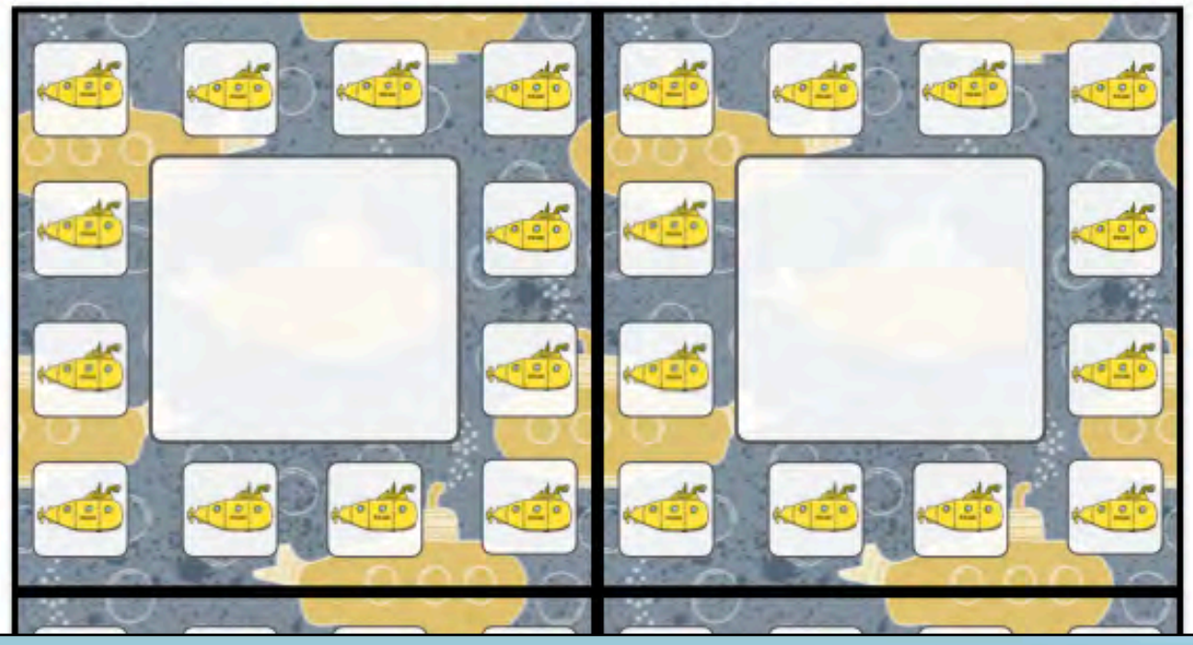
1. Print out the student bingo board and bingo tickets.
2. Write goal down on the data summary chart.
3. When the student shows the target behavior, give them a "Great Work" ticket.
4. At the end of the day, each earned ticket is worth writing their name on one bingo spot. They earn a reward when they either fill the bingo board or get 5 in a row. You can change this to fit your student's needs.
5. Bonus: When a student starts a new bingo board, they can star a small number of spots. When they fill the board, they can draw a bingo number and if it is in one of their initialed spots, they can get an extra prize.
6. Goals can be created flexibly to meet the needs of the student. Students initially can have to get five in a row before receiving a prize, and then build up to the whole bingo board.
7. Students receive rewards at predetermined times. This may be at the end of period, at the end of the day, or once they have multiple charts successfully completed. Use the IOU slips as a safety net to make sure you provide the earned reward.
8. Consider other ways to reinforce the behavior and positive progress. Send the chart home to show parents, shout out the student for progress, post in class, tell a staff member, have the student talk to younger classes.
9. Keep a copy to enter the data and monitor for improvement. You can also record the data on a paper student data sheet.

DATA COLLECTION

BEHAVIOR BINGO

BEHAVIOR PLAN

THEMED PUNCH CARDS



BEHAVIOR PLAN

PUNCH CARDS

PUNCH CARDS

Punch cards are simple behavior plans that can be used with multiple students. Students receive a punch on their individual card when they show the desired behavior. This can vary from specific to the child to focused more on classroom rules.

Great for students who are building up good behavior days to earn a prize. It is a very simple way to add an extra layer to your class management system.

EXAMPLES: situation specific, classroom goals, prosocial behaviors.

IMPLEMENTATION

1. Write goal down in the center of the chart.
2. Explain to the student that they will receive a punch or sticker when they show the target behavior (e.g., expected behavior on the bus, good report from recess).
3. At the beginning of a plan, make sure to provide a punch whenever you observe the behavior. You want to ensure that they are filling up the chart within a few days.
4. When the card is full, provide the student with the chosen reward. Do not forget to do this. Use the IOU slips as a safety net.
5. Consider other ways to reinforce the behavior and positive progress. Send the card home to show parents, shout out the student for progress, post in class, tell a staff member, have the student talk to younger classes.
6. Keep a copy to enter the data and monitor for improvement. You can also record the data on a paper student data sheet. It can be helpful to put the beginning and ending date on the back of the card.

DATA COLLECTION

Punch cards are similar to sticker charts. Data collection is minimal. The only information you may want to collect is goals, how often students are completing charts and the kind of rewards they choose.

BEHAVIOR DATA

PUNCH CARDS

Student	Date Started	Date Completed	Goal

PUNCH CARDS

BEHAVIOR PLAN

DAILY SCHEDULE SAMPLES

BEHAVIOR PLAN

DAILY SCHEDULE PLAN

DAILY SCHEDULE PLANS

Daily schedule plans are my go to behavior plan for more intensive behaviors. They use a type of token economy that is simpler for classroom teachers.

The plan focuses on one to three positive target behaviors. The student receives one token for showing those positive behaviors during a subject. Each day, they have a goal to receive a certain number or percentage of their tokens.

Great for students who struggle to meet expectations throughout the day.

EXAMPLES: Persistent difficulty meeting classroom expectations.

IMPLEMENTATION

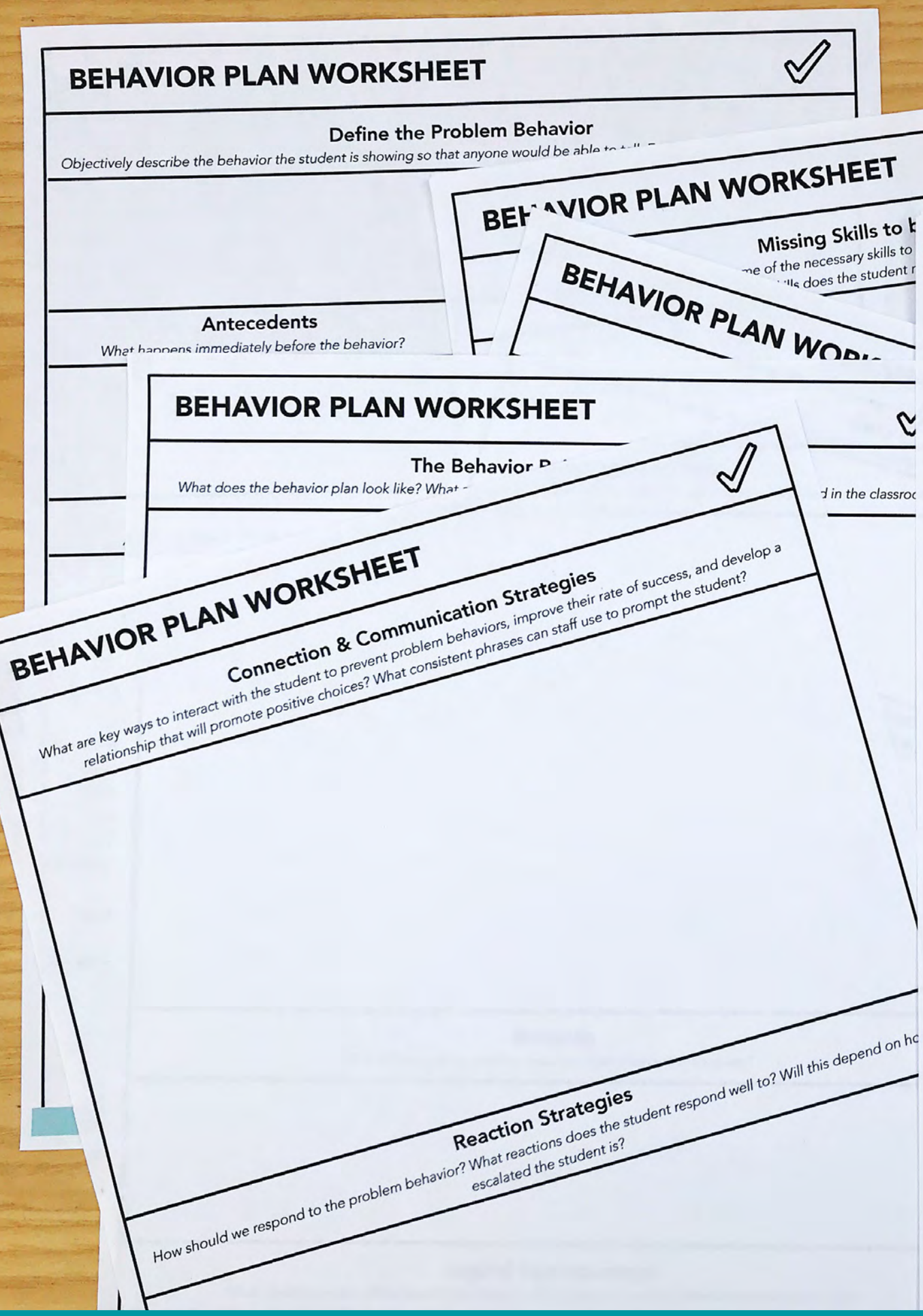
1. Create a plan based on the student's schedule. See assembly instructions.
2. Explain to the student that they will receive a token when they show the target behaviors during the period. Make sure they have a clear understanding of what will/won't earn them a token.
3. You can also use a negative token when a student doesn't meet their goal. Use this with caution as they can trigger defiance and get in the way of success. It is just as easy to leave a subject blank, rather than provide them with a negative visual.
4. Provide bonus tokens as an additional incentive. This can be for proactive behaviors, exceptional behavior, or reaching a new goal.
5. At the beginning, ensure buy-in with more frequent reinforcement or start with a slightly lower than preferred goal.
6. Each day the student meets their token goal, they will receive a reward. Use IOU slips to make sure you provide all earned rewards.
7. Use a daily home-school log to keep parents in the loop.
8. Record the data on a student data sheet.
9. Keep it positive. Not receiving a token shouldn't be a punishment. Take it as an opportunity to strategize with the student about how they are going to get back on track.

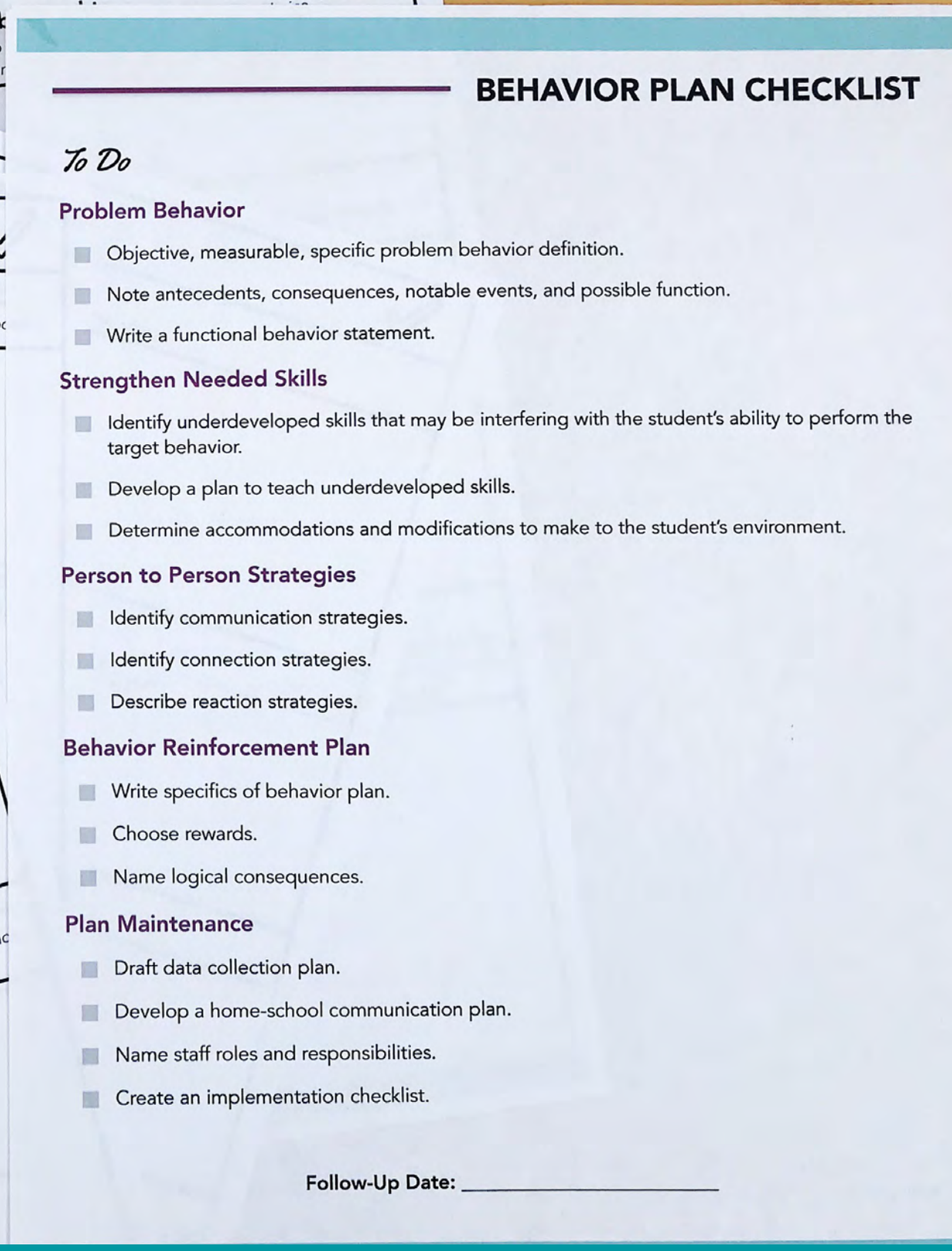
BEHAVIOR DATA

DETAILED DAILY

Student:										
Goal										
Date										

DAILY SCHEDULE PLANS





BEHAVIOR PLAN CHECKLIST

To Do

Problem Behavior

- [ ] Objective, measurable, specific problem behavior definition.
- [ ] Note antecedents, consequences, notable events, and possible function.
- [ ] Write a functional behavior statement.

Strengthen Needed Skills

- [ ] Identify underdeveloped skills that may be interfering with the student's ability to perform the target behavior.
- [ ] Develop a plan to teach underdeveloped skills.
- [ ] Determine accommodations and modifications to make to the student's environment.

Person to Person Strategies

- [ ] Identify communication strategies.
- [ ] Identify connection strategies.
- [ ] Describe reaction strategies.

Behavior Reinforcement Plan

- [ ] Write specifics of behavior plan.
- [ ] Choose rewards.
- [ ] Name logical consequences.

Plan Maintenance

- [ ] Draft data collection plan.
- [ ] Develop a home-school communication plan.
- [ ] Name staff roles and responsibilities.
- [ ] Create an implementation checklist.

Follow-Up Date: _____

BEHAVIOR PLAN WORKSHEET AND CHECKLIST

Social Emotional Workshop

REWARD SURVEY: MA

help identify rewards a student will find motivating, it is helpful to directly
ey has students make a choice between two types of rewards. This will h
es of rewards the student may or may not find motivating. Forced choice
simply asking the student or presenting them with a list of possible rew

VARD SURVEY DIRECTIONS

Have the student complete one of the Reward Surveys.

Each item has a letter next to it. Total up the number of times the letter

_____ (AA) **Adult Attention**: Positive attention from adults or t
_____ (PA) **Peer Attention**: Positive attention from peers or tin
_____ (P) **Privileges**: Access to privileges first or exclusively.
_____ (R) **Recognition**: Public recognition of an accomplishme
_____ (T) **Tangibles**: Small items or tokens, such as prizes or tre

tially, focus on providing rewards that fall into the top two categories.

ARD DECK

Go through reward deck and determine rewards that would work in the c
cceptable.
Give the student the Reward Deck with the acceptable rewards.
Have the student put rewards into three piles (Yes, No, Maybe).
Make a list of the Yes and Maybe rewards.
Give the student the opportunity to generate rewards that were not in th
Attach list to behavior plan.

ILL THE REWARD WORK?

ceptability: Does the teacher approve of using the reward with this child? Are
approve of the reward for their child?

ailability: Is the reward typically available in a school setting? If not, can it be ob

REWARD SURVEY: MAKE A CHOICE

Directions: Let's pretend that your tea
have to figure out the kinds of reward
you would like the best out of the tw

ants to give you a reward for doing a great job. We
h item has two choices. Circle the reward
ne for each pair.

Choose your seat for the day. (P)

Te

REWARD SURVEY: MAKE A CHOI

Directions: Let's pretend that your teacher wants to give you a reward for doing a great job. We have to figure out the kinds of rewards you like best. Each item has two choices. Circle the reward you would like the best out of the two options. Remember mark on
e for each pair.

REWARD SURVEY: MAKE A CHOICE

Directions: Let's pretend that your teacher wants to give you a reward for doing a great job. We have to figure out the kinds of rewards you like best. Each item has two choices. Circle the reward you would like the best out of the two options. Remember mark only one for each pair.

Positive note home to my parents. (AA)

Announced at an assembly. (R)

Choose from the prize box. (T)

Work put on bulletin board. (R)

Line leader for the day. (P)

Choose from the prize box. (T)

Work put on bulletin board. (R)

Line leader for the day. (P)

Special treat for snack time. (T)

Work with partner of my choice. (PA)

Lunch with any teacher. (AA)

pecial
(T)

REWARD SURVEYS - CERTIFICATES - IOU SLIPS

REWARD SURVEY: MAKE A CHOICE

To help identify rewards a student will find motivating, it is helpful to directly ask the student. This survey has students make a choice between two types of rewards. This will help narrow down types of rewards the student may or may not find motivating. Forced choice surveys than simply asking the student or presenting them with a list of possible rewards.

REWARD SURVEY DIRECTIONS

1. Have the student complete one of the Reward Surveys.
2. Each item has a letter next to it. Total up the number of

_____ (AA) **Adult Attention**: Positive attention from

_____ (PA) **Peer Attention**: Positive attention from

_____ (P) **Privileges**: Access to privileges first or exclusive

_____ (R) **Recognition**: Public recognition of an accomplishment

_____ (T) **Tangibles**: Small items or tokens, such as prizes or treats.

oviding rewards that fall into the top two categories.

and determine rewards that would work in the

eck with the acceptable rewards.

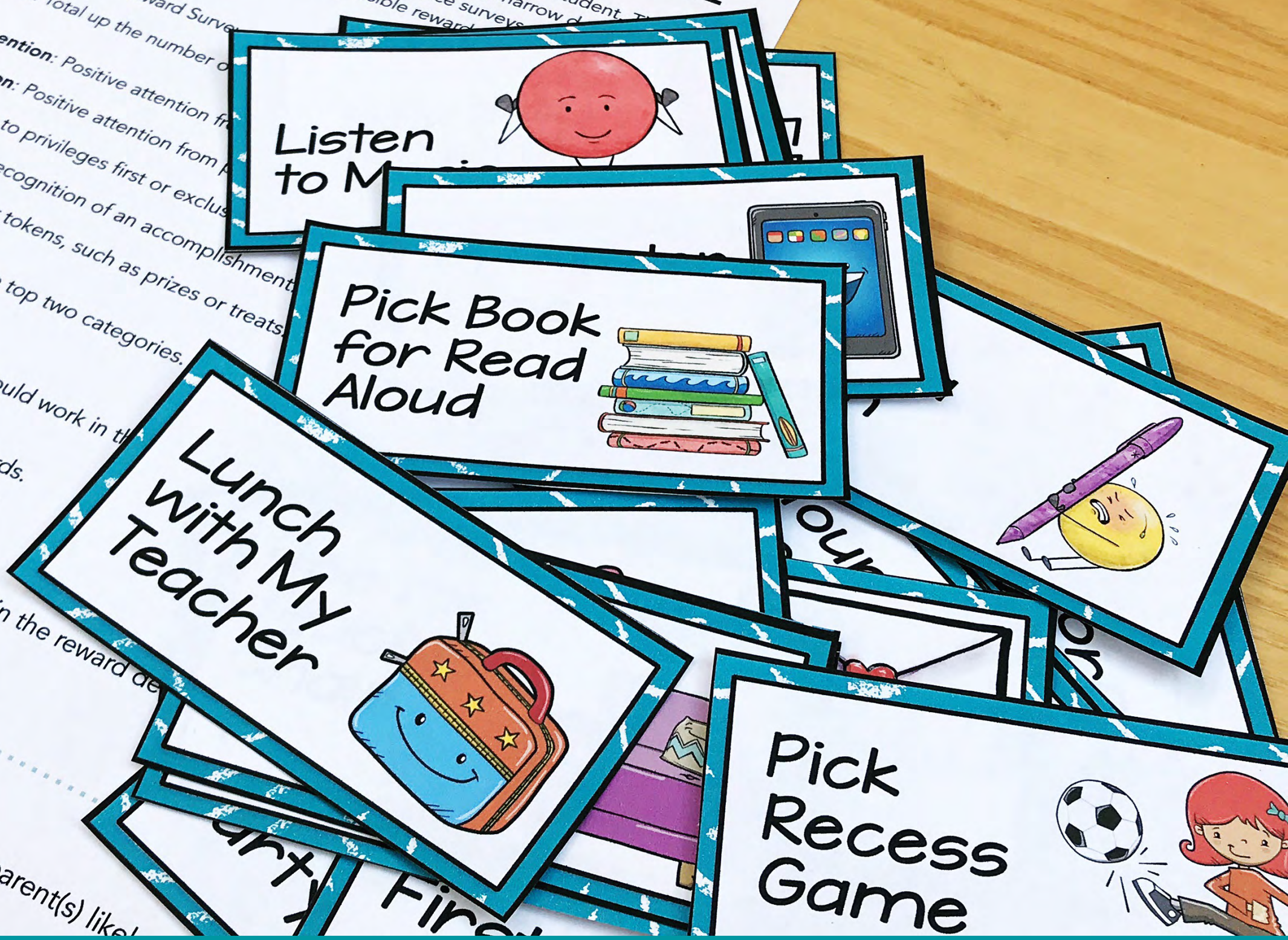
three piles (Yes, No, Maybe).

ards.

erate rewards that were not in the reward de

ward with this child? Are parent(s) like

? If not, can it b



REWARD DECK & SURVEY