

Chatter Crabs

Behavior Charts for Impulsivity

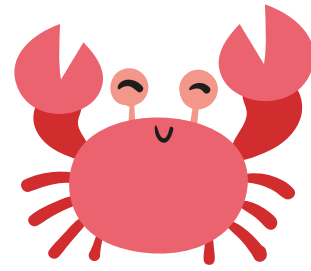
Blurting

Interrupting

Call Outs



What you'll love



Versatile and flexible - Implement plans for individual students, small groups, or the whole class.

All the extras: strategy lists, reward charts, data sheets, and certificates.

Editable sections to make customization easy



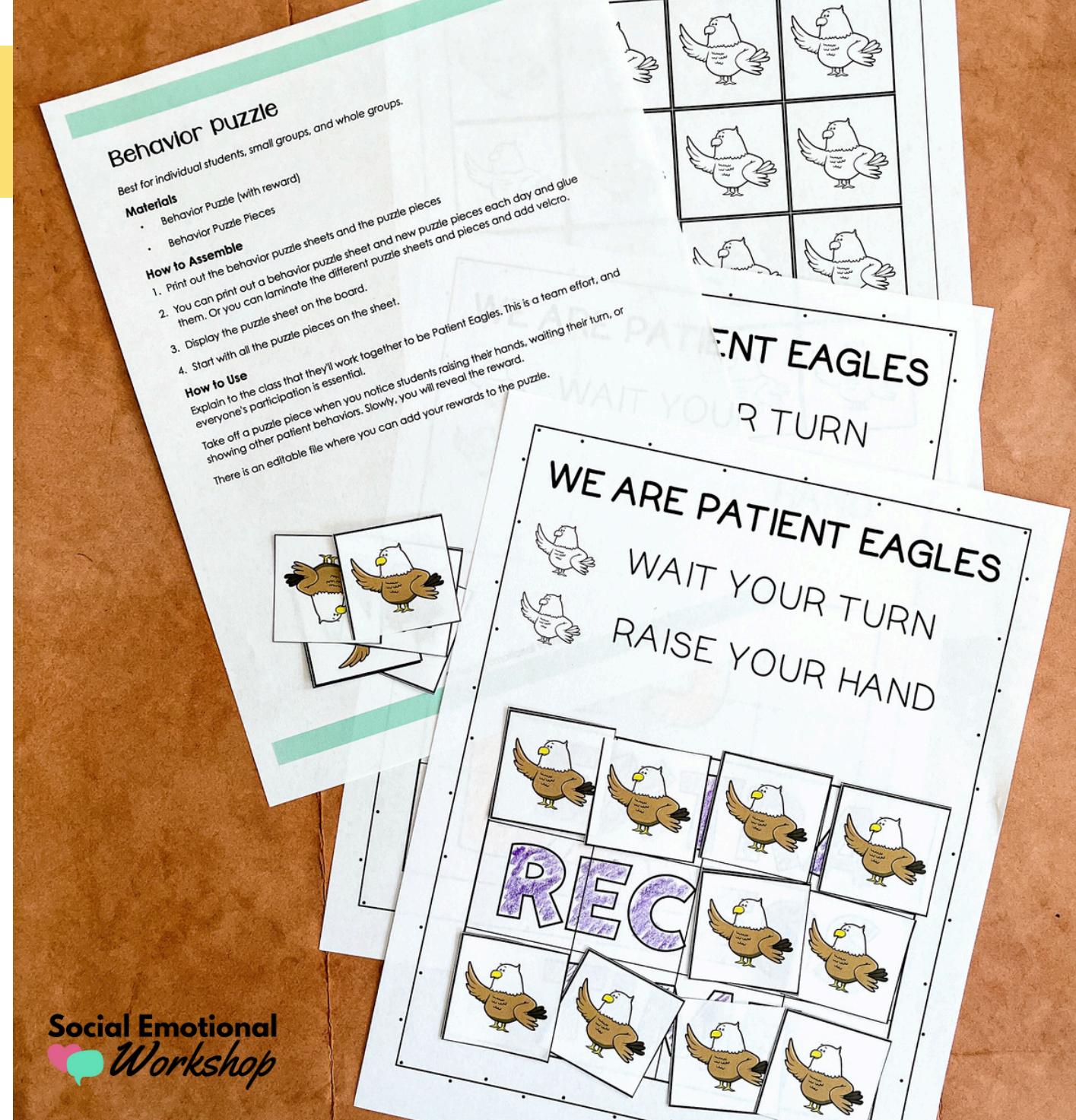
What's Included

Helpful Guides

7 Different Behavior Plans

- Whole Class
- Small Groups
- Individual Students

Data Sheets, Reward Surveys,
Certificates, Strategy Lists



Helpful Guides

Classroom Strategies

Behavior Plan Tips

Common Mistakes

Reward List

Positive note home to parents
Brag to the Principal
Positive call home to parents
Help the custodian at lunch
Teacher's helper for the day
Line leader
Work posted on bulletin board

Class messenger
Treats for the
Candy
Stickers
Prize b
Help
Cre
Ch
F

Behavior Plan pointers

All behavior plans should be positive and focused on the desired behaviors. Framing the plan this way is essential with plans like chatter crabs. Concentrating on the call-out behavior and the student losing the chatter crab will torpedo the plan. **The chatter crabs are reminders to raise their hand**, not a consequence.

The goal is to keep one token, not all.

Tips

the student. Emphasize that its goal is to be in improving their behavior.

hand and wait patiently. Let the

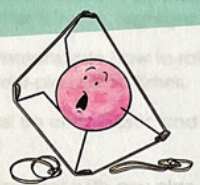
aging when students raise their hand

be effective.

the student calls out so you know and you give them ten chatter crab

ts and reset the plan for the next os for a reading group, then the

Common Behavior Intervention Pitfalls



Don't Know Where To Start

Baseline data is oh so necessary. Knowing how the student is currently performing is essential for setting reasonable goals from the beginning and preventing frustration.

Inconsistency

You forgot to use the plan — it happens. But inconsistency communicates to the student that this isn't important.

Giving Up Too Soon

Whatever you do, give it time to work. A student that doesn't get better. Seriously. It's called sense a limit. They are testing. D

Not Tracking That Data

Develop systems to ensure you could collect data about a student make decisions. It helps to show progressed. It will help you determine

Leaving Others Out of the Loop

One key element of effective behavior are all reinforcing the same behavior

Not Celebrating 1% Better

Sure the student is still calling out goal yet. Do not miss the opportunity someone who recognizes small changes

No Buy-In

Make sure the student is on board skipped. Talk with them about work towards.

Negative Tone

Calling out and interrupting is disruptive behavior problems. The point of

CLASSROOM STRATEGIES FOR CALLING OUT

1. **Discuss with the class or student why calling out is a problem.**

Use books to initiate the discussion. Some good ones are My Mouth is a Volcano, Lacey Walkers The Non-Stop Talker, and Interrupting Chicken.

2. **Create nonverbal signals for the class.**

Students can hold one finger up when they have something to say. In second grade or up, try having different signals for questions and comments.

3. **Create a friendly competition.**

If you have your students seated in clusters, you can do table competitions. The group with the most chatter crabs left or the most patient eagle tokens wins.

4. **Pick a behavior of the week and a mystery student.**

Choose a positive behavior to focus on each week, such as raising hands or getting right away. Pick a different mystery student each day. If the mystery student shows the desired behavior that day, the class gets a reward/point. You can change the reward half a day or a subject.

5. **Teach (taag) self-control skills and positive behaviors.**

present to their hand and then



Plan #1

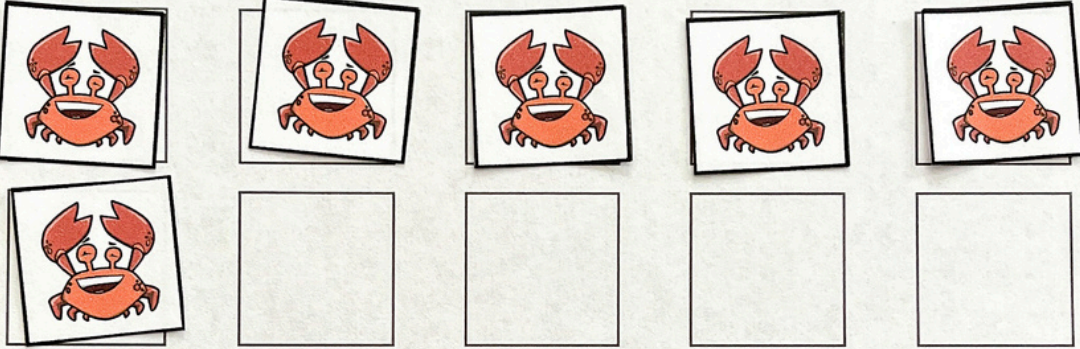
Don't Let the Chatter Crabs Out!







The student loses tokens for undesired behaviors with the goal of keeping at least one.

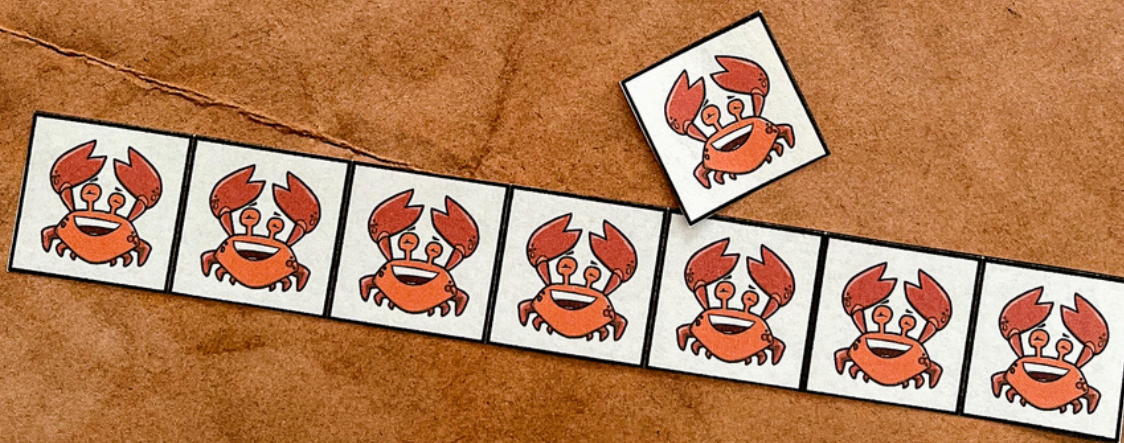
Individual student

I CAN RAISE MY HAND

DON'T LET THE CHATTER CRABS OUT!



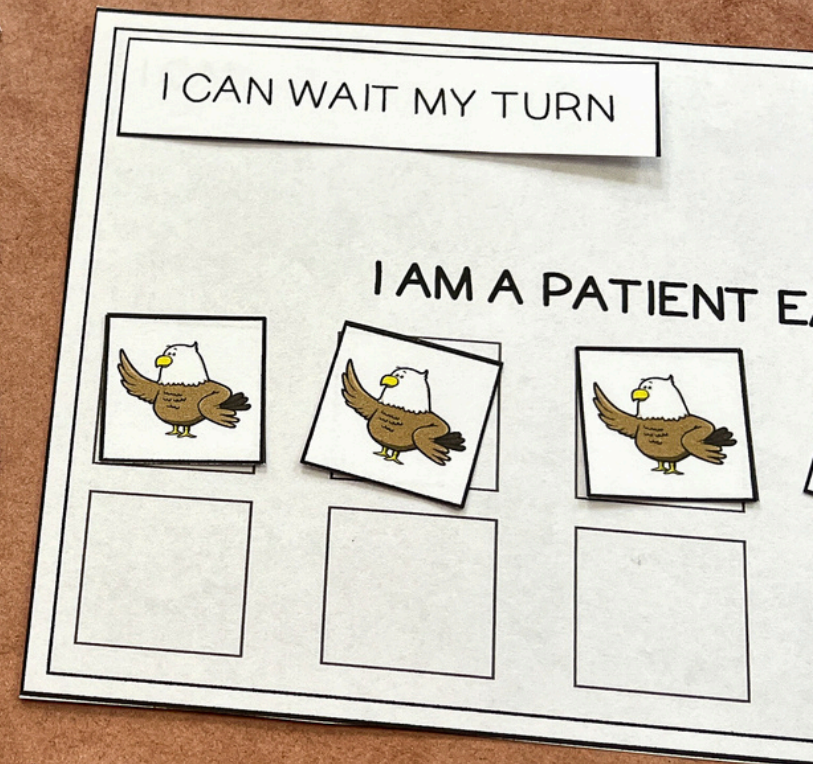


Plan #2

I am a Patient Eagle!

The student receives a token when they show the desired behavior. When they fill their board, they receive a reward.

Individual student



Plan #3

Self Monitoring Plans

The student tracks how they show the desired behavior across the day and week

Individual student

Best for Individual Students

Self-monitoring plans work well for students with impulsive behaviors.

Increase Awareness: Tracking their behavior makes students more conscious of when they call out versus when they raise their hand. This increased awareness is the first step towards changing the behavior.

Provide Concrete Feedback: Unlike verbal reminders that fade, a sticker provides visual evidence of progress. This tangible feedback helps students stay focused on their goals.

Promote Self-Regulation: Self-monitoring encourages students to take responsibility for their behavior. They learn to recognize their impulsive tendencies and develop strategies for self-control.

How to Assemble

1. Choose and Print a self-monitoring sheet for each week.
2. Write the target behavior goal on the sheet for each week.
3. Choose the # of positive ratings to be given out when the student is

Options: Blank, Chatter Crab and Patient Eagle

How to Use

A self-monitoring sheet is used to track the student's behavior and their awareness. The self-monitoring sheet is given out when the student is

BEHAVIOR MATRIX

DIRECTIONS

1. Write down each of the target behaviors in the boxes across the top.
2. Brainstorm with the student what it looks like when they are doing a great, okay, and poor job (i.e., get back on track). Be as specific as possible.
3. Complete this for each goal.

Name: Sam Date: 3/16

Goal: Raise my hand

	Mon	Tues	Wed	Thurs	Fri
Morning Meeting					
Reading					
Specials					
Writing					
Choice					
Math					
Science					
Pack Up					
	<u>5</u>				

My daily goal is 5 patient eagles.

If I meet my goal, I earn: extra choice time

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Plan #4

Chatter Crabs vs Patient Eagles

The class or groups lose and gain tokens for their behavior with the goal of either gaining a certain number of tokens or not losing too many.

Whole class or small group



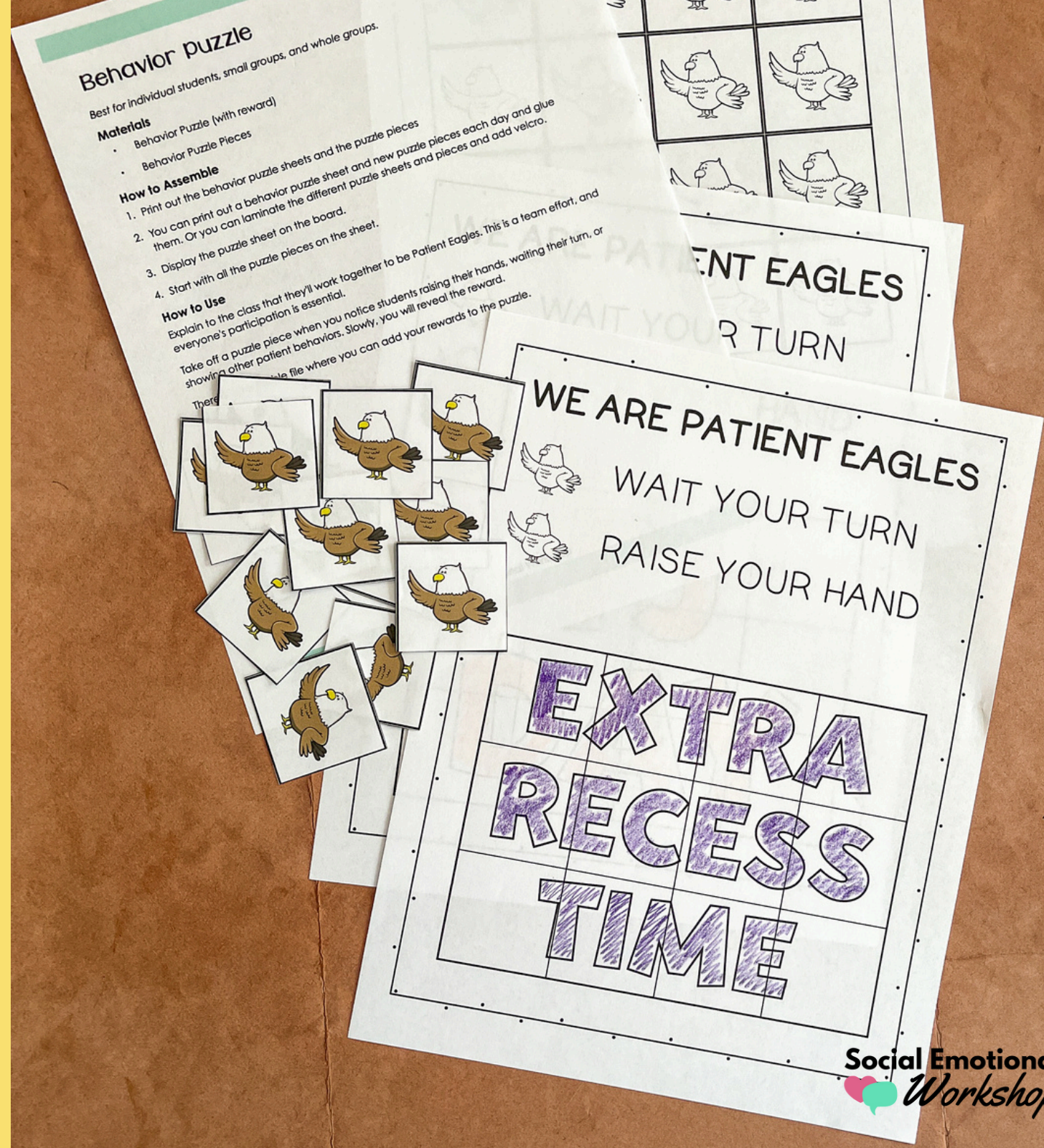
Plan #5

Behavior Puzzles

The student or group shows the desired behaviors with the goal of revealing the puzzle.

Also in **Google Slides**.

Whole class, small group,
individual students



Plan #6

Behavior Bingo

The student or group earns bingo spots for showing the desired behavior.

Whole class, small group, individual students



Plan #7

Mystery Student

The teacher sets a target behavior and picks a mystery student for the day. If the mystery student shows the behavior, the class earns a point.

Whole class or small group

Mystery Student

The Mystery Student strategy is a fun and engaging way to encourage positive classroom behavior.

Best for Whole Groups

Materials

- A chart or board space to track points.

Preparation

Choose a Target Behavior: Choose a specific behavior you want to focus on, such as raising hands, waiting their turn, or getting started on tasks quickly.

Explain the Game: Briefly explain the Mystery Student concept to your class. Let them know you'll secretly choose a student each day/period, and if that student demonstrates the target behavior, the class earns a point!

Implementation

Select the Mystery Student: Discreetly choose a student to be the Mystery Student. You can change the person for each subject or each day.

Observe and Track: Throughout the lesson/period, monitor the students' behavior, particularly the Mystery Student.

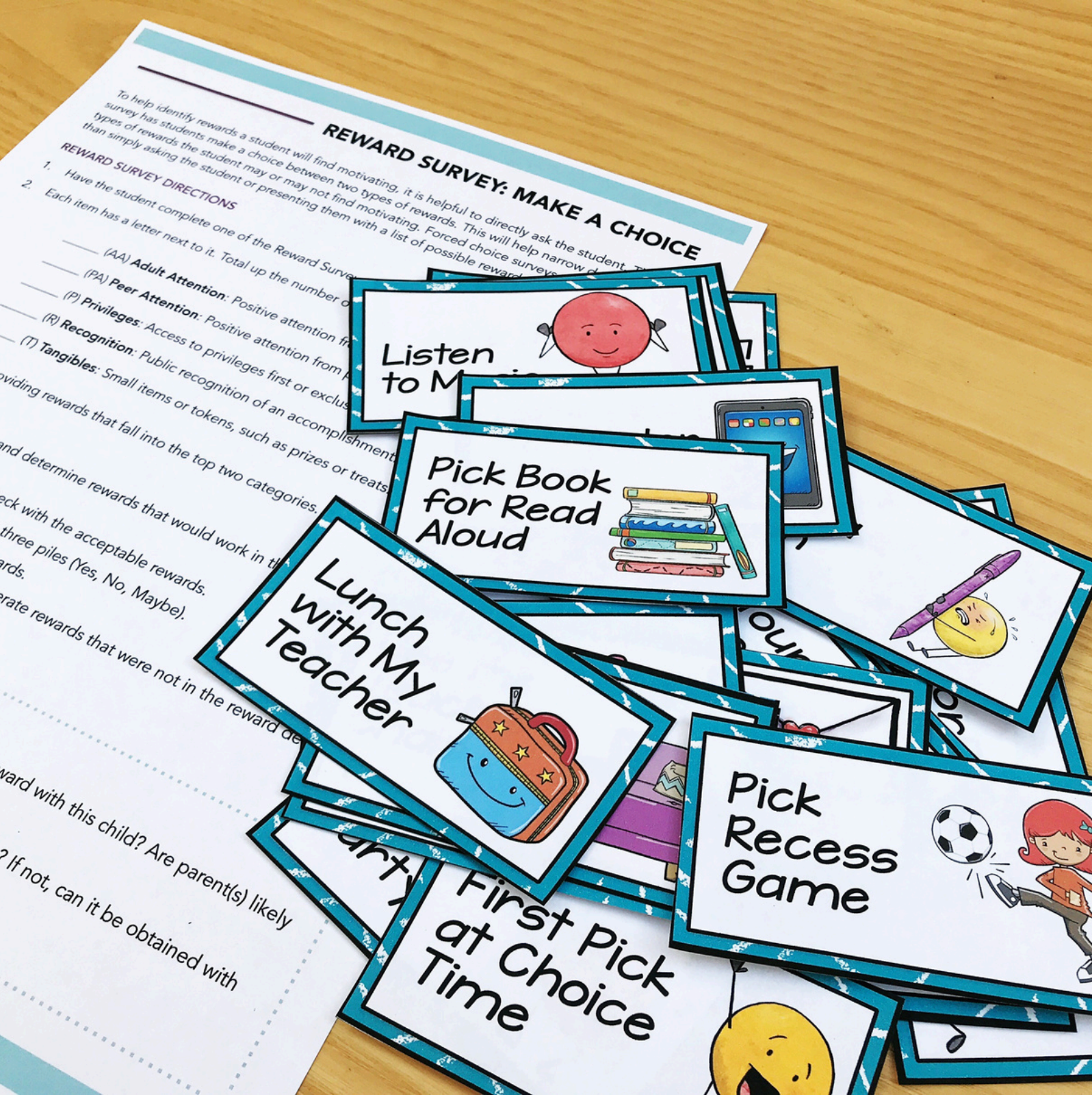
Point System: If the Mystery Student consistently demonstrates the target behavior, award a point to the class and update the point tracker.

Positive Reinforcement: Throughout the lesson, verbally acknowledge students (including the Mystery Student!) when they demonstrate the target behavior.

Class Reward: Once the class reaches a predetermined number of points, celebrate their achievement with a class reward chosen together.

Tips

- **Focus on Fun:** Keep the game light and positive.
- **Be Clear:** Clearly define the target behavior and expectations for earning a point.



Extras

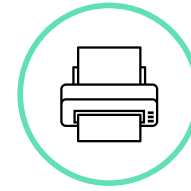
Behavior Matrix

Reward Survey

Data Sheets (editable)

Student Certificates

DETAILS



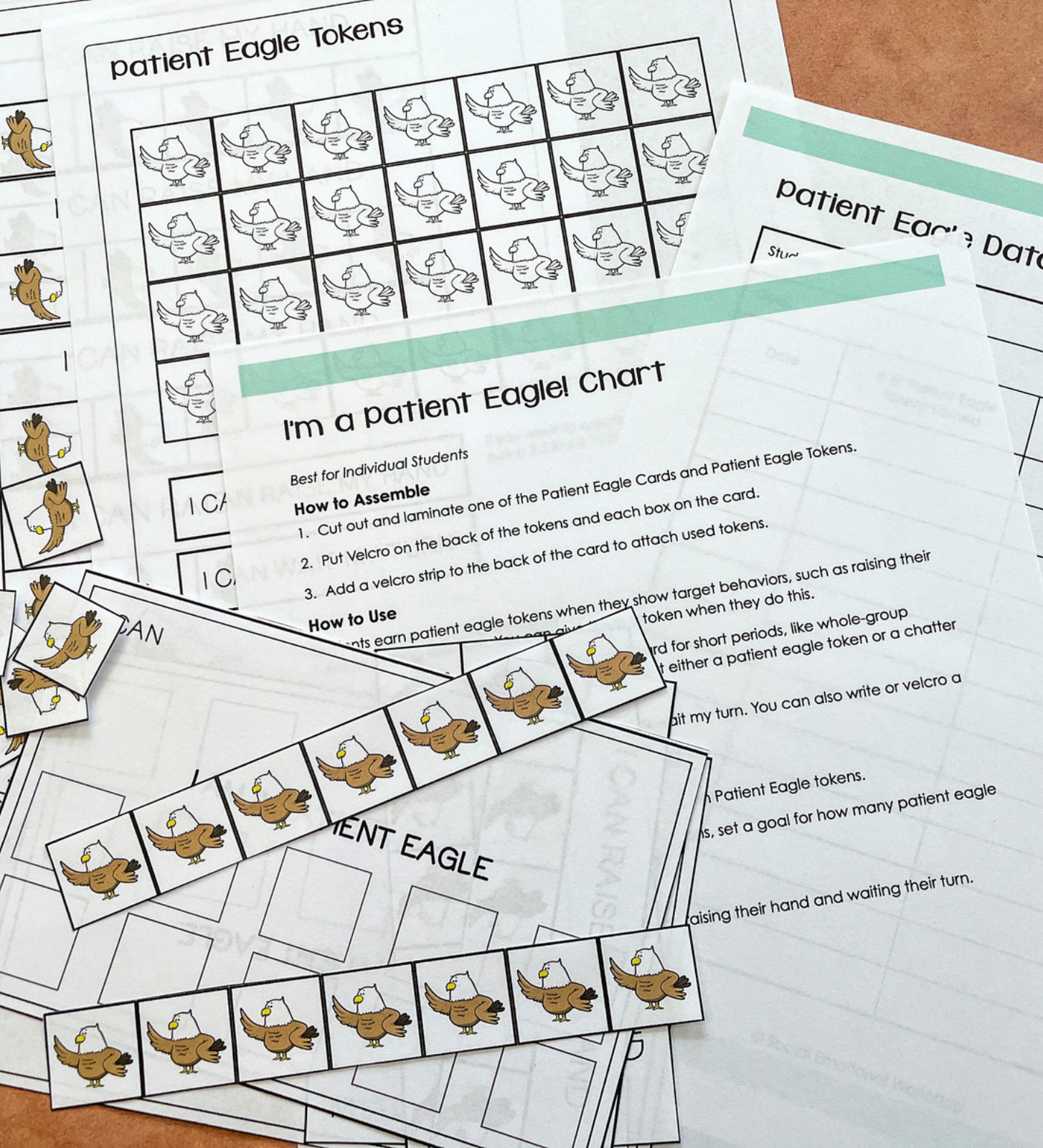
Color and blackline



Best for elementary



Editable sections



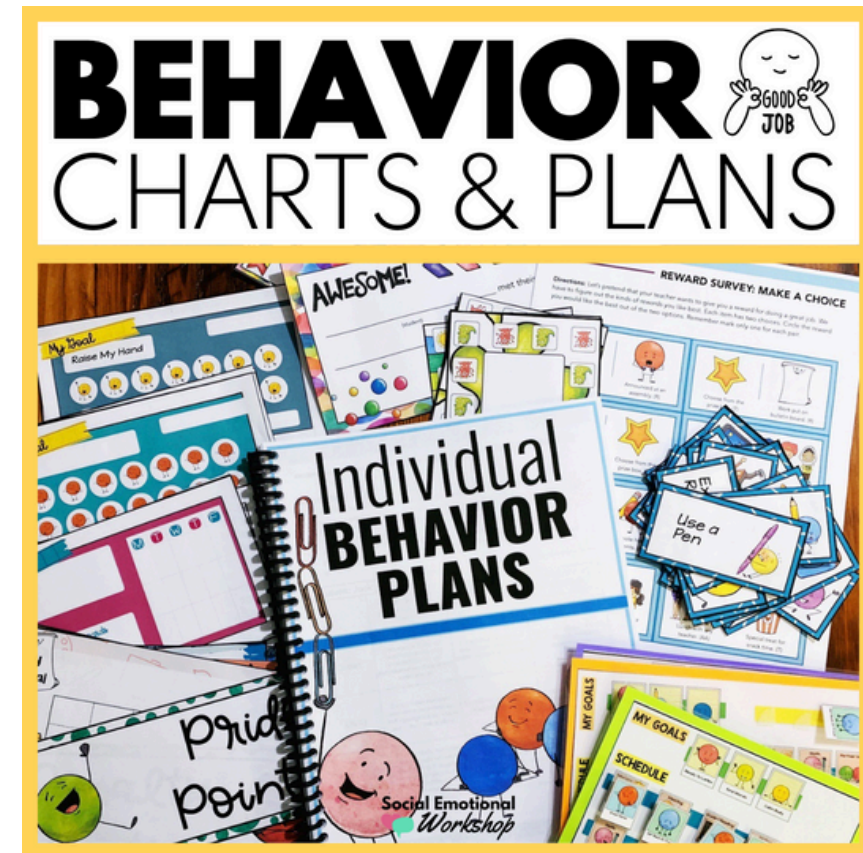
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Choices & Consequences
Lesson



Buy and save

Individual Behavior Charts
and Plans



Hi! I'm Laura

I create research-driven, uncomplicated tools and resources designed to build students' social and emotional skills in counseling or the classroom.

During ten years as a school psychologist, I wore all the hats - but the one I never took off was supporting my colleagues.

Whether you're a first-year counselor or a seasoned teacher, I want you to have the tools you need to support each student.

Visit [my blog](#) for more ideas and [subscribe](#) for exclusive resources!

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