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POSITIVE BEHAVIOR SUPPORTS

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USING THE POSITIVE BEHAVIOR CHART WITH STUDENTS

When it comes to managing student behavior, many teachers find that using a positive behavior chart can be an extremely effective tool. Here are some tips on how school psychologists can support teachers by using a positive behavior chart with students.

- The positive behavior chart is designed to help students develop positive behavior patterns and avoid negative ones. However, before using the tool with a student, it is important to review the directions and answer any questions that the teacher may have. It is also important to consider modeling how to use the tool with the student the first few days until the teacher is comfortable. By doing this, teachers can help ensure that the Positive Behavior Chart is used effectively and that students benefit from its use.
1. Clearly define the expectations for each behavior you want to target. For example, if you want students to raise their hand before speaking, make sure that this is clearly stated on the chart.
 2. List the strategies that will help the students with each skill. For example, who to ask for help, where to go when feeling frustrated, looking at a checklist, etc.
 3. Choose a behavior chart that is appropriate for your students' age and ability level. Younger students may respond well to a visual chart with stickers or other rewards, while older students may prefer a more simplistic chart with check marks or points. Help the teacher identify age-appropriate rewards.
 4. Make sure to praise students when they display the desired behavior. This will reinforce the positive behavior and make it more likely that students will continue to do it.
 5. Use rewards that are appropriate for your students. Some students may respond to tangible rewards and others may prefer quality time with peers, a homework pass, or time with the teacher. Rewards should be individualized and should be reconsidered daily, as our preferences and interests change from day to day.
 6. Be consistent with using the chart. If you only use it occasionally, students may not take it seriously.
 7. Parents should be informed about the behavior strategies being used in the classroom, as well as how their child is doing in relation to those strategies. If a child earns a reward for good behavior, the parents should be notified so that they can provide additional support and encouragement at home. Likewise, if a child is struggling to meet behavior goals, the parents should be made aware so that they can work with the child to find more effective strategies.
 8. After several days of consistently working toward their goals, it is time to start increasing the requirements slowly. This will help them to avoid feeling frustrated and losing motivation. Remember to praise them for their hard work and progress along the way. By gradually increasing the requirements, they will be able to maintain their momentum and continue making progress toward their goals.

Side note: Setting goals is an important part of any educational plan, but it is also important to be flexible. If a student isn't meeting the expectations for a particular goal, it may be necessary to lower the expectations or the amount of points needed to earn the reward. This doesn't mean that the goal is too difficult for the student to achieve, but rather that it may take more time or a different approach. Adjusting the goals as needed can help ensure that students stay motivated and on track to reach their full potential.

LISTENING - THINKING - FOLLOWING - RULES USING TOOLS - HELPING - WORKING HARD



MY POINTS

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MY GOALS

MY STRATEGIES



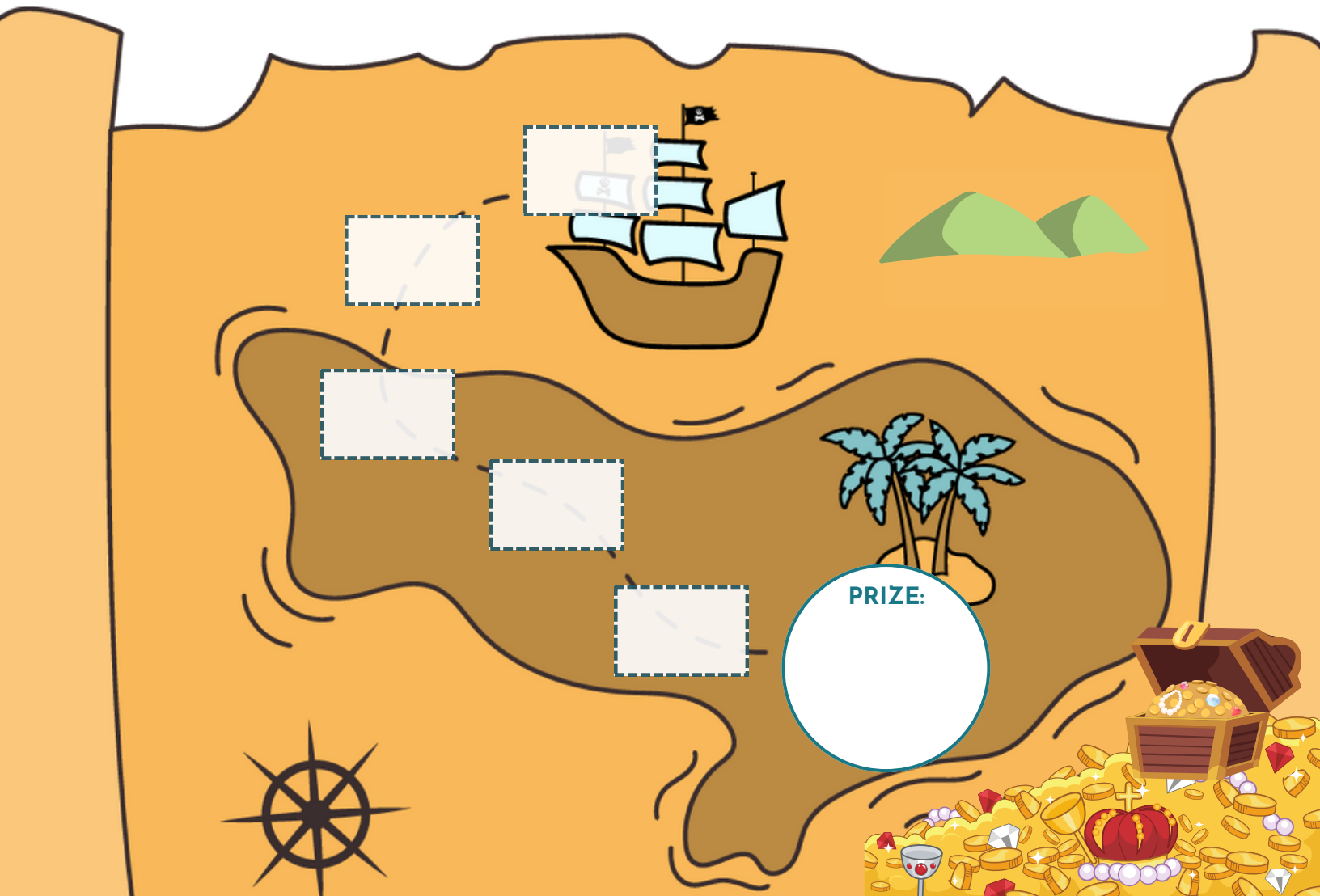
MY REWARDS:

BEHAVIOR CHART FOR YOUNG STUDENTS

LISTENING - THINKING - FOLLOWING - RULES - USING TOOLS - HELPING - WORKING HARD



MY GOAL



BEHAVIOR CHART FOR MIDDLE SCHOOL AND UP

LISTENING - THINKING - FOLLOWING - RULES - USING TOOLS - HELPING - WORKING HARD



MY GOALS

MY STRATEGIES

M

TU

W

TH

F

MY POINTS

PRIZE:

IF I EARN _____ POINTS EACH _____ (DAY/WEEK/MONTH), THEN I CAN EARN MY REWARD.