

BEHAVIOR TRACKING

Think sheets, progress monitoring, & behavior plans

Name: Julie Bechese Date: 10/1

THINK SHEET

I was feeling (circle one)

					
Angry	Confused	Sad	Scared	Worried	Other

because Theo took my pencil

So I made the choice to:

				
Yell	Put my hands or feet on someone	Say hurtful words	Be unsafe	Other

Next time I will: (circle one)

				
Take Turns	Keep my hands to myself	Share	Listen	Tell an adult

BEHAVIOR TRACKING

elementary

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THINK SHEETS

I have a “cool off” station in my classroom called “Alaska” where students are directed to go if they need a time out, whether it be teacher or student directed. I use think sheets when a student has disrupted the learning environment or community. Students fill out the think sheet. When they are ready, they bring it to me to discuss the problem and possible resolutions. After, the student rejoins the class.

Name: Julie Bachese Date: 10/1

THINK SHEET

I was feeling (circle one)

☒ Angry ☐ Confused ☐ Sad ☐ Scared ☐ Worried ☐ Other

because They took my pencil

So I made the choice to:

☒ Yell ☐ Put my hands or feet on someone ☐ Say hurtful words ☐ Be unsafe ☐ Other

Next time I will: (circle one)

☐ Take Turns ☒ Keep my hands to myself ☐ Share ☐ Listen ☐ Tell an adult

Name: Julie Bochesse

Date: 10/1

THINK SHEET

I was feeling (circle one)



Angry



Confused



Sad



Scared



Worried



Other

because Theo took my pencil

So I made the choice to:



Yell



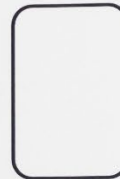
Put my hands or feet on someone



Say hurtful words



Be unsafe



Other

Next time I will: (circle one)



Take Turns



Keep my hands to myself



Share



Listen



Tell an adult

© Julie Bochesse

Name: Julie Bechese

Date: 10/1

THINK SHEET

Today I made the poor choice to... (draw or write)

Say hurtful words to
a classmate.

Tomorrow I will make a better choice to...

Only say things
that are kind and
caring.

I can rejoin the class when I am

- ☒ Calm
- ☒ Respectful
- ☒ Ready to Learn



© Julie Bechese



Name: Julie Bochese

Week: 5/19 - 5/23

Directions: At the end of the day, color or check each behavioral goal that was met.



Behavioral Goal

Total Points: 220

Percentage: 63%



M

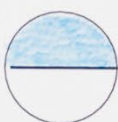
T

W

Th

F

Be respectful to self
and others



AM 5pts
PM 10pts

Be safe



AM 15pts
PM 20pts

Complete
Classwork



AM 25pts
PM 30pts

Complete
Homework



AM 35pts
PM 40pts



©2010 Teacher

Name: Julie Bochesse

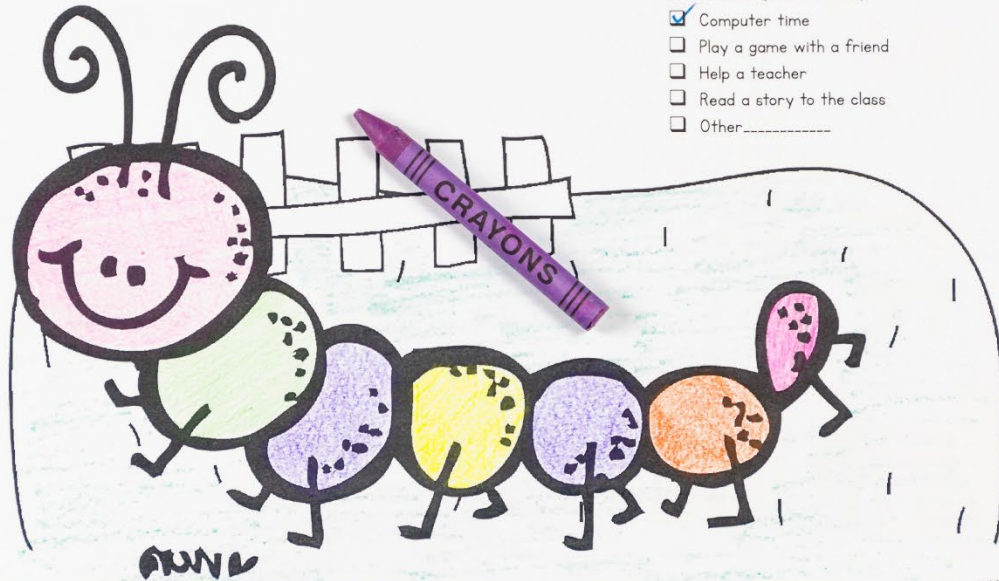
Week: 5/19 - 5/23

Caterpillar Behavior Tracking

Directions: Color one circle of the caterpillar for each subject if you followed all classroom rules. If you get to the end of the caterpillar, choose an incentive.

Incentive (check one)

- ☒ Computer time
- ☐ Play a game with a friend
- ☐ Help a teacher
- ☐ Read a story to the class
- ☐ Other _____



Name: _____ Date: _____

GOOD CHOICES I MADE THIS WEEK

	M	T	W	Th	F
1. I paid attention during lessons	✓		✓		
2. I followed directions on assignments	✓	✓		✓	
3. I raised my hand	✓	✓	✓	✓	✓
4. I was a good listener		✓	✓	✓	
5. I asked for help					✓
6. I used good manners	✓				
7. I had a positive attitude			✓		✓
8. I followed the rules					
9. I kept my hands and feet to myself				✓	
10. I was helpful to classmates and the teacher	✓				
11. I worked well with others		✓			✓
12. I completed my assignments neatly and on time	✓		✓		
13. I was respectful		✓			
14. I ignored others "bad choice" behavior		✓		✓	
15. I controlled my temper			✓		
16. I walked correctly in line	✓	✓	✓	✓	✓
17. Other _____					

DAILY TOTAL: _____

Teacher Comments: _____

Parent Signature: _____

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Date: _____

BEHAVIOR CONTRACT

I Julie will make the following behavior changes:



cool off when I am angry.



talk to people about my feelings.



Say kind things to others.



When I follow this agreement I will earn

time to help Ms. Abdul's class

If I do not make these behavior changes

I will have to sit out.

We will review this agreement on 30 (date)

Student Signature Julie Bochesse

Teacher Signature _____

Parent Signature _____



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This is a teacher completed behavior tracking sheet. It works very well for Tier 3 RTI.

Behavior Frequency Chart and Graph

Student: _____ Teacher: _____

Target Behavior: Out of seat

Intervention: _____

Observation Period (Time of Day/ Activity): _____

Month: _____

Day of Month:

1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28
---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----

15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
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Key: S= suspended A= Absent

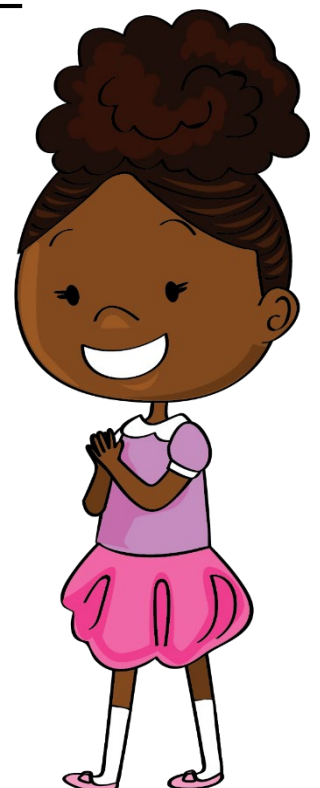
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BEHAVIOR PLANS & TRACKING CHARTS

I use behavior plans and tracking charts for my students with severe behavior problems. I use these with students who have IEP's for behavior, for RTI Tier 2 and Tier 3 documentation, and as an informal tool to help students manage their behavior.

First, I have my student take a "Forced Choice Menu" survey to determine what incentives will motivate them. (Forced Choice Menu can be found here: <http://www.pbisworld.com/tier-3/forced-choice-reinforcement-survey/>).

After determining the incentive the students would like to work for, we come up with a behavior plan.



BEHAVIOR TRACKING CHARTS

While developing the behavior plan, it is important to make expectations and consequences clear. If the behavior chart being used is points based, the expectation of earning a reward should be 65% or higher.

At the beginning of implementation, help your student complete the behavior chart. As students become familiar with the system, you can transfer the responsibility over to them (still conferencing with the student about what they are doing well and what they need to work on).



If student behavior improves for an extended amount of time, try to decrease the use of the chart and eventually the incentive.

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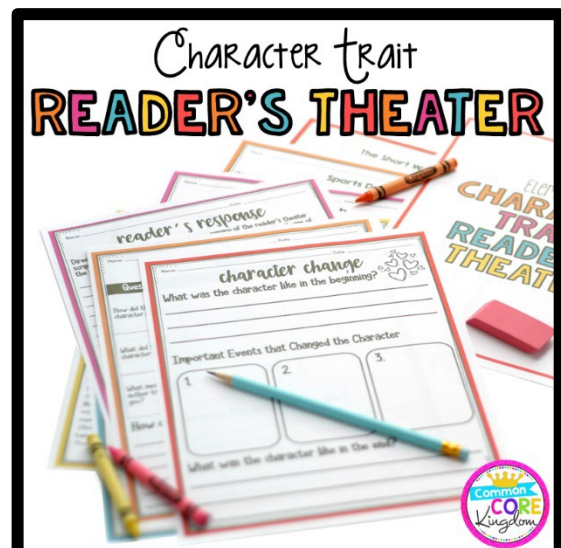


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