Student’s Name:

Date:

Grade:

Teacher:

Location:

Behavior: This student has been getting classroom conduct marks in the areas of “talking out” and “not paying attention”. Her parents are very concerned about her behavior at school and at home. This behavior plan focuses on the improvement of those two areas.

Action: If she receives a conduct mark in one of the two areas above she will lose a privilege at home. Her parents select the privilege she loses at home. She will also lose a privilege at school. Her teacher selects the privilege she loses at school. She will lose a privilege at home and at school for every conduct mark given in the areas of “talking out” and “not paying attention”.

Positive Discipline: She will have a behavior chart that sits inside her desk during school. Her teacher will initial one box in the chart at the end of the day if the student does not receive a conduct mark. When she fills the chart she returns the completed chart to the counselors office. The chart will increase in expectations every time she completes a chart.

Reward: After she has filled up the boxes with signatures, she will get one reward at the end of the week.

* She will be able to select from a mystery bag that the counselor has put together based on the student’s interest. The mystery bag consists of slips of paper with school rewards. The rewards include:
  + Have lunch in the counselor’s office with a friend
  + Play a board game with the counselor
  + Create a piece of art in the counselor’s office

The number of boxes she has will increase after every completion.

Timeline: This plan will stay in effect until further notice.

Counseling: The student will meet with the counselor every Friday to discuss her behavior plan progress. The counselor will also work with the student on behavioral interventions that include school and home behavior. The counselor will monitor in order to see if this plan in being effective.

I understand my responsibility, my consequences, and my rewards.

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Student’s Signature Date