

# POSITIVE BEHAVIOR SUPPORT PLAN

## What's inside?

The following packet contains materials and resources that will help you rethink discipline and create opportunities for student learning and engagement.

The materials included use both preventative and responsive strategies to inspire and support positive student behaviors. We hope to equip you with the tools to embrace Restorative Justice Practices and Bullying Prevention in your classroom.

**Restorative Justice Practices** are a set of informal and formal strategies intended to:

- (a) build relationships and a sense of community to prevent conflict and wrongdoing; and
- (b) respond to wrongdoings, with the intention to repair any harm that was a result of the wrongdoing.

Preventative strategies include community or relationship building circles, and the use of restorative language. Some responsive strategies include the use of restorative questions within a circle or conferencing format, again with the intention of repairing the wrong that happened as a result of the behavior. The restorative questions, while varied in exact language, ask the student to consider: what happened? who did it impact? how do you make it right?



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# THINK SHEET

NAME:

DATE:

I WAS NOT (CIRCLE ALL THAT APPLY):

FOLLOWING RULES    BEING RESPECTFUL    BEING RESPONSIBLE    LISTENING

FOLLOWING DIRECTIONS    BEING COOPERATIVE    BEING SAFE    OTHER:

AND...

I SHOULD HAVE...

THEN...

SO FROM NOW ON I....



# RECOVERY TIME THINK SHEET

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

I'M FEELING:



ANGRY



HAPPY



FRIGHTENED



GUILTY



EMBARRASSED



SAD

I CHOSE TO:

I COULD HAVE:

DID I APOLOGIZE? ☐ YES ☐ NO

DO I NEED TO APOLOGIZE? ☐ YES ☐ NO

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Parent/Guardian Signature



# RECOVERY TIME THINK SHEET

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## I FEEL:

- ☐ Sad
- ☐ Alone
- ☐ Angry
- ☐ Foolish
- ☐ Embarrassed
- ☐ Silly

**DRAW IT!**



## I CHOSE TO:

- ☐ Be loud
- ☐ Talk out of turn
- ☐ Ignore direction
- ☐ Sass
- ☐ Argue

## I COULD HAVE:

- ☐ Been more respectful
- ☐ Been more responsible
- ☐ Kept our classroom safe

## DO I NEED TO APOLOGIZE?

- ☐ YES ☐ NO

MY SIGNATURE: \_\_\_\_\_



# DAILY BEHAVIOR SHEET

\_\_\_\_\_  
(NAME)

## WILL BE A FRIEND BY...

	MORNING	LUNCH	AFTERNOON
SAYING KIND THINGS			
DOING KIND THINGS			



= **2**



= **1**



= **0**

**GOAL: TO EARN \_\_\_\_\_ POINTS**

**TOTAL POINTS EARNED: \_\_\_\_\_**



# STOP AND THINK

Today we're learning how to make better choices.

**NAME:** \_\_\_\_\_

had some trouble making the best choice for his/her learning. He/she has had a talk with me and we completed this form together.

Please discuss this form with your child. Thank you.

## HERE'S WHAT HAPPENED:

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## NEXT TIME, THIS WOULD BE A BETTER CHOICE:

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## PARENT COMMENTS:

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**PARENT SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_





# THINK SHEET

NAME:

DATE:

1. WHAT EXPECTATION DID I NOT MEET?

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2. WHY WAS MY BEHAVIOR A PROBLEM?

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3. WHAT COULD I HAVE DONE INSTEAD?

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4. DO YOU NEED TO APOLOGIZE TO ANYONE? ☐ YES ☐ NO

5. DID YOU APOLOGIZE? ☐ YES ☐ NO TO WHOM? \_\_\_\_\_





# FIXING BROKEN RULES

THE RULE I BROKE WAS:

I BROKE THE RULE BECAUSE:

WHAT SHOULD HAPPEN  
BECAUSE I BROKE THE RULE?

FROM NOW ON I:

HERE IS MY APOLOGY:

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SIGNATURE:

DATE:

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# POSITIVE BEHAVIOR SUPPORT PLAN

STUDENT NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_

DATE: \_\_\_\_\_

DESIRED BEHAVIORS:

- 1.
- 2.
- 3.

INTERVENTION STRATEGIES:

- 1.
- 2.
- 3.

SKILLS TO BE TAUGHT:

- 1.
- 2.
- 3.

POSITIVE INCENTIVES:

- 1.
- 2.
- 3.

PROCEDURES FOR MANAGING  
INAPPROPRIATE BEHAVIOR:

- 1.
- 2.
- 3.

SAFETY SUPPORT  
PLAN:

- 1.
- 2.
- 3.

STUDENT: \_\_\_\_\_

TEACHER: \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_



# BEHAVIOR IMPROVEMENT FORM

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

DID YOU FOLLOW DIRECTIONS APPROPRIATELY? ☐ YES ☐ NO

WHAT WAS YOUR BEHAVIOR? \_\_\_\_\_  
\_\_\_\_\_

WHAT DID YOU WANT? (CHECK OFF THE APPROPRIATE STATEMENT)

- ☐ I wanted attention from others.
- ☐ I wanted to be in control.
- ☐ I wanted to avoid doing my homework.
- ☐ I wanted to cause problems because I am sad inside.
- ☐ I wanted to cause problems for others because they don't like me.
- ☐ I wanted to...

DID YOU GET WHAT YOU WANTED? ☐ YES ☐ NO

WHAT COULD YOU DO DIFFERENTLY? \_\_\_\_\_  
\_\_\_\_\_

WILL YOU BE ABLE TO RETURN TO CLASS ? ☐ YES ☐ NO

STUDENT: \_\_\_\_\_ TEACHER: \_\_\_\_\_



# BECOMING A PROBLEM SOLVER

## WHAT IS THE PROBLEM?

WHO, WHAT, HOW, and WHY it happened.

**STOP** and calm down.  
**THINK** of a plan.  
**PROBLEM** solve wisely.

## WHAT WAS THE RESULT?

## HOW SHOULD I HAVE SOLVED THE PROBLEM? List two better methods.

1.

2.

## HOW COULD I HAVE PREVENTED THE PROBLEM?

## WHAT WILL I DO FROM NOW ON?

MY SIGNATURE: \_\_\_\_\_



# CONFLICT-RESOLUTION

**NAME:**

**DATE:**

**IDENTIFY THE CONFLICT. WHAT'S YOUR PERCEPTION OF THE PROBLEM?**

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**THERE ARE OFTEN SEVERAL PERSPECTIVES OF A CONFLICT. WHAT ARE OTHERS' PERCEPTIONS OF THE PROBLEM?**

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**BRAINSTORM POSSIBLE SOLUTIONS TO RESOLVE THE CONFLICT(S).**

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**WHAT ARE YOU WILLING TO DO TO RESOLVE THE CONFLICT(S)?**

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# CONFLICT-RESOLUTION

**PRIORITIZE THE SOLUTIONS.**

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**DEVELOP AN AGREEMENT AND ACTION PLAN.**

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**IDENTIFY A TIMELINE FOR IMPLEMENTATION.**

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**HOW WILL YOU EVALUATE THE PROGRESS?**

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**MODIFY THE ACTION PLAN IF NECESSARY.**

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### AM WRITING THIS REFLECTION BECAUSE...

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





# REFLECTIVE BEHAVIORAL JOURNAL

**WHAT HAPPENED AND WHAT WERE YOU THINKING ABOUT AT THE TIME OF THE INCIDENT?**

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**WHAT HAVE YOU THOUGHT ABOUT SINCE?**

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**WHO HAS BEEN AFFECTED BY WHAT HAPPENED AND HOW?**

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# REFLECTIVE BEHAVIORAL JOURNAL

**WHAT ABOUT THIS HAS BEEN THE HARDEST FOR YOU?**

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**WHAT DO YOU THINK NEEDS TO BE DONE TO MAKE THINGS AS RIGHT AS POSSIBLE?**

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**NAME:**

**DATE:**

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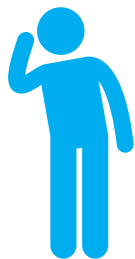
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**SIGNATURE:**

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# REFLECTIVE LISTENING FORMULA



Any of the following can show that you understand how your child is feeling or can help your child tell you how he or she feels.

**YOU'RE** \_\_\_\_\_ **BECAUSE** \_\_\_\_\_  
(INSERT FEELING WORD) (STATE REASON FOR THE FEELING)

**SOUNDS LIKE YOU'RE:** \_\_\_\_\_  
(INSERT FEELING WORD OR PHRASE)

**YOU SEEM:** \_\_\_\_\_  
(INSERT FEELING WORD OR PHRASE)

**IT SEEMS LIKE YOU ARE FEELING:** \_\_\_\_\_  
(INSERT FEELING WORD OR PHRASE)

**LOOKS LIKE YOU'RE FEELING SORT OF:** \_\_\_\_\_  
(INSERT FEELING WORD OR PHRASE)

## EXAMPLES:

"You're upset because Bobby took your favorite toy. It is hard when others take things from you."

"You're angry with me because I would not let you go to Sarah's house."

"You seem sad today."

"Sounds like you're frustrated."

"It seems like you are feeling left out because Joey wouldn't let you play."



# COUNSELOR REFERRAL FORM

STUDENT: \_\_\_\_\_ DOB: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_

REFERRED BY: \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_ PHONE: \_\_\_\_\_

BRIEFLY STATE THE REASON FOR REFERRAL:

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PLEASE LIST ANY BEHAVIORAL, ACADEMIC, OR ENVIRONMENTAL CONCERNS:

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PLEASE LIST ANY INTERVENTIONS DONE:

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PRINCIPAL'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

COPIES: PRINCIPAL, COUNSELOR, TEACHER