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## Behavior Charts and Tools for Home

### Websites/Articles:



#### [Childmind.org](http://Childmind.org)

*The ABC's (antecedent, behavior, consequence) of behavior and how to manage your child's behavior at home.*

#### [Positive Behavior Supports](#)

*An overview of positive behavioral supports and how to use them at home. This website provides strategies for managing behavior, parent training modules, and tips to help with daily routines.*

#### [CDC.gov](http://CDC.gov)

*The CDC provides a free, online resource designed for parents of 2 to 4-year-olds. The purpose of the website is to provide information on how to build a positive, healthy relationship with your young child.*

#### [Livebinders.com](http://Livebinders.com)

*This online presentation discusses the essentials of Positive Behavioral Interventions and Supports (PBIS) and how this system can be implemented at home to promote structure and child engagement, and clarify family expectations.*

#### [Wide Open Schools](#)

*This online inventory provides resources for both families with preschool to fifth grade children and sixth to twelfth grade children. These resources include videos, apps, and programs for a variety of categories, including a daily schedule; different academic subjects; physical activity; arts, music, and do-it-yourself (DIY); emotional well-being; life skills; special needs; English-Language Learners (ELL); virtual classroom setup; and more.*

## Podcasts/Videos:



### [Tilt Parenting](#)

*A podcast about parenting “differently wired” children during COVID-19.*

### [Essential PBIS Practices for Families](#)

*This short video talks about positive behavioral interventions and supports/practices for families to use during COVID-19.*



## Interventions/Games:

### [Points for Grumpy Intervention](#)

*This is a strategy that can be used with younger students who may be verbally defiant and non-compliant.*

### [Hall of Heroes](#)

*Hall of Heroes is an online social-emotional learning program where middle schoolers can join a “superhero” middle school and learn social and emotional skills to gain confidence and overcome the challenges that come with middle school. This program is free through 6/30/2020.*

### [Reduce Time-Outs with Active Response Beads](#)

*“Active Response Beads- Time Out” is an intervention that promotes the use of calm-down strategies when a child is upset and increases behavioral self-management skills.*

**Visuals/Charts:**



**Steps to Calm Down**



**1. Ask for a break.**

*break*

**2. Sit down in break area.**



**3. Take 3 deep breaths.**



**4. Count to 10...Slowly!**



**5. Are you calm?**



*A visual that can help parents teach their children how to calm down when they get upset at home.*

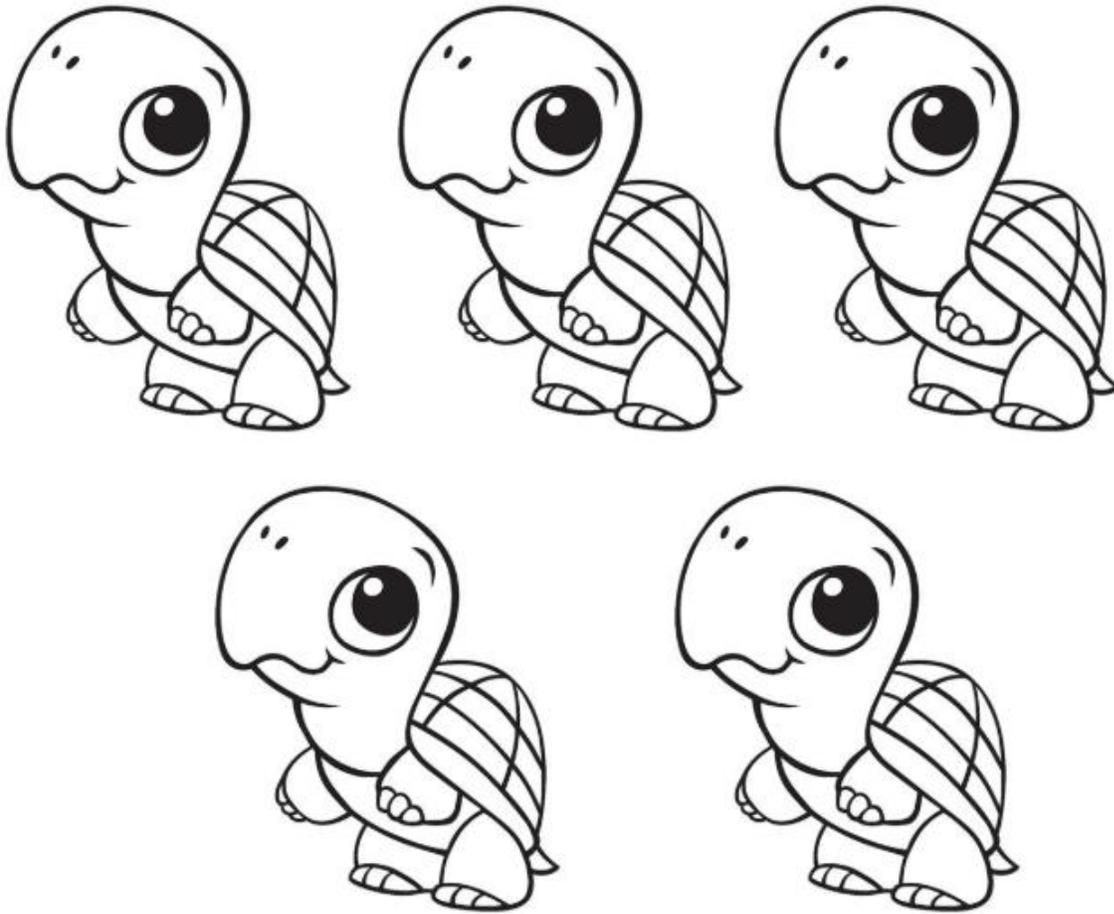
# Amazing Turtles Leaping Hurdles

I will \_\_\_\_\_ by the  
end of the...

- Day
- Hour
- Other length of time: \_\_\_\_\_

If I can do it, then I will color in a turtle. When all five turtles are colored in, I will get

\_\_\_\_\_.



*This is an easy behavioral chart that parents could use, likely for preschool students, in order to help them accomplish tasks at home.*

## How are you feeling?



Happy



Joyful



Content



Silly



Sad



Angry



Scared



Worried



Confused



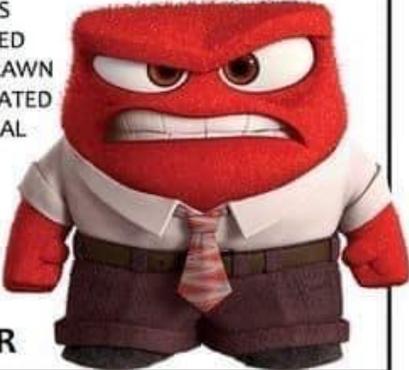
Surprised



Hurt



Embarrassed

 <p><b>JOY</b></p> <p>JOYFUL INTERESTED PLAYFUL CONFIDENT LOVING SENSITIVE COURAGEOUS HOPEFUL</p>	<p><b>SADNESS</b></p>  <p>SAD BORED SLEEPY UNHAPPY IGNORED GUILTY LONELY ALONE</p>
<p><b>SURPRISED</b></p>  <p>STARTLED CONFUSED AMAZED EXCITED SHOCKED ASTONISHED EAGER DISMAYED</p>	<p><b>ANGER</b></p>  <p>MAD JEALOUS EMBARRASSED FURIOUS IRRITATED WITHDRAWN FRUSTRATED SKEPTICAL</p>
 <p><b>DISGUST</b></p> <p>AWFUL DISAPPOINTED HESITANT REVOLTED LOATHING JUDGEMENTAL</p>	<p><b>FEAR</b></p>  <p>HUMILIATED REJECTED WORTHLESS INSECURE ANXIOUS SCARED</p>

HOW ARE YOU FEELING TODAY?

*These are feelings charts that parents can use with children on a daily basis to check on their child's social-emotional state.*

# Positive Behavior Chart

★ = I did it on my own (0-2 prompts)

<b>Time of Day</b> 	<b>Positive Behavior</b> (simple and defined depending on the behavior) 

How many stars/stickers/checks did I earn? \_\_\_\_\_

If I get 4 or more, I get to:  
(list reinforcement options)

*This is an example of a positive reinforcement chart to use daily with students who may be struggling. The right column of the chart can be altered with the desired behavior depending on the student. Stickers, checks, smiley faces, etc. can be used.*

## Expectations for the Home

1. Talk with your child about the routines at home and make a list.
2. Define the behaviors to match each of the expectations.
3. Set up a chart to reinforce your child when they meet the expectations. Determine privileges your child can earn (ex. Food item, monitor time, walk outside, special toy, etc.). Aim for him or her reaching 80% of all expectations.

	<b>Positive</b>	<b>Respectful</b>	<b>Involved</b>	<b>Determined</b>	<b>Excellent Choices</b>
<b>Morning</b>	Use kind words	Everyone takes turns in the bathroom. Use your time.	Brush your teeth. Make your bed.	Set your alarm and up when it goes off.	Check to make sure you have everything for school.

## Susan's Week

I will earn \_\_\_\_\_points this week that can be used toward the purchase of \_\_\_\_\_.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
<b>Morning</b>							

Can include additional rows for car riding, homework, time, meal time, outside play, preparing for bed, etc.

*This is an example of a chart that first clarifies the expectations across the home and states specific behaviors that match those expectations, and then uses a positive reinforcement chart to encourage children to meet these expectations.*