

## Create a behavior management system.

- a. The student can help you to make a list of the activities, privileges, treats, etc. that they really like or would like. Find those that are acceptable to you.
- b. Come up with one or two target behaviors, things that you would like the student to do. (i.e. staying focused, completing the assignment) Keep it positive and worded as to what you want the student to do, not what you don't want them to do. (stay seated for 10 minutes vs. don't get up during the lesson).
- c. Create a visible system that measures when one of those target behaviors is reached. Examples:
  1. A jar that you put marbles into.
  2. Paper tickets put into an envelope.
  3. A wall chart that shows 'points earned'
  4. Older students may want a point sheet.

Tip: Only make tokens available to students to touch or count at certain times that will not distract them.
- d. Decide how much a treat or privilege is worth. (Pick something that does not take much to earn at least the first time as immediate satisfaction will fuel motivation for the next round. As time goes on you can increase the size/length of time of the 'prize'.
- e. Make the tickets, marbles, etc. frequent to earn. At least every subject in the day, it could even be every activity/ time frame to begin with. Students that have a bad math class will not have motivation to do well in language if they know they have blown their only chance for the day. Tip: If you are looking for a very specific behavior (ex: active listening) you may want to present a token when you observe the behavior instead.
- f. Make the reward worth the effort without going overboard. An example is computer time (or tv/video game). A given number of tickets can earn 15 minutes of their favorite activity. If the tickets are hard to earn you may want 1= 15minutes, but don't make them too hard to earn or many kids will give up trying. You may also have a certain number of tickets equals a tangible item or activity (ex: Eliches). A prize box works well with younger students and is frequent enough to keep them interested.
- g. The reward system has to be consistent or it will not work. Make sure they know why they are being rewarded. Present the marble, ticket or point after each requirement instead of waiting until the end of the day, but make sure it has a place to go (jar or envelope on the fridge) so that it is not played with during the next assignment.

Reward systems are a very common thing in average classrooms, especially in the elementary levels. The goal is to encourage the child externally to practice positive habits so that they may eventually find a reason to do it on their own.