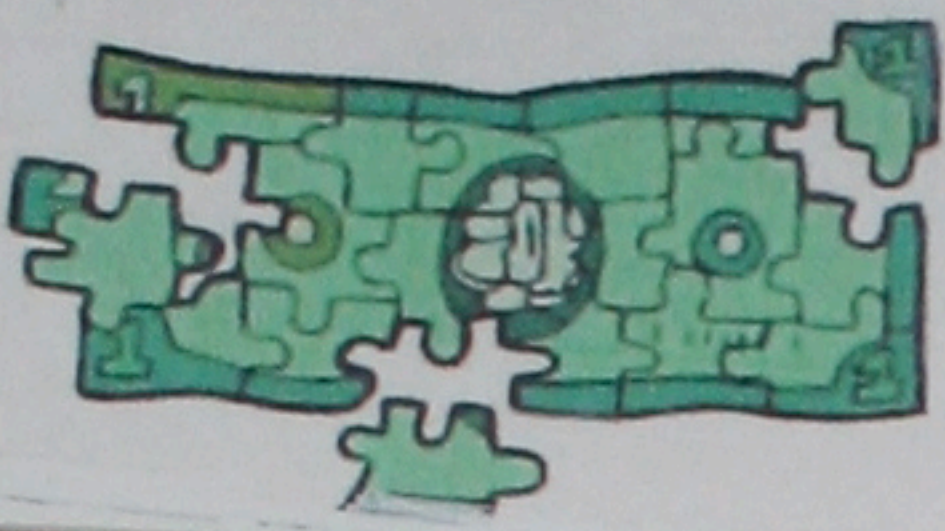



Puzzle




Sticker




Sticker


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Windows Of Good Behavior!



mrs. Henderson



Window Behavior Modific.

# Windows of Good Behavior





I was caught




Good bee-h



Bee-utiful worl


Bracelets



Windows Of Good

I earned a prize today! Ask

Bookmarks



Puzzles



Badges



Stickers

Windows Of Good Behavior!







## Windows Of Good Behavior

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### Materials:

- Manila file folder
- Copy paper
- X-acto knife
- Stickers

### Directions:

1. Using an X-acto knife cut 12 “windows” in the front of a manila file folder. (See photo).
2. Print copies of the 4 masters.
3. Laminate them for durability.
4. There is also a blank template for you to make up your own.

### How the system works:

- Turn the 4 “reward” window-masters face down.
- Student on behavior modification program chooses one.
- Teacher puts it in the file folder face up.
- Teacher explains program to the student.
- Each time the child is caught being good, or is staying on task, or has completed a specific task/assignment they may open a window.
- Teacher decides with the student what behavior they are working on, and what they have to do in order to earn the privilege of opening a window.
- If the window says, “**puzzle**” they get a piece of a 6-piece puzzle that when put together is a picture of **treasure chest**.
- This is a trip to my treasure box. If you don’t have one, you can have several prizes that you picked up from The Dollar Store etc.
- Student decides ahead of time and chooses a prize. This will be their “treasure” that they will work for.
- When they complete the treasure chest puzzle they are rewarded with that prize/trip to the treasure box.
- If the window says, “**sticker**” they get a sticker for their “**Look at what a great job I did at school!**” **HAPPY GRAM.**

- They put the sticker in one of the boxes. They can keep this Happy Gram all week and fill up the entire thing, or they can take it home at the end of the day.
- You can jot a note on the back, or simply check the appropriate boxes for an easy way to communicate with parents.
- If they open a “**candy**” window they receive an **M&M, Skittle, or Smartie.**
- I use this type of candy because it is small, melts in the mouth and is not really going to give an already hyper child a sugar high.
- There are only two candy windows on the grids.
- I sometimes have other students ask why this child is “special” and gets to do this folder, or other behavior modification programs I have in class. I explain to them that this type of thing is helping “Johnny” learn how to control himself better, and that they already know how to do that, and I’m very proud of them that they don’t need to learn that.
- Most of the time, if I have a child on this type of behavior modification program, my other students already know this child has behavior issues as they are frequently in the Time Out chair, or acting out in such a way that it is sometimes even scary for the other children. This simple explanation is often all that is needed.
- If the other children see you giving X child a piece of candy, or if X announces to the world that they just received a piece of candy, you can always reward the other children with an M&M for not having to be on a behavior plan.
- I’ve also used the candy window to build X’s self-esteem. When (s)he opens that window, he not only gets a Smartie, he gets to hand one out to the rest of his classmates, who clap for him for getting to another level.
- This is another form of positive attention that this type of child craves, but usually does not get.
- After all of the windows are open, simply open the file folder and fold them backwards so that they pop back in.
- Make another folder and store the laminated masters and happy grams in this folder.
- Cut 4 library pocket fronts down and tape them to the inside of this folder.
- They will hold the slap bracelets, bookmarks, badges and stickers.
- Tape a regular white envelope to the folder as well and store the puzzles in this. See the photo for placement.
- Cut out and glue my labels to the folder, pockets and envelope.
- Tuck this folder inside the window folder for easy storage and to keep everything together.





# Bee-ing Good

## Non-Treasure Box “Treasures”

There are different schools of thought about rewarding children for good behavior. Some think that students should be good because they need to behave and that's the end of the story. They shouldn't have to be rewarded.

I find that in teaching Y5's I'm at the beginning of the totem pole where parents don't know they have a child who just might have a learning disorder or other handicap that makes them incapable of controlling themselves without some sort of “extra” incentive.

Some children haven't learned this important life skill at home. Some have OD, ADHD, perhaps EI, ESL and all the rest of the letters of the alphabet and not yet been “labeled” because I have them for the first time and have not yet made a paper trail with testing.

When I'm trying to teach 19+ other students with little or no attention span as well, with no aid to help rescue me, or take this child aside and give some much-needed attention to, I'm all for a few incentives, in order to not lose the rest of the “bunch” and my sanity in the process!

These “treasures” needn't be the candy, stickers, nor the trip to the treasure box. I've sometimes found that quality time with me is what a hyperactive child really wanted. Thus here is a list of some other types of “treasures” you can offer a student when they complete a puzzle. You never know what their “hot button” to motivate them will be!

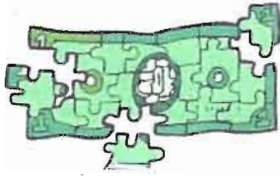
- Eat lunch with the teacher.
- Be the line leader all day.
- Be special person for the day. (Gets to wear the “special person” apron and do all the “student jobs” for the day. May only choose this incentive once per month.)
- Be teacher's assistant. (Gets to wear the “teacher's assistant” apron/badge and do the “teacher's assistant” jobs.) If you don't have one, make one up. This person can deliver mail to any other teacher. If you don't have any mail, make up a “Have a nice day note!” and

shove it in a “top secret” envelope. Let this child carry it to the “special” class or deliver it during class (if they can be trusted) so they feel special. Let various teachers know of this “special job” and “mail service”. They can quickly read the mail, if they have time and simply initial it and send it back. The assistant can sharpen your pencils, erase the boards, do whatever jobs you can think of that a child could do for a teacher that doesn’t take away from your other student jobs. They could monitor the line and make sure it is straight and quiet. Check to see if everyone is out of the bathroom, check to see if all the lockers are closed, count heads, put garbage cans outside the door for the janitor, help you put up/take down a bulletin board, help you stuff Take Home Folders, help you put things in backpacks etc. Let them pass out a candy treat, or help you set up snack.

- Pick out the story from a group of books you show them; sit next to you during story time and help with the story.
- Be your assistant magician. You can show them how to do a magic trick. (There are all sorts of easy-magic sites on line. If you own one of my tricks, do NOT show them how to do the change bag or duck pan, as they WILL tell how you do it and spoil that trick forever.)
- Basically think of things your students enjoy doing in your class or with you and add that to a list this student can choose from.



Puzzle



Sticker



Puzzle



Sticker

Puzzle



CANDY



Puzzle



CANDY



Sticker

Puzzle



Puzzle



Sticker



Puzzle



CANDY



Sticker

Puzzle



Sticker

Puzzle



Sticker

Puzzle



Puzzle



Puzzle



Sticker

CANDY

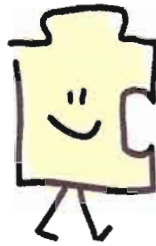






Sticker

Puzzle



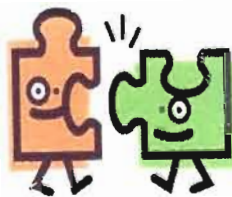
CANDY



Puzzle

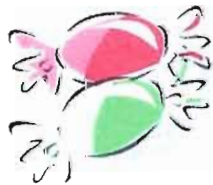


Puzzle



Sticker

CANDY



Sticker

Puzzle



Sticker

Puzzle



Puzzle





CANDY



Sticker

Puzzle



Puzzle



Puzzle



Sticker

CANDY



Sticker

Puzzle



Sticker

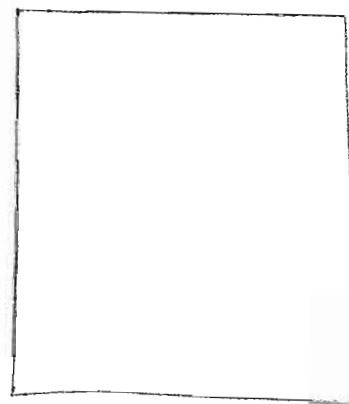
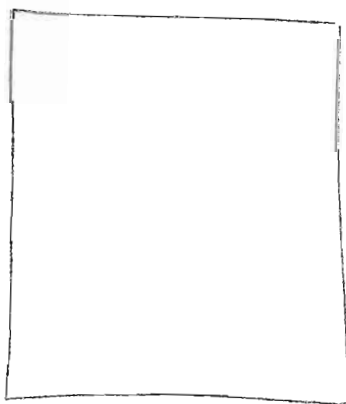
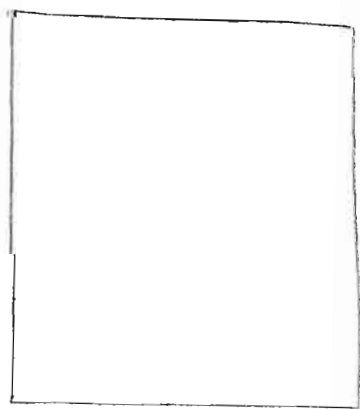
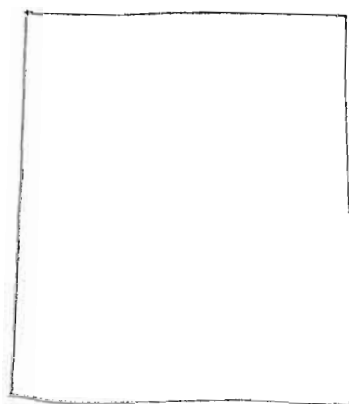
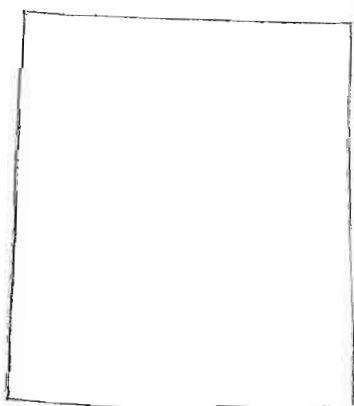
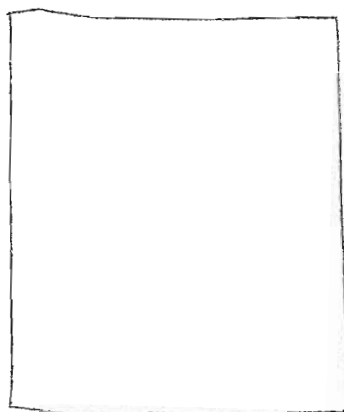
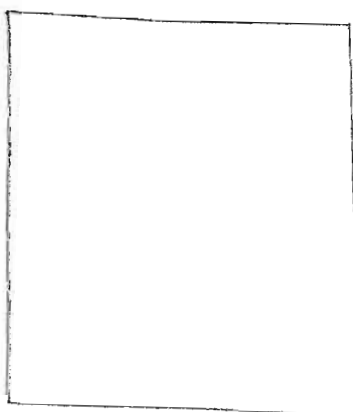
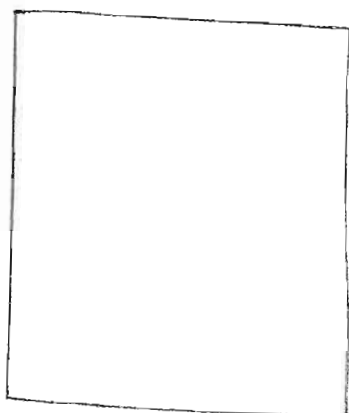
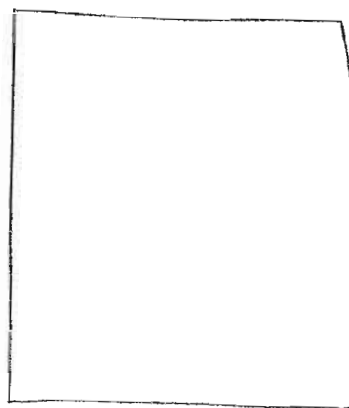
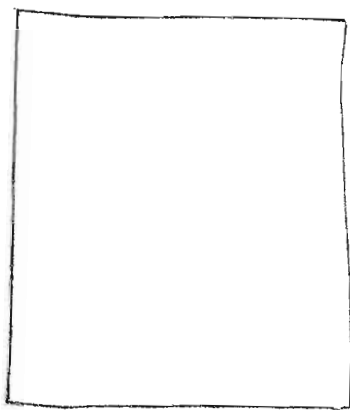
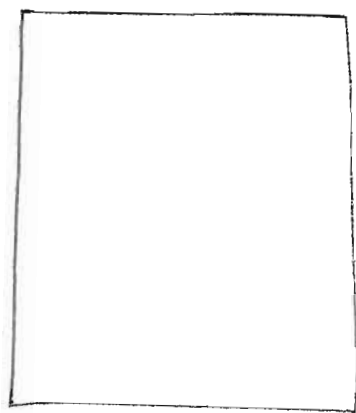
Puzzle



Puzzle

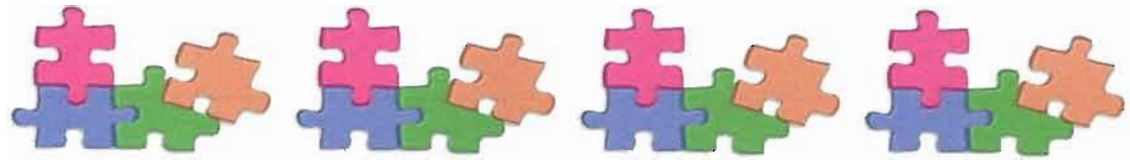








**Windows Of Good Behavior!**



**Windows Of Good Behavior!**



**Windows Of Good Behavior!**



**Windows Of Good Behavior!**





# Windows Of Good Behavior!



I earned a prize today! Ask me how I did it.

# Windows Of Good Behavior!



I earned a prize today! Ask me how I did it.

# Windows Of Good Behavior!



I earned a prize today! Ask me how I did it.

# Windows Of Good Behavior!



I earned a prize today! Ask me how I did it.



# Windows Of Good Behavior!



Ask me what a great day I had!

# Windows Of Good Behavior!



Ask me what a great day I had!

# Windows Of Good Behavior!



Ask me what a great day I had!

# Windows Of Good Behavior!



Ask me what a great day I had!





**Happy Gram**

**For:** \_\_\_\_\_

**Look How Good I was in school!**

Monday	Tuesday	Wednesday	Thursday	Friday





**Happy Gram**

**For:** \_\_\_\_\_

**Look How Good I was in school!**

Monday	Tuesday	Wednesday	Thursday	Friday





**Happy Gram**

**For:** \_\_\_\_\_

**Look How Good I was in school!**

Monday	Tuesday	Wednesday	Thursday	Friday





**Happy Gram**

**For:** \_\_\_\_\_

**Look How Good I was in school!**

Monday	Tuesday	Wednesday	Thursday	Friday





**Happy Gram**

**For:** \_\_\_\_\_

**Look How Good I was in school!**

Monday	Tuesday	Wednesday	Thursday	Friday





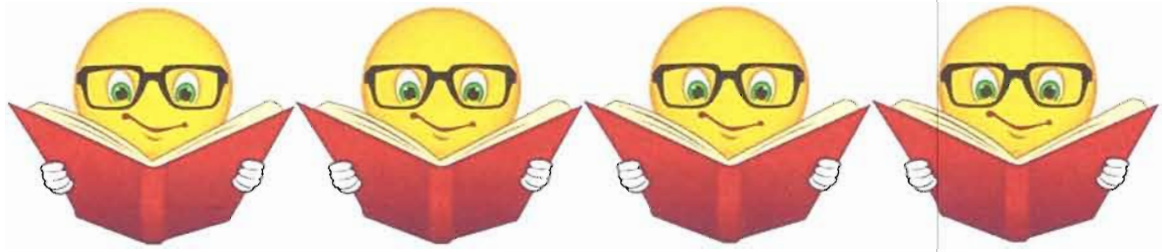
**Happy Gram**

**For:** \_\_\_\_\_

**Look How Good I was in school!**

Monday	Tuesday	Wednesday	Thursday	Friday

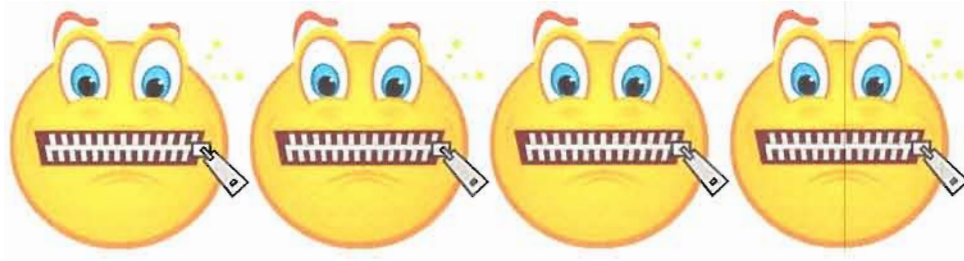




I stayed on task & got my work done!  
Happy Gram for: \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday





**Super Duper Self Control Award**  
**Happy Gram For:** \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday





**“I Spy \_\_\_\_\_ Being Good!”**  
**Happy Gram**  
**Look what a great job I did in school!**

Monday	Tuesday	Wednesday	Thursday	Friday





**Happy Gram**

**For:** \_\_\_\_\_

**Look How Good I was in school!**

Monday	Tuesday	Wednesday	Thursday	Friday

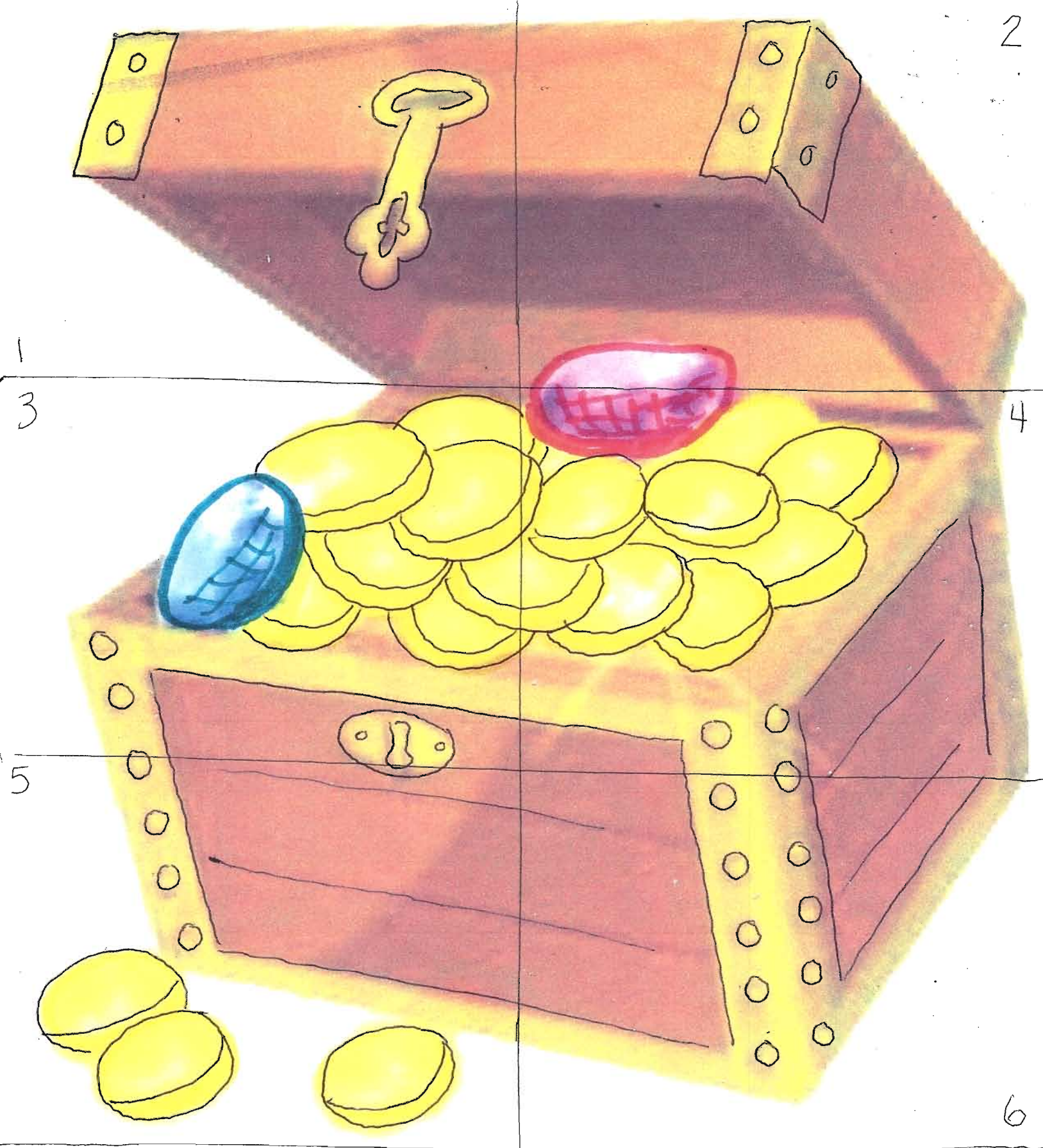




Happy Gram For: \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday





Print  
Laminate  
cut into 6 pieces  
store in an envelope



1

2

3

4

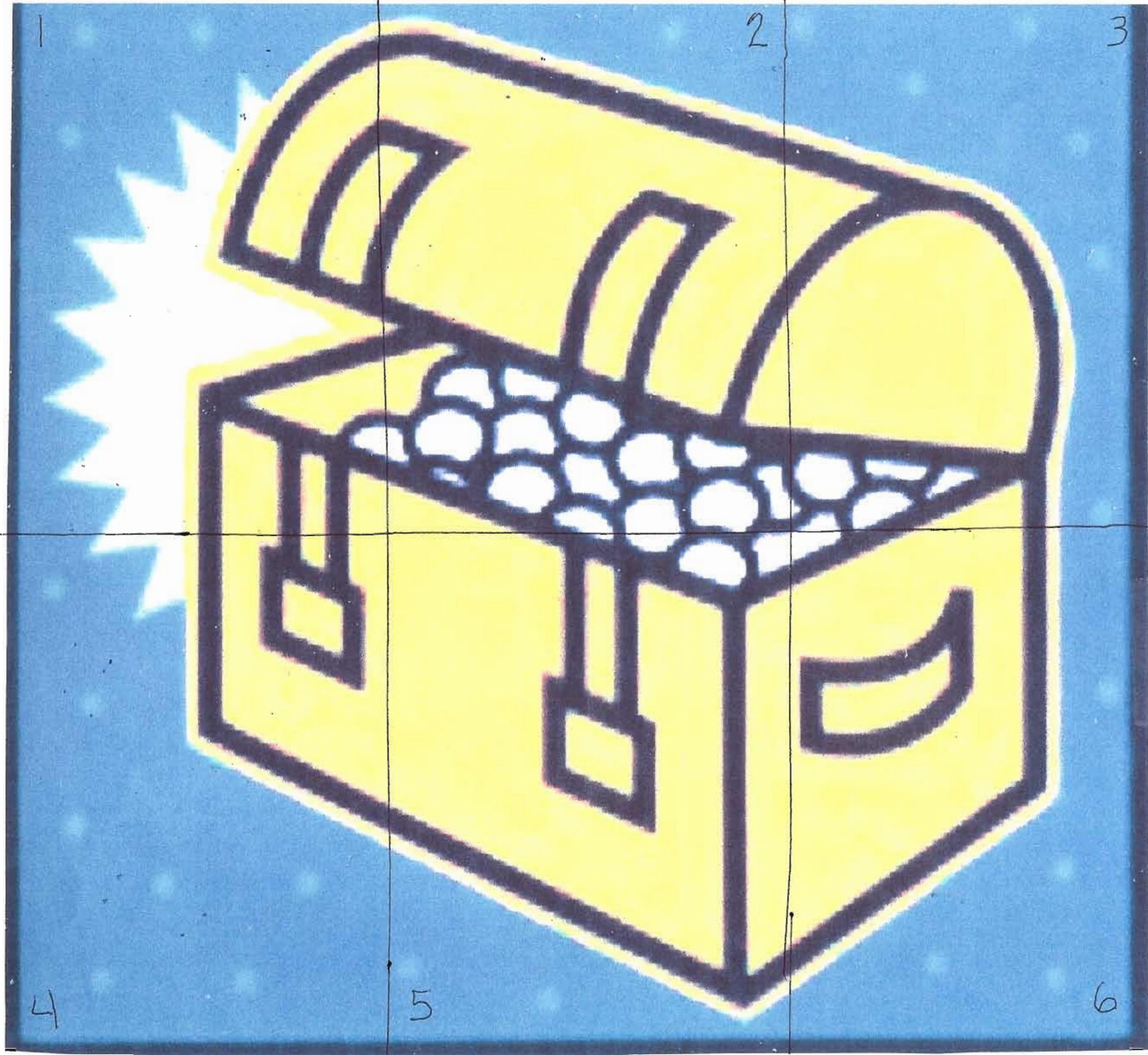
5

6

Puzzle Grid

White background  
wooden chest  
yellow coins  
Pink & Blue Jewels  
Treasure





Print  
Laminate  
cut into 6 pieces  
store in an envelope



4

1

5

2

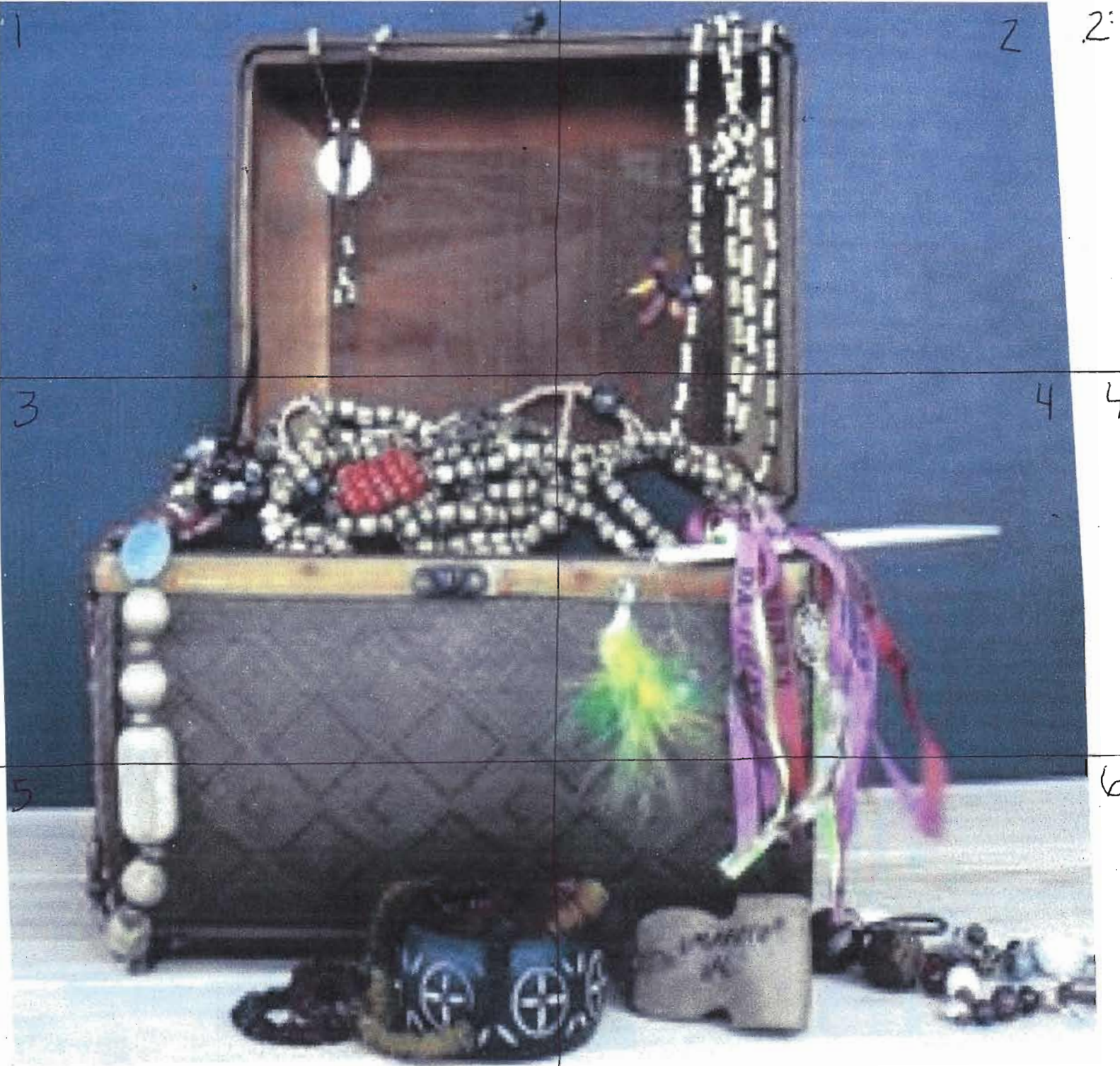
6

3

Puzzle Grid

Blue Background  
Yellow Trunk  
White Coins  
Treasure





Print  
Laminate  
cut into 6 pieces.  
Store in an envelope.



1

2

3

4

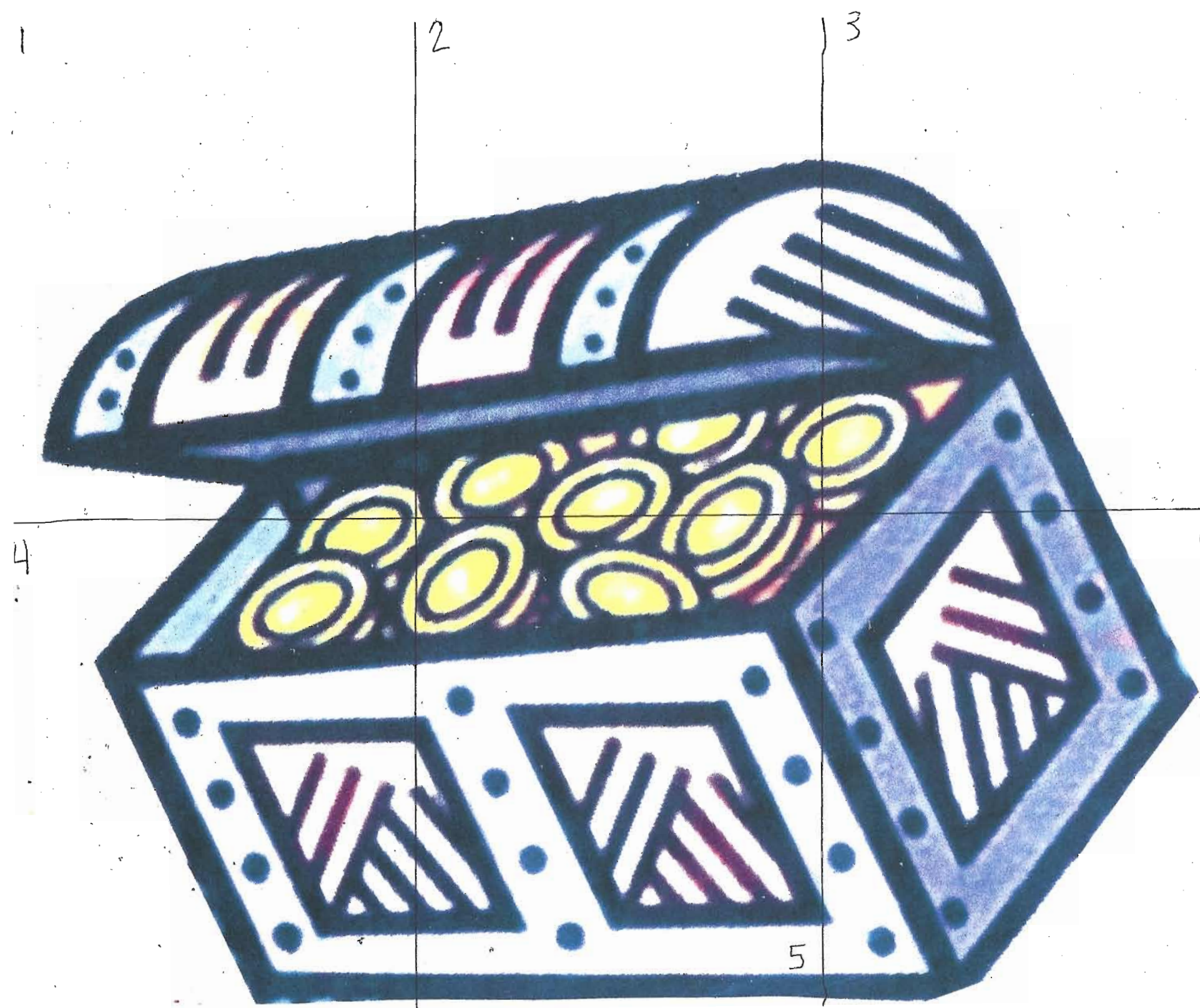
5

6

Puzzle Grid

Photo of Treasure





Print  
laminat e

Cut into 6 pieces

Store in envelope



1

2

3

4

5

6

Puzzle Grid  
Treasure

White Back ground  
multi-colored chest  
yellow coins



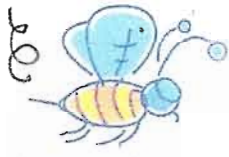
"I earned a treasure today" badges. You can give one of these to a student to wear. Curious people/students will ask them what it means and they will be able to explain how they earned it. A nice self-esteem builder. Also lets parents know their child had great behavior that day.



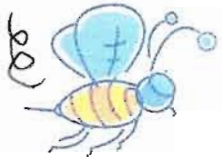




I was caught bee-ing good!



Good bee-havior today!



Bee-utiful work habits today!



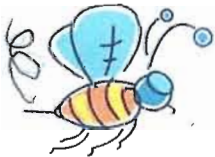
I was caught bee-ing good!



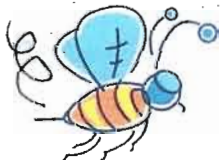
Good bee-havior today!



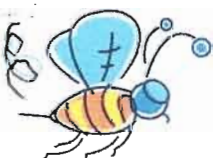
Bee-utiful work habits today!



I was caught bee-ing good!



Good bee-havior today!



Bee-utiful work habits today!

Bee-ing Good Slap Bracelets 😊





Daily Happy-Gram For: \_\_\_\_\_

- ☐ I stayed on task.
- ☐ I completed my work.
- ☐ I kept my hands to myself.
- ☐ I followed the rules.
- ☐ I followed directions.
- ☐ I lined up quietly.
- ☐ I was attentive in a small group.
- ☐ I was attentive in a large group.
- ☐ I participated.
- ☐ I shared.
- ☐ I was a nice friend.
- ☐ I cooperated.
- ☐ I had a positive attitude.
- ☐ I cleaned up as directed.
- ☐ I took care of my belongings.

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_



# Windows of Good Behavior

Puzzles

Stickers

Badges

Bookmarks

Bracelets