

Student Name: _____ John Doe _____

Month: AUGUST					Monthly Total: # of Purples: <u> 14 </u> # of Yellows: <u> 2 </u> # of Oranges: <u> 2 </u> # of Reds: <u> 4 </u>
Monday	Tuesday	Wednesday	Thursday	Friday	
<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	<u> 4 </u>	<u> 5 </u>	
Initial & #: _____	Initial & #: _____	Initial & #: _____	Initial & #: _____	Initial & #: _____	
<u> 8 </u>	<u> 9 </u>	<u> 10 </u>	<u> 11 </u>	<u> 12 </u>	
Initial & #: _____	Initial & #: _____	Initial & #: _____	Initial & #: _____	Initial & #: _____	
<u> 15 </u>	<u> 16 </u>	<u> 17 </u>	<u> 18 </u>	<u> 19 </u>	
Initial & #: _____	Initial & #: _____	Initial & #: _____	Initial & #: _____	Initial & #: _____	
<u> 22 </u>	<u> 23 </u>	<u> 24 </u>	<u> 25 </u>	<u> 26 </u>	
Initial & #: _____	Initial & #: _____	Initial & #: _____	Initial & #: _____	Initial & #: _____	
<u> 29 </u>	<u> 30 </u>	<u> 31 </u>			
Initial & #: _____	Initial & #: _____	Initial & #: _____	Initial & #: N/A	Initial & #: N/A	

Color Key:
 Purple- Student had acceptable behavior & listened to prompts and redirection when needed
 Yellow- Warning of Consequence with 5 minutes to think and make a better choice
 Orange- Delivery of in-class discipline consequence
 Red- Office support was requested to assist student in problem solving

Caregiving Adult Follow Up:

Please follow up with the student's behavior daily. Below are suggestions to celebrate their successful day or encourage them to have a better day next time. Please select one of the below supports and write it with your initial in the daily box above.

- Celebrated** my child's success by:
 - Earned access to privileges (cell phone, TV, video games, computer, hanging out with friends, bike riding, skate boarding etc.)
 - Praised and Recognized my child for making good choices
 - Delivered a reward (family game night, family movie, trip to the park, etc.)
 - Granted access to an extra privilege (later bedtime, 30 minutes extra on video games, dismissal from a chore, etc.)
- Encouraged** my child to have a better day tomorrow:
 - Restricted access to privileges (no cell phone, no TV, no Video Games, No Computer etc.)
 - Assigned a chore that is not on the typical chore list and my child was not able to access any privileges until this chore was completed

This form will be collected by the teacher at the end of each month.

Monthly Behavior Tracking Implementation Tool

- **Beginning of the Year:** Teachers explain to caregivers what this form is, and the caregiver responsibilities for each day (back to school night & ParentSquare). Teacher explains to students how to fill out the chart daily and builds this time into the dismissal routine.
- **Beginning of the month:** print/copy chart and students fill in name, month, and dates (teachers or grades can edit to fill this in ahead of time if they choose)
- **Each day-** students color the date square the correct color they were on and show the teacher before they pack up
- **End of day/week-** students take home calendar & parents sign
- **End of month-** students write their total # of each color in the box at the top right-hand corner, then teacher collects forms.

Suggestion- students earn points or sticker for sticker chart when they return a signed form each day.

**See [Page 4](#) for a look at a completed monthly behavior tracking chart

Student Name: _____

Monthly Total:
 # of Purples: _____
 # of Yellows: _____
 # of Oranges: _____
 # of Reds: _____

Month: _____

Monday	Tuesday	Wednesday	Thursday	Friday
_____	_____	_____	_____	_____
Initial & #:	Initial & #:	Initial & #:	Initial & #:	Initial & #:
_____	_____	_____	_____	_____
Initial & #:	Initial & #:	Initial & #:	Initial & #:	Initial & #:
_____	_____	_____	_____	_____
Initial & #:	Initial & #:	Initial & #:	Initial & #:	Initial & #:
_____	_____	_____	_____	_____
Initial & #:	Initial & #:	Initial & #:	Initial & #:	Initial & #:
_____	_____	_____	_____	_____
Initial & #:	Initial & #:	Initial & #:	Initial & #:	Initial & #:

Color Key:

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- Yellow- Warning of Consequence with time to think and make a better choice
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- Red- Office support was requested to assist student in problem solving

Caregiving Adult Follow Up:

Please follow up with the student's behavior daily. Below are suggestions to celebrate their successful day or encourage them to have a better day next time. Please select one of the below supports and write it with your initial in the daily box above.

1. **Celebrated** my child's success by:
 - 1.1. Earned access to privileges (cell phone, TV, video games, computer, hanging out with friends, bike riding, skate boarding etc.)
 - 1.2. Praised and Recognized my child for making good choices
 - 1.3. Delivered a reward: _____
 - 1.4. Granted access to an extra privilege (later bedtime, 30 minutes extra on video games, dismissal from a chore, etc.)
2. **Encouraged** my child to have a better day tomorrow:
 - 2.1. Restricted access to privileges (no cell phone, no TV, no Video Games, No Computer etc.)
 - 2.2. Assigned a chore that is not on the typical chore list and my child was not able to access any privileges until this chore was completed

This form will be collected by the teacher at the end of each month.

Behavior Chart Explanation for the Caregiving Adult

Hello Viking family!

At Valley View, we use a progressive behavior plan to help students with their behavior choices. Students are taught our school and classroom expectations at the beginning of the year and we review them frequently throughout the year as well.

We believe that it is important that the school and family work together to support our students success. I will send home a daily behavior chart home with your student for you to view, discuss with them, and sign your initials.

The form will be a monthly chart, where students will color in the behavior color that they ended the day on. The various colors indicate what type of behavior they demonstrated and which interventions were provided by the school staff to help them make a better choice. If students continue to make poor choices, they will progress further down the colors and more staff interventions will be tried to help them make better choices.

The following are the colors that you can expect to see on the chart.

- Purple- Student had acceptable behavior and listened to prompts and redirection when needed
- Yellow- Warning of Consequence with time to think and make a better choice
- Orange- Delivery of disciplinary consequence
- Red- Office support was requested to assist student in problem solving

Each day when you review their Behavior Form, please follow it up with a discussion. This helps the child to understand that school and the home environment are connected, and what we choose to do at school will impact us at home as well. This is key to a successful partnership between the family and the school. The following chart has follow up suggestions for caregiving adults to do with their child.

Caregiving Adult Follow Up:

Please follow up with the student's behavior daily. Below are suggestions to celebrate their successful day or encourage them to have a better day next time. Please select one of the below supports and write it with your initial in the daily box above.

1. **Celebrated** my child's success by:
 - 1.1. Earned access to privileges (cell phone, TV, video games, computer, hanging out with friends, bike riding, skate boarding etc.)
 - 1.2. Praised and Recognized my child for making good choices
 - 1.3. Delivered a reward (family game night, family movie, trip to the park, etc.)
 - 1.4. Granted access to an extra privilege (later bedtime, 30 minutes extra on video games, dismissal from a chore, etc.)
2. **Encouraged** my child to have a better day tomorrow:
 - 2.1. Restricted access to privileges (no cell phone, no TV, no Video Games, No Computer etc.)
 - 2.2. Assigned a chore that is not on the typical chore list and my child was not able to access any privileges until this chore was completed

When you review the behavior form, **please choose a number listed within the chart above to use with your child. Then write that number next to your initial for the day.**

For example, if my child was on purple then I would chose to celebrate her success and she would be allowed to access her privileges such as screen time or play time. If my child was on yellow, then I would discuss it with her and encourage her to have a better day by assigning her an additional chore before she is allowed access to any privileges.

I am providing an example of a completed Behavior Form with this letter so you can visualize what is needed and how it may look at the end of the month. Thank you in advance for partnering with me to make this year a wonderful one for your child!

-Valley View Elementary Teacher

Explicación para proveedores de cuidado acerca de la tabla de comportamiento

¡Hola familias de alumnos Viking!

En Valley View, utilizamos un plan de conducta progresivo para ayudar a los alumnos con sus decisiones de comportamiento. A los alumnos se les enseñan las expectativas de nuestra escuela y salón a principios del año escolar y también se repasan frecuentemente a partir de entonces.

Creemos que es importante que la escuela y familia trabajen en equipo para apoyar el éxito de nuestros estudiantes. Enviaré a casa con su hijo/a una gráfica para que diariamente la revisen, dialoguen con su hijo/a y anoten sus iniciales.

El formulario consistirá de una tabla mensual, en la cual los alumnos pueden colorear para indicar su comportamiento al final del día escolar. Los diferentes colores indican su tipo de comportamiento y qué intervenciones proporcionó el personal escolar para ayudarles a tomar mejores decisiones. Si los alumnos continúan tomando malas decisiones, continuarán al siguiente color inferior y se intentarán más intervenciones para ayudarles a tomar mejores decisiones.

Estos son los colores que pueden ver en la gráfica:

- Morado- El estudiante se comportó adecuadamente, siguió indicaciones y reorientación
- Amarillo- Se le advirtió acerca de consecuencias y se le dio tiempo para analizar y tomar una mejor decisión
- Anaranjado- Asignación de consecuencia disciplinaria dentro de la clase
- Rojo- Se solicitó apoyo de la administración para ayudar al alumno en la solución de problemas

Al revisar el formulario cada día, favor de dar seguimiento con una conversación. Esto ayuda a su hijo/a a entender que existe una conexión entre la familia y escuela, así que lo decidan hacer en esta también les afectará en casa, Esto es la clave para una exitosa cooperación entre la familia y escuela. La siguiente gráfica contiene sugerencias para que los proveedores de cuidado utilicen con sus hijos para dar seguimiento.

Sugerencias para que los proveedores de cuidado den seguimiento:

Favor de dar seguimiento al comportamiento de su hijo/a diariamente. A continuación se incluyen algunas sugerencias para celebrar el éxito del día o para animarlo/a a mejorar al día siguiente. Favor de seleccionar uno de los siguientes apoyos y escribirlo junto con sus iniciales en la tabla de parte superior de esta hoja.

1. El éxito de mi hijo/a se **celebró** de la siguiente manera:
 - 1.1. Obtuvo acceso a privilegios (teléfono celular, TV, video juegos, computadora, tiempo con amigos, paseo en bicicleta o en patineta, etc.)
 - 1.2. Elogié y reconocí las buenas decisiones de mi hijo/a
 - 1.3. Se le premió con: _____
 - 1.4. Se le dio acceso a un privilegio adicional (irse a dormir más tarde, 30 minutos adicionales de video juegos, pase para no hacer alguna tarea del hogar, etc.)
2. **Animé** a mi hijo a que tenga un mejor día mañana al:
 - 2.1. Restringir su acceso a privilegios (no teléfono celular, no TV, no videojuegos, no computadora etc.)
 - 2.2. Asignarle una tarea del hogar que generalmente no está en su lista y no tuvo acceso a ningún privilegio hasta que esta se completó.

Al revisar el formulario de comportamiento, **favor de elegir un número dentro de la lista anterior para utilizarlo con su hijo/a. Después anoten el número junto a sus iniciales en el día correspondiente.**

Por ejemplo, si a mi hija se le asignó el color morado yo optaría por celebrar su éxito y le daría acceso a privilegios tales como tiempo frente a la pantalla o para jugar. Si a mi hija se le asignara el color amarillo, hablaría con ella y le animaría a tener un mejor día asignándole alguna tarea antes de darle acceso a algún privilegio.

Junto con esta carta proporciono un ejemplo de un Formulario de Comportamiento completo para que puedan visualizar lo que se necesita y cómo se vería al final del mes. ¡Gracias de antemano por colaborar conmigo para que este año sea maravilloso para su hijo/a!

Student Name: _____ John Doe _____

Monthly Total:
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 # of Oranges: 2
 # of Reds: 4

Month: AUGUST

Monday	Tuesday	Wednesday	Thursday	Friday
<u> 1 </u>	<u> 2 </u>	<u> 3 </u>	<u> 4 </u>	<u> 5 </u>
Initial & #: SJJ #1.1	Initial & #: SJJ #1.1	Initial & #: SJJ #1.1	Initial & #: SJJ #1.1	Initial & #: SJJ #1.2
<u> 8 </u>	<u> 9 </u>	<u> 10 </u>	<u> 11 </u>	<u> 12 </u>
Initial & #: SJJ #2.1	Initial & #: SJJ #2.2	Initial & #: SJJ #1.1	Initial & #: SJJ #1.1	Initial & #: SJJ #1.3
<u> 15 </u>	<u> 16 </u>	<u> 17 </u>	<u> 18 </u>	<u> 19 </u>
Initial & #: SJJ #2.1	Initial & #: SJJ #2.1	Initial & #: SJJ #1.1	Initial & #: SJJ #1.1	Initial & #: SJJ #1.1
<u> 22 </u>	<u> 23 </u>	<u> 24 </u>	<u> 25 </u>	<u> 26 </u>
Initial & #: SJJ #2.1	Initial & #: SJJ #2.2	Initial & #: SJJ #1.1	Initial & #: SJJ #1.1	Initial & #: SJJ #1.1
<u> 29 </u>	<u> 30 </u>	<u> 31 </u>	_____	_____
Initial & #: SJJ #2.1	Initial & #: SJJ #2.2	Initial & #: SJJ #1.1	Initial & #: N/A	Initial & #: N/A

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Nombre de estudiante: _____

Total mensual:
 # de morados: _____
 # de amarillos: _____
 # de anaranjados: _____
 # de rojos: _____

Mes: _____

Lunes	Martes	Miércoles	Jueves	Viernes
Iniciales y #:	Iniciales y #:	Iniciales y #:	Iniciales y #:rrr	Iniciales y #:
Iniciales y #:	Iniciales y #:The e	Iniciales y #:fffffffrpxto:yygg yay		Iniciales y #:
			Inicialestfyttytyttyt yyfpfy new fy the #:	
_____	_____	_____	_____	_____
Iniciales y #:	Iniciales y #: The ww	R y rr	Iniciales y #:	Iniciales y #:
_____	_____	_____	_____	_____
Iniciales y #:	Iniciales y #:	Iniciales y #:	Iniciales y #:	Iniciales y #:
_____	_____	_____	_____	_____
Iniciales y #:	Iniciales y #:	Iniciales y #:	Iniciales y #:	Iniciales y #:

Clave de colores:

- Morado- El estudiante se comportó adecuadamente, siguió indicaciones y reorientación
- Amarillo- Se le advirtió acerca de consecuencias y se le dio tiempo para analizar y tomar una mejor decisión
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- Rojo- Se solicitó apoyo para ayudar al alumno en la solución de problemas

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- El éxito de mi hijo/a se **celebró** de la siguiente manera:
 - Obtuvo acceso a privilegios (teléfono celular, TV, video juegos, computadora, tiempo con amigos, paseo en bicicleta o en patineta.)
 - Elogié y reconocí las buenas decisiones de mi hijo/a
 - Se le premió con: _____
 - Se le dio acceso a un privilegio adicional (irse a dormir más tarde, 30 minutos adicionales de video juegos, pase para no hacer alguna tarea del hogar, etc.)
- Animé** a mi hijo a que tenga un mejor día mañana al:
 - Restringir su acceso a privilegios (no teléfono celular, no TV, no videojuegos, no computadora etc.)
 - Asignar una tarea del hogar que generalmente no está en su lista y no tener acceso a ningún privilegio hasta que esta se complete.

This form will be collected by the teacher at the end of each month.

