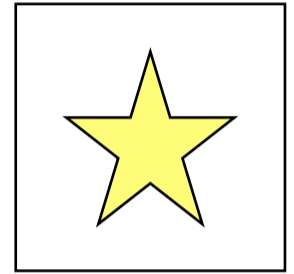
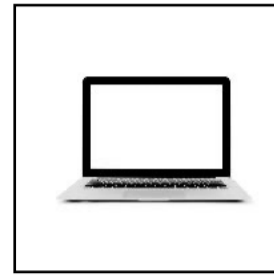
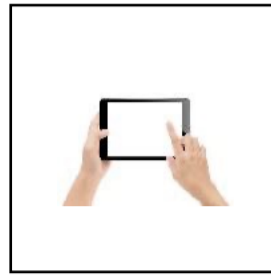
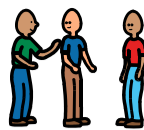
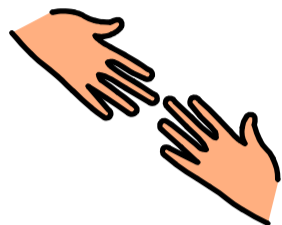


**I am working for:**

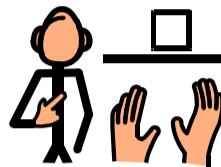




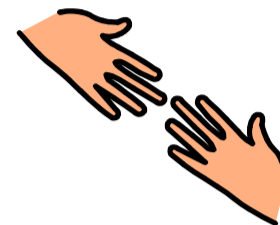
When you need help, you can raise your hand or come tap a teacher on the shoulder. You can say, "Excuse me. I need help, please." Then wait for the teacher to respond.



**I need help, please.**



**I want**



**help**



**I need help, please.**

### Asking for help.

YES



**Raise hand.**



**Say, "excuse me."**



**Tap a teacher on the shoulder.**



**1 Wait quietly.**

NO



**Yelling.**



**Shouting out.**



**Copying from someone else.**



**Crying and whining.**

### Steps for asking for help.

1. **Raise hand quietly.**



2. **If you have waited for a while, say, "Excuse me."**



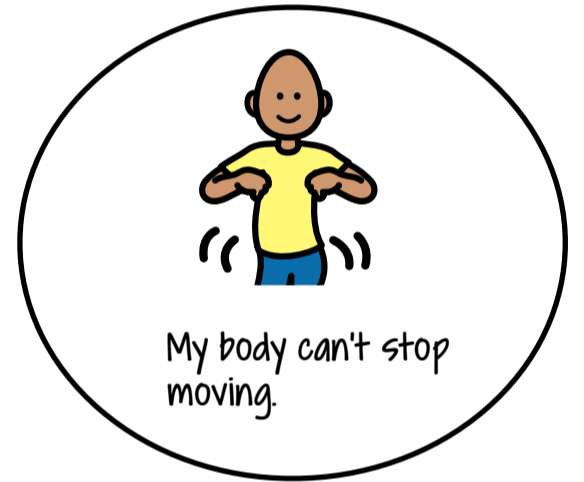
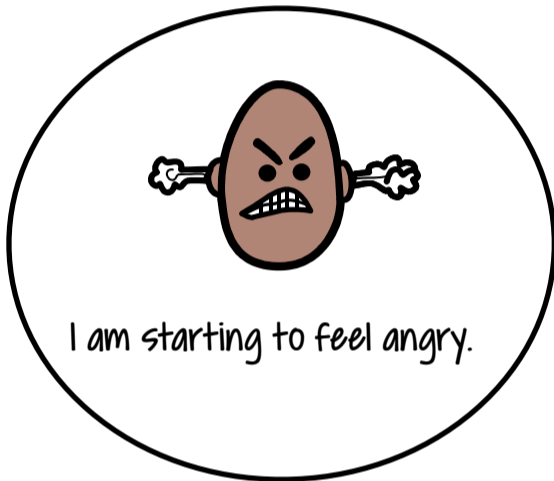
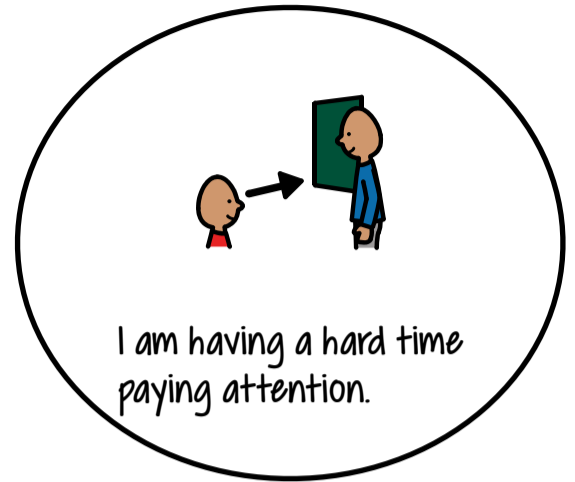
3. **Wait until an adult calls on you.**



4. **Explain what you need help on.**



# When you should ask for a break...



## Steps for asking for a break.

1. Raise hand quietly.



2. If you have waited for a while, say, "Excuse me."



3. Wait until an adult calls on you.



4. Say, "I need a break."



## Things to do in a break:



head down on desk



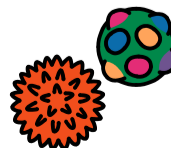
take deep breaths



drink of water



day dream

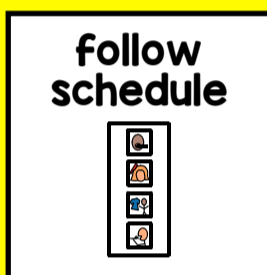
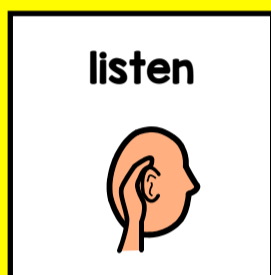
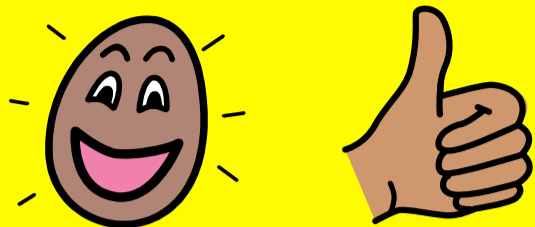


use a fidget toy

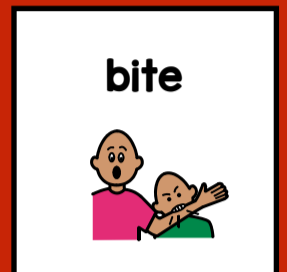
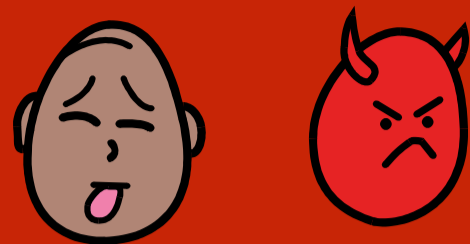


bounce on ball

# Good Choices



# Bad Choices



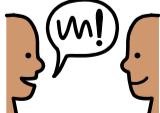
# Expectations



Listen to mom and dad. If you don't understand something, ask a question. Follow directions right away.



Try hard on your work. Work quietly. Ask for help if you need it. If something is hard, do your best. Check your work. Always write your name on your paper.



Be a good friend. Say hi to your friends when they walk in the room. Ask and answer questions. Offer help. Use your best voice.

# Weekly Checklist

EXPECTATIONS:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

**REINFORCEMENT:**

# Work Chart

COMPLETE YOUR HOMEWORK EVERYDAY. TRY HARD AND ASK FOR HELP IF YOU NEED IT.

Date	Is the work complete?
	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/>
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	<input type="checkbox"/> <input type="checkbox"/>

Date	Is the work complete?
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	<input type="checkbox"/> <input type="checkbox"/>
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# Behavior Contract

Student Name: \_\_\_\_\_

Effective from date: \_\_\_\_\_ until: \_\_\_\_\_

Student will earn a point when:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

When student earns \_\_\_\_\_ points, the points can be exchanged for:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Bonus: \_\_\_\_\_  
\_\_\_\_\_

Penalty: \_\_\_\_\_  
\_\_\_\_\_

**Student, teacher, and parent all helped create this contract and agree to it.**

student signature: \_\_\_\_\_

teacher signature: \_\_\_\_\_

parent signature: \_\_\_\_\_

# Behavior Contract

# I Can Do It!

I can \_\_\_\_\_.

Monday	Tuesday	Wednesday	Thursday	Friday

I can \_\_\_\_\_.

Monday	Tuesday	Wednesday	Thursday	Friday

I can \_\_\_\_\_.

Monday	Tuesday	Wednesday	Thursday	Friday































\_\_\_\_\_ points = \_\_\_\_\_

signatures:



# Daily Check In Check Out

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

Activity:	  
Activity:	  
Activity:	  
Activity:	  
Activity:	  
Activity:	  
Activity:	  
Activity:	  
Activity:	  
Activity:	  

## Key:



great behavior



needed reminders



had some trouble

## Daily totals:



\_\_\_\_\_

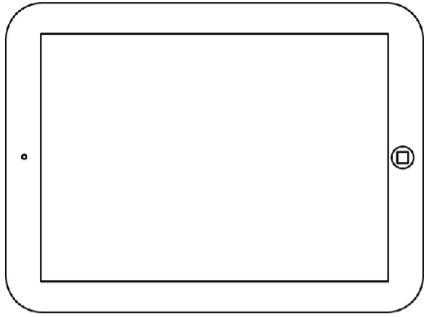


\_\_\_\_\_



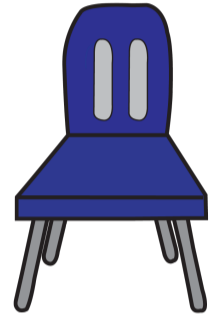
\_\_\_\_\_

## Working for:



# iPad Rules

Sit down when playing the iPad.



Use headphones.



Hold the iPad with two hands.



No food or drinks by the iPad.





# Computer Rules

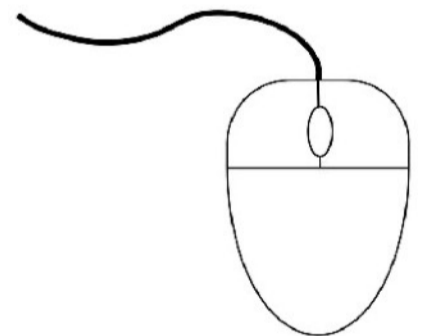
Press the power button one time  
to turn on the computer.



Use headphones.

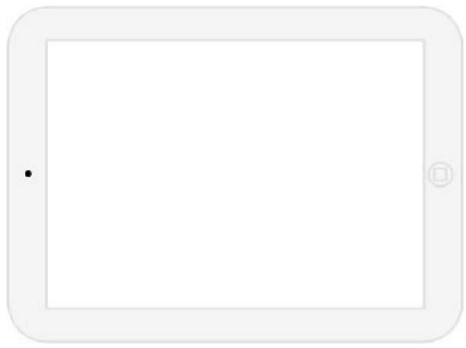


Only open the windows  
you need. Do not open  
lots of windows.



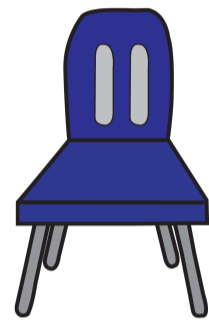
No food or drinks by  
the computer.



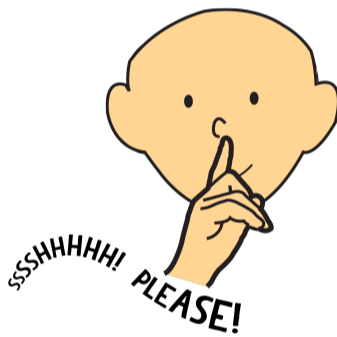


# Wait for a Turn on the iPad

1. Sit in the chair and wait.



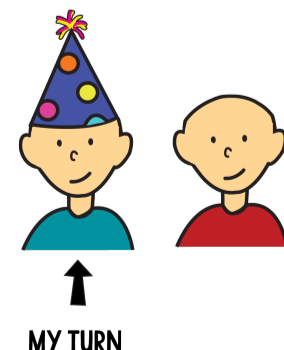
2. Be quiet.



3. Do not touch the iPad while  
your friend is playing.





4. When it is your turn,  
take the iPad carefully.

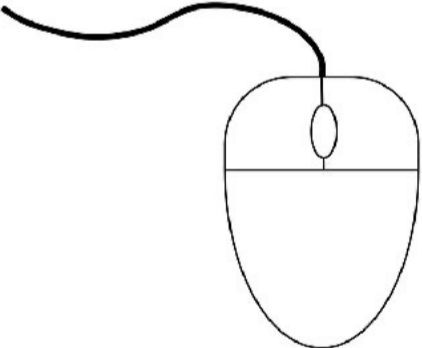


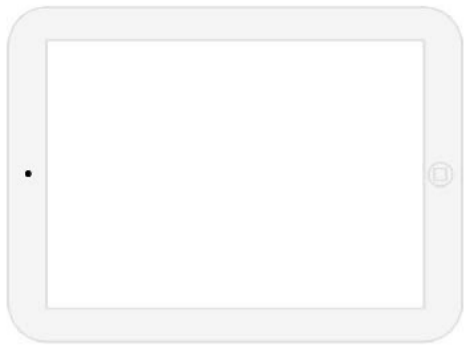
Communication Visuals: Laminate and keep near technology equipment.  
Teach students to use visuals to request help with iPads or iPods.

I	want	headphones	
---	------	------------	---

I	need	help	with	iPad	
---	------	------	------	------	--

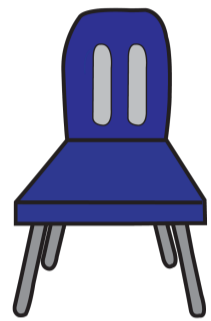
I	need	help	with	iPod	
---	------	------	------	------	---

I	want	mouse	
---	------	-------	---

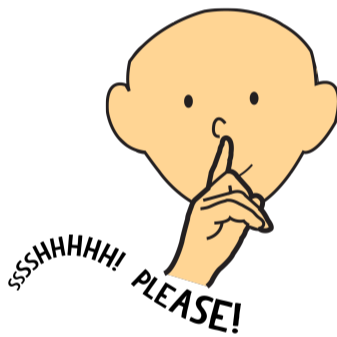


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