

Disruption



Tier I Interventions for Disruption in Class

<http://www.pbisworld.com/tier-1/interventions-by-behavior/defiant/>

Before you start, a few important points:

- Try multiple interventions
- Each intervention should be tried for a minimum of 4 weeks, & more than 1 intervention may be implemented at the same time
- Collect and track specific data on each intervention tried & its effect
- If your data indicates no progress after a minimum of 6 months, you may consider moving to tier 2 interventions

Interventions: **PBISWorld.com** (click on links below)

- [PBIS World Forum Discussion on Low Attention](#)
- [Avoid power struggles](#)
- [Call parent or note home](#)
- [Card Flip](#)
- [Clear, consistent, and predictable consequences](#)
- [Explain assignment](#)
- [Explain directions](#)
- [Have student repeat directions back](#)
- [Help student start assignment](#)
- [Ignore](#)
- [Individual work space](#)
- [Logical consequence](#)
- [More structured routine](#)
- [Move to a new location in the classroom](#)
- [Non verbal cues](#)
- [Praise when cooperative and well behaved](#)
- [Praise when good attitude and involvement occur](#)
- [Praise when on task](#)
- [Proximity to students](#)
- [Redirection](#)

- [Review PBIS expectations and rules](#)
- [Rewards, Simple Reward Systems, & Incentives](#)
- [Speak in calm and neutral tone](#)
- [Speak with student in hallway](#)
- [Take a break](#)
- [Take away privileges](#)
- [Take away unstructured or free time](#)
- [Talk one on one with student](#)
- [Teach conflict resolution skills](#)
- [Teach coping skills](#)
- [Teach relationship skills](#)
- [Teach relaxation techniques](#)
- [Teach social skills](#)
- [Turn desk around](#)

Intervention Central

If the problem is hyperactivity

<http://www.interventioncentral.org/behavioral-interventions/challenging-students/school-wide-strategies-managing-hyperactivity>

- **Allow Discretionary Motor Breaks** (U.S. Department of Education, 2004). When given brief 'movement' breaks, highly active students often show improvements in their behaviors. Permit the student to leave his or her seat and quietly walk around the classroom whenever the student feels particularly fidgety. Or, if you judge that motor breaks within the classroom would be too distracting, consider giving the student a discretionary pass that allows him or her to leave the classroom briefly to get a drink of water or walk up and down the hall.
- **Encourage Acceptable Outlets for Motor Behavior** (U.S. Department of Education, 2004). If the student distracts other students by playing with objects, substitute an alternative motor behavior that will not distract others. Give the student a soft 'stress ball' and encourage the student to squeeze it whenever he or she feels the need for motor movement. Or if the setting is appropriate, allow the student to chew gum as a replacement motor behavior.
- **Have the Student Monitor Motor Behaviors and Call-Outs** (DuPaul & Stoner, 2002). Students can often change problem behaviors when they pay attention to those behaviors. Have the student monitor his or her motor behaviors or call-outs. First, choose a class period or part of the day when you want the student to monitor distracting behaviors. Next, meet privately with the student to discuss which of that student's behaviors are distracting. Then, together with the student, design a simple distractible behavior-rating form with no more than 3 items (For a student who calls out frequently, for example, a useful rating item might be "How well did I observe the rule today of raising my hand and being called on before giving an answer? Poor – Fair – Good".) Have the student rate his or her behaviors at the end of each class period. Make an effort to praise the student (a) for being accurate in rating behaviors, and (b) for any improvements that you see in the student's behaviors over time.
- **Ignore Low-Level Motor Behaviors** (Sprick, Borgmeier & Nolet, 2002; U.S. Department of Education, 2004). Selective ignoring can be an effective teacher response to minor fidgeting or

other motor behaviors. If the student's 'fidgety' behaviors are relatively minor and do not seriously derail classroom instruction, the teacher should simply not pay attention to them.

- **Remove Unnecessary Items From the Student's Work Area** (U.S. Department of Education, 2004). Students who tend to distract themselves and others by playing with objects behave better when their work area is uncluttered. Take away (or direct the student to put away) any items that the student does not need for the work assignment but might be tempted to play with (e.g., extra pens, paper clips).
- **Schedule Group 'Stretch Breaks'** (Brock, 1998). You can increase the focus of your entire class and appropriately channel the motor behaviors of fidgety students by scheduling brief 'stretch breaks.' At their simplest, stretch breaks consist of having students stand next to their desks, stretch their arms, take a deep breath, and exhale slowly before resuming their seats. Or you can be creative, having students take part in different movements during each break (e.g., "OK class. It's time for a stretch break. Stand by your desk, arms over your head. Then take 3 steps back and 3 steps forward..."). NOTE: When using stretch breaks, be sure that you select movements that all of your students are physically able to accomplish without difficulty.
- **Seat the Student Next to Distraction-Resistant Peers** (Kerr & Nelson, 1998). One useful strategy for managing low-level motor behaviors is to seat the student next to peers who can generally ignore those behaviors. Rearrange seating in the classroom so that the student is sitting near peers who are good behavior models and are not readily distracted by that student's minor fidgety movements or playing with objects.
- **Select a 'Supportive Peer'** (DuPaul & Stoner, 2002). Handpick a classmate who has a good relationship with the student but is not easily drawn off-task and appoint that student as a 'helper peer'. Meet privately with the student and the helper peer. Tell the peer that whenever he or she notices that the student's verbal or motor behavior has risen to the level of distracting others, the peer should give the student a brief, quiet, non-judgmental signal (e.g., a light tap on the shoulder) to control the behavior. Role-play several scenarios so that the peer knows when he or she can ignore the student's low-level motor behaviors and when the peer should use a signal to alert the student to more distracting behaviors.
- **Structure Instructional Activities to Allow Interaction and Movement** (DuPaul & Stoner, 2002; Sprick, Borgmeier & Nolet, 2002; U.S. Department of Education, 2004). Students with high energy levels may be more likely to engage in distracting behavior when they are forced to sit through long periods of lecture or independent seatwork. Instead, offer students frequent opportunities for more movement by designing instruction to actively engage them as learners (e.g., cooperative learning). An additional advantage of less formal, more spontaneous learning activities is that when the overactive child does happen to display motor behaviors in this relaxed setting, those behaviors are less likely to distract peers.
- **Use 'Response Cost'** (DuPaul & Stoner, 2002; Martens & Meller, 1990). A strategy to reduce distracting verbal or motor behaviors is to use 'response cost': first awarding points or tokens and then deducting those points or tokens whenever the behavior distracts other students. Here is a simple version that you can use in your classroom: Award the student a certain number of 'behavior points' (e.g., 5) at the start of each class period and write a series of tally marks on the blackboard that corresponds to this number. Privately inform the student that each time that he or she engages in verbal or motor behaviors that obviously distract other students (e.g., cause them to comment on the behavior), you will silently go to the board and erase one point from the student's total. At the end of each class period, the student is allowed to keep any 'behavior points' that remain. Let the student know that he or she can collect points across multiple days and eventually redeem a certain number of collected 'behavior points' for prizes or privileges (e.g., extra free time).

- **Use Brief Reminders About Appropriate Behavior and Conduct** (DuPaul & Stoner, 2002; Sprick, Borgmeier & Nolet, 2002). Provide students with brief reminders of expected behaviors at the 'point of performance', when they will most benefit from it. Consider using structured prompts such as the following for students who tend to blurt out answers: "When I ask this question, I will give the class 10 seconds to think of your best answer. Then I will call on one student." Or you can remind students who have difficulty moving through hallways as part of a group, "Remember to keep hands to self and to walk quietly on the right as we walk to art class."

Teacher Behavioral Strategies: A Menu

 [Print](#)  [Email](#)

- [Challenging Students](#)

Here is a sampling of strategies that teachers can use either to head off or to provide consequences for low- to medium-level student misbehavior:

Prior to Occurrence of Behavior(s):

Break student tasks into manageable 'chunks': Students may misbehave to escape activities that they find too hard or tedious. Consider breaking a larger task into smaller or easier 'chunks' that the student will more willingly undertake. If the student must complete a large number of subtasks, include an occasional 'fun break'.

Increase adult supervision/surveillance: When the student's misbehavior is 'covert' (hidden), increase the adult supervision in the area. Be sure that all adults supervising a particular school setting agree on what behaviors to single out for positive or negative consequences and know how to get additional assistance if student behaviors get out of hand.

Increase 'reinforcement' quality of classroom: If a student is acting out to be ejected from a classroom, it may be that student does not find the classroom setting and/or routine to be very rewarding. The teacher can make the classroom environment more attractive in a number of ways, including by posting interesting instructional materials (e.g., bulletin board displays), boosting the pace of (and degree of student interaction in) class lecture or discussion, and including additional instructional activities of high interest to students.

Offer choice: When students are offered opportunities to make simple but meaningful choices in their classroom routine, their behaviors can improve. Examples of choice include permitting

students to select who they work with on a project, negotiate when an assignment will be due, and choose what book to read for an assignment.

Offer help strategies: Misbehavior may occur when students are stuck on a work assignment and do not know how to quickly and appropriately request help without drawing undue attention to themselves. Teachers can address this problem by teaching the entire class how to request assistance in a non-disruptive way. A teacher may, for example, instruct students with questions during seatwork to post a help-signal and continue working on other assignments or approach a peer-helper for assistance.

Preview rules/behavioral expectations: Some students misbehave because they are impulsive and do not always think through the consequences of their misbehavior before they act. These students can benefit from having the teacher briefly review rules and/or behavioral expectations just before the students go into a potentially challenging situation or setting (e.g., passing through the halls; going to an assembly). If the instructor has a classroom reward system in place, he or she can strengthen the rules preview by reminding students that the class can win points for good behavior.

Preview schedule: Having the teacher preview a student's schedule daily (or even more frequently) can help those children who seem to misbehave because they do not respond well to unexpected changes in schedule or cannot remember what their schedule is.

Provide skills instruction: If the teacher determines that a child engages in inappropriate behaviors because the student lacks alternative, 'replacement' skills, the instructor should set up a plan to provide the child with the necessary skills. Any skills instruction should include plenty of examples to illustrate the skill-set being taught, demonstration (e.g., modeling, role-play) and a 'checkup' (e.g., student demonstration and verbal 'walk-through' of steps to skill) to confirm to the teacher's satisfaction that the student has acquired the skill.

Rearrange student seating or classroom setup: If elements of the classroom setting appear to contribute to the student's behavior problems, consider changing the student's seating or the classroom setup to reduce these problems. For example, a student who is distracted by peers may benefit from having his or her seat moved to a more private corner of the room.

Teach student to take 'calm-down' break: Students who frequently become angry at peers or who may be set off by the excitement of large groups may be taught to (1) identify when they are getting too tense, excited, or angry, and (2) take a short break away from the setting or situation until they have calmed down sufficiently.

During and After Occurrence of Behavior(s):

Apology: Apologies are one way that humans repair the social fabric after a conflict. The student may be asked to apologize to the offended party (e.g., teacher, student, principal) in writing or in person. It is important, though, that the offending student accept blame for the incident and demonstrate authentic regret in offering the apology, or neither party will be satisfied with the outcome.

Behavioral contract: The student and teacher hammer out a written agreement that outlines: specific positive behaviors that the student is to engage in (or specific negative behaviors that he or she is to avoid), the privileges or rewards that the student will earn for complying with the behavioral contract, and the terms by which the student is to earn the rewards (e.g., staying in his or her seat during independent reading period for three consecutive days).

Ignoring: When the student displays a problem behavior, the teacher 'ignores' the behavior (that is, the teacher does not give the student attention for the behavior).

Loss of privileges: The child is informed in advance that he or she can access a series of privileges (e.g., access to games to play, the opportunity to have 5 minutes of free time) if his or her behavior remains appropriate. The instructor instructs the student about what kind and intensity of problem behavior may result in the loss of privileges, and for how long. After this introductory phase, the instructor withdraws privileges as agreed upon whenever the student misbehaves.

Modeling (Vicarious Learning): While the target child is observing, the teacher gives specific public praise to children other than the target student when they show appropriate behaviors. When praising these behaviors, the teacher clearly describes the praiseworthy behaviors. When the target child 'imitates' the same or similar appropriate behaviors, the teacher immediately praises him or her.

Office referral: The instructor writes up a referral documenting the student's misbehavior and sends both the referral and student to the principal's office for intervention.

Over-correction: The student is required repetitively to practice a skill that will 'replace' or improve upon an inappropriate or problem behavior. For example, a student who wanders the halls without permission when taking an unsupervised bathroom break may have to stay after school one afternoon and take multiple 'practice' trips to the school bathroom. In this example, the instructor might accompany the student to monitor how promptly the student walked to, and returned from, the bathroom and to give the student feedback about how much this target behavior has improved.

Parent contact: The teacher calls, sends a note home to, or e-mails the student's parent(s) regarding the behavioral problems. The parent may be asked for advice on how the teacher can better reach and teach the child at school. The teacher may offer suggestions for appropriate parent involvement (e.g., "You may want to talk with your child about this incident, which we view as serious.").

Peer Consequences: If the teacher finds that classmates play (or could play) an important role in influencing a target child's behavior(s), the teacher may try to influence the target child's behaviors indirectly by providing consequences for selected peer behaviors.

For example, if classmates encourage the target student to make inappropriate comments by giving positive social attention (e.g., laughing), the teacher may start a group response-cost program and deduct points from the class total whenever a peer laughs at inappropriate comments. Or a teacher who wants to increase the social interactions that a socially isolated child has with her peers may reward selected peers with praise each time that they approach the isolated child in a positive manner.

Praise: When the student engages in a positive behavior that the teacher has selected to increase, the teacher praises the student for that behavior. Along with positive comments (e.g., "Great job!"), the praise statement should give specifics about the behavior the child demonstrated that is being singled out for praise (e.g., "You really kept your attention focused on me during that last question, even when kids around you were talking!").

Private approach to student: The instructor quietly approaches the student, points out the problem behavior and how it is interfering with classwork or interrupting instruction. The instructor reminds the student of the academic task in which he or she should be engaged. The

student is given an opportunity to explain his or her actions. The student is politely offered the choice to improve behavior or accept a negative consequence. Privately approaching a student can help him or her to save face and reduce the likelihood that the student will become defensive or defiant.

Promise: The instructor approaches the misbehaving student and informs him or her that the student has behaved inappropriately. The teacher asks the student to state an appropriate alternative behavior that he or she should have followed. The teacher then requests that the student promise the instructor (verbally or in writing) that he or she will not engage in this misbehavior again.

Redirection: The teacher interrupts problem behavior by calling on the student to answer a question, assigning him or her a task to carry out, or otherwise refocusing the child's attention.

Reflective Essay: The student is required to write and submit to the teacher a brief composition after displaying behaviors. At minimum, the composition would state: (1) what problem behavior the student displayed, (2) how the student could have acted in an alternative, more acceptable manner, and (3) a promise from the student to show appropriate behaviors in similar situations in the future. NOTE: Some teachers use a pre-printed structured questionnaire containing these 3 items for the student to complete.

Reprimand: In the typical reprimand, the instructor approaches the student, states that the student is misbehaving, and instructs the student to stop the misbehavior immediately. Reprimands should be used sparingly, as students may become defiant if confronted by an angry teacher in a public manner. When used, reprimands should be kept short, to avoid arguments with the student.

Response Cost: Usually, response cost programs first award a student a certain number of tokens with no conditions attached. Throughout the monitoring period, the student has a token withdrawn whenever he or she displays a behavior that is inappropriate. (These behaviors would usually have been agreed upon in advance.) The student is permitted to 'cash in' any points that he or she still retains at the end of the monitoring period or may be allowed to 'bank' the points toward a future reward or privilege.

Restitution: The student engages in an activity that actually or symbolically restores the environment, setting, or social situation that his or her misbehavior had damaged. For example, a student who marks up a wall with graffiti may be required to work afterschool under supervision of custodial staff to wash the wall and removing the offending markings.

Rewarding alternative (positive) behaviors: The instructor calls on the student or provides other positive attention or incentives only during those times that the student is showing appropriate social and academic behaviors. The same positive attention or consequences are withheld during times when the student misbehaves or does not engage in academics.

Rules review: The teacher approaches the misbehaving student and (a) has him or her read off the posted class rules, (b) asks the student which of those rules his or her current behavior is violating, and (c) has the student state what positive behavior he or she will engage in instead.

Timeout/Detention/In school suspension: The student is removed from the classroom because of a behavioral infraction. In timeout, the student's exclusion from the classroom may be very short (3-5 minutes). With in-school suspension, the student may be removed from instruction for longer periods (e.g., half a day). Detention may require that the student spend time in a non-rewarding setting but that consequence may be deferred until after school to prevent loss of learning.

Tier 2

PBIS World

It is very important at this point to determine the students motivation. Are they seeking attention (peer or adult), is it control, or avoidance. Using an ABC sheet to determine motivation can be a useful tool. You can measure the Antecedent, Behavior, Consequence and the student's response. See sheet below, the first form is an example on how to complete the sheet. The second form is a blank sheet for your use.

<http://www.specialconnections.ku.edu/~speconn/page/behavior/fba/pdf/completedabcchart.pdf>

<http://www.specialconnections.ku.edu/~speconn/page/behavior/fba/pdf/blankabcchart.pdf>

After you determine the motivation, chose 2-3 strategies and track for up to 6 weeks, depending on the success of student. Several of these strategies can be done in a group setting. (click on link below)

- [Alternatives To Suspension](#)
- [Behavior Contract](#)
- [Behavior Intervention Plan \(BIP\)](#)
- [Structured Breaks](#)
- [Check In Check Out \(CICO\)](#)
- [Classroom Management Support](#)
- [Counselor Referral](#)
- [Daily Behavior Form](#)
- [Forced Choice Reinforcement Survey](#)

- [Functional Behavior Assessment \(FBA\)](#)
- [Individual & Visual Schedules](#)
- [Mentoring](#)
- [Non-Verbal Cues & Signals](#)
- [Organizational Tools](#)
- [Peer Tutoring](#)
- [Response To Intervention \(RTI\)](#)
- [Reward System](#)

- [Self Monitoring](#)
- [Sensory Tools](#)
- [Social Stories](#)
- [Teach Conflict Resolution Skills](#)
- [Teach Coping Skills](#)
- [Teach Relationship Skills](#)
- [Teach Relaxation Techniques](#)
- [Teach Social Skills](#)
- [The Praise Game](#)

Tier III

Many of the strategies you try will be from the same list of ideas. Choose something that may be more motivating. Remember, be as positive as possible. This type of student expects negativity. At this time you will want to provide more one on one support. Be sure to document and track any behavior sheets, time with one on one support, and list the strategies used.

PBISWorld Tier III strategies.

- [Alternatives To Suspension](#)
- [Behavior Contract](#)
- [Behavior Intervention Plan \(BIP\)](#)
- [Behavior Meetings](#)
- [Structured Breaks](#)
- [Check In Check Out \(CICO\)](#)
- [Collaboration With Student's Physician And/Or Mental Health Provider](#)
- [Counselor Referral](#)
- [Daily Behavior Form](#)
- [Forced Choice Reinforcement Survey](#)

- [Functional Behavior Assessment \(FBA\)](#)
- [Individual & Visual Schedules](#)
- [Mentoring](#)
- [Non-Verbal Cues & Signals](#)
- [No Passing Time](#)
- [Organizational Tools](#)
- [Peer Tutoring](#)
- [Response To Intervention \(RTI\)](#)
- [Reward System](#)
- [Seclusion & Restraint](#)

- [Self Monitoring](#)
- [Sensory Tools](#)
- [Sexuality, Sexually Inappropriate, Sexualized Behaviors](#)
- [Social Stories](#)
- [Teach Conflict Resolution Skills](#)
- [Teach Coping Skills](#)
- [Teach Relationship Skills](#)
- [Teach Relaxation Techniques](#)
- [Teach Social Skills](#)
- [The Praise Game](#)
- [Time Out \(Structured Time Out\)](#)

Intervention Central

Avoiding power struggles

<http://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teachers>

Using behavior contracts

<http://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts>

Functional Behavior Assessment (FBA)

This is a strategy to determine the function of the behavior. It is important to understand why a student is acting out. A teacher can fulfill this need in a more appropriate manner. With an older student can be taught to be aware of what their need is and communicate with staff when they need help. Infinite Campus has a step by step FBA that teachers can work through themselves and build a Behavior Intervention Plan (BIP) in order to help the student with behaviors. Below is the PBISWorld link to a variety of FBAs.

<http://www.pbisworld.com/tier-3/functional-behavior-assessment-fba/>

Internet based behavior planners

<http://www.interventioncentral.org/tools/behavior-intervention-planner>

<http://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker>

Resources

Hawthorn Educational Services

Student Conference Report

Student's Name: _____ Grade Level: _____ Date: _____

School Personnel Involved and Titles: _____

Initiation of Conference:

Regularly Scheduled Conference Teacher Initiation Other Personnel Initiation

Student Initiation Parent Initiation

Nature of Communication:

Information Sharing Progress Update Problem Identification Other

Conference Summary (attach copies of written communications):

Expectations Based on Conference:

Signatures of Conference Participants:

The Student Conference Report is used for recording conferences held with the student to identify problems, concerns, progress, etc.

Secondary Reinforcer Survey

Name: _____ Age: _____ Date: _____

1. The things I like to do after school are _____

2. If I had ten dollars, I would _____

3. My favorite TV programs are _____

4. My best friends are _____

5. My favorite time of day is _____

6. My favorite music is _____

7. My favorite subject at school is _____

8. I like to read about _____

9. The places I like to go in town are _____

10. My favorite foods are _____

11. My favorite inside activities are _____

12. My favorite outside activities are _____

13. My hobbies are _____

14. My favorite animals are _____

15. The three things I like to do most are _____

The Reinforcer Survey may be given to one student or a group of students. If the students cannot read, the survey is read to them. If they cannot write their answers, the answers are given verbally.

Secondary Reinforcer Menu

Reinforcer Menu

Reinforcer Points Needed

Reading	15
Watch a Movie	20
Assistant	20
Snack or Beverage	20
Peer Tutoring	25
Leading the Class Line	25
Using a Computer	25
Work on Hobby	30
Food or Drink Coupon	30
Extra Credit	30
No Assignment/Homework Pass	35

Class Reinforcer Menu

Reinforcer Points Needed

Do Nothing	15
Listen to Music	20
Picnic Lunch	25
Have Class Outside	25
Field Trip	30
Watch TV	30
Play a Game	30

GROUP CONTRACT

WE, _____,

HEREBY DECLARE THAT WE WILL _____

_____.

THIS JOB WILL BE CONSIDERED SUCCESSFUL _____

_____.

NAMES: _____,

FOR THE SUCCESSFUL COMPLETION OF THE ABOVE JOB,

WE MAY _____

DATE SIGNED: _____

DATE COMPLETED: _____

SIGNATURES

Point Card

Name: _____					
Time	Days of Week				
	M	T	W	TH	F
8:00 - 8:50					
9:00 - 9:50					
10:00 - 10:50					
11:00 - 11:20					
11:30 - 12:20					
12:30 - 1:20					
1:30 - 2:20					
2:30 - 3:20					

This is a Point Card for secondary level students and may be used in special or regular education classes. Teachers assign points, give checks, or sign initials for appropriate behavior demonstrated by the student while in the classroom. These points are relative to rules of the classroom, expected behavior, a contract developed with the student, etc. A 3 x 5 inch index card is easily kept in a shirt pocket and small enough to reduce embarrassment for students who would prefer to keep their behavioral support program confidential.

Point Record

Academic Points

Monday	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Tuesday	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Wednesday	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Thursday	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Friday	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Social Points

Monday														
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Tuesday														
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Wednesday														
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Thursday														
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Friday														
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The Point Record is for recording Academic Points, top section, for each task completed with criteria met; and Social Points, bottom section, for demonstrating appropriate behavior in and around the classroom. The Point Record is kept with the student at all times, wherever he/she may be, in order that points may be given for following any school rules.