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| Title | Criteria | Award | Frequency | Presentation | Dissemination |
| Buck  -Individual  -Whole class | Behavioral Expectation Matrix  -Schoolwide  -Classroom | Buck to spend in Store | As behavior is demonstrated | All locations | All staff |
| Verbal praise | Behavioral Expectation Matrix  -Schoolwide  -Classroom | Specific behavior verbal praise statements | Whenever behavior is demonstrated.  5:1  Daily | All locations | All staff |
| Positive feedback to home (e.g. postcards, phone calls) | Behavioral Expectation Matrix  -Schoolwide  -Classroom | Written/verbal praise | 1 time per week per class/group | Phone call  Mail | Teacher makes phone call home or mails postcard home |
| Listening to music | All students are on task and stays calm during music | Music (either teacher or student choice) | Teacher determines -goal: 1x/wk for 15-20 minutes | In class | Teacher |
| Title | Criteria | Award | Frequency | Presentation | Dissemination |
| Special Center Choices | All work completed for the week | Choice of Fun Center | 1x/week | Classroom | Names displayed on classroom board for those who have earned the reward |
| Extra Recess | Behavioral Expectation Matrix  -Schoolwide  -Classroom | Extra recess | 1x/week | Playground | Names displayed on classroom board for those who have earned the reward |
| Extra P.E. | Behavioral Expectation Matrix  -Schoolwide  -Classroom  All work completed | Play P.E. games | 2x/month | Playground  Classroom | Names displayed on classroom board for those who have earned the reward |
| Classroom Points | Classroom Behavioral Expectations Matrix | Tally structure w/in classroom  Marbles in the jar  Other forms of tracking decided by teacher | As necessary | Classroom  Breezeways | Whole |
| Title | Criteria | Award | Frequency | Presentation | Dissemination |
| Special Board | Excellent Completion of Class Activities | Personal gratification of their hard work | Weekly | Work publicly displayed | Whole class |
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| Title | Criteria | Award | Frequency | Presentation | Dissemination |
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