Behavior Management-Our Token System

We use a token system in our classroom. Each student will have their own bank in which they will keep their tokens. This bank will be kept at school.

Each day, students will start the day by earning a token. For good choices that are made throughout the day (following directions, helping another student, using good manners), students can earn extra tokens. For poor choices (socializing during work time, using unkind words, etc) students will lose tokens. When students lose a token, there is a consequence associated with each loss. The students keep track of how many tokens they gain/lose each day on a number line chart in the classroom.

The great thing about this system is that even if a student loses a token, they can make good choices to earn it back.

If the student neither gains or loses a token, they will finish the day with a +1 (this means they earned their token for coming to school). This is a great place to finish the day.

A +2 would mean that the student earned an extra token for doing something good. This means their day was extra great.

A +3 means that the student earned two extra tokens during the day. The student had an extraordinary day!

*If the student has a 0, this means they had a warning. They made a poor choice. We all make mistakes, and there is not additional consequence for this level.*

If the student has a -1, this means they had silent lunch, and paid me one of their tokens.

If the student has a -2, the student will spend ten minutes of recess walking laps.

If the student has a -3, they went to speak with the principal (Ms. White or Ms. Cochrane).

We will practice this system this week and next week. At the end of the day, I ask each student what number they finished on and why. My intention is to be able to write a reason for 0 or below.

At the end of each month, we will have a class “store”, in which student can spend their tokens.

\*\*In extraordinary situations, students could move to a level without moving through the previous one.