

SECTION 14:

RESOURCES: COMMUNICATION

SECTION 14: COMMUNICATION RESOURCES

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Communication Contacts	3	<ul style="list-style-type: none"> To discuss who should be communicating with whom. Provides a one-page summary when communication partners need to quickly locate
Contact Log	4	<ul style="list-style-type: none"> To document communication exchanges
Great News from School	5	<ul style="list-style-type: none"> A sample, intermittent report used to prompt or maintain desired positive behaviors
Bus Report	6	<ul style="list-style-type: none"> A simple system for the bus driver to initial a form when the behavior is acceptable, and X when unacceptable (requires student and driver training on what is, and what is not, acceptable)
You Made a Good a Good Choice!	7	<ul style="list-style-type: none"> A sample intermittent communication report to reinforce positive behavior
Complimentary Report to Parents	8	<ul style="list-style-type: none"> A sample intermittent communication report to reinforce positive behavior
Daily Progress Reports	9	<ul style="list-style-type: none"> Sample two-way communication systems to report to parents on acceptable behavior and involve parents in the interventions in a self contained classroom
7 period daily report	10	<ul style="list-style-type: none"> Sample two-way communication systems to report to parents on acceptable behavior and involve parents in the interventions for middle school and high school students or elementary students with multiple teachers during the day
6 period daily report	12	
Points & Levels Monitoring and Complimenting	14	<ul style="list-style-type: none"> A sample two-way exchange to report on student behaviors linked to safe, respectful, responsible rule teaching

Communication Contacts

Student Name: _____ DOB: _____

School: _____ Grade: _____

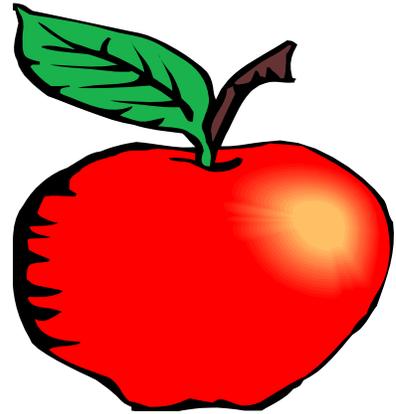
	Contact Person	Contact (Phone/fax/written/e-mail, etc.)	Preferred Contact Method
Student's Case Manager			
Parent/Guardian:			
Group Home:			
Social Worker:			
Physician:			
Therapist:			
Development Disabilities Agency			
Probation:			
School Police:			
Other:			
Other:			
Other:			

Contact Log

STUDENT'S NAME: _____ ID#: _____

<p>Date: _____</p> <p>Spoke With:</p> <p>_____</p> <p>_____</p> <p>Phone:</p> <p>_____</p>	<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Date: _____</p> <p>Spoke With:</p> <p>_____</p> <p>_____</p> <p>Phone:</p> <p>_____</p>	<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Date: _____</p> <p>Spoke With:</p> <p>_____</p> <p>_____</p> <p>Phone:</p> <p>_____</p>	<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Date: _____</p> <p>Spoke With:</p> <p>_____</p> <p>_____</p> <p>Phone:</p> <p>_____</p>	<p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Great News from School



Today's Date: _____

School: _____

Student: _____

Today, _____

It was wonderful to see this and we just wanted to let you know.

Sincerely,

(Signature)

BUS REPORT

Bus driver _____ Bus # _____

Student _____

- Initial signifies acceptable ride
- Not acceptable bus ride receives an X ***
- Five initials = class reward

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday	Comments:

You Made A Good Choice!!

Student's Name:

The Good Choice Was:

Signature

Date

Complimentary Report to Parents

We are pleased to inform you that _____
(student name)
is demonstrating improved outstanding work in class.

Factors contributing to this success are:

- | | |
|--|---|
| <input type="checkbox"/> Doing classroom work | <input type="checkbox"/> Getting to class on time |
| <input type="checkbox"/> Using time wisely | <input type="checkbox"/> Doing extra credit assignments |
| <input type="checkbox"/> Having a good attitude | <input type="checkbox"/> Showing classroom courtesy |
| <input type="checkbox"/> Coming prepared to work | <input type="checkbox"/> Accepting responsibility |
| <input type="checkbox"/> Other: _____ | |

Comments:

Teacher: _____ Date: _____



Reporte De Buena Conducta Para Los Padres

Nos da mucho gusto informarle que su hijo/hija _____
(nombre)
muestra mejoria excelencia en su trabajo clase.

Los factores siguientes han contribuido:

- | | |
|---|---|
| <input type="checkbox"/> Hace el trabajo en clase | <input type="checkbox"/> Llega a tiempo a clase |
| <input type="checkbox"/> Utiliza bien el tiempo | <input type="checkbox"/> Hace tareas adicionales de trabajo |
| <input type="checkbox"/> Tiene buena actitud | <input type="checkbox"/> Respeta las reglas de la clase |
| <input type="checkbox"/> Viene preparado para trabajar en clase | <input type="checkbox"/> Acepta responsabilidad |
| <input type="checkbox"/> Otros comentarios: _____ | |

Maestro(a): _____ Fecha: _____

Daily Progress Report

Name: _____

Teacher: _____ **Date:** _____

Did the student:	YES	NO
Come to class on time?		
Bring Supplies?		
Work Without Disrupting Others in Class?		
Speak Courteously?		
Produce Quality Work?		
Other:		
Total Points:		

Teacher's other comments:

Parent's comments, including how did your son/daughter respond when you discussed this report?

(Teacher Signature/Date)

(Parent Signature/Date)

Daily Period by Period Progress Report (7 Period Day)

Student Name: _____

Today's Date: _____

	Period 1		Period 2		Period 3		Period 4		Period 5		Period 6		Period 7	
	YES	NO												
On time to class today?														
All supplies present?														
Curtailed off-topic talking?														
Followed directions?														
Contributed to discussions appropriately?														
Did not physically disturb others?														
Spoke courteously?														
Assignments turned in?														
Quality of work turned in or done in class adequate?														
Other:														
Homework was given today?														
Teacher's Initials														

See back of this form.

Daily Period by Period Progress Report (7 Period Day)

Case Manager overseeing the 7 Period Daily Report:

Case Manager Comments:

Parent Comments:

Parent Information: How did your son/daughter when you reviewed this report together?

Student Comments:

Student Information: How am I doing? What changes in which periods would you like to make?

Daily Period by Period Progress Report (6 Period Day)

Student Name: _____

Today's Date: _____

	Period 1		Period 2		Period 3		Period 4		Period 5		Period 6	
	YES	NO										
On time to class today?												
All supplies present?												
Curtailed off-topic talking?												
Followed directions?												
Contributed to discussions appropriately?												
Did not physically disturb others?												
Spoke courteously?												
Assignments turned in?												
Quality of work turned in or done in class adequate?												
Other:												
Homework was given today?												
Teacher's Initials												

See back of this form.

Daily Period by Period Progress Report (6 Period Day)

Case Manager overseeing the 6 Period Daily Report:
Case Manager Comments:
Parent Comments:
Parent Information: How did your son/daughter when you reviewed this report together?
Student Comments:
Student Information: How am I doing? What changes in which periods would you like to make?

Daily Points Earned for Appropriate Behavior

STUDENT NAME _____

DATE _____

LEVEL _____

DAY _____

PERIOD	1 st Hour			2 nd Hour			3 rd Hour			4th Hour			5th Hour/Lunch			6th Hour/Lunch			7 th Hour			8 th Hour		
TIME	8:10	8:40	8:50	9:00	9:30	9:40	9:50	10:20	10:30	10:40	11:10	11:20	11:30	11:55	12:05	12:15	12:40	12:50	1:00	1:30	1:40	1:50	2:20	2:30
SAFE																								
RESPONSIBLE																								
RESPECTFUL																								
Target Behavior																								
★ Quality of Work:																								

CONTRACT:



TARGET BEHAVIOR: _____

Negotiation: If Student does _____, he/she can have _____

Student Signature: _____ Staff Signature: _____

Points Earned Today	
Total Points Earned	

Account Information	
Previous Balance	
Points Earned	
Points Spent	
Account Balance	

Meets Contract?

Yes No

PARENTS: I have reviewed this sheet with my child and discussed behavioral expectations and set behavioral goals. Please describe on the back of this form the results of your conversation with your child about today's report.

Parent Signature: _____

Think Sheet

Name: _____

Date: _____

1) **Describe the situation** that caused you problems. Be sure to describe it outside of yourself--like a news reporter looking objectively at the situation. Use several sentences.

2) **Circle 2 or 3 feeling words** that best describes how the situation made you feel.

Ashamed Betrayed Disrespected Embarrassed Frustrated Giddy Hurt

Irritated Jovial Livid Mad Noncompliant Ornery Persnickety

Quizzical Remorseful Sad Tearful Uncooperative Vindictive Wistful

3) **Describe how you will cope better** next time with this same situation and feeling. You may ask staff to help you think of some ideas. Use several sentences.

4) What kind of restitution is appropriate in your situation? Ask staff to help you think of ideas.

Signed and Approved by _____:

POSITIVE BEHAVIORS AT A GLANCE

Safe Behavior:

Looks Like: Hands to Self. Feet on the Floor. Slow and Controlled Movements. Thinking before Doing.

Sounds Like: Soft Tones. Kind and Non-threatening Words. Pleasant. “I trust you.” “I feel comfortable.”

Feels Like: Comfortable Environment for Everyone. Free from Harm or the Threat of Harm. No worries.

Responsible Behavior:

Looks Like: In Class & On time. Participating in Lesson. Following Directions. Focusing on Your Own Learning.

Sounds Like: Asking Questions. Asking Permission. Sharing Ideas. Admitting Mistakes and Celebrating Accomplishments.

“I’m sorry.” “I appreciate you.” “I’m proud of you.”

Feels Like: Productive. Participative. Thorough. Proud of Best Effort. Self Controlled. Self Directed. Proactive.

Respectful Behavior:

Looks Like: Kind Facial Expressions. Pleasant Body Language. Proper Personal Distance. Looking Others in the Eye When Talking.

Sounds Like: Kind Words. Soft Tones. Honesty.
“Excuse me.” “Thank you.” Please.”

Feels Like: People’s feelings, beliefs, thoughts are being given sensitive consideration.

Adapted from Crosstrails Points and Level System, Overland Park, Kansas