Begin by thinking of a time you feel is the most challenging to keep student behaviors on track. This will help you envision the types of behaviors you would like to see fewer of while also determining which behaviors you want to see more of in your classroom at that time.

Write in the time when you are most likely to see problem behaviors (e.g., first 20 minutes after lunch during written expression time)

Next, identify one to three behaviors that you find to be disruptive to the classroom during this time of day (e.g., talking among peers, calling out during instruction). These are behaviors you would like to see reduced.

Write in the behaviors you would like to see LESS of in your classroom
Behavior 1:
Behavior 2:
Behavior 3:

Next, identify the behaviors you want to see more of in your classroom. These behaviors should be the opposite or replacement behaviors for those you just identified.

For instance, if you said you would like to see fewer students wandering around the classroom, then you might jot down that you want to see students working quietly at their desks. The opposite of wandering around might also be seeing students enter the classroom and go quickly to their assigned seats to begin work.

Write in the behaviors you would like to see MORE of in your classroom
Behavior 1:
Behavior 2:
Behavior 3:

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Finally, for each of the behaviors you would like to see MORE of, write down one or two behavior-specific praise statements you could use to encourage or "catch" students who are displaying the behavior.

Behaviors to "catch"	Behavior-specific praise #1	Behavior-specific praise #2
Behavior 1:		
Behavior 2:		
Behavior 3:		