Behavior Support Toolkit

Kittens



Token Boards • Reward Charts • Point Sheets • Break Cards

HELP STUDENTS ASK FOR BREAKS, TRACK BEHAVIOR, AND EARN REWARDS

SCROLL
to preview all 4 tools

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Student Break Cards

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4 Break Supports + Progress Charts



Clear Visuals for Predictable Break Routines

TEACH STUDENTS TO ASK FOR A BREAK AND RETURN TO LEARNING

SCROLL
to take a look inside!

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STUDENT BREAK CARDS

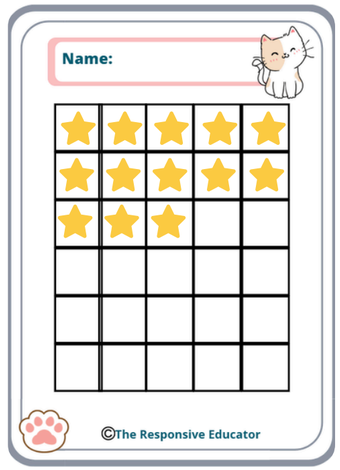
More Than Just a Card to Hand Out

When a student becomes overwhelmed, knowing how to ask for a break can be a skill we need to teach.

Teach and practice the routine—not just how to use the card.

4 Break Card Formats +
Optional Progress Charts





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Needing a Break Is Not a Failure

Adults ask for a moment or step away when they need space.

Some students need us to teach them how.

☑ **Asking for support is a skill worth teaching.**



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BEFORE FRUSTRATION ESCALATES

Teach students to

1. Recognize when they need a break.
2. Show or give the card to an adult.
3. Follow the break routine and rejoin.



☑ **Practice when calm—not only when overwhelmed.**

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SOMETIMES ADULTS NOTICE FIRST

Offer a visual cue when a student does not yet recognize or communicate that they need a break.

☑ **Offer support— not punishment.**

Offer a Break



Offer a Movement Break



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MAKE THE BREAK ROUTINE PREDICTABLE

Teach the student what to expect before, during, and after a break.

How: Request or accept a break.

Where: Go to the agreed place.

What: Use the agreed break options.

When: Recognize when the break is ending.

Return: Rejoin with support as needed.

☑ **Model and practice—not just explain.**



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WON'T STUDENTS USE BREAKS TO AVOID WORK?

- **Teach that asking works -** When teaching a break request to replace escalation, initially honor each request for the agreed break. Students need to trust that asking gets them support.

- **Recognize progress -** Several appropriately requested breaks can mean less lost learning time than a meltdown and lengthy recovery.

- **Build coping skills at the same time -** Teach ways to handle frustration and reinforce staying with manageable tasks. As readiness grows, breaks may become shorter or happen closer to the activity.

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Honor the need for a break while building skills to handle challenges.

WHEN IS THE 3-BREAK CARD APPROPRIATE?

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Consider it when the student:

- Consistently requests breaks and follows the routine.
- Is developing ways to manage frustration and return to tasks.
- Has a support plan and observation data that support a planned limit.

Set a time frame that fits the student

- Three breaks per hour, half day, or full day—based on individual need.
  Teach when the boxes reset.

Needed breaks remain available after all three boxes are marked.
The adult-offered card can help cue a break when a student is becoming overwhelmed.

REINFORCE THE BREAK ROUTINE

Use the optional progress charts to recognize one skill at a time.

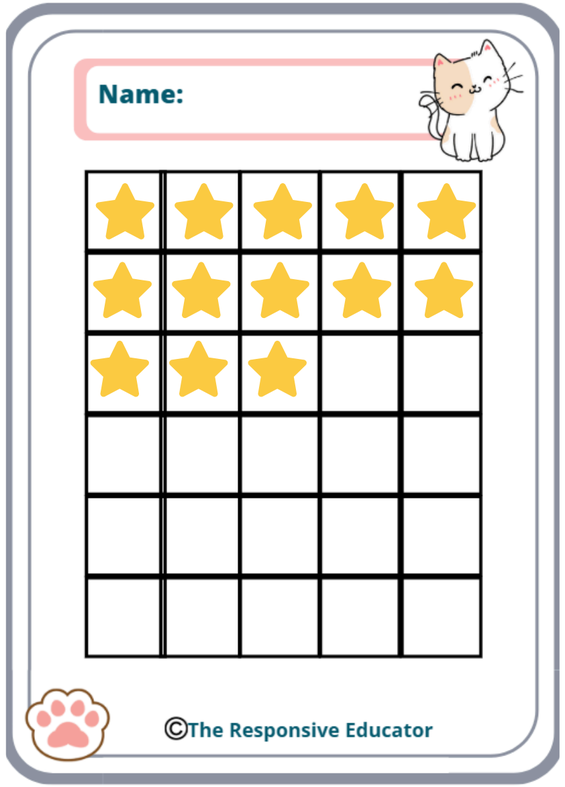
1 **Choose a skill, such as:**

Asking for a break.

Using a coping strategy.

Rejoining the activity with support.

2 **Add a sticker or mark when the student demonstrates the chosen skill.**

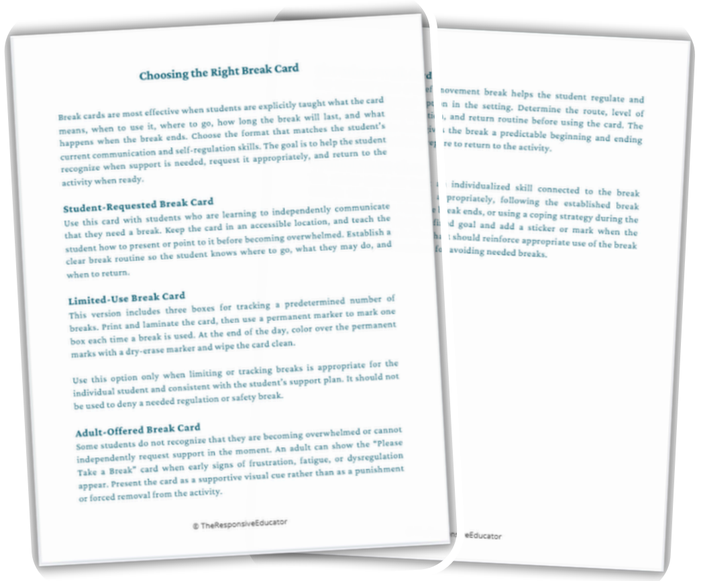


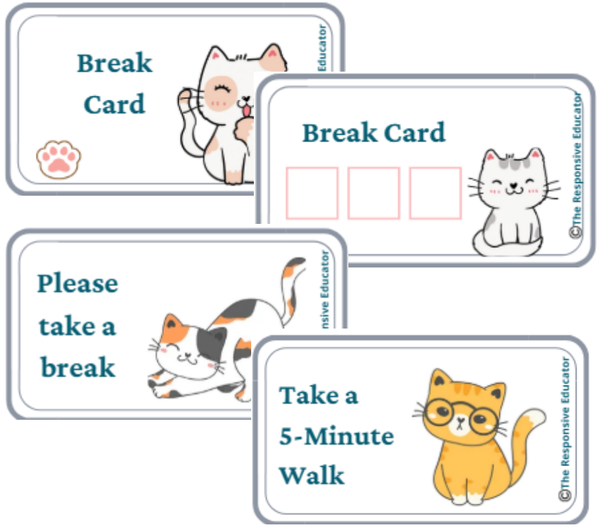
Recognize successful use of the routine—not going without needed breaks.

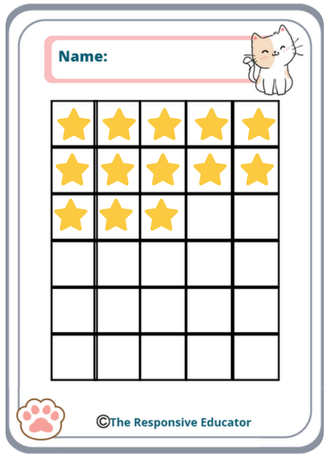
What's Included

Multiple designs for each break card type

- Student-requested break cards
- Three-box break cards
- Adult-offered break cards
- Five-minute walk cards
- Coordinating progress charts
- Directions for choosing and using the formats







Printable PDF • Not Editable • Print, Cut, and Laminate Cards

Behavior Point Sheets
Kittens



Track Behavior Throughout the Day

TRACK BEHAVIOR ACROSS THE DAY - WITH FEEDBACK STUDENTS CAN UNDERSTAND.

SCROLL
to take a look inside!

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A POINT SHEET SHOULD SHOW MORE THAN JUST A GOOD OR DIFFICULT DAY

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Recording feedback throughout the day helps teachers and students see:

- **Where the student is successful**
- **Where additional support is needed**
- **Whether prompting is decreasing over time**



Name: Date:

Directions: Demonstrate the positive behavior with two (2) or fewer prompts, color in the cat face.

I am working on:

If I get _____(#), then I earn:

Meow

Task/Activity	How Did I Do?	# Prompts	Notes
Morning Work		1 2 3	a little chatty, then got to work
Social Skills		1 2 3	great job!
Guided Reading		1 2 3	
Spelling		1 2 3	
Writing		1 2 3	
Lunch		1 2 3	
Recess		1 2 3	
Social Studies		1 2 3	
Math Lessons		1 2 3	
Math Groups		1 2 3	
Dismissal		1 2 3	

_____/_____ = I earned _____%

Use specific daily data to guide feedback, support, and next steps.

CHOOSE THE RATING OPTION THAT FITS THE STUDENT

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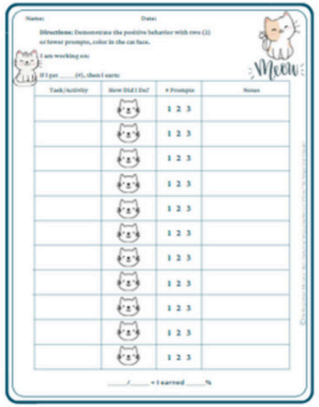
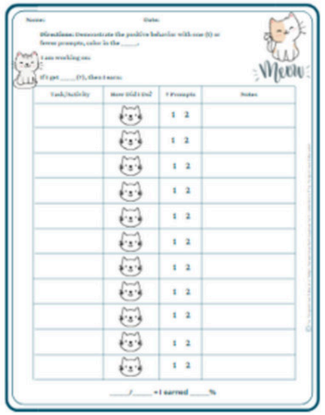
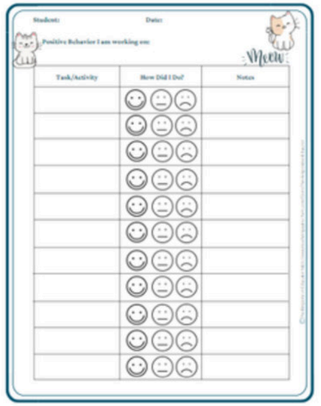
- **3-Prompt Scale:** A more attainable starting point for students who need additional support.



- **2-Prompt Scale:** Encourages greater independence as prompting decreases.



- **Smiley-Face Scale:** Provides simple visual feedback for younger students or students who benefit from a less numerical format.



SET UP THE POINT SHEET FOR THE INDIVIDUAL STUDENT

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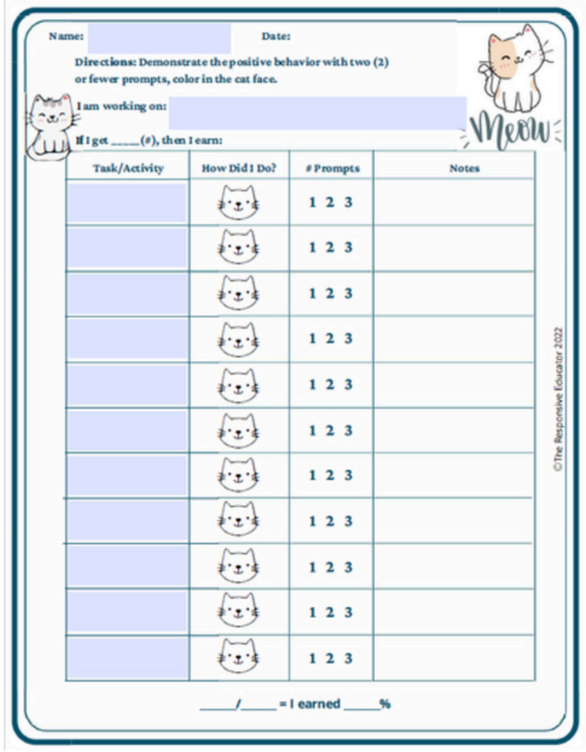
1. Enter the student's name.
2. Define the target behavior.
3. Add periods or activities.
4. Set the daily goal and reward.



Name: Date:

Directions: Demonstrate the positive behavior with two (2) or fewer prompts, color in the cat face.

I am working on:

If I get _____(#), then I earn:

Meow

Task/Activity	How Did I Do?	# Prompts	Notes
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	
		1 2 3	

_____/_____ = I earned _____%

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Type in the designated fields, or print the sheet and complete it by hand.

DEFINE THE BEHAVIOR BEFORE YOU BEGIN

A point sheet is most useful when the student and adults know exactly what is being monitored.

Instead of:

- **"Be kind"**
- **"Make good choices"**

Try:

- **"Keep hands to self"**
- **"Use respectful words"**

Clear expectations make the feedback more consistent and the data more useful.

GIVE FEEDBACK THROUGHOUT THE DAY

Complete each section close to the activity - not from memory at the end of the day.



Name: Date:

Directions: Demonstrate the positive behavior with two (2) or fewer prompts, color in the cat face.

I am working on:

If I get _____(#), then I earn:

Meow

Task/Activity	How Did I Do?	# Prompts	Notes
Morning Work		1 2 3	a little chatty, then got to work
Social Skills		1 2 3	great job!
Guided Reading		1 2 3	
Spelling		1 2 3	
Writing		1 2 3	
Lunch		1 2 3	
Recess		1 2 3	
Social Studies		1 2 3	
Math Lessons		1 2 3	
Math Groups		1 2 3	
Dismissal		1 2 3	

_____/_____ = I earned _____%

- **Notice and name specific successes.**
- **Record prompts consistently.**
- **Briefly review what to try next.**

The goal is useful feedback and skill growth - not simply earning a daily score.

INVOLVE THE STUDENT IN TRACKING PROGRESS

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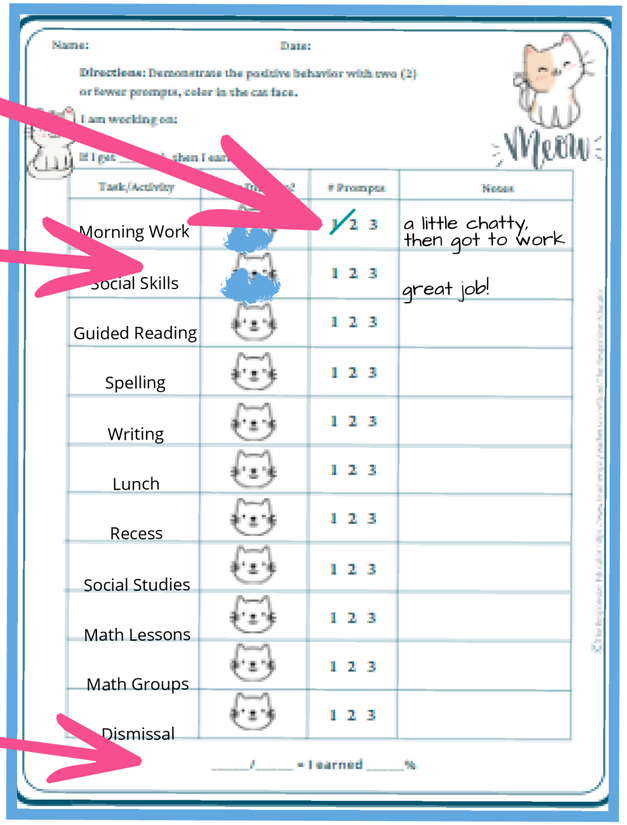
1. Adult records prompts and feedback.
2. Student colors in image if earned.
3. Review the feedback together throughout the day.
4. At the end of the day, recognize progress and discuss what to try next.



Gradually build the student's ability to notice, evaluate, and adjust their behavior.

SET A GOAL THE STUDENT CAN REALISTICALLY REACH

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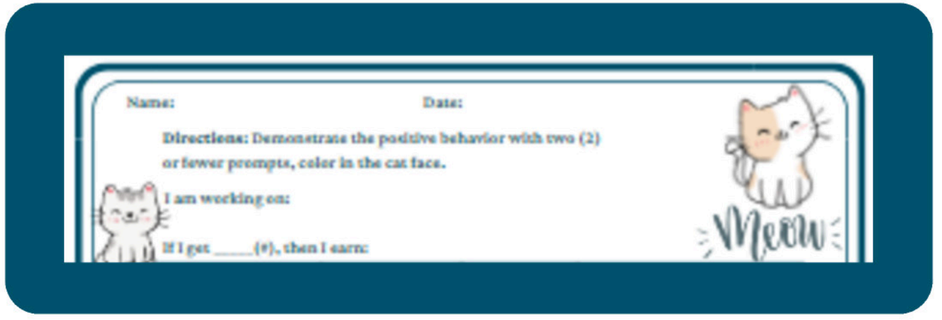
- Use current performance to choose an achievable percentage goal.
- Reinforcement should recognize progress while the student builds the underlying skill.

- Choose a meaningful reinforcer with the student.
- Explain exactly how the goal is earned.
- Adjust the goal as independence increases.



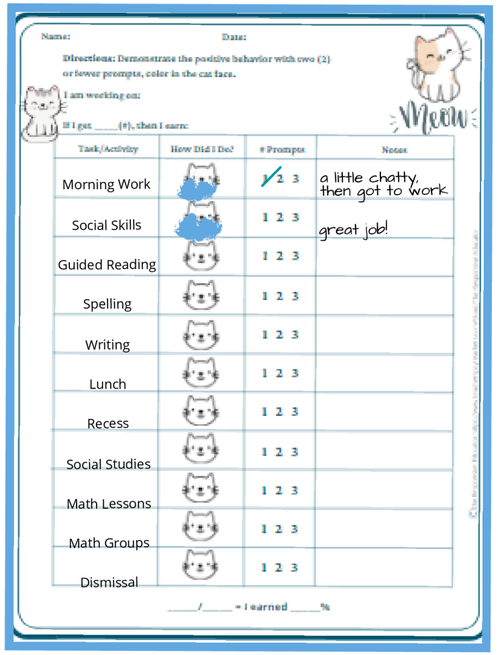
If the student cannot yet wait until the end of the day, use more frequent reinforcement.

USE THE COMPLETED SHEETS TO LOOK FOR PATTERNS

Review more than the total percentage. Look at where, when, and under what conditions the student needs support.

Across days, the sheets can help you:

- **Identify difficult activities or transitions**
- **Monitor whether prompting decreases**
- **Share specific information with families**
- **Decide when goals or supports need adjustment**



Name: Date:

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Meow

Task/Activity	How Did I Do?	# Prompts	Notes
Morning Work		✓ 2 3	a little chatty, then got to work.
Social Skills		1 2 3	great job!
Guided Reading		1 2 3	
Spelling		1 2 3	
Writing		1 2 3	
Lunch		1 2 3	
Recess		1 2 3	
Social Studies		1 2 3	
Math Lessons		1 2 3	
Math Groups		1 2 3	
Dismissal		1 2 3	

_____/_____ = I earned _____%

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What's Included

Three behavior point-sheet formats

- 3-prompt rating scale
- 2-prompt rating scale
- Smiley-face rating scale
- Fillable fields for student-specific information
- Type in the designated fields or complete by hand
- Guidance for effective reinforcement



Fillable PDF - Type in designated fields - Layout and graphics are not editable.

OPTIONAL: TRACK LONG TERM PROGRESS

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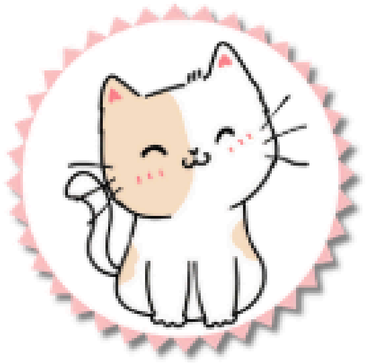
Pair daily percentages with the Point Sheet for Behavior Graphing for longer-term progress monitoring.

Transform your point sheet data into professional-looking graphs that showcase student progress over time.



Available separately—not included with this point sheet.

Kittens
Token Board





Built-In Student Choice

Designed to Keep Students Motivated and Engaged

SCROLL
to take a look inside!

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WHAT MAKES REINFORCEMENT TRICKY

- Motivation looks different for every student
- Too much choice can be just as challenging as too little
- Reinforcers lose impact if they aren’t meaningful
- Behavior systems need flexibility, not constant redesign

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TOKEN BOARDS HELP BY...

- Building in student choice
- Making expectations visual
- Offering flexible reinforcement options
- Growing with the student over time

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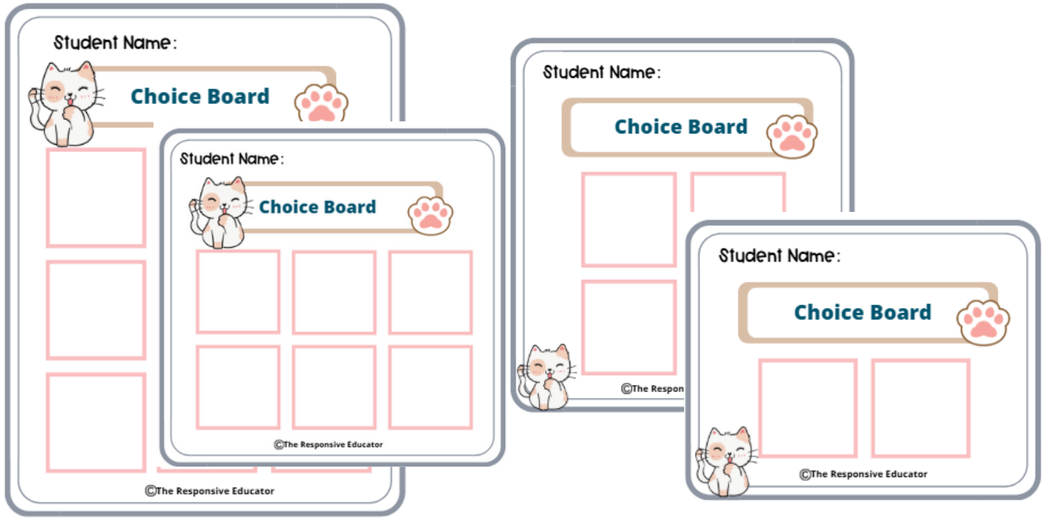
What Makes This Token Board Different?

DESIGNED TO EVOLOVE AS STUDENT NEEDS CHANGE













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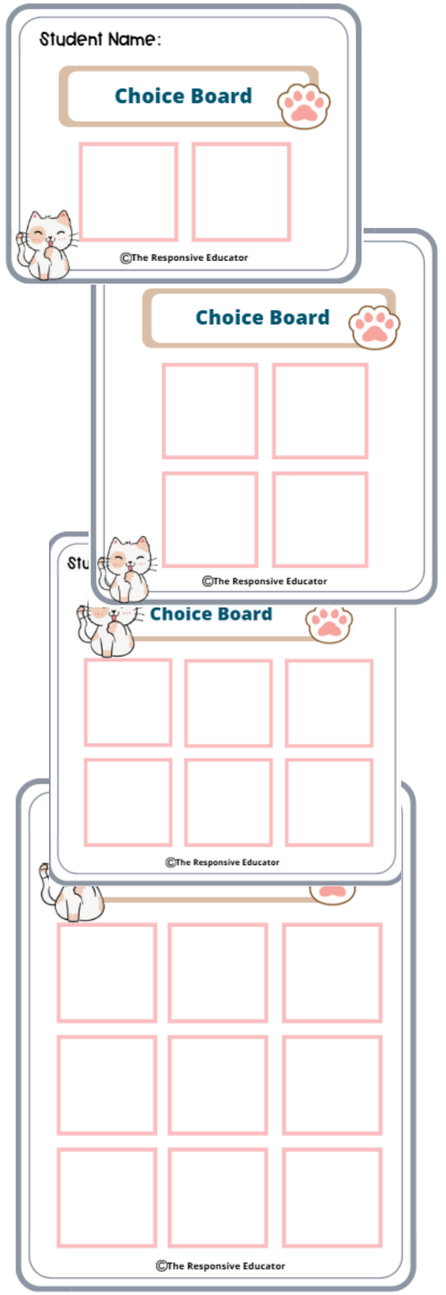
1 Flexible Choice—Without Overwhelm

- Choice boards with 2, 4, 6, or 9 options
- Teachers decide how many choices are offered
- Supports students who feel overwhelmed *and* those who seek control or novelty



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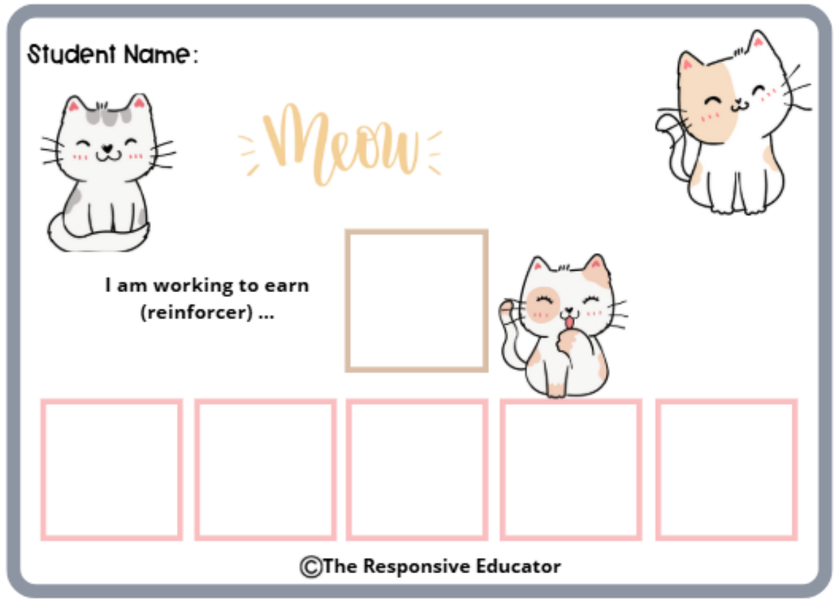
2 Two Token Board Options for Different Needs: Use the same system—adjusted for the student's needs

Option 1: General token board with visual reminder of what students are working to earn



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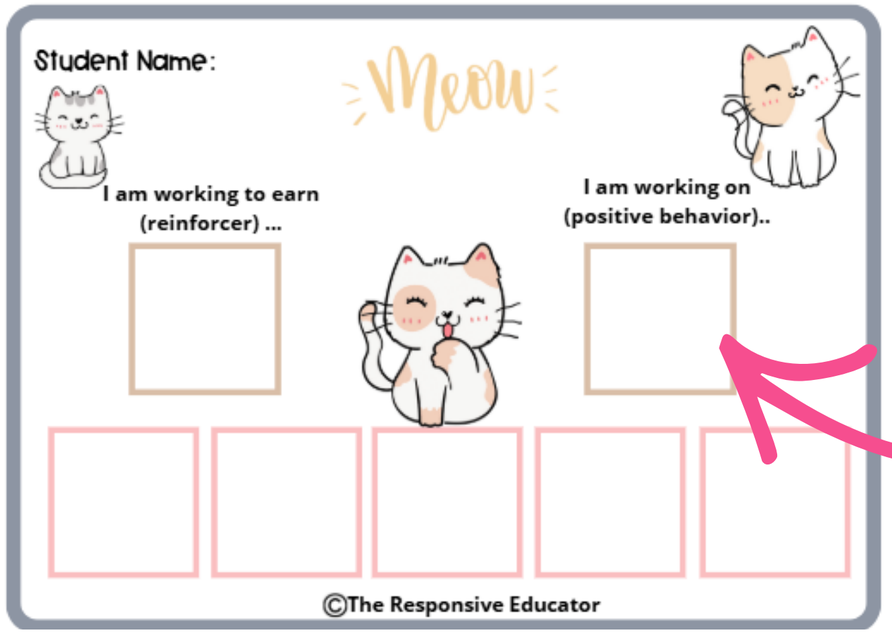
Option 2: Token board with visual target behavior



Helps students connect *what they are earning* and *how they are earning it*

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3 Reinforcers Students Care About—Without Extra Work

- 80+ low-cost, low-effort reinforcer ideas
- Non-food options included
- No more scrambling to come up with new reinforcer ideas



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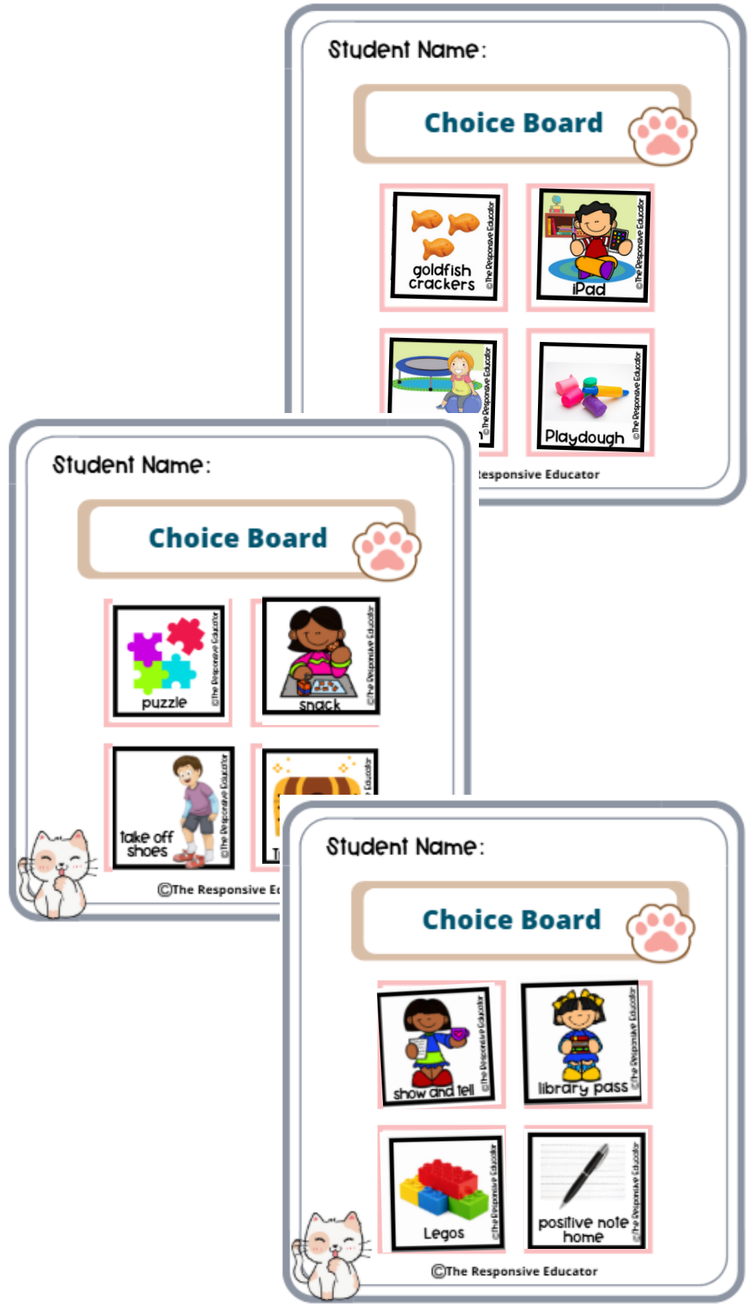
4 Designed to Stay Effective Over Time

- Easily rotate reinforcers
- Adjust expectations without rebuilding the system
- Helps the system keep working as motivation changes



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Great For Students Who...

- Struggle to stay motivated during non-preferred tasks
- Lose interest when rewards stop feeling meaningful
- Need visual reminders of what they’re working toward
- Benefit from structured choices

How Teachers Use This in Real Classrooms

- Introduced during small group, 1:1, or morning check-ins
- Used alongside existing behavior plans and routines
- Easily adjusted as motivation or needs change
- Works for short-term goals or ongoing support

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What's Included?

- 2 themed token board options
  (open version + visual target behavior version)
- 4 flexible choice boards
  (2, 4, 6, or 9 choices)
- 50+ common positive target behaviors
  (visual options included)
- 80+ low-cost or no-cost reinforcers
  (easy, realistic, and non-food options)

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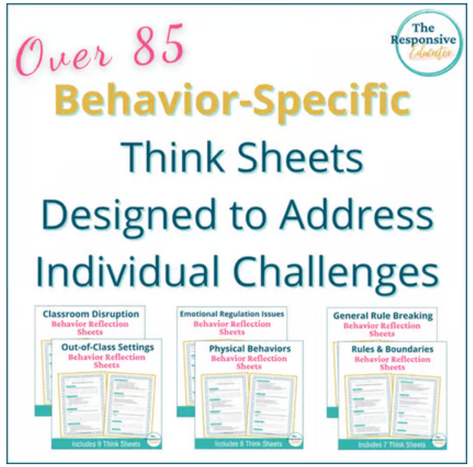
Looking for More Behavior Supports?

Token Boards



Behavior Think Sheets



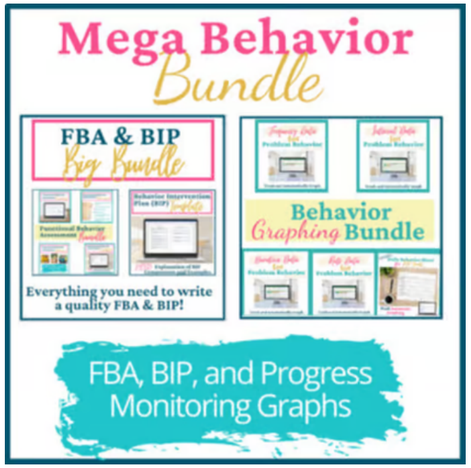
Self-Monitoring Charts



Behavior Data Collection



MEGA Behavior Bundle



Follow my store for updates on growing bundles and behavior supports!

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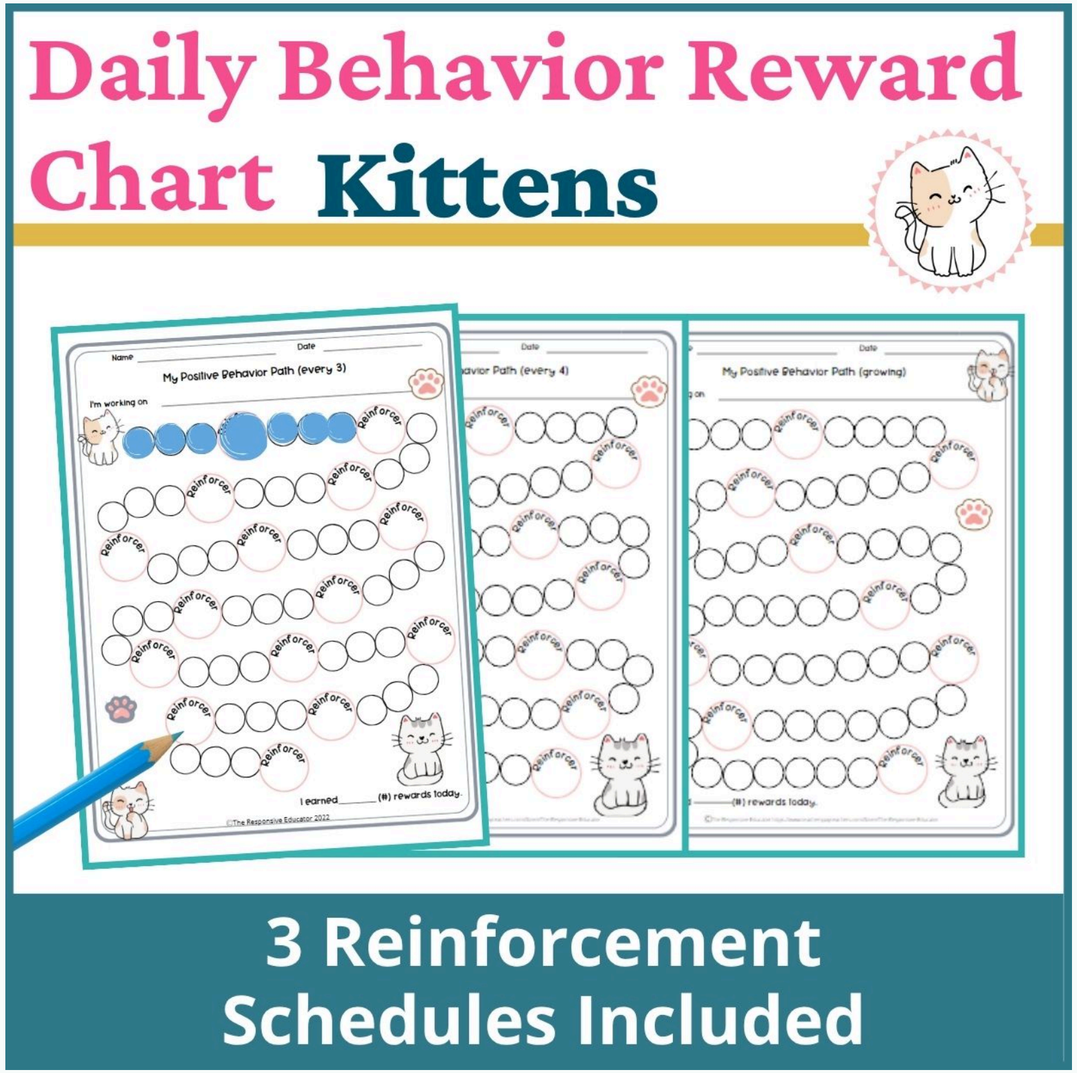
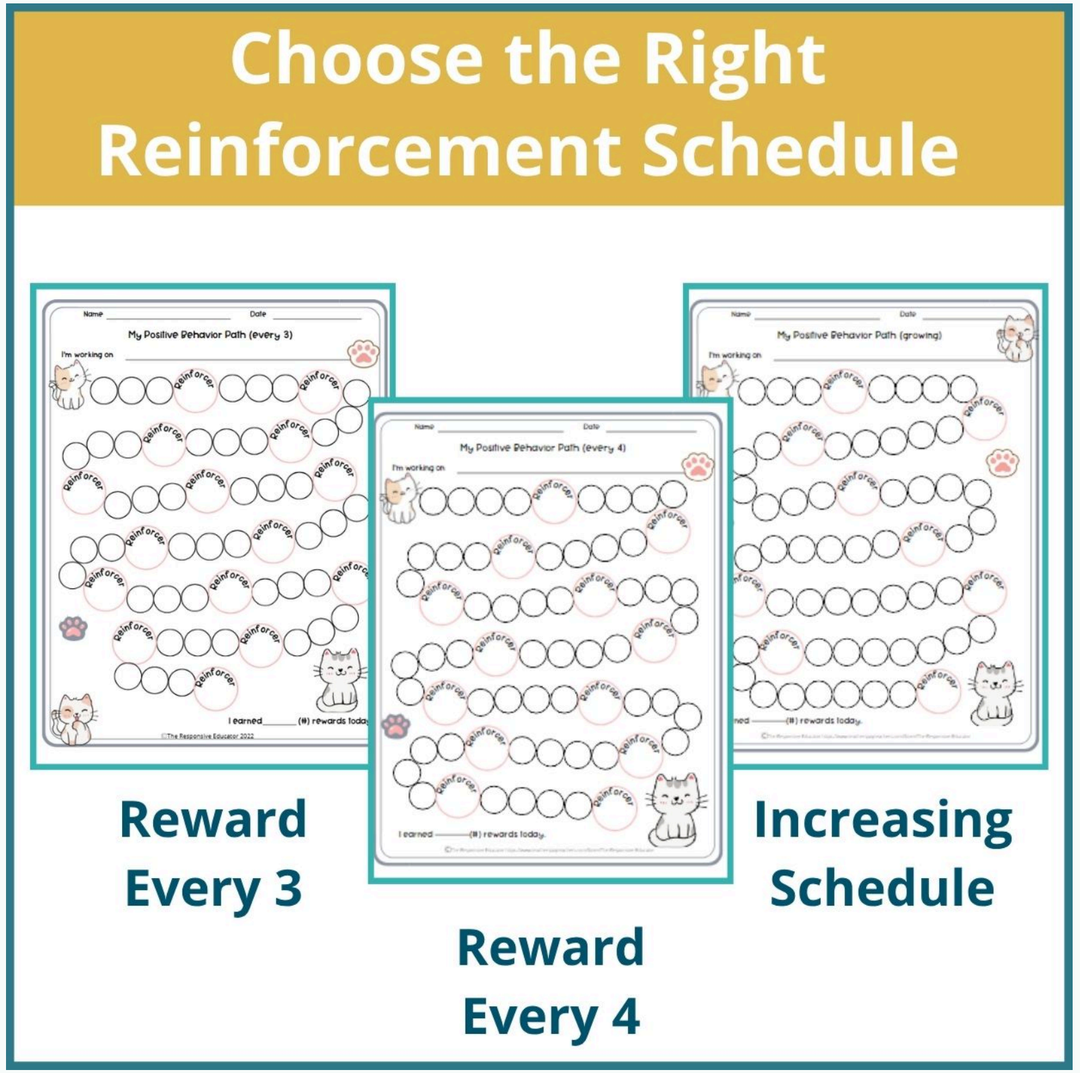
Daily Reward Charts

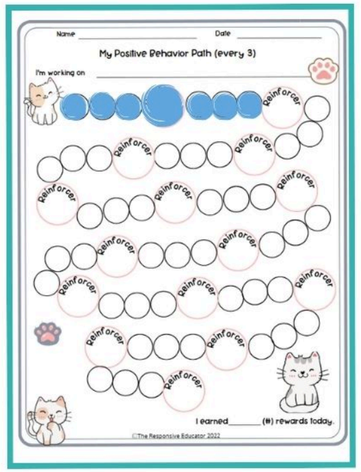




Daily Reward Charts

How It Works

1. Choose a target behavior.
2. Select a schedule.
3. Mark each success.
4. Reward at the marked spaces.



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Built-In Daily Tracking

- Record how many rewards are earned each day.
- Use the daily total to adjust support over time.

Daily Reward Total

I earned _____(#) rewards today.