

A PERFORMANCE PLAN FOR IMPROVING BEHAVIOR

Camper's Name: _____

Date: _____

I. ASK THE CAMPER

GATHER INFORMATION

What were you doing that caused your problem?

What would your teacher say you were doing?

What are the rules and standards?

What are the consequences of what you have been doing?

Is that what you want to happen? Circle Yes or No

What would you rather be doing?

What do you want now?

II. TEACH RESPONSIBILITY

COMPARE

Circle your choice

Is what you were doing against the rules or standards?

Yes or No

Is what you were doing getting you what you want?

Yes or No

Was what you were doing getting you all the things you want?

Yes or No

COMMIT

Are you willing to work at resolving (fixing) your problem? Write your commitment.

III. TEACH ALTERNATIVE PLAN TO HELP CAMPER ACHIEVE RESPONSIBILITY

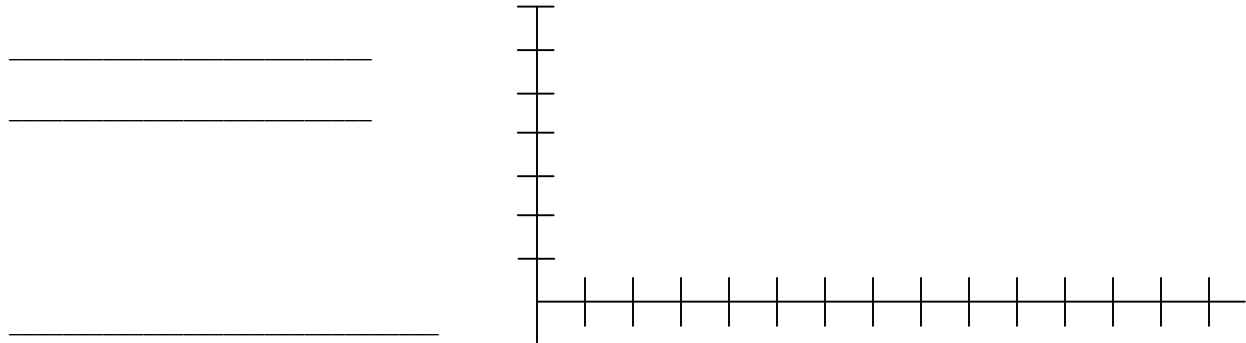
A. Establish measurable goal or standard.

B. Set specific action plan. Detail what you are going to do to achieve your goal (time, place, days, with whom, how long, how many). Plan must contain specifics for measuring progress over time.

C. Compare and commit to plan.

Will this plan get you what you want? Circle Yes or No

IV. MEASUREABLE GOAL CHART



To whom will you report the progress of your plan?

How often? _____ When? _____ Where? _____

Signatures: Student's _____ RTC Teacher: _____

Next Meeting: _____ Time: _____ Place: _____

With whom? _____

Parent/Guardian Signature (if necessary) _____

Please note: This sheet is a guideline for learning the process for teaching social skills. It does not include all questions, techniques, and strategies used in working with campers.

A PERFORMANCE PLAN FOR IMPROVING BEHAVIOR

Camper's Name: John Doe

Date: July 15, 2005

I. ASK THE CAMPER

GATHER INFORMATION

What were you doing that caused your problem? I pushed Billie Bob in the classroom.

What would your teacher say you were doing? She would say that I pushed Billie Bob.

What are the rules and standards? We are not allowed to push anyone, and we are supposed to keep our hands to ourselves.

What are the consequences of what you have been doing? Because I have violated the rule, I chose to come to the responsible thinking classroom and isolate myself from the other campers class and all of the privileges associated with being a camper.

Is that what you want to happen? Circle Yes or No

What would you rather be doing? I would rather not be isolated from the other campers and all of the privileges associated with being a camper.

What do you want now? I want to be back with my group so I can be with my friends and the privileges associated with being a camper.

II. TEACH RESPONSIBILITY

COMPARE

Circle your choice

Is what you were doing against the rules or standards? Yes or No

Is what you were doing getting you what you want? Yes or No

Was what you were doing getting you all the things you want? Yes or No

COMMIT

Are you willing to work at resolving (fixing) your problem? Write your commitment.

I am willing to work on resolving my problem.

III. TEACH ALTERNATIVE PLAN TO HELP STUDENT ACHIEVE RESPONSIBILITY

A Establish measurable goal or standard.

For the next (number of minutes, hours, days) I will not push Billie Bob.

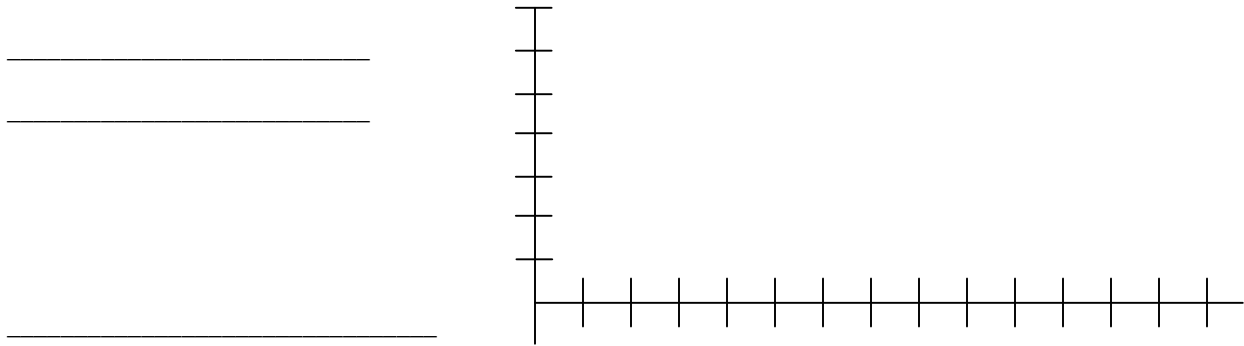
B. Set specific action plan. Detail what you are going to do to achieve your goal (time, place, days, with whom, how long, how many). Plan must contain specifics for measuring progress over time.

When Billie Bob comes close to me, I will walk away. By walking away, I will not be able to push Billie Bob.

C. Compare and commit to plan.

Will this plan get you what you want? Circle Yes or No

IV. MEASUREABLE GOAL CHART



To whom will you report the progress of your plan? The RTC Teacher

How often? Daily during camp When? At end of day Where? In his office

Signatures: Student's _____ RTC Teacher: _____

Next Meeting: Date July 16, 2005 Time: 9:00 PM Place: RTC Teacher's Office

With whom? The teacher in the classroom where I have been pushing Billie Bob

Parent/Guardian Signature (if necessary) _____

Please note: This sheet is a guideline for learning the process for teaching social skills. It does not include all questions, techniques, and strategies used in working with campers.