



Sharing positivity with Points!



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|-----------------|---------------|------------------|---------------------|
| 1 | 1 | 1 | 1 |
| Active listener | Air hugs | Brain Break Boss | Completed activity |
| 1 | 1 | 1 | 1 |
| Empathy | Face in frame | First 5 in class | Followed directions |
| 1 | 1 | 1 | 1 |
| Good attitude | Gratitude | Growth mindset | Independent learner |

Create a positive culture

Classrooms are full of positivity! Use regular, positive feedback to encourage students and give them recognition for their efforts and progress.

We all have things we need to work on! Establish with students *and families*: "Neutral" and "Needs work" points are not negative.

Student-ownership is 🔑

Bring students together. Agree upon class values, and create skills to match with the input of students.

Foster a student-driven environment! Allow students to nominate others for positive points and create new skills as they continue to grow.

| | | | |
|--------------------|-------------------|--------------------|-------------|
| 1 | 1 | 1 | 1 |
| Live Lesson Cohost | Made a connection | Microphone Manners | Mindfulness |
| 1 | 1 | 1 | 1 |
| On task | On time | Participating | Patience |
| 1 | 1 | 1 | 1 |
| Perseverance | Positive thinking | Ready to learn | Respect |

Come together as a community

Classrooms work together as part of a school community.

Encourage shared school values with schoolwide points or skills aligned to your PBIS and other initiatives!

Teachers collaborate with one another. Invite grade level partners, admin, and school staff to share their class, any connected staff member can recognize student effort

| | | | |
|---------------------|--------------------------|--------------------|-------------------|
| 1 | 1 | 1 | 1 |
| Seeking solutions | Showed my thinking | Student compliment | Tech support |
| 1 | 1 | 1 | 5 |
| Thoughtful question | Tidy space | Substitute point | Zoom 5 day streak |
| 1 | 5 | 1 | 3 |
| Principal point | All Activities completed | Teacher shout out | Self-advocating |